

TEXAS EDUCATION AGENCY

Weatherford ISD Annual Report



2011-2012



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800



January 17, 2013

**WEATHERFORD ISD
STRATEGIC PLAN
2008-2013**

MISSION STATEMENT

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

VISION STATEMENT

WISD will be the world-class district of choice.

VALUE STATEMENTS

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

Weatherford ISD's Strategic Plan was developed by the WISD Strategic Management Team

Dear Staff Members, Parents, and Residents:

The Weatherford Independent School District Annual Report for the 2011-12 school year provides many reasons for our community to feel proud of our schools. This report includes information such as Academic Excellence Indicator System (AEIS) data, glossary explanations, district and campus performance reports, Texas Academic Skills Program (TASP) results, Weatherford ISD's Strategic Plan, and the District's annual performance report on school safety.

It is important to note that no State of Texas Assessments of Academic Readiness (STAAR) results are included, since performance standards have not been determined yet for the grades 3-8 STAAR assessments. Results of the spring and summer 2012 STAAR End-of-Course assessments at the state, region, district, and campus levels can be accessed online at <http://www.texasassessment.com>.

Additional items that are new to this year's Annual Report include:

TAKS – Indicators that change:

- TAKS by grade: Performance is shown only for grades 10 & 11.
- TAKS (Sum of All Grades Tested): shown for grades 10 & 11 only.
- TAKS Commended Performance: shown for grades 10 & 11 only.
- TAKS-M: Results on the TAKS-M assessments are included in the TAKS indicators and also shown separately, for grades 10 & 11 only.
- TAKS-Alt: The TAKS-Alt was not available for the 2012 TAKS administration.
- No Prior Year: Only one year of data (spring 2012) is shown.
- TAKS Participation: No participation report is available for 2011-12.
- Progress of Prior Year TAKS Failers: Performance is shown only for grades 10 & 11.
- TAKS Performance of Mobile Students (state report only): Performance is shown only for grades 10 & 11.



TAKS – Indicators that do not change:

- TAKS Exit-Level Cumulative Pass Rate.
- ELL Progress Measure: This indicator is not available for the 2011-12 AEIS reports.
- Annual Dropout Rate: Only one year of data is shown for this indicator, because dropout rates for 2010-11 are not comparable to those reported for 2009-10.
- 4-Year Completion Rate (Gr. 9-12): This indicator is shown for the class of 2011 only, with new exclusions required under Texas Education Code applied to the district and campus rates only. Note that the district and campus reports show “N/A” for the state and region columns. The required exclusions are not part of the methodology used to calculate state and region 4-year completion rates, therefore, the state and region reports show the 4-year completion rate without the exclusions applied.
- Non-Educationally Disadvantaged: This is a new item on the AEIS reports. It is the complementary count and percent to Economically Disadvantaged. That is, it is defined as those not eligible to participate in free or reduced-price lunch or to receive any other public assistance.
- Instructional Staff Percent: This item, which has previously been available on the School Report Cards has been added to the campus reports. It is only reported at the district level, so the campus column is blank.
- Instructional Expenditure Ratio: This item, which has previously been available on the School Report Cards has been added to the campus reports. It is only reported at the district level, so the campus column is blank.
- AEIS Download Data: The data downloads will be available by late November on the public site. Variables have been added to the download:
 - At-Risk: The campus-level performance of students who are at-risk of dropping out of school can be downloaded, for all indicators.
 - Mobility: District-level mobility has been added to the district download. Note that this indicator is still calculated at the campus level.
 - Campus Comparison Groups: While there is no Comparable Improvement to report for 2011-12, the campus comparison groups will be available later, on the public site. Districts are not required to include those with the publication and dissemination of the AEIS reports.
 - School Report Card (SRC): Due to the lack of state assessment results for most grades and no accountability information, there will be no School Report Card for 2011-12. Schools will not be required to send reports home with the students.

Sincerely,

Jeffrey Hanks, Ph.D.
Superintendent of Schools

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TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
AEIS Report**



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TEXAS EDUCATION AGENCY

Guidelines **of the** **Academic Excellence** **Indicator System**

2011-2012
Report



Weatherford ISD

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Guidelines

for the

Academic Excellence Indicator System

2011-12 Report

The following guidelines have been developed by the Division of Performance Reporting of the Texas Education Agency to help districts understand their responsibilities regarding the Academic Excellence Indicator System (AEIS) reports. Please read these guidelines carefully.

*Texas Education Code Chapter 39** requires each district's board of trustees to publish an annual report that includes the AEIS report; campus performance objectives; a report of violent or criminal incidents; and, information received under Texas Education Code §51.403(e) from the Texas Higher Education Coordinating Board. The board of trustees shall hold a hearing for public discussion of the report, and they shall widely disseminate the report within the district.

* The 2011-12 AEIS Guidelines refer to TEC Chapter 39 as it existed before amendment by House Bill (HB) 3, 81st Texas Legislature, 2009. This remains in effect through the 2011-12 school year.

- 1. Publishing an Annual Report.** The AEIS report comprises the main part of the district's annual report. Districts must publish the AEIS report in the format prepared by TEA. Apart from the AEIS report, districts must also include campus performance objectives (see item **2.** below), a report of violent or criminal incidents (see item **3.** below), and information received from the Texas Higher Education Coordinating Board (THECB) for each high school campus in the district (see item **4.** below). Districts may add narrative describing their schools; present additional data, charts, and diagrams; and give further explanation of the data prepared by TEA.

Of the materials provided by TEA to the district, those that must be made available to the public are the Performance and Profile sections for the district and for every campus in the district. For 2011-12, Campus Comparable Improvement Reports are not available. For districts with bilingual and/or ESL data, Section III, the *Bilingual Education/English as a Second Language Report*, follows the Profile section. All three sections are required to be published. Campus reports do not have Section III.

It is also helpful to provide a copy of the *AEIS Glossary*. Where appropriate, the Spanish version *Glosario* should be made available. The English version of the *Glossary* will be available by late November 2012, concurrent with the public release of the AEIS. The Spanish translation will follow in January. Other materials provided by TEA, such as these *Guidelines*, are for district or campus use only.

To access, save, and print your AEIS reports, log onto the Texas Education Agency Secure Environment (TEASE) website at:

<https://prvor.tea.state.tx.us/>

This search site is designed for district use only and provides the basic materials districts

need to comply with the mandated publication requirements of the AEIS. See items **6.** and **7.** below for details on how to access and print reports off the TEASE site. Note that by late November 2012, all 2011-12 AEIS information will be made available to the public online at:

<http://ritter.tea.state.tx.us/perfreport/aeis/2012/index.html>

- 2. Campus Performance Objectives.** *Texas Education Code* §11.253 requires that each campus improvement plan set objectives based on the AEIS report and periodically measure progress toward the performance objectives. These objectives must be approved by the local board of trustees and must be included in the published AEIS report.
- 3. Report on Violent or Criminal Incidents.** Texas statute requires every district to publish a report on violent or criminal incidents at their schools. This report is meant to be available for use and review by the public in the district; a copy does **not** need to be sent to TEA. It is a local responsibility to determine the format of this report and publish it. The content of the report should reflect the requirements in *Texas Education Code* §39.306. These requirements read, in part:

(a) The annual report must . . . include:

- (4) a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g);
- (5) information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students;
- (6) the findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act (SDFSCA) of 1994 (20 U.S.C. Section 7101 et seq.).

For clarification, please contact Priscilla Gonzalez-Flores at (512) 463-2395 (Division of Educator Initiatives).

- 4. Reports of Student Enrollment and Academic Performance.** Texas statute (TEC §51.403) requires every district to include with its AEIS report a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school. The THECB posts this data on its website at:

<http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradAcademicPerformance.cfm>

The most current report is titled *Report of 2009-2010 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2011*. The first page of this document describes the data. Please read that page to understand what is reported. The list of individual high schools and their performance follows.

To comply with statutory requirements, find the information for your district, print it, and include it with the published AEIS report. Explanations from the report's first page may be a useful addition to your published AEIS report.

Data in the *Report of 2009-2010 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2011* is given for individual high

schools with more than 25 students; however, districts are not required to report grade point average results for individual high schools. If you choose to report only district level data, sum the individual high school data. If data for a district are masked due to small numbers of students, districts should still publish their section of the report, showing the masked data, just as they would publish any data that are masked in the AEIS report. Questions about accessing these reports should be directed to the THECB at (512) 427-6533.

- 5. Public Hearings.** A hearing for public discussion of the annual report must be held within 90 calendar days from November 15, 2012 (the release date to superintendents on TEASE). The winter holiday does not count toward the 90 days. Parents and property owners must be notified of the hearing. State law stipulates that notification **MUST** include “notice to a newspaper of general circulation in the district and notice to electronic media serving the district.” This notice can be in the form of a press release or other announcement, but it must be made available to local print and electronic media (*i.e.*, newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing. The hearing may be combined with a regularly scheduled meeting of the local board of trustees, but must be held at a reasonable time, when parents and taxpayers can attend. Within two weeks after the hearing, the AEIS report must be widely disseminated within the district.
- 6. How to Access the Reports.** The TEA-generated AEIS reports are available on the TEASE website, as of November 15, 2012. Every superintendent should have a logon to this site, or have a designated staff member with access to the site. The reports will be added to the public site by the end of November.
- 7. Printing the Reports.** On the TEASE site, AEIS reports are available as Portable Document Format (PDF) files. For 2012, the AEIS does not include Comparable Improvement reports. You may select the district report, or all campuses in your district. The reports have been designed to allow for double-sided printing. Blank pages have been added after the cover page and at the end of every campus report that has an odd number of pages. *Please save these reports to a local drive or server.*
- 8. Disseminating the Report.** Disseminating the report can be accomplished by directing readers to the agency’s AEIS website or to your local website. To accommodate members of the public without internet access, a copy of the full AEIS report should be posted to at least one public place such as each school office, local businesses, and/or public libraries. Districts may also opt to distribute copies through mailings or via students. The district is responsible for finding the most efficient and cost-effective method of making the annual AEIS reports available to the public.
- 9. Requirement for Notice.** *Texas Education Code Chapter 39* requires that districts post the most current AEIS reports on the district website by the 10th instructional day of the school year. While this statute does not require that the district website be updated with the latest AEIS reports following the 10th instructional day of the year, you are strongly encouraged to make the 2011-12 reports available to the public on your own website. With the PDF version of the reports, this can be done easily. TEA’s public website will have the AEIS reports online (as HTML as well as PDF) by late November. For more information on this requirement, see our FAQ at:

http://ritter.tea.state.tx.us/perfreport/3297_faq.html

10. Making Changes to Data: By the time AEIS reports are generated, it is too late for districts to correct any data printed on the reports. Corrections to PEIMS data used in the AEIS report must be made using the procedures described in the *PEIMS Data Standards*, well ahead of the time the AEIS reports are generated by TEA. The submission and resubmission period for PEIMS (Submission 1) was roughly from November 2011 through mid-January 2012. For changes to the TAKS results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests, corrections must be handled through the appropriate testing contractor. However, if there are discrepancies between the data that appear on the AEIS report and locally computed data, the district may add a statement to the reports explaining the discrepancies.

11. Publishing a Summary Report: In addition to publishing the full AEIS report and having it available publicly, the district has the option to produce a shortened or summarized report, showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report. Note that the *School Report Card* will not be available for the 2011-12 school year. (See item **15.** below)

12. Changes to this Year's AEIS: Due to the lack of state assessment results for most grades and no accountability information, the AEIS reports are substantially reduced for 2011-12.

- **STAAR:** No STAAR results are shown on the 2011-12 AEIS reports, since performance standards have not been determined yet for the grades 3 – 8 STAAR assessments.
- **TAKS – Indicators that change:**
 - TAKS by grade: Performance is shown only for grades 10 & 11.
 - TAKS (Sum of All Grades Tested): shown for grades 10 & 11 only.
 - TAKS Commended Performance: shown for grades 10 & 11 only.
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- **TAKS – Indicators that do not change:**
 - TAKS Exit-Level Cumulative Pass Rate.
- **ELL Progress Measure:** This indicator is not available for the 2011-12 AEIS reports.
- **Annual Dropout Rate:** Only one year of data is shown for this indicator, because dropout rates for 2010-11 are not comparable to those reported for 2009-10.
- **4-Year Completion Rate (Gr 9-12):** This indicator is shown for the class of 2011 only, with new exclusions required under Texas Education Code applied to the district and campus rates only. Note that the district and campus reports show “N/A” for the state and region columns. The required exclusions are not part of the methodology used to calculate state and region 4-year completion rates, therefore, the state and region reports show the 4-year completion rate without the exclusions applied.

- ***Non-Educationally Disadvantaged:*** This is a new item on the AEIS reports. It is the complementary count and percent to Economically Disadvantaged. That is, it is defined as those not eligible to participate in free or reduced-price lunch or to receive any other public assistance.
- ***Instructional Staff Percent:*** This item, which has previously been available on the School Report Cards has been added to the campus reports. It is only reported at the district level, so the campus column is blank.
- ***Instructional Expenditure Ratio:*** This item, which has previously been available on the School Report Cards has been added to the campus reports. It is only reported at the district level, so the campus column is blank.
- ***AEIS Download Data:*** The data downloads will be available by late November on the public site. Variables have been added to the download:
 - At-Risk: The campus-level performance of students who are at-risk of dropping out of school can be downloaded, for all indicators.
 - Mobility: District-level mobility has been added to the district download. Note that this indicator is still calculated at the campus level.
- ***Campus Comparison Groups:*** While there is no Comparable Improvement to report for 2011-12, the campus comparison groups will be available later, on the public site. Districts are not required to include those with the publication and dissemination of the AEIS reports.

13. Other Data Issues: In releasing these reports to the public and the media, districts are encouraged to include a copy of the *AEIS Glossary*. Districts may explain any discrepancies between locally-computed statistics and the values received from TEA. The following are some of the most commonly requested explanations for perceived discrepancies between state and local data. (Districts may wish to include any or all of these.)

- ***Time frame:*** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. Dates of data sources are given in the *AEIS Glossary*.
- ***Static versus Dynamic Data Sources:*** Most of the data provided are derived from collections compiled at a specific time to create an annual statistic. Districts may maintain cumulative or dynamic sets of similar information, which they may wish to provide locally. An example of this might be the cumulative number of recovered dropouts.
- ***The “October” or “Accountability” Subset:*** TAKS results are adjusted to account for student mobility. Only passing rates for students who were enrolled in the campus or district as of October 28, 2011 (for the spring 2012 test) were included in the AEIS reports.
- ***Masking:*** Masking rules are applied to results of the TAKS tests in order to be in compliance with the federal Family Educational Rights and Privacy Act (FERPA). Other performance indicators are also masked, such as AP/IB and SAT/ACT results. For more information on masking rules and symbols, see the explanation of masking at

<http://ritter.tea.state.tx.us/perfreport/aeis/2012/masking.html>

- 14. Explanation to Parents and Staff:** As previously mentioned (see item 5.), districts are required to notify parents (including anyone having lawful control of a student), property owners, and the local media of the AEIS hearing for public discussion. Beyond that, the superintendent may want to encourage principals to meet with staff to discuss their campus report; and, following public discussion, schedule presentations of the information at meetings of the local parent-teacher organization. The material TEA provides on this website is designed to provide all the basic information needed to understand the AEIS report.
- 15. School Report Card (SRC):** Due to the lack of state assessment results for most grades and no accountability information, there will be no School Report Card for 2011-12. Schools will not be required to send reports home with the students.

TEXAS EDUCATION AGENCY

Glossary **of the** **Academic Excellence** **Indicator System**

2011-2012
Report



Weatherford ISD

1100 Longhorn Drive
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817-598-2800

Glossary

for the

Academic Excellence Indicator System

2011-12 Report

Accountability Rating: There are no state accountability ratings for the 2011-12 school year. A new accountability system, based on the new State of Texas Assessments of Academic Readiness (STAAR) tests and other indicators will be used to rate campuses and districts in 2013. For more information, see the 2013 Accountability website at:

<http://ritter.tea.state.tx.us/perfreport/account/2013/index.html>

Adopted Tax Rate (calendar year 2011) (*District Profile only*): This is the locally adopted tax rate set for the 2011 calendar year. The total adopted rate is composed of a maintenance and operation rate (M&O) and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value. Taxes based on this rate were to be paid by taxpayers in early 2012. The state value shown for the adopted tax rates is the simple average of all the district rates. (*Source: Texas Comptroller of Public Accounts, July 2012*)

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

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

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

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

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2010-11}}{\text{number of students in grades 9-12 who completed at least one course in 2010-11}}$$

Special education students are included in the results shown for the campus or district and the individual student groups. For purposes of comparison, course completion rates are also shown for the prior year (2009-10). For a list of advanced courses, see *Appendix C*. (*Source: PEIMS, June 2011, June 2010*)

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

All Funds: Financial information is broken down by fund type (general fund only and all funds). *All Funds* consists of four fundamental fund groups: General Fund (codes 101-199, 266 and 420), Special Revenue Funds (codes 200/300/400), Debt Service Funds (code 599), and Capital Projects Funds (codes 601 and 699). It also includes the Enterprise Fund, and the National School Breakfast and Lunch Program (code 701). Within the general fund, code 420—Foundation School Program and Other State Aid—is used by charter operators only. Fund 266, State Fiscal Stabilization Fund (beginning fiscal year 2008/2009), is also included in the general fund and is federally funded by the American Recovery and Reinvestment Act of 2009.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2010-11). For more information on fund codes, see *Appendix B. (Source: PEIMS, March 2012)*

Annual Dropout Rate: For the 2011-12 AEIS Reports, the annual dropout rate methodology for campuses and districts has changed. Per Texas Education (TEC) Code Chapter 39, the following are now excluded from campus and district dropout calculations:

- 1) students who are not eligible for state funding;
- 2) students who were court-ordered into a General Educational Development (GED) program, but who did not earn a GED;
- 3) students who have been incarcerated as adults;
- 4) students coded as refugees or asylees who have not received adequate schooling outside of the United States;
- 5) any students who were previously reported as dropouts to TEA; and
- 6) students in county detention facilities outside of their home district.

Two annual dropout rate indicators are shown:

- (1) *Annual Dropout Rate (Gr 7-8)*. This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2010-11 school year}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2010-11 school year}}$$

- (2) *Annual Dropout Rate (Gr 9-12)*. This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2010-11 school year}}{\text{number of grade 9-12 students who were in attendance at any time during the 2010-11 school year}}$$

Both annual rates appear on campus, district, region, and state-level AEIS reports. However, the state and region annual dropout rates that are reported on district and campus AEIS reports are calculated without exclusions.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay. For a more

complete description of dropout rates and the change in exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2010-11* reports, available at

http://www.tea.state.tx.us/acctres/dropcomp_index.html

See also *Dropout and Leaver Record*. (Source: PEIMS, Oct. 2010, Oct. 2011 and June 2011)

AP/IB Results: These refer to the results of the College Board's Advanced Placement (AP) examinations and the International Baccalaureate's (IB) Diploma Program examinations taken by Texas public school students. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Many colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

Three values are calculated for this indicator:

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

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

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

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

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

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

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

For a more information, see *Criterion Score*. (Sources: *The College Board, Aug. 2011, Jan. 2011; The International Baccalaureate Organization, Aug. 2011, Aug. 2010; and PEIMS, Oct. 2011, Oct. 2010*)

ARD: This refers to the Admission, Review, and Dismissal (ARD) committee that determines the individualized education program (IEP) for every student served in special education. See also *Special Education*.

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

number of students coded as at-risk

total number of students

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

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

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

For 2011-12, the campus-level performance of students who are at-risk of dropping out of school has been added to the AEIS data download site, for all indicators. (*Sources: PEIMS, Oct. 2011; Texas Education Code, 81st Texas Legislature*)

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

Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2010-11}}{\text{total number of days students were in membership in 2010-11}}$$

Attendance rates are shown for 2010-11 and 2009-10. (*Source: PEIMS, June 2011, June 2010*)

Auxiliary Staff (*District Profile only*): This shows the Full-Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked. (*Source: PEIMS, Oct. 2011*)

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

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

A half-time employee with a reported actual salary of \$30,000 has a full-time equivalent salary of \$60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. (*Source: PEIMS, Oct. 2011*)

Average Teacher Salary by Years of Experience (*regular duties only*): Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplements. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. (*Source: PEIMS, Oct. 2011*)

Average Years Experience of Teachers: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to the total number of (completed) years of professional experience for the individual in any district. (*Source: PEIMS, Oct. 2011*)

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

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

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

For 2011-12, the only indicators shown are: Texas Assessment of Knowledge and Skills (TAKS) Met 2012 Standard (Sum of Grades 10 and 11) and Progress of Prior Year TAKS Failers. Four columns shown in *Section III* are repeated from *Section I*: State, Region, District, and Total LEP.

Section III is included in district, region, and state AEIS reports. The information is not calculated or reported at the campus level. Only 2012 TAKS performance is shown.

For more information on *Section III*, see the sample in *Appendix G*. See also *TAKS and Progress of Prior Year TAKS Failers*. For definitions of the BE/ESL instructional model types, see the *PEIMS Data Standards*.

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

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

- the percent of African American students enrolled for 2011-12;
- the percent of Hispanic students enrolled for 2011-12;
- the percent of White students enrolled for 2011-12;

- the percent of economically disadvantaged students enrolled for 2011-12;
- the percent of LEP students enrolled for 2011-12; and
- the percent of mobile students as determined from 2010-11 cumulative attendance.

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

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

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

- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation.
- The following schools do not have a comparison group:
 - Disciplinary alternative education programs (DAEP) and juvenile justice alternative education programs (JJAEP);

- Campuses with a high grade of 3 or less, or only grade 12;
 - Campuses rated under the Alternative Education Accountability system in 2011;
 - Campuses that only test students served by special education;
 - Paired campuses;
 - Campuses with fewer than nine students;
 - Campuses that did not test students on the TAKS in 2011;
 - Campuses that only tested grade 3 TAKS in 2011; and
 - Campuses that were rated in 2011 using Special Analysis for small number tested.
- Districts are not grouped.

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

See *Appendix D* for a sample *Campus Comparison Group* report with explanations.

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

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

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

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

The following rules apply to the average class sizes:

- 1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation;
- 2) subjects in the areas of English language arts (ELA), mathematics, science, social studies, foreign language, computer science, business education, career and technical, and self-contained are included in the calculation;
- 3) classes where the number of students served is reported to be zero are not included;
- 4) service codes with the "SR" prefix are not included;
- 5) teacher roles coded as "teacher" and/or "substitute teacher" are included;
- 6) only class settings coded as "regular class" are included in the calculation;
- 7) missing partial FTE counts are not included;
- 8) elementary classes where the number of students exceeds 100 are not included.

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

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

For 2011-12, the indicators include:

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

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

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

Three values are calculated for this indicator:

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

number of graduates who scored at or above the *College-Ready* criterion for ELA

number of graduates (class of 2011) with ELA results to evaluate

- (2) *Mathematics*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

number of graduates who scored at or above the *College-Ready* criterion for mathematics

number of graduates (class of 2011) with mathematics results to evaluate

- (3) *Both Subjects*. This shows the percent of graduates who scored at or above the criterion score on *both* the ELA and mathematics tests for TAKS, SAT, or ACT.

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

number of graduates (class of 2011) with results in both subjects to evaluate

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

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

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

(Sources: TEA Student Assessment Division, *The College Board*, Aug. 2011, Aug. 2012, ACT, Inc. Oct. 2011, Oct. 2010; and PEIMS, Oct. 2011, Oct. 2010)

Community Services (2010-11) (District Profile only): Expenditures for activities or purposes other than regular public education. These are activities relating to the whole community, such as the operation of a school library, swimming pool, and playgrounds for the public (objects 6100-6400, function 61). Community Services expenditures are shown as a stand-alone amount and are not included in total operating expenditures.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See also *Appendix B*. (Source: PEIMS, March 2012)

Comparable Improvement (Campus-level only): There are no Comparable Improvement reports for 2011-12. This measure is based on comparing two years of results on the state-mandated examination to determine the growth of student performance. In the future, a new progress measure will be developed for the STAAR tests.

Completion Rate: These longitudinal rates show the percentage of students from a class of beginning ninth graders who, by the fall following their anticipated graduation date, graduate, remain enrolled, receive General Educational Development (GED) certificates, or drop out. Three rates are shown:

(1) *4-Year Completion Rate (Gr 9-12)*. The students in this cohort first attended ninth grade in 2007-08. They are followed through their expected graduation with the class of 2011. The rate includes graduates as well as students who continued their education in the 2011-12 school year. Four student outcomes are shown:

- *Graduated*. Based on the 2007-08 cohort, this shows the percent who received their high school diploma on time or earlier — by August 31, 2011. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2011}}{\text{number of students in the 2007-08 cohort (with mandated exclusions)*}}$$

- *Received GED*. Based on the 2007-08 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2011. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2011}}{\text{number of students in the 2007-08 cohort (with mandated exclusions)*}}$$

- *Continued High School*. Based on the 2007-08 cohort, this shows the percentage still enrolled as students in the fall of the 2011-12 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2011-12 school year}}{\text{number of students in the 2007-08 cohort (with mandated exclusions)*}}$$

- *Dropped Out*. Based on the 2007-08 cohort, this shows the percentage who dropped out and did not return by the fall of the 2011-12 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2011-12 school year}}{\text{number of students in the 2007-08 cohort (with mandated exclusions)*}}$$

These four outcomes sum to 100% (some totals may not equal exactly 100% due to rounding).

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, or 87. Also—new for 2011-12—this rate is shown with exclusions that are newly mandated in statute. See *Annual Dropout Rate* for a list of the exclusions.

(2) *4-Year Graduation Rate without Exclusions (Gr 9-12)*. This cohort consists of students who first attended ninth grade in 2007-08. They are followed through their expected graduation with the class of 2011. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2011}}{\text{number of students in the 2007-08 cohort **}}$$

- ** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, or 87. Note that students excluded from the *4-Year Completion Rate (Gr 9-12)* are not excluded from this rate.

- (3) *5-Year Extended Graduation Rate without Exclusions (Gr 9-12)*. This cohort consists of students who first attended ninth grade in 2006-07. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2011}}{\text{number of students in the 2006-07 cohort***}}$$

***The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, or 87. Note that the newly mandated exclusions are not applied to this rate.

Cohorts:

- A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.
- A student who *transfers out of the cohort* is one who, for example, moves to another public high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked, and students who leave for these reasons are not included in completion or graduation rate calculations.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2007-08 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2007-08, but takes 5 years to graduate (*i.e.*, in May 2012) is still part of the class of 2011 cohort; they are not switched to the class of 2012 cohort. This student would be considered a continuing student, and counted as part of the *Continued HS* number for the class of 2011.

Other important information:

- State and region-level completion and graduation rates do not exclude any students. For this reason those columns show “N/A” for *4-Year Completion Rate (Gr 9-12)* on district and campus-level AEIS reports. The state and region-level AEIS reports show this data without exclusions.
- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.
- Beginning with the 2011 accountability cycle, the methodology for calculating completion rates was expanded. The expanded methodology creates completion rates for campuses with grade 9 and either grade 11 or 12 in both year 1 (2007-08) and year 5 (2011-12); or, campuses with grade 12 in both year 1 and year 5. High schools that do not meet these requirements do not show a rate on this indicator in 2012.
- Completion rates for districts serving Texas Juvenile Justice Department (TJJD), Texas Juvenile Probation Commission (TJPC), or Texas Youth Commission (TYC) facilities do not include students from the facilities unless the students have been attributed to

regular campuses in the district of service through *campus of accountability* procedures.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2010-11*. (Sources: PEIMS, Oct. 2011, June 2011, Oct. 2010, June 2010, Oct. 2009, June 2009, Oct. 2008, June 2008, Oct. 2007, June 2007, Oct. 2006, June 2006, June 2005, June 2004, June 2003, June 2002, and General Educational Development Information File)

Criterion Score: This refers to the scores on the SAT and ACT college admissions tests, the AP and IB tests, and the College-Ready Graduates indicator. For the college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the SAT (critical reading and mathematics combined). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. For College-Ready Graduates criterion scores, see *College-Ready Graduates*.

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

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

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

During the data submission process each district has the ability to run PID Discrepancy Reports that show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the 4-year dropout rate and the high school completion rate. The AEIS reports show the PID error rate in PEIMS Student Data, collected in Submission 1 (*October 2011*).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2011)}}{\text{number of student records in PEIMS submission 1 (fall 2011)}}$$

- (2) *Percent of Underreported Students.* Underreported students are 7th-12th graders who were enrolled at any time the prior year and who were not accounted for through district records or TEA processing in the current year. A district is required to submit a leaver record for any student served in grades 7-12 the previous year, unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to

the district by the end of the school-start window (for 2011-12 the end of the school-start window was September 30, 2011). For students who attended in 2010-11, there were 17 possible leaver reasons, including: graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2010-11 school year}}$$

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

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

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates from 2009-10 and earlier, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students through the submission of leaver reasons. The leaver record provides 17 possible reasons for leaving school in 2010-11, including three which indicate the student is a dropout (codes 88, 89, and 98).

Note that for 2011-12, some students are excluded from the dropout rate. For more information, see *Annual Dropout Rate*. (Source: *PEIMS, Oct. 2011*)

Dropout Rate: See *Annual Dropout Rate*.

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

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

See also *Campus Group* and *Total Students*. (Source: *PEIMS, Oct. 2011, Oct. 2010; and TEA Student Assessment Division*)

Educational Aides: Educational aides are staff who are reported with a role ID of 033 (Educational Aide), 036 (Certified Interpreter), or 037 (Non-Certified Interpreter). These aides are referred to as paraprofessional staff. The FTE counts of educational aides are expressed as a percent of the total staff FTE. (Source: *PEIMS, Oct. 2011*)

English Language Learners Progress Indicator: This indicator is not available for the 2011-12 AEIS reports.

Enrollment: See *Total Students*.

Equity Transfers (2010-11) (District Profile only): The amount “excluded from revenues” is the expenditures reported by districts for reducing their property wealth to the required equalized wealth level (function 91). The amount “excluded from expenditures” is the expenditures reported by districts for the cost of reducing their property wealth to the required equalized wealth level (function 91).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Ethnic Distribution: Students and staff are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. In the *Profile* section, both counts and percentages of the total number of students and staff in each of these categories are shown.

For some performance measures—Completion Rate and TAKS Exit-level—the groups of Asian, Pacific Islander, and Two or More Races have no data available for the prior school year since the former definitions were in use that year.

(Source: PEIMS, Oct. 2011, Oct. 2010; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

FTE: Full-Time Equivalent.

Fund Balance Information (*District Profile only*): The amount of undesignated, unreserved fund balance that existed at the end of the 2010-11 school year is reported for each district.

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

The amount reported in the AEIS report is the undesignated component, calculated as the difference between the total unreserved fund balance and the designated unreserved fund balance. This balance amount is expressed as a percent of the total budgeted expenditures (for the general fund) for the current year (2011-12) as specified in statute.

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

Note that while other finance items are now reported as actual, fund balance information is still expressed as a percent of total *budgeted* expenditures for the current year as required in statute. *(Source: Financial Audit Report, Jan. 2012)*

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

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Gold Performance Acknowledgment: There are no *Gold Performance Acknowledgments* for 2012.

Graduates (Class of 2011): Shown in the *Profile* section, this is the total number of graduates (including summer graduates) for the 2010-11 school year, as reported by districts in the fall of 2011. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Special education graduates are students who graduated with a special education graduation type code or who received special education services their entire senior year (as determined by attendance data). Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2011 could be coded with one of the following graduation types:

- Minimum High School Program
- Recommended High School Program
- Distinguished Achievement Program
- Special Education student completing an individualized education program (IEP)

Counts of graduates are calculated slightly differently for three graduation-related indicators on the *Performance* section of the AEIS report:

- SAT/ACT results do not indicate whether the examinee is served in special education; therefore, there is no way to know if a student taking the SAT or ACT is served in special education. However, because relatively fewer students served in special education take college admissions tests, only non-special education graduates are included in the denominator.
- The *RHSP/DAP* indicator as well as the *College-Ready Graduates* indicator include all graduates, special education and non-special education, in both the numerator and denominator.

See also *College-Ready Graduates, Completion Rate, and RHSP/DAP Graduates*.
(Source: PEIMS, Oct. 2011)

Graduation Rate: See *Completion Rate*.

Instructional Expenditure Ratio (2010-11): This measure, required by TEC §44.0071, indicates the percentage of the district's total actual expenditures for the 2010-11 fiscal year that were used to fund direct instructional activities. The instructional expenditure ratio is a district-level only measure, and is calculated as follows:

$$\frac{\text{expenditures reported in function codes 11, 12, 13, 31 and object codes 6112 through 6499}}{\text{expenditures reported in function codes 11-52, 92, and 95 and object codes 6112 through 6499}}$$

For 2011-12, this district-level item has been added to the campus reports. Because it is only reported at the district level, the campus column is blank.

Contact the Division of State Financial Review at (512) 463-9095 for further details on this measure. See *Appendix B* for function and expenditure code labels. (Source: PEIMS, March 2012)

Instructional Staff Percent: This measure, required by TEC 44.0071, indicates the percentage of the district's full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2011-12 school year. The instructional staff percent is a district-level-only measure, and is calculated as follows:

$$\frac{\text{total number of hours district staff reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

For 2011-12, this district-level item has been added to the campus reports. Because it is only reported at the district level, the campus column is blank.

Contact the Division of State Financial Review at (512) 463-9095 for further details about this measure. (*Source: PEIMS, Oct. 2011*)

International Baccalaureate (IB): See *AP/IB Results*.

Leaver Record: In determining the status of prior year 7th through 12th grade students who are no longer enrolled at a Texas public school, TEA reviews attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records. Districts, for their part, are required to submit a leaver code for all other students. This group of "leavers" includes students such as those who graduated, enrolled in school in another state, returned to their home country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

See *Data Quality*. See also the *Secondary School Completion and Dropouts in Texas Public Schools, 2010-11* reports, available at

http://www.tea.state.tx.us/acctres/dropcomp_index.html

(*Source: PEIMS, Oct. 2011*)

Limited English Proficient (LEP): These are students identified as LEP by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all students identified as LEP receive bilingual or English as a second language instruction, although most do. In the *Profile* section of the reports, the percent of LEP students is calculated by dividing the number of LEP students by the total number of students in the school or district.

The LEP column in the *Performance* section shows the performance of students identified as LEP in the current year only; students who are no longer considered LEP are not included in this column.

Section III of the district, region, and state reports shows the performance of LEP students in greater detail. See *Bilingual Education/English as a Second Language Report* and *Appendix G*. See also *Campus Group*. (*Source: PEIMS, Oct. 2011*)

Mobility (Campus Profile only): A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.*, has missed six or more weeks at a particular school).

$$\frac{\text{number of mobile students in 2010-11}}{\text{number of students who were in membership at any time during the 2010-11 school year}}$$

This rate is calculated at the campus level. The mobility rate shown in the *Profile* section of campus reports under the “district” column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. For 2011-12, district-level mobility has been added to the AEIS data download of district data. See also *Campus Group*. (Source: PEIMS, June 2011)

n/a: This indicates that data are not available or are not applicable.

Non-Educationally Disadvantaged: This is a new item for the 2011-12 AEIS reports. It is the complementary count and percent to Economically Disadvantaged. That is, it is defined as those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance.

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count. (Source: PEIMS, Oct. 2011)

Paired Schools: For 2011-12, schools were paired for purposes of determining the Adequate Yearly Progress (AYP) status, as required by the federal Elementary and Secondary Education Act (ESEA). Schools that reported enrollment but did not have grades in which the state-mandated test was given (e.g. K-2 schools), were paired with schools with which they have a “feeder” relationship to determine AYP status. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-5), the district would pair these two schools for AYP purposes. This means that the test performance of Navarro Elementary was also used for assigning an AYP status to Travis Primary. See pages 62-64 of the 2012 AYP Guide, at <http://ritter.tea.state.tx.us/ayp/2012/index.html> for more information on the AYP pairing process. Note that some schools that did not receive an AYP status (e.g. 12th grade centers) were also paired.

PBM Special Education Monitoring Results Status: This label appears on the cover of AEIS reports for districts with a special education monitoring status. For an explanation of each label, see *Appendix F*.

Performance of Mobile Students (State Performance only): This additional report shows the aggregate state-level performance of students who were excluded from the district accountability subset due to mobility across districts between October and the time of testing. It is calculated for each TAKS subject as:

$$\frac{\text{number of mobile students who passed each test}}{\text{number of mobile students tested}}$$

These results are shown at <http://ritter.tea.state.tx.us/perfreport/aeis/2012/state.html>. Scroll down to *Performance of Mobile Students* (past the TAKS indicators) and click on the link.

The report shows performance by subject summed across all grades tested.

This indicator is not available at the region, district, or campus level. (Source: TEA Student Assessment Division)

Professional Staff: This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is

shown as a percentage of the total staff FTE. See also *Appendix A. (Source: PEIMS, Oct. 2011)*

Progress of Prior Year TAKS Failers: This indicator provides two measures that show the progress of students who failed the English language arts (ELA) portion or the mathematics portion of the TAKS in the prior year. Note that for the 2011-12 AEIS reports, only performance for grades 10 and 11 is available.

Percent of Failers Passing TAKS (Sum of Grades 10 and 11). Of the students who failed the TAKS, including TAKS (Accommodated) and TAKS-Modified, in the prior year, this measure shows the percent that passed the corresponding assessment in the current year.

For 2012, the reported values for ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2011 but passed in 2012}}{\text{number of matched students who failed in 2011}}$$

For 2012, students included in this measure are those who:

- took the spring 2012 TAKS ELA and/or mathematics tests in grades 10-11;
- are part of the 2012 Accountability Subset (see *TAKS*);
- can be matched to the spring 2011 TAKS administration—anywhere in the state—to find their prior year score for ELA and/or mathematics;
- failed the 2011 TAKS administration of ELA and/or mathematics.

(Source: TEA Student Assessment Division)

Recommended High School Program: See *RHSP/DAP Graduates*.

Retention Rates by Grade: The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in the fall of 2011-12 in the same grade as their grade in the last reported six-week period of the prior year (2010-11). It is calculated as follows:

$$\frac{\text{total students not advanced to the next grade}}{\text{total students advanced to the next grade} + \text{total students not advanced to the next grade}}$$

Special education retention rates are calculated and reported separately from the rates of non-special education students because local retention practices differ greatly between these two populations of students.

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2010-11*, available from TEA. *(Source: PEIMS, Oct. 2011, June 2011)*

RHSP/DAP Graduates: This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

$$\frac{\text{number of graduates reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates}}$$

RHSP graduates are students with codes 15, 19, 22, 25 or 28; DAP graduates are students with codes 17, 20, 23, 26 or 29. See the *PEIMS Data Standards* for more information.

See also *Graduates*. (Source: *PEIMS, Oct. 2011, Oct. 2010*)

SAT/ACT Results: These include the College Board's SAT and ACT, Inc.'s ACT Assessment. Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of non-special education graduates}}$$

Note that "graduates" in the denominator of equation (1) does not include special education graduates; however, special education graduates who took either the SAT or ACT are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations. (See *Graduates*.)

- (2) *At/Above Criterion*. This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\text{number of examinees who scored at or above criterion on either or both examinations}}{\text{number of examinees}}$$

- (3) *Average Score*. This shows the average score for the SAT critical reading and mathematics combined and the average score for the ACT composite, calculated as follows:

$$\frac{\text{total score (mathematics plus critical reading) for all students who took the SAT}}{\text{number of students who took the SAT}}$$

and

$$\frac{\text{total composite score for all students who took the ACT}}{\text{number of students who took the ACT}}$$

Despite the addition of the *writing* portion of the SAT, the criterion score continues to be based on mathematics and critical reading only.

See also *Criterion Score*. (Sources: *The College Board, Aug. 2011, Jan. 2011; ACT, Inc. (ACT) Oct. 2011, Oct. 2010; and PEIMS, Oct. 2011, Oct. 2010*)

School Type: For purposes of creating the Campus Groups, schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled at the school (*i.e.* in membership): *elementary*, *middle* (including junior high school), *secondary*, and both *elementary/secondary* (K-12). Generally speaking, elementary schools are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12.

Schools with grade spans that do not exactly match these are grouped with the school type most similar to their grade span. For exact details on the low and high grade combinations included with each type see the “2012 School Types Chart” at:

http://ritter.tea.state.tx.us/perfreport/account/2012/schtype_chart.html

Section III: Bilingual Education/English as a Second Language Report (*district only*):

See *Bilingual Education/English as a Second Language Report*.

Special Education: This refers to the population served by programs for students with disabilities. Assessment and other decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties.

For 2011-12, students in grades 10 and 11 may have taken the regular TAKS, TAKS (Accommodated), or TAKS-M. Other indicators that include the performance of students in special education are: advanced course/dual enrollment completion, attendance rate, annual dropout rates, college-ready graduates, completion rates, RHSP/DAP, TAKS exit-level cumulative pass rate, and the Texas Success Initiative. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates are shown separately for special education and non-special education students. See also *TAKS Special Education Assessments*. (Source: PEIMS, Oct. 2011, Oct. 2010, and TEA Student Assessment Division)

Special Education Compliance Status: See *PBM Special Education Monitoring Results Status*.

STAAR (State of Texas Assessments of Academic Readiness): No STAAR results are shown on the 2011-12 AEIS reports, since performance standards were not finalized for the grades 3–8 STAAR assessments prior to the publication of the 2012 AEIS reports. Results of the spring and summer 2012 STAAR EOC assessments at the state, region, district, and campus levels can be accessed online at <http://www.texasassessment.com>.

Staff Exclusions: These are counts of individuals who serve public school students, but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* work in schools located in districts other than their employing district, or their assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person’s total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed

to supplying instructional staff for the district. They are never employees of the reporting school district. (*Source: PEIMS, Oct. 2011*)

Standardized Local Tax Base (comptroller valuation) (*District Profile only*): The Comptroller conducts a study each year that uniformly evaluates the property values within school district boundaries. Locally assessed values may vary from the Comptroller's study values. The values certified by the Comptroller's Property Tax Division (Comptroller Valuation) are standardized in that they are deemed to be comparable across the state. Note that the values shown are final for tax year 2011. This is not the property value used for school funding calculations.

- *Value (after exemptions)*. This refers to the market value of all property in a district, minus certain exemptions and deductions. The value after exemptions reflects deductions for the state-mandated homestead exemptions, the disabled veterans' exemptions, the school tax ceiling for homeowners over age 65 or disabled, and other state-mandated exemptions.
- *Value per Pupil*. This refers to school district property value, or Standardized Local Tax Base, divided by the total number of students. This per pupil figure is one definition of "wealth." Note that the values shown are final for tax year 2011. At the state level, the per pupil amount is created by dividing by the total number of students in districts with property value. Some districts do not have property value; their students are not included.
- *Value by Category*. This shows aggregates of individual property tax categories expressed as a percent of the Comptroller's property value *before* the exemptions are applied. Thus, the sum of the category values will exceed the value used for per pupil calculations. Note that the values shown are final for tax year 2011.
 - Business –
 - real property: commercial and industrial;
 - real and tangible personal property: utilities; and
 - personal property: commercial and industrial.
 - Residential – real property: single-family, residential; multifamily, residential; and inventory.
 - Land – real property: vacant lots and tracts; acreage at market value, and farm and ranch improvements; acreage at productivity value.
 - Oil and Gas – real property: oil, gas, and other minerals.
 - Other – tangible personal property: other; and intangible personal property.

(*Source: Texas Comptroller of Public Accounts, July 2012*)

Student Enrollment by Program: Students are identified as served in programs and/or courses for Special Education, Career and Technical Education, Bilingual/ESL Education, or Gifted and Talented Education. The percentages do not sum to 100, as a student may be enrolled in more than one of these programs. (*Source: PEIMS, Oct. 2011*)

Student Success Initiative (SSI): For the 2011-12 school year the student success initiative was suspended. No performance information is available to report.

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. (*Source: PEIMS, Oct. 2011*)

Students with Disciplinary Placements: Counts and percents of students placed in alternative education programs under Chapter 37 of the *Texas Education Code* (Discipline; Law and Order) are shown (for the 2010-11 school year) in the AEIS reports. Disciplinary placement counts are obtained from PEIMS records. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program (DAEP) or juvenile justice alternative education program (JJAEP). 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 2011-12, the following 19 codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Source: PEIMS, June 2011*)

TAKS (Texas Assessment of Knowledge and Skills): The TAKS, a comprehensive testing program for public school students, was administered to students in grades 3–11 from 2003 to 2011. For 2012, only students in grades 10 and 11 were administered the TAKS.

A new set of tests, the State of Texas Assessments of Academic Readiness (STAAR) were administered in 2012 to students in grades 3-9. Due to the transition and the time needed to set standards on the STAAR, no STAAR results are available on the 2011-12 AEIS reports.

The following TAKS performance is shown:

- *By Grade for grades 10 and 11.* For the following subjects: English language arts (ELA), mathematics, science, and social studies.
- *Sum of Grades 10 and 11.* Three indicators are shown which sum TAKS results (by subject) across grades.
 - *TAKS Met 2012 Standard (Sum of Grades 10 and 11).* This measure includes performance of students who took the TAKS, as well as those who were administered the TAKS (Accommodated) and TAKS-Modified (TAKS-M).
 - *TAKS Commended Performance (Sum of Grades 10 and 11).* This measure includes performance of students who took the TAKS, as well as those who were administered the TAKS (Accommodated) and TAKS-M.
 - *TAKS-M Met 2012 Standard (Sum of Grades 10 and 11).* This measure shows the percent of those students who met the TAKS passing standard on the TAKS-M assessment.

Other Information:

- *Prior Year.* No prior year (2011) performance is shown for the TAKS.
- *TAKS-Alternate.* TAKS-Alt was not administered in 2012.

- *Sum of all grades tested.* This refers to the grades tested at the particular school. For example, the percent passing ELA in a high school with a grade span of 9-12 is calculated as follows:

$$\frac{\text{number of students who passed the ELA test in grades 10 \& 11}}{\text{number of students who took the ELA test in grades 10 \& 11}}$$

- *Rounding of Met Standard Percent.* TAKS performance on the AEIS is rounded to whole numbers. For example, 59.877% is rounded to 60%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Masking for Very High and Very Low Performance.* Since 2004, very stringent masking rules have applied to results for the TAKS. In cases where performance is at or near 100%, the value is shown as “>99%.” In cases where performance is at or near 0%, the value is shown as “<1%.” It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA). For more information about the masking rules employed on the AEIS reports, see the “Explanation of AEIS Masking Rules” at:

<http://ritter.tea.state.tx.us/perfreport/aeis/2012/masking.html>

- *Accountability Subset.* Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the AEIS reports. This is referred to as the “October subset” or the *Accountability Subset*. For the district, a student who moved into the district after October 28, 2011 would not have his performance included with any district or campus. At the campus level, a student who changed to a different campus within the same district after October 28, 2011 would not have his performance included at that or any other school, though it would be included at the district level.
- *All Tests Taken.* This measure is shown on the AEIS reports, both “by grade” and “summed across grades.” The value shows the percent of students who passed every test they took. For example, a group of 100 students tested in ELA, social studies, science and mathematics at the 10th grade might have the following results: 90 students passed ELA, 70 students passed social studies, 75 students passed science, and 80 students passed mathematics. However, only 60 of those students passed ALL assessments. For this reason, while the percent passing ELA would be 90%, social studies 70%, science 75% and mathematics 80%, the percent passing *All Tests Taken* would be 60%, not an average of 90%, 70%, 75%, and 80%. *All Tests Taken* is always equal to or less than the percent of students who passed any of the individual subject areas. The more tests taken and considered for this measure, the more likely the *All Tests Taken* value will be lower than any of the individual subject areas.

See also *Appendix E. (Source: TEA Student Assessment Division)*

TAKS (Accommodated): This is the same as the general TAKS assessment with certain format accommodations such as larger font and fewer items per page. It also contains no embedded field-test items. It is administered in all grades and subjects and is included in every TAKS measure shown on the AEIS.

TAKS-Alternate (TAKS-Alt): The TAKS-Alt assessment was not administered in 2012.

TAKS Commended Performance: This measure refers to the highest performance level on the TAKS, as set by the State Board of Education. Students who achieve Commended Performance have shown a thorough understanding of the knowledge and skills at their grade level. For 2011-12, this indicator includes performance on TAKS (Accommodated) and TAKS-M tests.

TAKS Exit-level Cumulative Pass Rate (*District Performance only*): The TAKS cumulative pass rate shows the percent of students who first took the TAKS exit-level test in spring 2011, and eventually passed all TAKS tests taken (in the same district) by spring 2012. (Students who failed the first time had four additional opportunities to retake test(s) before their graduation date.) This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAKS, which is a requirement for graduation from Texas public schools. Performance on the TAKS (Accommodated) is included; performance on the TAKS-M and TAKS-Alt tests is not included.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2012:

- Any student who took the TAKS or TAKS (Accommodated) for the first time in spring 2011.
- All special education students who took any TAKS or TAKS (Accommodated) test.
- All above students, whether or not they were in the *Accountability Subset* in spring 2011.

Test takers NOT included in the *TAKS Exit-level Cumulative Pass Rate*:

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested. These students are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who moved out of state, left the country, or died before passing all tests taken. These students are in the denominator but not the numerator. They cannot be removed because they are not specifically identified in the data.
- Students who dropped out of school before passing all tests taken are in the denominator but not the numerator.
- Students who moved into the state after the spring of 2011 are not included, even if they took the TAKS and graduated with the class of 2012.
- Performance is disaggregated according to the new definitions for race and ethnicity. For this reason, “N/A” is shown for those racial categories that did not exist within the former definitions for 2011.

(Source: TEA Student Assessment Division)

TAKS-Modified (TAKS-M): This alternate assessment is based on modified academic achievement standards and is designed for students served by special education who meet certain participation requirements. TAKS-M results are available on the 2011-12 AEIS

reports by subject, summed across grades in *TAKS-M Met 2012 Standard (Sum of Grades 10 and 11)*. The percent meeting the standard is calculated as:

$$\frac{\text{number of students who passed TAKS-M [subject] test in grades 10 and 11}}{\text{number of students who took the TAKS-M [subject] test in grades 10 and 11}}$$

Unless otherwise noted, for other TAKS measures shown on the AEIS, performance on the TAKS-M tests is included. (*Source: TEA Student Assessment Division*)

TAKS Participation: This section of the AEIS reports is not available for 2011-12.

TAKS Special Education Assessments: For students receiving special education services, the ARD committee determines which TAKS assessment is appropriate for each student based, on his/her individual needs. For 2011-12, assessments available for students receiving special education services were: TAKS, TAKS (Accommodated), and for students who could not be appropriately assessed with TAKS and/or TAKS (Accommodated), TAKS-M was available. Note that TAKS-Alt was not administered in 2012.

For more information on alternative assessments, see the Student Assessment Division website at <http://www.tea.state.tx.us/student.assessment/>.

Teachers by Ethnicity and Sex: These are counts of teacher FTEs by the major ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTEs. Beginning this year, the ethnic groups are based on the new federal definitions of race and ethnicity which allow for separation of the Asian and Pacific Islander races and for the new grouping of Two or More Races. (*Source: PEIMS, Oct. 2011*)

Teachers by Highest Degree Held (District Profile only): This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. (*Source: PEIMS, Oct. 2011*)

Teachers by Program (population served): Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technical education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (*Source: PEIMS, Oct. 2011*)

Teachers by Years of Experience (District Profile only): This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (*Source: PEIMS, Oct. 2011*)

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It requires students to be assessed in reading, writing and mathematics skills prior to enrolling in college, and to be advised based on the results of that assessment.

The AEIS reports show the percent of students who were exempted from taking a test for the Texas Success Initiative because they had a high enough score on their exit-level TAKS tests for mathematics and English language arts (ELA), as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and ELA with a written composition score of 3 or higher on the writing component. This indicator shows the percent of students who achieved this level of proficiency by subject (ELA and mathematics) for 2012 and 2011. Note also:

- This indicator is subject to accountability subset rules.
- Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2012) and prior year (2011).
- TAKS-M and TAKS-Alt performance is not included. THECB's standard of college readiness on the exit-level TAKS does not apply to these alternate assessments because students are not required to pass the TAKS-M or TAKS-Alt in order to graduate.

(Source: Division of Student Assessment)

Total Expenditures by Object (2010-11) (*District Profile only*): Total actual expenditures are grouped by object of expense. Total actual expenditures for groups of object categories are expressed as a percentage of total expenditures. The values in the Per Student column show actual expenditure object categories divided by the total number of 2010-11 students in membership. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total. Object codes appear in parentheses.

- *Payroll Costs* – These are the gross salaries or wages and benefit costs for all employees (6100).
- *Other Operating Costs* – These include: services rendered to school districts by firms, individuals and other organizations; supplies and materials including fuel for vehicles; other reading materials (not including the cost of state-adopted textbooks); food service supplies; and other expenses necessary for the operation of the school district (6200-6400).
- *Debt Service* – This includes all expenditures for debt service, including the retirement of debt and bond principal, and all interest expenses (6500).
- *Capital Outlay* – These are expenditures for fixed assets, such as land, buildings, and equipment (6600).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See also *Appendix B*. (Source: PEIMS, March 2012)

Total Operating Expenditures by Function (2010-11): Actual total operating expenditures are grouped by function of expense. Actual operating expenditures for groups of function categories are expressed as a percent of actual total operating expenditures. The values in the Per Student column show actual operating expenditures by function divided by the total number of 2010-11 students in membership. Per student operating expenditures are

shown for total operating expenditures and for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total.

When comparing averages for school-level expenditures, note that the state and district averages include all types of schools. For example, a high school's per student expenditure may not be comparable to the state average because the state value includes elementary and middle schools, which typically have lower per student expenditures than high schools. Other variables that may affect comparisons are the experience level of teachers and administrators, the types of instructional programs offered, and the student characteristics. Function codes appear in parentheses.

- *Instruction* – These are all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11), and expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional-Related Services* – These are expenditures for educational resources and media, such as resource centers and libraries (12), and curriculum development and instructional staff development (13).
- *Instructional Leadership* – This includes managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – This includes directing and managing a school (23).
- *Support Services - Student* – These include guidance, counseling, and evaluation services (31), social work services (32), and health services (33).
- *Student Transportation (District Profile only)* – This includes transporting students to and from school (34).
- *Food Services* – These include food service operation, including cost of food and labor (35).
- *Cocurricular Activities* – These include school-sponsored activities during or after the school day that are not essential to the delivery of instructional services (36).
- *Central Administration (District Profile only)* – This includes managing or governing the school district as an overall entity (41), costs associated with the purchase or sale of attendance credits either from the state or from other school district(s) (92), and—for Charter Schools only—fund raising (81).
- *Plant Maintenance and Operations* – This includes keeping the physical plant and grounds in effective working condition (51).
- *Security and Monitoring Services* – These include keeping student and staff surroundings safe (52).
- *Data Processing Services* – These include data processing services, whether in-house or contracted (53).

- *Other Campus Costs (Campus Profile only)* – This combines functions 35, 36, 51, 52, 53 above.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Total Operating Expenditures by Program (2010-11): Actual total operating expenditures are grouped by program of expense. Actual operating expenditures for groups of program categories are expressed as a percent of actual total operating expenditures. The values in the *Per Student* column show actual total operating expenditures divided by the total number of 2010-11 students in membership. Per student operating expenditures are shown for total operating expenditures by program for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student; it is a per-student average of the total. Program codes appear in parentheses. The sum of operating expenditures by program area is less than total operating expenditures by function because a significant portion of expenditures have no program area designated and are reported as “99” meaning “undistributed.” These are not included in any of the program categories shown or in the total operating expenditure amount by program. Also, functions included differ between the two breakdowns (by program versus by function).

- *Regular Education* – This is the cost to provide the basic services for education/instruction to students not served in special education (11).
- *Gifted & Talented Education* – This is the cost to assess students for program placement and provide instructional services beyond the basic educational program, designed to meet the needs of students in gifted and talented programs (21).
- *Career & Technical Education* – This is the cost to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or homemaking. This may include apprenticeship and job training activities (22).
- *Special Education* – This is the cost incurred to evaluate, place and provide educational and/or other services to students with disabilities who have Individual Educational Plans (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students’ abilities and/or learning needs (23).
- *Accelerated Education* – This is the cost of providing additional instructional services for students deemed at risk of dropping out of school (24, 30).
- *Bilingual/ESL Education* – This is the cost of evaluating, placing and providing educational and/or other services to English language learners, with the goal of making them proficient in the English language, in primary language literacy, and in composition and academic language related to required courses (25).
- *Other* – This is the cost of providing services to students who are separated from the regular classroom and sent to either a nondisciplinary or a disciplinary alternative education program (26, 28, 29).

- *High School Allotment* – This accounts for the \$275 per high school student allotment that assists districts in:
 - preparing underachieving students to enter institutions of higher education;
 - encouraging students to pursue advanced academic opportunities;
 - providing opportunities for students to take academically rigorous courses;
 - aligning secondary and postsecondary curriculum and expectations;
 - supporting other promising high school completion and success initiatives in grades 6-12 approved by the commissioner of education (31).
- *Athletics/Related Activities* – This is the cost of providing competitive athletic activities, including coaching costs as well as costs for sponsors of drill team, cheerleaders, pep squad, and other organized activities that support athletics, excluding band (91).

Note this item is reported as *actual* operating expenditures by program, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See *Appendix B* for details. (Source: *PEIMS, March 2012*)

Total Revenues by Source (2010-11) (District Profile only): Actual total revenues are grouped by revenue source. Actual revenues for groups of object categories are expressed as a percent of total revenue. The values in the Per Student column show actual total revenues divided by the total number of students in membership during the 2010-11 school year. Per-student revenues are shown for total revenues by source for various groupings of revenue categories. Note that the number shown is not the amount actually received for each and every student, but rather a per-student average of the total.

The amounts appearing as revenue in any of the categories shown are the amounts that were reported by districts for the general fund and all funds. Object codes appear in parentheses.

- *Local Tax* – This is district income from local real and personal property taxes (objects 5710-5719, less function 91 expenditures).
- *Other Local and Intermediate* – This includes revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, revenues from intermediate sources (county), and all other local sources (objects 5720-5769).
- *State* – This includes per capita and foundation program entitlements, revenue from other state-funded programs, revenue from other state agencies, and Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district (object 5800 series). Note that state revenue also includes the State Fiscal Stabilization Fund (SFSF). The SFSF amount is the revenue received by the Foundation School Program that was distributed according to the Federal American Recovery and Reinvestment Act of 2010. The SFSF amount received by the district is shown in a footnote at the end of the district report. A similar footnote is also shown on the region and state reports (federal revenue-fund 266 used with object code 5929).
- *Federal* – This includes revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as

career and technical education, programs for educationally disadvantaged children (*Education Consolidation and Improvement Act, and Elementary and Secondary Education Act*), food service programs, and other federal programs (object 5900 series).

Note this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2010-11). See also *Appendix B. (Source: PEIMS, March 2012)*

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. (*Source: PEIMS, Oct. 2011*)

Total Students: This is the total number of public school students who were reported in membership on October 28, 2011, at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (*Source: PEIMS, Oct. 2011*)

TSI: See *Texas Success Initiative*.

Turnover Rate for Teachers (District Profile only): This percent shows the total FTE count of teachers from the fall of 2010-11 who were subsequently not employed in the district in the fall of 2011-12, divided by the total teacher FTE count for the fall of 2010-11. Social security numbers for teachers employed in the district in the fall of 2010-11 were checked to verify their employment status in the same district in the fall of 2011-12. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (*Source: PEIMS, Oct. 2011, Oct. 2010*)

Value by Category: See *Standardized Local Tax Base*.

Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of AEIS 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. All telephone numbers are in the (512) area code unless otherwise noted.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting	463-9704
Advanced Courses	Curriculum	463-9581
Advanced Placement (AP) Programs	Curriculum	463-9581
Charter Schools	Charter Schools	463-9575
College Admissions Tests:		
SAT	College Board.....	721-1800
ACT	ACT Regional Office	320-1850
Copies of AEIS reports	http://www.tea.state.tx.us/perfreport
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	463-2395
Distinguished Achievement Program	Curriculum	463-9581
Dropout and Completion	Accountability Research	475-3523
Gold Performance Acknowledgment	Performance Reporting	463-9704
General Inquiry	General Inquiries.....	463-9290
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	463-2395
Limited English Proficient Students		
Testing Issues	Student Assessment.....	463-9536
Other Issues	Curriculum (Bilingual Education Program Unit).....	463-9581
No Child Left Behind Act	NCLB Program Coordination	463-9414
PBM Special Education Monitoring Results Status		
	Program Monitoring and Interventions	463-5226
PEIMS	PEIMS HelpLine	463-9229
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Finance	School Finance	463-9238
School Governance	School Governance	463-9623
School Report Card	Performance Reporting	463-9704
Special Education		
Testing Issues	Student Assessment.....	463-9536
Other Issues	Special Education.....	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS (all assessments)	Student Assessment.....	463-9536
TAKS Testing Contractor	Pearson.....	(800) 328-5999
	Austin Operational Center.....	989-5300
TELPAS	Student Assessment.....	463-9536
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board.....	427-6101

Information on the Internet: <http://www.tea.state.tx.us/perfreport/>

PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027.....Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003.....Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004.....Assistant/Associate/Deputy Superintendent

012.....Instructional Officer

020.....Principal

028.....Teacher Supervisor

040.....Athletic Director

043.....Business Manager

044.....Tax Assessor and/or Collector

045.....Director - Personnel/Human Resources

055.....Registrar

060.....Executive Director

061.....Asst/Assoc/Deputy Exec Director

062.....Component/Department Director

063.....Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002.....Art Therapist

005.....Psychological Associate

006.....Audiologist

007.....Corrective Therapist

008.....Counselor

011.....Educational Diagnostician

013.....Librarian

015.....Music Therapist

016.....Occupational Therapist

017.....Certified Orientation & Mobility Specialist

018.....Physical Therapist

019.....Physician

021.....Recreational Therapist

022.....School Nurse

023.....LSSP/Psychologist

024.....Social Worker

026.....Speech Therapist/Speech-Lang Pathologist

030.....Visiting Teacher

032.....Work-Based Learning Site Coordinator

041.....Teacher Facilitator

042.....Teacher Appraiser

054.....Department Head

056.....Athletic Trainer

058.....Other Campus Professional Personnel

064.....Specialist/Consultant

065.....Field Service Agent

079.....Other ESC Professional Personnel

080.....Other Non-Campus Professional Personnel

TEACHERS

087.....Teacher

047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide

036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Financial Accounting Codes for Revenue and Expenditure Items (In Alphabetical Order by Label)

Label	Funds*	Function(s)	Object(s) + + +	Program(s)
ACTUAL EXPENDITURE INFORMATION				
By FUNCTION				
COMMUNITY SERVICES	General and All	61	6100-6400	All
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100-6400	All
Instruction**	General and All	11,95	6100-6400	All
Instructional-Related Services**	General and All	12,13	6100-6400	All
Instructional Leadership**	General and All	21	6100-6400	All
School Leadership**	General and All	23	6100-6400	All
Support Services – Student**	General and All	31,32,33	6100-6400	All
Student Transportation	General and All	34	6100-6400	All
Food Services	General and All	35	6100-6400	All
Cocurricular Activities	General and All	36	6100-6400	All
Central Administration	General and All	41,92 (or 81/Chrtr Schools)	6100-6400	All
Plant Maintenance & Operations	General and All	51	6100-6400	All
Security and Monitoring Services	General and All	52	6100-6400	All
Data Processing Services	General and All	53	6100-6400	All
Other Campus Costs***	General and All	35,36,51-53	6100-6400	All
By OBJECT				
TOTAL EXPENDITURES	General and All	All [§]	All 6000s	All
Payroll Costs	General and All	All [§]	6100	All
Other Operating Costs	General and All	All [§]	6200-6400	All
Debt Service	General and All	All [§]	6500	All
Capital Outlay	General and All	All [§]	6600	All
ACTUAL PROGRAM EXPENDITURE INFORMATION				
By PROGRAM				
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100-6400	Sum of Detail Below
Regular Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	11
Special Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	23
Accelerated Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	24, 30
Career & Technical Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	22
Bilingual/ESL Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	25
Gifted & Talented Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	21
Athletics/Related Activities	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	91
High School Allotment	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	31
Other	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	26, 28, 29

Continued on next page

ACTUAL REVENUE INFORMATION				
BY SOURCE				
TOTAL REVENUES	General and All	n/a	5000s	n/a
Local Tax	General and All	n/a	5710–5719 (less function 91 expenditures)	n/a
Other Local & Intermediate	General and All	n/a	5720–5769	n/a
State @	General and All	n/a	5800 (plus fund code 266 with object code 5929)	n/a
Federal	General and All	n/a	5900 (less fund code 266 with object code 5929)	n/a
EQUITY TRANSFERS ^{††}	General and All	91	All 6000s	All

* Funds – The general fund includes fund codes 101 – 199 & 266. Fund code 420 is also included in the general fund for charter schools only. All funds include the general fund plus fund codes 200/300/400 series, 599, 601, 699, and 701.

** Indicates the line item appears on the Campus Profile as well as District Profile. All line items not marked appear only on the District Profile.

*** Indicates the line item appears on the Campus Profile only.

**** At the campus level, only functions 11-13, 21, 23, 31 – 33, and 95 are included in expenditures by program area.

§ Excludes Intergovernmental Charges (function 90 series) except functions 92 & 95.

† Function 91 represent tuition transfers for grades not offered, not "Equity Transfers."

†† Function 91 represent the expenditure amount reported for the cost of reducing property wealth to the required equalized wealth level and payments to charter schools, respectively.

††† The 6400 object codes include: 6629, 6631, 6639, 6649, and 6659 which is only applicable to charter schools excluding open enrollment college and university charters. Note that these object codes are not included in the 6600 code series.

@ State revenue includes State Fiscal Stabilization Funds (fund code 266 with object code 5929), distributed under the Federal American Recovery and Reinvestment Act.

See the *Financial Resource Guide* (at <http://www.tea.state.tx.us/index4.aspx?id=1222>) for explanations of the fund, function, object, and program codes.

Advanced Academic Courses

2011-12 Academic Excellence Indicator System

English Language Arts

A3220100	English Language and Composition
A3220200	English Literature and Composition
A3220300	International English Language
I3220300	English III
I3220400	English IV
03221100	Research/Technical Writing
03221200	Creative/Imaginative Writing
03221500	Literary Genres
03221600	Humanities
03221800	Independent Study in English
03231000	Independent Study in Journalism
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study in Speech

Mathematics

A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100100	Mathematical Studies Standard
I3100200	Mathematical Standard Level
I3100300	Mathematics Higher Level
I3100400	Further Mathematics Standard
03101100	Pre-Calculus
03102500	Independent Study in Mathematics (1 st time)
03102501	Independent Study in Mathematics (2 nd time)

Computer Science

A3580100	Computer Science I
I3580200	IB Computer Science I
I3580300	IB Computer Science II
I3580400	Informational Technology in a Global Society
03580200	Computer Science I
03580300	Computer Science II

- All courses shown were for the 2009-10 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Fine Arts

A3150200	Music Theory
A3500100	History Of Art
A3500300	Art/Drawing
A3500400	Art/Two-Dimensional Design Portfolio
A3500500	Art/Three-Dimensional Design Portfolio
I3250200	Music SL
I3250300	Music HL
I3250500	Theater/Film
I3600100	Art/Design HL
I3600200	Art/Design SL-A
I3600300	Art/Design SL-B
I3750200	Theater Arts SL
I3750300	Theater Arts HL
I3830200	IB Dance
M1170158	Dance Technology I
M1170159	Dance Technology II
M1170160	Dance Choreography I
M1170161	Dance Choreography II
M1170162	Dance Choreography III
03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theater Arts IV
03251000	Theater Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV

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Science

A3010200	Biology
A3020000	Environmental Science
A3040000	Chemistry
A3050001	Physics B
A3050002	Physics C
I3010200	Biology
I3010201	Biology II
I3030001	Design Technology SL
I3030002	Design Technology HL
I3020000	Environmental Systems
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II

Social Studies/History

A3310100	Microeconomics
A3310200	Macroeconomics
A3330100	United States Government and Politics
A3330200	Comparative Government and Politics
A3340100	United States History
A3340200	European History
A3350100	Psychology
A3360100	Human Geography
A3370100	World History
I3301100	History, Standard Level
I3301200	History: Africa, Higher Level
I3301300	History: Americas, Higher Level
I3301400	History: East and Southeast Asia, Higher Level
I3301500	History: Europe, Higher Level
I3302100	Geography, Standard Level
I3302200	Geography, Higher Level
I3303100	Economics, Standard Level
I3303200	Economics, Higher Level
I3303300	Business and Management I (IBBMT1)
I3303400	Business and Management II (IBBMT2)
I3304100	Psychology, Standard Level
I3304200	Psychology, Higher Level
I3366010	Philosophy

- All courses shown were for the 2010-11 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
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Social Studies/History (cont.)

03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

Advanced Languages (Modern or Classical)

A3120400	Japanese IV
A3410100	French IV Language
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Latin Literature)
A3440100	Spanish IV Language
A3440200	Spanish V Literature
A3490400	Chinese IV
I3110400	Arabic IV
I3110500	Arabic V
I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3440600	Spanish VI
I3440700	Spanish VII
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3490600	Chinese VI
I3490700	Chinese VII
I3520400	Hindi IV
I3520500	Hindi V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
I3663600	Other Foreign Language VI

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- An “A” prefix indicates a College Board Advanced Placement course.
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- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) (cont.)

I3663700	Other Foreign Language VII
03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish IV For Spanish Speakers
03440500	Spanish V
03440550	Spanish V For Spanish Speakers
03440600	Spanish VI
03440660	Spanish VI For Spanish Speakers
03440700	Spanish VII
03440770	Spanish VII For Spanish Speakers
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII

- All courses shown were for the 2010-11 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) (cont.)

03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

Other

N1290317	GT Independent Study Mentorship III
N1290317	GT Independent Study Mentorship IV
I3000100	Theory of Knowledge
I3305100	World Religions SL
I3366100	World Religions B

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- Dual Enrollment courses are not specifically shown on this list.

2011-12 Campus Comparison Group

November 2012

AEIS Glossary

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Target Campus Name: Sample Middle
 Target Campus #: 999999999
 District Name: Sample ISD
 Campus Type: Middle School

Texas Education Agency
 2011-12 Campus Comparison Group

Campus Number	Campus Name	District Name	% Econ	% Afr_Amer	% Mobility	% Hispanic	% White	% LEP
008903041	QUEZAS MIDDLE	QUEZAS ISD	55.2	11.9	18.9	43.3	44.3	2.1
011901041	QESZUAP MIDDLE	QESZUAP ISD	54.7	11.7	15.6	32.3	54.2	6.5
011901104	QESZUAP ONZXUMXIOEZ	QESZUAP ISD	54.8	9.6	12.9	33.7	55.5	8.2
999999999	SAMPLE MIDDLE	SAMPLE ISD	54.1	50.4	29.4	24.6	21.0	6.5
015911043	XESZ CXNZU	XESZ CXNZU	54.1	5.7	15.2	51.9	41.8	3.7
015915048	UUIIXU MS	AUZHISOIX	54.1	10.4	20.5	58.0	21.6	7.5
020001046	FEOUVOX J	LVON ISD	54.1	4.2	15.0	44.4	50.0	7.5
	ZUEVOS MID	ELHAUN CA	54.0	4.2	15.0	54.9	37.0	7.5
	ENEHUEC MI	ENEHUEC ISD	54.0	4.2	15.0	26.6	51.0	7.5
	CLEUK JR HIGH	PUNOCXZAN ISD	54.0	4.2	15.0	29.4	61.0	7.5
057904103	WXSZ ONZ	CXIEU HOLL ISD	55.0	62.4	15.0	24.2	0.9	3.8
057916044	UOCHEUISAN WXSZ J H	UOCHEUISAN ISD	54.2	17.5	12.1	43.9	48.6	10.3
062901041	CUXUA J H	CUXUA ISD	52.9	12.9	15.9	22.8	56.9	2.5
079910041	SZEFFAUI MIDDLE	SZEFFAUI MSI	55.8	42.9	11.5	43.9	48.6	3.4
081905041	WAUZHEM MIDDLE	WAUZHEM ISD	52.3	18.3	14.4	22.8	56.9	4.6
083903041	SXMONALX J H	SXMONALX ISD	53.5	2.4	11.7	38.4	58.8	2.8
088902041	GALOEI MIDDLE	GALOEI ISD	52.8	6.6	16.4	43.9	48.6	3.3
092902042	MEUIX LEOUI MIDDLE	KOLGAUX ISD	54.4	18.0	11.2	22.8	56.9	6.2
092904043	PONX ZUXX MIDDLE	PONX ZUXX ISD	55.0	20.3	12.8	21.5	55.8	8.8
095901041	EQXUNEZHY J H	EQXUNEZHY ISD	56.0	3.4	13.6	49.7	46.9	1.1
	MXMPHOS MIDDLE	MXMPHOS ISD	54.8	8.9	17.2	42.7	47.6	5.6
	CEMPQXLL MIDDLE SCHOOL	CYPUXSS-FEOUQENKS ISD	54.7	23.0	16.4	42.9	20.9	7.7
	HOGHLENIS J H	GAASX CUXKK CISD	53.8	22.0	15.4	42.4	34.2	2.7
	GUEIY MIDDLE	HAUSZAN ISD	54.6	23.4	19.2	43.5	26.1	11.9
	MEYIX CUXKK J H	KEZY ISD	53.3	18.5	14.3	44.3	29.2	9.5
	MAUZAN UENCH J H	KEZY ISD	55.1	17.5	11.7	48.8	29.5	8.0
	MXEIOX PUMPHUXY JUNOAU H	XINE ISD	55.2	15.8	15.7	34.2	49.7	2.9
130902041	CAMFAUZ MIDDLE	CAMFAUZ ISD	55.4	0.9	12.0	51.1	46.0	4.6
133903104	Q Z WOLSAN SOXZH GUEIX S	KXUUVOLLX ISD	54.4	3.1	14.7	43.1	52.0	5.2
158902041	ZOIXHEVXN ONZ	ZOIXHEVXN ISD	55.7	5.7	15.7	49.4	43.0	4.3
165901045	SET JECONZA JUNOAU HOGH	MOILENI ISD	53.6	9.3	16.1	55.9	33.0	3.3
170902073	CUYEU ONZXUMXIOEZ	CANUAUX ISD	52.6	15.7	17.5	31.3	50.0	5.0
188901041	EUSZON MIDDLE	EMEULLA ISD	55.2	7.3	18.9	31.2	59.0	5.9
220905053	MANNOG MIDDLE	FAUZ WAUZH ISD	54.5	32.1	25.9	34.7	32.0	3.2
220905061	LXANEUI MIDDLE	FAUZ WAUZH ISD	55.8	20.1	27.2	35.3	41.0	4.1
220912041	H F SZXVXNS MIDDLE	CUAWLXY ISD	52.3	35.6	18.7	24.0	38.0	3.8
220912042	CUAWLXY MIDDLE	CUAWLXY ISD	54.9	51.7	16.6	31.3	12.0	1.2
220920105	ZENNEHOLL ONZ	WHOZX SXZZLXMNZ ISD	54.2	5.6	15.3	32.6	58.0	5.8
246907041	JEUUXLL MIDDLE	JEUUXLL ISD	52.4	1.1	11.3	35.4	61.4	7.4
246913042	LXENIXU MIDDLE	LXENIXU ISD	53.9	7.7	12.5	35.8	53.7	6.1
247901041	PLAUXSVOLLX MIDDLE	PLAUXSVOLLX ISD	54.3	1.7	13.0	59.5	38.3	1.9
	Group Average		54.4	16.4	15.7	40.3	39.6	5.7

Percent of students identified as African American

Percent of students identified as Mobile

Campus Type Code: Elementary, Middle, Secondary, or Multi-level

Percent of students identified as Economically Disadvantaged

Percent of students identified as Hispanic

Percent of students identified as limited English proficient

Percent of students identified as White

Campus ID Numbers: This listing is in Campus ID number order.

The order of the columns is determined by the target campus (indicated with the ">"). The most predominant characteristic for the target campus is the first column, followed by the next most predominant, and so on.

For 2011-12, there are no Comparable Improvement Reports

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

TAKS Raw Scores for Spring 2012 Tests

Spring 2012 TAKS English Language Arts Performance Standards¹

English Language Arts		Standard	Total Points Possible	Number Correct	Percent Correct	
	Grade 10		Met Standard	73	44	60%
			Commended Performance		64	88%
	Grade 11		Met Standard	73	43	59%
			Commended Performance		63	86%

Spring 2012 TAKS Mathematics Performance Standards

Mathematics		Standard	Total Points Possible	Number Correct	Percent Correct	
	Grade 10		Met Standard	56	32	57%
			Commended Performance		50	89%
	Grade 11		Met Standard	60	30	50%
			Commended Performance		52	87%

Spring 2012 TAKS Social Studies Performance Standards

Social Studies		Standard	Total Points Possible	Number Correct	Percent Correct	
	Grade 10		Met Standard	50	25	50%
			Commended Performance		43	86%
	Grade 11		Met Standard	55	23	42%
			Commended Performance		47	85%

Spring 2012 TAKS Science Performance Standards

Science		Standard	Total Points Possible	Number Correct	Percent Correct	
	Grade 10		Met Standard	55	33	60%
			Commended Performance		49	89%
	Grade 11		Met Standard	55	28	51%
			Commended Performance		48	87%

¹ An essay rating of 2 or higher is required for Met Standard on the English Language Arts tests.

The numbers and percents shown on this table are based on the first administration of the spring 2012 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

PBM Special Education Monitoring Results Status

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-5226. The “as of date” for the statuses reported in the 2011-12 AEIS report is October 2012.

The definitions of each program status category are:

- *Local Interventions Implemented.* The LEA completed a local review process by a specified date as required in Stages 1 and 2 Intervention and retained materials and templates at the LEA.
- *Completed: Routine Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the improvement.
- *Completed: Noncompliance Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the improvement and systemic correction of areas of noncompliance identified by the review.
- *Pending Improvement Plan Resubmission.* TEA review determined that one or more areas of the CIP did not meet minimum TEA requirements, and revision was necessary.
- *Pending TEA On-Site Action.* TEA review determined that: appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of the improvement plan, could not be verified through LEA documentation; imminent program performance and/or effectiveness concerns exist; and/or ongoing noncompliance for more than one year is identified, resulting in an on-site review to determine additional TEA intervention.
- *TEA On-Site Action Completed: Routine Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised an improvement plan. TEA will monitor implementation of the improvement plan.
- *TEA On-Site Action Completed: Noncompliance Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised an improvement plan that includes actions to address noncompliance with program requirements. TEA will monitor implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Routine Follow-up.* TEA completed an on-site review of the LEA program in the prior year. As a result, the LEA implemented and/or revised an improvement plan that continued throughout the subsequent year. TEA continues to monitor implementation of the improvement plan.

- *Year After TEA On-Site Action: Noncompliance Follow-up.* TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised an improvement plan that included actions to address noncompliance with program requirements, and the improvement plan continued throughout the subsequent year. TEA continues to monitor implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Pending Report.* TEA has completed an on-site review of the LEA program. The on-site review report of findings is pending.
- *Year After TEA On-Site Action: Pending Improvement Plan Submission.* TEA has completed an on-site review of the LEA program. The LEA is developing an improvement plan that includes actions to address noncompliance with program requirements.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention.* TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or improvement plan implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.
- *Pending Random Data Verification.* Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data and appropriate implementation of the program.
- *Pending Random Process Verification.* Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of the implementation of the monitoring system, including data reporting and accuracy of findings.
- *Oversight/Sanction/Intervention.* TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second improvement plan submission of an LEA at Stage 3 or Stage 4 Intervention was not adequate; (b) the improvement plan of an LEA was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) the implementation of the improvement plan was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
- *On-Site Intervention Assigned.* TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
- *LEA Closure.* The LEA was closed as a result of TEA sanctions.
- *Proposed Charter Non-Renewal.* The charter school has been notified of TEA's intent not to renew the charter.
- *Charter Operations Suspended.* The operations of the charter school were suspended by the Commissioner of Education or by the governing board of the charter school.
- *In Review.* TEA had not completed initial review of the information submitted by the LEA.

No status is shown for LEAs not selected for PBM intervention for special education program areas.

Bilingual Education/English as a Second Language Report

November 2012

AEIS Glossary

These indicators —disaggregated as shown—are statutorily required for the AEIS.

BE-Trans. Late Exit (code 3): Transitional bilingual/late exit.

BE-Dual Two-way (code 4): Dual language immersion/two-way.

BE-Dual One-way (code 5): Dual/language immersion/one-way.

ESL Total: the aggregated performance of all current LEP students reported with ESL program type codes of '2' or '3'.

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report
Section III - Page 1

District Name: Sample ISD
District #: 555555
2011-12 District Performance Report
For Current Year LEP Students

Indicator:	State	Region 04	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
TAKS Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	92%	93%	89%	*	*	*	*	*	45%	43%	45%	72%	45%	47%
Mathematics 2012	82%	84%	81%	*	*	*	*	*	50%	41%	51%	59%	50%	51%
Science 2012	84%	86%	81%	*	*	*	*	*	45%	39%	45%	56%	45%	45%
Soc Studies 2012	96%	96%	95%	*	*	*	*	*	76%	72%	76%	83%	76%	77%
All Tests 2012	75%	77%	71%	*	*	*	*	*	22%	21%	23%	38%	22%	23%
Progress of Prior Year TAKS Failers														
Percent of Failers Passed (Sum of Grades 10 and 11)														
Eng Lang Arts 2012				*	*	*	*	*	41%	46%	41%	50%		
Mathematics 2012				*	*	*	*	*	34%	15%	35%	41%		

BE Total: The aggregated performance of all current LEP students reported with bilingual program type codes of '2,' '3,' '4,' or '5.'

ESL Content (code 2): ESL/content based.

LEP With Services: the performance of current LEP students served in any BE/ESL instructional model (BE code = '2,' '3,' '4,' or '5' or ESL code = '2' or '3').

BE-Trans. Early Exit (code 2): Transitional bilingual/early exit.

ESL Pull-out (code 3): ESL/pull-out.

LEP No Services: the performance of current LEP students not served in any BE/ESL instructional model (BE code = '0' and ESL code = '0').

For the 2011-12 AEIS reports, only two indicators are available for this section.

LEP students are included in each program in which they are reported to have participated. If a student was reported with both a bilingual instructional model and an ESL instructional model, the student is in the results for both models.

See the 2011-12 PEIMS Data Standards for complete descriptions of the separate Bilingual Education and ESL instructional models.

TEXAS EDUCATION AGENCY

Glosario
del
Sistema de Indices
de Excelencia Académica

Reporte
2011-2012



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

According to the Texas Education Agency website, this document will be available in January 2013.

**For questions, please refer to
<http://www.tea.state.tx.us>**

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
District Report**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

2011-12 Academic Excellence Indicator System

District Name: WEATHERFORD ISD

District #: 184903

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Indicator:	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2012 Standard															
Grade 10															
Eng Lang Arts 2012	91%	92%	94%	> 99%	92%	95%	*	> 99%	*	88%	80%	91%	82%	85%	
Mathematics 2012	75%	75%	78%	50%	71%	80%	*	89%	*	50%	62%	69%	55%	52%	
Science 2012	75%	77%	83%	75%	69%	86%	*	89%	*	75%	56%	73%	41%	58%	
Soc Studies 2012	94%	95%	97%	> 99%	92%	98%	*	> 99%	*	> 99%	82%	94%	86%	92%	
All Tests 2012	65%	66%	72%	50%	60%	76%	*	89%	*	50%	39%	62%	32%	41%	
TAKS Met 2012 Standard															
^ Grade 11															
Eng Lang Arts 2012	93%	95%	97%	*	91%	98%	*	*	*	> 99%	76%	92%	40%	92%	
Mathematics 2012	91%	92%	93%	*	88%	94%	*	*	*	> 99%	72%	90%	80%	81%	
Science 2012	93%	94%	97%	*	92%	98%	*	*	*	> 99%	83%	93%	60%	91%	
Soc Studies 2012	98%	98%	99%	*	96%	> 99%	*	*	*	> 99%	88%	98%	80%	97%	
All Tests 2012	85%	87%	89%	*	78%	92%	*	*	*	> 99%	50%	83%	20%	72%	
TAKS Met 2012 Standard (Sum of Grades 10 and 11)															
Eng Lang Arts 2012	92%	93%	96%	> 99%	91%	97%	80%	> 99%	*	92%	78%	91%	74%	88%	
Mathematics 2012	82%	83%	85%	58%	79%	87%	> 99%	91%	*	69%	67%	79%	59%	66%	
Science 2012	84%	85%	89%	83%	80%	92%	> 99%	91%	*	85%	70%	82%	44%	74%	
Soc Studies 2012	96%	96%	98%	> 99%	94%	99%	> 99%	> 99%	*	> 99%	85%	96%	85%	94%	
All Tests 2012	75%	76%	80%	58%	68%	84%	80%	91%	*	69%	45%	71%	30%	56%	
TAKS Commended Performance (Sum of Grades 10 and 11)															
Eng Lang Arts 2012	23%	25%	29%	8%	18%	31%	40%	64%	*	23%	6%	19%	7%	10%	
Mathematics 2012	25%	26%	24%	8%	15%	27%	40%	45%	*	8%	< 1%	14%	4%	3%	
Science 2012	22%	23%	31%	17%	16%	35%	20%	55%	*	8%	8%	18%	4%	5%	
Soc Studies 2012	51%	55%	58%	25%	39%	63%	> 99%	82%	*	54%	14%	41%	15%	26%	
All Tests 2012	10%	11%	13%	< 1%	6%	15%	< 1%	36%	*	< 1%	1%	6%	4%	1%	
TAKS-M Met 2012 Standard (Sum of Grades 10 and 11)															
Eng Lang Arts 2012	79%	81%	94%	*	78%	> 99%	*	*	*	*	94%	89%	*	93%	
Mathematics 2012	66%	65%	84%	*	86%	83%	*	*	*	*	84%	83%	80%	86%	
Science 2012	55%	56%	79%	*	83%	76%	*	*	*	*	79%	74%	*	77%	
Soc Studies 2012	66%	68%	81%	*	63%	89%	*	*	*	*	81%	73%	*	80%	
All Tests 2012	50%	53%	76%	*	73%	77%	*	*	*	*	76%	73%	80%	76%	
TAKS Exit-Level Cumulative Pass Rate															
Class of 2012	93%	94%	96%	75%	93%	97%	100%	*	*	100%	72%	93%	88%	89%	
Class of 2011 @	92%	93%	94%	*	93%	95%	*	n/a	n/a	n/a	71%	92%	78%	90%	
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 10 and 11)															
Eng Lang Arts 2012	57%	61%	70%	*	70%	69%	*	*	*	*	63%	66%	63%	70%	
Mathematics 2012	50%	50%	54%	*	51%	55%	*	*	*	*	44%	49%	25%	54%	
Attendance Rate															
2010-11	95.7%	95.9%	95.8%	95.7%	96.2%	95.6%	94.8%	98.1%	*	95.3%	94.9%	95.2%	97.5%	95.2%	
2009-10	95.5%	95.7%	95.3%	95.3%	95.6%	95.2%	93.5%	97.2%	*	94.9%	94.2%	94.8%	96.6%	94.6%	
Annual Dropout Rate (Gr 7-8)															
2010-11	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	
Annual Dropout Rate (Gr 9-12)															
2010-11	2.4%	2.0%	0.1%	0.0%	0.2%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.1%	

Indicator:	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
4-Year Completion Rate (Gr 9-12)														
Class of 2011														
Graduated	n/a	n/a	95.6%	83.3%	95.5%	96.1%	80.0%	-	-	85.7%	97.7%	93.3%	*	92.1%
Received GED	n/a	n/a	0.4%	0.0%	1.1%	0.3%	0.0%	-	-	0.0%	0.0%	0.7%	*	0.5%
Continued HS	n/a	n/a	3.6%	16.7%	3.4%	3.1%	20.0%	-	-	14.3%	2.3%	6.0%	*	6.9%
Dropped Out	n/a	n/a	0.4%	0.0%	0.0%	0.5%	0.0%	-	-	0.0%	0.0%	0.0%	*	0.5%
4-Year Graduation Rate Without Exclusions (Gr 9-12)														
Class of 2011	85.9%	86.6%	95.4%	83.3%	95.5%	95.9%	80.0%	-	-	85.7%	97.7%	93.3%	*	92.1%
Class of 2010 @	84.3%	86.8%	94.6%	100.0%	90.8%	95.1%	*	n/a	n/a	n/a	78.4%	89.0%	*	93.0%
5-Year Extended Graduation Rate Without Exclusions (Gr 9-12)														
Class of 2010 @	88.0%	89.3%	98.4%	100.0%	98.6%	98.2%	*	n/a	n/a	n/a	97.1%	95.5%	*	99.3%
Class of 2009 @	85.1%	87.8%	95.3%	100.0%	91.5%	95.8%	*	n/a	n/a	n/a	92.5%	94.4%	77.8%	93.0%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2010-11	30.3%	31.1%	24.8%	21.2%	18.4%	26.0%	40.0%	7.7%	*	45.5%	3.4%	16.4%	5.0%	16.2%
2009-10	26.3%	26.8%	19.5%	19.6%	13.8%	20.7%	18.8%	42.9%	*	24.2%	2.8%	9.9%	1.8%	8.2%
RHSP/DAP Graduates														
Class of 2011	80.1%	79.4%	88.2%	83.3%	87.5%	88.1%	*	-	-	100.0%	18.2%	83.3%	*	83.1%
Class of 2010	82.7%	82.9%	83.4%	73.3%	73.2%	86.4%	*	*	*	*	6.3%	72.2%	*	69.9%
AP/IB Results														
Tested														
2011	24.0%	25.6%	31.4%	27.3%	19.4%	32.9%	40.0%	*	-	76.5%	n/a	n/a	n/a	n/a
2010	22.7%	25.0%	30.4%	10.5%	17.5%	33.8%	40.0%	*	*	40.0%	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2011	49.3%	56.6%	59.3%	*	43.8%	61.1%	*	*	-	53.8%	n/a	n/a	n/a	n/a
2010	50.8%	55.9%	55.4%	*	35.7%	57.3%	*	*	-	*	n/a	n/a	n/a	n/a
Scores >= Criterion														
2011	45.2%	50.4%	50.5%	42.9%	32.1%	53.2%	50.0%	*	-	43.3%	n/a	n/a	n/a	n/a
2010	46.7%	49.7%	45.9%	*	33.3%	47.3%	44.4%	*	-	50.0%	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts 2012	61%	65%	72%	*	55%	77%	*	*	*	80%	8%	56%	*	47%
2011	66%	69%	68%	25%	46%	73%	83%	*	*	75%	24%	55%	< 1%	44%
Mathematics 2012	73%	75%	72%	*	52%	77%	*	*	*	80%	22%	56%	*	34%
2011	69%	69%	68%	50%	47%	73%	50%	*	*	82%	6%	59%	13%	38%
SAT/ACT Results														
Tested														
Class of 2011	68.9%	70.4%	58.7%	66.7%	41.5%	62.3%	*	-	-	83.3%	n/a	n/a	n/a	n/a
Class of 2010	62.6%	64.0%	51.7%	28.6%	25.3%	59.2%	*	*	*	*	n/a	n/a	n/a	n/a
At/Above Criterion														
Class of 2011	25.7%	32.9%	36.9%	*	14.7%	40.4%	*	-	-	60.0%	n/a	n/a	n/a	n/a
Class of 2010	26.9%	34.7%	36.5%	*	15.8%	39.8%	-	*	-	*	n/a	n/a	n/a	n/a
Average SAT Score														
Class of 2011	976	1010	1045	*	963	1059	*	-	-	*	n/a	n/a	n/a	n/a
Class of 2010	985	1020	1056	*	1039	1064	-	-	-	*	n/a	n/a	n/a	n/a
Average ACT Score														
Class of 2011	20.5	21.9	21.8	*	18.4	22.4	-	-	-	*	n/a	n/a	n/a	n/a
Class of 2010	20.5	22.0	22.6	*	23.0	23.0	-	*	-	*	n/a	n/a	n/a	n/a

Indicator:	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
College-Ready Graduates														
Eng Lang Arts														
Class of 2011	64%	68%	65%	*	50%	69%	*	*	*	83%	26%	48%	*	43%
Class of 2010	66%	71%	77%	58%	64%	81%	*	*	*	*	10%	68%	*	56%
Mathematics														
Class of 2011	67%	70%	74%	*	61%	77%	*	*	*	> 99%	21%	59%	*	46%
Class of 2010	64%	67%	68%	55%	58%	71%	*	*	*	*	33%	59%	*	31%
Both Subjects														
Class of 2011	52%	56%	56%	*	39%	60%	*	*	*	83%	14%	35%	*	23%
Class of 2010	52%	57%	60%	45%	42%	65%	*	*	*	*	17%	49%	*	23%

STUDENT INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	7,583	100.0%	4,978,120	100.0%
Students By Grade: Early Childhood Education	30	0.4%	13,231	0.3%
Pre-Kindergarten	140	1.8%	224,322	4.5%
Kindergarten	557	7.3%	379,093	7.6%
Grade 1	631	8.3%	392,017	7.9%
Grade 2	556	7.3%	383,181	7.7%
Grade 3	598	7.9%	379,079	7.6%
Grade 4	527	6.9%	375,473	7.5%
Grade 5	609	8.0%	377,502	7.6%
Grade 6	552	7.3%	372,602	7.5%
Grade 7	604	8.0%	365,903	7.4%
Grade 8	568	7.5%	360,027	7.2%
Grade 9	628	8.3%	393,268	7.9%
Grade 10	564	7.4%	346,573	7.0%
Grade 11	503	6.6%	322,783	6.5%
Grade 12	516	6.8%	293,066	5.9%
Ethnic Distribution: African American	160	2.1%	637,934	12.8%
Hispanic	1,638	21.6%	2,530,789	50.8%
White	5,517	72.8%	1,520,320	30.5%
American Indian	62	0.8%	22,224	0.4%
Asian	78	1.0%	176,755	3.6%
Pacific Islander	3	0.0%	6,227	0.1%
Two or More Races	125	1.6%	83,871	1.7%
Economically Disadvantaged	3,376	44.5%	3,008,464	60.4%
Non-Educationally Disadvantaged	4,207	55.5%	1,969,656	39.6%
Limited English Proficient (LEP)	584	7.7%	837,536	16.8%
Students w/Disciplinary Placements (2010-11)	145	1.7%	89,719	1.8%
At-Risk	2,423	32.0%	2,262,066	45.4%
Graduates (Class of 2011):				
Total Graduates	492	100.0%	290,581	100.0%
By Ethnicity (incl. Special Ed.):				
African American	6	1.2%	38,755	13.3%
Hispanic	88	17.9%	127,746	44.0%
White	388	78.9%	107,597	37.0%
American Indian	4	0.8%	1,430	0.5%
Asian	0	0.0%	10,468	3.6%
Pacific Islander	0	0.0%	406	0.1%
Two or More Races	6	1.2%	4,179	1.4%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	58	11.8%	57,772	19.9%
Recommended H.S. Pgm./DAP	434	88.2%	232,809	80.1%
Special Education Graduates	44	8.9%	26,142	9.0%

Retention Rates By Grade: Kindergarten	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
Grade 1	2.6%	2.2%	2.8%	10.3%
Grade 2	2.2%	4.7%	2.0%	8.8%
Grade 3	0.9%	2.8%	1.6%	4.0%
Grade 4	0.8%	1.9%	2.0%	1.7%
Grade 5	0.2%	1.0%	1.9%	0.9%
Grade 6	0.8%	1.2%	3.2%	1.1%
Grade 7	0.0%	0.7%	0.0%	1.0%
Grade 8	0.6%	1.0%	1.6%	1.2%
	0.7%	1.1%	3.4%	1.8%

Data Quality: PID Errors (student) Underreported Students	-----District-----		-----State-----	
	Count	Percent	Count	Percent
	1	0.0%	4,268	0.1%
	5	0.1%	8,149	0.4%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

	District	State
Elementary: Kindergarten	18.0	19.4
Grade 1	19.6	19.4
Grade 2	20.6	19.3
Grade 3	20.2	19.4
Grade 4	21.4	19.6
Grade 5	24.3	21.8
Grade 6	23.6	21.0
Mixed Grades	-	23.2
Secondary: English/Language Arts	18.7	17.3
Foreign Languages	21.3	19.0
Mathematics	18.3	17.8
Science	18.7	19.0
Social Studies	19.3	19.5

STAFF INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	934.4	100.0%	637,847.6	100.0%
Professional Staff:	616.3	66.0%	406,954.3	63.8%
Teachers	488.7	52.3%	324,144.6	50.8%
Professional Support	89.6	9.6%	57,782.9	9.1%
Campus Administration (School Leadership)	31.0	3.3%	18,480.5	2.9%
Central Administration	7.0	0.7%	6,546.3	1.0%
Educational Aides:	111.6	11.9%	58,114.0	9.1%
Auxiliary Staff:	206.5	22.1%	172,779.4	27.1%
Total Minority Staff:	127.8	13.7%	284,793.9	44.6%
Teachers by Ethnicity and Sex:				
African American	4.0	0.8%	29,897.0	9.2%
Hispanic	26.6	5.4%	79,115.8	24.4%
White	443.1	90.7%	205,476.3	63.4%
American Indian	6.0	1.2%	1,310.3	0.4%
Asian	1.0	0.2%	4,281.5	1.3%
Pacific Islander	0.0	0.0%	255.6	0.1%
Two or More Races	8.0	1.6%	3,808.1	1.2%
Males	88.2	18.1%	75,126.8	23.2%
Females	400.5	81.9%	249,017.7	76.8%
Teachers by Highest Degree Held:				
No Degree	2.0	0.4%	2,533.2	0.8%
Bachelors	391.9	80.2%	245,911.1	75.9%
Masters	94.8	19.4%	73,951.5	22.8%
Doctorate	0.0	0.0%	1,748.8	0.5%
Teachers by Years of Experience:				
Beginning Teachers	9.5	1.9%	14,993.4	4.6%
1-5 Years Experience	121.1	24.8%	92,933.8	28.7%
6-10 Years Experience	120.0	24.6%	72,188.9	22.3%
11-20 Years Experience	138.1	28.3%	86,121.9	26.6%
Over 20 Years Experience	100.0	20.5%	57,906.6	17.9%
Number of Students per Teacher:	15.5	n/a	15.4	n/a

12/17/12

District Name: WEATHERFORD ISD
County Name: PARKER
District #: 184903

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2011-12 District Profile

STAFF INFORMATION (Continued)	-----District-----	-----State-----
Average Years Experience of Teachers:	12.6 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$42,358	\$40,911
1-5 Years Experience	\$43,674	\$43,669
6-10 Years Experience	\$46,006	\$46,224
11-20 Years Experience	\$48,638	\$50,064
Over 20 Years Experience	\$55,970	\$58,031
Average Actual Salaries (regular duties only):		
Teachers	\$48,139	\$48,375
Professional Support	\$59,238	\$56,219
Campus Administration (School Leadership)	\$68,409	\$70,510
Central Administration	\$122,982	\$89,811
Turnover Rate for Teachers:	12.5%	12.6%
Instructional Staff Percent:	67.3%	64.1%
STAFF EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.1	1,127.0
Educational Aides	0.0	243.3
Auxiliary Staff	0.8	5,645.2
Contracted Instructional Staff:	0.0	1,645.5

TAX INFORMATION (CALENDAR YEAR 2011)	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	\$1.170	n/a	\$1.068
Interest and Sinking Fund #	n/a	\$0.230	n/a	\$0.176

Total Rate (sum of above)	n/a	\$1.400	n/a	\$1.244
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$3,330,360,379	n/a	\$1,690,489,426,471	n/a
Value Per Pupil @@	\$439,188	n/a	\$350,982	n/a
Value by Category				
Business	\$1,114,262,250	30.1%	\$639,734,150,838	33.4%
Residential	\$1,911,847,200	51.6%	\$1,038,335,809,563	54.3%
Land	\$441,878,750	11.9%	\$119,810,477,646	6.3%
Oil and Gas	\$199,378,380	5.4%	\$106,030,002,840	5.5%
Other	\$40,127,480	1.1%	\$9,779,930,582	0.5%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2010-11 audited)	\$8,685,418	n/a	\$8,258,499,819	n/a
Percent of Total Budgeted Expenditures (2011-12)	n/a	16.0%	n/a	21.8%

ACTUAL REVENUE INFORMATION (2010-11)

	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Source:									
Total Revenues	\$61,489,234	100.0%	\$8,049	\$76,998,933	100.0%	\$10,080	\$50,770,708,285	100.0%	\$10,339
Local Tax	\$39,258,299	63.8%	\$5,139	\$47,159,766	61.2%	\$6,174	\$20,648,735,864	40.7%	\$4,205
Other Local & Intermediate	\$1,792,720	2.9%	\$235	\$3,563,047	4.6%	\$466	\$2,031,853,322	4.0%	\$414
State +	\$20,141,645	32.8%	\$2,637	\$20,336,880	26.4%	\$2,662	\$22,049,377,762	43.4%	\$4,490
Federal	\$296,570	0.5%	\$39	\$5,939,240	7.7%	\$777	\$6,040,741,337	11.9%	\$1,230
Equity Transfers (excluded from revenues)	\$515,769	n/a	\$68	\$515,769	n/a	\$68	\$1,034,195,645	n/a	\$211

ACTUAL EXPENDITURE INFORMATION (2010-11)

By Object:

Total Expenditures	\$53,478,124	100.0%	\$7,001	\$70,051,840	100.0%	\$9,170	\$54,733,921,383	100.0%	\$11,146
Payroll Costs	\$44,046,251	82.4%	\$5,766	\$48,265,130	68.9%	\$6,318	\$34,311,016,757	62.7%	\$6,987
Other Operating Costs	\$8,723,851	16.3%	\$1,142	\$11,912,246	17.0%	\$1,559	\$9,060,357,014	16.6%	\$1,845
Debt Service	\$608,333	1.1%	\$80	\$9,764,924	13.9%	\$1,278	\$5,344,363,919	9.8%	\$1,088
Capital Outlay	\$99,689	0.2%	\$13	\$109,540	0.2%	\$14	\$6,018,183,693	11.0%	\$1,226

ACTUAL EXPENDITURE INFORMATION (continued)	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function (Objects 6100-6400 only):									
Total Operating Expenditures	\$52,071,199	100.0%	\$6,816	\$59,444,486	100.0%	\$7,782	\$42,804,942,407	100.0%	\$8,717
Instruction (11,95)	\$31,512,755	60.5%	\$4,125	\$34,632,062	58.3%	\$4,534	\$24,850,834,243	58.1%	\$5,061
Instructional-Related Services (12,13)	\$1,440,884	2.8%	\$189	\$1,716,890	2.9%	\$225	\$1,487,980,138	3.5%	\$303
Instructional Leadership (21)	\$884,235	1.7%	\$116	\$1,281,512	2.2%	\$168	\$633,188,477	1.5%	\$129
School Leadership (23)	\$3,129,557	6.0%	\$410	\$3,349,234	5.6%	\$438	\$2,416,161,985	5.6%	\$492
Support Services-Student (31,32,33)	\$2,567,245	4.9%	\$336	\$2,836,412	4.8%	\$371	\$2,050,747,085	4.8%	\$418
Student Transportation (34)	\$2,018,448	3.9%	\$264	\$2,045,863	3.4%	\$268	\$1,203,209,454	2.8%	\$245
Food Services (35)	\$0	0.0%	\$0	\$2,902,487	4.9%	\$380	\$2,299,738,035	5.4%	\$468
Cocurricular Activities (36)	\$1,590,265	3.1%	\$208	\$1,721,925	2.9%	\$225	\$1,156,668,526	2.7%	\$236
Central Administration (41,92 **)	\$2,118,623	4.1%	\$277	\$2,147,886	3.6%	\$281	\$1,336,156,478	3.1%	\$272
Plant Maintenance and Operations (51)	\$5,689,217	10.9%	\$745	\$5,690,245	9.6%	\$745	\$4,423,322,992	10.3%	\$901
Security and Monitoring Services (52)	\$286,513	0.6%	\$38	\$286,513	0.5%	\$38	\$330,934,637	0.8%	\$67
Data Processing Services (53)	\$833,457	1.6%	\$109	\$833,457	1.4%	\$109	\$616,000,357	1.4%	\$125
Community Services (61)	\$698,903	n/a	\$91	\$732,890	n/a	\$96	\$209,373,294	n/a	\$43
Equity Transfers (excluded from expenditures)	\$515,769	n/a	\$68	\$515,769	n/a	\$68	\$1,034,195,645	n/a	\$211
Instructional Expenditure Ratio (11,12,13,31)		64.1%						64.8%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2010-11)									
By Program:									
Total Operating Expenditures	\$41,615,046	100.0%	\$5,448	\$45,439,439	100.0%	\$5,948	\$32,209,900,270	100.0%	\$6,559
Bilingual/ESL Education (25)	\$1,746,694	4.2%	\$229	\$1,856,060	4.1%	\$243	\$1,150,211,353	3.6%	\$234
Career & Technical Education (22)	\$1,871,428	4.5%	\$245	\$1,993,462	4.4%	\$261	\$1,080,000,452	3.4%	\$220
Accelerated Education (24,30)	\$2,058,492	4.9%	\$269	\$3,493,529	7.7%	\$457	\$4,124,466,726	12.8%	\$840
Gifted & Talented Education (21)	\$219,226	0.5%	\$29	\$236,209	0.5%	\$31	\$406,931,100	1.3%	\$83
Regular Education (11)	\$25,607,538	61.5%	\$3,352	\$25,803,043	56.8%	\$3,378	\$18,850,503,238	58.5%	\$3,839
Special Education (23)	\$7,991,148	19.2%	\$1,046	\$9,829,211	21.6%	\$1,287	\$5,123,262,630	15.9%	\$1,043
Athletics/Related Activities (91)	\$1,317,970	3.2%	\$173	\$1,425,375	3.1%	\$187	\$796,806,151	2.5%	\$162
High School Allotment (31)	\$679,539	1.6%	\$89	\$679,539	1.5%	\$89	\$323,890,152	1.0%	\$66
Other (26,28,29)	\$123,011	0.3%	\$16	\$123,011	0.3%	\$16	\$353,828,468	1.1%	\$72

PROGRAM INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	580	7.6%	809,074	16.3%
Career & Technical Education	1,978	26.1%	1,072,030	21.5%
Gifted & Talented Education	554	7.3%	381,706	7.7%
Special Education	680	9.0%	430,350	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	23.9	4.9%	17,231.0	5.3%
Career & Technical Education	19.3	4.0%	13,232.7	4.1%
Compensatory Education	25.4	5.2%	9,285.6	2.9%
Gifted & Talented Education	21.5	4.4%	6,191.5	1.9%
Regular Education	328.1	67.1%	238,754.3	73.7%
Special Education	58.6	12.0%	28,977.2	8.9%
Other	11.9	2.4%	10,472.3	3.2%

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

District Name: WEATHERFORD ISD

2011-12 District Performance Report

District #: 184903

For Current Year LEP Students

Indicator:	State	Region 11	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
TAKS Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	92%	93%	96%	*	*	*	*	*	74%	*	74%	*	74%	74%
Mathematics 2012	82%	83%	85%	*	*	*	*	*	59%	*	59%	*	59%	59%
Science 2012	84%	85%	89%	*	*	*	*	*	44%	*	44%	*	44%	44%
Soc Studies 2012	96%	96%	98%	*	*	*	*	*	85%	*	85%	*	85%	85%
All Tests 2012	75%	76%	80%	*	*	*	*	*	30%	*	30%	*	30%	30%
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	57%	61%	70%	*	*	*	*	*	63%	*	63%	*	63%	63%
Mathematics 2012	50%	50%	54%	*	*	*	*	*	25%	*	25%	*	25%	25%

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

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

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

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

'-' Indicates zero observations reported for this group.

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

'#' The \$0.176 includes 213 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.222.

'@@" Not used for School Funding calculations.

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

'+' For this district, state revenue includes \$1,915,098 from the State Fiscal Stabilization Fund, distributed under the Federal American Recovery and Reinvestment Act.

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
Campus Reports**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
Weatherford High School**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

2011-12 Academic Excellence Indicator System

District Name: WEATHERFORD ISD

Campus Name: WEATHERFORD H S

Campus #: 184903001

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District Name: WEATHERFORD ISD
 Campus Name: WEATHERFORD H S
 Campus #: 184903001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 1,595
 Grade Span: 09 - 12
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2012 Standard Grade 10														
Eng Lang Arts 2012	91%	94%	95%	94%	> 99%	92%	95%	*	> 99%	*	88%	80%	91%	82%
Mathematics 2012	75%	78%	81%	78%	50%	71%	80%	*	89%	*	50%	62%	69%	55%
Science 2012	75%	83%	81%	83%	75%	69%	86%	*	89%	*	75%	56%	73%	41%
Soc Studies 2012	94%	97%	97%	97%	> 99%	92%	98%	*	> 99%	*	> 99%	82%	94%	86%
All Tests 2012	65%	72%	72%	72%	50%	60%	76%	*	89%	*	50%	39%	62%	32%
TAKS Met 2012 Standard ^ Grade 11														
Eng Lang Arts 2012	93%	97%	96%	97%	*	91%	98%	*	*	*	> 99%	76%	92%	40%
Mathematics 2012	91%	93%	94%	93%	*	88%	94%	*	*	*	> 99%	72%	90%	80%
Science 2012	93%	97%	96%	97%	*	92%	98%	*	*	*	> 99%	83%	93%	60%
Soc Studies 2012	98%	99%	99%	99%	*	96%	> 99%	*	*	*	> 99%	88%	98%	80%
All Tests 2012	85%	89%	90%	89%	*	78%	92%	*	*	*	> 99%	50%	83%	20%
TAKS Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	92%	96%	95%	96%	> 99%	91%	97%	80%	> 99%	*	92%	78%	91%	74%
Mathematics 2012	82%	85%	87%	85%	58%	79%	87%	> 99%	91%	*	69%	67%	79%	59%
Science 2012	84%	89%	88%	89%	83%	89%	92%	> 99%	91%	*	85%	70%	82%	44%
Soc Studies 2012	96%	98%	98%	98%	> 99%	94%	99%	> 99%	> 99%	*	> 99%	85%	96%	85%
All Tests 2012	75%	80%	79%	80%	58%	68%	84%	80%	91%	*	69%	45%	71%	30%
TAKS Commended Performance (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	23%	29%	24%	29%	8%	18%	31%	40%	64%	*	23%	6%	19%	7%
Mathematics 2012	25%	24%	25%	24%	8%	15%	27%	40%	45%	*	8%	< 1%	14%	4%
Science 2012	22%	31%	21%	31%	17%	16%	35%	20%	55%	*	8%	8%	18%	4%
Soc Studies 2012	51%	58%	51%	58%	25%	39%	63%	> 99%	82%	*	54%	14%	41%	15%
All Tests 2012	10%	13%	8%	13%	< 1%	6%	15%	< 1%	36%	*	< 1%	1%	6%	4%
TAKS-M Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	79%	94%	97%	94%	*	78%	> 99%	*	*	*	*	94%	89%	*
Mathematics 2012	66%	84%	78%	84%	*	86%	83%	*	*	*	*	84%	83%	80%
Science 2012	55%	79%	72%	79%	*	83%	76%	*	*	*	*	79%	74%	*
Soc Studies 2012	66%	81%	83%	81%	*	63%	89%	*	*	*	*	81%	73%	*
All Tests 2012	50%	76%	67%	76%	*	73%	77%	*	*	*	*	76%	73%	80%
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	57%	70%	71%	70%	*	70%	69%	*	*	*	*	63%	66%	63%
Mathematics 2012	50%	54%	54%	54%	*	51%	55%	*	*	*	*	44%	49%	25%
Attendance Rate														
2010-11	95.7%	96.2%	95.7%	94.5%	92.2%	94.5%	94.5%	95.4%	*	*	95.0%	92.3%	92.9%	96.2%
2009-10	95.5%	95.3%	95.5%	94.1%	91.7%	94.4%	94.1%	93.1%	*	*	95.8%	91.7%	93.1%	94.8%
Annual Dropout Rate (Gr 9-12)														
2010-11	2.4%	0.1%	0.3%	0.1%	0.0%	0.3%	0.1%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
4-Year Completion Rate (Gr 9-12)														
Class of 2011														
Graduated	n/a	95.6%	96.1%	95.6%	83.3%	95.5%	96.1%	80.0%	-	-	85.7%	97.7%	93.3%	*
Received GED	n/a	0.4%	0.0%	0.4%	0.0%	1.1%	0.3%	0.0%	-	-	0.0%	0.0%	0.7%	*
Continued HS	n/a	3.6%	1.7%	3.6%	16.7%	3.4%	3.1%	20.0%	-	-	14.3%	2.3%	6.0%	*
Dropped Out	n/a	0.4%	1.0%	0.4%	0.0%	0.0%	0.5%	0.0%	-	-	0.0%	0.0%	0.0%	*
4-Year Graduation Rate Without Exclusions (Gr 9-12)														
Class of 2011	85.9%	95.4%	96.1%	95.4%	83.3%	95.5%	95.9%	80.0%	-	-	85.7%	97.7%	93.3%	*
Class of 2010 @	84.3%	94.6%	94.8%	95.2%	100.0%	92.0%	95.6%	*	n/a	n/a	n/a	80.6%	89.0%	*

District Name: WEATHERFORD ISD
 Campus Name: WEATHERFORD H S
 Campus #: 184903001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 2
 Total Students: 1,595
 Grade Span: 09 - 12
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
5-Year Extended Graduation Rate			Without Exclusions	(Gr 9-12)										
Class of 2010 @	88.0%	98.4%	96.6%	99.1%	100.0%	100.0%	98.8%	*	n/a	n/a	n/a	100.0%	95.5%	*
Class of 2009 @	85.1%	95.3%	95.5%	-	-	-	-	-	n/a	n/a	n/a	-	-	-
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment			Completion											
2010-11	30.3%	0.0%	25.6%	33.7%	30.4%	24.7%	35.4%	42.1%	*	*	62.5%	4.6%	22.9%	7.3%
2009-10	26.3%	19.5%	21.6%	26.8%	25.0%	18.9%	28.5%	23.1%	60.0%	*	32.0%	4.0%	14.4%	2.7%
RHSP/DAP Graduates														
Class of 2011	80.1%	88.1%	80.4%	88.1%	83.3%	87.6%	87.9%	*	-	-	100.0%	18.2%	83.5%	*
Class of 2010	82.7%	83.4%	83.7%	83.4%	73.3%	73.2%	86.4%	*	*	*	*	6.3%	72.2%	*
AP/IB Results Tested														
2011	24.0%	31.4%	11.9%	31.4%	27.3%	19.3%	32.9%	40.0%	*	-	76.5%	n/a	n/a	n/a
2010	22.7%	30.4%	15.4%	30.4%	10.5%	17.5%	33.8%	40.0%	*	*	40.0%	n/a	n/a	n/a
Examinees >= Criterion														
2011	49.3%	59.3%	42.7%	59.3%	*	43.8%	61.1%	*	*	-	53.8%	n/a	n/a	n/a
2010	50.8%	55.4%	45.4%	55.4%	*	35.7%	57.3%	*	*	-	*	n/a	n/a	n/a
Scores >= Criterion														
2011	45.2%	50.5%	41.6%	50.5%	42.9%	32.1%	53.2%	50.0%	*	-	43.3%	n/a	n/a	n/a
2010	46.7%	45.9%	36.8%	45.9%	*	33.3%	47.3%	44.4%	*	-	50.0%	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts 2012	61%	72%	67%	72%	*	55%	77%	*	*	*	80%	8%	56%	*
2011	66%	68%	75%	68%	25%	46%	73%	83%	*	*	75%	24%	55%	< 1%
Mathematics 2012	73%	72%	78%	72%	*	52%	77%	*	*	*	80%	22%	56%	*
2011	69%	68%	76%	68%	50%	47%	73%	50%	*	*	82%	6%	59%	13%
SAT/ACT Results Tested														
Class of 2011	68.9%	58.4%	68.8%	58.4%	66.7%	41.0%	62.1%	*	-	-	83.3%	n/a	n/a	n/a
Class of 2010	62.6%	51.7%	65.5%	51.7%	28.6%	25.3%	59.2%	*	*	*	*	n/a	n/a	n/a
At/Above Criterion														
Class of 2011	25.7%	36.9%	24.8%	36.9%	*	14.7%	40.4%	*	-	-	60.0%	n/a	n/a	n/a
Class of 2010	26.9%	36.5%	28.7%	36.5%	*	15.8%	39.8%	-	*	-	*	n/a	n/a	n/a
Average SAT Score														
Class of 2011	976	1045	984	1045	*	963	1059	*	-	-	*	n/a	n/a	n/a
Class of 2010	985	1056	998	1056	*	1039	1064	-	-	-	*	n/a	n/a	n/a
Average ACT Score														
Class of 2011	20.5	21.8	21.1	21.8	*	18.4	22.4	-	-	-	*	n/a	n/a	n/a
Class of 2010	20.5	22.6	21.5	22.6	*	23.0	23.0	-	*	-	*	n/a	n/a	n/a
College-Ready Graduates														
Eng Lang Arts														
Class of 2011	64%	*	67%	65%	*	49%	69%	*	*	*	83%	26%	47%	*
Class of 2010	66%	77%	74%	77%	58%	64%	81%	*	*	*	*	10%	68%	*
Mathematics														
Class of 2011	67%	*	70%	74%	*	62%	77%	*	*	*	> 99%	21%	60%	*
Class of 2010	64%	68%	70%	68%	55%	58%	71%	*	*	*	*	33%	59%	*
Both Subjects														
Class of 2011	52%	*	54%	56%	*	38%	60%	*	*	*	83%	14%	34%	*
Class of 2010	52%	60%	61%	60%	45%	42%	65%	*	*	*	*	17%	49%	*

District Name: WEATHERFORD ISD
 Campus Name: WEATHERFORD H S
 Campus #: 184903001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 1,595
 Grade Span: 09 - 12
 School Type: Secondary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	1,595	100.0%	27,620	7,583	4,978,120
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	1.8%	4.5%
Kindergarten	0	0.0%	0.0%	7.3%	7.6%
Grade 1	0	0.0%	0.0%	8.3%	7.9%
Grade 2	0	0.0%	0.0%	7.3%	7.7%
Grade 3	0	0.0%	0.0%	7.9%	7.6%
Grade 4	0	0.0%	0.0%	6.9%	7.5%
Grade 5	0	0.0%	0.0%	8.0%	7.6%
Grade 6	0	0.0%	0.0%	7.3%	7.5%
Grade 7	0	0.0%	0.1%	8.0%	7.4%
Grade 8	0	0.0%	0.2%	7.5%	7.2%
Grade 9	15	0.9%	28.8%	8.3%	7.9%
Grade 10	561	35.2%	25.4%	7.4%	7.0%
Grade 11	503	31.5%	23.5%	6.6%	6.5%
Grade 12	516	32.4%	22.0%	6.8%	5.9%
Ethnic Distribution: African American	24	1.5%	2.6%	2.1%	12.8%
Hispanic	303	19.0%	17.5%	21.6%	50.8%
White	1,208	75.7%	75.3%	72.8%	30.5%
American Indian	15	0.9%	0.9%	0.8%	0.4%
Asian	16	1.0%	1.5%	1.0%	3.6%
Pacific Islander	2	0.1%	0.1%	0.0%	0.1%
Two or More Races	27	1.7%	2.1%	1.6%	1.7%
Economically Disadvantaged	531	33.3%	31.2%	44.5%	60.4%
Non-Educationally Disadvantaged	1,064	66.7%	68.8%	55.5%	39.6%
Limited English Proficient (LEP)	43	2.7%	1.5%	7.7%	16.8%
Students w/Disciplinary Placements (2010-11)	59	3.4%	3.2%	1.7%	1.8%
At-Risk	559	35.0%	30.2%	32.0%	45.4%
Mobility (2010-11)	244	13.9%	13.4%	16.0%	17.8%
Number of Students per Teacher	16.3	n/a	13.8	15.5	15.4

District Name: WEATHERFORD ISD
 Campus Name: WEATHERFORD H S
 Campus #: 184903001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 2
 Total Students: 1,595
 Grade Span: 09 - 12
 School Type: Secondary

STUDENT INFORMATION

Graduates (Class of 2011):	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Graduates	494	100.0%	5,872	494	290,581
By Ethnicity (incl. Special Ed.):					
African American	6	1.2%	155	6	38,755
Hispanic	89	18.0%	911	89	127,746
White	389	78.7%	4,584	389	107,597
American Indian	4	0.8%	51	4	1,430
Asian	0	0.0%	64	0	10,468
Pacific Islander	0	0.0%	1	0	406
Two or More Races	6	1.2%	106	6	4,179
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	59	11.9%	1,154	59	57,772
Recommended H.S. Pgm./DAP	435	88.1%	4,718	435	232,809
Special Education Graduates	44	8.9%	519	44	26,142

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.0	19.4
Grade 1	-	-	19.6	19.4
Grade 2	-	-	20.6	19.3
Grade 3	-	-	20.2	19.4
Grade 4	-	-	21.4	19.6
Grade 5	-	-	24.3	21.8
Grade 6	-	-	23.6	21.0
Mixed Grades	-	-	-	23.2
Secondary: English/Language Arts	14.3	17.7	18.7	17.3
Foreign Languages	20.7	18.6	21.3	19.0
Mathematics	13.7	17.9	18.3	17.8
Science	15.2	19.1	18.7	19.0
Social Studies	15.9	20.2	19.3	19.5

District Name: WEATHERFORD ISD
 Campus Name: WEATHERFORD H S
 Campus #: 184903001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 1,595
 Grade Span: 09 - 12
 School Type: Secondary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	136.6	100.0%	100.0%	100.0%	100.0%
Professional Staff:	117.7	86.2%	90.7%	66.0%	63.8%
Teachers	97.7	71.5%	79.1%	52.3%	50.8%
Professional Support	13.0	9.5%	7.4%	9.6%	9.1%
Campus Admin. (School Leader.)	7.0	5.1%	4.2%	3.3%	2.9%
Educational Aides:	18.9	13.8%	9.3%	11.9%	9.1%
Total Minority Staff:	6.4	4.7%	7.3%	13.7%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	1.1%	0.8%	9.2%
Hispanic	3.4	3.5%	4.9%	5.4%	24.4%
White	92.3	94.5%	91.7%	90.7%	63.4%
American Indian	2.0	2.0%	0.9%	1.2%	0.4%
Asian	0.0	0.0%	0.2%	0.2%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.3%	1.6%	1.2%
Males	41.6	42.6%	42.6%	18.1%	23.2%
Females	56.1	57.4%	57.4%	81.9%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.5	1.5%	3.6%	1.9%	4.6%
1-5 Years Experience	23.8	24.4%	22.2%	24.8%	28.7%
6-10 Years Experience	26.6	27.2%	18.7%	24.6%	22.3%
11-20 Years Experience	25.5	26.1%	33.3%	28.3%	26.6%
Over 20 Years Experience	20.3	20.7%	22.2%	20.5%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		12.4 yrs.	13.4 yrs.	12.6 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		6.5 yrs.	7.4 yrs.	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$45,940	\$38,739	\$42,358	\$40,911
1-5 Years Experience		\$44,205	\$42,207	\$43,674	\$43,669
6-10 Years Experience		\$48,812	\$45,343	\$46,006	\$46,224
11-20 Years Experience		\$50,157	\$49,449	\$48,638	\$50,064
Over 20 Years Experience		\$59,750	\$57,098	\$55,970	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$50,263	\$48,385	\$48,139	\$48,375
Professional Support		\$55,108	\$55,830	\$59,238	\$56,219
Campus Administration (School Leadership)		\$78,977	\$71,632	\$68,409	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	38.7	0.0	1,645.5
Instructional Staff Percent:				67.3%	64.1%

District Name: WEATHERFORD ISD
 Campus Name: WEATHERFORD H S
 Campus #: 184903001

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 1,595
 Grade Span: 09 - 12
 School Type: Secondary

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	11,592,293	100.0%	\$7,077	12,570,915	100.0%	\$7,675	\$211,168,040	100.0%	\$7,821
Instruction (11,95)	\$7,543,267	65.1%	\$4,605	\$7,774,251	61.8%	\$4,746	\$139,503,017	66.1%	\$5,167
Instructional-Related Services (12,13)	\$293,569	2.5%	\$179	\$307,537	2.4%	\$188	\$6,263,609	3.0%	\$232
Instructional Leadership (21)	\$272,587	2.4%	\$166	\$276,554	2.2%	\$169	\$1,918,018	0.9%	\$71
School Leadership (23)	\$665,373	5.7%	\$406	\$716,773	5.7%	\$438	\$14,581,410	6.9%	\$540
Support Services-Student (31,32,33)	\$637,467	5.5%	\$389	\$706,211	5.6%	\$431	\$10,885,704	5.2%	\$403
Other Campus Costs (35,36,51,52,53)	\$2,180,030	18.8%	\$1,331	\$2,789,589	22.2%	\$1,703	\$38,016,282	18.0%	\$1,408
By Program:									
Total Operating Expenditures	\$9,412,263	100.0%	\$5,746	\$9,716,300	100.0%	\$5,932	\$172,195,345	100.0%	\$6,378
Bilingual/ESL Education (25)	\$77,332	0.8%	\$47	\$77,332	0.8%	\$47	\$812,859	0.5%	\$30
Career & Technical Education (22)	\$1,713,806	18.2%	\$1,046	\$1,835,840	18.9%	\$1,121	\$21,320,947	12.4%	\$790
Accelerated Education (24,30)	\$480,603	5.1%	\$293	\$480,603	4.9%	\$293	\$7,396,789	4.3%	\$274
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$9,014	0.1%	\$6	\$3,887,164	2.3%	\$144
Regular Education (11)	\$4,784,568	50.8%	\$2,921	\$4,823,099	49.6%	\$2,945	\$109,847,608	63.8%	\$4,069
Special Education (23)	\$1,710,248	18.2%	\$1,044	\$1,844,706	19.0%	\$1,126	\$20,755,752	12.1%	\$769
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$641,927	6.8%	\$392	\$641,927	6.6%	\$392	\$6,385,287	3.7%	\$237
Other (26,28,29)	\$3,779	0.0%	\$2	\$3,779	0.0%	\$2	\$1,788,939	1.0%	\$66

	District	State
Instructional Expenditure Ratio (11,12,13,31)	64.1%	64.8%

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	41	2.6%	1.4%	7.6%	16.3%
Career & Technical Education	1,332	83.5%	71.6%	26.1%	21.5%
Gifted & Talented Education	171	10.7%	8.8%	7.3%	7.7%
Special Education	154	9.7%	9.4%	9.0%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	1.3	1.3%	0.5%	4.9%	5.3%
Career & Technical Education	14.7	15.0%	12.7%	4.0%	4.1%
Compensatory Education	0.0	0.0%	1.3%	5.2%	2.9%
Gifted & Talented Education	0.2	0.2%	0.4%	4.4%	1.9%
Regular Education	61.5	62.9%	69.7%	67.1%	73.7%
Special Education	9.2	9.4%	9.7%	12.0%	8.9%
Other	10.8	11.1%	5.7%	2.4%	3.2%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
 '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
Ninth Grade Center**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

2011-12 Academic Excellence Indicator System

District Name: WEATHERFORD ISD

Campus Name: WEATHERFORD H S NINTH GRADE CENTER

Campus #: 184903003

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District Name: WEATHERFORD ISD
 Campus Name: WEATHERFORD H S NINTH GRAD
 Campus #: 184903003

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 616
 Grade Span: 09 - 10
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	96.2%	95.7%	95.9%	95.5%	96.0%	95.9%	*	97.5%	-	93.1%	95.3%	94.9%	97.1%
2009-10	95.5%	95.3%	95.6%	94.9%	95.0%	95.0%	94.9%	*	*	*	93.0%	93.8%	93.6%	96.3%
Annual Dropout Rate (Gr 9-12)														
2010-11	2.4%	0.1%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2010-11	30.3%	0.0%	26.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2009-10	26.3%	19.5%	22.1%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%

District Name: WEATHERFORD ISD
 Campus Name: WEATHERFORD H S NINTH GRAD
 Campus #: 184903003

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 616
 Grade Span: 09 - 10
 School Type: Secondary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	616	100.0%	30,390	7,583	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	1.8%	4.5%
Kindergarten	0	0.0%	0.0%	7.3%	7.6%
Grade 1	0	0.0%	0.0%	8.3%	7.9%
Grade 2	0	0.0%	0.0%	7.3%	7.7%
Grade 3	0	0.0%	0.0%	7.9%	7.6%
Grade 4	0	0.0%	0.0%	6.9%	7.5%
Grade 5	0	0.0%	0.0%	8.0%	7.6%
Grade 6	0	0.0%	0.0%	7.3%	7.5%
Grade 7	0	0.0%	0.1%	8.0%	7.4%
Grade 8	0	0.0%	0.2%	7.5%	7.2%
Grade 9	613	99.5%	26.4%	8.3%	7.9%
Grade 10	3	0.5%	27.1%	7.4%	7.0%
Grade 11	0	0.0%	24.7%	6.6%	6.5%
Grade 12	0	0.0%	21.6%	6.8%	5.9%
Ethnic Distribution:					
African American	16	2.6%	3.6%	2.1%	12.8%
Hispanic	126	20.5%	19.7%	21.6%	50.8%
White	447	72.6%	72.7%	72.8%	30.5%
American Indian	8	1.3%	0.8%	0.8%	0.4%
Asian	8	1.3%	1.0%	1.0%	3.6%
Pacific Islander	1	0.2%	0.1%	0.0%	0.1%
Two or More Races	10	1.6%	2.1%	1.6%	1.7%
Economically Disadvantaged	243	39.4%	31.0%	44.5%	60.4%
Non-Educationally Disadvantaged	373	60.6%	69.0%	55.5%	39.6%
Limited English Proficient (LEP)	13	2.1%	1.4%	7.7%	16.8%
Students w/Disciplinary Placements (2010-11)	37	5.9%	2.9%	1.7%	1.8%
At-Risk	153	24.8%	31.9%	32.0%	45.4%
Mobility (2010-11)	92	14.7%	13.3%	16.0%	17.8%
Number of Students per Teacher	13.4	n/a	14.0	15.5	15.4

District Name: WEATHERFORD ISD
Campus Name: WEATHERFORD H S NINTH GRAD
Campus #: 184903003

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2011-12 Campus Profile

Section II - Page 2
Total Students: 616
Grade Span: 09 - 10
School Type: Secondary

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.0	19.4
Grade 1	-	-	19.6	19.4
Grade 2	-	-	20.6	19.3
Grade 3	-	-	20.2	19.4
Grade 4	-	-	21.4	19.6
Grade 5	-	-	24.3	21.8
Grade 6	-	-	23.6	21.0
Mixed Grades	-	-	-	23.2
Secondary: English/Language Arts	20.6	16.9	18.7	17.3
Foreign Languages	22.4	19.1	21.3	19.0
Mathematics	18.9	17.5	18.3	17.8
Science	24.4	18.7	18.7	19.0
Social Studies	23.3	19.1	19.3	19.5

District Name: WEATHERFORD ISD
 Campus Name: WEATHERFORD H S NINTH GRAD
 Campus #: 184903003

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 616
 Grade Span: 09 - 10
 School Type: Secondary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	63.4	100.0%	100.0%	100.0%	100.0%
Professional Staff:	56.4	89.0%	91.0%	66.0%	63.8%
Teachers	45.9	72.4%	78.9%	52.3%	50.8%
Professional Support	6.5	10.3%	7.6%	9.6%	9.1%
Campus Admin. (School Leader.)	4.0	6.3%	4.5%	3.3%	2.9%
Educational Aides:	7.0	11.0%	9.0%	11.9%	9.1%
Total Minority Staff:	5.6	8.8%	8.2%	13.7%	44.6%
Teachers By Ethnicity and Sex:					
African American	1.0	2.2%	1.6%	0.8%	9.2%
Hispanic	1.6	3.4%	5.2%	5.4%	24.4%
White	37.3	81.3%	91.2%	90.7%	63.4%
American Indian	2.0	4.4%	0.7%	1.2%	0.4%
Asian	0.0	0.0%	0.2%	0.2%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	4.0	8.7%	1.0%	1.6%	1.2%
Males	20.8	45.2%	42.1%	18.1%	23.2%
Females	25.1	54.8%	57.9%	81.9%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	2.7	5.8%	3.7%	1.9%	4.6%
1-5 Years Experience	6.2	13.6%	23.2%	24.8%	28.7%
6-10 Years Experience	10.4	22.7%	20.2%	24.6%	22.3%
11-20 Years Experience	16.2	35.4%	31.3%	28.3%	26.6%
Over 20 Years Experience	10.4	22.6%	21.6%	20.5%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		13.8 yrs.	12.9 yrs.	12.6 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		7.6 yrs.	7.0 yrs.	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$46,994	\$39,753	\$42,358	\$40,911
1-5 Years Experience		\$44,666	\$43,008	\$43,674	\$43,669
6-10 Years Experience		\$48,296	\$45,861	\$46,006	\$46,224
11-20 Years Experience		\$51,739	\$50,116	\$48,638	\$50,064
Over 20 Years Experience		\$57,054	\$56,809	\$55,970	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$50,925	\$48,670	\$48,139	\$48,375
Professional Support		\$55,696	\$56,811	\$59,238	\$56,219
Campus Administration (School Leadership)		\$66,709	\$74,656	\$68,409	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	38.5	0.0	1,645.5
Instructional Staff Percent:				67.3%	64.1%

District Name: WEATHERFORD ISD
 Campus Name: WEATHERFORD H S NINTH GRAD
 Campus #: 184903003

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 616
 Grade Span: 09 - 10
 School Type: Secondary

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$4,142,814	100.0%	\$7,281	\$4,464,029	100.0%	\$7,845	\$229,633,339	100.0%	\$7,693
Instruction (11,95)	\$2,670,522	64.5%	\$4,693	\$2,718,762	60.9%	\$4,778	\$154,244,717	67.2%	\$5,168
Instructional-Related Services (12,13)	\$114,787	2.8%	\$202	\$116,227	2.6%	\$204	\$7,103,295	3.1%	\$238
Instructional Leadership (21)	\$125,359	3.0%	\$220	\$125,359	2.8%	\$220	\$2,355,973	1.0%	\$79
School Leadership (23)	\$372,214	9.0%	\$654	\$390,392	8.7%	\$686	\$15,143,164	6.6%	\$507
Support Services-Student (31,32,33)	\$246,882	6.0%	\$434	\$247,198	5.5%	\$434	\$11,126,582	4.8%	\$373
Other Campus Costs (35,36,51,52,53)	\$613,050	14.8%	\$1,077	\$866,091	19.4%	\$1,522	\$39,659,608	17.3%	\$1,329
By Program:									
Total Operating Expenditures	\$3,529,764	100.0%	\$6,203	\$3,578,004	100.0%	\$6,288	\$189,015,534	100.0%	\$6,332
Bilingual/ESL Education (25)	\$3,068	0.1%	\$5	\$3,068	0.1%	\$5	\$797,952	0.4%	\$27
Career & Technical Education (22)	\$148,765	4.2%	\$261	\$148,765	4.2%	\$261	\$23,902,066	12.6%	\$801
Accelerated Education (24,30)	\$382,244	10.8%	\$672	\$382,244	10.7%	\$672	\$6,606,454	3.5%	\$221
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$1,042	0.0%	\$2	\$2,628,887	1.4%	\$88
Regular Education (11)	\$2,215,775	62.8%	\$3,894	\$2,223,269	62.1%	\$3,907	\$123,291,020	65.2%	\$4,130
Special Education (23)	\$623,068	17.7%	\$1,095	\$662,772	18.5%	\$1,165	\$23,410,424	12.4%	\$784
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$37,612	1.1%	\$66	\$37,612	1.1%	\$66	\$8,056,336	4.3%	\$270
Other (26,28,29)	\$119,232	3.4%	\$210	\$119,232	3.3%	\$210	\$322,395	0.2%	\$11

	District	State
Instructional Expenditure Ratio (11,12,13,31)	64.1%	64.8%

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	10	1.6%	1.3%	7.6%	16.3%
Career & Technical Education	397	64.4%	71.7%	26.1%	21.5%
Gifted & Talented Education	60	9.7%	8.8%	7.3%	7.7%
Special Education	54	8.8%	9.9%	9.0%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.2	0.3%	0.5%	4.9%	5.3%
Career & Technical Education	2.8	6.1%	12.9%	4.0%	4.1%
Compensatory Education	7.0	15.2%	0.8%	5.2%	2.9%
Gifted & Talented Education	3.8	8.3%	0.4%	4.4%	1.9%
Regular Education	24.8	54.0%	68.8%	67.1%	73.7%
Special Education	6.3	13.6%	9.5%	12.0%	8.9%
Other	1.1	2.3%	7.2%	2.4%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '**' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
Hall Middle School**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

2011-12 Academic Excellence Indicator System

District Name: WEATHERFORD ISD

Campus Name: HALL MIDDLE

Campus #: 184903041

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District Name: WEATHERFORD ISD
 Campus Name: HALL MIDDLE
 Campus #: 184903041

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 612
 Grade Span: 07 - 08
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	96.2%	96.3%	95.6%	96.4%	96.0%	95.4%	94.2%	97.7%	*	95.1%	95.3%	94.8%	97.4%
2009-10	95.5%	95.3%	96.1%	95.4%	96.4%	96.3%	95.1%	*	95.0%	*	94.4%	95.1%	95.0%	97.6%
Annual Dropout Rate (Gr 7-8)														
2010-11	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%

District Name: WEATHERFORD ISD
 Campus Name: HALL MIDDLE
 Campus #: 184903041

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 612
 Grade Span: 07 - 08
 School Type: Middle

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	612	100.0%	19,603	7,583	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	1.8%	4.5%
Kindergarten	0	0.0%	0.0%	7.3%	7.6%
Grade 1	0	0.0%	0.0%	8.3%	7.9%
Grade 2	0	0.0%	0.0%	7.3%	7.7%
Grade 3	0	0.0%	0.0%	7.9%	7.6%
Grade 4	0	0.0%	0.0%	6.9%	7.5%
Grade 5	0	0.0%	5.9%	8.0%	7.6%
Grade 6	0	0.0%	26.0%	7.3%	7.5%
Grade 7	329	53.8%	34.1%	8.0%	7.4%
Grade 8	283	46.2%	34.0%	7.5%	7.2%
Grade 9	0	0.0%	0.0%	8.3%	7.9%
Grade 10	0	0.0%	0.0%	7.4%	7.0%
Grade 11	0	0.0%	0.0%	6.6%	6.5%
Grade 12	0	0.0%	0.0%	6.8%	5.9%
Ethnic Distribution:					
African American	15	2.5%	2.6%	2.1%	12.8%
Hispanic	121	19.8%	19.7%	21.6%	50.8%
White	452	73.9%	73.8%	72.8%	30.5%
American Indian	6	1.0%	0.5%	0.8%	0.4%
Asian	10	1.6%	1.1%	1.0%	3.6%
Pacific Islander	0	0.0%	0.1%	0.0%	0.1%
Two or More Races	8	1.3%	2.2%	1.6%	1.7%
Economically Disadvantaged	272	44.4%	36.8%	44.5%	60.4%
Non-Educationally Disadvantaged	340	55.6%	63.2%	55.5%	39.6%
Limited English Proficient (LEP)	28	4.6%	2.6%	7.7%	16.8%
Students w/Disciplinary Placements (2010-11)	19	3.0%	1.9%	1.7%	1.8%
At-Risk	192	31.4%	30.5%	32.0%	45.4%
Mobility (2010-11)	88	13.8%	11.5%	16.0%	17.8%
Number of Students per Teacher	15.8	n/a	15.3	15.5	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	2.6%	2.2%	-	-	2.8%	10.3%
Grade 1	-	-	2.2%	4.7%	-	-	2.0%	8.8%
Grade 2	-	-	0.9%	2.8%	-	-	1.6%	4.0%
Grade 3	-	-	0.8%	1.9%	-	-	2.0%	1.7%
Grade 4	-	-	0.2%	1.0%	-	-	1.9%	0.9%
Grade 5	-	1.0%	0.8%	1.2%	-	1.8%	3.2%	1.1%
Grade 6	-	0.6%	0.0%	0.7%	-	1.4%	0.0%	1.0%
Grade 7	1.3%	0.8%	0.6%	1.0%	3.1%	0.8%	1.6%	1.2%
Grade 8	1.4%	0.7%	0.7%	1.1%	2.9%	2.8%	3.4%	1.8%

District Name: WEATHERFORD ISD
Campus Name: HALL MIDDLE
Campus #: 184903041

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2011-12 Campus Profile

Section II - Page 2
Total Students: 612
Grade Span: 07 - 08
School Type: Middle

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.0	19.4
Grade 1	-	-	19.6	19.4
Grade 2	-	-	20.6	19.3
Grade 3	-	-	20.2	19.4
Grade 4	-	-	21.4	19.6
Grade 5	-	24.7	24.3	21.8
Grade 6	-	22.0	23.6	21.0
Mixed Grades	-	13.8	-	23.2
Secondary: English/Language Arts	24.4	18.9	18.7	17.3
Foreign Languages	22.2	21.2	21.3	19.0
Mathematics	26.2	19.0	18.3	17.8
Science	24.4	21.1	18.7	19.0
Social Studies	25.3	21.8	19.3	19.5

District Name: WEATHERFORD ISD
 Campus Name: HALL MIDDLE
 Campus #: 184903041

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 612
 Grade Span: 07 - 08
 School Type: Middle

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	55.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:	45.1	81.9%	86.4%	66.0%	63.8%
Teachers	38.7	70.3%	76.0%	52.3%	50.8%
Professional Support	3.4	6.2%	6.3%	9.6%	9.1%
Campus Admin. (School Leader.)	3.0	5.4%	4.2%	3.3%	2.9%
Educational Aides:	10.0	18.1%	13.6%	11.9%	9.1%
Total Minority Staff:	6.0	10.9%	7.4%	13.7%	44.6%
Teachers By Ethnicity and Sex:					
African American	2.0	5.2%	1.1%	0.8%	9.2%
Hispanic	2.0	5.2%	3.7%	5.4%	24.4%
White	33.7	87.1%	93.3%	90.7%	63.4%
American Indian	1.0	2.6%	0.4%	1.2%	0.4%
Asian	0.0	0.0%	0.5%	0.2%	1.3%
Pacific Islander	0.0	0.0%	0.2%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.6%	1.2%
Males	7.1	18.3%	26.0%	18.1%	23.2%
Females	31.6	81.7%	74.0%	81.9%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.8	4.8%	4.0%	1.9%	4.6%
1-5 Years Experience	9.0	23.3%	26.8%	24.8%	28.7%
6-10 Years Experience	7.4	19.1%	20.4%	24.6%	22.3%
11-20 Years Experience	15.5	39.9%	28.0%	28.3%	26.6%
Over 20 Years Experience	5.0	12.9%	20.9%	20.5%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		11.3 yrs.	12.4 yrs.	12.6 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		7.1 yrs.	7.6 yrs.	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$47,287	\$40,579	\$42,358	\$40,911
1-5 Years Experience		\$45,177	\$42,372	\$43,674	\$43,669
6-10 Years Experience		\$45,613	\$44,626	\$46,006	\$46,224
11-20 Years Experience		\$49,601	\$48,834	\$48,638	\$50,064
Over 20 Years Experience		\$54,169	\$56,442	\$55,970	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$48,290	\$47,502	\$48,139	\$48,375
Professional Support		\$53,671	\$53,717	\$59,238	\$56,219
Campus Administration (School Leadership)		\$60,668	\$68,200	\$68,409	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	34.9	0.0	1,645.5
Instructional Staff Percent:				67.3%	64.1%

District Name: WEATHERFORD ISD
 Campus Name: HALL MIDDLE
 Campus #: 184903041

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 612
 Grade Span: 07 - 08
 School Type: Middle

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,733,104	100.0%	\$6,436	\$4,100,248	100.0%	\$7,069	\$116,975,713	100.0%	\$6,112
Instruction (11,95)	\$2,548,580	68.3%	\$4,394	\$2,620,292	63.9%	\$4,518	\$83,851,596	71.7%	\$4,381
Instructional-Related Services (12,13)	\$125,030	3.3%	\$216	\$134,865	3.3%	\$233	\$3,543,224	3.0%	\$185
Instructional Leadership (21)	\$62,763	1.7%	\$108	\$62,763	1.5%	\$108	\$1,260,020	1.1%	\$66
School Leadership (23)	\$337,200	9.0%	\$581	\$369,151	9.0%	\$636	\$9,102,755	7.8%	\$476
Support Services-Student (31,32,33)	\$217,253	5.8%	\$375	\$217,253	5.3%	\$375	\$6,059,865	5.2%	\$317
Other Campus Costs (35,36,51,52,53)	\$442,278	11.8%	\$763	\$695,924	17.0%	\$1,200	\$13,158,253	11.2%	\$688
By Program:									
Total Operating Expenditures	\$3,290,826	100.0%	\$5,674	\$3,362,538	100.0%	\$5,797	\$103,365,344	100.0%	\$5,401
Bilingual/ESL Education (25)	\$1,521	0.0%	\$3	\$1,521	0.0%	\$3	\$771,875	0.7%	\$40
Career & Technical Education (22)	-3385	-0.1%	\$-6	-3385	-0.1%	\$-6	\$578,002	0.6%	\$30
Accelerated Education (24,30)	\$247,771	7.5%	\$427	\$247,771	7.4%	\$427	\$4,970,063	4.8%	\$260
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$4,042	0.1%	\$7	\$3,253,806	3.1%	\$170
Regular Education (11)	\$2,240,202	68.1%	\$3,862	\$2,253,538	67.0%	\$3,885	\$76,896,391	74.4%	\$4,018
Special Education (23)	\$804,717	24.5%	\$1,387	\$859,051	25.5%	\$1,481	\$16,351,235	15.8%	\$854
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$454,354	0.4%	\$24
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$89,618	0.1%	\$5

	District	State
Instructional Expenditure Ratio (11,12,13,31)	64.1%	64.8%

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	25	4.1%	2.5%	7.6%	16.3%
Career & Technical Education	136	22.2%	12.7%	26.1%	21.5%
Gifted & Talented Education	52	8.5%	9.7%	7.3%	7.7%
Special Education	58	9.5%	8.9%	9.0%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	0.7%	4.9%	5.3%
Career & Technical Education	0.7	1.9%	1.9%	4.0%	4.1%
Compensatory Education	2.0	5.2%	2.0%	5.2%	2.9%
Gifted & Talented Education	7.2	18.6%	1.8%	4.4%	1.9%
Regular Education	22.7	58.8%	79.6%	67.1%	73.7%
Special Education	6.0	15.6%	9.2%	12.0%	8.9%
Other	0.0	0.0%	4.9%	2.4%	3.2%

- '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
Tison Middle School**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

2011-12 Academic Excellence Indicator System

District Name: WEATHERFORD ISD

Campus Name: TISON MIDDLE

Campus #: 184903042

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District Name: WEATHERFORD ISD
 Campus Name: TISON MIDDLE
 Campus #: 184903042

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 560
 Grade Span: 07 - 08
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	96.2%	96.3%	95.5%	95.3%	96.6%	95.3%	*	98.7%	-	89.1%	94.8%	94.7%	97.5%
2009-10	95.5%	95.3%	96.2%	95.0%	96.0%	95.7%	94.9%	*	98.3%	-	90.4%	93.8%	94.2%	96.7%
Annual Dropout Rate (Gr 7-8)														
2010-11	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%

District Name: WEATHERFORD ISD
 Campus Name: TISON MIDDLE
 Campus #: 184903042

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 560
 Grade Span: 07 - 08
 School Type: Middle

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	560	100.0%	18,565	7,583	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	1.8%	4.5%
Kindergarten	0	0.0%	0.0%	7.3%	7.6%
Grade 1	0	0.0%	0.0%	8.3%	7.9%
Grade 2	0	0.0%	0.0%	7.3%	7.7%
Grade 3	0	0.0%	0.0%	7.9%	7.6%
Grade 4	0	0.0%	0.0%	6.9%	7.5%
Grade 5	0	0.0%	8.1%	8.0%	7.6%
Grade 6	0	0.0%	27.4%	7.3%	7.5%
Grade 7	275	49.1%	32.2%	8.0%	7.4%
Grade 8	285	50.9%	32.3%	7.5%	7.2%
Grade 9	0	0.0%	0.0%	8.3%	7.9%
Grade 10	0	0.0%	0.0%	7.4%	7.0%
Grade 11	0	0.0%	0.0%	6.6%	6.5%
Grade 12	0	0.0%	0.0%	6.8%	5.9%
Ethnic Distribution:					
African American	14	2.5%	1.9%	2.1%	12.8%
Hispanic	102	18.2%	17.1%	21.6%	50.8%
White	434	77.5%	77.3%	72.8%	30.5%
American Indian	0	0.0%	0.6%	0.8%	0.4%
Asian	4	0.7%	1.0%	1.0%	3.6%
Pacific Islander	0	0.0%	0.1%	0.0%	0.1%
Two or More Races	6	1.1%	2.0%	1.6%	1.7%
Economically Disadvantaged	217	38.8%	34.0%	44.5%	60.4%
Non-Educationally Disadvantaged	343	61.3%	66.0%	55.5%	39.6%
Limited English Proficient (LEP)	26	4.6%	2.0%	7.7%	16.8%
Students w/Disciplinary Placements (2010-11)	24	3.8%	1.9%	1.7%	1.8%
At-Risk	183	32.7%	26.6%	32.0%	45.4%
Mobility (2010-11)	67	10.7%	10.8%	16.0%	17.8%
Number of Students per Teacher	15.5	n/a	15.1	15.5	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	2.6%	2.2%	-	-	2.8%	10.3%
Grade 1	-	-	2.2%	4.7%	-	-	2.0%	8.8%
Grade 2	-	-	0.9%	2.8%	-	-	1.6%	4.0%
Grade 3	-	-	0.8%	1.9%	-	-	2.0%	1.7%
Grade 4	-	-	0.2%	1.0%	-	-	1.9%	0.9%
Grade 5	-	1.1%	0.8%	1.2%	-	0.9%	3.2%	1.1%
Grade 6	-	0.6%	0.0%	0.7%	-	1.3%	0.0%	1.0%
Grade 7	0.0%	0.7%	0.6%	1.0%	0.0%	0.6%	1.6%	1.2%
Grade 8	0.0%	0.6%	0.7%	1.1%	4.2%	1.9%	3.4%	1.8%

District Name: WEATHERFORD ISD
Campus Name: TISON MIDDLE
Campus #: 184903042

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2011-12 Campus Profile

Section II - Page 2
Total Students: 560
Grade Span: 07 - 08
School Type: Middle

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.0	19.4
Grade 1	-	-	19.6	19.4
Grade 2	-	-	20.6	19.3
Grade 3	-	-	20.2	19.4
Grade 4	-	-	21.4	19.6
Grade 5	-	22.4	24.3	21.8
Grade 6	-	21.4	23.6	21.0
Mixed Grades	-	-	-	23.2
Secondary: English/Language Arts	22.2	18.8	18.7	17.3
Foreign Languages	20.3	21.9	21.3	19.0
Mathematics	20.8	18.3	18.3	17.8
Science	23.1	20.7	18.7	19.0
Social Studies	25.0	20.9	19.3	19.5

District Name: WEATHERFORD ISD
 Campus Name: TISON MIDDLE
 Campus #: 184903042

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 560
 Grade Span: 07 - 08
 School Type: Middle

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	51.5	100.0%	100.0%	100.0%	100.0%
Professional Staff:	42.6	82.8%	89.2%	66.0%	63.8%
Teachers	36.2	70.3%	77.8%	52.3%	50.8%
Professional Support	3.5	6.7%	7.0%	9.6%	9.1%
Campus Admin. (School Leader.)	3.0	5.8%	4.4%	3.3%	2.9%
Educational Aides:	8.9	17.2%	10.8%	11.9%	9.1%
Total Minority Staff:	0.5	1.0%	5.7%	13.7%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	0.8%	0.8%	9.2%
Hispanic	0.5	1.4%	2.6%	5.4%	24.4%
White	34.7	95.8%	94.9%	90.7%	63.4%
American Indian	0.0	0.0%	0.4%	1.2%	0.4%
Asian	0.0	0.0%	0.3%	0.2%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	1.0	2.8%	1.1%	1.6%	1.2%
Males	8.9	24.7%	24.2%	18.1%	23.2%
Females	27.3	75.3%	75.8%	81.9%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.5	1.4%	3.6%	1.9%	4.6%
1-5 Years Experience	12.2	33.6%	25.4%	24.8%	28.7%
6-10 Years Experience	8.6	23.8%	20.5%	24.6%	22.3%
11-20 Years Experience	6.9	19.1%	31.4%	28.3%	26.6%
Over 20 Years Experience	8.0	22.1%	19.2%	20.5%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		11.5 yrs.	12.5 yrs.	12.6 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		6.8 yrs.	7.3 yrs.	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$43,666	\$36,415	\$42,358	\$40,911
1-5 Years Experience		\$45,928	\$41,619	\$43,674	\$43,669
6-10 Years Experience		\$46,776	\$43,746	\$46,006	\$46,224
11-20 Years Experience		\$47,661	\$48,919	\$48,638	\$50,064
Over 20 Years Experience		\$56,177	\$56,032	\$55,970	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$48,696	\$46,925	\$48,139	\$48,375
Professional Support		\$54,297	\$52,192	\$59,238	\$56,219
Campus Administration (School Leadership)		\$62,190	\$67,728	\$68,409	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	0.8	0.0	1,645.5
Instructional Staff Percent:				67.3%	64.1%

District Name: WEATHERFORD ISD
 Campus Name: TISON MIDDLE
 Campus #: 184903042

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 560
 Grade Span: 07 - 08
 School Type: Middle

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,237,346	100.0%	\$5,582	\$3,563,442	100.0%	\$6,144	\$110,493,087	100.0%	\$6,212
Instruction (11,95)	\$2,165,042	66.9%	\$3,733	\$2,260,968	63.4%	\$3,898	\$78,565,150	71.1%	\$4,417
Instructional-Related Services (12,13)	\$115,864	3.6%	\$200	\$121,964	3.4%	\$210	\$4,262,229	3.9%	\$240
Instructional Leadership (21)	\$42,337	1.3%	\$73	\$42,337	1.2%	\$73	\$1,073,773	1.0%	\$60
School Leadership (23)	\$298,300	9.2%	\$514	\$313,153	8.8%	\$540	\$8,791,077	8.0%	\$494
Support Services-Student (31,32,33)	\$242,539	7.5%	\$418	\$242,539	6.8%	\$418	\$5,637,872	5.1%	\$317
Other Campus Costs (35,36,51,52,53)	\$373,264	11.5%	\$644	\$582,481	16.3%	\$1,004	\$12,162,986	11.0%	\$684
By Program:									
Total Operating Expenditures	\$2,864,082	100.0%	\$4,938	\$2,960,008	100.0%	\$5,103	\$97,632,859	100.0%	\$5,489
Bilingual/ESL Education (25)	\$84,290	2.9%	\$145	\$84,290	2.8%	\$145	\$407,959	0.4%	\$23
Career & Technical Education (22)	-3766	-0.1%	\$-6	-3766	-0.1%	\$-6	\$904,886	0.9%	\$51
Accelerated Education (24,30)	\$96,550	3.4%	\$166	\$96,550	3.3%	\$166	\$5,966,883	6.1%	\$335
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$2,885	0.1%	\$5	\$3,105,684	3.2%	\$175
Regular Education (11)	\$2,181,976	76.2%	\$3,762	\$2,198,622	74.3%	\$3,791	\$72,695,143	74.5%	\$4,087
Special Education (23)	\$505,032	17.6%	\$871	\$581,427	19.6%	\$1,002	\$14,205,524	14.5%	\$799
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$321,722	0.3%	\$18
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$25,058	0.0%	\$1

	District	State
Instructional Expenditure Ratio (11,12,13,31)	64.1%	64.8%

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	26	4.6%	1.9%	7.6%	16.3%
Career & Technical Education	113	20.2%	9.7%	26.1%	21.5%
Gifted & Talented Education	60	10.7%	8.4%	7.3%	7.7%
Special Education	43	7.7%	8.4%	9.0%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	1.0	2.8%	0.5%	4.9%	5.3%
Career & Technical Education	1.1	3.1%	1.4%	4.0%	4.1%
Compensatory Education	0.0	0.0%	2.2%	5.2%	2.9%
Gifted & Talented Education	7.2	19.9%	1.3%	4.4%	1.9%
Regular Education	22.2	61.3%	82.7%	67.1%	73.7%
Special Education	4.6	12.8%	7.7%	12.0%	8.9%
Other	0.0	0.0%	4.1%	2.4%	3.2%

- '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
Austin Elementary**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

2011-12 Academic Excellence Indicator System

District Name: WEATHERFORD ISD

Campus Name: AUSTIN EL

Campus #: 184903106

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District Name: WEATHERFORD ISD
 Campus Name: AUSTIN EL
 Campus #: 184903106

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 549
 Grade Span: KG - 06
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	96.2%	96.7%	96.4%	97.9%	96.3%	96.3%	*	98.8%	-	96.6%	96.3%	95.7%	97.3%
2009-10	95.5%	95.3%	96.4%	95.6%	96.1%	95.2%	95.7%	*	98.6%	*	96.3%	95.6%	94.8%	97.3%

District Name: WEATHERFORD ISD
 Campus Name: AUSTIN EL
 Campus #: 184903106

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 549
 Grade Span: KG - 06
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	549	100.0%	17,818	7,583	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.6%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	2.6%	1.8%	4.5%
Kindergarten	73	13.3%	12.9%	7.3%	7.6%
Grade 1	88	16.0%	13.9%	8.3%	7.9%
Grade 2	91	16.6%	14.7%	7.3%	7.7%
Grade 3	75	13.7%	16.9%	7.9%	7.6%
Grade 4	68	12.4%	18.7%	6.9%	7.5%
Grade 5	75	13.7%	18.3%	8.0%	7.6%
Grade 6	79	14.4%	1.5%	7.3%	7.5%
Grade 7	0	0.0%	0.0%	8.0%	7.4%
Grade 8	0	0.0%	0.0%	7.5%	7.2%
Grade 9	0	0.0%	0.0%	8.3%	7.9%
Grade 10	0	0.0%	0.0%	7.4%	7.0%
Grade 11	0	0.0%	0.0%	6.6%	6.5%
Grade 12	0	0.0%	0.0%	6.8%	5.9%
Ethnic Distribution:					
African American	12	2.2%	2.1%	2.1%	12.8%
Hispanic	53	9.7%	11.3%	21.6%	50.8%
White	451	82.1%	81.7%	72.8%	30.5%
American Indian	6	1.1%	0.7%	0.8%	0.4%
Asian	13	2.4%	1.9%	1.0%	3.6%
Pacific Islander	0	0.0%	0.1%	0.0%	0.1%
Two or More Races	14	2.6%	2.2%	1.6%	1.7%
Economically Disadvantaged	175	31.9%	25.7%	44.5%	60.4%
Non-Educationally Disadvantaged	374	68.1%	74.3%	55.5%	39.6%
Limited English Proficient (LEP)	24	4.4%	2.3%	7.7%	16.8%
Students w/Disciplinary Placements (2010-11)	0	0.0%	0.1%	1.7%	1.8%
At-Risk	157	28.6%	22.3%	32.0%	45.4%
Mobility (2010-11)	95	16.9%	11.2%	16.0%	17.8%
Number of Students per Teacher	16.3	n/a	15.8	15.5	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	1.3%	3.6%	2.6%	2.2%	0.0%	12.7%	2.8%	10.3%
Grade 1	1.3%	2.1%	2.2%	4.7%	0.0%	5.7%	2.0%	8.8%
Grade 2	0.0%	1.3%	0.9%	2.8%	0.0%	2.6%	1.6%	4.0%
Grade 3	0.0%	1.2%	0.8%	1.9%	0.0%	1.0%	2.0%	1.7%
Grade 4	0.0%	0.5%	0.2%	1.0%	0.0%	0.3%	1.9%	0.9%
Grade 5	0.0%	0.9%	0.8%	1.2%	11.1%	1.3%	3.2%	1.1%
Grade 6	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	1.0%
Grade 7	-	-	0.6%	1.0%	-	-	1.6%	1.2%
Grade 8	-	-	0.7%	1.1%	-	-	3.4%	1.8%

District Name: WEATHERFORD ISD
Campus Name: AUSTIN EL
Campus #: 184903106

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2011-12 Campus Profile

Section II - Page 2
Total Students: 549
Grade Span: KG - 06
School Type: Elementary

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	17.8	19.4	18.0	19.4
Grade 1	17.4	19.4	19.6	19.4
Grade 2	21.5	20.0	20.6	19.3
Grade 3	18.5	19.1	20.2	19.4
Grade 4	22.7	19.8	21.4	19.6
Grade 5	25.0	22.0	24.3	21.8
Grade 6	26.0	18.1	23.6	21.0
Mixed Grades	-	22.1	-	23.2
Secondary: English/Language Arts	?	33.3	18.7	17.3
Foreign Languages	-	-	21.3	19.0
Mathematics	?	32.5	18.3	17.8
Science	-	-	18.7	19.0
Social Studies	-	-	19.3	19.5

District Name: WEATHERFORD ISD
 Campus Name: AUSTIN EL
 Campus #: 184903106

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 549
 Grade Span: KG - 06
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	45.5	100.0%	100.0%	100.0%	100.0%
Professional Staff:	39.5	86.9%	85.4%	66.0%	63.8%
Teachers	33.6	74.0%	72.9%	52.3%	50.8%
Professional Support	3.9	8.6%	8.7%	9.6%	9.1%
Campus Admin. (School Leader.)	2.0	4.4%	3.9%	3.3%	2.9%
Educational Aides:	5.9	13.1%	14.6%	11.9%	9.1%
Total Minority Staff:	1.9	4.3%	4.4%	13.7%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	0.5%	0.8%	9.2%
Hispanic	0.0	0.0%	2.5%	5.4%	24.4%
White	33.6	100.0%	95.8%	90.7%	63.4%
American Indian	0.0	0.0%	0.3%	1.2%	0.4%
Asian	0.0	0.0%	0.1%	0.2%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.7%	1.6%	1.2%
Males	0.0	0.0%	4.2%	18.1%	23.2%
Females	33.6	100.0%	95.8%	81.9%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	3.0%	1.8%	1.9%	4.6%
1-5 Years Experience	10.0	29.7%	18.6%	24.8%	28.7%
6-10 Years Experience	6.0	17.8%	23.0%	24.6%	22.3%
11-20 Years Experience	9.6	28.6%	34.9%	28.3%	26.6%
Over 20 Years Experience	7.0	20.8%	21.8%	20.5%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		12.6 yrs.	13.6 yrs.	12.6 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		7.1 yrs.	8.8 yrs.	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$41,743	\$40,630	\$42,358	\$40,911
1-5 Years Experience		\$42,552	\$42,212	\$43,674	\$43,669
6-10 Years Experience		\$44,671	\$45,145	\$46,006	\$46,224
11-20 Years Experience		\$47,903	\$48,839	\$48,638	\$50,064
Over 20 Years Experience		\$54,327	\$56,438	\$55,970	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$46,889	\$48,264	\$48,139	\$48,375
Professional Support		\$50,736	\$51,966	\$59,238	\$56,219
Campus Administration (School Leadership)		\$65,759	\$67,790	\$68,409	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	4.4	0.0	1,645.5
Instructional Staff Percent:				67.3%	64.1%

District Name: WEATHERFORD ISD
 Campus Name: AUSTIN EL
 Campus #: 184903106

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 549
 Grade Span: KG - 06
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,853,673	100.0%	\$4,912	\$3,073,271	100.0%	\$5,290	\$107,948,502	100.0%	\$6,090
Instruction (11,95)	\$2,225,429	78.0%	\$3,830	\$2,245,814	73.1%	\$3,865	\$80,163,800	74.3%	\$4,522
Instructional-Related Services (12,13)	\$104,408	3.7%	\$180	\$122,099	4.0%	\$210	\$4,053,196	3.8%	\$229
Instructional Leadership (21)	\$42,206	1.5%	\$73	\$42,206	1.4%	\$73	\$1,133,403	1.0%	\$64
School Leadership (23)	\$204,334	7.2%	\$352	\$209,925	6.8%	\$361	\$7,388,015	6.8%	\$417
Support Services-Student (31,32,33)	\$113,231	4.0%	\$195	\$113,231	3.7%	\$195	\$5,418,261	5.0%	\$306
Other Campus Costs (35,36,51,52,53)	\$164,065	5.7%	\$282	\$339,996	11.1%	\$585	\$9,791,827	9.1%	\$552
By Program:									
Total Operating Expenditures	\$2,689,608	100.0%	\$4,629	\$2,709,993	100.0%	\$4,664	\$96,651,615	100.0%	\$5,453
Bilingual/ESL Education (25)	\$1,416	0.1%	\$2	\$1,416	0.1%	\$2	\$833,191	0.9%	\$47
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$93,756	0.1%	\$5
Accelerated Education (24,30)	\$81,584	3.0%	\$140	\$81,584	3.0%	\$140	\$6,793,075	7.0%	\$383
Gifted & Talented Education (21)	\$36,480	1.4%	\$63	\$36,480	1.3%	\$63	\$1,400,534	1.4%	\$79
Regular Education (11)	\$2,098,478	78.0%	\$3,612	\$2,100,859	77.5%	\$3,616	\$73,525,479	76.1%	\$4,148
Special Education (23)	\$471,650	17.5%	\$812	\$489,654	18.1%	\$843	\$14,003,927	14.5%	\$790
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$31	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,622	0.0%	\$0

	District	State
Instructional Expenditure Ratio (11,12,13,31)	64.1%	64.8%

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	24	4.4%	2.2%	7.6%	16.3%
Career & Technical Education	0	0.0%	0.0%	26.1%	21.5%
Gifted & Talented Education	38	6.9%	7.6%	7.3%	7.7%
Special Education	51	9.3%	8.1%	9.0%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	0.9%	4.9%	5.3%
Career & Technical Education	0.0	0.0%	0.5%	4.0%	4.1%
Compensatory Education	1.0	3.0%	3.7%	5.2%	2.9%
Gifted & Talented Education	0.5	1.5%	1.1%	4.4%	1.9%
Regular Education	28.6	85.1%	85.7%	67.1%	73.7%
Special Education	3.5	10.4%	8.2%	12.0%	8.9%
Other	0.0	0.0%	0.0%	2.4%	3.2%

- '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '**' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
Crockett Elementary**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

2011-12 Academic Excellence Indicator System

District Name: WEATHERFORD ISD

Campus Name: CROCKETT EL

Campus #: 184903102

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District Name: WEATHERFORD ISD
 Campus Name: CROCKETT EL
 Campus #: 184903102

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 549
 Grade Span: EE - 06
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	96.2%	96.7%	96.4%	96.8%	95.4%	96.5%	*	97.9%	-	*	96.3%	95.7%	97.4%
2009-10	95.5%	95.3%	96.3%	95.4%	95.4%	95.1%	95.5%	*	98.6%	-	*	94.2%	94.6%	98.1%

District Name: WEATHERFORD ISD
 Campus Name: CROCKETT EL
 Campus #: 184903102

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 549
 Grade Span: EE - 06
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	549	100.0%	20,786	7,583	4,978,120
Students By Grade:					
Early Childhood Education	24	4.4%	0.5%	0.4%	0.3%
Pre-Kindergarten	25	4.6%	2.5%	1.8%	4.5%
Kindergarten	78	14.2%	11.6%	7.3%	7.6%
Grade 1	87	15.8%	12.7%	8.3%	7.9%
Grade 2	75	13.7%	12.5%	7.3%	7.7%
Grade 3	74	13.5%	14.8%	7.9%	7.6%
Grade 4	64	11.7%	21.4%	6.9%	7.5%
Grade 5	69	12.6%	18.3%	8.0%	7.6%
Grade 6	53	9.7%	5.6%	7.3%	7.5%
Grade 7	0	0.0%	0.1%	8.0%	7.4%
Grade 8	0	0.0%	0.1%	7.5%	7.2%
Grade 9	0	0.0%	0.0%	8.3%	7.9%
Grade 10	0	0.0%	0.0%	7.4%	7.0%
Grade 11	0	0.0%	0.0%	6.6%	6.5%
Grade 12	0	0.0%	0.0%	6.8%	5.9%
Ethnic Distribution:					
African American	20	3.6%	2.4%	2.1%	12.8%
Hispanic	75	13.7%	13.6%	21.6%	50.8%
White	437	79.6%	79.7%	72.8%	30.5%
American Indian	5	0.9%	0.6%	0.8%	0.4%
Asian	9	1.6%	1.5%	1.0%	3.6%
Pacific Islander	0	0.0%	0.1%	0.0%	0.1%
Two or More Races	3	0.5%	2.2%	1.6%	1.7%
Economically Disadvantaged	249	45.4%	29.2%	44.5%	60.4%
Non-Educationally Disadvantaged	300	54.6%	70.8%	55.5%	39.6%
Limited English Proficient (LEP)	8	1.5%	2.9%	7.7%	16.8%
Students w/Disciplinary Placements (2010-11)	0	0.0%	0.1%	1.7%	1.8%
At-Risk	135	24.6%	23.3%	32.0%	45.4%
Mobility (2010-11)	86	18.3%	11.4%	16.0%	17.8%
Number of Students per Teacher	15.0	n/a	15.8	15.5	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	1.3%	2.9%	2.6%	2.2%	0.0%	20.1%	2.8%	10.3%
Grade 1	1.5%	2.3%	2.2%	4.7%	0.0%	9.3%	2.0%	8.8%
Grade 2	0.0%	1.1%	0.9%	2.8%	0.0%	2.5%	1.6%	4.0%
Grade 3	0.0%	0.7%	0.8%	1.9%	0.0%	0.3%	2.0%	1.7%
Grade 4	0.0%	0.5%	0.2%	1.0%	0.0%	1.6%	1.9%	0.9%
Grade 5	0.0%	0.5%	0.8%	1.2%	0.0%	1.1%	3.2%	1.1%
Grade 6	0.0%	0.2%	0.0%	0.7%	0.0%	0.8%	0.0%	1.0%
Grade 7	-	20.0%	0.6%	1.0%	-	0.0%	1.6%	1.2%
Grade 8	-	0.0%	0.7%	1.1%	-	0.0%	3.4%	1.8%

District Name: WEATHERFORD ISD
Campus Name: CROCKETT EL
Campus #: 184903102

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2011-12 Campus Profile

Section II - Page 2
Total Students: 549
Grade Span: EE - 06
School Type: Elementary

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	18.5	19.4	18.0	19.4
Grade 1	21.3	19.5	19.6	19.4
Grade 2	24.3	19.8	20.6	19.3
Grade 3	18.5	19.7	20.2	19.4
Grade 4	21.3	20.2	21.4	19.6
Grade 5	23.0	21.3	24.3	21.8
Grade 6	17.7	19.2	23.6	21.0
Mixed Grades	-	24.1	-	23.2
Secondary: English/Language Arts	33.3	15.0	18.7	17.3
Foreign Languages	-	-	21.3	19.0
Mathematics	32.5	12.5	18.3	17.8
Science	-	12.5	18.7	19.0
Social Studies	-	6.3	19.3	19.5

District Name: WEATHERFORD ISD
 Campus Name: CROCKETT EL
 Campus #: 184903102

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 549
 Grade Span: EE - 06
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	54.7	100.0%	100.0%	100.0%	100.0%
Professional Staff:	43.7	79.9%	85.6%	66.0%	63.8%
Teachers	36.5	66.7%	73.7%	52.3%	50.8%
Professional Support	5.2	9.5%	8.3%	9.6%	9.1%
Campus Admin. (School Leader.)	2.0	3.7%	3.6%	3.3%	2.9%
Educational Aides:	11.0	20.1%	14.4%	11.9%	9.1%
Total Minority Staff:	2.1	3.9%	4.6%	13.7%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	0.8%	0.8%	9.2%
Hispanic	0.1	0.3%	2.3%	5.4%	24.4%
White	36.4	99.7%	95.8%	90.7%	63.4%
American Indian	0.0	0.0%	0.3%	1.2%	0.4%
Asian	0.0	0.0%	0.1%	0.2%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.6%	1.6%	1.2%
Males	0.1	0.3%	5.3%	18.1%	23.2%
Females	36.4	99.7%	94.7%	81.9%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	2.3%	1.9%	4.6%
1-5 Years Experience	10.0	27.4%	21.5%	24.8%	28.7%
6-10 Years Experience	10.0	27.4%	22.0%	24.6%	22.3%
11-20 Years Experience	11.1	30.5%	34.3%	28.3%	26.6%
Over 20 Years Experience	5.4	14.8%	20.0%	20.5%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		12.1 yrs.	12.9 yrs.	12.6 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		8.0 yrs.	8.2 yrs.	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$39,038	\$42,358	\$40,911
1-5 Years Experience		\$42,574	\$41,113	\$43,674	\$43,669
6-10 Years Experience		\$44,272	\$43,898	\$46,006	\$46,224
11-20 Years Experience		\$46,963	\$47,975	\$48,638	\$50,064
Over 20 Years Experience		\$55,587	\$55,131	\$55,970	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$46,300	\$46,826	\$48,139	\$48,375
Professional Support		\$56,019	\$51,350	\$59,238	\$56,219
Campus Administration (School Leadership)		\$66,935	\$67,369	\$68,409	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	2.3	0.0	1,645.5
Instructional Staff Percent:				67.3%	64.1%

District Name: WEATHERFORD ISD
 Campus Name: CROCKETT EL
 Campus #: 184903102

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 549
 Grade Span: EE - 06
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,862,432	100.0%	\$5,158	\$3,364,625	100.0%	\$6,062	\$116,540,931	100.0%	\$5,843
Instruction (11,95)	\$2,102,872	73.5%	\$3,789	\$2,369,410	70.4%	\$4,269	\$87,159,242	74.8%	\$4,370
Instructional-Related Services (12,13)	\$116,267	4.1%	\$209	\$131,834	3.9%	\$238	\$3,828,720	3.3%	\$192
Instructional Leadership (21)	\$48,768	1.7%	\$88	\$49,727	1.5%	\$90	\$1,527,701	1.3%	\$77
School Leadership (23)	\$214,226	7.5%	\$386	\$231,995	6.9%	\$418	\$7,911,630	6.8%	\$397
Support Services-Student (31,32,33)	\$230,717	8.1%	\$416	\$230,717	6.9%	\$416	\$5,541,903	4.8%	\$278
Other Campus Costs (35,36,51,52,53)	\$149,582	5.2%	\$270	\$350,942	10.4%	\$632	\$10,571,735	9.1%	\$530
By Program:									
Total Operating Expenditures	\$2,712,850	100.0%	\$4,888	\$2,982,346	100.0%	\$5,374	\$104,684,876	100.0%	\$5,248
Bilingual/ESL Education (25)	\$105,827	3.9%	\$191	\$105,827	3.5%	\$191	\$735,247	0.7%	\$37
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$93,756	0.1%	\$5
Accelerated Education (24,30)	\$187,345	6.9%	\$338	\$339,736	11.4%	\$612	\$6,522,502	6.2%	\$327
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,529,175	1.5%	\$77
Regular Education (11)	\$1,908,130	70.3%	\$3,438	\$1,911,740	64.1%	\$3,445	\$81,637,079	78.0%	\$4,093
Special Education (23)	\$511,548	18.9%	\$922	\$625,043	21.0%	\$1,126	\$14,166,769	13.5%	\$710
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$31	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$317	0.0%	\$0

	District	State
Instructional Expenditure Ratio (11,12,13,31)	64.1%	64.8%

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	7	1.3%	2.8%	7.6%	16.3%
Career & Technical Education	0	0.0%	0.0%	26.1%	21.5%
Gifted & Talented Education	24	4.4%	7.8%	7.3%	7.7%
Special Education	55	10.0%	8.1%	9.0%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	0.7%	4.9%	5.3%
Career & Technical Education	0.0	0.0%	0.0%	4.0%	4.1%
Compensatory Education	4.0	11.0%	3.6%	5.2%	2.9%
Gifted & Talented Education	0.4	1.1%	1.1%	4.4%	1.9%
Regular Education	27.1	74.3%	86.9%	67.1%	73.7%
Special Education	5.0	13.7%	7.7%	12.0%	8.9%
Other	0.0	0.0%	0.0%	2.4%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '**' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
Curtis Elementary**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

2011-12 Academic Excellence Indicator System

District Name: WEATHERFORD ISD

Campus Name: CURTIS EL

Campus #: 184903105

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District Name: WEATHERFORD ISD
 Campus Name: CURTIS EL
 Campus #: 184903105

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 749
 Grade Span: KG - 06
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	96.2%	96.6%	96.2%	96.9%	96.3%	96.2%	*	97.9%	-	96.3%	95.3%	95.8%	97.7%
2009-10	95.5%	95.3%	96.6%	95.9%	96.0%	96.0%	95.8%	95.0%	95.3%	-	96.0%	94.6%	95.5%	96.6%

District Name: WEATHERFORD ISD
 Campus Name: CURTIS EL
 Campus #: 184903105

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 749
 Grade Span: KG - 06
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	749	100.0%	17,223	7,583	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.2%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	3.9%	1.8%	4.5%
Kindergarten	102	13.6%	13.5%	7.3%	7.6%
Grade 1	117	15.6%	14.1%	8.3%	7.9%
Grade 2	88	11.7%	14.2%	7.3%	7.7%
Grade 3	110	14.7%	16.0%	7.9%	7.6%
Grade 4	102	13.6%	18.0%	6.9%	7.5%
Grade 5	120	16.0%	17.1%	8.0%	7.6%
Grade 6	110	14.7%	2.5%	7.3%	7.5%
Grade 7	0	0.0%	0.2%	8.0%	7.4%
Grade 8	0	0.0%	0.2%	7.5%	7.2%
Grade 9	0	0.0%	0.0%	8.3%	7.9%
Grade 10	0	0.0%	0.0%	7.4%	7.0%
Grade 11	0	0.0%	0.0%	6.6%	6.5%
Grade 12	0	0.0%	0.0%	6.8%	5.9%
Ethnic Distribution:					
African American	21	2.8%	3.5%	2.1%	12.8%
Hispanic	170	22.7%	21.5%	21.6%	50.8%
White	523	69.8%	70.1%	72.8%	30.5%
American Indian	7	0.9%	0.6%	0.8%	0.4%
Asian	12	1.6%	1.7%	1.0%	3.6%
Pacific Islander	0	0.0%	0.1%	0.0%	0.1%
Two or More Races	16	2.1%	2.5%	1.6%	1.7%
Economically Disadvantaged	420	56.1%	40.7%	44.5%	60.4%
Non-Educationally Disadvantaged	329	43.9%	59.3%	55.5%	39.6%
Limited English Proficient (LEP)	39	5.2%	4.2%	7.7%	16.8%
Students w/Disciplinary Placements (2010-11)	0	0.0%	0.1%	1.7%	1.8%
At-Risk	155	20.7%	26.7%	32.0%	45.4%
Mobility (2010-11)	141	19.7%	13.6%	16.0%	17.8%
Number of Students per Teacher	17.0	n/a	15.7	15.5	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	3.4%	2.5%	2.6%	2.2%	0.0%	10.5%	2.8%	10.3%
Grade 1	2.5%	2.0%	2.2%	4.7%	0.0%	5.9%	2.0%	8.8%
Grade 2	0.0%	1.2%	0.9%	2.8%	0.0%	3.7%	1.6%	4.0%
Grade 3	2.2%	0.6%	0.8%	1.9%	0.0%	1.4%	2.0%	1.7%
Grade 4	0.0%	0.4%	0.2%	1.0%	0.0%	1.1%	1.9%	0.9%
Grade 5	0.0%	0.7%	0.8%	1.2%	0.0%	0.9%	3.2%	1.1%
Grade 6	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	1.0%
Grade 7	-	3.2%	0.6%	1.0%	-	0.0%	1.6%	1.2%
Grade 8	-	0.0%	0.7%	1.1%	-	0.0%	3.4%	1.8%

District Name: WEATHERFORD ISD
Campus Name: CURTIS EL
Campus #: 184903105

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2011-12 Campus Profile

Section II - Page 2
Total Students: 749
Grade Span: KG - 06
School Type: Elementary

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	19.8	19.4	18.0	19.4
Grade 1	19.3	19.3	19.6	19.4
Grade 2	21.8	18.9	20.6	19.3
Grade 3	21.0	19.3	20.2	19.4
Grade 4	20.2	19.9	21.4	19.6
Grade 5	23.0	21.5	24.3	21.8
Grade 6	26.5	21.2	23.6	21.0
Mixed Grades	-	16.1	-	23.2
Secondary: English/Language Arts	32.0	12.1	18.7	17.3
Foreign Languages	-	22.0	21.3	19.0
Mathematics	-	12.4	18.3	17.8
Science	-	11.5	18.7	19.0
Social Studies	-	13.8	19.3	19.5

District Name: WEATHERFORD ISD
 Campus Name: CURTIS EL
 Campus #: 184903105

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 749
 Grade Span: KG - 06
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	60.9	100.0%	100.0%	100.0%	100.0%
Professional Staff:	50.0	82.1%	83.1%	66.0%	63.8%
Teachers	44.0	72.2%	71.1%	52.3%	50.8%
Professional Support	4.0	6.6%	7.7%	9.6%	9.1%
Campus Admin. (School Leader.)	2.0	3.3%	4.3%	3.3%	2.9%
Educational Aides:	10.9	17.9%	16.9%	11.9%	9.1%
Total Minority Staff:	1.0	1.6%	8.8%	13.7%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	0.9%	0.8%	9.2%
Hispanic	0.0	0.0%	4.8%	5.4%	24.4%
White	44.0	100.0%	91.8%	90.7%	63.4%
American Indian	0.0	0.0%	0.8%	1.2%	0.4%
Asian	0.0	0.0%	0.5%	0.2%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.2%	1.6%	1.2%
Males	2.0	4.5%	5.8%	18.1%	23.2%
Females	42.0	95.5%	94.2%	81.9%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	2.3%	1.7%	1.9%	4.6%
1-5 Years Experience	11.9	27.1%	21.5%	24.8%	28.7%
6-10 Years Experience	6.0	13.6%	22.9%	24.6%	22.3%
11-20 Years Experience	17.1	38.9%	31.6%	28.3%	26.6%
Over 20 Years Experience	8.0	18.1%	22.3%	20.5%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		12.2 yrs.	13.4 yrs.	12.6 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		6.9 yrs.	9.3 yrs.	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$41,743	\$41,159	\$42,358	\$40,911
1-5 Years Experience		\$42,627	\$41,937	\$43,674	\$43,669
6-10 Years Experience		\$44,637	\$44,126	\$46,006	\$46,224
11-20 Years Experience		\$46,372	\$48,519	\$48,638	\$50,064
Over 20 Years Experience		\$53,901	\$56,066	\$55,970	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$46,378	\$47,651	\$48,139	\$48,375
Professional Support		\$50,016	\$51,079	\$59,238	\$56,219
Campus Administration (School Leadership)		\$65,586	\$68,144	\$68,409	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	3.8	0.0	1,645.5
Instructional Staff Percent:				67.3%	64.1%

District Name: WEATHERFORD ISD
 Campus Name: CURTIS EL
 Campus #: 184903105

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 749
 Grade Span: KG - 06
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,483,282	100.0%	\$4,694	\$4,067,990	100.0%	\$5,482	\$107,738,188	100.0%	\$6,325
Instruction (11,95)	\$2,756,159	79.1%	\$3,715	\$3,038,486	74.7%	\$4,095	\$78,515,530	72.9%	\$4,609
Instructional-Related Services (12,13)	\$117,548	3.4%	\$158	\$127,117	3.1%	\$171	\$4,219,056	3.9%	\$248
Instructional Leadership (21)	\$48,509	1.4%	\$65	\$48,509	1.2%	\$65	\$1,203,484	1.1%	\$71
School Leadership (23)	\$210,530	6.0%	\$284	\$252,320	6.2%	\$340	\$7,294,852	6.8%	\$428
Support Services-Student (31,32,33)	\$167,314	4.8%	\$225	\$167,314	4.1%	\$225	\$5,486,886	5.1%	\$322
Other Campus Costs (35,36,51,52,53)	\$183,222	5.3%	\$247	\$434,244	10.7%	\$585	\$11,018,380	10.2%	\$647
By Program:									
Total Operating Expenditures	\$3,300,060	100.0%	\$4,448	\$3,582,397	100.0%	\$4,828	\$96,365,870	100.0%	\$5,657
Bilingual/ESL Education (25)	\$2,872	0.1%	\$4	\$2,948	0.1%	\$4	\$536,456	0.6%	\$31
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$10,543	0.0%	\$1
Accelerated Education (24,30)	\$96,935	2.9%	\$131	\$355,869	9.9%	\$480	\$8,171,303	8.5%	\$480
Gifted & Talented Education (21)	\$76,084	2.3%	\$103	\$76,084	2.1%	\$103	\$961,241	1.0%	\$56
Regular Education (11)	\$2,648,692	80.3%	\$3,570	\$2,657,140	74.2%	\$3,581	\$71,414,055	74.1%	\$4,192
Special Education (23)	\$475,477	14.4%	\$641	\$490,356	13.7%	\$661	\$15,272,097	15.8%	\$897
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$31	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$144	0.0%	\$0

	District	State
Instructional Expenditure Ratio (11,12,13,31)	64.1%	64.8%

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	38	5.1%	4.1%	7.6%	16.3%
Career & Technical Education	0	0.0%	0.0%	26.1%	21.5%
Gifted & Talented Education	37	4.9%	6.0%	7.3%	7.7%
Special Education	61	8.1%	8.6%	9.0%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.5	1.2%	0.8%	4.9%	5.3%
Career & Technical Education	0.0	0.0%	0.3%	4.0%	4.1%
Compensatory Education	0.3	0.7%	4.1%	5.2%	2.9%
Gifted & Talented Education	0.4	0.9%	0.7%	4.4%	1.9%
Regular Education	40.1	91.1%	86.0%	67.1%	73.7%
Special Education	2.7	6.1%	8.1%	12.0%	8.9%
Other	0.0	0.0%	0.0%	2.4%	3.2%

- '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '**' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
Ikard Elementary**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

2011-12 Academic Excellence Indicator System

District Name: WEATHERFORD ISD

Campus Name: IKARD EL

Campus #: 184903110

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District Name: WEATHERFORD ISD
 Campus Name: IKARD EL
 Campus #: 184903110

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 640
 Grade Span: EE - 06
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	96.2%	96.5%	96.6%	96.9%	97.2%	96.2%	*	*	-	96.6%	96.0%	96.4%	97.4%
2009-10	95.5%	95.3%	96.2%	96.4%	97.4%	96.8%	96.2%	*	*	-	96.2%	96.8%	96.4%	97.0%

District Name: WEATHERFORD ISD
 Campus Name: IKARD EL
 Campus #: 184903110

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 640
 Grade Span: EE - 06
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	640	100.0%	19,104	7,583	4,978,120
Students By Grade:					
Early Childhood Education	3	0.5%	0.4%	0.4%	0.3%
Pre-Kindergarten	28	4.4%	7.9%	1.8%	4.5%
Kindergarten	94	14.7%	13.0%	7.3%	7.6%
Grade 1	99	15.5%	13.4%	8.3%	7.9%
Grade 2	85	13.3%	15.0%	7.3%	7.7%
Grade 3	90	14.1%	15.8%	7.9%	7.6%
Grade 4	75	11.7%	16.8%	6.9%	7.5%
Grade 5	86	13.4%	14.6%	8.0%	7.6%
Grade 6	80	12.5%	2.9%	7.3%	7.5%
Grade 7	0	0.0%	0.2%	8.0%	7.4%
Grade 8	0	0.0%	0.2%	7.5%	7.2%
Grade 9	0	0.0%	0.0%	8.3%	7.9%
Grade 10	0	0.0%	0.0%	7.4%	7.0%
Grade 11	0	0.0%	0.0%	6.6%	6.5%
Grade 12	0	0.0%	0.0%	6.8%	5.9%
Ethnic Distribution:					
African American	19	3.0%	8.8%	2.1%	12.8%
Hispanic	202	31.6%	35.0%	21.6%	50.8%
White	396	61.9%	50.8%	72.8%	30.5%
American Indian	2	0.3%	0.6%	0.8%	0.4%
Asian	5	0.8%	2.1%	1.0%	3.6%
Pacific Islander	0	0.0%	0.1%	0.0%	0.1%
Two or More Races	16	2.5%	2.5%	1.6%	1.7%
Economically Disadvantaged	411	64.2%	64.2%	44.5%	60.4%
Non-Educationally Disadvantaged	229	35.8%	35.8%	55.5%	39.6%
Limited English Proficient (LEP)	111	17.3%	12.3%	7.7%	16.8%
Students w/Disciplinary Placements (2010-11)	2	0.3%	0.2%	1.7%	1.8%
At-Risk	258	40.3%	40.0%	32.0%	45.4%
Mobility (2010-11)	114	20.4%	16.8%	16.0%	17.8%
Number of Students per Teacher	16.1	n/a	15.3	15.5	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	6.4%	3.5%	2.6%	2.2%	25.0%	12.4%	2.8%	10.3%
Grade 1	6.5%	4.4%	2.2%	4.7%	0.0%	10.5%	2.0%	8.8%
Grade 2	4.9%	2.6%	0.9%	2.8%	0.0%	3.7%	1.6%	4.0%
Grade 3	1.5%	2.3%	0.8%	1.9%	12.5%	1.6%	2.0%	1.7%
Grade 4	1.3%	0.7%	0.2%	1.0%	10.0%	0.9%	1.9%	0.9%
Grade 5	2.7%	1.1%	0.8%	1.2%	0.0%	0.3%	3.2%	1.1%
Grade 6	0.0%	0.9%	0.0%	0.7%	0.0%	2.9%	0.0%	1.0%
Grade 7	-	0.0%	0.6%	1.0%	-	0.0%	1.6%	1.2%
Grade 8	-	4.0%	0.7%	1.1%	-	0.0%	3.4%	1.8%

District Name: WEATHERFORD ISD
Campus Name: IKARD EL
Campus #: 184903110

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2011-12 Campus Profile

Section II - Page 2
Total Students: 640
Grade Span: EE - 06
School Type: Elementary

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	18.5	19.1	18.0	19.4
Grade 1	20.3	18.9	19.6	19.4
Grade 2	18.0	18.6	20.6	19.3
Grade 3	24.0	18.8	20.2	19.4
Grade 4	23.7	19.0	21.4	19.6
Grade 5	24.0	20.7	24.3	21.8
Grade 6	25.7	20.8	23.6	21.0
Mixed Grades	-	28.6	-	23.2
Secondary: English/Language Arts	?	14.6	18.7	17.3
Foreign Languages	-	10.0	21.3	19.0
Mathematics	?	11.5	18.3	17.8
Science	-	17.3	18.7	19.0
Social Studies	-	13.8	19.3	19.5

District Name: WEATHERFORD ISD
 Campus Name: IKARD EL
 Campus #: 184903110

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 640
 Grade Span: EE - 06
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	55.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	47.0	85.4%	81.6%	66.0%	63.8%
Teachers	39.6	72.1%	70.7%	52.3%	50.8%
Professional Support	5.3	9.7%	6.9%	9.6%	9.1%
Campus Admin. (School Leader.)	2.0	3.6%	4.0%	3.3%	2.9%
Educational Aides:	8.0	14.6%	18.4%	11.9%	9.1%
Total Minority Staff:	8.5	15.4%	14.9%	13.7%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	3.3%	0.8%	9.2%
Hispanic	5.1	12.9%	7.1%	5.4%	24.4%
White	33.5	84.6%	87.2%	90.7%	63.4%
American Indian	0.0	0.0%	0.7%	1.2%	0.4%
Asian	1.0	2.5%	0.9%	0.2%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.6%	1.2%
Males	3.1	7.9%	5.5%	18.1%	23.2%
Females	36.5	92.1%	94.5%	81.9%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	4.2%	1.9%	4.6%
1-5 Years Experience	11.0	27.7%	21.5%	24.8%	28.7%
6-10 Years Experience	13.0	32.8%	21.9%	24.6%	22.3%
11-20 Years Experience	7.2	18.3%	30.3%	28.3%	26.6%
Over 20 Years Experience	8.4	21.2%	22.1%	20.5%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		11.8 yrs.	13.0 yrs.	12.6 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		7.5 yrs.	8.7 yrs.	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$34,787	\$42,358	\$40,911
1-5 Years Experience		\$42,408	\$40,772	\$43,674	\$43,669
6-10 Years Experience		\$44,452	\$42,739	\$46,006	\$46,224
11-20 Years Experience		\$48,725	\$46,955	\$48,638	\$50,064
Over 20 Years Experience		\$54,107	\$53,678	\$55,970	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$46,711	\$45,685	\$48,139	\$48,375
Professional Support		\$51,255	\$51,963	\$59,238	\$56,219
Campus Administration (School Leadership)		\$68,012	\$68,484	\$68,409	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	5.0	0.0	1,645.5
Instructional Staff Percent:				67.3%	64.1%

District Name: WEATHERFORD ISD
 Campus Name: IKARD EL
 Campus #: 184903110

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 640
 Grade Span: EE - 06
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,115,306	100.0%	\$5,033	\$3,625,955	100.0%	\$5,858	\$114,278,543	100.0%	\$6,096
Instruction (11,95)	\$2,343,253	75.2%	\$3,786	\$2,615,270	72.1%	\$4,225	\$85,985,194	75.2%	\$4,587
Instructional-Related Services (12,13)	\$115,035	3.7%	\$186	\$131,116	3.6%	\$212	\$3,771,457	3.3%	\$201
Instructional Leadership (21)	\$53,904	1.7%	\$87	\$53,904	1.5%	\$87	\$1,537,869	1.3%	\$82
School Leadership (23)	\$192,256	6.2%	\$311	\$199,773	5.5%	\$323	\$7,671,692	6.7%	\$409
Support Services-Student (31,32,33)	\$198,371	6.4%	\$320	\$198,371	5.5%	\$320	\$5,432,202	4.8%	\$290
Other Campus Costs (35,36,51,52,53)	\$212,487	6.8%	\$343	\$427,521	11.8%	\$691	\$9,880,129	8.6%	\$527
By Program:									
Total Operating Expenditures	\$2,902,819	100.0%	\$4,690	\$3,177,568	100.0%	\$5,133	\$103,747,257	100.0%	\$5,534
Bilingual/ESL Education (25)	\$368,684	12.7%	\$596	\$370,316	11.7%	\$598	\$2,601,565	2.5%	\$139
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$18,465	0.0%	\$1
Accelerated Education (24,30)	\$67,932	2.3%	\$110	\$296,902	9.3%	\$480	\$15,541,291	15.0%	\$829
Gifted & Talented Education (21)	-1797	-0.1%	\$-3	-1797	-0.1%	\$-3	\$1,279,547	1.2%	\$68
Regular Education (11)	\$1,918,520	66.1%	\$3,099	\$1,935,233	60.9%	\$3,126	\$69,235,596	66.7%	\$3,693
Special Education (23)	\$549,480	18.9%	\$888	\$576,914	18.2%	\$932	\$14,993,976	14.5%	\$800
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,169	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$75,648	0.1%	\$4

	District	State
Instructional Expenditure Ratio (11,12,13,31)	64.1%	64.8%

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	111	17.3%	12.5%	7.6%	16.3%
Career & Technical Education	0	0.0%	0.1%	26.1%	21.5%
Gifted & Talented Education	23	3.6%	4.1%	7.3%	7.7%
Special Education	52	8.1%	8.6%	9.0%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	6.0	15.1%	4.4%	4.9%	5.3%
Career & Technical Education	0.0	0.0%	0.1%	4.0%	4.1%
Compensatory Education	2.0	5.0%	6.2%	5.2%	2.9%
Gifted & Talented Education	0.4	1.0%	0.5%	4.4%	1.9%
Regular Education	26.2	66.2%	80.6%	67.1%	73.7%
Special Education	5.0	12.6%	8.1%	12.0%	8.9%
Other	0.0	0.0%	0.0%	2.4%	3.2%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '**' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
Martin Elementary**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

2011-12 Academic Excellence Indicator System

District Name: WEATHERFORD ISD

Campus Name: MARTIN EL

Campus #: 184903108

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District Name: WEATHERFORD ISD
 Campus Name: MARTIN EL
 Campus #: 184903108

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 528
 Grade Span: KG - 06
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	96.2%	96.7%	96.5%	96.3%	96.3%	96.5%	*	*	-	97.4%	96.4%	95.4%	97.3%
2009-10	95.5%	95.3%	96.5%	96.6%	98.5%	96.2%	96.6%	*	*	-	*	96.8%	96.3%	96.1%

District Name: WEATHERFORD ISD
 Campus Name: MARTIN EL
 Campus #: 184903108

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 528
 Grade Span: KG - 06
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	528	100.0%	14,192	7,583	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.1%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	4.1%	1.8%	4.5%
Kindergarten	76	14.4%	11.2%	7.3%	7.6%
Grade 1	86	16.3%	12.0%	8.3%	7.9%
Grade 2	57	10.8%	12.6%	7.3%	7.7%
Grade 3	85	16.1%	15.2%	7.9%	7.6%
Grade 4	64	12.1%	21.1%	6.9%	7.5%
Grade 5	86	16.3%	19.4%	8.0%	7.6%
Grade 6	74	14.0%	3.6%	7.3%	7.5%
Grade 7	0	0.0%	0.3%	8.0%	7.4%
Grade 8	0	0.0%	0.3%	7.5%	7.2%
Grade 9	0	0.0%	0.0%	8.3%	7.9%
Grade 10	0	0.0%	0.0%	7.4%	7.0%
Grade 11	0	0.0%	0.0%	6.6%	6.5%
Grade 12	0	0.0%	0.0%	6.8%	5.9%
Ethnic Distribution:					
African American	9	1.7%	1.0%	2.1%	12.8%
Hispanic	45	8.5%	9.2%	21.6%	50.8%
White	457	86.6%	86.3%	72.8%	30.5%
American Indian	3	0.6%	1.0%	0.8%	0.4%
Asian	0	0.0%	0.8%	1.0%	3.6%
Pacific Islander	0	0.0%	0.0%	0.0%	0.1%
Two or More Races	14	2.7%	1.7%	1.6%	1.7%
Economically Disadvantaged	109	20.6%	39.8%	44.5%	60.4%
Non-Educationally Disadvantaged	419	79.4%	60.2%	55.5%	39.6%
Limited English Proficient (LEP)	8	1.5%	1.5%	7.7%	16.8%
Students w/Disciplinary Placements (2010-11)	0	0.0%	0.1%	1.7%	1.8%
At-Risk	97	18.4%	26.9%	32.0%	45.4%
Mobility (2010-11)	80	16.2%	12.6%	16.0%	17.8%
Number of Students per Teacher	16.5	n/a	15.0	15.5	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	1.4%	5.2%	2.6%	2.2%	0.0%	10.3%	2.8%	10.3%
Grade 1	0.0%	4.7%	2.2%	4.7%	0.0%	9.3%	2.0%	8.8%
Grade 2	0.0%	1.3%	0.9%	2.8%	0.0%	3.8%	1.6%	4.0%
Grade 3	1.8%	1.0%	0.8%	1.9%	0.0%	2.2%	2.0%	1.7%
Grade 4	0.0%	0.5%	0.2%	1.0%	0.0%	1.7%	1.9%	0.9%
Grade 5	2.9%	0.7%	0.8%	1.2%	20.0%	0.7%	3.2%	1.1%
Grade 6	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	1.0%
Grade 7	-	2.6%	0.6%	1.0%	-	0.0%	1.6%	1.2%
Grade 8	-	0.0%	0.7%	1.1%	-	0.0%	3.4%	1.8%

District Name: WEATHERFORD ISD
Campus Name: MARTIN EL
Campus #: 184903108

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2011-12 Campus Profile

Section II - Page 2
Total Students: 528
Grade Span: KG - 06
School Type: Elementary

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	19.0	18.1	18.0	19.4
Grade 1	21.5	19.0	19.6	19.4
Grade 2	18.7	18.1	20.6	19.3
Grade 3	19.8	18.8	20.2	19.4
Grade 4	20.7	18.9	21.4	19.6
Grade 5	27.7	20.8	24.3	21.8
Grade 6	24.3	18.7	23.6	21.0
Mixed Grades	-	21.1	-	23.2
Secondary: English/Language Arts	26.8	9.1	18.7	17.3
Foreign Languages	-	-	21.3	19.0
Mathematics	-	8.4	18.3	17.8
Science	-	9.6	18.7	19.0
Social Studies	-	9.6	19.3	19.5

District Name: WEATHERFORD ISD
 Campus Name: MARTIN EL
 Campus #: 184903108

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 528
 Grade Span: KG - 06
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	46.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:	38.1	82.6%	82.8%	66.0%	63.8%
Teachers	32.0	69.5%	72.8%	52.3%	50.8%
Professional Support	4.0	8.8%	6.1%	9.6%	9.1%
Campus Admin. (School Leader.)	2.0	4.3%	3.8%	3.3%	2.9%
Educational Aides:	8.0	17.4%	17.2%	11.9%	9.1%
Total Minority Staff:	1.1	2.4%	3.4%	13.7%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	0.4%	0.8%	9.2%
Hispanic	1.1	3.5%	1.2%	5.4%	24.4%
White	29.9	93.4%	96.6%	90.7%	63.4%
American Indian	0.0	0.0%	0.4%	1.2%	0.4%
Asian	0.0	0.0%	0.1%	0.2%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	1.0	3.1%	1.2%	1.6%	1.2%
Males	0.1	0.4%	5.0%	18.1%	23.2%
Females	31.9	99.6%	95.0%	81.9%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	1.9%	1.9%	4.6%
1-5 Years Experience	8.0	25.0%	21.1%	24.8%	28.7%
6-10 Years Experience	5.0	15.6%	18.4%	24.6%	22.3%
11-20 Years Experience	10.1	31.6%	33.8%	28.3%	26.6%
Over 20 Years Experience	8.9	27.8%	24.8%	20.5%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		14.2 yrs.	13.8 yrs.	12.6 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		8.8 yrs.	9.3 yrs.	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$35,546	\$42,358	\$40,911
1-5 Years Experience		\$42,596	\$36,697	\$43,674	\$43,669
6-10 Years Experience		\$44,451	\$40,705	\$46,006	\$46,224
11-20 Years Experience		\$48,035	\$45,665	\$48,638	\$50,064
Over 20 Years Experience		\$53,203	\$52,225	\$55,970	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$47,553	\$44,289	\$48,139	\$48,375
Professional Support		\$50,861	\$49,681	\$59,238	\$56,219
Campus Administration (School Leadership)		\$69,445	\$67,735	\$68,409	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	1.8	0.0	1,645.5
Instructional Staff Percent:				67.3%	64.1%

District Name: WEATHERFORD ISD
 Campus Name: MARTIN EL
 Campus #: 184903108

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 528
 Grade Span: KG - 06
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,690,005	100.0%	\$5,173	\$2,945,015	100.0%	\$5,663	\$80,258,073	100.0%	\$5,612
Instruction (11,95)	\$2,018,053	75.0%	\$3,881	\$2,101,028	71.3%	\$4,040	\$61,317,108	76.4%	\$4,288
Instructional-Related Services (12,13)	\$112,399	4.2%	\$216	\$123,829	4.2%	\$238	\$2,558,322	3.2%	\$179
Instructional Leadership (21)	\$32,068	1.2%	\$62	\$32,068	1.1%	\$62	\$415,990	0.5%	\$29
School Leadership (23)	\$218,255	8.1%	\$420	\$228,642	7.8%	\$440	\$5,927,674	7.4%	\$414
Support Services-Student (31,32,33)	\$150,390	5.6%	\$289	\$150,390	5.1%	\$289	\$3,487,506	4.3%	\$244
Other Campus Costs (35,36,51,52,53)	\$158,840	5.9%	\$305	\$309,058	10.5%	\$594	\$6,551,473	8.2%	\$458
By Program:									
Total Operating Expenditures	\$2,531,165	100.0%	\$4,868	\$2,614,140	100.0%	\$5,027	\$73,058,129	100.0%	\$5,109
Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$326,664	0.4%	\$23
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$25,822	0.0%	\$2
Accelerated Education (24,30)	\$86,997	3.4%	\$167	\$86,997	3.3%	\$167	\$7,935,336	10.9%	\$555
Gifted & Talented Education (21)	\$73,662	2.9%	\$142	\$73,662	2.8%	\$142	\$1,278,821	1.8%	\$89
Regular Education (11)	\$2,021,284	79.9%	\$3,887	\$2,026,012	77.5%	\$3,896	\$54,347,549	74.4%	\$3,800
Special Education (23)	\$349,222	13.8%	\$672	\$427,469	16.4%	\$822	\$9,086,744	12.4%	\$635
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$55,888	0.1%	\$4
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,305	0.0%	\$0

	District	State
Instructional Expenditure Ratio (11,12,13,31)	64.1%	64.8%

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	8	1.5%	1.5%	7.6%	16.3%
Career & Technical Education	0	0.0%	0.1%	26.1%	21.5%
Gifted & Talented Education	37	7.0%	5.5%	7.3%	7.7%
Special Education	41	7.8%	8.5%	9.0%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	0.2%	4.9%	5.3%
Career & Technical Education	0.0	0.0%	0.3%	4.0%	4.1%
Compensatory Education	1.0	3.1%	5.0%	5.2%	2.9%
Gifted & Talented Education	0.4	1.2%	0.8%	4.4%	1.9%
Regular Education	26.6	83.1%	86.9%	67.1%	73.7%
Special Education	4.0	12.5%	6.8%	12.0%	8.9%
Other	0.0	0.0%	0.0%	2.4%	3.2%

- '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
Seguin Elementary**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

2011-12 Academic Excellence Indicator System

District Name: WEATHERFORD ISD

Campus Name: SEGUIN EL

Campus #: 184903109

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District Name: WEATHERFORD ISD
 Campus Name: SEGUIN EL
 Campus #: 184903109

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 562
 Grade Span: PK - 06
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	96.2%	96.4%	96.6%	96.7%	97.6%	96.1%	*	-	-	*	96.0%	96.6%	98.0%
2009-10	95.5%	95.3%	96.4%	95.6%	96.9%	96.3%	95.2%	-	*	-	*	93.7%	95.6%	96.9%

District Name: WEATHERFORD ISD
 Campus Name: SEGUIN EL
 Campus #: 184903109

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 562
 Grade Span: PK - 06
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	562	100.0%	19,929	7,583	4,978,120
Students By Grade:					
Early Childhood Education	0	0.0%	0.5%	0.4%	0.3%
Pre-Kindergarten	36	6.4%	6.5%	1.8%	4.5%
Kindergarten	58	10.3%	13.5%	7.3%	7.6%
Grade 1	78	13.9%	13.7%	8.3%	7.9%
Grade 2	79	14.1%	13.5%	7.3%	7.7%
Grade 3	84	14.9%	15.1%	7.9%	7.6%
Grade 4	67	11.9%	17.9%	6.9%	7.5%
Grade 5	87	15.5%	16.2%	8.0%	7.6%
Grade 6	73	13.0%	2.9%	7.3%	7.5%
Grade 7	0	0.0%	0.1%	8.0%	7.4%
Grade 8	0	0.0%	0.1%	7.5%	7.2%
Grade 9	0	0.0%	0.0%	8.3%	7.9%
Grade 10	0	0.0%	0.0%	7.4%	7.0%
Grade 11	0	0.0%	0.0%	6.6%	6.5%
Grade 12	0	0.0%	0.0%	6.8%	5.9%
Ethnic Distribution:					
African American	4	0.7%	7.9%	2.1%	12.8%
Hispanic	229	40.7%	44.1%	21.6%	50.8%
White	320	56.9%	42.7%	72.8%	30.5%
American Indian	3	0.5%	0.5%	0.8%	0.4%
Asian	0	0.0%	2.5%	1.0%	3.6%
Pacific Islander	0	0.0%	0.1%	0.0%	0.1%
Two or More Races	6	1.1%	2.2%	1.6%	1.7%
Economically Disadvantaged	381	67.8%	67.8%	44.5%	60.4%
Non-Educationally Disadvantaged	181	32.2%	32.2%	55.5%	39.6%
Limited English Proficient (LEP)	146	26.0%	19.0%	7.7%	16.8%
Students w/Disciplinary Placements (2010-11)	2	0.3%	0.2%	1.7%	1.8%
At-Risk	286	50.9%	45.9%	32.0%	45.4%
Mobility (2010-11)	108	20.6%	17.9%	16.0%	17.8%
Number of Students per Teacher	13.9	n/a	15.3	15.5	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	2.5%	2.9%	2.6%	2.2%	0.0%	16.2%	2.8%	10.3%
Grade 1	1.3%	5.6%	2.2%	4.7%	0.0%	10.3%	2.0%	8.8%
Grade 2	1.4%	3.1%	0.9%	2.8%	0.0%	3.6%	1.6%	4.0%
Grade 3	0.0%	1.5%	0.8%	1.9%	0.0%	2.4%	2.0%	1.7%
Grade 4	0.0%	1.2%	0.2%	1.0%	0.0%	1.0%	1.9%	0.9%
Grade 5	0.0%	1.2%	0.8%	1.2%	0.0%	1.6%	3.2%	1.1%
Grade 6	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	1.0%
Grade 7	-	0.0%	0.6%	1.0%	-	0.0%	1.6%	1.2%
Grade 8	-	0.0%	0.7%	1.1%	-	0.0%	3.4%	1.8%

District Name: WEATHERFORD ISD
Campus Name: SEGUIN EL
Campus #: 184903109

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2011-12 Campus Profile

Section II - Page 2
Total Students: 562
Grade Span: PK - 06
School Type: Elementary

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	13.3	19.3	18.0	19.4
Grade 1	18.7	18.1	19.6	19.4
Grade 2	19.7	18.9	20.6	19.3
Grade 3	20.0	19.6	20.2	19.4
Grade 4	18.0	19.7	21.4	19.6
Grade 5	23.7	22.2	24.3	21.8
Grade 6	17.0	20.0	23.6	21.0
Mixed Grades	-	29.5	-	23.2
Secondary: English/Language Arts	17.0	15.0	18.7	17.3
Foreign Languages	-	13.8	21.3	19.0
Mathematics	12.5	14.3	18.3	17.8
Science	-	15.0	18.7	19.0
Social Studies	-	15.0	19.3	19.5

District Name: WEATHERFORD ISD
 Campus Name: SEGUIN EL
 Campus #: 184903109

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 562
 Grade Span: PK - 06
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	58.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	46.8	79.6%	83.2%	66.0%	63.8%
Teachers	40.3	68.6%	72.1%	52.3%	50.8%
Professional Support	4.4	7.5%	7.1%	9.6%	9.1%
Campus Admin. (School Leader.)	2.0	3.4%	4.0%	3.3%	2.9%
Educational Aides:	12.0	20.4%	16.8%	11.9%	9.1%
Total Minority Staff:	13.2	22.5%	17.9%	13.7%	44.6%
Teachers By Ethnicity and Sex:					
African American	1.0	2.5%	2.0%	0.8%	9.2%
Hispanic	7.9	19.5%	11.6%	5.4%	24.4%
White	31.4	78.0%	84.4%	90.7%	63.4%
American Indian	0.0	0.0%	0.5%	1.2%	0.4%
Asian	0.0	0.0%	0.7%	0.2%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.8%	1.6%	1.2%
Males	3.1	7.7%	5.9%	18.1%	23.2%
Females	37.2	92.3%	94.1%	81.9%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	3.8%	1.9%	4.6%
1-5 Years Experience	10.8	26.7%	31.3%	24.8%	28.7%
6-10 Years Experience	8.0	19.8%	21.1%	24.6%	22.3%
11-20 Years Experience	12.1	30.1%	25.8%	28.3%	26.6%
Over 20 Years Experience	9.4	23.4%	17.9%	20.5%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		14.1 yrs.	11.3 yrs.	12.6 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		8.0 yrs.	8.3 yrs.	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$40,174	\$42,358	\$40,911
1-5 Years Experience		\$43,803	\$41,633	\$43,674	\$43,669
6-10 Years Experience		\$44,421	\$43,745	\$46,006	\$46,224
11-20 Years Experience		\$47,322	\$46,746	\$48,638	\$50,064
Over 20 Years Experience		\$55,351	\$54,279	\$55,970	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$47,689	\$45,611	\$48,139	\$48,375
Professional Support		\$49,932	\$50,663	\$59,238	\$56,219
Campus Administration (School Leadership)		\$65,613	\$67,357	\$68,409	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	3.8	0.0	1,645.5
Instructional Staff Percent:				67.3%	64.1%

District Name: WEATHERFORD ISD
 Campus Name: SEGUIN EL
 Campus #: 184903109

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 562
 Grade Span: PK - 06
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,203,771	100.0%	\$5,505	\$3,735,573	100.0%	\$6,419	\$120,740,175	100.0%	\$6,061
Instruction (11,95)	\$2,475,800	77.3%	\$4,254	\$2,765,554	74.0%	\$4,752	\$91,596,850	75.9%	\$4,598
Instructional-Related Services (12,13)	\$98,901	3.1%	\$170	\$108,815	2.9%	\$187	\$3,895,994	3.2%	\$196
Instructional Leadership (21)	\$61,981	1.9%	\$106	\$61,981	1.7%	\$106	\$1,140,307	0.9%	\$57
School Leadership (23)	\$213,734	6.7%	\$367	\$220,599	5.9%	\$379	\$8,377,976	6.9%	\$421
Support Services-Student (31,32,33)	\$174,511	5.4%	\$300	\$174,511	4.7%	\$300	\$5,570,188	4.6%	\$280
Other Campus Costs (35,36,51,52,53)	\$178,844	5.6%	\$307	\$404,113	10.8%	\$694	\$10,158,860	8.4%	\$510
By Program:									
Total Operating Expenditures	\$3,024,927	100.0%	\$5,197	\$3,314,681	100.0%	\$5,695	\$110,071,311	100.0%	\$5,525
Bilingual/ESL Education (25)	\$439,745	14.5%	\$756	\$441,113	13.3%	\$758	\$6,449,309	5.9%	\$324
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$60,722	0.1%	\$3
Accelerated Education (24,30)	\$145,405	4.8%	\$250	\$371,650	11.2%	\$639	\$15,417,034	14.0%	\$774
Gifted & Talented Education (21)	\$34,797	1.2%	\$60	\$34,797	1.0%	\$60	\$1,477,015	1.3%	\$74
Regular Education (11)	\$1,820,125	60.2%	\$3,127	\$1,839,519	55.5%	\$3,161	\$71,429,035	64.9%	\$3,585
Special Education (23)	\$584,855	19.3%	\$1,005	\$627,602	18.9%	\$1,078	\$15,235,781	13.8%	\$765
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$415	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$2,000	0.0%	\$0

	District	State
Instructional Expenditure Ratio (11,12,13,31)	64.1%	64.8%

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	149	26.5%	19.1%	7.6%	16.3%
Career & Technical Education	0	0.0%	0.0%	26.1%	21.5%
Gifted & Talented Education	30	5.3%	4.9%	7.3%	7.7%
Special Education	43	7.7%	8.6%	9.0%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	7.0	17.4%	4.5%	4.9%	5.3%
Career & Technical Education	0.0	0.0%	0.0%	4.0%	4.1%
Compensatory Education	3.5	8.7%	7.2%	5.2%	2.9%
Gifted & Talented Education	0.5	1.2%	0.5%	4.4%	1.9%
Regular Education	24.6	60.9%	79.7%	67.1%	73.7%
Special Education	4.8	11.8%	8.1%	12.0%	8.9%
Other	0.0	0.0%	0.0%	2.4%	3.2%

- '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '**' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System



**2011-2012
Wright Elementary**



Weatherford ISD

1100 Longhorn Drive
Weatherford, Texas 76086
817-598-2800

2011-12 Academic Excellence Indicator System

District Name: WEATHERFORD ISD

Campus Name: WRIGHT EL

Campus #: 184903103

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District Name: WEATHERFORD ISD
 Campus Name: WRIGHT EL
 Campus #: 184903103

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2011-12 Campus Performance

Section I - Page 1
 Total Students: 623
 Grade Span: EE - 06
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate														
2010-11	95.7%	96.2%	96.5%	96.4%	*	97.0%	96.2%	95.7%	*	-	*	96.0%	96.3%	97.7%
2009-10	95.5%	95.3%	96.3%	95.9%	96.4%	95.9%	95.9%	*	*	-	*	95.4%	95.5%	96.4%

District Name: WEATHERFORD ISD
 Campus Name: WRIGHT EL
 Campus #: 184903103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 1
 Total Students: 623
 Grade Span: EE - 06
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	623	100.0%	19,672	7,583	4,978,120
Students By Grade:					
Early Childhood Education	3	0.5%	0.5%	0.4%	0.3%
Pre-Kindergarten	51	8.2%	5.6%	1.8%	4.5%
Kindergarten	76	12.2%	14.0%	7.3%	7.6%
Grade 1	76	12.2%	14.9%	8.3%	7.9%
Grade 2	81	13.0%	15.1%	7.3%	7.7%
Grade 3	80	12.8%	16.7%	7.9%	7.6%
Grade 4	87	14.0%	16.7%	6.9%	7.5%
Grade 5	86	13.8%	13.6%	8.0%	7.6%
Grade 6	83	13.3%	3.0%	7.3%	7.5%
Grade 7	0	0.0%	0.0%	8.0%	7.4%
Grade 8	0	0.0%	0.0%	7.5%	7.2%
Grade 9	0	0.0%	0.0%	8.3%	7.9%
Grade 10	0	0.0%	0.0%	7.4%	7.0%
Grade 11	0	0.0%	0.0%	6.6%	6.5%
Grade 12	0	0.0%	0.0%	6.8%	5.9%
Ethnic Distribution:					
African American	6	1.0%	2.8%	2.1%	12.8%
Hispanic	212	34.0%	30.1%	21.6%	50.8%
White	392	62.9%	63.1%	72.8%	30.5%
American Indian	7	1.1%	0.5%	0.8%	0.4%
Asian	1	0.2%	1.0%	1.0%	3.6%
Pacific Islander	0	0.0%	0.1%	0.0%	0.1%
Two or More Races	5	0.8%	2.3%	1.6%	1.7%
Economically Disadvantaged	368	59.1%	48.7%	44.5%	60.4%
Non-Educationally Disadvantaged	255	40.9%	51.3%	55.5%	39.6%
Limited English Proficient (LEP)	138	22.2%	9.9%	7.7%	16.8%
Students w/Disciplinary Placements (2010-11)	3	0.4%	0.2%	1.7%	1.8%
At-Risk	248	39.8%	32.3%	32.0%	45.4%
Mobility (2010-11)	89	15.6%	13.9%	16.0%	17.8%
Number of Students per Teacher	14.7	n/a	14.9	15.5	15.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	0.0%	3.8%	2.6%	2.2%	0.0%	15.6%	2.8%	10.3%
Grade 1	1.3%	4.1%	2.2%	4.7%	14.3%	10.3%	2.0%	8.8%
Grade 2	0.0%	2.0%	0.9%	2.8%	11.1%	5.6%	1.6%	4.0%
Grade 3	0.0%	1.9%	0.8%	1.9%	0.0%	1.1%	2.0%	1.7%
Grade 4	0.0%	0.7%	0.2%	1.0%	0.0%	1.0%	1.9%	0.9%
Grade 5	0.0%	0.8%	0.8%	1.2%	0.0%	1.3%	3.2%	1.1%
Grade 6	0.0%	0.2%	0.0%	0.7%	0.0%	0.0%	0.0%	1.0%
Grade 7	-	-	0.6%	1.0%	-	-	1.6%	1.2%
Grade 8	-	-	0.7%	1.1%	-	-	3.4%	1.8%

District Name: WEATHERFORD ISD
Campus Name: WRIGHT EL
Campus #: 184903103

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2011-12 Campus Profile

Section II - Page 2
Total Students: 623
Grade Span: EE - 06
School Type: Elementary

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	17.7	19.3	18.0	19.4
Grade 1	19.3	19.3	19.6	19.4
Grade 2	20.7	19.1	20.6	19.3
Grade 3	20.3	20.0	20.2	19.4
Grade 4	24.0	19.5	21.4	19.6
Grade 5	24.3	21.6	24.3	21.8
Grade 6	27.3	22.7	23.6	21.0
Mixed Grades	-	18.8	-	23.2
Secondary: English/Language Arts	11.0	?	18.7	17.3
Foreign Languages	-	-	21.3	19.0
Mathematics	11.5	?	18.3	17.8
Science	-	-	18.7	19.0
Social Studies	-	-	19.3	19.5

District Name: WEATHERFORD ISD
 Campus Name: WRIGHT EL
 Campus #: 184903103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 3
 Total Students: 623
 Grade Span: EE - 06
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	59.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	48.3	81.4%	83.0%	66.0%	63.8%
Teachers	42.4	71.5%	71.3%	52.3%	50.8%
Professional Support	3.9	6.6%	7.9%	9.6%	9.1%
Campus Admin. (School Leader.)	2.0	3.4%	3.8%	3.3%	2.9%
Educational Aides:	11.0	18.6%	17.0%	11.9%	9.1%
Total Minority Staff:	10.2	17.2%	10.3%	13.7%	44.6%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	0.7%	0.8%	9.2%
Hispanic	4.8	11.4%	7.2%	5.4%	24.4%
White	34.5	81.5%	90.2%	90.7%	63.4%
American Indian	1.0	2.4%	0.4%	1.2%	0.4%
Asian	0.0	0.0%	0.4%	0.2%	1.3%
Pacific Islander	0.0	0.0%	0.0%	0.0%	0.1%
Two or More Races	2.0	4.7%	1.1%	1.6%	1.2%
Males	0.6	1.4%	5.0%	18.1%	23.2%
Females	41.8	98.6%	95.0%	81.9%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	2.4%	2.4%	1.9%	4.6%
1-5 Years Experience	8.3	19.5%	24.1%	24.8%	28.7%
6-10 Years Experience	18.0	42.5%	21.5%	24.6%	22.3%
11-20 Years Experience	6.6	15.6%	33.7%	28.3%	26.6%
Over 20 Years Experience	8.5	20.1%	18.3%	20.5%	17.9%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		11.7 yrs.	12.7 yrs.	12.6 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:		7.1 yrs.	8.4 yrs.	7.3 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$16,200	\$39,532	\$42,358	\$40,911
1-5 Years Experience		\$43,200	\$41,793	\$43,674	\$43,669
6-10 Years Experience		\$44,507	\$44,273	\$46,006	\$46,224
11-20 Years Experience		\$46,932	\$48,496	\$48,638	\$50,064
Over 20 Years Experience		\$53,976	\$55,908	\$55,970	\$58,031
Average Actual Salaries (regular duties only):					
Teachers		\$45,863	\$47,119	\$48,139	\$48,375
Professional Support		\$48,335	\$53,340	\$59,238	\$56,219
Campus Administration (School Leadership)		\$64,921	\$67,478	\$68,409	\$70,510
Contracted Instructional Staff (not incl. above):		0.0	6.6	0.0	1,645.5
Instructional Staff Percent:				67.3%	64.1%

District Name: WEATHERFORD ISD
 Campus Name: WRIGHT EL
 Campus #: 184903103

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2011-12 Campus Profile

Section II - Page 4
 Total Students: 623
 Grade Span: EE - 06
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2010-11)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,331,395	100.0%	\$4,950	\$3,885,008	100.0%	\$5,773	\$117,821,898	100.0%	\$6,076
Instruction (11,95)	\$2,625,969	78.8%	\$3,902	\$2,904,101	74.8%	\$4,315	\$90,048,537	76.4%	\$4,644
Instructional-Related Services (12,13)	\$122,531	3.7%	\$182	\$149,736	3.9%	\$222	\$4,240,873	3.6%	\$219
Instructional Leadership (21)	\$67,105	2.0%	\$100	\$67,105	1.7%	\$100	\$1,352,017	1.1%	\$70
School Leadership (23)	\$203,082	6.1%	\$302	\$211,792	5.5%	\$315	\$7,827,016	6.6%	\$404
Support Services-Student (31,32,33)	\$156,641	4.7%	\$233	\$179,769	4.6%	\$267	\$6,218,373	5.3%	\$321
Other Campus Costs (35,36,51,52,53)	\$156,067	4.7%	\$232	\$372,505	9.6%	\$553	\$8,135,082	6.9%	\$420
By Program:									
Total Operating Expenditures	\$3,175,328	100.0%	\$4,718	\$3,476,961	100.0%	\$5,166	\$109,038,738	100.0%	\$5,623
Bilingual/ESL Education (25)	\$661,339	20.8%	\$983	\$662,707	19.1%	\$985	\$2,625,705	2.4%	\$135
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$458	0.0%	\$0
Accelerated Education (24,30)	\$185,126	5.8%	\$275	\$434,595	12.5%	\$646	\$12,705,546	11.7%	\$655
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$985,464	0.9%	\$51
Regular Education (11)	\$1,760,902	55.5%	\$2,616	\$1,763,022	50.7%	\$2,620	\$74,502,862	68.3%	\$3,842
Special Education (23)	\$567,961	17.9%	\$844	\$616,637	17.7%	\$916	\$18,194,173	16.7%	\$938
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1	0.0%	\$0
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$24,529	0.0%	\$1

	District	State
Instructional Expenditure Ratio (11,12,13,31)	64.1%	64.8%

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	141	22.6%	10.7%	7.6%	16.3%
Career & Technical Education	0	0.0%	0.0%	26.1%	21.5%
Gifted & Talented Education	22	3.5%	4.3%	7.3%	7.7%
Special Education	68	10.9%	9.3%	9.0%	8.6%
Teachers by Program (population served):					
Bilingual/ESL Education	8.0	18.9%	4.4%	4.9%	5.3%
Career & Technical Education	0.0	0.0%	0.0%	4.0%	4.1%
Compensatory Education	4.6	10.8%	6.9%	5.2%	2.9%
Gifted & Talented Education	0.4	0.9%	0.8%	4.4%	1.9%
Regular Education	23.6	55.7%	78.3%	67.1%	73.7%
Special Education	5.8	13.6%	9.7%	12.0%	8.9%
Other	0.0	0.0%	0.0%	2.4%	3.2%

- '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

Weatherford
Independent School District

**Strategic Plan
2008-2013**



WEATHERFORD INDEPENDENT SCHOOL DISTRICT
1100 Longhorn Drive
Weatherford, Texas 76086
817.598.2800

Weatherford Independent School District Strategic Plan 2008-2013

WISD MVV

Motto

Your Child:
Our Mission

Mission Statement

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

Vision Statement

Weatherford ISD will be the world-class district of choice.

Values

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

Strategic Goals	Strategic Targets	Key Strategic Measures (KSMs)	Strategies
1. Focus on Student Success	<ul style="list-style-type: none"> • Attain the highest level of achievement as defined by the State Accountability System. • Meet Adequate Yearly Progress as defined by the USDE • Increase student participation in school activities and community service • Encourage and prepare students for post-secondary success in an ever-changing world 	1.1 State assessment performance 1.2 High school completion rate 1.3 Attendance rates 1.4 State assessment commended performance 1.5 AP and college credit earned 1.6 Co-curricular & extra-curricular activities, clubs or organizations 1.7 Projected enrollment in post-secondary training or education 1.8 Career and Technology certifications 1.9 Scholarships for post-secondary education 1.10 Students graduating under the Recommended or Distinguished plans	1.1 Establish a culture in which we identify and personally invest in the unique gifts, talents, and successes of each student in WISD 1.2 Establish equitable practices to increase student engagement and to improve achievement for all students 1.3 Identify and deploy strategies that increase school readiness 1.4 Develop and deploy strategies to prepare students for college and career success 1.5 Develop and deploy processes to increase student participation in Recommended & Distinguished graduation plans 1.6 Provide a focused, viable, and aligned WISD curriculum
2. Focus on Students, Parents, and Communities	<ul style="list-style-type: none"> • Enhance positive relationships with students and families • Enhance business and community partnerships and support 	2.1 Volunteer data 2.2 Student satisfaction rating 2.3 Family satisfaction rating 2.4 Student lever statistics 2.5 Community satisfaction rating 2.6 Measurement of partnerships – Time 2.7 Measurement of partnerships – Contributions 2.8 Parent involvement	2.1 Expand opportunities to support students 2.2 Educate community and elected governmental representatives about educational challenges and opportunities that affect student success 2.3 Develop and deploy a process to increase parental involvement
3. Focus on Operational Excellence	<ul style="list-style-type: none"> • Develop and enhance well-defined processes that are documented in all areas • Ensure effectiveness and efficiency through technology 	3.1 Percentage of key departmental processes written and deployed 3.2 Percentage of key campus processes written and deployed 3.3 STAR Chart 3.4 Technology access 3.5 Customer satisfaction	3.1 Define and deploy key departmental and campus processes 3.2 Integrate CI model throughout District 3.3 Develop, deploy and maintain the “WISD Long Range Technology Plan” 3.4 Deploy and integrate a model for internal and external customer service
4. Focus on Employees and Organizational Development	<ul style="list-style-type: none"> • Become the district of choice for highly qualified and effective employees • Provide professional development that adds value to the district 	4.1 Employee satisfaction survey 4.2 Teacher turnover rate 4.3 Level of implementation of professional development strategies 4.4 Level of satisfaction regarding professional development 4.5 Salary market comparisons	4.1 Provide leadership training and educational opportunities for all staff 4.2 Develop, communicate, and deploy core competency profiles for all employee groups 4.4 Increase awareness, acceptance, and integration of the growing diversity within WISD 4.5 Create an environment to attract and maintain an engaged workforce 4.6 Develop, communicate, and deploy a process to measure implementation of professional development strategies and district initiatives
5. Focus on Stewardship	<ul style="list-style-type: none"> • Provide adequate financial resources to accomplish the Mission and achieve the Vision of the District • Maintain adequate fiscal reserves • Practice sound fiscal management 	5.1 Fund balance 5.2 Funding from outside sources 5.3 Per student expenditures 5.4 Ratio of revenue compared to student achievement 5.5 Audit findings 5.6 Budget Variances—Expenditures and Revenue	5.1 Ensure Mission, Vision, and Values alignment and effectiveness of fiscal responsibility through objective periodic reviews 5.2 Develop an annual budgeting process that supports the implementation of the Strategic Plan 5.3 Develop a process to increase Fund Balance to ensure sustainability 5.4 Increase resources through strong, strategic partnerships

**Weatherford ISD
Strategic Plan Structure**

Students

Employees

Action Plans	Action Plans	Action Plans	Action Plans	Action Plans
Strategies	Strategies	Strategies	Strategies	Strategies
Key Strategic Measures	Key Strategic Measures	Key Strategic Measures	Key Strategic Measures	Key Strategic Measures
Strategic Targets	Strategic Targets	Strategic Targets	Strategic Targets	Strategic Targets

1. Focus on Student Success

**2. Focus on Students, Parents,
and Communities**

3. Focus on Operational Excellence

**4. Focus on Employees and
Organizational Development**

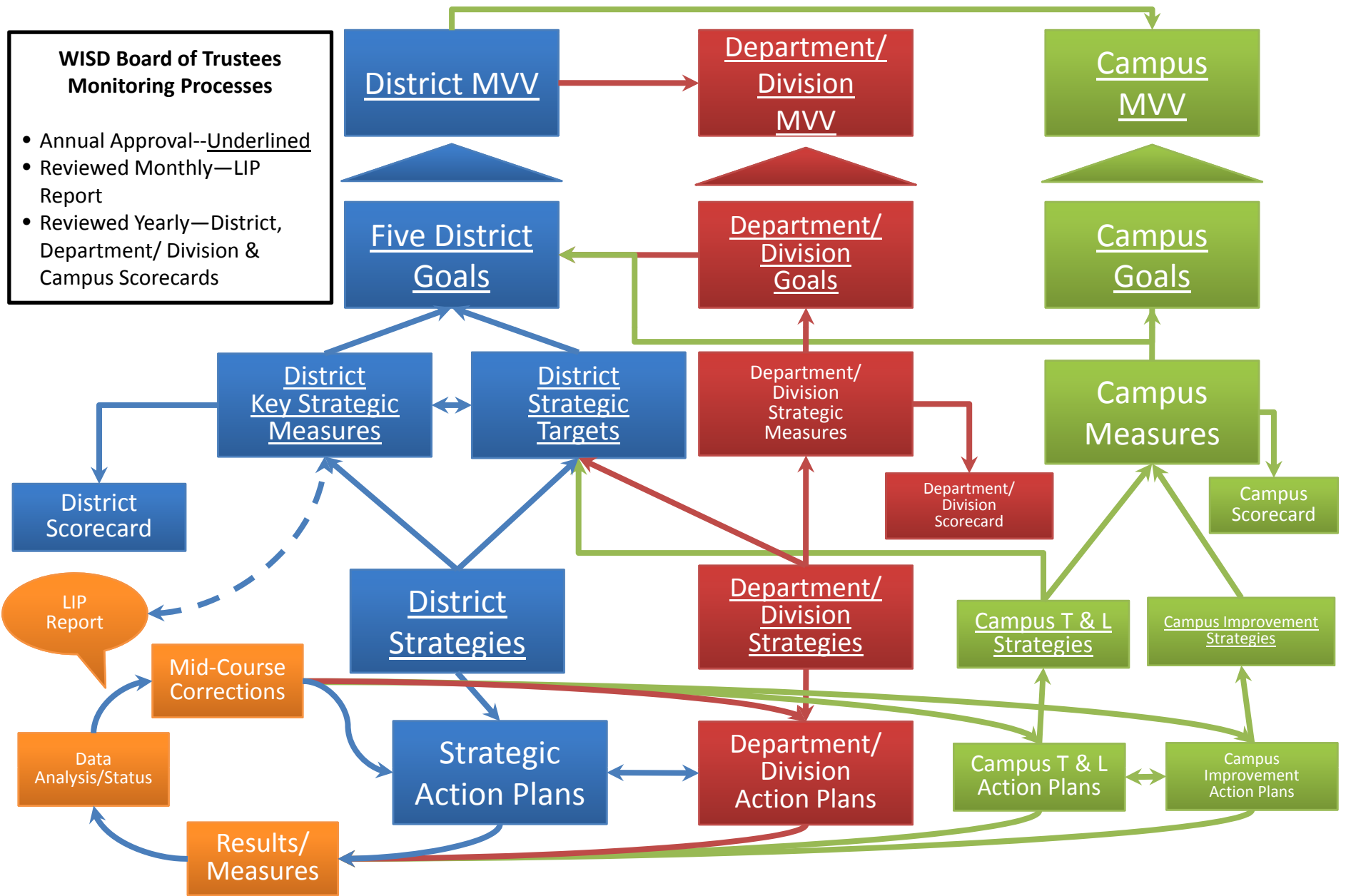
5. Focus on Stewardship

Values

Vision

Mission

Weatherford ISD Planning Processes



Weatherford
Independent School District

Campus Improvement Plans

– Plans on a Page –



WEATHERFORD INDEPENDENT SCHOOL DISTRICT
1100 Longhorn Drive
Weatherford, Texas 76086
817.598.2800



**Stephen F. Austin Elementary
Plan on a Page
2012-2013**



District Mission Statement

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

Campus Mission Statement

The mission of Austin Elementary is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

District Motto

Your Child: Our Mission

Vision Statement

WISD will be the world-class district of choice.

Campus Vision Statement

Austin Elementary will be the world-class school of choice.

Value Statements

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

District Goals

1. Focus on Student Success
2. Focus on Students, Parents, and Communities
3. Focus on Operational Excellence
4. Focus on Employees and Organizational Development
5. Focus on Stewardship

**Campus Teaching/Learning Goals
(Related to District Goal 1)**

1. Increase student engagement in 1st teach for all students.
2. Increase student fluency and comprehension of all students in reading and math.

**Campus Operational Goals
(Related to District Goals 2-5)**

1. Provide a safe learning environment.

Stephen F. Austin Elementary School

Campus Goals and Strategies

2012-2013

Campus Teaching/Learning Goals (Related to District Goal 1)

Goal #1 Increase student engagement in 1st teach for all students.

- 1.1. Implement Thinking Maps in the classrooms
- 1.2. Increase Writing across the curriculum
- 1.3. Increase technology use by students and teachers
- 1.4. Utilize the 5 E-instructional model

Goal #2 Increase student fluency and comprehension of all students in reading and math.

- 2.1 Implement individual plans for students not on grade level
- 2.2 Implement Open Court for K-2

Campus Operational Goals (Related to District Goals 2-5)

Goal #1 Provide a safe learning environment.

- 1.1. Increase student satisfaction and feeling of safety
- 1.2. Increase positive student/parent communication



**Crockett Elementary School
Plan on a Page
2012-2013**



District Mission Statement

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

Campus Mission Statement

The mission of the Crockett Elementary is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

District Motto

Your Child: Our Mission

Campus Motto

Your Child: Our Mission

Vision Statement

WISD will be the world-class district of choice.

Campus Vision Statement

Crockett Elementary will be the world-class campus of choice.

Value Statements

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

- We value and respect all students, employees, parents, partners, and our community
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

District Goals

1. Focus on Student Success
2. Focus on Students, Parents, and Communities
3. Focus on Operational Excellence
4. Focus on Employees and Organizational Development
5. Focus on Stewardship

**Campus Teaching/Learning Goals
(Related to District Goal 1)**

1. Achieve academic excellence for all students
2. Increase the number of students on grade level in reading and math for students in K-2

**Campus Operational Goals
(Related to District Goals 2-5)**

1. Increase and improve parent involvement
2. Create a safe, positive, supportive environment that will foster student success

Crockett Elementary School

Campus Goals and Strategies

2012-2013

Campus Teaching/Learning Goals (Related to District Goal 1)

Goal #1 Achievement of academic success for all students

- 1.1. Enhance student fluency rates in reading and math
- 1.2. Analyze student data with vertical teams
- 1.3. Design enrichment activities for K-6

Goal #2 Increase the number of students on grade level in reading and math for students in K-2

- 2.1. Use assessment data to guide instruction

Campus Operational Goals (Related to District Goals 2-5)

Goal #1 Increase and improve parent Involvement

- 1.1. Analyze data from Parent surveys

Goal #2 Create a safe, positive, supportive environment that will foster student success

- 2.1. Maintain a bully-free campus environment
- 2.2. Monitor daily student attendance rate



**Curtis Elementary School
Plan on a Page
2012-2013**



District Mission Statement

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

Campus Mission Statement

The mission of Curtis Elementary is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

District Motto

Your Child: Our Mission

Campus Motto

A Commitment to Excellence

Vision Statement

WISD will be the world-class district of choice.

Campus Vision Statement

Curtis Elementary will be the world-class school of choice.

Value Statements

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

District Goals

1. Focus on Student Success
2. Focus on Students, Parents, and Communities
3. Focus on Operational Excellence
4. Focus on Employees and Organizational Development
5. Focus on Stewardship

**Campus Teaching/Learning Goals
(Related to District Goal 1)**

1. Increase student success.

**Campus Operational Goals
(Related to District Goals 2-5)**

1. Provide a safe, secure learning environment for all students.

Curtis Elementary School

Campus Goals and Strategies

2012-2013

Campus Teaching/Learning Goals (Related-to District Goal 1)

Goal #1 Increase student success.

- 1.1 Increase critical thinking skills through higher level questioning.
- 1.2 Increase student engagement.

Operational Goals (Related to District Goals 2-5)

Goal #1 Provide a safe, secure, learning environment for all students.

- 1.1 Refine bullying prevention program.
- 1.2 Develop playground safety plan.



**Bose Ikard Elementary
Plan on a Page
2012-2013**



District Mission Statement

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

Campus Mission Statement

The mission of Ikard Elementary is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

District Motto

Your Child: Our Mission

Campus Motto

Expect Excellence

Vision Statement

WISD will be the world-class district of choice.

Campus Vision Statement

Educating today's student for tomorrow's world.

Value Statements

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

District Goals

1. Focus on Student Success
2. Focus on Students, Parents, and Communities
3. Focus on Operational Excellence
4. Focus on Employees and Organizational Development
5. Focus on Stewardship

**Campus Teaching/Learning Goals
(Related to District Goal 1)**

- Goal #1 Increase academic performance in all subjects across all demographic areas
- Goal #2 Increase commended scores in all subject areas

**Campus Operational Goals
(Related to District Goals 2-5)**

- Goal #1 Provide opportunities for student, parent and community involvement
- Goal #2 Provide a safe and effective school environment
- Goal #3 Improve campus processes

Bose Ikard Elementary School

Campus Goals and Strategies

2012-2013

Campus Teaching/Learning Goals (Related to District Goal 1)

Goal #1 Increase academic performance in all subjects across all demographic areas.

- 1.1. Implement Campus Academic Leadership Team
- 1.2. Refine the RtI process

Campus Operational Goals (Related to District Goals 2-5)

Goal #1 Provide opportunities for student, parent and community involvement.

- 1.1. Increase parental involvement
- 1.2. Increase mentor participation

Goal #2 Provide a safe and effective school environment

- 2.1. Provide ongoing opportunities to educate students, parents, and staff on bullying, harassment, and tolerance.
- 2.2. Develop strategies to increase student and staff attendance



**Mary Martin Elementary School
Plan on a Page
2012-2013**



District Mission Statement

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

Campus Mission Statement

The mission of Mary Martin Elementary School is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

District Motto

Your Child: Our Mission

Campus Motto

Making a Difference

Vision Statement

WISD will be the world-class district of choice.

Campus Vision Statement

Mary Martin Elementary School will be a world-class school of choice.

Value Statements

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

District Goals

1. Focus on Student Success
2. Focus on Students, Parents, and Communities
3. Focus on Operational Excellence
4. Focus on Employees and Organizational Development
5. Focus on Stewardship

**Campus Teaching/Learning Goals
(Related to District Goal 1)**

1. Increase academic achievement in reading, writing, math, science, and social studies for all students

**Campus Operational Goals
(Related to District Goals 2-5)**

1. Provide a safe campus environment.

Mary Martin Elementary School

Campus Goals and Strategies

2012-2013

Campus Teaching/Learning Goals (Related to District Goal 1)

Goal #1 Increase academic achievement in reading, writing, math, science, and social studies for all students

- 1.1. Continue implementation of a campus intervention system with intervention options and a progress monitoring schedule.
- 1.2. Close the achievement gap between all students and sub-populations as measured by local and state assessments.

Campus Operational Goals (Related to District Goals 2-5)

Goal #1 Provide a safe campus environment

- 1.1. Continue implementation of Love and Logic for campus discipline.
- 1.2. Provide whole class, individual and small group counseling lessons.
- 1.3. Implement a system to reduce bullying.



**Seguin Elementary
Plan on a Page
2012-2013**



District Mission Statement

Campus Mission Statement

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

The mission of Seguin Elementary School is to achieve excellence by working together to be wise and responsible learners.

District Motto

Campus Motto

Your Child: Our Mission

WE are a family. WE are a team. WE ARE SEGUIN!

Vision Statement

Campus Vision Statement

WISD will be the world-class district of choice.

Value Statements

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

District Goals

1. Focus on Student Success
2. Focus on Students, Parents, and Communities
3. Focus on Operational Excellence
4. Focus on Employees and Organizational Development
5. Focus on Stewardship

**Campus Teaching/Learning Goals
(Related to District Goal 1)**

**Campus Operational Goals
(Related to District Goals 2-5)**

1. Increase academic achievement in core subjects for all student groups.

1. Provide a safe campus environment.

Juan Seguin Elementary School

Campus Goals and Strategies

2012-2013

Campus Teaching/Learning Goals (Related to District Goal 1)

Goal #1 Increase academic achievement in core subjects for all student groups.

- 1.1. Implement The Fundamental Five as a method of classroom instruction to increase academic achievement for all student groups
- 1.2. Further implement The Daily Five as a management tool for ELA across grade levels as appropriate
- 1.3. Implement a campus wide vocabulary development system to increase academic achievement for all students

Campus Operational Goals (Related to District Goals 2-5)

Goal #1 Provide a safe campus environment.

- 1.1. Continue to work on campus wide procedures and expectations.



**Bill Wright Elementary
Plan on a Page
2012-2013**



District Mission Statement

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

Campus Mission Statement

The mission of Bill Wright Elementary School is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community

District Motto

Your Child: Our Mission

Campus Motto

Don't just dream of winning; train for it!

Vision Statement

WISD will be the world-class district of choice.

Campus Vision Statement

Bill Wright Elementary School will be the world-class campus of choice.

Value Statements

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

District Goals

1. Focus on Student Success
2. Focus on Students, Parents, and Communities
3. Focus on Operational Excellence
4. Focus on Employees and Organizational Development
5. Focus on Stewardship

**Campus Teaching/Learning Goals
(Related to District Goal 1)**

1. Increase academic achievement in reading, writing, math, science, and social studies for all students
2. Close the achievement gap between all students and sub-populations as measured by local and state assessments.

**Campus Operational Goals
(Related to District Goals 2-5)**

1. Provide a safe campus environment

Wright Elementary School

Campus Goals and Strategies

2012-2013

Campus Teaching/Learning Goals (Related to District Goal 1)

Goal #1 Increase academic achievement in reading, writing, math, science, and social studies for all students

- 1.1. Develop problem-solving and critical thinking skills among all students with an emphasis on those with special needs
- 1.2. Fully implement Fundamental 5 instructional strategies in all classrooms

Goal #2 Close the achievement gap between all students and sub-populations as measured by local and state assessments.

- 2.1 Expand the campus Response to Intervention system

Campus Operational Goals (Related to District Goals 2-5)

Goal #1 Provide a safe campus environment

- 1.1. Increase parental involvement
- 1.2. Develop strategies to improve student attendance
- 1.3. Implement a system to reduce bullying



**Hall Middle School
Plan on a Page
2012-2013**



District Mission Statement

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

Campus Mission Statement

The mission of Hall Middle School is to teach, challenge, and inspire each student in a safe, nurturing environment to be successful in high school and beyond.

District Motto

Your Child: Our Mission

Campus Motto

Mission Excellence

Vision Statement

WISD will be the world-class district of choice.

Campus Vision Statement

HMS will be an exemplary middle school of choice.

Value Statements

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

- We promote life-long learning and data-driven decisions as we achieve **success for ALL** students.
- We model and practice ethical behavior and **respect** for students, staff, parents and our community.
- We utilize positive **recognition** and promote character education.
- We develop and encourage meaningful **relationships** for students, staff, parents and our community.
- As instructional experts, we demonstrate **visionary leadership**.

District Goals

1. Focus on Student Success
2. Focus on Students, Parents, and Communities
3. Focus on Operational Excellence
4. Focus on Employees and Organizational Development
5. Focus on Stewardship

**Campus Teaching/Learning Goals
(Related to District Goal 1)**

1. Hall Middle School will increase the academic achievement of all students in math and science to become an Exemplary campus.
2. Hall Middle School will close the achievement gaps between student groups to become an Exemplary campus.

**Campus Operational Goals
(Related to District Goals 2-5)**

1. Hall Middle school will increase the attendance rate of all students.
2. Hall Middle School staff and students will maintain an equitable, safe and orderly learning environment.
3. Hall Middle School will enhance communication and relationships with all stakeholders.

Hall Middle School
Campus Goals and Strategies
2012-2013

Campus Teaching/Learning Goals (Related to District Goal 1)

Goal #1 **Hall Middle School will increase the academic achievement of all students and become an Exemplary campus.**

- 1.1. Create and continue campus-wide processes to increase academic achievement and engagement for all students.
- 1.2. Increase mastery of science vocabulary and concepts, particularly with critical sub-populations

Goal #2 **Hall Middle School will close the achievement gaps between student groups to become an Exemplary campus.**

- 2.1. Implemented RtI, Teaming, and Inclusion Processes.
- 2.2. Implementation of Roo Time and a club time three days a week.

Campus Operational Goals (Related to District Goals 2-5)

Goal #1 **Hall Middle School will increase the attendance rate of all students.**

- 1.1. Offer incentives and awards for perfect attendance.
- 1.2. Educate parents on attendance and track attendance through IC

Goal #2 **Hall Middle School will maintain an equitable, safe and orderly learning environment.**

- 2.1. Inform students and parents of school rules and procedures.
- 2.2. Increase positive relationships with students

Goal #3 **Hall Middle School will enhance communication and relationships with all stakeholders**

- 3.1. Utilize technology to enhance communication with all stakeholders



**Tison Middle School
Plan on a Page
2012-2013**



District Mission Statement

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

Campus Mission Statement

The mission of Tison MS is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

District Motto

Your Child: Our Mission

Campus Motto

Tison Kangaroos: Choosing Excellence

Vision Statement

WISD will be the world-class district of choice.

Campus Vision Statement

Tison Middle School will be a 21st Century learning community

Value Statements

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

District Goals

1. Focus on Student Success
2. Focus on Students, Parents, and Communities
3. Focus on Operational Excellence
4. Focus on Employees and Organizational Development
5. Focus on Stewardship

**Campus Teaching/Learning Goals
(Related to District Goal 1)**

1. We will be an ACCEPTABLE WITH DISTINCTION campus by improving student achievement by increasing the rigor, relevance, and fidelity in the taught and tested curriculum.
2. We will be an ACCEPTABLE WITH DISTINCTION campus by improving student achievement in special populations to 90% in all areas.

**Campus Operational Goals
(Related to District Goals 2-5)**

1. We will increase student attendance to 97%.
2. We will decrease discipline incidents by 25%.

Tison Middle School
Campus Goals and Strategies
2012-2013

Campus Teaching/Learning Goals (Related to District Goal 1)

Goal #1 We will be an ACCEPTABLE WITH DISTINCTION campus by improving student achievement by increasing the rigor, relevance, and fidelity in the taught and tested curriculum.

1.1. To develop and deploy a process that defines teacher expectations and collaboration that ensures the effectiveness of the first teach.

Goal #2 We will be an ACCEPTABLE WITH DISTINCTION campus by improving student achievement in special populations to 90% in all areas.

2.1. To increase the effectiveness of the co-teach and inclusion practices for special populations.

Campus Operational Goals (Related to District Goals 2-5)

Goal #1 We will increase student attendance to 97%.

1.1. To create and deploy a campus-wide attendance training and incentive Program.

Goal #2 We will decrease discipline incidents by 25%.

2.1 To devise and clarify the discipline procedures.



**Weatherford High School
Plan on a Page
2012-2013**



District Mission Statement

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

Campus Mission Statement

The mission of Weatherford High School is to educate all students to utilize, analyze, and evaluate information through a challenging comprehensive program that will produce students who are effective leaders, contributing citizens, and life long learners.

District Motto

Your Child: Our Mission

Campus Motto

Involvement, Achievement, Service: A WHS Graduate

Vision Statement

WISD will be the world-class district of choice.

Campus Vision Statement

WHS will be the #1 high school of choice in the State of Texas

Value Statements

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

District Goals

1. Focus on Student Success
2. Focus on Students, Parents, and Communities
3. Focus on Operational Excellence
4. Focus on Employees and Organizational Development
5. Focus on Stewardship

**Campus Teaching/Learning Goals
(Related to District Goal 1)**

1. Increase Academic Achievement for all students.

**Campus Operational Goals
(Related to District Goals 2-5)**

1. Provide a safe and nurturing environment
2. Increase student attendance
3. Increase communication with all stakeholders.

Weatherford High School

Campus Goals and Strategies

2012-2013

Campus Teaching/Learning Goals (Related to District Goal 1)

Goal #1 Increase academic achievement for all students

- 1.1 Increase Student Engagement
- 1.2 Increase Teacher Collaborative Processes

Campus Operational Goals (Related to District Goals 2-5)

Goal #1 Provide a safe and nurturing environment

- 1.1 Implement Safety Protocols and Procedures

Goal #2 Increase student involvement

- 2.1 Implement strategies to increase daily attendance rate

Goal #3 Increase communication with parents, students, and community

- 3.1 Implement strategies to increase communication through technology



**Bridge Academy
Plan on a Page
2012-2013**



District Mission Statement

The mission of the Weatherford ISD is to teach, challenge, and inspire each student in a safe, nurturing environment to succeed in the global community.

Campus Mission Statement

The Mission of the Bridge Academy is to provide an environment that builds relationships with students that will provide them with skills to be academically and behaviorally acceptable.

District Motto

Your Child: Our Mission

Campus Motto

Every kid counts

Vision Statement

WISD will be the world-class district of choice.

Campus Vision Statement

Bridge will be a model DAEP enabling students to be successful .

Value Statements

- We value and respect all students, employees, parents, partners, and our community.
- We demonstrate visionary leadership.
- We engage in and promote personal and organizational learning.
- We make data-driven decisions.
- We practice ethical behavior and personal integrity.

- We value and believe in the success of every student
- We build relationships with students that offer support and encouragement
- We engage in and promote acceptable behavior and academic success for all students

District Goals

1. Focus on Student Success
2. Focus on Students, Parents, and Communities
3. Focus on Operational Excellence
4. Focus on Employees and Organizational Development
5. Focus on Stewardship

**Campus Teaching/Learning Goals
(Related to District Goal 1)**

1. Enable students to be academically successful.
2. Enable students to be behaviorally successful

**Campus Operational Goals
(Related to District Goals 2-5)**

1. Focus on parent participation in the educational endeavor of their child.
2. Improve the staff's knowledge base in helping at-risk population.
3. Improve resources to enhance the learning of at-risk population.

Bridge Academy
Campus Goals and Strategies
2012-2013

Campus Teaching/Learning Goals (Related to District Goal 1)

Goal #1 Enable students to be academically successful.

- 1.1. Utilize data from AWARE to plan individualized instruction
- 1.2. Individualize tutoring to meet student needs
- 1.3. Increase attendance at home campus
- 1.4. Increase TAKS scores and academic achievement
- 1.5. Increase opportunities for credit recovery

Goal #2 Enable students to be behaviorally successful

- 2.1. Individualized counseling and goals for each student
- 2.2. Life skills for every student
- 2.3. Decrease office referrals at home campus
- 2.4. Adult support/ liaison at home campus

Campus Operational Goals (Related to District Goals 2-5)

Goal #1 Focus on parent participation in the educational endeavor of their child.

- 1.1. Supply parents with parenting resources when needed
- 1.2. Build parental support through Bridge and home campus staff
- 1.3. Increase parental contact through email, newsletters, conferences, etc.

Goal #2 Improve the staff's knowledge base in helping at-risk population.

- 2.1. Attend Summer institute and other relevant trainings during the year
- 2.2. Require use of online training methods
- 2.3. Team meetings to determine best practices with at risk population

Goal #3 Improve resources to enhance the learning of at-risk population.

- 3.1. Purchase audio books
- 3.2. Technology to enhance different modalities of learning
- 3.3. Utilize recourses available at home campus
- 3.4. Update technology available at Bridge

Weatherford
Independent School District

**Annual Performance Report
on School Safety
2011-2012**



WEATHERFORD INDEPENDENT SCHOOL DISTRICT
1100 Longhorn Drive
Weatherford, Texas 76086
817.598.2800

Weatherford ISD
2011-2012
Annual Performance Report
School Safety

Texas Education Code Section 39.053 requires that a district's Annual Performance Report include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the *Family Educational Rights and Privacy Act of 1974* (FERPA). The Annual Performance Report must also include (1) information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students, and (2) the findings that result from evaluations conducted under the *Safe and Drug Free Schools and Communities Act* (SDFSCA) of 1994.

School Violence Prevention Programs:

We in Weatherford Independent School District believe that every child should have the opportunity to learn in a safe, orderly and supportive school environment. As a part of an integrated, systematic program to prevent school violence the following programs, practices, procedures, and/or personnel are in place in Weatherford Independent School District:

- School Counselors at every campus
- Full-time counselor at Bridge (DAEP) campus
- District Executive Director of Operations, Safety, and Security
- District Crisis Intervention plans
- Campus Crisis Intervention plans
- Registered Nurses at each campus
- Advisory programs at middle schools
- District Discipline Management Plan
- *Student Code of Conduct*
- Student handbooks
- Parent education programs
- On campus in-school suspension program
- Transition Classrooms
- Off-Campus Disciplinary Alternative Education Program (DAEP)
- School Resource Police Officers at secondary campuses
- District Crisis Management Team
- Conflict Resolution Training
- School Psychologists
- Student Intervention Teams
- Non-Violent Crisis Intervention Training
- New Teacher Training
- Professional Development
- Safety Drills on all campuses (evacuation, weather, and lock-down)
- Community Disaster Drills
- After-School Programs at all elementary schools (Kids UNITE)
- Summer school programs
- Character Education Curriculum K-6
- Bullying Prevention Curriculum K-6
- Reporting system for bullying and cyberbullying—online and on-campus
- A full program of UIL Activities and other extra-curricular and co-curricular activities
- Sexual Harassment Training
- Dating Violence overview, WHS
- Rachel's Challenge (Grades 9-12)
- Two-way radio communication with police, District administrators, and campus administrators
- Student Leadership classes at WHS
- Student Council class at 9th Grade Center
- Drug prevention curriculum K-12
- Crime Stoppers
- Cyberbullying overview
- "Sexting" Prevention overview, Grades 5-12
- Emergency calling system (*SchoolMessenger*)
- Watch DOGS programs at K-6 schools

School District Policies and Procedures:

Copies of the following policies and procedures are available for review in the Office of the Executive Director of Student Services, 1100 Longhorn Dr., Weatherford, Texas.

- Weatherford Independent School District Board Policies
- *Weatherford Independent School District Student Code of Conduct* (TASB Model)
- Weatherford Independent School District Discipline Management Plan
- *Weatherford ISD Elementary Student Handbook* (TASB Model)
- *Weatherford High School 9-12 Student Handbook* (TASB Model)
- *WISD Middle School Student Handbook* (TASB Model)
- District and Campus Emergency Plans
- Crisis Management Handbook
- *Weatherford ISD Employee Handbook*
- Processes and Procedures for Reporting Bullying/Cyberbullying

WEATHERFORD INDEPENDENT SCHOOL DISTRICT
Safe and Drug-Free Schools Report
Expulsions and Disciplinary Alternative Education Program Data
2011-2012

<u>Expulsions 2011-2012</u>	Number
Discretionary Expulsions (expelled to DAEP; does not count in total)	1
Mandatory Expulsions (expelled to DAEP; does not count in total)	4
Total	5
<u>Placements in Disciplinary Alternative Educational Programs (DAEP) 2011-2012</u>	Number
Abuse of volatile chemicals	
Abusing one's own prescription drugs, giving prescription drugs to another student	1
Assault not school personnel	23
Assault school personnel	3
Bullying	2
Continuation of placement from another District <i>(does not count in total)</i>	1
Criminal mischief, not punishable as a felony	
Damaging or vandalizing property owned by others	
Directing profanity, vulgar language, or obscene gestures toward other students or a District Employee	
Engaged in organized criminal activity	
Engages in conduct punishable as a felony on school property	6
Engages in conduct punishable as a Title 5 felony not on school property	3
Engages in conduct that contains the elements of the offense of public lewdness under Section 21.07, Penal Code.	1
Engaging in conduct that contains the elements of the offense of retaliation against any school employee	
Engaging in inappropriate verbal, physical or sexual contact directed toward another student or district employee	7
Engaging in misbehavior leading to substantial disruption of school program or incite violence	3
Engaging in threatening behavior toward another student or District employee on or off school property	3
Engaging in verbal or written exchanges that threaten the safety of another student, school employee or school property	
Failing to comply with directives given by school personnel	
False alarm or report; or terroristic threat	1
Felony off school property not a Title 5 offense	8
Fighting/mutual combat	1
Gang activity	
Inappropriate or indecent exposure of student's private body parts	1
Insubordination	1
Persistent misbehavior	8
Possess material that is pornographic	
Possess, uses, or is under the influence of an alcoholic beverage	4
Possessing a knife (not illegal knife)	

WEATHERFORD INDEPENDENT SCHOOL DISTRICT
Safe and Drug-Free Schools Report
Expulsions and Disciplinary Alternative Education Program Data
2011-2012

Possessing a look-alike weapon	
Possessing ammunition, an air gun, BB gun, or paintball gun	2
Possessing or selling look-alike drugs. (5 were K-2 prior to September 1, 2011)	8
Possessing or using matches or a lighter	
Possessing, smoking, or using tobacco products	
Possession, using, giving, or selling drug paraphernalia	3
Possession of over-the-counter drugs (Dramamine)	
Possessing fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device	
Refusing to accept discipline management techniques assigned by a teacher or principal.	
Sells, gives, or delivers or possession, use, or under the influence of marihuana, controlled substance or dangerous drug	41
Sexual harassment or abuse	4
Stealing from students, staff, or the school	
Truancy	
Total	134
<u>Offenses Committed prior to 2011-2012 but DAEP served in 2011-2012</u>	Number
Carry-over from 2010-2011 (DAEP)	7
Carry-over expulsions from 2010-2012	2
Total	9

2011-2012 DAEP (Bridge) Report End of Year

Offense	WHS	NGC	Hall MS	Tison MS	Austin EL	Crockett EL	Curtis EL	Hard EL	Martin EL	Seguin EL	Wright EL	TOTAL
Abuse of volatile chemicals				1								0
Abusing the student's own prescription drugs, giving prescription drugs to another student...				1								1
Assault not school personnel	9	6	5	2						1		23
Assault school personnel		2	1									3
Bullying			2									2
Continuation of placement from another District		1										1
Criminal mischief, not punishable as a felony												0
Damaging or vandalizing property owned by others												0
Directing profanity, vulgar language, or obscene gestures toward other students or a District Employee												0
Engaged in organized criminal activity												0
Engages in conduct punishable as a felony on school property	6											6
Engages in conduct punishable as a Title 5 felony not on school property	1	2										3
Engages in conduct that contains the elements of the offense of public lewdness under Section 21.07, Penal Code			1									1
Engaging in conduct that contains the elements of the offense of retaliation against any school employee												0
Engaging in inappropriate verbal, physical or sexual contact directed toward another student or district employee	1	3		2			1					7
Engaging in misbehavior leading to substantial disruption of school program or incite violence		1					2					3
Engaging in threatening behavior toward another student or district employee on or off school property	1	2										3
Engaging in verbal or written exchanges that threaten the safety of another student, school employee or school property												0
Expulsion/Option to serve in DAEP	2			2			1					5
Failing to comply with directives given by school personnel												0
False alarm or report; or terroristic threat						1						1
Felony off school property not a Title 5 offense	4	2	1								1	8
Fighting/mutual combat	1											1
Gang activity												0
Inappropriate or indecent exposure of student's private body parts				1								1
Insubordination	1											1
Persistent misbehavior	4					2	1	1				8
Possess material that is pornographic												0
Possess, uses, or is under the influence of an alcoholic beverage	2	2										4
Possessing a knife (not illegal knife)												0
Possessing a look-alike weapon												0
Possessing ammunition, an air gun, BB gun, or paintball gun	2											2
Possessing fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device												0
Possessing or selling look-alike drugs.	7			1								8
Possessing or using matches or a lighter												0
Possessing, smoking, or using tobacco products												0
Possession, using, giving, or selling drug paraphernalia	3											3
Refusing to accept discipline management techniques assigned by a teacher or principal.												0
Sells, gives, or delivers or possession, use, or under the influence of marihuana, controlled substance or dangerous drug	18	13	2	8								41
Sexual harassment or abuse		2		2								4
Stealing from students, staff, or the school												0
TOTAL	62	36	12	19	0	3	5	1	0	1	1	140
End of 2011-2012 School Year Enrollment	1516	604	619	559	549	561	755	629	535	567	633	7527
Placements/Student	4.09%	5.96%	1.94%	3.46%	0.00%	0.40%	0.79%	0.19%	0.00%	0.16%	0.01%	1.86%

[There were 7 "carryovers" from 2011-2012 are not reflected in this year's totals]

Placement total for 2011-2012 134 Placements +1 continuation from another district + 5 students were expelled to DAEP for all or part of the Expulsion

5 Students were expelled this year--4 mandatory and 1 discretionary

-6 134

2011--2012
Weatherford Independent School District
Annual Performance Report
Violent or Criminal Incidents Report

Action Reason Codes	PEIMS Offense												WISD Total				
		Weatherford High School	WIS Ninth Grade Center	Hall Middle School	Tison Middle School	Austin Middle School	Crockett Elementary	Curtis Elementary	Ikard Elementary	Martin Elementary	Seguin Elementary	Wright Elementary					
2	Conduct punishable as a felony-TEC §37.006(a)(2)(A)	6														6	
4	Possessed, sold, or used marihuana or other controlled substance-TEC §37.006(a)(2)(C) and 37.007(b) for under the influence	18	13	2	9											42	1 was Expulsion
5	Possessed, sold, used, or was under the influence of an alcoholic beverage-TEC §37.006(a)(2)(D) and 37.007(b)	2	2													4	
6	Abuse of a volatile chemical- TEC §37.006(a)(2)(E)															0	
7	Public lewdness or indecent exposure-TEC §37.006(a)(2)(F)			1												1	
8	Retaliation against school employee-TEC §37.006(b) and 37.007(d)															0	
11	Used, exhibited, or possessed a firearm-TEC §37.007(a)(1)(A) and/or 37.007(e) brings a firearm to school.															0	
12	Used exhibited, or possessed an illegal knife-TEC §37.007(a)(1)(B)															0	
13	Used exhibited, or possessed an illegal club-TEC §37.007(a)(1)(C)															0	
14	Used exhibited, or possessed a prohibited weapon under Penal Code Section 46.05-TEC §37.007(a)(1)(D)	1														1	Expulsion
16	Arson-TEC §37.007(a)(2)(B)															0	
17	Murder, capital murder, criminal attempt to commit murder, or capital murder-TEC §37.007(a)(2)(C)															0	
18	Indecency with a child-TEC §37.007(a)(2)(D)								1							1	Expulsion
19	Aggravated kidnapping-TEC §37.007(a)(2)(E)															0	
22	Criminal mischief-TEC §37.007(f)															0	
26	Terroristic threat-TEC §37.006(a)(1) or 37.007(b)						1									1	
27	Assault under Penal Code Section 22.01(a)(1) against a school district employee or volunteer-TEC §37.007(b)(2)(C)		2	1												3	
28	Assault under Penal Code Section 22.01(a)(1) against someone other than a school district employee or volunteer-TEC §37.006(a)(2)(B)	9	6	5	2						1					23	
29	Aggravated assault under Penal Code Section 22.02 against a school district employee or volunteer-TEC §37.007(d)															0	
30	Aggravated assault under Penal Code Section 22.02 against someone other than a school district employee or volunteer-TEC §37.007(a)(2)(A)	1														1	Expulsion
31	Sexual assault under Penal Code Section 22.011 or aggravated sexual assault under 22.021 against a school district employee or volunteer-TEC §37.007(d)															0	
32	Sexual assault under Penal Code Section 22.011 or aggravated sexual assault under 22.021 against someone other than a school district employee or volunteer-TEC §37.007(a)(2)(A)															0	
34	School-related gang violence															0	
35	False alarm/false report-TEC §37.006(a)(1) and 37.007(b)															0	
36	Felony controlled substance violation-TEC §37.007(a)(3)				1											1	Expulsion
37	Felony alcohol violation-TEC §37.007(a)(3)															0	
41	Fighting/Mutual Combat-Excludes all offenses under Penal Code §22.01	9	5	10	6											30	
46	Aggravated robbery - TEC §37.007(a)(2)(F)															0	
47	Manslaughter - TEC §37.007(a)(2)(G)															0	
48	Criminally negligent homicide - TEC §37.007(a)(2)(H)															0	
49	Engages in deadly conduct - TEC §37.007(b)(3)															0	
57	Continuous sexual abuse of young child or children under Penal Code §21.02, occurring on school property or while attending a school-sponsored or school-related activity on or off school property - TEC §37.007(a)(2)(I).															0	
District Totals by Campus		46	28	19	18	0	1	1	0	0	1	0	1	0	114		

Weatherford
Independent School District

**Report on Student Enrollment
and Academic Performance
2011-2012**



WEATHERFORD INDEPENDENT SCHOOL DISTRICT
1100 Longhorn Drive
Weatherford, Texas 76086
817.598.2800

Report of 2009-2010 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2011

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

Student performance is measured by the Grade Point Average (GPA) earned by 2009- 2010 high school graduates who attended public four-year and two-year higher education in FY 2011. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2010, spring 2011, and summer 2011 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2011, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2011 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

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

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

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2010
Enrolled in Texas Public or Independent Higher Education in FY 2011**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
SPRINGTOWN ISD								
	184902001 SPRINGTOWN H S							
	Four-Year Public University	32	10	3	8	6	5	0
	Two-Year Public Colleges	74	31	13	7	14	8	1
	Independent Colleges & Universities	7						
	Not Trackable	1						
	Not Found	99						
	Total High School Graduates	213						
WEATHERFORD ISD								
	184903001 WEATHERFORD H S							
	Four-Year Public University	67	6	8	18	21	14	0
	Two-Year Public Colleges	190	65	29	39	32	18	7
	Independent Colleges & Universities	8						
	Not Trackable	10						
	Not Found	159						
	Total High School Graduates	434						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Annual TSI High School Summary Report

**Student Performance on Texas Success Initiative (TSI) Readiness Measures
2009-2010 High School Graduates Enrolled in Texas Public Higher Education
in Fall 2010**

**Texas Higher Education Coordinating Board
Austin, TX
October 2011**

**Texas Higher Education Coordinating Board
Annual Texas Success Initiative (TSI) Report of Student Readiness Status
2009-2010 High School Graduates Enrolled in Texas Public Higher Education in Fall 2010
Statewide Summary Report**

[Link to 2009-2010 Individual School District Report](#) (Updated on 10.19.12)*

[Link to Statewide Summary Data](#) (Updated on 10.19.12)*

As mandated by state statute, the Texas Success Initiative (TSI) includes standards for minimum test scores or performance in the areas of mathematics, writing, and reading that indicate students' readiness to enroll in freshman-level academic college coursework. Public higher education institutions must have a developmental education plan for students who do not meet testing requirements.

Every semester, Texas public higher education institutions report information to the Texas Higher Education Coordinating Board (THECB) about their students' TSI status, developmental coursework attempted, and performance in first math, reading-related and writing-related college-level courses. The data collected is used to produce this report about the TSI status of recent high school graduates who enroll in Texas public higher education and a number of other reports.

A new TSI reporting process was implemented in spring 2009. As a result, the methodology for the 2007-2008 TSI high school report was transitional and several years of comparison data were provided. The 2009 TSI high school report was the first which presented information about student readiness using data that was submitted on the redesigned TSI report. Therefore, no earlier years of comparison data are provided. This 2009-2010 high school graduate report tracks student readiness at the time of enrollment in higher education. Reports prior to 2009 tracked students' preparedness through the end of their first fall semester, and earlier reports tracked students through their entire first academic year. For this reason, comparisons should not be made with the data in previous annual TSI high school reports, except last year's.

The decision to present student readiness data at the time of enrollment was made for several reasons:

- The recent introduction of *Graduates' Enrollment and Academic Performance in Texas Public Higher Education* can give school districts insight into how their students perform once enrolled in college by providing student grade point ranges. Legislative requirements for school districts to report on student performance in high school may be satisfied using the academic performance report. (See <http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradAcademicPerformance.cfm>)
- Many school districts have expressed interest in learning how prepared their students are when they arrive at college, to better gauge how well their K-12 system prepares students.
- College readiness at the time of enrollment is baseline data that is used in the state higher education accountability system when tracking student cohorts on TSI measures. The methodology for determining readiness on this high school report now

aligns with the methodology used for TSI reporting on higher education institutions. However, the cohorts are determined in a slightly different manner.

As with prior TSI high school reports, this TSI report contains state-level data summaries disaggregated by student ethnicity, gender, high school curriculum, and economic status. In addition to the statewide data, the report includes independent school district results for each county, and district(s) within each county, listed alphabetically. The data for very small districts (those with fewer than five graduates or five students enrolled or for which no students passed any one of the TSI Standards categories) are combined into a single row at the top of the district-specific section of the report.

State-level data for the current report is available below and can be accessed through a link on the top of page 2. Individual and school district data can be accessed in the [ISD report](#) using the link here or at the top of page 2. **Once again, no direct comparisons should be made with the data in reports prior to last year.**

The definitions below provide descriptions of the data in the report:

Total High School Graduates Number of students who graduated from a Texas public high school in academic year 2009-2010

Enrolled In Texas Public Higher Education Number of graduates who enrolled in a public higher education institution the following fall (fall 2010)

Percent Enrolled..... Percent of high school graduates who enrolled in a public higher education institution the following fall

2009-2010 high school graduates who enrolled in Texas public higher education the following fall and who met TSI minimum passing standards**

All Three Parts... Number and percent of high school graduates enrolled in Texas public higher education who met TSI standards in all three areas prior to the fall 2009 semester via (1) an approved test for TSI exemption (SAT, ACT, or TAKS), (2) an approved test for TSI purposes (THEA, COMPASS, ASSET, or ACCUPLACER) and/or (3) other allowable means.

Math Number and percent of high school graduates who met the TSI standard in math prior to the fall 2010 semester via (1) the related section of a TAKS, SAT, or ACT test, (2) the related section of an approved test for TSI purposes, or (3) other allowable means.

Writing Number and percent of high school graduates who met the TSI standard in writing prior to the fall 2010 semester via (1) the related section of a TAKS, SAT, or ACT test, (2) the related section of an approved test for TSI purposes, or (3) other allowable means.

Reading.....Number and percent of high school graduates who met the TSI standard in reading prior to the fall 2010 semester via (1) the related section of a TAKS, SAT, or ACT test, (2) the related section of an approved test for TSI purposes, or (3) other allowable means.

Percentage Calculation: The percentage of students who met TSI is calculated by dividing the number who met the standard in one or all the TSI sections by the total number of students who enrolled in Texas Public Higher Education, which is shown in column 2.

* The high school report was revised on 10.19.12 to incorporate data updates provided by two higher education institutions.

** Not included in the Met TSI Standards categories are enrollees for whom TSI minimum passing standards do not apply, are waived, or are exempted through means other than an approved test. Examples include students with military service, students enrolled in non-credit or non-degree programs, and students enrolled in a Level-One certificate program. Current dual credit students are not included.

**Annual TSI Test Report of Student Performance
2009-2010 High School Graduates
Enrolled in Texas Higher Education, Fall 2010
Statewide Summary by Ethnicity**

				Met TSI Standards							
Ethnicity	Enrolled			All Areas		Math		Writing		Reading	
(TEA)	HS Grads	N	% Grads	N	% Enrs	N	% Enrs	N	% Enrs	N	% Enrs
Asian	9,967	6,852	68.7	5,764	84.1	6,243	91.1	6,262	91.4	6,158	89.9
Afr. Amer.	36,988	16,882	45.6	8,508	50.4	10,113	59.9	12,370	73.3	12,084	71.6
Hispanic	119,365	54,327	45.5	31,450	57.9	36,341	66.9	41,461	76.3	40,790	75.1
Amer. Indian	1,452	619	42.6	407	65.8	451	72.9	522	84.3	517	83.5
Hawaiian/Pac.Islander	363	158	43.5	122	77.2	132	83.5	141	89.2	136	86.1
Two or More Races	3,808	1,907	50.1	1,420	74.5	1,515	79.4	1,667	87.4	1,672	87.7
White	108,577	56,323	51.9	44,180	78.4	46,407	82.4	50,670	90.0	50,824	90.2
Total	280,520	137,068	48.9	91,851	67.0	101,202	73.8	113,093	82.5	112,181	81.8

*Texas Education Agency (TEA) categorizations of race and ethnicity have been used for this analysis.

**Annual TSI Test Report of Student Performance
2009-2010 High School Graduates
Enrolled in Texas Higher Education, Fall 2010
Statewide Summary by Gender**

		Enrolled		All Areas		Met TSI Standards					
Gender	HS Grads	N	% Grads	N	% Enrs	Math		Writing		Reading	
						N	% Enrs	N	% Enrs	N	% Enrs
Male	140,928	64,463	45.7	43,162	67.0	48,255	74.9	51,570	80.0	52,142	80.9
Female	139,592	72,605	52.0	48,689	67.1	52,947	72.9	61,523	84.7	60,039	82.7
Total	280,520	137,068	48.9	91,851	67.0	101,202	73.8	113,093	82.5	112,181	81.8

Source: Texas Higher Education Coordinating Board

**Annual TSI Test Report of Student Performance
2009-2010 High School Graduates
Enrolled in Texas Higher Education, Fall 2010
Statewide Summary by Economically Disadvantaged Status**

				Met TSI Standards							
	Enrolled			All Areas		Math		Writing		Reading	
Economic	HS Grads	N	% Grads	N	% Enrs	N	% Enrs	N	% Enrs	N	% Enrs
N/A	163,159	86,600	53.1	63,943	73.8	68,113	78.7	75,767	87.5	75,487	87.2
Free Meal	83,472	33,827	40.5	18,124	53.6	21,650	64.0	24,748	73.2	24,280	71.8
Red. Price	19,260	9,422	48.9	5,817	61.7	6,582	69.9	7,478	79.4	7,311	77.6
Other	14,629	7,219	49.3	3,967	55.0	4,857	67.3	5,100	70.6	5,103	70.7
Total	280,520	137,068	48.9	91,851	67.0	101,202	73.8	113,093	82.5	112,181	81.8

Source: Texas Higher Education Coordinating Board

**Annual TSI Test Report of Student Performance
2009-2010 High School Graduates
Enrolled in Texas Higher Education, Fall 2010
Statewide Summary by Diploma Type**

				Met TSI Standards							
Grad Type	HS Grads	Enrolled		All Areas		Math		Writing		Reading	
		N	% Grads	N	% Enrs	N	% Enrs	N	% Enrs	N	% Enrs
Distinguished	33,897	22,928	67.6	21,030	91.7	21,476	93.7	21,979	95.9	22,004	96.0
Individual Ed Plan	7,734	1,161	15.0	67	5.8	155	13.4	270	23.3	256	22.0
Minimum	40,657	8,980	22.1	2,320	25.8	3,103	34.6	4,978	55.4	4,913	54.7
Recommended	198,232	103,999	52.5	68,434	65.8	76,468	73.5	85,866	82.6	85,008	81.7
Total	280,520	137,068	48.9	91,851	67.0	101,202	73.8	113,093	82.5	112,181	81.8

Source: Texas Higher Education Coordinating Board

**Annual TSI Test Report of Student Performance
2008-2009 High School Graduates
Enrolled in Texas Higher Education During Fall 2009
Statewide Summary by County and School District**

County	District Name	Enrolled		All Areas	
		HS Grads N	%grads N	N	%Enrs
NOTE: "Small districts" combines records where HS Grads < 5 or Enrolled < 5 or any N under "Met TSI Standards" = 0.					
Total		264,275	130,928	49.54	85,842 65.56
	Summary for Small Districts(92)	1,112	258	23.20	117 45.35
ANDERSON	Total	494	211	42.71	153 72.51
	CAYUGA ISD	31	15	48.39	12 80.00
	ELKHART ISD	78	32	41.03	24 75.00
	FRANKSTON ISD	58	20	34.48	11 55.00
	NECHES ISD	31	15	48.39	11 73.33
	PALESTINE ISD	161	65	40.37	44 67.69
	SLOCUM ISD	23	13	56.52	10 76.92
	WESTWOOD ISD	112	51	45.54	41 80.39
ANDREWS	Total	172	79	45.93	46 58.23
	ANDREWS ISD	172	79	45.93	46 58.23
ANGELINA	Total	1,052	556	52.85	357 64.21
	CENTRAL ISD	112	55	49.11	28 50.91
	DIBOLL ISD	126	60	47.62	36 60.00
	HUDSON ISD	138	84	60.87	66 78.57
	HUNTINGTON ISD	132	66	50.00	41 62.12
	LUFKIN ISD	512	273	53.32	176 64.47
	ZAVALLA ISD	32	18	56.25	10 55.56
ARANSAS	Total	205	94	45.85	54 57.45
	ARANSAS COUNTY ISD	205	94	45.85	54 57.45
ARCHER	Total	139	81	58.27	71 87.65
	ARCHER CITY ISD	43	20	46.51	16 80.00
	HOLLIDAY ISD	52	32	61.54	29 90.63
	WINDTHORST ISD	44	29	65.91	26 89.66
ARMSTRONG	Total	29	21	72.41	18 85.71
	CLAUDE ISD	29	21	72.41	18 85.71
ATASCOSA	Total	480	210	43.75	100 47.62
	CHARLOTTE ISD	28	7	25.00	4 57.14
	JOURDANTON ISD	72	37	51.39	20 54.05
	LYTLE ISD	94	46	48.94	26 56.52
	PLEASANTON ISD	187	84	44.92	31 36.90
	POTEET ISD	99	36	36.36	19 52.78

	SANTO ISD	33	20	60.61	12	60.00
	STRAWN ISD	19	14	73.68	9	64.29
PANOLA	Total	262	135	51.53	81	60.00
	BECKVILLE ISD	35	24	68.57	12	50.00
	CARTHAGE ISD	180	90	50.00	54	60.00
	GARY ISD	16	11	68.75	9	81.82
	PANOLA CHARTER SCHOOL	31	10	32.26	6	60.00
PARKER	Total	1,271	680	53.50	497	73.09
	ALEDO ISD	359	202	56.27	168	83.17
	BROCK ISD	64	39	60.94	32	82.05
	MILLSAP ISD	62	35	56.45	28	80.00
	PEASTER ISD	73	48	65.75	40	83.33
	POOLVILLE ISD	27	17	62.96	8	47.06
	SPRINGTOWN ISD	200	94	47.00	61	64.89
	WEATHERFORD ISD	432	235	54.40	160	68.09
PARMER	Total	142	63	44.37	47	74.60
	BOVINA ISD	37	19	51.35	16	84.21
	FARWELL ISD	27	11	40.74	8	72.73
	FRIONA ISD	71	29	40.85	21	72.41
PECOS	Total	194	90	46.39	54	60.00
	BUENA VISTA ISD	9	6	66.67	5	83.33
	FORT STOCKTON ISD	132	61	46.21	36	59.02
	IRAAN-SHEFFIELD ISD	53	23	43.40	13	56.52
POLK	Total	427	203	47.54	139	68.47
	BIG SANDY ISD	44	17	38.64	14	82.35
	CORRIGAN-CAMDEN ISD	71	35	49.30	21	60.00
	GOODRICH ISD	13	9	69.23	6	66.67
	LEGGETT ISD	14	6	42.86	5	83.33
	LIVINGSTON ISD	237	116	48.95	78	67.24
	ONALASKA ISD	48	20	41.67	15	75.00
POTTER	Total	1,981	1,023	51.64	725	70.87
	AMARILLO ISD	1,706	878	51.47	624	71.07
	BUSHLAND ISD	80	53	66.25	37	69.81
	HIGHLAND PARK ISD	46	30	65.22	21	70.00
	RICHARD MILBURN ACADEMY (AMARILLO)	63	14	22.22	6	42.86
	RIVER ROAD ISD	86	48	55.81	37	77.08
PRESIDIO	Total	106	65	61.32	38	58.46
	MARFA ISD	19	14	73.68	10	71.43
	PRESIDIO ISD	87	51	58.62	28	54.90
RAINS	Total	109	44	40.37	32	72.73
	RAINS ISD	109	44	40.37	32	72.73
RANDALL	Total	543	319	58.75	227	71.16
	CANYON ISD	543	319	58.75	227	71.16