2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

District #: 057922

2007 Accountability Rating: Recognized

Gold Performance Acknowledgments:

AP/IB Results (2005-06)

College Admissions (Class of 2006)

Texas Success Initiative (TSI) ELA

Texas Success Initiative (TSI) Mathematics

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Social Studies

District Name: COPPELL ISD
District #: 057922

Indicator:		State	Region 10	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2007 Standard															
Grade 3 (English) First Administration Only															
Reading	2007	89%	88%	99%	91%	96%	99%	*	> 99%	99%	99%	94%	92%	93%	95%
	2006	90%	89%	99%	94%	98%	> 99%	> 99%	99%	98%	> 99%	99%	93%	94%	97%
Mathematics	2007	82%	83%	95%	85%	88%	96%	*	98%	95%	94%	80%	76%	81%	80%
	2006	83%	84%	96%	80%	93%	96%	> 99%	> 99%	97%	95%	99%	89%	92%	89%
All Tests	2007	78%	79%	95%	85%	87%	96%	*	98%	95%	94%	82%	77%	80%	80%
	2006	79%	80%	95%	74%	91%	96%	> 99%	99%	96%	95%	97%	83%	87%	86%
TAKS Met 2007 Standard															
Grade 4 (English)															
Reading	2007	84%	84%	97%	89%	93%	98%	80%	96%	96%	97%	92%	85%	83%	83%
	2006	83%	83%	95%	91%	94%	97%	*	90%	93%	98%	88%	88%	82%	84%
Mathematics	2007	86%	87%	96%	89%	92%	97%	> 99%	99%	97%	96%	93%	90%	78%	85%
	2006	84%	85%	96%	73%	92%	97%	*	99%	94%	97%	88%	86%	94%	86%
Writing	2007	91%	91%	97%	92%	96%	97%	> 99%	99%	97%	98%	90%	97%	80%	89%
	2006	92%	92%	99%	> 99%	> 99%	99%	*	98%	98%	> 99%	97%	91%	96%	98%
All Tests	2007	75%	76%	92%	78%	85%	93%	80%	94%	92%	92%	83%	78%	53%	66%
	2006	74%	75%	92%	68%	88%	94%	*	90%	89%	95%	81%	76%	79%	74%
TAKS Met 2007 Standard															
Grade 5 (English) First Administration Only															
Reading	2007	83%	82%	96%	94%	89%	97%	*	96%	95%	97%	82%	92%	79%	80%
	2006	81%	80%	97%	84%	95%	98%	*	96%	97%	97%	93%	92%	73%	85%
Mathematics	2007	86%	85%	97%	74%	95%	99%	*	98%	97%	97%	91%	87%	88%	85%
	2006	82%	83%	96%	81%	92%	98%	*	96%	97%	95%	93%	83%	74%	79%
Science	2007	78%	77%	96%	82%	88%	98%	*	95%	96%	95%	90%	83%	81%	82%
	2006	76%	76%	94%	85%	90%	95%	*	93%	94%	94%	88%	80%	72%	76%
All Tests	2007	69%	69%	91%	63%	77%	95%	*	92%	91%	91%	74%	73%	63%	63%
	2006	66%	66%	90%	67%	86%	93%	*	89%	91%	90%	84%	75%	57%	63%
TAKS Met 2007 Standard															
Grade 6 (English)															
Reading	2007	92%	94%	99%	96%	> 99%	> 99%	*	98%	99%	> 99%	94%	99%	87%	94%
	2006	92%	94%	99%	> 99%	95%	> 99%	*	97%	98%	> 99%	94%	92%	82%	95%
Mathematics	2007	80%	81%	95%	81%	92%	97%	*	97%	95%	96%	79%	85%	81%	80%
	2006	81%	84%	97%	78%	95%	98%	*	99%	98%	96%	88%	89%	91%	83%
All Tests	2007	78%	80%	95%	80%	92%	97%	*	96%	94%	96%	77%	85%	75%	77%
	2006	78%	82%	97%	79%	93%	98%	*	97%	97%	96%	85%	90%	83%	81%

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Indicator:		State	Region 10	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2007 Standard Grade 7															
Reading	2007	85%	87%	98%	94%	95%	99%	*	98%	98%	99%	89%	95%	80%	91%
	2006	80%	81%	97%	86%	94%	97%	*	98%	96%	97%	92%	84%	80%	83%
Mathematics	2007	77%	79%	98%	97%	98%	98%	*	98%	99%	97%	92%	> 99%	> 99%	92%
	2006	71%	73%	96%	89%	93%	97%	*	96%	96%	96%	87%	89%	80%	79%
Writing	2007	93%	94%	99%	94%	> 99%	99%	*	> 99%	99%	99%	95%	> 99%	> 99%	98%
	2006	91%	90%	99%	97%	97%	99%	*	99%	98%	99%	> 99%	93%	82%	93%
All Tests	2007	71%	74%	96%	88%	94%	97%	*	98%	97%	95%	80%	95%	80%	84%
	2006	65%	67%	94%	79%	89%	95%	*	96%	93%	94%	81%	79%	64%	69%
TAKS Met 2007 Standard Grade 8															
Reading	2007	89%	90%	98%	95%	96%	99%	*	99%	98%	99%	92%	92%	71%	90%
	2006	84%	85%	98%	95%	98%	99%	*	96%	97%	99%	90%	94%	93%	92%
Mathematics	2007	73%	74%	96%	83%	90%	97%	*	98%	95%	97%	92%	79%	83%	73%
	2006	68%	69%	96%	83%	85%	97%	*	95%	96%	95%	95%	79%	86%	80%
* Science	2007	71%	72%	95%	83%	90%	97%	*	95%	94%	97%	77%	75%	50%	66%
	2006	63%	65%	87%	55%	81%	90%	*	88%	87%	88%	76%	53%	23%	59%
Soc Studies	2007	87%	89%	99%	> 99%	96%	99%	*	> 99%	99%	99%	96%	95%	83%	92%
	2006	84%	85%	98%	97%	98%	99%	*	96%	97%	99%	> 99%	88%	85%	92%
* All Tests	2007	61%	63%	93%	81%	84%	95%	*	95%	92%	94%	78%	69%	57%	57%
	2006	54%	56%	85%	56%	77%	89%	*	84%	86%	85%	75%	49%	29%	54%
TAKS Met 2007 Standard Grade 9															
Reading	2007	87%	87%	98%	93%	98%	99%	*	95%	98%	98%	89%	89%	50%	91%
	2006	88%	88%	99%	97%	99%	99%	*	98%	99%	99%	90%	94%	> 99%	97%
Mathematics	2007	61%	62%	89%	67%	76%	91%	*	91%	89%	88%	56%	58%	56%	60%
	2006	58%	60%	90%	67%	81%	91%	*	98%	91%	89%	56%	74%	60%	65%
All Tests	2007	60%	61%	88%	71%	77%	91%	*	89%	89%	88%	56%	60%	38%	58%
	2006	57%	59%	90%	68%	82%	91%	*	96%	91%	89%	63%	76%	60%	65%

* Grade 8 Science (tested at 1 SEM below Panel Recommended value) is included in All Tests for 2006 & 2007.

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Indicator:		State	Region 10	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2007 Standard Grade 10															
Eng Lang Arts	2007	85%	86%	98%	91%	99%	99%	*	97%	98%	99%	84%	> 99%	91%	95%
	2006	86%	86%	98%	93%	> 99%	98%	*	98%	97%	99%	82%	97%	> 99%	95%
Mathematics	2007	65%	66%	97%	89%	89%	97%	*	> 99%	96%	97%	74%	88%	70%	85%
	2006	62%	64%	91%	59%	87%	92%	*	96%	91%	91%	50%	76%	86%	72%
Science	2007	59%	61%	90%	66%	82%	92%	*	94%	91%	90%	79%	92%	64%	65%
	2006	61%	63%	89%	74%	80%	91%	*	88%	92%	87%	64%	79%	57%	70%
Soc Studies	2007	87%	88%	98%	97%	97%	99%	*	97%	99%	98%	89%	92%	64%	93%
	2006	84%	86%	99%	96%	96%	99%	*	99%	99%	98%	96%	> 99%	> 99%	96%
All Tests	2007	51%	53%	88%	63%	79%	90%	*	91%	88%	89%	62%	83%	45%	60%
	2006	50%	53%	84%	62%	79%	85%	*	86%	85%	83%	44%	70%	57%	56%
TAKS Met 2007 Standard ^ Grade 11															
Eng Lang Arts	2007	91%	92%	98%	91%	98%	99%	*	97%	99%	98%	94%	> 99%	83%	94%
	2006	89%	89%	99%	93%	98%	> 99%	*	96%	99%	99%	92%	80%	67%	96%
Mathematics	2007	81%	81%	97%	82%	94%	98%	*	99%	97%	98%	93%	89%	93%	90%
	2006	78%	79%	98%	79%	96%	98%	*	99%	98%	97%	67%	> 99%	94%	91%
Science	2007	78%	80%	97%	86%	88%	98%	*	98%	98%	95%	93%	93%	93%	90%
	2006	76%	77%	97%	80%	98%	98%	*	91%	98%	96%	75%	90%	56%	88%
Soc Studies	2007	94%	95%	99%	91%	96%	> 99%	*	96%	> 99%	97%	> 99%	> 99%	71%	95%
	2006	94%	95%	99%	87%	96%	> 99%	*	97%	99%	98%	> 99%	90%	79%	97%
All Tests	2007	70%	72%	94%	74%	88%	96%	*	94%	95%	93%	90%	85%	64%	81%
	2006	66%	68%	95%	73%	93%	97%	*	91%	95%	95%	67%	70%	55%	84%

^ Primary Spring Administration, plus October 2006 first-time 11th grade testers who pass all 4 tests.

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TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	89%	98%	94%	97%	99%	96%	98%	98%	99%	92%	94%	84%	93%
	2006	87%	87%	98%	94%	97%	99%	95%	97%	97%	99%	92%	92%	89%	94%
Mathematics	2007	77%	78%	96%	84%	91%	97%	92%	98%	96%	96%	85%	84%	82%	81%
	2006	75%	76%	95%	78%	91%	96%	> 99%	98%	96%	95%	87%	86%	89%	82%
Writing	2007	92%	92%	98%	93%	98%	98%	> 99%	> 99%	98%	98%	92%	98%	88%	94%
	2006	91%	91%	99%	98%	99%	99%	> 99%	98%	98%	99%	98%	92%	92%	95%
Science	2007	71%	72%	94%	78%	86%	96%	> 99%	96%	95%	94%	87%	87%	81%	80%
	2006	70%	72%	93%	81%	89%	95%	*	91%	94%	92%	79%	80%	63%	79%
Soc Studies	2007	89%	90%	99%	97%	96%	99%	> 99%	98%	99%	98%	94%	95%	71%	94%
	2006	87%	88%	99%	95%	97%	99%	> 99%	97%	99%	98%	98%	94%	87%	95%
All Tests	2007	70%	71%	93%	78%	86%	95%	88%	94%	93%	93%	78%	79%	67%	72%
	2006	67%	69%	92%	75%	87%	94%	95%	94%	92%	93%	81%	78%	74%	73%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING grade 8 Science and TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	89%	98%	94%	97%	99%	96%	98%	98%	99%	92%	94%	84%	92%
	2006	87%	87%	98%	94%	97%	99%	95%	97%	97%	99%	91%	92%	89%	93%
Mathematics	2007	77%	78%	96%	84%	91%	97%	92%	97%	96%	96%	84%	84%	82%	81%
	2006	75%	76%	95%	78%	91%	96%	> 99%	98%	95%	95%	86%	86%	89%	81%
Writing	2007	92%	92%	98%	93%	98%	98%	> 99%	> 99%	98%	98%	92%	98%	88%	94%
	2006	91%	91%	99%	98%	99%	99%	> 99%	98%	98%	99%	98%	92%	92%	95%
Science	2007	66%	67%	92%	73%	84%	94%	> 99%	94%	93%	91%	65%	77%	71%	72%
	2006	64%	66%	89%	68%	85%	91%	86%	88%	90%	88%	59%	70%	53%	70%
Soc Studies	2007	87%	88%	98%	95%	96%	99%	> 99%	97%	98%	97%	83%	93%	71%	91%
	2006	86%	87%	98%	92%	96%	98%	> 99%	96%	98%	97%	82%	94%	85%	93%
All Tests	2007	67%	69%	92%	75%	84%	94%	88%	94%	92%	92%	70%	76%	64%	69%
	2006	65%	67%	91%	68%	86%	92%	95%	92%	91%	90%	71%	75%	70%	69%

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Indicator:		State	Region 10	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I)															
Reading/ELA	2007	30%	32%	57%	40%	46%	60%	52%	60%	53%	62%	33%	37%	18%	24%
	2006	27%	29%	53%	32%	43%	56%	40%	52%	49%	58%	34%	29%	20%	26%
Mathematics	2007	25%	28%	56%	27%	39%	57%	40%	72%	58%	55%	34%	34%	33%	21%
	2006	23%	26%	53%	25%	37%	54%	40%	66%	55%	51%	33%	28%	37%	21%
Writing	2007	30%	32%	60%	36%	47%	62%	33%	65%	53%	67%	38%	41%	16%	28%
	2006	30%	31%	59%	46%	51%	62%	40%	59%	52%	67%	28%	47%	16%	29%
Science	2007	19%	21%	40%	18%	26%	42%	40%	46%	46%	34%	24%	26%	23%	14%
	2006	16%	17%	34%	10%	27%	35%	*	41%	39%	29%	25%	24%	18%	13%
Soc Studies	2007	35%	39%	67%	42%	52%	70%	60%	69%	72%	61%	37%	41%	19%	32%
	2006	30%	34%	61%	40%	54%	62%	57%	63%	67%	55%	31%	36%	13%	30%
All Tests	2007	13%	15%	36%	16%	24%	37%	20%	45%	35%	37%	17%	19%	10%	9%
	2006	11%	13%	32%	14%	20%	33%	10%	39%	32%	32%	17%	13%	11%	9%
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	89%	95%	91%	97%	95%	*	94%	95%	95%	95%	91%	98%	94%
	2006	84%	86%	98%	> 99%	97%	98%	*	> 99%	98%	99%	98%	> 99%	> 99%	98%
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	91%	94%	89%	96%	94%	*	> 99%	95%	92%	94%	85%	95%	94%
	2006	87%	89%	97%	> 99%	96%	97%	*	> 99%	97%	98%	97%	> 99%	> 99%	96%
Mathematics	2007	90%	90%	96%	96%	96%	97%	*	94%	96%	97%	96%	92%	> 99%	96%
	2006	86%	89%	99%	> 99%	96%	99%	*	> 99%	99%	99%	99%	> 99%	> 99%	98%
Writing	2007	79%	79%	91%	*	> 99%	91%	*	83%	90%	92%	91%	> 99%	> 99%	89%
	2006	68%	70%	98%	> 99%	> 99%	97%	*	*	97%	> 99%	98%	> 99%	> 99%	> 99%
All Tests	2007	82%	82%	92%	88%	93%	92%	*	90%	91%	94%	92%	86%	95%	92%
	2006	74%	77%	97%	> 99%	94%	97%	*	> 99%	97%	99%	97%	> 99%	> 99%	96%

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2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	97.4%	98.5%	99.2%	96.7%	99.5%	100.0%	95.6%	98.4%	98.7%	97.9%	97.5%	69.1%	92.7%
By Program														
TAKS (1 or more)	91.1%	91.2%	96.3%	92.3%	93.3%	97.8%	93.8%	94.4%	95.5%	97.2%	72.7%	92.8%	64.0%	87.6%
Not on TAKS	6.7%	6.2%	2.2%	6.9%	3.4%	1.7%	6.3%	1.2%	2.9%	1.5%	25.1%	4.7%	5.1%	5.2%
TAKS-I Only	0.3%	0.2%	0.1%	0.0%	0.4%	0.1%	0.0%	0.2%	0.1%	0.1%	1.6%	0.2%	0.0%	0.6%
SDAA II Only	4.6%	4.4%	1.4%	5.3%	2.5%	1.1%	6.3%	0.8%	2.0%	0.8%	16.3%	2.9%	4.4%	3.4%
TAKS-Alt Only	0.4%	0.3%	0.2%	0.5%	0.0%	0.1%	0.0%	0.1%	0.1%	0.3%	2.3%	0.2%	0.0%	0.0%
Combination	1.4%	1.2%	0.4%	1.1%	0.4%	0.5%	0.0%	0.2%	0.6%	0.2%	4.9%	1.4%	0.7%	1.1%
By Acct Status														
Acct System	91.6%	91.4%	95.7%	91.3%	92.5%	97.8%	84.4%	92.2%	95.5%	96.2%	91.1%	92.4%	66.9%	90.0%
Non-Acct System	6.1%	6.0%	2.8%	7.9%	4.2%	1.7%	15.6%	3.4%	2.9%	2.5%	6.7%	5.1%	2.2%	2.7%
Mobile	5.4%	5.4%	2.4%	7.4%	3.7%	1.4%	15.6%	3.2%	2.6%	2.1%	2.8%	4.7%	2.2%	2.1%
Non-Acct Test	0.7%	0.6%	0.3%	0.5%	0.4%	0.2%	0.0%	0.2%	0.3%	0.4%	3.9%	0.4%	0.0%	0.6%
Not Tested	2.3%	2.6%	1.5%	0.8%	3.3%	0.5%	0.0%	4.4%	1.6%	1.3%	2.1%	2.5%	30.9%	7.3%
Absent	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
ARD Exempt	0.3%	0.3%	0.1%	0.5%	0.0%	0.1%	0.0%	0.2%	0.1%	0.1%	1.3%	0.4%	0.4%	0.2%
LEP Exempt	1.0%	1.3%	0.8%	0.0%	1.5%	0.2%	0.0%	2.9%	0.8%	0.7%	0.2%	1.2%	20.2%	4.4%
Other	0.8%	0.8%	0.6%	0.3%	1.8%	0.2%	0.0%	1.2%	0.6%	0.5%	0.7%	0.8%	10.3%	2.5%
Total Count	3,040,283	462,048	7,013	379	670	4,641	32	1,279	3,648	3,357	609	489	272	1,237
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	96.6%	98.0%	99.0%	94.8%	99.2%	100.0%	94.9%	98.1%	98.1%	94.3%	96.0%	69.3%	93.1%
By Program														
TAKS (1 or more)	90.7%	90.5%	95.8%	92.5%	91.1%	97.3%	90.9%	93.6%	95.2%	96.5%	68.2%	90.2%	63.9%	86.9%
Not on TAKS	6.4%	6.1%	2.2%	6.5%	3.7%	1.9%	9.1%	1.3%	2.8%	1.6%	26.1%	5.9%	5.3%	6.2%
TAKS-I Only	0.1%	0.1%	0.2%	0.5%	0.2%	0.2%	0.0%	0.1%	0.2%	0.1%	2.3%	0.4%	0.0%	0.9%
SDAA II Only	5.4%	5.2%	1.5%	4.1%	2.8%	1.3%	9.1%	1.0%	2.0%	1.0%	17.9%	5.0%	4.7%	4.1%
TAKS-I/SDAA II Only	0.8%	0.8%	0.5%	1.8%	0.8%	0.4%	0.0%	0.2%	0.5%	0.5%	5.9%	0.4%	0.6%	1.3%
By Acct Status														
Acct System	90.5%	90.0%	95.0%	79.5%	91.7%	97.6%	100.0%	91.0%	94.6%	95.4%	89.6%	82.2%	66.1%	88.8%
Non-Acct System	6.5%	6.6%	3.1%	19.4%	3.1%	1.6%	0.0%	3.9%	3.5%	2.6%	4.7%	13.8%	3.1%	4.4%
Mobile	5.6%	5.5%	2.3%	9.3%	2.6%	1.3%	0.0%	3.8%	2.6%	2.1%	2.1%	5.2%	3.1%	1.8%
Non-Acct Test	0.2%	0.2%	0.2%	0.5%	0.2%	0.2%	0.0%	0.1%	0.2%	0.1%	2.3%	0.4%	0.0%	0.9%
Katrina/Rita	0.8%	0.8%	0.6%	9.6%	0.3%	0.0%	0.0%	0.0%	0.7%	0.4%	0.3%	8.2%	0.0%	1.7%
Not Tested	2.9%	3.4%	2.0%	1.0%	5.2%	0.8%	0.0%	5.1%	1.9%	1.9%	5.7%	4.0%	30.7%	6.9%
Absent	0.2%	0.3%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%
ARD Exempt	0.7%	0.6%	0.3%	1.0%	0.6%	0.2%	0.0%	0.2%	0.2%	0.4%	3.4%	0.6%	0.6%	0.2%
LEP Exempt	1.0%	1.4%	1.0%	0.0%	2.8%	0.3%	0.0%	3.6%	1.3%	0.8%	0.3%	1.9%	23.5%	5.1%
Other	1.0%	1.0%	0.5%	0.0%	1.8%	0.2%	0.0%	1.3%	0.5%	0.6%	2.0%	1.5%	6.6%	1.5%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	455,319	7,172	386	653	4,875	22	1,233	3,721	3,448	614	478	319	1,355

District Name: COPPELL ISD
District #: 057922

Indicator:		State	Region 10	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Exit-Level Cumulative Pass Rate															
Class of 2007		84%	84%	98%	82%	100%	99%	*	95%	99%	98%	86%	82%	80%	94%
Class of 2006		87%	88%	96%	83%	89%	97%	*	97%	97%	96%	72%	92%	83%	90%
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	49%	69%	62%	54%	73%	*	76%	63%	84%	47%	55%	50%	63%
	2006	51%	50%	80%	58%	75%	86%	*	79%	81%	77%	64%	52%	63%	77%
Mathematics	2007	34%	33%	65%	56%	47%	72%	*	82%	65%	65%	63%	49%	44%	63%
	2006	32%	31%	62%	45%	51%	66%	*	73%	65%	58%	51%	43%	61%	62%
Average TGI Growth															
Reading/ELA	2007	0.55	0.58	1.08	0.88	0.59	1.11	*	1.47	1.04	1.18	0.41	0.82	1.13	0.94
	2006	0.56	0.56	1.27	0.70	1.20	1.52	*	1.00	1.32	1.18	0.72	0.69	0.67	1.08
Mathematics	2007	0.33	0.33	0.79	0.86	0.58	0.80	*	1.16	0.75	0.83	0.90	0.61	0.68	0.80
	2006	0.34	0.36	0.84	0.69	0.72	0.89	*	0.97	0.89	0.79	0.63	0.77	0.74	0.84
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	12%	13%	1%	9%	4%	1%	*	1%	2%	1%	6%	8%	7%	5%
	2006	12%	12%	1%	6%	3%	1%	< 1%	1%	2%	1%	3%	7%	6%	4%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	94%	93%	99%	94%	96%	> 99%	*	> 99%	99%	99%	98%	94%	93%	96%
	2006	94%	94%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	99%
TAKS Failers Promoted by Grade Placement Committee															
	2006	48.5%	54.7%	*	-	*	*	-	-	*	*	-	-	-	*
	2005	49.0%	61.4%	-	-	-	-	-	-	-	-	-	-	-	-
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)															
Promoted to Grade 4															
	2007	33%	36%	*	*	*	*	*	*	*	*	*	*	*	*
	2006	38%	39%	*	*	*	*	*	*	*	*	*	*	*	*

District Name: COPPELL ISD
District #: 057922

Indicator:		State	Region 10	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	18%	18%	5%	9%	11%	4%	*	4%	6%	4%	20%	8%	21%	20%
	2006	20%	21%	3%	16%	5%	2%	*	4%	4%	3%	7%	10%	27%	15%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	90%	90%	99%	97%	99%	99%	*	98%	98%	99%	92%	98%	93%	94%
	2006	89%	88%	98%	93%	97%	99%	*	99%	99%	98%	93%	92%	84%	92%
TAKS Failers Promoted by Grade Placement Committee															
	2006	74.4%	76.6%	80.0%	*	*	*	-	*	*	*	*	*	*	*
	2005	69.9%	70.3%	71.4%	*	*	*	-	-	66.7%	*	*	*	*	*
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)															
Promoted to Grade 6															
	2007	55%	59%	*	*	*	*	*	*	*	*	*	*	*	*
	2006	57%	63%	*	*	*	*	*	*	*	*	*	*	*	*
Retained in Grade 5															
	2007	68%	67%	*	*	*	*	*	*	*	*	*	*	*	*
	2006	68%	67%	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	15%	15%	4%	26%	5%	2%	*	2%	3%	4%	9%	13%	13%	16%
	2006	19%	18%	4%	23%	8%	2%	*	4%	3%	5%	7%	18%	26%	22%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	91%	91%	99%	85%	97%	> 99%	*	99%	99%	98%	98%	93%	94%	93%
	2006	90%	90%	98%	88%	97%	99%	*	99%	98%	98%	96%	93%	89%	91%
TAKS Failers Promoted by Grade Placement Committee															
	2006	73.8%	74.3%	83.3%	*	*	*	-	-	*	*	*	*	*	100.0%
	2005	69.6%	71.2%	83.3%	*	-	*	-	-	*	*	-	*	-	100.0%
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)															
Promoted to Grade 6															
	2007	25%	24%	40%	*	*	*	*	*	*	*	*	*	*	40%
	2006	28%	36%	*	*	*	*	*	*	*	*	*	*	*	*
Retained in Grade 5															
	2007	74%	72%	*	*	*	*	*	*	*	*	*	*	*	*
	2006	75%	74%	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Measure															
2006-07		70%	73%	92%	86%	88%	92%	*	94%	91%	95%	50%	88%	88%	88%
2005-06		66%	69%	90%	> 99%	81%	91%	*	93%	88%	93%	52%	82%	86%	86%

District Name: COPPELL ISD
District #: 057922

Indicator:	State	Region 10	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Attendance Rate														
2005-06	95.5%	95.8%	96.8%	96.2%	96.4%	96.7%	96.5%	97.7%	96.8%	96.8%	96.1%	95.9%	97.4%	96.1%
2004-05	95.7%	95.9%	96.7%	96.2%	96.1%	96.5%	97.0%	97.6%	96.7%	96.6%	96.0%	95.5%	97.0%	95.8%
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)														
2005-06	0.4%	0.6%	0.2%	0.0%	0.0%	0.2%	0.0%	0.4%	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 7-12) (AEA Indicator)														
2005-06	2.6%	2.8%	0.4%	0.4%	0.5%	0.4%	0.0%	0.6%	0.4%	0.4%	0.3%	1.0%	1.3%	1.1%
Annual Dropout Rate (Gr 9-12)														
2005-06	3.7%	4.1%	0.6%	0.6%	0.7%	0.5%	0.0%	0.8%	0.6%	0.6%	0.5%	1.9%	2.0%	1.5%
Completion/Student Status Rate (Gr 9-12)														
Class of 2006														
Graduated	80.4%	79.8%	97.1%	100.0%	94.1%	97.6%	*	95.7%	97.4%	96.7%	90.5%	79.2%	84.6%	92.6%
Received GED	2.3%	1.9%	0.4%	0.0%	2.0%	0.4%	*	0.0%	0.6%	0.3%	0.0%	4.2%	0.0%	0.7%
Continued HS	8.6%	8.6%	1.3%	0.0%	0.0%	1.2%	*	2.6%	1.2%	1.5%	9.5%	4.2%	7.7%	3.7%
Dropped Out (4-yr)	8.8%	9.7%	1.2%	0.0%	3.9%	0.8%	*	1.7%	0.9%	1.5%	0.0%	12.5%	7.7%	3.0%
Class of 2005														
Graduated	84.0%	84.5%	96.5%	92.0%	98.2%	96.6%	*	95.9%	95.1%	97.9%	75.7%	94.4%	100.0%	94.9%
Received GED	3.8%	3.2%	1.7%	0.0%	0.0%	2.2%	*	0.0%	2.1%	1.2%	8.1%	0.0%	0.0%	3.4%
Continued HS	7.9%	8.4%	1.5%	8.0%	1.8%	1.0%	*	2.7%	2.4%	0.6%	16.2%	5.6%	0.0%	0.9%
Dropped Out (4-yr)	4.3%	3.9%	0.3%	0.0%	0.0%	0.2%	*	1.4%	0.3%	0.3%	0.0%	0.0%	0.0%	0.9%
Completion Rate II (w/GED) (AEA Indicator)														
Class of 2006	91.2%	90.3%	98.8%	100.0%	96.1%	99.2%	*	98.3%	99.1%	98.5%	100.0%	87.5%	92.3%	97.0%
Class of 2005	95.7%	96.1%	99.7%	100.0%	100.0%	99.8%	*	98.6%	99.7%	99.7%	100.0%	100.0%	100.0%	99.1%
Completion Rate I (w/o GED) (Standard Accountability Indicator)														
Class of 2006	88.9%	88.4%	98.4%	100.0%	94.1%	98.8%	*	98.3%	98.6%	98.2%	100.0%	83.3%	92.3%	96.3%
Class of 2005	91.9%	92.9%	98.0%	100.0%	100.0%	97.6%	*	98.6%	97.6%	98.5%	91.9%	100.0%	100.0%	95.7%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2005-06	21.0%	22.3%	33.7%	10.2%	20.9%	34.0%	33.3%	46.2%	32.0%	35.5%	8.0%	15.9%	19.1%	13.6%
2004-05	20.5%	20.9%	29.6%	14.5%	19.6%	29.5%	50.0%	39.8%	26.7%	32.6%	11.3%	18.2%	21.0%	13.7%
RHSP/DAP Graduates														
Class of 2006	75.7%	77.0%	82.7%	47.6%	70.6%	83.6%	*	90.4%	80.2%	85.5%	18.4%	57.9%	81.8%	51.2%
Class of 2005	72.3%	75.3%	83.6%	81.8%	74.1%	83.7%	*	89.7%	77.6%	89.4%	25.0%	63.2%	46.2%	49.5%

District Name: COPPELL ISD
District #: 057922

Indicator:		State	Region 10	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
AP/IB Results															
Tested															
	2006	18.9%	23.7%	39.2%	11.6%	29.5%	38.7%	*	50.9%	34.1%	44.5%	n/a	n/a	n/a	n/a
	2005	18.4%	23.1%	35.5%	16.3%	21.3%	35.7%	*	45.4%	29.0%	42.2%	n/a	n/a	n/a	n/a
Examinees >= Criterion															
	2006	51.3%	54.2%	76.3%	100.0%	74.2%	76.0%	*	76.2%	74.7%	77.6%	n/a	n/a	n/a	n/a
	2005	51.8%	54.8%	76.8%	57.1%	73.7%	77.5%	-	77.3%	78.1%	75.9%	n/a	n/a	n/a	n/a
Scores >= Criterion															
	2006	47.2%	49.5%	70.6%	72.7%	63.3%	70.2%	88.9%	73.0%	71.0%	70.3%	n/a	n/a	n/a	n/a
	2005	47.4%	50.0%	70.2%	64.3%	67.5%	69.0%	-	75.1%	71.1%	69.5%	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) – Higher Education Readiness Component															
Eng Lang Arts	2007	53%	55%	84%	45%	75%	88%	*	78%	78%	89%	50%	83%	33%	63%
	2006	40%	42%	63%	53%	67%	66%	*	51%	55%	72%	23%	50%	33%	48%
Mathematics	2007	54%	56%	86%	45%	71%	89%	*	93%	89%	84%	53%	74%	79%	63%
	2006	51%	52%	85%	64%	86%	86%	*	86%	86%	84%	33%	56%	56%	63%
SAT/ACT Results															
Tested															
Class of 2006		65.8%	66.1%	92.7%	80.0%	73.3%	91.2%	*	99.1%	89.6%	96.1%	n/a	n/a	n/a	n/a
Class of 2005		65.5%	65.0%	92.5%	100.0%	79.6%	91.3%	*	87.2%	89.9%	94.9%	n/a	n/a	n/a	n/a
At/Above Criterion															
Class of 2006		27.1%	32.7%	51.3%	25.0%	51.5%	50.1%	*	57.7%	54.1%	48.5%	n/a	n/a	n/a	n/a
Class of 2005		27.4%	32.2%	57.6%	33.3%	51.3%	58.8%	*	64.7%	58.2%	57.1%	n/a	n/a	n/a	n/a
Mean SAT Score															
Class of 2006		991	1012	1113	981	1025	1113	*	1165	1130	1095	n/a	n/a	n/a	n/a
Class of 2005		992	1008	1127	949	1094	1134	*	1160	1130	1125	n/a	n/a	n/a	n/a
Mean ACT Score															
Class of 2006		20.1	21.1	22.9	20.4	22.2	23.1	*	23.7	22.9	23.1	n/a	n/a	n/a	n/a
Class of 2005		20.0	20.8	23.5	20.9	22.2	23.4	-	25.3	23.4	23.6	n/a	n/a	n/a	n/a
College-Ready Graduates															
Class of 2006															
Eng Lang Arts		48%	53%	69%	41%	60%	69%	*	74%	67%	71%	33%	40%	55%	45%
Mathematics		52%	54%	79%	47%	57%	81%	*	84%	83%	75%	38%	53%	73%	51%
Both Subjects		35%	39%	62%	29%	50%	63%	*	69%	63%	61%	29%	33%	45%	31%

'?' 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.

STUDENT INFORMATION		District Count	District Percent	State Count	State Percent
Total Students:		9,927	100.0%	4,576,933	100.0%
Students By Grade:	Early Childhood Education	31	0.3%	12,677	0.3%
	Pre-Kindergarten	82	0.8%	186,865	4.1%
	Kindergarten	648	6.5%	352,632	7.7%
	Grade 1	715	7.2%	372,267	8.1%
	Grade 2	737	7.4%	353,570	7.7%
	Grade 3	734	7.4%	346,088	7.6%
	Grade 4	805	8.1%	340,362	7.4%
	Grade 5	802	8.1%	337,035	7.4%
	Grade 6	838	8.4%	334,381	7.3%
	Grade 7	795	8.0%	331,449	7.2%
	Grade 8	774	7.8%	338,263	7.4%
	Grade 9	831	8.4%	396,028	8.7%
	Grade 10	741	7.5%	326,122	7.1%
	Grade 11	707	7.1%	289,688	6.3%
	Grade 12	687	6.9%	259,506	5.7%
Ethnic Distribution:	African American	499	5.0%	660,785	14.4%
	Hispanic	1,004	10.1%	2,118,867	46.3%
	White	6,512	65.6%	1,631,680	35.7%
	Native American	36	0.4%	15,784	0.3%
	Asian/Pacific Islander	1,876	18.9%	149,817	3.3%
Economically Disadvantaged		716	7.2%	2,540,888	55.5%
Limited English Proficient (LEP)		643	6.5%	731,304	16.0%
Students w/Disciplinary Placements (2005-06)		71	0.7%	108,953	2.3%
At-Risk		2,033	20.5%	2,209,538	48.3%
Graduates (Class of 2006):					
Total Graduates		671	100.0%	240,485	100.0%
By Ethnicity (incl. Special Ed.):					
	African American	21	3.1%	32,183	13.4%
	Hispanic	51	7.6%	85,455	35.5%
	White	483	72.0%	112,994	47.0%
	Native American	1	0.1%	816	0.3%
	Asian/Pacific Islander	115	17.1%	9,037	3.8%
By Graduation Type (incl. Special Ed.):					
	Minimum H.S. Program	116	17.3%	58,504	24.3%
	Recommended H.S. Pgm./DAP	555	82.7%	181,981	75.7%
Special Education Graduates		38	5.7%	25,905	10.8%

		Non-Special Education Rates - District	Non-Special Education Rates - State	Special Education Rates - District	Special Education Rates - State
Retention Rates By Grade:	Kindergarten	4.4%	2.9%	8.2%	11.9%
	Grade 1	2.0%	6.0%	1.3%	10.2%
	Grade 2	1.6%	3.6%	2.3%	4.4%
	Grade 3	0.2%	3.0%	0.9%	2.3%
	Grade 4	0.6%	1.8%	0.0%	1.3%
	Grade 5	0.4%	2.9%	1.0%	1.8%
	Grade 6	0.4%	1.2%	0.0%	1.7%
	Grade 7	0.1%	2.2%	0.0%	2.4%
	Grade 8	0.3%	1.6%	3.2%	3.0%

		District Count	District Percent	State Count	State Percent
Data Quality:	PID Errors (student)	8	0.1%	9,174	0.2%
	Underreported Students	12	0.2%	15,887	0.8%

CLASS SIZE INFORMATION (Derived from teacher responsibility records.)		District	State
Class Size Averages by Grade and Subject:			
Elementary:	Kindergarten	17.7	19.5
	Grade 1	17.4	19.5
	Grade 2	18.1	19.6
	Grade 3	18.4	19.5
	Grade 4	18.6	20.2
	Grade 5	21.2	22.3
	Grade 6	23.2	21.8
	Mixed Grades	-	25.0
Secondary:	English/Language Arts	20.3	20.0
	Foreign Languages	21.6	20.9
	Mathematics	21.8	20.0
	Science	21.1	21.0
	Social Studies	22.8	22.0

STAFF INFORMATION	District Count	District Percent	State Count	State Percent
Total Staff:	1,137.8	100.0%	613,914.2	100.0%
Professional Staff:	857.5	75.4%	385,100.4	62.7%
Teachers	706.4	62.1%	311,466.3	50.7%
Professional Support	94.6	8.3%	50,333.9	8.2%
Campus Administration (School Leadership)	44.5	3.9%	17,098.1	2.8%
Central Administration	12.0	1.1%	6,202.1	1.0%
Educational Aides:	75.5	6.6%	61,344.6	10.0%
Auxiliary Staff:	204.8	18.0%	167,469.2	27.3%
Total Minority Staff:	118.5	10.4%	259,842.5	42.3%
Teachers by Ethnicity and Sex:				
African American	11.0	1.6%	29,062.2	9.3%
Hispanic	16.0	2.3%	64,759.7	20.8%
White	673.4	95.3%	213,201.3	68.5%
Native American	1.0	0.1%	850.2	0.3%
Asian/Pacific Islander	5.0	0.7%	3,592.9	1.2%
Males	126.1	17.9%	71,032.6	22.8%
Females	580.3	82.1%	240,433.7	77.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2,619.5	0.8%
Bachelors	547.3	77.5%	241,546.0	77.6%
Masters	156.1	22.1%	65,705.6	21.1%
Doctorate	3.0	0.4%	1,595.2	0.5%
Teachers by Years of Experience:				
Beginning Teachers	49.2	7.0%	25,153.0	8.1%
1-5 Years Experience	222.9	31.6%	90,607.2	29.1%
6-10 Years Experience	149.0	21.1%	60,919.8	19.6%
11-20 Years Experience	168.9	23.9%	73,448.4	23.6%
Over 20 Years Experience	116.4	16.5%	61,337.9	19.7%
Number of Students per Teacher:	14.1	n/a	14.7	n/a

STAFF INFORMATION (Continued)	District	State
Average Years Experience of Teachers:	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	$42,978	$38,095
1-5 Years Experience	$42,950	$39,880
6-10 Years Experience	$44,715	$42,380
11-20 Years Experience	$49,334	$47,042
Over 20 Years Experience	$58,020	$55,028
Average Actual Salaries (regular duties only):		
Teachers	$47,333	$44,897
Professional Support	$56,159	$52,940
Campus Administration (School Leadership)	$70,779	$65,506
Central Administration	$97,905	$80,875
Turnover Rate for Teachers:	20.7%	15.6%
Instructional Staff Percent*:	73.4%	64.2%
EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,281.0
Educational Aides	0.0	254.8
Auxiliary Staff	0.0	765.3
Contracted Instructional Staff:	0.0	2,103.5

* For more details on this Chapter 44 measure, please go to http://www.tea.state.tx.us/school.finance/audit/instexp_ratio.html.

TAX INFORMATION (CALENDAR YEAR 2006)	District Amount	District Percent/Rate	State Amount	State Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	$1.370	n/a	$1.333
Interest and Sinking Fund #	n/a	$0.229	n/a	$0.119
Total Rate (sum of above)	n/a	$1.599	n/a	$1.452
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	$6,484,189,186	n/a	$1,370,442,460,855	n/a
Value Per Pupil ^	$653,187	n/a	$305,208	n/a
Value by Category				
Business	$3,784,805,840	52.1%	$511,865,205,477	33.1%
Residential	$3,292,343,330	45.4%	$834,552,610,794	53.9%
Land	$177,123,429	2.4%	$98,205,198,896	6.3%
Oil and Gas	$0	0.0%	$92,956,771,550	6.0%
Other	$4,517,350	0.1%	$9,891,488,966	0.6%

FUND BALANCE INFORMATION				
Fund Balance (End of Year 2005-06 audited)	$17,608,479	n/a	$6,047,213,376	n/a
Percent of Total Budgeted Expenditures (2006-07)	n/a	16.6%	n/a	17.9%

ACTUAL REVENUE INFORMATION (2005-06)	District General Fund	District Percent	District Per Student	District All Funds	District Percent	District Per Student	State All Funds	State Percent	State Per Student
By Source:									
Total Revenues	$66,770,855	100.0%	$6,528	$88,653,771	100.0%	$8,667	$39,497,744,566	100.0%	$8,768
Local Tax	$54,477,546	81.6%	$5,326	$68,418,230	77.2%	$6,689	$19,079,102,248	48.3%	$4,235
Other Local & Intermediate	$5,540,609	8.3%	$542	$9,746,158	11.0%	$953	$2,500,297,044	6.3%	$555
State	$6,725,360	10.1%	$657	$7,690,856	8.7%	$752	$13,374,931,624	33.9%	$2,969
Federal	$27,340	0.0%	$3	$2,798,527	3.2%	$274	$4,543,413,650	11.5%	$1,009
Equity Transfers (excluded from revenues)	$37,024,078	n/a	$3,620	$37,024,078	n/a	$3,620	$1,293,145,880	n/a	$287

ACTUAL EXPENDITURE INFORMATION (2005-06)									
By Object:									
Total Expenditures	$66,353,848	100.0%	$6,487	$91,123,786	100.0%	$8,908	$43,375,742,026	100.0%	$9,629
Payroll Costs	$53,659,438	80.9%	$5,246	$57,059,818	62.6%	$5,578	$26,768,112,945	61.7%	$5,942
Other Operating Costs	$11,933,092	18.0%	$1,167	$15,493,580	17.0%	$1,515	$7,314,598,303	16.9%	$1,624
Debt Service	$0	0.0%	$0	$13,923,878	15.3%	$1,361	$3,481,981,054	8.0%	$773
Capital Outlay	$761,318	1.1%	$74	$4,646,510	5.1%	$454	$5,811,049,724	13.4%	$1,290

The $0.119 includes 269 districts with an Interest and Sinking (I & S) tax rate of $0.000. Among districts with I & S tax rates, the state average is $0.161.

^ Not Used for School Funding calculations.

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	$65,476,260	100.0%	$6,401	$72,404,122	100.0%	$7,078	$33,632,935,147	100.0%	$7,466
Instruction (11,95)	$41,318,728	63.1%	$4,039	$43,576,828	60.2%	$4,260	$19,342,984,126	57.5%	$4,294
Instructional-Related Services (12,13)	$1,308,125	2.0%	$128	$1,528,830	2.1%	$149	$1,206,252,591	3.6%	$268
Instructional Leadership (21)	$1,434,663	2.2%	$140	$1,451,525	2.0%	$142	$520,068,828	1.5%	$115
School Leadership (23)	$3,749,186	5.7%	$367	$3,763,017	5.2%	$368	$1,884,713,461	5.6%	$418
Support Services-Student (31,32,33)	$2,748,226	4.2%	$269	$3,181,503	4.4%	$311	$1,600,399,579	4.8%	$355
Student Transportation (34)	$753,521	1.2%	$74	$753,521	1.0%	$74	$947,704,649	2.8%	$210
Food Services (35)	$380	0.0%	$0	$3,865,936	5.3%	$378	$1,775,421,130	5.3%	$394
Cocurricular Activities (36)	$1,698,905	2.6%	$166	$1,706,059	2.4%	$167	$866,099,802	2.6%	$192
Central Administration (41,92)	$2,878,287	4.4%	$281	$2,925,095	4.0%	$286	$1,166,205,622	3.5%	$259
Plant Maintenance and Operations (51)	$7,961,478	12.2%	$778	$7,982,829	11.0%	$780	$3,654,909,146	10.9%	$811
Security and Monitoring Services (52)	$129,577	0.2%	$13	$130,098	0.2%	$13	$241,817,821	0.7%	$54
Data Processing Services (53)	$1,495,184	2.3%	$146	$1,538,881	2.1%	$150	$426,358,392	1.3%	$95
Community Services (61)	$116,270	n/a	$11	$116,728	n/a	$11	$192,584,288	n/a	$43
Equity Transfers (excluded from expenditures)	$37,024,078	n/a	$3,620	$37,024,078	n/a	$3,620	$1,293,145,880	n/a	$287
Instructional Expenditure Ratio* (11,12,13,31)		65.8%						64.1%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2005-06)									
By Program:									
Total Operating Expenditures	$51,654,356	100.0%	$5,050	$53,880,575	100.0%	$5,267	$25,108,251,709	100.0%	$5,574
Bilingual/ESL Education (25)	$1,277,518	2.5%	$125	$1,315,878	2.4%	$129	$1,081,932,467	4.3%	$240
Career & Technology Education (22)	$821,109	1.6%	$80	$861,976	1.6%	$84	$863,831,187	3.4%	$192
Accelerated Education (24,30)	$235,782	0.5%	$23	$313,977	0.6%	$31	$3,248,946,564	12.9%	$721
Gifted & Talented Education (21)	$1,240,612	2.4%	$121	$1,240,612	2.3%	$121	$373,220,231	1.5%	$83
Regular Education (11)	$38,584,579	74.7%	$3,772	$39,155,222	72.7%	$3,828	$14,567,252,955	58.0%	$3,234
Special Education (23)	$8,072,914	15.6%	$789	$9,571,068	17.8%	$936	$4,101,302,406	16.3%	$910
Athletics/Related Activities (91)	$946,129	1.8%	$92	$946,129	1.8%	$92	$606,274,269	2.4%	$135
Other (26,28,29)	$475,713	0.9%	$47	$475,713	0.9%	$47	$265,491,630	1.1%	$59

* For more details on this Chapter 44 measure, please go to http://www.tea.state.tx.us/school.finance/audit/instexp_ratio.html.

PROGRAM INFORMATION	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	586	5.9%	679,352	14.8%
Career & Technology Education	1,236	12.5%	941,045	20.6%
Gifted & Talented Education	2,231	22.5%	343,132	7.5%
Special Education	854	8.6%	486,887	10.6%
Teachers by Program (population served):				
Bilingual/ESL Education	22.3	3.2%	23,527.3	7.6%
Career & Technology Education	17.5	2.5%	12,154.5	3.9%
Compensatory Education	0.9	0.1%	10,125.6	3.3%
Gifted & Talented Education	31.3	4.4%	6,307.1	2.0%
Regular Education	497.2	70.4%	219,938.5	70.6%
Special Education	68.4	9.7%	31,252.7	10.0%
Other	68.9	9.8%	8,160.6	2.6%

'?' 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.

Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations & discussions	Revise written curriculum documents to align with concept-based principles	K-12th grade Science & 6th - 12th Social Studies	Science and Social Studies Directors, Curriculum Writing Teams	June 2007	June 2008	Concept-Based Curriculum, Ignite!, H. Lynn Erickson training materials, local funds, T2	Forethought documents	
Campus observations & discussions	Connect the Rigor/Relevance Framework to concept-based curriculum	All	Curriculum Team, Curriculum Writing Teams	June 2007	June 2008	Concept-Based Curriculum, Rigor/Relevance Framework	Forethought documents	
Curriculum meetings with campus personnel	Provide follow-up Rigor/Relevance Framework training	All	Curriculum Team, Campus Admin	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework, T2	Extended planning time agenda/minutes	
Curriculum meetings with campus personnel	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum	All	Curriculum Team, Campus Admin	August 2007	June 2008	Forethought documents, walk-through training, T2	Forethought lesson plans, District level walk-throughs/campus visits	
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the implementation of instruction to ensure alignment with the rigor of the CBAs	All	Curriculum Team, Campus Admin, Teacher Leaders	August 2007	June 2008	Extended planning time, CBA preview process, TEKS, Forethought documents	Forethought lesson plans, District level walk-throughs/campus visits	

Needs Assessment: AEIS = Academic Excellence Indicator System, SS= Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report TPRI = Texas Primary Reading Inventory, PBMAS = Performance Based Monitoring Assessment System, BA = Benchmark Assessments, O=Other (specify)
Special Populations (Sp. Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity
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Coppell ISD District Improvement Plan
2007-2008

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Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.							
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Campus observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction	All	Curriculum Team, Campus Admin, Teacher Leaders	August 2007	June 2008	Achievement Series data	Forethought lesson plans, District level walk-throughs/campus visits	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).							
Summative Evaluation:	AEIS Report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS Report	Provide additional training on the Rule of 3 Model for differentiated instruction and the Response to Intervention (RtI) process	All Campus Administrators, Teacher Leaders	Curriculum Team, Intervention Services	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.), T2	Reflective evaluations by trained faculty and staff, Eduphoria transcripts	
AEIS Report	Monitor the implementation of the RtI Model including Rule of 3 Model for differentiated instruction	All Campus Administrators, Teachers	Curriculum Team, Intervention Services	August 2007	June 2008	Curriculum Department, Intervention Services, Campus Admin, Counselors	District level walk-throughs, Forethought lesson plans, PST meeting minutes	
AEIS Report	Continue training in guided reading	K-5	Elementary Curriculum Team, Elementary Curriculum Director	August 2007	June 2008	Videos, literacy coaches, ARI, T2,	Eduphoria transcripts	

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Summative Evaluation:	AEIS Report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS Report	Monitor the implementation of guided reading instruction	K-5	Elementary Curriculum Team	August 2007	June 2008	Curriculum Team, Campus Admin	Campus Curriculum visits/meetings, District level walk-throughs/campus visits	
AEIS Report	Continue training in 5E Model of Inquiry Based Instruction in Math and Science	All	Math and Science Curriculum Team	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.), T2	Eduphoria transcripts, District level walk-throughs/campus visits	
AEIS Report	Monitor the implementation of 5E Model of Inquiry Based Instruction in Math Science	All	Math and Science Curriculum Team	August 2007	June 2008	Curriculum Team, Campus Admin	Forethought lesson plans, District level walk-throughs/campus visits	
AEIS Report	Monitor the implementation of Best Practice Instruction	All	Curriculum Team, Campus Admin	August 2007	June 2008	Curriculum Team, Campus Admin	Campus Curriculum visits/meetings, District level walk-throughs/campus visits	

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Coppell ISD District Improvement Plan
2007-2008

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Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).							
Summative Evaluation:	AEIS Report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS Report	Provide training and monitor implementation of online access for science leveled readers	4th & 5th grade	Elementary Curriculum Director	August 2007	June 2008	Trainer, Bond $, Scott Foresman software, I-Team	Program data, District level walk-throughs/campus visits	
AEIS Report	Provide training and monitor implementation of My Access! writing assessment software	8th grade, CSI 9th & 10th grades	ELA Curriculum Director	August 2007	June 2008	Trainers, Bond $, Vantage Learning software, I-Team	Program data, Writing folder conferences, District level walk-throughs/campus visits	
AEIS Report	Provide training and monitor implementation of TeenBiz software	6th-12th grade Summer School, CSI 9th & 10th	ELA Curriculum Director	June 2007	June 2008	Trainers, Bond $, Achieve 3000 software, I-team	Program data, campus visits, Forethought lesson plans	
AEIS Report	Provide ongoing training and monitor implementation of Reading in the Content Areas	6th – 12th grade	ELA Curriculum Director	June 2007	June 2008	Secondary Literacy Coaches, materials	District level walk-throughs/campus visits, Forethought lesson plans	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report and local assessment data	Transition to end of semester CBAs (6-12)	6th -12th grade core content	Curriculum Team	August 2007	June 2008	Teacher Leaders, Achievement Series	CBAs & CBA data	
AEIS Report and local assessment data	Implement second grade standards-based report cards	2nd grade	Curriculum Team, Campus Administrators, 2nd Grade Team Leaders	August 2007	June 2008	TEKS, K-1 standards-based report cards	Completed standards-based report card data	
AEIS Report and local assessment data	Pilot standards-based report cards (3-5)	3rd – 5th grade	Campus Administrator & 3rd-5th Grade teachers at pilot campus; Curriculum Team	August 2007	June 2008	TEKS, K-2 standards-based report cards	Completed standards-based report card data	
AEIS Report and local assessment data	Standardize the preview process of CBAs (6-12)	6th-12th grade	Curriculum Team, Teachers	August 2007	June 2008	Assessment items, Forethought documents	Timeline of process, Eduphoria transcripts	
Local assessment data	Refine the use of performance-based mathematics assessments	K-2nd grade	Mathematics Director, Campus Administrators, K-2 Teachers	August 2007	June 2008	Math Perspectives trainers, Assessing Number Concepts assessments, AMI	Achievement Series data, district level walk-throughs/campus visits	

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Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).							
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
FS	Provide training on progress monitoring to help with the identification of students with disabilities	All	Exec. Dir of Intervention, Directors of Special Education Appraisal Staff, Curriculum Team	August 2007	June 2008	Region 10 ESC, T2, SPED	Meeting agendas, handouts	
AEIS Report, Local assessment data	Identify and use progress monitoring (RtI) tools & process	All	Curriculum Team, Exec. Dir Intervention Services, Directors, Intervention Services, Campus Administrators, PST team, Teacher Leaders	August 2007	June 2008	AMI, ARI, T2, T3, local funds	Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	
Local assessments	Provide training on creating TEKS-aligned rigorous assessment items	All	Assessment Director, Staff Development Director	August 2007	June 2008	Trainers, TEKS, research-based materials, T2	Eduphoria transcripts, assessment items	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).							
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AP Score Report	Provide training on creating AP standards-aligned assessment items	AP teachers	Advanced Academics Director, Staff Development Director	August 2007	June 2008	Trainer(s), AP course descriptions, sample AP exams, T2	Eduphoria transcripts, assessment items	
AEIS Report & Local assessment data	Use assessment data to evaluate and align instruction in order to meet the criteria of a CISD graduate	All	Curriculum Team, Campus Administrators, & Teacher Leaders	August 2007	June 2008	Achievement Series, Tetradata Warehouse, campus visits	Achievement Series data reports, District level walk-throughs/campus visits	
AEIS Report & Local assessment data	Form a focus group and investigate student-teacher relationships as they impact student achievement	All	Curriculum Team	August 2007	June 2008	Text such as What Is It About Me That You Can't Teach?, T1, Ruby Payne materials	Recommendations from focus group to inform planning	
AEIS Report & Local Assessment Data	Review and revise the processes for generating individualized intervention plans, Promoting Success Team (PST), Personal Graduation Plan (PGP), Grade Placement Committee (GPC), etc. as part of RtI	Identified students	Intervention Services and Curriculum Department	August 2007	June 2008	PST, Documents	Campus feedback	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).							
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS Report & Local assessment data	Provide additional training on the use of the curriculum management system	All	Curriculum Team, I-Team	August 2007	June 2008	Eduphoria transcripts, T2	Forethought lesson plans	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.							
Summative Evaluation:	Budget justifications and resource inventories.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Curriculum meetings with Campus Administrators	Monitor use of updated district list of TEKS-aligned and research-based instructional resources.	All	Curriculum Team	August 2007	June 2008	Produced resource list	List of resources, campus budget	
Curriculum meetings with Campus Administrators	Inventory district instructional resources and publish	All	Curriculum Team	August 2007	June 2008	Produced resource list	Publish list of resources	
Curriculum meetings with Campus Administrators	Budget and purchase TEKS-aligned and research-based instructional resources to enhance district collection	All	Curriculum Team	August 2007	June 2008	T1, T2, T3, T5, local funds, ARI, AMI	Budget worksheets, purchase orders	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.							
Summative Evaluation:	AEIS Report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS Report	Analyze assessment data to determine target areas for instruction	All	Math & Science Curriculum Directors, Assessment Director, campus administrators, and teacher leaders	August 2007	June 2008	TAKS data, T2, AMI	Instructional target area action plan	
AEIS Report	Monitor implementation of instructional target area action plans	All	Math & Science Curriculum Directors, Assessment Director, Campus Administrators, Teacher Leaders	August 2007	June 2008	Instructional target area action plan	Forethought lesson plans, District level walk throughs/campus visits	
AEIS Report	Embed Great Explorations in Math and Science (GEMS) in curriculum documents	K-8th grade (Science)	Science Curriculum Director, Curriculum Writing Team	June 2007	June 2008	GEMS books, TEKS alignment chart, T1	Forethought resource documents	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.							
Summative Evaluation:	AEIS Report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS Report	Provide training and monitor implementation of FASTT Math	3rd grade	Math Director	August 2007	June 2008	Trainers, Bond $, FASTT Math software package, I-Team, District network engineer	FASTT Math data, District level walk-throughs/campus visits, Eduphoria transcripts	
AEIS Report	Provide training and monitor implementation of digital microscopes	4th grade	Science Director	August 2007	June 2008	Bond $, Digital microscope software, I-Team	Forethought lesson plans, District level walk-throughs/campus visits	
AEIS Report	Continue training in 5E Model of Inquiry Based Instruction in Math and Science	All	Math and Science Curriculum Team	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.), T2	Eduphoria transcripts,	
AEIS Report	Monitor the implementation of 5E Model of Inquiry Based Instruction in Math Science	All	Math and Science Curriculum Team	August 2007	June 2008	Curriculum Team, Campus Admin	Forethought lesson plans, District level walk-throughs/campus visits	
AEIS Report	Continue to implement Coppell Nature Park curriculum and field experiences.	All	Service Learning Coordinator, Science Curriculum Director	August 2007	May 2008	Project WILD & Aquatic WILD training, campus budget, service learning grant	Service Learning transcripts, student science notebooks, Forethought lesson plans	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.							
Summative Evaluation:	AEIS Report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Curriculum meetings with Campus Administrators	Provide initial professional development on the observation of standards-based mathematics instruction	All Campus Administration	Math Director	October 2007	December 2007	Lenses on Learning, T2	Eduphoria transcript, follow-up reflective discussions	
Curriculum meetings with campus teams	Provide additional professional development on the integration of the graphing calculator in the mathematics classroom	8th- 12th grade Mathematics Teachers	Math Director, Teacher Leaders	June 2007	June 2008	Texas Instruments graphing calculator, trainers, T2	Eduphoria transcripts, Forethought lesson plans, District level walk-throughs/campus visits	
Campus observations and discussions	Introduce "Math Talks"	K-5th grades	Math Director, Teacher Leaders	October 2007	June 2008	Training materials and Math Solutions, Inc., T1, T2	Eduphoria transcripts, Forethought lesson plans, District level walk-throughs/campus visits	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.							
Summative Evaluation:	AEIS Report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
FS, PBMAS, AEIS	Provide training to staff (including para and support) on decision-making and administration of TAKS-Alt	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program	Meeting, agendas, handouts on file	
FS, PBMAS, AEIS	Develop on-line resource for sharing of TEKS-based activities for TAKS-Alt assessment	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Special Ed. Teachers	May 2007	May 2008	TAKS-Alt Website, TEA Website	On-line resource	
FS, PBMAS, AEIS	Provide training to staff on decision-making and administration of TAKS-M	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program	Meeting, agendas, handouts on file	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.							
Summative Evaluation:	AEIS Report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS Report	Analyze assessment data to determine target areas for instruction	All	Curriculum Team	August 2007	June 2008	District and Campus AEIS Reports	Data results	
AEIS Report	Provide staff development on and monitor the implementation of critical thinking skills aligned with the rigor of the TEKS/SE	All	Curriculum Team, Campus Administrators	August 2007	June 2008	Rigor/Relevance Framework, Higher Level Thinking flipcharts, Curriculum Units	Eduphoria, sign in sheets, classroom walkthroughs/ Observations	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.							
Summative Evaluation:	AEIS Report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Campus observations & discussions	Revise all written curriculum documents to support differentiated, rigorous, and relevant instruction and intervention	K-12th grade	Curriculum Team, Teacher Leaders	June 2007	June 2008	Rigor/Relevance Framework, local funds, T2	Forethought documents	
Curriculum meetings with campus personnel	Provide follow-up training on Rigor/Relevance Framework	All	Curriculum Team, Campus Administrators	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework, T2	Extended planning time, agenda/minutes	
Curriculum meetings with campus personnel	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum.	All	Curriculum Team, Campus Administrators	August 2007	June 2008	Forethought documents, walk-through training, T2	Forethought lesson plans, District level walk-throughs/campus visits	
Pinnacle 2010 recommendations	Develop courses and related curriculum for Academy/Choice high school	9th-12th grade	Curriculum Team, CTE Coord, Teacher Leaders, Community Experts	August 2007	June 2008	Industry standards, TEKS/SE, model units, local funds	Forethought documents	

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.
Performance Objective 2:	Align foreign language opportunities to reflect future trends in a multilingual society and enhance student participation.
Summative Evaluation:	Course offerings and enrollment in foreign language program

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Enrollment numbers	Evaluate Coppell High School foreign language course offerings	8-12 LOTE	Language Other than English (LOTE) Director, LOTE Teachers	August 2007	Dec 2007	Pentamation reports (longitudinal)	Evaluation report with recommendations	
Local assessment data	Investigate assessments of oral proficiency in languages other than English	8-12 LOTE	LOTE Director	August 2007	Dec 2007	LOTE Focus Group, oral proficiency exam samples, T2	Evaluation report with recommendations	
Enrollment numbers, AP and DAP statistics	Develop community partnerships to increase/initiate the offering of critical languages such as Arabic, Chinese, Japanese	8-12 LOTE	LOTE Director	August 2007	June 2008	LOTE Focus Group, community members	Focus group agenda/minutes, Evaluation report with recommendations	
Enrollment numbers, AP, and DAP statistics	Explore offering LOTE classes online and via distance learning	8-12 LOTE	LOTE Director, Executive Director of Technology	August 2007	June 2008	LOTE Focus Group	List of available options	
Local assessment data, LOTE Dept meetings	Implement the use of local credit by exam for acceleration and placement	8-12 LOTE	LOTE Director, LOTE Teachers, Advanced Academic Director, Assessment Director	October 2007	June 2008	assessments, proctors	Assessment results, acceleration, placement and enrollment reports	

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.							
Performance Objective 2:	Align foreign language opportunities to reflect future trends in a multilingual society and enhance student participation.							
Summative Evaluation:	Course offerings and enrollment in foreign language program							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
LOTE Dept meetings	Provide content specific professional development focused on deepening teacher's proficiency and instruction in LOTE	8-12 LOTE	LOTE Director, Campus Administration, Teacher Leaders	June 2007	May 2008	Trainers, Facilitators Materials (books, manuals, etc.), Extended planning time, T2	Reflective evaluations by trained faculty and staff, Eduphoria transcripts, District level walk-throughs, Forethought lesson plans	

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Coppell ISD District Improvement Plan
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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.							
Performance Objective 3:	Increase Advanced Placement (AP) participation so that 50% of the graduating class of 2008 will have earned a 3 or above on at least one AP exam.							
Summative Evaluation:	Annual College Board AP Report for CHS							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
PSAT Report	Provide all 10th grade students the PSAT	10th grade	CHS Administration	October 2007	October 2007	$10,000 Testing Budget	PSAT Report for 10th graders	
AP Enrollment Data	Use AP Potential software to evaluate students for AP success potential	CHS students	CHS Counselors	August 2007	December 2007	AP Potential software	AP Potential Reports	
Pre-AP Enrollment Data	Develop communication materials promoting PAP in middle school	Middle School Students	Director of Advanced Academics	January 2008	February 2008	$200 Advanced Academics Budget	Copies of materials	
Pre-AP Enrollment Data	Host registration information sessions for rising 6th graders regarding PAP classes	Rising 6th graders	Director of Advanced Academics	February 2008	March 2008	Handouts and slideshow	Dates of information sessions	
Curriculum Review	Develop PAP curriculum for CHS classes	CHS students	Curriculum Team	August 2007	July 2008	$4,000 curriculum and Advanced Academics budget	Curriculum Documents	
PAP and AP Enrollment Data	Develop communications materials for CHS PAP and AP courses	CHS students	Director of Advanced Academics	January 2008	February 2008	$200 Advanced Academics budget	Copies of materials	

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Strategic Objective Goal 2	The district will demonstrate educational excellence.
Performance Objective 4	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.
Summative Evaluation:	PBMAS, student enrollment, certification results

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS	Implement CTE Curriculum Matrix to focus instruction on the skills and knowledge students need for success both onTAKS and in the world beyond school	All	CTE Coordinator	August 2007	Jan. 2008	CTE Coord., Incorporating CTE Curriculum Matrix/Perkins Grant	Teacher Lesson Plans	
AEIS	Provide staff development on strategies for incorporating the CTE Curriculum Matrix	All	CTE Coordinator	August 2007	Jan. 2008	CTE Coord., Perkins Grant	Reflective evaluations by trained instructors	
AEIS	Develop new courses in pathways related to high demand/high wage careers	All	CTE Coordinator	August 2007	Feb. 2008	Occupational Stats/ CTE Coord., CTE Advisory Committee/Perkins Grant	Course catalog	
AEIS	Evaluate current program effectiveness and make necessary changes	All	CTE Coordinator	Jan. 2008	May 2008	Stakeholders	Program evaluations	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective Goal 2	The district will demonstrate educational excellence.
Performance Objective 4	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.
Summative Evaluation:	PBMAS, student enrollment, certification results

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS	Align all courses in a pathway of high demand/high wage career	All	CTE Coordinator	August 2007	Jan. 2008	CTE Instructors, CTE Coord, CTE Advisory	Course catalog	
AEIS	Support Career Awareness in the community K-12	All	CTE Coordinator	August 2007	Jan. 2008	CTE Instructors, CTE Coord, CTE Advisory	Survey	
AEIS	Establish partnerships with colleges and universities to provide seamless transition for CTE students to postsecondary	6th-12th grade	CTE Coordinator	August 2007	Jan. 2008	CTE Instructors, CTE Coord, CTE Advisory	CTE report	
AEIS	Increase student career certification opportunities	9th-12th grade	CTE Coordinator	August 2007	Jan. 2008	CTE Coord, CTE Instructors, Perkins Grant	CTE report	
AEIS	Align pathway curriculum with industry needs	6th-12th grade	CTE Coordinator	August 2007	Jan. 2008	CTE Advisory Committee	Program evaluations	
AEIS	Provide Staff Development for CISD counselors on ACHIEVE Texas implementation	6th-12th grade	CTE Coordinator	August 2007	Jan. 2008	CTE Coord, CISD Counselors, Director of Student Services	Reflective evaluations by trained instructors	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective Goal 2	The district will demonstrate educational excellence.							
Performance Objective 4	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.							
Summative Evaluation:	PBMAS, student enrollment, certification results							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS	Implement combination Health and Teen Leadership curriculum to provide positive academic and social transition for ninth graders and assist in CTE pathway decisions	9th grade	CTE Coordinator	August 2007	Jan. 2008	CTE Coord., Teen Leadership-Health instructors	Course Evaluation	
AEIS	Provide staff development on Improving Communication Skills for Career Success	All	CTE Coordinator	August 2007	Jan. 2008	CTE Coord., CTE Instructors/ CTE Advisory	Reflective evaluations by trained instructors	
AEIS	Provide staff development on CTE and special needs populations	All	CTE Coordinator; Intervention Services	August 2007	Jan. 2008	CTE Coord., Region 10	Reflective evaluations by trained instructors	
AEIS	Investigate innovative academy curriculums and facilities	All	CTE Coordinator, Academy Administrator	August 2007	Jan. 2008	CTE Coord., Academy Admin./ Academies and Career Centers	Reflections of visits to other schools	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.							
Summative Evaluation:	Master schedules, campus planning documents							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Staff development committee feedback, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	All	Curriculum Team, Campus Administration, Teacher Leaders	June 2007	June 2008	PLC documentation and forms, Eduphoria transcripts, local funds, T2	PLC documentation and forms, Eduphoria transcripts, PLC Showcase	
PS, PC, LCO	Implement a co-teach model for instruction	All	Curriculum team, Intervention Services Team, Campus Administration	August 2007	May 2008	Training; T2; SPED	Classroom observation/walk-throughs	
PC, FS	Implement extended planning time for content collaboration and professional development within the regular school day	All	Curriculum Team, Campus Administration	August 2007	May 2008	Training, T2	Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 6:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.							
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS	Engage in recruitment activities that target a highly qualified, diverse applicant pool	All	Director of Human Resources	September 2007	April 2008	Colleges & universities that are predominately minority, recruitment supplies, local funds	College student attendance logs, hiring rosters	
NCLB	Provide training for administrators regarding highly qualified guidelines	All	Director of Human Resources	September 2007	May 2007	Printed materials	Agendas, sign-in sheets	
Course enrollment, master schedule	Ensure that 100% or core academic subject area teachers are highly qualified on each campus to 100%	All	Director of Human Resources	September 2007	June 2008	local funds, certification records	Hiring rosters	
Retention Survey	Recommend suggestions from retention survey and committee report to Board of Trustees	All	Director of Human Resources	September 2007	May 2008	Committee members, survey, local funds	Board Agenda	
NCLB	Provide TExEs review sessions for PPD and core subject area	Staff seeking additional or initial certification	Director of Human Resources, Curriculum Team	September 2007	May 2008	T2	Eduphoria transcripts	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 7	Increase dual credit participation so that 40% or more of the graduating class of 2008 earns 3 or more hours of college credit via dual credit options.							
Summative Evaluation:	Dual Credit Enrollment report from North Lake							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Dual Credit Enrollment Data	Explore options to offer Dual Credit Math at CHS	CHS students	Director of Advanced Academics	August 2007	January 2008	CHS teachers	CHS Master Schedule	
Dual Credit Enrollment Data	Explore options to offer Dual Credit English at CHS	CHS students	Director of Advanced Academics	August 2007	January 2008	CHS teachers	CHS Master Schedule	
Dual Credit Enrollment Data	Identify online dual credit options	CHS students	Director of Advanced Academics	August 2007	January 2008	Counselors	List of dual credit options	
Dual Credit Enrollment Data	Develop communication materials to promote dual credit	CHS students	Director of Advanced Academics	February 2008	February 2008	CHS Administration	Copies of materials	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 8	Increase the number of National Merit Finalists in the graduating class of 2008 to 15.							
Summative Evaluation:	National Merit Finalists List for 2007-08.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
PSAT Report	Pay for the PSAT for Superintendent Scholars (Top 50 in class on PSAT)	CHS Students	Director of Advanced Academics	October 2007	October 2007	$900 Testing Budget	PSAT Report	
PSAT Report	Offer PSAT Prep Course to prepare for the NMSQE	CHS Students	Director of Advanced Academics	August 2007	October 2007	SAT Budget	Enrollment Data	
National Merit Finalist List	Create a Superintendent Scholars Task Force	CHS Students	Director of Advanced Academics	August 2007	December 2007	SAT Budget	Membership List	
National Merit Finalist List	Develop Superintendent Scholars activities for 8^{th} and 9^{th} graders	Duke TIP Qualifiers	Director of Advanced Academics	August 2007	July 2008	SAT Budget	List of options for students	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 9	Increase the percent of the 2008 class completing the DAP program to 40%.							
Summative Evaluation:	DAP graduation list for class of 2008							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
PEIMS Data	Increase dual credit options throughout the year	CHS students	Director of Advanced Academics	August 2007	July 2008	Partnership with North Lake and other colleges	List of Options	
PEIMS Data	Increase AP options such as summer school courses	CHS students	Director of Advanced Academics, CHS Administration	August 2007	July 2008	AP Teachers	List of Options	
PEIMS Data	Develop a DAP Tracking System with CHS counselors	CHS students	Director of Advanced Academics, CHS Counselors	August 2007	December 2007	Counselors and transcripts	Database of DAP candidates	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 10	Improve the K-12 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.							
Summative Evaluation:	GT Program Ranking							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
State GT Plan	Create a GT program evaluation team	GT teachers, Administrators, Parents	Director of Advanced Academics	August 2007	May 2008	GT Team members	Member list and meeting records	
State GT Plan	Evaluate GT program based on recognized criteria	GT evaluation team	Director of Advanced Academics	August 2007	December 2007	GT Team members	Written report of evaluation	
State GT Plan	Develop an action plan based on the program evaluation	GT evaluation team	Director of Advanced Academics	December 2007	March 2008	GT Team members	GT Program Development Plan	
State GT Plan	Provide an end of year report for CISD on GT Program Status	GT evaluation team	Director of Advanced Academics	March 2008	July 2008	GT Team members	Written Report on GT Program Status	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 11	Increase the mean SAT score of the 2008 graduating class to 1695.							
Summative Evaluation:	Annual SAT Report for CISD							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
SAT Report	Implement an SAT vocabulary program for grades 6-12	6-12 grades	Director of Advanced Academics	August 2007	May 2008	$3,500 Advanced Academics budget	Curriculum documents	
SAT Report	Create aligned SAT writing tasks for grades 9-11 ELA classes	9-11 grades	Director of Advanced Academics	August 2007	December 2007	SAT Budget	Curriculum documents	
SAT Report	Offer SAT practice tests throughout the year	CISD students	Director of Advanced Academics	October 2007	July 2008	SAT Budget	Test dates and registrations	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 12	Increase the mean ACT score of the 2008 graduating class to 24.							
Summative Evaluation:	Annual ACT report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
ACT Report	Evaluate options for an ACT preparation program	CHS students	Director of Advanced Academics	August 2007	November 2007	Sample ACT prep programs	List of ACT prep options	
ACT Report	Identify and implement and effective and efficient ACT preparation program	CHS students	Director of Advanced Academics	November 2007	July 2008	ACT Preparation partnership	ACT Preparation available for students	
ACT Report	Offer ACT practice tests	CHS students	Director of Advanced Academics	January 2008	July 2008	ACT Preparation Partnership	List of ACT practice test dates and registration	

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Coppell ISD District Improvement Plan
2007-2008

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Performance Objective 13:	Increase the number of students served in the least restrictive environment through a continuum of services.							
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
FS, PS	Provide training on Co-Teaching to general education and special education teachers	SE	Exec. Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	Special Ed. Funding, local funds	Meeting agenda, handouts	
FS, PS	Implement Co-teaching in core subjects at the secondary level	SE	Exec. Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	Special Ed. Funding, local funds	ARD Committee Decisions, Progress Reports, PBMAS, AEIS, AYP	
FS, PS	Oversee the efforts to increase the number of students served in the least restrictive environment	SE	Exec. Dir. Of Intervention Services, Directors of Special Education	May 2007	May 2008	Special Ed. Funding, local funds	ARD Committee Decisions, Progress Reports, PBMAS, AEIS, AYP	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.							
Performance Objective 1:	Improve the Results of the Character Traits Assessment so that at least 65% of the responses reflect *frequently or almost always.*							
Summative Evaluation:	Assessment results							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Pilot survey	Form Committee for full implement ID level of responses on pilot survey as baseline	All	Dir. Student Services	August 2007	June 2008	Meeting Rooms, Charts etc.	Committee Minutes	
Pilot survey	Establish timeline for implementation of Schoolwide Survey	All	Dir of Student Services, Character Study Committee	August 2007	June 2008	Survey Monkey	Committee Minutes	
Pilot survey	ID Character Traits that were reported as least effective on survey	All	Dir of Student Services	August 2007	June 2008	Character Study Committee	List of traits	

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Strategic Objective/Goal 3	Each Student will consistently demonstrate identified CISD Character Traits within the school and community.							
Performance Objective 2:	Enhance the CISD character program based on assessment results.							
Summative Evaluation:	Post-instruction assessment							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Pilot survey	ID Character Traits that were reported as least effective on survey	All	Dir of Student Services, Character Study Committee, Admin. Intern	August 2007	Oct 2007	School as a Caring Community Profile II data, materials, local funds	Committee minutes	
Pilot survey	Report pilot survey results	All	Dir of Student Services, Character Study Committee, Admin. Intern	Oct 2007	Oct. 2007	School as a Caring Community Profile II data,	Evaluation report with recommendation	
Pilot survey	Implement new instructional components	All	Dir of Student Services, Campus Administration, Counselors, Teachers	Nov 2007	June 2008	Character Education Partnership support materials,	Forethought lesson plans, Campus walk-throughs	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.							
Performance Objective 3:	Establish Consistent safe and drug free school programs district wide.							
Summative Evaluation:	Post-instruction assessment							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Community feedback, current events, student survey	Publicize safe and drug free programs including Choose to Care, DARE, Peer Mediation	All	Dir. Student Services, Dir Communications & Public Relations	August 2007	June 2008	Website, newsletters, Get Connected Committee, Survey Monkey	Newsletters, newspapers, campus & community feedback, student survey	
Discipline Referrals, Anecdotal campus reports	Review discipline data	All	Dir. Student Services	August 2007	June 2008	PEIMS Data materials thru reporting	Data serves as documentation	
Discipline Referrals, Anecdotal campus reports	Convene Committee of Counselors	All	Dir. Student Services	August 2007	June 2008	Committee Rooms	Committee Minutes	
Discipline Referrals, Anecdotal campus reports	Review existing programs to recommend school-wide programs	All	Dir. Student Services	August 2007	June 2008	Committee	Committee Minutes	
Discipline Referrals, Anecdotal campus reports	Review results and recommend a relational aggression prevention (bullying) program	All	Dir. Student Services	Sept 2007	Oct 2007	Survey data, support materials	Evaluation report with recommendation	
Discipline Referrals, Anecdotal campus reports	Create a library of guidance materials	All	Dir. Student Services, Counselors, Library-Media Specialists	Oct 2007	June 2008	Local funds, T4	Library, Published list of resources	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 3:	Each student will consistently demonstrate identified CISD character traits within their school and community.
Performance Objective 4:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
FS, PS, SS, DR	Meet with campus staff to identify students to participate in Social Coping Group	All	Intervention Services Team	June 2007	May 2008	Special Education Funding, local funds	Data driven decision making	
FS, PS, SS, DR	Provide initial and ongoing training of group leadership skills	All	Intervention Services Team	June 2007	May 2008	Special Education Funding, local funds	Reflective evaluations by trained faculty and staff	
FS, PS, SS, DR	Develop specific interpersonal and behavioral goals	All	Intervention services team	June 2007	May 2008	Special Education Funding, local funds	Social skill development research	
FS, PS, SS, DR	Supervise the development of group leadership skill and success	All	Behavioral Specialist	June 2007	May 2008	Special Education Funding, local funds	Group leadership meetings and campus visits	
FS, PS, SS, DR	Meet with leaders and campus staff to review student skill progress and development	All	Behavioral Specialist	June 2007	May 2008	Special Education Funding, local funds	Reflective evaluations by leaders, faculty and supervisor	
FS, PS, SS, DR	Meet with leaders and campus staff to transfer student skills to school and community settings	All	Behavioral Specialist	June 2007	May 2008	Special Education Funding, local funds	Reflective evaluations by leaders, faculty and supervisor	
FS, PS, SS, DR	Analyze assessment, process and outcome data to determine best practice	All	Intervention Services Team	June 2007	May 2008	Special Education Funding, local funds	Assessment plan	

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Performance Objective 4:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.							
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
FS, PS, SS, DR	Provide faculty staff development to maintain student social skills development	All	Behavioral Specialist	June 2007	May 2008	Special Education Funding, local funds	Faculty, parent, leader, supervisor outcome data	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.							
Performance Objective 1:	Increase student participation in Service-Learning by 20%.							
Summative Evaluation:	List of projects and documentation forms turned in to Service-Learning Camus Leaders and District Service-Learning Director							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
SL survey	Continue SL Leadership Teams focused on Student Leadership using S.T.A.R.S. model	All	District Service-Learning Director	August 2007	May 2008	Campus SL Leaders, Campus Administration, Campus Staff	Report to Service-Learning Leadership Team	
SL survey	Implement an improved system for tracking student participation in SL projects	All	District Service-Learning Director	August 2007	May 2008	Campus SL Leaders, Campus staff, Documentation of SL hours, campus listing of Projects, SL participation form	SL participation form, Report of SL projects	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.							
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.							
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
SL survey	Identify SL projects that best align with written curriculum	All	Service-Learning Director, Curriculum Team	June 2007	May 2008	Curriculum plans, Project WILD, Complete Guide to Service Learning, Campus SL Leaders, Local funds SL grant	Report of SL projects	
SL survey	Develop authentic service-learning lesson plans incorporating STARS model aligned with the written curriculum	All	SL Director, Curriculum team, Campus Teachers	August 2007	June 2008	Lesson plan format, Web resources	Forethought lesson plans	
SL survey	Implement plans focusing on environmental conservation and preservation	All	SL Director, Science Director, Campus Staff	August 2007	May 2008	Campus administration and teachers, Web resources	Documented plans and/or visits to Coppell Nature Park	
SL survey	Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills	All	SL Director, Campus SL Leaders	August 2007	June 2008	SL grant	Agendas, Documentation of training	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
SL survey	Highlight classroom projects in newsletters and local newspapers	All	Director of SL, Teachers, Campus Administrators Director of Public Relations	August 2007	June 2008	Staff	Newsletters and copies of newspapers, Community feedback	
SL survey	Post SL information on campus websites and district SL website	All	Director of SL, SL Campus Leaders, Campus Administration	August 2007	June 2008	SL campus leaders, SL Director, Campus Administration	Information posted on websites	
SL survey	Conduct parent and community information sessions focused on SL goals and opportunities for participation and communicate benefits of SL	All	Director of SL, SL Campus Leaders, Campus administration	August 2007	June 2008	PTO meetings, parent associations meetings, faculty meetings, local community meetings	Documentation of parent and community involvement	
SL survey	Deepen understanding of S.T.A.R.S model for teachers, students, and community S= Student Leadership T=Thoughtful Service A=Authentic Learning R=Reflection S=Strong Partnerships	All	SL Director, SL Campus Leaders	August 2007	May 2008	SL Director, SL Campus leaders, campus administration	Bulletin boards, information shared or sent home, Student or teacher reflections	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.							
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.							
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
SS, PS, O (ARD/IEP Documentation)	Monitor and adjust Statement of Transition Service Needs, by age 14, identifying student's desired post-school outcomes, preferences and interests for adult life.	SE	Transition Administrator, SE staff	August 2007	May 2008	Transition ARD Supplement, Student/Parent Surveys, SPED	ARD Supplement, ARD Deliberations/ Determinations, Texas Effectiveness Study Analysis	
SS, PS, O (ARD/IEP Documentation)	Monitor and adjust documentation of student projected course of study/graduation plan to represent coordinated set of activities and coursework that are based on student desired post-school outcomes.	SE	Transition Administrator, SE staff, Counselors	August 2007	May 2008	Transition ARD Supplement, Student/Parent Surveys, SPED, Goal-Setting Materials	ARD Supplement, ARD Deliberations/ Determinations, Texas Effectiveness Study Analysis	
SS, PS, O (ARD/IEP Documentation)	Monitor and adjust Statement of Needed Transition Services, by age 16, promoting movement from school to post-school activities.	SE	Transition Administrator, SE staff	August 2007	May 2008	Transition ARD Supplement, Student/Parent Surveys, SPED	ARD Supplement, ARD Deliberations/ Determinations, Texas Effectiveness Study Analysis	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.							
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.							
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
O (Faculty input specific to skills needed)	Provide staff development focusing on continuous process of transition planning and links to student IEP goals/objectives.	SE	Transition Administrator, SE staff	August 2007	May 2008	Training Materials, Transition Administrator, Campus Administration	Coordinated IEP document	
AEIS, PS, FS, SS	Increase participation of students with special education needs in regular education curriculum through Co-Teach instructional delivery model.	SE	CISD Co-Teachers, CISD Administration	August 2007	May 2008	Co-Teach Staff Development, Co-Teachers, Campus Administration	Campus curriculum meetings, reflections from Co-Teachers, Campus Administration, Student Surveys, Parent Surveys, Updated Progress	
AEIS, Texas Effectiveness Study, Teacher Input	Increase teacher involvement in transition planning process (data collection, IEP development)	SE	Transition Administrator, SE staff	August 2007	May 2008	SE Staff, Transition Planning Surveys, Sample IEP goals/objectives	Student IEP, Teacher reflections on involvement in process.	
AEIS, Texas Effectiveness Study, Teacher Input	Collect and analyze post-secondary outcome data	SE	Transition Administrator, SE staff	August 2007	May 2008	TES surveys, Transition Administrator, SE staff	TES analysis	

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Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.							
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS, Teacher Input	Revise process for providing graduating seniors with a written Summary of Performance document reflecting present levels of academic achievement and functional performance.	SE	Transition Administrator, SE staff	August 2007	May 2008	SOP format and written reports	Student Summary of Performance Report	
AEIS, Teacher Input	Investigate assessments of oral proficiency	Pre-K	Pre-K Coord, ESL Facilitator	August 2007	May 2008	TEA, area districts, research	List of assessments	

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Coppell ISD District Improvement Plan
2007-2008

Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.							
Performance Objective 2:	Improve access to student information through electronic database and management systems.							
Summative Evaluation:	Feedback from campus staff; review of information of database							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
FS, PS	Provide training on Special Education data-based system	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Appraisal Staff, Special Education Teachers	August 2007	May 2008	Special Ed. Funding	Meeting agenda, handouts	

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PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	2
4	POSSESSED CONTROLLED SUBSTANCE	22
5	POSSESSED ALCOHOLIC BEVERAGE	22
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	3
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	10
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	3
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	4
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	26
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07.

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: COPPELL H S

Campus #: 057922001

2007 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

AP/IB Results (2005-06)

College Admissions (Class of 2006)

Texas Success Initiative (TSI) ELA

Texas Success Initiative (TSI) Mathematics

Commended on Social Studies

District Name: COPPELL ISD
Campus Name: COPPELL H S
Campus #: 057922001

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 2,964
Grade Span: 09 - 12
School Type: Secondary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard															
Grade 9															
Reading	2007	87%	98%	93%	98%	93%	98%	99%	*	95%	98%	98%	89%	89%	50%
	2006	88%	99%	95%	99%	97%	99%	99%	*	98%	99%	99%	90%	94%	> 99%
Mathematics	2007	61%	89%	76%	89%	67%	76%	91%	*	91%	89%	88%	56%	58%	56%
	2006	58%	90%	75%	90%	67%	81%	91%	*	98%	91%	89%	56%	74%	60%
All Tests	2007	60%	88%	75%	88%	71%	77%	91%	*	89%	89%	88%	56%	60%	38%
	2006	57%	90%	74%	90%	68%	82%	91%	*	96%	91%	89%	63%	76%	60%
TAKS Met 2007 Standard															
Grade 10															
Eng Lang Arts	2007	85%	98%	92%	98%	91%	99%	99%	*	97%	98%	99%	84%	> 99%	91%
	2006	86%	98%	92%	98%	93%	> 99%	98%	*	98%	97%	99%	82%	97%	> 99%
Mathematics	2007	65%	97%	79%	97%	89%	89%	97%	*	> 99%	96%	97%	74%	88%	70%
	2006	62%	91%	74%	91%	59%	87%	92%	*	96%	91%	91%	50%	76%	86%
Science	2007	59%	90%	73%	90%	66%	82%	92%	*	94%	91%	90%	79%	92%	64%
	2006	61%	89%	77%	89%	74%	80%	91%	*	88%	92%	87%	64%	79%	57%
Soc Studies	2007	87%	98%	93%	98%	97%	97%	99%	*	97%	99%	98%	89%	92%	64%
	2006	84%	99%	91%	99%	96%	96%	99%	*	99%	99%	98%	96%	> 99%	> 99%
All Tests	2007	51%	88%	65%	88%	63%	79%	90%	*	91%	88%	89%	62%	83%	45%
	2006	50%	84%	63%	84%	62%	79%	85%	*	86%	85%	83%	44%	70%	57%
TAKS Met 2007 Standard															
^ Grade 11															
Eng Lang Arts	2007	91%	98%	96%	98%	91%	98%	99%	*	97%	99%	98%	94%	> 99%	83%
	2006	89%	99%	94%	99%	93%	98%	> 99%	*	96%	99%	99%	92%	80%	67%
Mathematics	2007	81%	97%	90%	97%	82%	94%	98%	*	99%	97%	98%	93%	89%	93%
	2006	78%	98%	88%	98%	79%	96%	98%	*	99%	98%	97%	67%	> 99%	94%
Science	2007	78%	97%	88%	97%	86%	88%	98%	*	98%	98%	95%	93%	93%	93%
	2006	76%	97%	88%	97%	80%	98%	98%	*	91%	98%	96%	75%	90%	56%
Soc Studies	2007	94%	99%	98%	99%	91%	96%	> 99%	*	96%	> 99%	97%	> 99%	> 99%	71%
	2006	94%	99%	98%	99%	87%	96%	> 99%	*	97%	99%	98%	> 99%	90%	79%
All Tests	2007	70%	94%	81%	94%	74%	88%	96%	*	94%	95%	93%	90%	85%	64%
	2006	66%	95%	79%	95%	73%	93%	97%	*	91%	95%	95%	67%	70%	55%

^ Primary Spring Administration, plus October 2006 first-time 11th grade testers who pass all 4 tests.

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Campus Name: COPPELL H S
Campus #: 057922001

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 2,964
Grade Span: 09 - 12
School Type: Secondary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	94%	98%	92%	98%	99%	> 99%	96%	98%	98%	88%	95%	72%
	2006	87%	98%	94%	99%	95%	99%	99%	> 99%	97%	98%	99%	87%	94%	85%
Mathematics	2007	77%	96%	81%	94%	78%	86%	95%	80%	96%	94%	94%	69%	74%	73%
	2006	75%	95%	78%	93%	66%	87%	94%	> 99%	97%	93%	92%	56%	78%	83%
Science	2007	71%	94%	80%	93%	75%	85%	95%	> 99%	96%	94%	93%	84%	92%	80%
	2006	70%	93%	81%	93%	76%	89%	95%	*	90%	94%	91%	68%	81%	56%
Soc Studies	2007	89%	99%	96%	99%	94%	97%	99%	> 99%	97%	99%	98%	93%	96%	68%
	2006	87%	99%	94%	99%	93%	96%	99%	*	98%	99%	98%	97%	98%	88%
All Tests	2007	70%	93%	75%	90%	69%	81%	92%	80%	91%	90%	90%	65%	73%	49%
	2006	67%	92%	71%	89%	67%	84%	91%	> 99%	91%	90%	89%	56%	73%	57%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	94%	98%	92%	98%	99%	> 99%	96%	98%	98%	88%	95%	72%
	2006	87%	98%	94%	98%	95%	99%	99%	> 99%	97%	98%	99%	83%	94%	85%
Mathematics	2007	77%	96%	81%	94%	78%	86%	95%	80%	96%	94%	94%	66%	74%	73%
	2006	75%	95%	78%	92%	67%	87%	93%	> 99%	97%	93%	92%	53%	78%	83%
Science	2007	66%	92%	79%	92%	75%	83%	94%	> 99%	94%	93%	91%	61%	90%	77%
	2006	64%	89%	79%	91%	73%	89%	93%	*	89%	93%	90%	48%	82%	56%
Soc Studies	2007	87%	98%	94%	98%	94%	96%	99%	> 99%	96%	99%	97%	81%	94%	65%
	2006	86%	98%	93%	98%	91%	96%	99%	*	97%	99%	97%	83%	98%	88%
All Tests	2007	67%	92%	72%	89%	69%	80%	92%	80%	90%	89%	89%	55%	72%	48%
	2006	65%	91%	70%	89%	65%	84%	90%	> 99%	91%	89%	88%	41%	73%	57%
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING TAKS-I)															
Reading/ELA	2007	30%	57%	25%	43%	22%	35%	45%	50%	45%	38%	49%	11%	24%	10%
	2006	27%	53%	25%	40%	27%	33%	42%	50%	40%	36%	45%	10%	26%	5%
Mathematics	2007	25%	56%	24%	49%	24%	32%	49%	30%	65%	52%	46%	7%	24%	28%
	2006	23%	53%	23%	43%	21%	29%	43%	< 1%	59%	47%	39%	11%	20%	31%
Science	2007	19%	40%	16%	32%	16%	21%	32%	14%	41%	38%	25%	9%	14%	8%
	2006	16%	34%	17%	27%	10%	22%	27%	*	32%	32%	22%	16%	16%	9%
Soc Studies	2007	35%	67%	45%	64%	35%	49%	67%	71%	67%	71%	57%	40%	36%	20%
	2006	30%	61%	38%	61%	50%	56%	62%	*	57%	67%	54%	35%	40%	12%
All Tests	2007	13%	36%	10%	24%	9%	15%	25%	20%	32%	23%	25%	4%	11%	5%
	2006	11%	32%	9%	19%	10%	11%	19%	< 1%	26%	19%	19%	4%	8%	5%

District Name: COPPELL ISD
Campus Name: COPPELL H S
Campus #: 057922001

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 2,964
Grade Span: 09 - 12
School Type: Secondary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	88%	93%	> 99%	> 99%	91%	*	89%	97%	84%	93%	*	> 99%
	2006	84%	98%	83%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	89%	90%	*	*	85%	*	*	> 99%	67%	90%	*	*
	2006	87%	97%	85%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	> 99%	*	*
Mathematics	2007	90%	96%	88%	94%	> 99%	*	94%	*	80%	95%	92%	94%	*	*
	2006	86%	99%	81%	> 99%	> 99%	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Writing	2007	79%	91%	88%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
	2006	68%	98%	77%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	> 99%	*	*
All Tests	2007	82%	92%	80%	91%	> 99%	> 99%	89%	*	83%	96%	83%	91%	*	*
	2006	74%	97%	76%	> 99%	> 99%	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*

District Name: COPPELL ISD
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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 2,964
Grade Span: 09 - 12
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Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	98.1%	98.6%	98.1%	95.8%	99.4%	100.0%	97.3%	98.4%	99.0%	93.0%	95.4%	73.3%
By Program														
TAKS (1 or more)	91.1%	96.3%	94.0%	97.0%	96.3%	93.7%	98.0%	100.0%	95.8%	96.6%	97.7%	69.2%	93.5%	68.3%
Not on TAKS	6.7%	2.2%	3.5%	1.5%	1.9%	2.1%	1.4%	0.0%	1.5%	1.7%	1.3%	23.8%	1.9%	5.0%
TAKS-I Only	0.3%	0.1%	0.4%	0.4%	0.0%	1.1%	0.3%	0.0%	0.5%	0.4%	0.4%	6.3%	0.9%	0.0%
SDAA II Only	4.6%	1.4%	2.1%	0.7%	1.9%	1.1%	0.6%	0.0%	0.5%	0.8%	0.6%	10.5%	0.0%	3.3%
TAKS-Alt Only	0.4%	0.2%	0.2%	0.1%	0.0%	0.0%	0.1%	0.0%	0.3%	0.1%	0.2%	2.1%	0.9%	0.0%
Combination	1.4%	0.4%	0.4%	0.3%	0.0%	0.0%	0.4%	0.0%	0.3%	0.4%	0.2%	4.9%	0.0%	1.7%
By Acct Status														
Acct System	91.6%	95.7%	92.6%	96.2%	91.7%	93.2%	98.2%	76.9%	93.3%	96.0%	97.0%	83.9%	91.7%	71.7%
Non-Acct System	6.1%	2.8%	5.3%	2.4%	6.5%	2.6%	1.3%	23.1%	4.0%	2.3%	2.0%	9.1%	3.7%	1.7%
Mobile	5.4%	2.4%	4.0%	1.8%	6.5%	1.6%	0.8%	23.1%	3.3%	1.8%	1.4%	0.7%	1.9%	1.7%
Non-Acct Test	0.7%	0.3%	0.7%	0.5%	0.0%	1.1%	0.5%	0.0%	0.8%	0.5%	0.6%	8.4%	1.9%	0.0%
Not Tested	2.3%	1.5%	2.0%	1.4%	1.9%	4.2%	0.6%	0.0%	2.8%	1.6%	1.0%	7.0%	4.6%	26.7%
Absent	0.2%	0.0%	0.2%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
ARD Exempt	0.3%	0.1%	0.3%	0.4%	1.9%	0.0%	0.2%	0.0%	0.8%	0.4%	0.3%	5.6%	1.9%	1.7%
LEP Exempt	1.0%	0.8%	0.3%	0.2%	0.0%	0.5%	0.1%	0.0%	0.8%	0.3%	0.2%	0.0%	0.0%	8.3%
Other	0.8%	0.6%	0.9%	0.8%	0.0%	3.7%	0.3%	0.0%	1.3%	0.9%	0.5%	1.4%	2.8%	16.7%
Total Count	3,040,283	7,013	1,300	2,236	108	190	1,520	13	400	1,163	1,066	143	108	60
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	96.9%	97.9%	98.0%	94.2%	99.1%	100.0%	94.7%	98.3%	97.5%	92.6%	91.1%	60.8%
By Program														
TAKS (1 or more)	90.7%	95.8%	93.8%	96.0%	92.2%	92.8%	97.4%	100.0%	93.0%	96.1%	96.1%	62.5%	86.1%	55.7%
Not on TAKS	6.4%	2.2%	3.3%	1.8%	5.9%	1.4%	1.6%	0.0%	1.7%	2.2%	1.4%	30.1%	5.0%	5.1%
TAKS-I Only	0.1%	0.2%	0.1%	0.6%	2.0%	0.5%	0.6%	0.0%	0.3%	0.8%	0.5%	10.3%	2.0%	0.0%
SDAA II Only	5.4%	1.5%	2.6%	0.9%	3.9%	0.5%	0.7%	0.0%	1.4%	1.3%	0.6%	15.4%	3.0%	5.1%
TAKS-I/SDAA II Only	0.8%	0.5%	0.0%	0.3%	0.0%	0.5%	0.3%	0.0%	0.0%	0.2%	0.4%	4.4%	0.0%	0.0%
By Acct Status														
Acct System	90.5%	95.0%	92.1%	95.2%	83.3%	91.8%	97.4%	100.0%	91.1%	95.4%	95.1%	80.1%	82.2%	60.8%
Non-Acct System	6.5%	3.1%	4.0%	2.6%	14.7%	2.4%	1.6%	0.0%	3.6%	2.9%	2.3%	12.5%	8.9%	0.0%
Mobile	5.6%	2.3%	3.5%	1.8%	7.8%	1.9%	1.0%	0.0%	3.4%	1.9%	1.7%	2.2%	2.0%	0.0%
Non-Acct Test	0.2%	0.2%	0.1%	0.6%	2.0%	0.5%	0.6%	0.0%	0.3%	0.8%	0.5%	10.3%	2.0%	0.0%
Katrina/Rita	0.8%	0.6%	0.2%	0.2%	4.9%	0.0%	0.0%	0.0%	0.0%	0.3%	0.2%	0.0%	5.0%	0.0%
Not Tested	2.9%	2.0%	3.1%	2.1%	2.0%	5.8%	0.9%	0.0%	5.3%	1.7%	2.5%	7.4%	8.9%	39.2%
Absent	0.2%	0.1%	0.2%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.2%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	0.3%	0.7%	0.3%	2.0%	0.5%	0.3%	0.0%	0.0%	0.3%	0.4%	5.1%	2.0%	1.3%
LEP Exempt	1.0%	1.0%	0.3%	1.0%	0.0%	2.4%	0.3%	0.0%	3.6%	1.1%	0.8%	0.7%	4.0%	27.8%
Other	1.0%	0.5%	1.2%	0.7%	0.0%	2.9%	0.3%	0.0%	1.7%	0.3%	1.1%	1.5%	3.0%	10.1%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	7,172	1,289	2,252	102	207	1,579	6	358	1,180	1,071	136	101	79

District Name: COPPELL ISD
Campus Name: COPPELL H S
Campus #: 057922001

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 2,964
Grade Span: 09 - 12
School Type: Secondary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	66%	78%	*	*	79%	*	80%	76%	83%	60%	*	*
	2006	51%	80%	77%	91%	73%	> 99%	95%	*	82%	92%	90%	64%	50%	69%
Mathematics	2007	34%	65%	42%	68%	63%	52%	74%	*	75%	65%	71%	73%	50%	*
	2006	32%	62%	39%	61%	38%	44%	67%	*	79%	64%	58%	42%	33%	38%
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.71	1.36	*	*	1.35	*	1.47	1.24	1.70	0.67	*	*
	2006	0.56	1.27	0.95	1.60	0.60	1.70	1.80	*	1.26	1.60	1.58	0.66	0.45	0.89
Mathematics	2007	0.33	0.79	0.37	0.85	1.02	0.83	0.81	*	1.09	0.74	0.98	1.08	0.28	*
	2006	0.34	0.84	0.32	0.82	0.69	0.51	0.90	*	0.98	0.83	0.80	0.66	0.69	0.25
English Language Learners Progress Measure															
2006-07		70%	92%	67%	89%	*	89%	83%	*	89%	79%	98%	44%	> 99%	86%
2005-06		66%	90%	67%	85%	*	80%	78%	*	89%	81%	90%	57%	75%	84%
Attendance Rate															
2005-06		95.5%	96.8%	95.7%	95.8%	94.6%	95.2%	95.7%	96.8%	96.7%	95.8%	95.8%	93.9%	94.0%	95.6%
2004-05		95.7%	96.7%	95.4%	95.4%	94.0%	93.9%	95.5%	96.9%	96.5%	95.5%	95.4%	93.5%	92.4%	94.2%
Annual Dropout Rate (Gr 9-12)															
2005-06		3.7%	0.6%	0.8%	0.6%	0.6%	0.7%	0.5%	0.0%	0.8%	0.6%	0.6%	0.5%	1.9%	2.0%
Completion/Student Status Rate (Gr 9-12)															
Class of 2006															
Graduated		80.4%	97.1%	92.3%	97.1%	100.0%	94.1%	97.6%	*	95.7%	97.4%	96.7%	90.5%	79.2%	84.6%
Received GED		2.3%	0.4%	1.6%	0.4%	0.0%	2.0%	0.4%	*	0.0%	0.6%	0.3%	0.0%	4.2%	0.0%
Continued HS		8.6%	1.3%	3.8%	1.3%	0.0%	0.0%	1.2%	*	2.6%	1.2%	1.5%	9.5%	4.2%	7.7%
Dropped Out (4-yr)		8.8%	1.2%	2.5%	1.2%	0.0%	3.9%	0.8%	*	1.7%	0.9%	1.5%	0.0%	12.5%	7.7%
Class of 2005															
Graduated		84.0%	96.5%	91.6%	96.5%	92.0%	98.2%	96.6%	*	95.9%	95.1%	97.9%	75.7%	94.4%	100.0%
Received GED		3.8%	1.7%	2.9%	1.7%	0.0%	0.0%	2.2%	*	0.0%	2.1%	1.2%	8.1%	0.0%	0.0%
Continued HS		7.9%	1.5%	3.8%	1.5%	8.0%	1.8%	1.0%	*	2.7%	2.4%	0.6%	16.2%	5.6%	0.0%
Dropped Out (4-yr)		4.3%	0.3%	1.5%	0.3%	0.0%	0.0%	0.2%	*	1.4%	0.3%	0.3%	0.0%	0.0%	0.0%
Completion Rate II (w/GED) (AEA Indicator)															
Class of 2006		91.2%	98.8%	97.6%	98.8%	100.0%	96.1%	99.2%	*	98.3%	99.1%	98.5%	100.0%	87.5%	92.3%
Class of 2005		95.7%	99.7%	98.5%	99.7%	100.0%	100.0%	99.8%	*	98.6%	99.7%	99.7%	100.0%	100.0%	100.0%
Completion Rate I (w/o GED) (Standard Accountability Indicator)															
Class of 2006		88.9%	98.4%	96.0%	98.4%	100.0%	94.1%	98.8%	*	98.3%	98.6%	98.2%	100.0%	83.3%	92.3%
Class of 2005		91.9%	98.0%	95.3%	98.0%	100.0%	100.0%	97.6%	*	98.6%	97.6%	98.5%	91.9%	100.0%	100.0%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2005-06	21.0%	33.7%	23.0%	33.7%	10.2%	20.9%	34.0%	33.3%	46.2%	32.0%	35.5%	8.0%	15.9%	19.1%
2004-05	20.5%	29.6%	21.6%	29.6%	14.5%	19.6%	29.5%	50.0%	39.8%	26.7%	32.6%	11.3%	18.2%	21.0%
RHSP/DAP Graduates														
Class of 2006	75.7%	82.7%	77.9%	82.7%	47.6%	70.6%	83.6%	*	90.4%	80.2%	85.5%	18.4%	57.9%	81.8%
Class of 2005	72.3%	83.6%	74.4%	83.6%	81.8%	74.1%	83.7%	*	89.7%	77.6%	89.4%	25.0%	63.2%	46.2%
AP/IB Results														
Tested														
2006	18.9%	39.2%	20.3%	39.2%	11.9%	29.5%	38.7%	*	50.9%	34.1%	44.5%	n/a	n/a	n/a
2005	18.4%	35.5%	18.5%	35.5%	16.3%	21.3%	35.7%	*	45.6%	29.0%	42.2%	n/a	n/a	n/a
Examinees >= Criterion														
2006	51.3%	76.3%	66.0%	76.3%	100.0%	74.2%	76.0%	*	76.2%	74.7%	77.6%	n/a	n/a	n/a
2005	51.8%	76.8%	65.5%	76.8%	57.1%	73.7%	77.5%	-	77.3%	78.1%	75.9%	n/a	n/a	n/a
Scores >= Criterion														
2006	47.2%	70.6%	62.2%	70.6%	72.7%	63.3%	70.2%	88.9%	73.0%	71.0%	70.3%	n/a	n/a	n/a
2005	47.4%	70.2%	58.7%	70.2%	64.3%	67.5%	69.0%	-	75.1%	71.1%	69.5%	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts 2007	53%	84%	61%	84%	45%	75%	88%	*	78%	78%	89%	50%	83%	33%
2006	40%	63%	*	63%	53%	67%	66%	*	51%	55%	72%	23%	50%	33%
Mathematics 2007	54%	86%	68%	86%	45%	71%	89%	*	93%	89%	84%	53%	74%	79%
2006	51%	85%	*	85%	64%	86%	86%	*	86%	86%	84%	33%	56%	56%
SAT/ACT Results														
Tested														
Class of 2006	65.8%	92.7%	73.5%	92.7%	80.0%	73.3%	91.2%	*	99.1%	89.6%	96.1%	n/a	n/a	n/a
Class of 2005	65.5%	92.5%	70.4%	92.5%	100.0%	79.6%	91.3%	*	87.2%	89.9%	94.9%	n/a	n/a	n/a
At/Above Criterion														
Class of 2006	27.1%	51.3%	36.8%	51.3%	25.0%	51.5%	50.1%	*	57.7%	54.1%	48.5%	n/a	n/a	n/a
Class of 2005	27.4%	57.6%	37.6%	57.6%	33.3%	51.3%	58.8%	*	64.7%	58.2%	57.1%	n/a	n/a	n/a
Mean SAT Score														
Class of 2006	991	1113	1051	1113	981	1025	1113	*	1165	1130	1095	n/a	n/a	n/a
Class of 2005	992	1127	1047	1127	949	1094	1134	*	1160	1130	1125	n/a	n/a	n/a
Mean ACT Score														
Class of 2006	20.1	22.9	22.0	22.9	20.4	22.2	23.1	*	23.7	22.9	23.1	n/a	n/a	n/a
Class of 2005	20.0	23.5	22.2	23.5	20.9	22.2	23.4	-	25.3	23.4	23.6	n/a	n/a	n/a
College-Ready Graduates														
Class of 2006														
Eng Lang Arts	48%	69%	60%	69%	41%	60%	69%	*	74%	67%	71%	33%	40%	55%
Mathematics	52%	79%	63%	79%	47%	57%	81%	*	84%	83%	75%	38%	53%	73%
Both Subjects	35%	62%	45%	62%	29%	50%	63%	*	69%	63%	61%	29%	33%	45%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		2,964	100.0%	70,001	9,927	4,576,933
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	0.8%	4.1%
	Kindergarten	0	0.0%	0.0%	6.5%	7.7%
	Grade 1	0	0.0%	0.0%	7.2%	8.1%
	Grade 2	0	0.0%	0.0%	7.4%	7.7%
	Grade 3	0	0.0%	0.0%	7.4%	7.6%
	Grade 4	0	0.0%	0.0%	8.1%	7.4%
	Grade 5	0	0.0%	0.0%	8.1%	7.4%
	Grade 6	0	0.0%	0.0%	8.4%	7.3%
	Grade 7	0	0.0%	0.0%	8.0%	7.2%
	Grade 8	0	0.0%	0.0%	7.8%	7.4%
	Grade 9	829	28.0%	29.4%	8.4%	8.7%
	Grade 10	741	25.0%	25.7%	7.5%	7.1%
	Grade 11	707	23.9%	23.8%	7.1%	6.3%
	Grade 12	687	23.2%	21.2%	6.9%	5.7%
Ethnic Distribution:	African American	131	4.4%	8.1%	5.0%	14.4%
	Hispanic	264	8.9%	16.0%	10.1%	46.3%
	White	2,060	69.5%	69.0%	65.6%	35.7%
	Native American	9	0.3%	0.5%	0.4%	0.3%
	Asian/Pac. Islander	500	16.9%	6.4%	18.9%	3.3%
Economically Disadvantaged		141	4.8%	14.9%	7.2%	55.5%
Limited English Proficient (LEP)		84	2.8%	2.3%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		46	1.5%	2.7%	0.7%	2.3%
At-Risk		701	23.7%	31.6%	20.5%	48.3%
Mobility (2005-06)		346	11.1%	14.1%	9.8%	22.3%
Number of Students per Teacher		15.6	n/a	15.9	14.1	14.7

STUDENT INFORMATION

Graduates (Class of 2006):	Campus Count	Campus Percent	Campus Group	District	State
Total Graduates	671	100.0%	13,262	671	240,485
By Ethnicity (incl. Special Ed.):					
African American	21	3.1%	909	21	32,183
Hispanic	51	7.6%	1,574	51	85,455
White	483	72.0%	9,842	483	112,994
Native American	1	0.1%	46	1	816
Asian/Pacific Islander	115	17.1%	891	115	9,037
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	116	17.3%	2,680	116	58,504
Recommended H.S. Pgm./DAP	555	82.7%	10,582	555	181,981
Special Education Graduates	38	5.7%	977	38	25,905

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	17.7	19.5
	Grade 1	-	-	17.4	19.5
	Grade 2	-	-	18.1	19.6
	Grade 3	-	-	18.4	19.5
	Grade 4	-	-	18.6	20.2
	Grade 5	-	-	21.2	22.3
	Grade 6	-	-	23.2	21.8
	Mixed Grades	-	-	-	25.0
Secondary:	English/Language Arts	21.9	21.9	20.3	20.0
	Foreign Languages	22.0	21.6	21.6	20.9
	Mathematics	22.1	21.9	21.8	20.0
	Science	19.9	22.5	21.1	21.0
	Social Studies	23.4	23.4	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	237.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	222.3	93.8%	92.4%	75.4%	62.7%
Teachers	190.3	80.3%	81.0%	62.1%	50.7%
Professional Support	23.0	9.7%	7.5%	8.3%	8.2%
Campus Admin. (School Leader.)	9.0	3.8%	4.0%	3.9%	2.8%
Educational Aides:	14.7	6.2%	7.6%	6.6%	10.0%
Total Minority Staff:	12.0	5.1%	10.3%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	1.0	0.5%	3.5%	1.6%	9.3%
Hispanic	7.0	3.7%	4.8%	2.3%	20.8%
White	182.3	95.8%	90.7%	95.3%	68.5%
Native American	0.0	0.0%	0.4%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.6%	0.7%	1.2%
Males	70.1	36.9%	37.3%	17.9%	22.8%
Females	120.2	63.1%	62.7%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	8.0	4.2%	5.9%	7.0%	8.1%
1-5 Years Experience	56.1	29.5%	25.7%	31.6%	29.1%
6-10 Years Experience	39.8	20.9%	22.6%	21.1%	19.6%
11-20 Years Experience	41.5	21.8%	24.2%	23.9%	23.6%
0ver 20 Years Experience	44.9	23.6%	21.6%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	12.3 yrs.	12.1 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	5.3 yrs.	6.8 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$43,033	$39,061	$42,978	$38,095
1-5 Years Experience	$43,164	$41,578	$42,950	$39,880
6-10 Years Experience	$44,765	$43,937	$44,715	$42,380
11-20 Years Experience	$49,832	$48,283	$49,334	$47,042
Over 20 Years Experience	$59,201	$57,159	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$48,729	$46,950	$47,333	$44,897
Professional Support	$57,906	$54,281	$56,159	$52,940
Campus Administration (School Leadership)	$71,698	$71,299	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	2.6	0.0	2,103.5

ACTUAL OPERATING EXPENDITURE INFORMATION	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	14,012,599	100.0%	$4,679	14,157,428	100.0%	$4,727	$350,654,327	100.0%	$5,327
Instruction (11,95)	10,556,432	75.3%	$3,525	10,682,791	75.5%	$3,567	$237,837,822	67.8%	$3,613
Instructional-Related Services (12,13)	$251,892	1.8%	$84	$270,362	1.9%	$90	$9,893,166	2.8%	$150
Instructional Leadership (21)	$308,990	2.2%	$103	$308,990	2.2%	$103	$4,181,311	1.2%	$64
School Leadership (23)	$906,858	6.5%	$303	$906,858	6.4%	$303	$25,354,570	7.2%	$385
Support Services-Student (31,32,33)	$740,397	5.3%	$247	$740,397	5.2%	$247	$19,219,479	5.5%	$292
Other Campus Costs (35,36,51,52,53)	$1,248,030	8.9%	$417	$1,248,030	8.8%	$417	$54,167,979	15.4%	$823
By Program:									
Total Operating Expenditures	12,764,569	100.0%	$4,262	12,909,398	100.0%	$4,310	$294,917,923	100.0%	$4,481
Bilingual/ESL Education (25)	$209,417	1.6%	$70	$209,417	1.6%	$70	$1,724,657	0.6%	$26
Career & Technology Education (22)	$821,109	6.4%	$274	$861,976	6.7%	$288	$29,705,345	10.1%	$451
Accelerated Education (24,30)	$214,541	1.7%	$72	$214,541	1.7%	$72	$5,657,977	1.9%	$86
Gifted & Talented Education (21)	$110,079	0.9%	$37	$110,079	0.9%	$37	$7,399,985	2.5%	$112
Regular Education (11)	$9,898,100	77.5%	$3,305	$9,952,808	77.1%	$3,323	$212,353,326	72.0%	$3,226
Special Education (23)	$1,511,323	11.8%	$505	$1,560,577	12.1%	$521	$36,883,054	12.5%	$560
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$1,193,579	0.4%	$18

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	56	1.9%	2.0%	5.9%	14.8%
Career & Technology Education	1,236	41.7%	56.5%	12.5%	20.6%
Gifted & Talented Education	678	22.9%	11.7%	22.5%	7.5%
Special Education	195	6.6%	8.8%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	4.1	2.1%	0.9%	3.2%	7.6%
Career & Technology Education	14.7	7.7%	10.0%	2.5%	3.9%
Compensatory Education	0.0	0.0%	0.7%	0.1%	3.3%
Gifted & Talented Education	6.8	3.6%	2.6%	4.4%	2.0%
Regular Education	110.3	58.0%	67.0%	70.4%	70.6%
Special Education	20.2	10.6%	9.4%	9.7%	10.0%
Other	34.1	17.9%	9.4%	9.8%	2.6%

'?' 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.

Strategic Objective/Goal1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
Campus observations & discussions	Connect the Rigor/Relevance Framework to concept-based curriculum	All	Curriculum Team, Curriculum Writing Teams, Campus	June 2007	June 2008	Concept-Based Curriculum, Rigor/Relevance Framework		Forethought documents	
Curriculum meetings with campus personnel	Provide follow-up training and support Rigor/Relevance Framework training	All	Curriculum Team, Campus Admin	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework, T2		Extended planning time agenda/minutes	
Curriculum meetings with campus personnel	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum	All	Curriculum Team, Campus Admin, TOSAS	August 2007	June 2008	Forethought documents, walk-through training, T2		Forethought lesson plans, District level walk-throughs/campus visits	

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Committees: AC=Assessment, CC=Curriculum, PD=Prof Dev, PC=Parent and Community, AR=At-Risk, LCO=Legislative/Campus Oversight
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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the implementation of instruction to ensure alignment with the rigor of the CBAs	All	Curriculum Team, Campus Admin, TOSAS	August 2007	June 2008	Extended planning time, CBA preview process, TEKS, Forethought documents		Forethought lesson plans, District level walk-throughs/campus visits	
Campus observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction	All	Curriculum Team, Campus Admin, TOSAS	August 2007	June 2008	Achievement Series data		Forethought lesson plans, District level walk-throughs/campus visits	
CBA Data, AEIS Report, TAKS Data	Utilize data to develop effective TAKS tutoring program	At-Risk Students	Campus Admin	August 2007	June 2008	Extended Planning Time, Data, Teacher Time, SCE Funds	$10,000 SCE Funds for Teacher compensation and student rewards		

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
AEIS Report	Monitor the implementation of the RtI Model including Rule of 3 Model for differentiated instruction	All Campus Administrators, Teachers	Curriculum Team, Intervention Services, Campus Admin, TOSAS	August 2007	June 2008	Curriculum Department, Intervention Services, Campus Admin, Counselors		District level walk-throughs, Forethought lesson plans, PST meeting minutes	
AEIS Report	Continue training in 5E Model of Inquiry Based Instruction in Math and Science	All	Math and Science Curriculum Team, TOSA	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.), T2		Eduphoria transcripts, District level walk-throughs/campus visits	
AEIS Report	Monitor the implementation of 5E Model of Inquiry Based Instruction in Math Science	All	Math and Science Curriculum Team, TOSA	August 2007	June 2008	Curriculum Team, Campus Admin		Forethought lesson plans, District level walk-throughs/campus visits	

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
AEIS Report	Monitor the implementation of Best Practice Instruction	All	Curriculum Team, Campus Admin, TOSAS	August 2007	June 2008	Curriculum Team, Campus Admin		Campus Curriculum visits/meetings, District level walk-throughs/campus visits	
AEIS Report	Provide follow-up training and support and monitor implementation of My Access! writing assessment software	8th grade, CSI 9th & 10th grades	ELA Curriculum Director, Campus Admin, TOSA	August 2007	June 2008	Trainers, Bond $, Vantage Learning software, I-Team	CHS Budget, $300 Sub	Program data, Writing folder conferences, District level walk-throughs/campus visits	
AEIS Report	Provide ongoing training and monitor implementation of Reading in the Content Areas	6th – 12th grade	ELA Curriculum Director; Campus Admin; TOSAS	June 2007	June 2008	Secondary Literacy Coaches, materials		District level walk-throughs/campus visits, Forethought lesson plans	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
AEIS Report and local assessment data	Transition to end of semester CBAs (6-12)	6th -12th grade core content	Curriculum Team, Teachers	August 2007	June 2008	Teacher Leaders, Achievement Series		CBAs & CBA data	
AEIS Report and local assessment data	Standardize the preview process of CBAs (6-12)	6th-12th grade	Curriculum Team, Teachers, TOSAS, Dept Chairs	August 2007	June 2008	Assessment items, Forethought documents		Timeline of process, Eduphoria transcripts	
FS	Provide follow-up training and support on progress monitoring to help with the identification of students with disabilities	All	Exec. Dir of Intervention, Directors of Special Education Appraisal Staff, Curriculum Team, Campus Admin, TOSAS	August 2007	June 2008	Region 10 ESC, T2, SPED		Meeting agendas, handouts	

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Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
AEIS Report, Local assessment data	Identify and use progress monitoring (RtI) tools & process	All	Curriculum Team, Exec. Dir Intervention Services, Directors, Intervention Services, Campus Administrators, PST team, Teacher Leaders	August 2007	June 2008	AMI, ARI, T2, T3, local funds		Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	
Local assessments	Provide follow-up training and support on creating TEKS-aligned rigorous assessment items	All	Assessment Director, Staff Development Director, Campus Admin	August 2007	June 2008	Trainers, TEKS, research-based materials, T2		Eduphoria transcripts, assessment items	

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
AP Score Report	Provide follow-up training and support on creating AP standards-aligned assessment items	AP teachers	Advanced Academics Director, Staff Development Director, Teachers, Campus Admin	August 2007	June 2008	Trainer(s), AP course descriptions, sample AP exams, T2		Eduphoria transcripts, assessment items	
AEIS Report & Local assessment data	Use assessment data to evaluate and align instruction in order to meet the criteria of a CISD graduate	All	Curriculum Team, Campus Administrators, & Teacher Leaders	August 2007	June 2008	Achievement Series, Tetradata Warehouse, campus visits		Achievement Series data reports, District level walk-throughs/campus visits	

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Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
AEIS Report & Local assessment data	Provide follow-up training and support on the use of the curriculum management system	All	Curriculum Team, I-Team, Teacher Leaders, Campus Admin, TOSAS	August 2007	June 2008	Eduphoria transcripts, T2		Forethought lesson plans	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.								
Summative Evaluation:	Budget justifications and resource inventories.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
Curriculum meetings with Campus Administrators	Monitor use of updated district list of TEKS-aligned and research-based instructional resources.	All	Curriculum Team; Campus Admin; TOSAS: Dept Chairs	August 2007	June 2008	Produced resource list		List of resources, campus budget	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
AEIS Report	Analyze assessment data to determine target areas for instruction	All	Math & Science Curriculum Directors, Assessment Director, campus administrators, and teacher leaders	August 2007	June 2008	TAKS data, T2, AMI		Instructional target area action plan	
AEIS Report	Monitor implementation of instructional target area action plans	All	Math & Science Curriculum Directors, Assessment Director, Campus Administrators, Teacher Leaders	August 2007	June 2008	Instructional target area action plan		Forethought lesson plans, District level walk throughs/campus visits	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
AEIS Report	Provide follow-up training and support in 5E Model of Inquiry Based Instruction in Math and Science	All	Math and Science Curriculum Team, Campus Admin, TOSAS	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.), T2		Eduphoria transcripts,	
AEIS Report	Monitor the implementation of 5E Model of Inquiry Based Instruction in Math Science	All	Math and Science Curriculum Team, TOSAS, Campus Admin	August 2007	June 2008	Curriculum Team, Campus Admin		Forethought lesson plans, District level walk-throughs/campus visits	
AEIS Report	Continue to implement Coppell Nature Park curriculum and field experiences.	All	Service Learning Coordinator, Science Curriculum Director, TOSA	August 2007	May 2008	Project WILD & Aquatic WILD training, campus budget, service learning grant		Service Learning transcripts, student science notebooks, Forethought lesson plans	
AEIS Report	Implement Double Block Math and Science Courses	All	Associate Principal, Principal, Teacher, Curriculum Dir	August 2007	May 2008	Teacher Time, Professional Development	SCE-$2500 for training	Student performance on TAKS	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
Curriculum meetings with campus teams	Provide follow-up training and support on the integration of the graphing calculator in the mathematics classroom	8th-12th grade Mathematics Teachers	Math Director, Teacher Leaders, TOSA, Campus Admin	June 2007	June 2008	Texas Instruments graphing calculator, trainers, T2		Eduphoria transcripts, Forethought lesson plans, District level walk-throughs/campus visits	
AEIS Report	Research and purchase Algebra I Software	Alg I Students	Math Director, Exec. Dir. Of Tech., Associate Principal, I-Team, Teachers	June 2007	June 2008	Training, SCE Funds, Substitutes	$7500 SCE for Licensure; $2000 for training and support	TAKS, Student and Teacher Reflections	

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Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
FS, PBMAS, AEIS	Provide follow-up training and support (including para and support) on decision-making and administration of TAKS-Alt	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program		Meeting, agendas, handouts on file	
FS, PBMAS, AEIS	Provide follow-up training and support on decision-making and administration of TAKS-M	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program		Meeting, agendas, handouts on file	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
AEIS Report	Analyze assessment data to determine target areas for instruction	All	Curriculum Team, Campus Admin, Teacher Leaders,	August 2007	June 2008	District and Campus AEIS Reports		Data results	
AEIS Report	Provide follow-up training and support on and monitor the implementation of critical thinking skills aligned with the rigor of the TEKS/SE	All	Curriculum Team, Campus Administrators, Teacher Leaders	August 2007	June 2008	Rigor/Relevance Framework, Higher Level Thinking flipcharts, Curriculum Units		Eduphoria, sign in sheets, classroom walkthroughs/ Observations	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
Curriculum meetings with campus personnel	Provide follow-up training and support on Rigor/Relevance Framework	All	Curriculum Team, Campus Administrators, Teacher Leaders	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework, T2		Extended planning time, agenda/minutes	
Curriculum meetings with campus personnel	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum.	All	Curriculum Team, Campus Administrators, TOSAS	August 2007	June 2008	Forethought documents, walk-through training, T2		Forethought lesson plans, District level walk-throughs/campus visits	

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.
Performance Objective 2:	Align foreign language opportunities to reflect future trends in a multilingual society and enhance student participation.
Summative Evaluation:	Course offerings and enrollment in foreign language program

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
Enrollment numbers	Evaluate Coppell High School foreign language course offerings	8-12 LOTE	Language Other than English (LOTE) Director, LOTE Teachers	August 2007	Dec 2007	Pentamation reports (longitudinal)		Evaluation report with recommendations	
Local assessment data, LOTE Dept meetings	Implement the use of local credit by exam for acceleration and placement	8-12 LOTE	LOTE Director, LOTE Teachers, Advanced Academic Director, Assessment Director	October 2007	June 2008	assessments, proctors		Assessment results, acceleration, placement and enrollment reports	

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.								
Performance Objective 2:	Align foreign language opportunities to reflect future trends in a multilingual society and enhance student participation.								
Summative Evaluation:	Course offerings and enrollment in foreign language program								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
LOTE Dept meetings	Provide content specific professional development focused on deepening teacher's proficiency and instruction in LOTE	8-12 LOTE	LOTE Director, Campus Administration, Teacher Leaders	June 2007	May 2008	Trainers, Facilitators Materials (books, manuals, etc.), Extended planning time, T2		Reflective evaluations by trained faculty and staff, Eduphoria transcripts, District level walk-throughs, Forethought lesson plans	

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.								
Performance Objective 3:	Increase Advanced Placement (AP) participation so that 50% of the graduating class of 2009 will have earned a 3 or above on at least one AP exam.								
Summative Evaluation:	Annual College Board AP Report for CHS								
PSAT Report	Provide all 10th grade students the PSAT	10th grade	CHS Administration	October 2007	October 2007	$10,000 Testing Budget		PSAT Report for 10th graders	
AP Enrollment Data	Use AP Potential software to evaluate students for AP success potential	CHS students	CHS Counselors	August 2007	December 2007	AP Potential software		AP Potential Reports	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 4	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.
Summative Evaluation:	PBMAS, student enrollment, certification results

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
AEIS	Implement CTE Curriculum Matrix to focus instruction on the skills and knowledge students need for success both on TAKS and in the world beyond school	All	CTE Coordinator, Campus	August 2007	Jan. 2008	CTE Coord., Incorporating CTE Curriculum Matrix/Perkins Grant		Teacher Lesson Plans	
AEIS	Provide follow-up training and support on strategies for incorporating the CTE Curriculum Matrix	All	CTE Coordinator, Campus	August 2007	Jan. 2008	CTE Coord., Perkins Grant		Reflective evaluations by trained instructors	
AEIS	Support Career Awareness in the community K-12	All	CTE Coordinator, Campus	August 2007	Jan. 2008	CTE Instructors, CTE Coord, CTE Advisory		Survey	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 4	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.								
Summative Evaluation:	PBMAS, student enrollment, certification results								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
AEIS	Increase student career certification opportunities	9th-12th grade	CTE Coordinator, Campus	August 2007	Jan. 2008	CTE Coord, CTE Instructors, Perkins Grant		CTE report	
AEIS	Provide follow-up training and support for CISD counselors on ACHIEVE Texas implementation	6th-12th grade	CTE Coordinator, Campus Admin	August 2007	Jan. 2008	CTE Coord, CISD Counselors, Director of Student Services		Reflective evaluations by trained instructors	
AEIS	Implement combination Health and Teen Leadership curriculum to provide positive academic and social transition for ninth graders and assist in CTE pathway decisions	9th grade	CTE Coordinator	August 2007	Jan. 2008	CTE Coord., Teen Leadership-Health instructors		Course Evaluation	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 4	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.								
Summative Evaluation:	PBMAS, student enrollment, certification results								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
AEIS	Provide follow-up training and support on Improving Communication Skills for Career Success	All	CTE Coordinator, Campus	August 2007	Jan. 2008	CTE Coord., CTE Instructors/ CTE Advisory		Reflective evaluations by trained instructors	
AEIS	Provide follow-up training and support on CTE and special needs populations	All	CTE Coordinator; Intervention Services, Campus Admin	August 2007	Jan. 2008	CTE Coord., Region 10		Reflective evaluations by trained instructors	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.
Summative Evaluation:	Master schedules, campus planning documents

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
Staff development committee feedback, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	All	Curriculum Team, Campus Administration, Teacher Leaders	June 2007	June 2008	PLC documentation and forms, Eduphoria transcripts, local funds, T2		PLC documentation and forms, Eduphoria transcripts, PLC Showcase	
PS, PC, LCO	Implement a co-teach model for instruction	All	Curriculum team, Intervention Services Team, Campus Administration	August 2007	May 2008	Training; T2; SPED		Classroom observation/walk-throughs	
AEIS, AR List, TAKS	Implement 2nd-year CSI (CSI I & II)	AR	CHS Admin, Curriculum team	June 2007	August 2008	Training; Team Meetings; SCE Funds	$8,200-Student rewards, staff development, material and supplies	Student and teacher reflections, TAKS data	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.								
Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
PC, FS	Implement extended planning time for content collaboration and professional development within the regular school day	All	Curriculum Team, Campus Administration	August 2007	May 2008	Training, T2		Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.
Performance Objective: 7	Increase dual credit participation so that 40% or more of the graduating class of 2008 earns 3 or more hours of college credit via dual credit options.
Summative Evaluation:	Dual Credit Enrollment report from North Lake

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
Dual Credit Enrollment Data	Explore options to offer Dual Credit Math at CHS	CHS students	Director of Advanced Academics, Campus Admin, Counselors	August 2007	January 2008	CHS teachers		CHS Master Schedule	
Dual Credit Enrollment Data	Explore options to offer Dual Credit English at CHS	CHS students	Director of Advanced Academics, Campus Admin, Counselors	August 2007	January 2008	CHS teachers		CHS Master Schedule	
Dual Credit Enrollment Data	Identify online dual credit options	CHS students	Director of Advanced Academics, Campus Admin, Counselors	August 2007	January 2008	Counselors		List of dual credit options	
Dual Credit Enrollment Data	Use developed communication materials to promote dual credit	CHS students	Director of Advanced Academics	February 2008	February 2008	CHS Administration		Copies of materials	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.
Performance Objective: 9	Increase the percent of the 2008 class completing the DAP program to 40%.
Summative Evaluation:	DAP graduation list for class of 2008

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
PEIMS Data	Increase dual credit options throughout the year	CHS students	Director of Advanced Academics, Campus Admin	August 2007	July 2008	Partnership with North Lake and other colleges		List of Options	
PEIMS Data	Increase AP options such as summer school courses	CHS students	Director of Advanced Academics, CHS Administration	August 2007	July 2008	AP Teachers		List of Options	
PEIMS Data	Develop a DAP Tracking System with CHS counselors	CHS students	Director of Advanced Academics, CHS Counselors	August 2007	December 2007	Counselors and transcripts		Database of DAP candidates	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.
Performance Objective: 11	Increase the mean SAT score of the 2009 graduating class to 1695.
Summative Evaluation:	Annual SAT Report for CISD

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
SAT Report	Implement an SAT vocabulary program for grades 6-12	6-12 grades	Director of Advanced Academics, GT/AP teachers	August 2007	May 2008	$3,500 Advanced Academics budget		Curriculum documents	
SAT Report	Create aligned SAT writing tasks for grades 9-11 ELA classes	9-11 grades	Director of Advanced Academics, ELA Teachers	August 2007	December 2007	SAT Budget		Curriculum documents	
SAT Report	Promote the offered SAT practice tests throughout the year	CISD students	Director of Advanced Academics, Campus	October 2007	July 2008	SAT Budget		Test dates and registrations	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.								
Performance Objective: 12	Increase the mean ACT score of the 2009 graduating class to 24.								
Summative Evaluation:	Annual ACT report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
ACT Report	Promote the offered ACT practice tests	CHS students	Director of Advanced Academics, Campus	January 2008	July 2008	ACT Preparation Partnership		List of ACT practice test dates and registration	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 13:	Increase the number of students served in the least restrictive environment through a continuum of services.
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
FS, PS	Provide training on Co-Teaching to general education and special education teachers	SE	Exec. Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	Special Ed. Funding, local funds		Meeting agenda, handouts	
FS, PS	Implement Co-teaching in core subjects at the secondary level	SE	Exec. Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	Special Ed. Funding, local funds		ARD Committee Decisions, Progress Reports, PBMAS, AEIS, AYP	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.
Performance Objective 1:	Improve the Results of the Character Traits Assessment so that at least 65% of the responses reflect *frequently or almost always.*
Summative Evaluation:	Assessment results

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
CISD Strategic Plan, CHS Strategic Plan	**Implement Character Wall-Recognition Program**	**All Students**	**Principal**	**June 2007**	**August 2008**	**CHS Budget**		**Implementation of wall; student reflections**	
Student Feedback, CHS Strategic Plan	**Implement Red Jacket Student Leadership Team**	**Seniors**	**Principal**	**June 2007**	**August 2007**	**CHS Budget**		**Red Jacket group organized; student reflections**	
Student Feedback, CHS Strategic Plan	**Implement avenues for student input into decision making**	**All Students**	**CHS Administration, Teacher**	**June 2007**	**August 2008**	**CHS Budget, Teacher Time, Student Time**		**Principal Advisory committee formed, Student Leadership Retreat**	
Student Feedback, CHS Strategic Plan	**Implement "Be the Change" Program**	**All Students**	**Campus Administration; Student Leadership Team**	**August 2007**	**June 2008**	**CHS Budget, Corporate Sponsors, PTSO, Grant monies**		**Challenge Day feedback forms; student reflections**	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.								
Performance Objective 3:	Establish Consistent safe and drug free school programs district wide.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
Community feedback, current events, student survey	Publicize safe and drug free programs including Choose to Care, DARE, Peer Mediation & PSAAS online parent course	All	Dir. Student Services, Athletic Director, Dir Communications & Public Relations, Campus	August 2007	June 2008	Website, newsletters, Get Connected Committee, Survey Monkey		Newsletters, newspapers, campus & community feedback, student survey	
Discipline Referrals, Anecdotal campus reports	Review discipline data	All	Dir. Student Services, Counselors, Teacher Leaders	August 2007	June 2008	PEIMS Data materials thru reporting		Data serves as documentation	
Discipline Referrals, Anecdotal campus reports	Review existing programs to recommend school-wide programs	All	Dir. Student Services, Counselors, Teacher Leaders	August 2007	June 2008	Committee		Committee Minutes	
Discipline Referrals, Anecdotal campus reports	Review results and recommend a relational aggression prevention (bullying) program	All	Dir. Student Services, Counselors, Teacher Leaders	Sept 2007	Oct 2007	Survey data, support materials		Evaluation report with recommendation	

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Strategic Objective/Goal 3:	Each student will consistently demonstrate identified CISD character traits within their school and community.
Performance Objective 4:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
FS, PS, SS, DR	Provide initial and ongoing training of group leadership skills	All	Intervention Services Team , Campus Admin	June 2007	May 2008	Special Education Funding, local funds		Reflective evaluations by trained faculty and staff	
FS, PS, SS, DR	Develop specific interpersonal and behavioral goals	All	Intervention services team	June 2007	May 2008	Special Education Funding, local funds		Social skill development research	
FS, PS, SS, DR	Provide faculty staff development to maintain student social skills development	All	Behavioral Specialist , Campus Admin	June 2007	May 2008	Special Education Funding, local funds		Faculty, parent, leader, supervisor outcome data	

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 1:	Increase student participation in Service-Learning by 20%.
Summative Evaluation:	List of projects and documentation forms turned in to Service-Learning Camus Leaders and District Service-Learning Director

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
CHS Strategic Plan, Student Feedback	Enhance Senior Leadership Corp	Seniors	CHS Administration	June 2007	August 2008	CHS Budget, Teacher Time, Student Time		Completion of service learning projects and reflections	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
SL survey	Identify SL projects that best align with written curriculum	All	Service-Learning Director, Curriculum Team	June 2007	May 2008	Curriculum plans, Project WILD, Complete Guide to Service Learning, Campus SL Leaders, Local funds SL grant		Report of SL projects	
SL survey	Develop authentic service-learning lesson plans incorporating STARS model aligned with the written curriculum	All	SL Director, Curriculum team, Campus Teachers	August 2007	June 2008	Lesson plan format, Web resources		Forethought lesson plans	
SL survey	Implement plans focusing on environmental conservation and preservation	All	SL Director, Science Director, Campus Staff	August 2007	May 2008	Campus administration and teachers, Web resources		Documented plans and/or visits to Coppell Nature Park	

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Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timelin e End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
SL survey	Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills	All	SL Director, Campus SL Leaders, Campus Admin	August 2007	June 2008	SL grant		Agendas, Documentation of training	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
SL survey	Highlight classroom projects in newsletters and local newspapers	All	Director of SL, Teachers, Campus Administrators Director of Public Relations	August 2007	June 2008	Staff		Newsletters and copies of newspapers, Community feedback	
SL survey	Post SL information on campus websites and district SL website	All	Director of SL, SL Campus Leaders, Campus Administration	August 2007	June 2008	SL campus leaders, SL Director, Campus Administration		Information posted on websites	
SL survey	Conduct parent and community information sessions focused on SL goals and opportunities for participation and communicate benefits of SL	All	Director of SL, SL Campus Leaders, Campus administration	August 2007	June 2008	PTO meetings, parent associations meetings, faculty meetings, local community meetings		Documentation of parent and community involvement	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.								
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
SS, PS, O (ARD/IEP Documentation)	Implement and support Statement of Transition Service Needs, by age 14, identifying student's desired post-school outcomes, preferences and interests for adult life.	SE	Campus Staff	August 2007	May 2008	Transition ARD Supplement, Student/Parent Surveys, SPED		ARD Supplement, ARD Deliberations/ Determinations, Texas Effectiveness Study Analysis	
SS, PS, O (ARD/IEP Documentation)	Implement and support Statement of Needed Transition Services, by age 16, promoting movement from school to post-school activities.	SE	Campus Staff	August 2007	May 2008	Transition ARD Supplement, Student/Parent Surveys, SPED		ARD Supplement, ARD Deliberations/ Determinations, Texas Effectiveness Study Analysis	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
O (Faculty input specific to skills needed)	Provide staff development focusing on continuous process of transition planning and links to student IEP goals/objectives.	SE	Transition Administrator, SE staff, Campus Admin	August 2007	May 2008	Training Materials, Transition Administrator, Campus Administration		Coordinated IEP document	
AEIS, PS, FS, SS	Increase participation of students with special education needs in regular education curriculum through Co-Teach instructional delivery model.	SE	CISD Co-Teachers, CISD Administration	August 2007	May 2008	Co-Teach Staff Development, Co-Teachers, Campus Administration		Campus curriculum meetings, reflections from Co-Teachers, Campus Administration, Student Surveys, Parent Surveys, Updated Progress	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Funding Source	Formative Evaluation	Documented
AEIS, Texas Effectiveness Study, Teacher Input	Increase teacher involvement in transition planning process (data collection, IEP development)	SE	Transition Administrator, SE staff	August 2007	May 2008	SE Staff, Transition Planning Surveys, Sample IEP goals/objectives		Student IEP, Teacher reflections on involvement in process.	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 2:	Improve access to student information through electronic database and management systems.								
Summative Evaluation:	Feedback from campus staff; review of information of database								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Funding Source**	**Formative Evaluation**	**Documented**
FS, PS	Provide follow-up training and support on Special Education data-based system	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Appraisal Staff, Special Education Teachers, Campus Admin	August 2007	May 2008	Special Ed. Funding		Meeting agenda, handouts	

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PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	2
4	POSSESSED CONTROLLED SUBSTANCE	22
5	POSSESSED ALCOHOLIC BEVERAGE	18
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	8
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	1
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	4
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	18
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07.

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: COPPELL MIDDLE EAST

Campus #: 057922042

2007 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Social Studies

Comparable Improvement: Reading/ELA

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE EAST
Campus #: 057922042

Total Students: 717
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 6 (English)															
Reading	2007	92%	99%	97%	99%	> 99%	> 99%	99%	*	98%	98%	> 99%	87%	> 99%	*
	2006	92%	99%	98%	99%	> 99%	> 99%	> 99%	*	92%	98%	99%	92%	> 99%	*
Mathematics	2007	80%	95%	91%	98%	92%	> 99%	99%	*	98%	97%	99%	91%	95%	*
	2006	81%	97%	94%	98%	69%	> 99%	> 99%	*	97%	99%	96%	> 99%	> 99%	*
All Tests	2007	78%	95%	89%	97%	93%	> 99%	98%	*	96%	95%	99%	80%	95%	*
	2006	78%	97%	93%	97%	69%	> 99%	> 99%	*	92%	97%	96%	92%	> 99%	*
TAKS Met 2007 Standard Grade 7															
Reading	2007	85%	98%	93%	98%	90%	95%	99%	*	97%	98%	97%	88%	94%	*
	2006	80%	97%	92%	98%	> 99%	97%	98%	*	97%	98%	97%	> 99%	96%	*
Mathematics	2007	77%	98%	89%	99%	> 99%	> 99%	99%	*	95%	99%	98%	> 99%	> 99%	*
	2006	71%	96%	87%	97%	> 99%	94%	97%	*	97%	97%	96%	75%	96%	*
Writing	2007	93%	99%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
	2006	91%	99%	97%	99%	> 99%	> 99%	99%	*	97%	98%	99%	> 99%	> 99%	*
All Tests	2007	71%	96%	83%	97%	90%	95%	98%	*	95%	98%	95%	88%	94%	*
	2006	65%	94%	83%	96%	> 99%	94%	95%	*	97%	95%	96%	80%	96%	*
TAKS Met 2007 Standard Grade 8															
Reading	2007	89%	98%	95%	99%	> 99%	94%	> 99%	*	98%	97%	> 99%	> 99%	93%	*
	2006	84%	98%	95%	97%	91%	93%	98%	*	95%	95%	99%	88%	> 99%	*
Mathematics	2007	73%	96%	86%	97%	92%	88%	99%	*	> 99%	95%	99%	*	86%	*
	2006	68%	96%	87%	97%	80%	93%	99%	*	95%	97%	97%	> 99%	83%	*
* Science	2007	71%	95%	84%	95%	92%	85%	96%	*	97%	91%	98%	83%	79%	*
	2006	63%	87%	*	88%	40%	79%	92%	*	90%	85%	93%	85%	60%	*
Soc Studies	2007	87%	99%	94%	98%	> 99%	91%	99%	*	> 99%	97%	99%	> 99%	93%	*
	2006	84%	98%	96%	99%	90%	> 99%	99%	*	98%	98%	> 99%	> 99%	80%	*
* All Tests	2007	61%	93%	76%	94%	92%	79%	96%	*	98%	90%	97%	86%	75%	*
	2006	54%	85%	*	87%	45%	79%	89%	*	88%	83%	91%	81%	50%	*

* Grade 8 Science (tested at 1 SEM below Panel Recommended value) is included in All Tests for 2006 & 2007.

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE EAST
Campus #: 057922042

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 717
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	95%	99%	98%	96%	99%	*	98%	98%	99%	90%	97%	67%
	2006	87%	98%	95%	98%	97%	97%	98%	*	95%	97%	98%	92%	98%	> 99%
Mathematics	2007	77%	96%	89%	98%	94%	95%	99%	*	98%	97%	99%	96%	93%	80%
	2006	75%	95%	90%	97%	81%	95%	99%	*	96%	98%	97%	93%	95%	*
Writing	2007	92%	98%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
	2006	91%	99%	97%	99%	> 99%	> 99%	99%	*	97%	98%	99%	> 99%	> 99%	*
Soc Studies	2007	89%	99%	94%	98%	> 99%	91%	99%	*	> 99%	97%	99%	> 99%	93%	*
	2006	87%	99%	96%	99%	90%	> 99%	99%	*	98%	98%	> 99%	> 99%	80%	*
All Tests	2007	70%	93%	84%	96%	92%	91%	98%	*	96%	96%	98%	87%	91%	67%
	2006	67%	92%	87%	95%	82%	94%	97%	*	94%	95%	96%	87%	93%	> 99%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING grade 8 Science and TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	95%	99%	98%	96%	99%	*	98%	98%	99%	90%	97%	67%
	2006	87%	98%	95%	98%	97%	97%	98%	*	95%	97%	98%	92%	98%	> 99%
Mathematics	2007	77%	96%	89%	98%	94%	95%	99%	*	98%	97%	99%	96%	93%	80%
	2006	75%	95%	90%	97%	81%	95%	99%	*	96%	98%	97%	93%	95%	*
Writing	2007	92%	98%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
	2006	91%	99%	97%	99%	> 99%	> 99%	99%	*	97%	98%	99%	> 99%	> 99%	*
Science	2007	66%	92%	78%	92%	85%	80%	95%	*	95%	90%	94%	56%	73%	*
	2006	64%	89%	77%	82%	42%	64%	85%	*	88%	79%	87%	52%	60%	*
Soc Studies	2007	87%	98%	92%	98%	92%	91%	99%	*	> 99%	97%	98%	88%	90%	*
	2006	86%	98%	95%	96%	83%	> 99%	97%	*	98%	95%	98%	74%	80%	*
All Tests	2007	67%	92%	81%	95%	90%	87%	97%	*	95%	94%	96%	78%	86%	50%
	2006	65%	91%	83%	90%	66%	89%	92%	*	91%	89%	92%	65%	91%	> 99%

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE EAST
Campus #: 057922042

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 717
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I)															
Reading/ELA	2007	30%	57%	50%	67%	57%	51%	71%	*	66%	65%	68%	38%	51%	< 1%
	2006	27%	53%	49%	58%	36%	47%	62%	*	55%	55%	62%	32%	29%	20%
Mathematics	2007	25%	56%	34%	58%	42%	37%	61%	*	66%	56%	60%	35%	30%	20%
	2006	23%	53%	38%	54%	31%	36%	55%	*	68%	54%	54%	14%	27%	*
Writing	2007	30%	60%	47%	56%	11%	53%	62%	*	44%	42%	70%	31%	38%	*
	2006	30%	59%	58%	70%	56%	58%	74%	*	69%	62%	78%	10%	68%	*
Soc Studies	2007	35%	67%	45%	67%	58%	55%	69%	*	73%	73%	60%	20%	46%	*
	2006	30%	61%	55%	62%	40%	36%	61%	*	78%	63%	61%	38%	40%	*
All Tests	2007	13%	36%	24%	43%	31%	24%	46%	*	46%	39%	46%	21%	21%	< 1%
	2006	11%	32%	26%	37%	24%	23%	38%	*	46%	36%	39%	10%	11%	< 1%
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	94%	98%	> 99%	93%	> 99%	*	*	97%	> 99%	98%	93%	*
	2006	84%	98%	92%	98%	> 99%	> 99%	97%	*	*	96%	> 99%	98%	> 99%	*
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	97%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%	*	*
	2006	87%	97%	93%	94%	*	*	91%	*	*	89%	> 99%	94%	*	*
Mathematics	2007	90%	96%	93%	97%	> 99%	86%	> 99%	*	*	94%	> 99%	97%	88%	*
	2006	86%	99%	93%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
Writing	2007	79%	91%	95%	> 99%	*	*	*	*	*	> 99%	*	> 99%	*	*
	2006	68%	98%	79%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
All Tests	2007	82%	92%	90%	97%	> 99%	86%	> 99%	*	*	94%	> 99%	97%	88%	*
	2006	74%	97%	85%	97%	> 99%	*	95%	*	*	94%	> 99%	97%	> 99%	*

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE EAST
Campus #: 057922042

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 717
Grade Span: 06 - 08
School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.1%	99.7%	100.0%	100.0%	99.6%	*	100.0%	99.5%	100.0%	100.0%	100.0%	100.0%
By Program														
TAKS (1 or more)	91.1%	96.3%	93.3%	96.0%	87.7%	92.0%	97.5%	*	100.0%	95.3%	96.7%	59.1%	93.5%	85.7%
Not on TAKS	6.7%	2.2%	5.5%	3.7%	12.3%	8.0%	2.0%	*	0.0%	4.1%	3.3%	40.9%	6.5%	14.3%
TAKS-I Only	0.3%	0.1%	0.0%	0.1%	0.0%	1.1%	0.0%	*	0.0%	0.0%	0.3%	1.5%	0.0%	0.0%
SDAA II Only	4.6%	1.4%	3.9%	2.3%	8.8%	5.7%	1.6%	*	0.0%	2.8%	1.8%	25.8%	4.3%	14.3%
TAKS-Alt Only	0.4%	0.2%	0.3%	0.7%	0.0%	0.0%	0.2%	*	0.0%	0.5%	0.9%	7.6%	0.0%	0.0%
Combination	1.4%	0.4%	1.1%	0.6%	3.5%	1.1%	0.2%	*	0.0%	0.8%	0.3%	6.1%	2.2%	0.0%
By Acct Status														
Acct System	91.6%	95.7%	93.7%	96.3%	94.7%	94.3%	97.5%	*	96.9%	95.1%	97.6%	83.3%	96.8%	100.0%
Non-Acct System	6.1%	2.8%	5.4%	3.5%	5.3%	5.7%	2.0%	*	3.1%	4.4%	2.4%	16.7%	3.2%	0.0%
Mobile	5.4%	2.4%	4.9%	2.6%	5.3%	4.6%	1.8%	*	3.1%	3.9%	1.2%	7.6%	3.2%	0.0%
Non-Acct Test	0.7%	0.3%	0.3%	0.8%	0.0%	1.1%	0.2%	*	0.0%	0.5%	1.2%	9.1%	0.0%	0.0%
Not Tested	2.3%	1.5%	0.9%	0.3%	0.0%	0.0%	0.4%	*	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%
Absent	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.8%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.8%	0.6%	0.1%	0.3%	0.0%	0.0%	0.4%	*	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%
Total Count	3,040,283	7,013	767	724	57	87	446	1	129	386	338	66	93	7
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	98.6%	98.9%	100.0%	94.3%	99.6%	*	98.4%	99.5%	98.3%	88.2%	100.0%	85.7%
By Program														
TAKS (1 or more)	90.7%	95.8%	94.6%	96.3%	87.5%	90.0%	97.5%	*	98.4%	97.1%	95.4%	60.3%	91.7%	71.4%
Not on TAKS	6.4%	2.2%	4.1%	2.6%	12.5%	4.3%	2.1%	*	0.0%	2.4%	2.9%	27.9%	8.3%	14.3%
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	1.5%	3.6%	1.5%	8.3%	4.3%	0.8%	*	0.0%	1.6%	1.4%	16.2%	8.3%	14.3%
TAKS-I/SDAA II Only	0.8%	0.5%	0.6%	1.1%	4.2%	0.0%	1.2%	*	0.0%	0.8%	1.4%	11.8%	0.0%	0.0%
By Acct Status														
Acct System	90.5%	95.0%	93.2%	95.3%	81.3%	92.9%	97.5%	*	94.3%	95.2%	96.0%	86.8%	83.3%	85.7%
Non-Acct System	6.5%	3.1%	5.5%	3.6%	18.8%	1.4%	2.1%	*	4.1%	4.2%	2.3%	1.5%	16.7%	0.0%
Mobile	5.6%	2.3%	4.7%	2.5%	4.2%	0.0%	2.1%	*	4.1%	2.7%	1.7%	1.5%	5.0%	0.0%
Non-Acct Test	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%
Katrina/Rita	0.8%	0.6%	0.5%	1.1%	14.6%	1.4%	0.0%	*	0.0%	1.6%	0.6%	0.0%	11.7%	0.0%
Not Tested	2.9%	2.0%	1.4%	1.1%	0.0%	5.7%	0.4%	*	1.6%	0.5%	1.7%	11.8%	0.0%	14.3%
Absent	0.2%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	0.3%	0.4%	1.0%	0.0%	4.3%	0.4%	*	1.6%	0.5%	1.4%	10.3%	0.0%	14.3%
LEP Exempt	1.0%	1.0%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	1.0%	0.5%	0.2%	0.1%	0.0%	1.4%	0.0%	*	0.0%	0.0%	0.3%	1.5%	0.0%	0.0%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	7,172	972	729	48	70	486	2	122	377	350	68	60	7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE EAST
Campus #: 057922042

Total Students: 717
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	62%	83%	*	*	*	*	*	*	*	*	*	*
	2006	51%	80%	55%	33%	*	*	*	*	*	40%	*	*	*	*
Mathematics	2007	34%	65%	43%	64%	80%	*	*	*	*	40%	78%	*	*	*
	2006	32%	62%	44%	76%	*	*	71%	*	*	80%	71%	*	67%	*
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.82	1.01	*	*	*	*	*	1.13	*	*	*	*
	2006	0.56	1.27	0.66	0.79	*	*	0.84	*	*	0.71	0.95	*	*	*
Mathematics	2007	0.33	0.79	0.56	0.99	1.30	0.38	1.00	*	*	0.64	1.19	*	1.14	*
	2006	0.34	0.84	0.57	1.30	*	*	1.27	*	*	1.32	1.27	*	1.34	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)															
Promoted to Grade 6															
	2007	55%	*	83%	*	*	*	*	*	*	*	*	*	*	*
	2006	57%	*	90%	*	*	*	*	*	*	*	*	*	*	*
Grade 5 Mathematics (English and Spanish)															
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)															
Promoted to Grade 6															
	2007	25%	40%	45%	*	*	*	*	*	*	*	*	*	*	*
	2006	28%	*	50%	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Measure															
2006-07		70%	92%	81%	94%	*	80%	*	*	> 99%	91%	> 99%	*	92%	71%
2005-06		66%	90%	78%	> 99%	*	*	*	*	> 99%	> 99%	> 99%	*	*	> 99%
Attendance Rate															
2005-06		95.5%	96.8%	96.4%	97.1%	95.7%	97.3%	96.9%	*	98.2%	97.1%	97.1%	96.2%	95.8%	97.8%
2004-05		95.7%	96.7%	96.4%	97.0%	97.0%	97.9%	96.5%	*	98.7%	96.8%	97.1%	96.2%	96.2%	98.0%
Annual Dropout Rate (Gr 7-8)															
(Standard Accountability Indicator)															
2005-06		0.4%	0.2%	0.0%	0.4%	0.0%	0.0%	0.3%	*	1.1%	0.4%	0.4%	0.0%	0.0%	*

'?' 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.

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE EAST
Campus #: 057922042

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Profile

Total Students: 717
Grade Span: 06 - 08
School Type: Middle

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		717	100.0%	32,343	9,927	4,576,933
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	0.8%	4.1%
	Kindergarten	0	0.0%	0.0%	6.5%	7.7%
	Grade 1	0	0.0%	0.0%	7.2%	8.1%
	Grade 2	0	0.0%	0.0%	7.4%	7.7%
	Grade 3	0	0.0%	0.0%	7.4%	7.6%
	Grade 4	0	0.0%	0.0%	8.1%	7.4%
	Grade 5	0	0.0%	8.5%	8.1%	7.4%
	Grade 6	249	34.7%	30.0%	8.4%	7.3%
	Grade 7	234	32.6%	30.3%	8.0%	7.2%
	Grade 8	234	32.6%	31.3%	7.8%	7.4%
	Grade 9	0	0.0%	0.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	58	8.1%	9.1%	5.0%	14.4%
	Hispanic	84	11.7%	21.4%	10.1%	46.3%
	White	446	62.2%	63.1%	65.6%	35.7%
	Native American	1	0.1%	0.5%	0.4%	0.3%
	Asian/Pac. Islander	128	17.9%	5.9%	18.9%	3.3%
Economically Disadvantaged		89	12.4%	26.1%	7.2%	55.5%
Limited English Proficient (LEP)		8	1.1%	3.3%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		15	1.9%	2.3%	0.7%	2.3%
At-Risk		108	15.1%	27.9%	20.5%	48.3%
Mobility (2005-06)		78	10.1%	13.7%	9.8%	22.3%
Number of Students per Teacher		13.5	n/a	14.8	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	-	-	4.4%	2.9%	-	-	8.2%	11.9%
Grade 1	-	-	2.0%	6.0%	-	-	1.3%	10.2%
Grade 2	-	-	1.6%	3.6%	-	-	2.3%	4.4%
Grade 3	-	-	0.2%	3.0%	-	-	0.9%	2.3%
Grade 4	-	-	0.6%	1.8%	-	-	0.0%	1.3%
Grade 5	-	2.1%	0.4%	2.9%	-	1.7%	1.0%	1.8%
Grade 6	0.5%	0.6%	0.4%	1.2%	0.0%	1.6%	0.0%	1.7%
Grade 7	0.5%	1.0%	0.1%	2.2%	0.0%	1.3%	0.0%	2.4%
Grade 8	0.5%	0.6%	0.3%	1.6%	3.7%	2.0%	3.2%	3.0%

District Name: COPPELL ISD
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Total Students: 717
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CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	17.7	19.5
	Grade 1	-	-	17.4	19.5
	Grade 2	-	-	18.1	19.6
	Grade 3	-	-	18.4	19.5
	Grade 4	-	-	18.6	20.2
	Grade 5	-	22.1	21.2	22.3
	Grade 6	21.6	22.6	23.2	21.8
	Mixed Grades	-	19.9	-	25.0
Secondary:	English/Language Arts	17.4	20.6	20.3	20.0
	Foreign Languages	22.0	22.5	21.6	20.9
	Mathematics	19.8	20.5	21.8	20.0
	Science	23.9	22.8	21.1	21.0
	Social Studies	21.4	22.9	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	67.4	100.0%	100.0%	100.0%	100.0%
Professional Staff:	61.5	91.3%	87.5%	75.4%	62.7%
Teachers	53.2	78.9%	76.6%	62.1%	50.7%
Professional Support	5.3	7.9%	7.1%	8.3%	8.2%
Campus Admin. (School Leader.)	3.0	4.4%	3.8%	3.9%	2.8%
Educational Aides:	5.9	8.7%	12.5%	6.6%	10.0%
Total Minority Staff:	9.0	13.3%	12.4%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	2.0	3.8%	2.5%	1.6%	9.3%
Hispanic	2.0	3.8%	6.0%	2.3%	20.8%
White	48.2	90.6%	90.2%	95.3%	68.5%
Native American	0.0	0.0%	0.6%	0.1%	0.3%
Asian/Pacific Islander	1.0	1.9%	0.7%	0.7%	1.2%
Males	15.0	28.2%	24.0%	17.9%	22.8%
Females	38.2	71.8%	76.0%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	6.0	11.2%	5.9%	7.0%	8.1%
1-5 Years Experience	22.0	41.4%	30.6%	31.6%	29.1%
6-10 Years Experience	10.4	19.5%	22.2%	21.1%	19.6%
11-20 Years Experience	9.9	18.6%	24.3%	23.9%	23.6%
0ver 20 Years Experience	5.0	9.4%	17.0%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	7.9 yrs.	11.0 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	4.2 yrs.	6.5 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$42,132	$38,122	$42,978	$38,095
1-5 Years Experience	$42,954	$40,123	$42,950	$39,880
6-10 Years Experience	$45,068	$42,420	$44,715	$42,380
11-20 Years Experience	$49,030	$46,691	$49,334	$47,042
Over 20 Years Experience	$56,675	$54,666	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$45,691	$44,591	$47,333	$44,897
Professional Support	$53,227	$50,361	$56,159	$52,940
Campus Administration (School Leadership)	$72,239	$65,053	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	2.9	0.0	2,103.5

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Grade Span: 06 - 08
School Type: Middle

ACTUAL OPERATING EXPENDITURE INFORMATION	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,764,221	100.0%	$5,107	$3,764,221	100.0%	$5,107	$172,933,830	100.0%	$5,351
Instruction (11,95)	$2,920,062	77.6%	$3,962	$2,920,062	77.6%	$3,962	$122,354,268	70.8%	$3,786
Instructional-Related Services (12,13)	$117,509	3.1%	$159	$117,509	3.1%	$159	$6,458,313	3.7%	$200
Instructional Leadership (21)	$116,009	3.1%	$157	$116,009	3.1%	$157	$2,860,054	1.7%	$88
School Leadership (23)	$303,883	8.1%	$412	$303,883	8.1%	$412	$12,550,898	7.3%	$388
Support Services-Student (31,32,33)	$177,464	4.7%	$241	$177,464	4.7%	$241	$10,041,154	5.8%	$311
Other Campus Costs (35,36,51,52,53)	$129,294	3.4%	$175	$129,294	3.4%	$175	$18,669,143	10.8%	$578
By Program:									
Total Operating Expenditures	$3,634,927	100.0%	$4,932	$3,634,927	100.0%	$4,932	$153,499,015	100.0%	$4,749
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	$1,888,050	1.2%	$58
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$1,396,112	0.9%	$43
Accelerated Education (24,30)	$2,617	0.1%	$4	$2,617	0.1%	$4	$5,944,306	3.9%	$184
Gifted & Talented Education (21)	$143,285	3.9%	$194	$143,285	3.9%	$194	$3,781,201	2.5%	$117
Regular Education (11)	$2,838,336	78.1%	$3,851	$2,838,336	78.1%	$3,851	$112,740,974	73.4%	$3,488
Special Education (23)	$650,689	17.9%	$883	$650,689	17.9%	$883	$27,689,318	18.0%	$857
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$59,054	0.0%	$2

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	3.0%	5.9%	14.8%
Career & Technology Education	0	0.0%	10.9%	12.5%	20.6%
Gifted & Talented Education	203	28.3%	11.2%	22.5%	7.5%
Special Education	65	9.1%	11.5%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	1.3%	3.2%	7.6%
Career & Technology Education	0.6	1.2%	1.9%	2.5%	3.9%
Compensatory Education	0.9	1.6%	1.7%	0.1%	3.3%
Gifted & Talented Education	3.7	7.0%	2.2%	4.4%	2.0%
Regular Education	32.3	60.8%	74.1%	70.4%	70.6%
Special Education	6.3	11.9%	11.9%	9.7%	10.0%
Other	9.3	17.4%	6.9%	9.8%	2.6%

'?' 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.

CMS-East
Campus Improvement Plan
2007-2008

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.								
Summative Evaluation:	Forethought lesson plans, Content Meetings, CBA's								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
CBA Data and assessment tools	Ensure that CBA data is monitored and implemented to guide instruction in the classroom.	All	Administration, Dept. Heads, Team Leaders	August 2007	May 2008	CBA Data Directors of curriculum		Grade reports, Evaluations	
District Special Education Audit	Through the new PST process, the Response to intervention Model for differentiated instruction will be initiated for student support.	All	Team Leaders, counselors	August 2007	May 2008	Personnel		PST documentation, Grade reports	

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CMS-East
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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Provide initial and ongoing training in guided reading instruction for resource LA teachers.	6-8 SE	Resource LA teacher, Literacy Coach	August 2007	Sept. 2007	High interest, low level materials for students Secondary LA Coordinator		Reflective evaluations	
AEIS	Support the implementation of guided reading instruction for resource students.	6-8 SE	Campus curriculum team	August 2007	May 2008	Personnel. Observation of professionals currently using this system.		Campus walk-throughs, student progress based on data collected	
AEIS	Provide initial and ongoing training in Thinking Maps to all staff.	All	Administration, staff	August 2007	Sept. 2007	Thinking Maps Folders district personnel		Reflective evaluations	

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CMS-East
Campus Improvement Plan
2007-2008

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Performance Objective 2:	Implement district-wide (PreK – grade 12) TEKS/SE aligned and research-based instructional practices that enhance all curricular areas.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Continue to monitor and implement reading in the content areas	All	ELA Director, Literacy Coach, Dept heads	August 2007	May 2008	Directors of Curriculum, RICA curriculum and workshops		Walk throughs, formal evaluations, TAKS data	
AEIS	Monitor and Continue the use and implementation of Best Practice Instructional strategies	All	Campus administration, Dept Heads, Team leaders	August 2007	May 2008	Directors of Curriculum, Campus administration, Team Leaders		Walk throughs, formal evaluations	
AEIS	Implement and Monitor My Access Writing Assessment to enhance writing for students.	8th grade	Campus administration, ELA teachers	August 2007	May 2008	Director of ELA and software provided, I-team		CBA's, writing folders, walk throughs	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report & Local assessment data	Use assessment data to evaluate and align instruction in order to meet the criteria of a CISD graduate	All	Campus Admin., Teachers	August 2007	June 2008	Achievement Series, campus visits		Achievement Series data reports, District level walk-throughs/campus visits	
BA	Provide training on progress monitoring to help with the identification of students identified "at risk" and with disabilities	All	Campus Admin., Counselors	August 2007	June 2008	Region 10 ESC, T1, T2, SPED		Meeting agendas, handouts	
Local assessments	Provide training on creating TEKS-aligned rigorous assessment items	All	Campus Admin.	August 2007	June 2008	Trainers, TEKS, research-based materials, T2		Eduphoria transcripts, assessment items	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report & Local assessment data	Provide additional training on the use of the curriculum management system	All	Campus Technology Specialist	August 2007	June 2008	Eduphoria transcripts, T2		Forethought lesson plans	
District Special Education Audit	Provide training in Response to Intervention model, including the Rule of 3 Model for differentiated instruction.	All	Administration, Team Leaders, Teachers	August 2007	August 2007	Trainers, Facilities, Materials (books, Manuals, etc.)		Reflective evaluations By trained faculty and staff	District Special Education Audit

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Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS	Utilize content time to disaggregate data, align 6-8 curriculum, and focus on objectives to re-teach.	All	Department Heads, Administration	August 2007	May 2008	Personnel		Meeting minutes, observation	

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CMS-East
Campus Improvement Plan
2007-2008

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Provide needed material and training for all staff to Implement TEKS-aligned and research-based instruction.	All	Campus administration, Dept. heads, Team leaders	August 2007	May 2008	District provided Materials		Lessons observed in Walkthroughs and Lesson plans.	
Elective	Provide initial and ongoing recruitment for Academic Pentathlon.	All	Administration, Staff (Pentathlon Coach)	May 2007	May 2008	Personnel		GPA data collected Of core classes	

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Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Elective	Support the implementation of Academic Pentathlon.	All	Administration, Department Heads	August 2007	May 2008	Personnel, Campus General budget for Supplies: $300 for Every 12 students in Class, $400 for Every competition Team of twelve 8th Graders (up to 2 Teams)	PD EXT	Student progress Based on GPA data Collected of core classes	
AEIS	Implement and support a learning lab for students	All	Administration, Staff	May 2007	August 2008	Personnel		Student progress during each grading period.	

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Performance Objective 3:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Elective	Support the implementation of Mathematics Competition Elective.	All	Administration, Mathematics Department Head, Mathematics Teacher	August 2007	May 2008	Personnel, Campus General and Mathematics budget For competition, Registration fees American Mathematics Competition 10A Math Olympiad and UIL Mathematics/ Number Sense/ Calculator are Included with School's entry		Student yearly Progress on TAKS Mathematics	

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Performance Objective 3:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Support the implementation of an integrated learning lab for our integrated research students	Pre-AP, Gifted	I-team, Campus administration	October 2007	May 2008	I-team, technology dept.		End of course assessments, CBA's, Budget worksheets	

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Performance Objective 4:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS report.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Continue to implement Coppell Nature Park curriculum and field experiences.	All	Science, Dept. Heads, Teachers	August 2007	May 2008	Project WILD & Aquatic WILD training, campus budget, service learning grant		Service Learning transcripts, student science notebooks, Forethought lesson plans	
AEIS	Continue training in 5E Model of Inquiry Based Instruction in Math and Science	All	Campus Admin., and Dept. Heads	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.), T2		Eduphoria	
AEIS	Embed Great Explorations in Math and Science (GEMS) in curriculum documents	K-8th grade (Science)	Dept. Heads, Science, Math	June 2007	June 2008	GEMS books, TEKS alignment chart		Forethought resource documents	

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CMS-East
Campus Improvement Plan
2007-2008

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 4:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS report.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Analyze assessment data to determine target areas for instruction	All	Campus Admin., and Dept. Heads	August 2007	June 2008	TAKS data and CBA's or released TAKS tests		CBA's and Content area team meetings	
AEIS	Assign mentors to students of sub-populations who did not meet standard or came within 5% of not meeting standard.	At Risk	Administration	August 2007	May 2008	Personnel, Parent/ Community		TAKS scores	
AEIS/TAKS DATA	Provide at risk students with during the school day tutoring.	At Risk	Grade Level Teachers	January 2007	May 2008	Personnel, State Comp Ed fund ($1,000/week for 11 weeks)		TAKS Scores	

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CMS-East
Campus Improvement Plan
2007-2008

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 5:	Support the transition from SDAA II to TAKS-M or TAKS-Alt								
Summative Evaluation:	AEIS Report.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS	Special Education Team meet weekly to discuss academic or behavior concerns.	SE	SE Department Head, Principal	August 2007	June 2008	Personnel		Documentation Folders	
AEIS	Utilize Curriculum-Based Assessments (CBA) for supporting ongoing progress monitoring and adjustment of instruction.	SE	Campus Curriculum Team	August 2007	June 2008	Special Education Funding Intervention Services Team		Data driven decision Forms	

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CMS-East
Campus Improvement Plan
2007-2008

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Support the transition from SDAA II to TAKS-M or TAKS-Alt
Summative Evaluation:	AEIS Report.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
PBMAS, AEIS	Provide training to staff on decision-making and administration of TAKS-M	SE	Campus Admin.	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program		Meeting, agendas, handouts on file	
PBMAS, AEIS	Provide training to staff (including para and support) on decision-making and administration of TAKS-Alt	SE	Campus Admin.	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program		Meeting, agendas, handouts on file	

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CMS-East
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2007-2008

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Performance Objective 5:	Support the transition from SDAA II to TAKS-M or TAKS-Alt
Summative Evaluation:	AEIS Report.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Meet with staff to review the implementation of the Individual Education Program (IEP) and ongoing progress monitoring.	SE	Campus Curriculum Team	August 2007	June 2008	Special Education Funding Intervention Services Team,		Data driven decision Forms	
AEIS	Meet with co-teach teachers and implement guidelines to enhance co-teach training done by district.	SE	Principal, Special ed. teachers	August 2007	June 2008	Director of Special Education, Intervention Team on Campus		Classroom assessments, walkthroughs, student data	

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CMS-East
Campus Improvement Plan
2007-2008

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 6:	Increase the number of students receiving a "Commended" on TAKS by 10% or to a minimum of 65%, in each subject area tested.
Summative Evaluation:	AEIS Report.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Analyze assessment data to determine areas of focus.	All	Campus Curriculum Team Campus Administration	April 2007	June 2008	Curriculum Team,		Curriculum Department Meetings	
AEIS	Provide staff development on and monitor the implementation of critical thinking skills aligned with the rigor of the TEKS/SE	All	Campus Admin.	August 2007	June 2008	Rigor/Relevance Framework, Higher Level Thinking flipcharts, Curriculum Units		Eduphoria classroom walkthroughs/ Observations	
AEIS	Provide staff development on differentiated instruction through best practice.	All	Campus Curriculum Team Campus Administration	June 2007	June 2008	Curriculum Team,		Reflective Evaluations by Trained faculty and Staff Portal transcripts	

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CMS-East
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2007-2008

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Performance Objective 6:	Increase the number of students receiving a "Commended" on TAKS by 10% or to a minimum of 65%, in each subject area tested.								
Summative Evaluation:	AEIS Report.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS	Implement the use of content area reading strategies across grade level subject areas.	All	Literacy Teacher, Teachers	June 2007	June 2008	Literacy Teacher, Curriculum		Department Meeting Minutes, lesson plans	

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CMS-East
Campus Improvement Plan
2007-2008

Strategic Objective/Goal 2:	The district will demonstrate educational excellence.
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Revise all written curriculum documents to support differentiated, rigorous, and relevant instruction and intervention	K-12th grade	Dept. Heads	June 2007	June 2008	Rigor/Relevance Framework, local funds		Forethought documents	
Curriculum meetings with campus personnel	Provide follow-up training on Rigor/Relevance Framework	All	Campus Admin.	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework		Extended planning time, agenda/minutes	
AEIS	Integrate vocabulary development among core subjects.	All Teachers	Administrators, Department Heads	August 2007	May 2008	Personnel, trainers Curriculum		Department Meeting Minutes, lesson plans	

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CMS-East
Campus Improvement Plan
2007-2008

Strategic Objective/ Goal 2:	The district will demonstrate educational excellence.
Performance Objective 2:	Establish school structures most appropriate to implement CISD curriculum and staff development.
Summative Evaluation:	Campus documents

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	All	Campus Admin., Dept. Heads	June 2007	June 2008	PLC documentation and forms, Eduphoria transcripts, local funds		PLC documentation and forms, Eduphoria transcripts, PLC Showcase	
PS, BA, PBMAS	Implement a co-teach model for instruction	All	Campus Admin.	August 2007	May 2008	Training; SPED		Classroom observation/walk-throughs	
AEIS	Librarian to meet with content areas twice a month.	All Teachers	Librarians	August 2007	May 2008	Personnel		Department Meeting Notes	

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Campus Improvement Plan
2007-2008

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Performance Objective 2:	Establish school structures most appropriate to implement CISD curriculum and staff development.
Summative Evaluation:	Campus documents

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	I-Team member meet with content area twice a month.	All Teachers	Integration Specialist	August 2007	May 2008	Personnel		Department Meeting Notes	
AEIS	Establish professional/ parental library.	All Teachers	Librarian, Principal	August 2007	June 2008	Books, Magazines			
AEIS	Provide staff development on strengthening critical thinking skills.	All	Campus Administration	April 2007	June 2008	Curriculum		Reflective evaluations By trained faculty and Staff portal transcripts	
AEIS	Provide staff development on the Revised Blooms Taxonomy and Authentic Assessments	All	Campus Administration	January 2007	June 2008	Curriculum		Reflective evaluations by trained faculty and staff portal transcripts	

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Campus Improvement Plan
2007-2008

Strategic Objective/ Goal 2:	The district will demonstrate educational excellence.
Performance Objective 3:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Course enrollment, master schedule	Ensure that 100% or core academic subject area teachers are highly qualified on each campus to 100%	All	Campus Admin.	September 2007	June 2008	local funds, certification records		Hiring rosters	

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CMS-East
Campus Improvement Plan
2007-2008

Strategic Objective/Goal 2:	The district will demonstrate educational excellence.								
Performance Objective 4:	Increase the number of students served in the least restrictive environment through a continuum of services.								
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PS	Provide training on Co-Teaching to general education and special education teachers	SE	Campus Admin., Director of Intervention Services	May 2007	May 2008	Special Ed. Funding, local funds		Meeting agenda, handouts	
FS, PS	Implement Co-teaching in core subjects at the secondary level	SE	Campus Admin.	May 2007	May 2008	Special Ed. Funding, local funds		ARD Committee Decisions, Progress Reports, AEIS, AYP	

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Performance Objective 4:	Increase the number of students served in the least restrictive environment through a continuum of services.								
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PS	Make a major emphasis on increasing the number of students served in the least restrictive environment	SE	Campus Admin.	May 2007	May 2008	Special Ed. Funding, local funds		ARD Committee Decisions, Progress Reports, AEIS, AYP	

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CMS-East
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Strategic Objective/Goal 3:	Each Student will consistently demonstrate identified CISD Character Traits within the school and community.								
Performance Objective 1:	Enhance the CISD character program based on assessment results.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PS	Counselors in LA classes to teach character traits each 6 weeks.	All	Counselors, Teachers	September 2007	June 2008	Character training Material and packets		School climate, Student respect	
FS	Involve Student Council and NJHS in 6 week focus on each character trait	NJHS Stuco	Teacher sponsors, Counselors	September 2007	June 2008	Character development Material		School climate	

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CMS-East
Campus Improvement Plan
2007-2008

Strategic Objective/Goal 3:	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.								
Performance Objective 2:	Establish Consistent safe and drug free school programs district wide.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/ Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Community feedback, current events, student survey	Publicize safe and drug free programs including Choose to Care, DARE, Peer Mediation	All	Campus Administration, Counselors	August 2007	June 2008	Website, newsletters, Survey Monkey, SRO's		Newsletters, newspapers, campus & community feedback, student survey	
Campus reports	Create a library of guidance materials	All	Counselors, Library-Media Specialists	Oct 2007	June 2008	Local funds		Library, Published list of resources	

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2007-2008

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Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/ Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Campus reports, FS	Bring in programs and speakers to appeal to making wise decisions about drugs and alcohol.	ALL	Campus Administration, counselors, SRO's	September 2007	June 2008	Local speaker organizations, SRO's,		Campus and community feedback	

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CMS-East
Campus Improvement Plan
2007-2008

Strategic Objective/Goal 3:	Each student will consistently demonstrate identified CISD character traits within their school and community.								
Performance Objective 3:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**School-wide**	**Formative Evaluation**	**Documented**
FS, PS, SS, DR	Meet with campus staff to identify students to participate in Social Coping Group or Personal Development	All	Special Ed. Teachers, Counselors	June 2007	May 2008	Special Education Funding, local funds		Data driven decision making	
FS, PS, SS, DR	Develop specific interpersonal and behavioral goals	All	Campus Admin., Special Ed. Dept.	June 2007	May 2008	Special Education Funding, local funds		Social skill development research	
FS, PS, SS, DR	Supervise the development of group leadership skill and success	All	Content Teachers	June 2007	May 2008	Special Education Funding, local funds		Group leadership meetings and campus visits	

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Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**School-wide**	**Formative Evaluation**	**Documented**
FS, PS, SS, DR	Meet with leaders and campus staff to review student skill progress and development	All	Campus Admin.	June 2007	May 2008	Special Education Funding, local funds		Reflective evaluations by leaders, faculty and supervisor	
FS, PS, SS, DR	Meet with leaders and campus staff to transfer student skills to school and community settings	All	Campus Admin., Dept. Heads, Spec. Ed. Dept.	June 2007	May 2008	Special Education Funding, local funds		Reflective evaluations by leaders, faculty and supervisor	

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Campus Improvement Plan
2007-2008

Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 1:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	School-wide	Formative Evaluation	Documented
SL survey	Develop authentic service-learning lesson plans incorporating STARS model aligned with the written curriculum	All	Teachers	August 2007	June 2008	Lesson plan format, Web resources		Forethought lesson plans	
SL survey	Implement plans focusing on environmental conservation and preservation	All	Dept. Heads Science	August 2007	May 2008	Campus administration and teachers, Web resources		Documented plans and/or visits to Coppell Nature Park	
SL survey	Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills	All	Campus SL Leaders	August 2007	June 2008	SL grant		Agendas, Documentation of training	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	School-wide	Formative Evaluation	Documented
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2007-2008

Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 2:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.								
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Highlight classroom projects in newsletters and local newspapers	All	Campus Admin.	August 2007	June 2008	Staff		Newsletters and copies of newspapers, Community feedback	
SL survey	Post SL information on campus websites and district SL website	All	SL Campus Leaders, Campus Admin.	August 2007	June 2008	SL campus leaders, SL Director, Campus Administration		Information posted on websites	

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Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Conduct parent and community information sessions focused on SL goals and opportunities for participation and communicate benefits of SL	All	SL Campus Leaders, Campus administration	August 2007	June 2008	PTO meetings, parent associations meetings, faculty meetings, local community meetings		Documentation of parent and community involvement	

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Strategic Objective/Goal 5:	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.								
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS, PS, FS, SS	Increase participation of students with special education needs in regular education curriculum through Co-Teach instructional delivery model.	SE	Co-Teachers, Campus Admin.	August 2007	May 2008	Co-Teach Staff Development, Co-Teachers, Campus Administration		Campus curriculum meetings, reflections from Co-Teachers, Campus Administration, Student Surveys, Parent Surveys, Updated Progress	

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Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.								
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS, PS,FS, SS	Develop and implement IEP's for sub-population and at risk students using data according to student performance on TEKS-based measures.	SE	Special Ed. teachers, campus administration	August 2007	June 2008	Director of intervention services, campus administration		Student assessments, CBA's	

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Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SS, PS, O (ARD/IEP Documentation)	Monitor and adjust documentation of student projected course of study/graduation plan to represent coordinated set of activities and coursework that are based on student desired post-school outcomes.	SE	Special Ed. Dept., Counselors	August 2007	May 2008	Transition ARD Supplement, Student/Parent Surveys, SPED, Goal-Setting Materials		ARD Supplement, ARD Deliberations/ Determinations, Texas Effectiveness Study Analysis	

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Performance Objective 2:	Improve access to student information through electronic database and management systems.
Summative Evaluation:	Feedback from campus staff; review of information of database

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS	Provide training on Special Education data-based system	SE	Dept. Heads	August 2007	May 2008	Special Ed. Funding		Meeting agenda, handouts	
FS, PS	Provide training on blackboard sites to students and informational meetings for parents	All	I-team, campus admin.	August 2007	June 2008	Pentamation and Outlook Express data systems		Parent input and increased success for students	

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2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	0
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	0
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	0
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: COPPELL MIDDLE NORTH

Campus #: 057922044

2007 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2005-06)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Social Studies

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE NORTH
Campus #: 057922044

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 815
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 6 (English)															
Reading	2007	92%	99%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
	2006	92%	99%	97%	99%	> 99%	94%	> 99%	*	> 99%	99%	> 99%	94%	82%	*
Mathematics	2007	80%	95%	91%	96%	75%	84%	97%	*	> 99%	97%	94%	80%	56%	*
	2006	81%	97%	93%	96%	> 99%	94%	96%	*	> 99%	97%	96%	81%	82%	*
All Tests	2007	78%	95%	91%	96%	75%	84%	97%	*	> 99%	97%	94%	81%	56%	*
	2006	78%	97%	92%	96%	> 99%	94%	96%	*	> 99%	97%	96%	82%	82%	*
TAKS Met 2007 Standard Grade 7															
Reading	2007	85%	98%	93%	99%	> 99%	> 99%	98%	*	> 99%	99%	99%	87%	> 99%	*
	2006	80%	97%	91%	96%	80%	> 99%	96%	*	97%	96%	96%	90%	78%	*
Mathematics	2007	77%	98%	87%	98%	> 99%	94%	97%	*	> 99%	99%	97%	92%	> 99%	*
	2006	71%	96%	88%	96%	80%	95%	96%	*	97%	96%	96%	> 99%	78%	*
Writing	2007	93%	99%	97%	> 99%	83%	> 99%	> 99%	*	> 99%	99%	> 99%	> 99%	> 99%	*
	2006	91%	99%	97%	99%	> 99%	> 99%	99%	*	> 99%	99%	> 99%	> 99%	89%	*
All Tests	2007	71%	96%	82%	97%	83%	94%	97%	*	> 99%	97%	97%	87%	> 99%	*
	2006	65%	94%	83%	93%	60%	95%	94%	*	97%	94%	93%	91%	67%	*
TAKS Met 2007 Standard Grade 8															
Reading	2007	89%	98%	97%	99%	> 99%	> 99%	98%	*	> 99%	98%	99%	> 99%	> 99%	*
	2006	84%	98%	94%	99%	88%	> 99%	> 99%	*	96%	98%	99%	*	> 99%	*
Mathematics	2007	73%	96%	87%	97%	92%	95%	97%	*	> 99%	96%	97%	> 99%	71%	*
	2006	68%	96%	86%	96%	86%	89%	97%	*	95%	96%	96%	*	> 99%	*
* Science	2007	71%	95%	88%	97%	92%	> 99%	97%	*	96%	97%	97%	92%	88%	*
	2006	63%	87%	*	92%	75%	95%	92%	*	93%	91%	93%	*	80%	*
Soc Studies	2007	87%	99%	96%	99%	> 99%	> 99%	98%	*	> 99%	99%	98%	> 99%	88%	*
	2006	84%	98%	95%	98%	> 99%	> 99%	99%	*	96%	98%	99%	*	> 99%	*
* All Tests	2007	61%	93%	79%	95%	92%	95%	94%	*	96%	95%	94%	92%	75%	*
	2006	54%	85%	*	89%	75%	84%	91%	*	87%	89%	90%	*	80%	*

* Grade 8 Science (tested at 1 SEM below Panel Recommended value) is included in All Tests for 2006 & 2007.

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE NORTH
Campus #: 057922044

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 815
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	96%	99%	> 99%	> 99%	99%	*	> 99%	99%	99%	96%	> 99%	*
	2006	87%	98%	95%	98%	87%	98%	99%	*	98%	98%	98%	90%	84%	*
Mathematics	2007	77%	96%	89%	97%	87%	91%	97%	*	> 99%	97%	96%	89%	75%	*
	2006	75%	95%	90%	96%	86%	93%	96%	*	98%	96%	96%	88%	84%	*
Writing	2007	92%	98%	97%	> 99%	83%	> 99%	> 99%	*	> 99%	99%	> 99%	> 99%	> 99%	*
	2006	91%	99%	97%	99%	> 99%	> 99%	99%	*	> 99%	99%	> 99%	> 99%	89%	*
Soc Studies	2007	89%	99%	96%	99%	> 99%	> 99%	98%	*	> 99%	99%	98%	> 99%	88%	*
	2006	87%	99%	95%	98%	> 99%	> 99%	99%	*	96%	98%	99%	*	> 99%	*
All Tests	2007	70%	93%	86%	96%	84%	91%	96%	*	> 99%	96%	96%	88%	76%	*
	2006	67%	92%	85%	95%	78%	93%	95%	*	96%	95%	94%	84%	80%	*
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING grade 8 Science and TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	96%	99%	> 99%	> 99%	99%	*	> 99%	99%	99%	96%	> 99%	*
	2006	87%	98%	95%	98%	87%	98%	99%	*	98%	98%	98%	90%	84%	*
Mathematics	2007	77%	96%	89%	97%	87%	91%	97%	*	> 99%	97%	96%	89%	75%	*
	2006	75%	95%	90%	96%	86%	93%	96%	*	98%	96%	96%	88%	84%	*
Writing	2007	92%	98%	97%	> 99%	83%	> 99%	> 99%	*	> 99%	99%	> 99%	> 99%	> 99%	*
	2006	91%	99%	97%	99%	> 99%	> 99%	99%	*	> 99%	99%	> 99%	> 99%	89%	*
Science	2007	66%	92%	79%	90%	46%	89%	93%	*	96%	92%	88%	73%	63%	*
	2006	64%	89%	78%	85%	56%	81%	87%	*	85%	84%	86%	38%	60%	*
Soc Studies	2007	87%	98%	94%	98%	> 99%	> 99%	98%	*	> 99%	99%	97%	93%	88%	*
	2006	86%	98%	94%	98%	> 99%	95%	99%	*	96%	97%	99%	92%	> 99%	*
All Tests	2007	67%	92%	80%	94%	65%	88%	95%	*	99%	95%	93%	80%	72%	*
	2006	65%	91%	81%	91%	67%	88%	92%	*	93%	92%	91%	71%	72%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE NORTH
Campus #: 057922044

Total Students: 815
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I)															
Reading/ELA	2007	30%	57%	50%	70%	45%	71%	70%	*	77%	65%	75%	46%	32%	*
	2006	27%	53%	45%	65%	26%	46%	68%	*	67%	58%	71%	30%	36%	*
Mathematics	2007	25%	56%	31%	58%	16%	48%	57%	*	84%	59%	57%	31%	25%	*
	2006	23%	53%	32%	53%	18%	39%	52%	*	66%	54%	52%	31%	24%	*
Writing	2007	30%	60%	43%	66%	67%	63%	66%	*	71%	59%	75%	36%	50%	*
	2006	30%	59%	54%	75%	60%	89%	74%	*	76%	66%	86%	45%	67%	*
Soc Studies	2007	35%	67%	50%	69%	38%	63%	70%	*	79%	73%	64%	50%	50%	*
	2006	30%	61%	46%	63%	25%	68%	60%	*	78%	67%	59%	*	60%	*
All Tests	2007	13%	36%	22%	46%	16%	43%	44%	*	65%	45%	47%	19%	20%	*
	2006	11%	32%	21%	41%	17%	25%	42%	*	50%	40%	42%	19%	16%	*
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	94%	93%	*	*	90%	*	> 99%	95%	90%	93%	*	> 99%
	2006	84%	98%	89%	94%	*	83%	93%	*	> 99%	96%	91%	94%	*	> 99%
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	96%	94%	*	*	92%	*	*	89%	> 99%	94%	*	*
	2006	87%	97%	91%	90%	*	*	91%	*	> 99%	92%	88%	90%	*	*
Mathematics	2007	90%	96%	94%	94%	*	*	93%	*	*	> 99%	90%	94%	*	*
	2006	86%	99%	92%	96%	*	*	93%	*	> 99%	> 99%	91%	96%	*	*
Writing	2007	79%	91%	94%	80%	*	*	*	*	*	*	*	80%	*	*
	2006	68%	98%	84%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
All Tests	2007	82%	92%	90%	90%	*	*	88%	*	*	90%	90%	90%	*	*
	2006	74%	97%	82%	92%	*	*	93%	*	> 99%	93%	91%	92%	*	*

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE NORTH
Campus #: 057922044

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 815
Grade Span: 06 - 08
School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.4%	99.9%	100.0%	100.0%	99.8%	*	100.0%	100.0%	99.7%	100.0%	100.0%	*
By Program														
TAKS (1 or more)	91.1%	96.3%	93.9%	97.6%	88.9%	98.4%	97.9%	*	98.2%	97.5%	97.6%	72.1%	90.6%	*
Not on TAKS	6.7%	2.2%	5.3%	2.3%	11.1%	1.6%	2.0%	*	1.8%	2.5%	2.1%	27.9%	9.4%	*
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
SDAA II Only	4.6%	1.4%	3.4%	2.0%	11.1%	1.6%	1.5%	*	1.8%	2.2%	1.6%	23.5%	9.4%	*
TAKS-Alt Only	0.4%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
Combination	1.4%	0.4%	1.2%	0.4%	0.0%	0.0%	0.5%	*	0.0%	0.2%	0.5%	4.4%	0.0%	*
By Acct Status														
Acct System	91.6%	95.7%	94.4%	96.7%	88.9%	93.4%	97.4%	*	98.2%	96.0%	97.6%	92.6%	81.3%	*
Non-Acct System	6.1%	2.8%	5.2%	3.2%	11.1%	6.6%	2.5%	*	1.8%	4.0%	2.1%	7.4%	18.8%	*
Mobile	5.4%	2.4%	4.8%	3.2%	11.1%	6.6%	2.5%	*	1.8%	4.0%	2.1%	7.4%	18.8%	*
Non-Acct Test	0.7%	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
Not Tested	2.3%	1.5%	0.7%	0.1%	0.0%	0.0%	0.2%	*	0.0%	0.0%	0.3%	0.0%	0.0%	*
Absent	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
LEP Exempt	1.0%	0.8%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
Other	0.8%	0.6%	0.1%	0.1%	0.0%	0.0%	0.2%	*	0.0%	0.0%	0.3%	0.0%	0.0%	*
Total Count	3,040,283	7,013	758	818	36	61	605	1	114	445	373	68	32	3
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	98.8%	99.5%	100.0%	98.3%	99.5%	*	100.0%	100.0%	99.0%	98.1%	96.9%	80.0%
By Program														
TAKS (1 or more)	90.7%	95.8%	94.3%	97.4%	97.2%	93.3%	97.9%	*	96.9%	97.4%	97.3%	64.2%	96.9%	20.0%
Not on TAKS	6.4%	2.2%	4.0%	2.2%	2.8%	5.0%	1.7%	*	3.1%	2.6%	1.7%	34.0%	0.0%	60.0%
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	1.5%	3.4%	1.1%	0.0%	1.7%	1.0%	*	1.5%	0.9%	1.2%	17.0%	0.0%	40.0%
TAKS-I/SDAA II Only	0.8%	0.5%	0.6%	1.1%	2.8%	3.3%	0.7%	*	1.5%	1.7%	0.5%	17.0%	0.0%	20.0%
By Acct Status														
Acct System	90.5%	95.0%	93.5%	97.4%	66.7%	98.3%	98.5%	*	100.0%	96.9%	97.8%	96.2%	78.1%	80.0%
Non-Acct System	6.5%	3.1%	5.0%	2.2%	33.3%	0.0%	1.0%	*	0.0%	3.1%	1.2%	1.9%	18.8%	0.0%
Mobile	5.6%	2.3%	4.7%	1.8%	27.8%	0.0%	0.8%	*	0.0%	2.6%	1.0%	1.9%	9.4%	0.0%
Non-Acct Test	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%
Katrina/Rita	0.8%	0.6%	0.3%	0.4%	5.6%	0.0%	0.2%	*	0.0%	0.5%	0.2%	0.0%	9.4%	0.0%
Not Tested	2.9%	2.0%	1.3%	0.5%	0.0%	1.7%	0.5%	*	0.0%	0.0%	1.0%	1.9%	3.1%	20.0%
Absent	0.2%	0.1%	0.1%	0.4%	0.0%	0.0%	0.5%	*	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	0.3%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	1.0%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	1.0%	0.5%	0.2%	0.1%	0.0%	1.7%	0.0%	*	0.0%	0.0%	0.2%	1.9%	3.1%	20.0%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	7,172	838	835	36	60	606	2	131	424	411	53	32	5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE NORTH
Campus #: 057922044

Total Students: 815
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	67%	> 99%	*	*	> 99%	*	*	*	> 99%	*	*	*
	2006	51%	80%	54%	50%	*	*	57%	*	*	57%	40%	*	*	*
Mathematics	2007	34%	65%	46%	58%	*	*	62%	*	*	63%	55%	*	*	*
	2006	32%	62%	47%	52%	*	*	59%	*	*	69%	36%	*	*	*
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.75	1.52	1.30	*	1.88	*	*	1.58	1.48	*	*	*
	2006	0.56	1.27	0.62	0.83	*	*	0.73	*	*	0.80	0.90	0.45	*	*
Mathematics	2007	0.33	0.79	0.50	0.52	0.56	*	0.60	*	*	1.08	0.23	*	0.54	*
	2006	0.34	0.84	0.58	0.57	*	0.52	0.54	*	*	0.66	0.47	*	*	*
Student Success Initiative															
Grade 5 Mathematics (English and Spanish)															
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)															
Promoted to Grade 6															
	2007	25%	40%	*	*	*	*	*	*	*	*	*	*	*	*
	2006	28%	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Measure															
2006-07		70%	92%	79%	89%	*	*	> 99%	*	80%	92%	83%	*	*	*
2005-06		66%	90%	77%	77%	*	*	*	*	67%	71%	83%	*	*	40%
Attendance Rate															
2005-06		95.5%	96.8%	96.6%	97.2%	97.6%	96.6%	97.1%	*	98.3%	97.3%	97.2%	96.0%	97.1%	98.2%
2004-05		95.7%	96.7%	96.6%	97.2%	98.2%	96.5%	97.0%	*	98.3%	97.5%	96.9%	95.4%	95.0%	*
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)															
2005-06		0.4%	0.2%	0.0%	0.2%	0.0%	0.0%	0.3%	*	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%

'?' 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
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		815	100.0%	27,627	9,927	4,576,933
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	0.8%	4.1%
	Kindergarten	0	0.0%	0.0%	6.5%	7.7%
	Grade 1	0	0.0%	0.0%	7.2%	8.1%
	Grade 2	0	0.0%	0.0%	7.4%	7.7%
	Grade 3	0	0.0%	0.0%	7.4%	7.6%
	Grade 4	0	0.0%	0.0%	8.1%	7.4%
	Grade 5	0	0.0%	6.4%	8.1%	7.4%
	Grade 6	289	35.5%	24.2%	8.4%	7.3%
	Grade 7	274	33.6%	33.1%	8.0%	7.2%
	Grade 8	252	30.9%	34.3%	7.8%	7.4%
	Grade 9	0	0.0%	2.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	35	4.3%	6.6%	5.0%	14.4%
	Hispanic	58	7.1%	16.0%	10.1%	46.3%
	White	602	73.9%	73.4%	65.6%	35.7%
	Native American	1	0.1%	0.6%	0.4%	0.3%
	Asian/Pac. Islander	119	14.6%	3.4%	18.9%	3.3%
Economically Disadvantaged		29	3.6%	18.7%	7.2%	55.5%
Limited English Proficient (LEP)		3	0.4%	2.1%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		3	0.4%	2.0%	0.7%	2.3%
At-Risk		104	12.8%	25.6%	20.5%	48.3%
Mobility (2005-06)		40	4.7%	12.7%	9.8%	22.3%
Number of Students per Teacher		14.1	n/a	15.0	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	-	-	4.4%	2.9%	-	-	8.2%	11.9%
Grade 1	-	-	2.0%	6.0%	-	-	1.3%	10.2%
Grade 2	-	-	1.6%	3.6%	-	-	2.3%	4.4%
Grade 3	-	-	0.2%	3.0%	-	-	0.9%	2.3%
Grade 4	-	-	0.6%	1.8%	-	-	0.0%	1.3%
Grade 5	-	2.3%	0.4%	2.9%	-	1.8%	1.0%	1.8%
Grade 6	0.4%	0.6%	0.4%	1.2%	0.0%	1.6%	0.0%	1.7%
Grade 7	0.0%	1.2%	0.1%	2.2%	0.0%	1.6%	0.0%	2.4%
Grade 8	0.4%	0.8%	0.3%	1.6%	0.0%	2.0%	3.2%	3.0%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	17.7	19.5
	Grade 1	-	10.0	17.4	19.5
	Grade 2	-	-	18.1	19.6
	Grade 3	-	-	18.4	19.5
	Grade 4	-	-	18.6	20.2
	Grade 5	-	23.5	21.2	22.3
	Grade 6	24.4	23.0	23.2	21.8
	Mixed Grades	-	-	-	25.0
Secondary:	English/Language Arts	20.2	20.3	20.3	20.0
	Foreign Languages	25.3	21.1	21.6	20.9
	Mathematics	22.2	20.3	21.8	20.0
	Science	21.8	22.5	21.1	21.0
	Social Studies	20.5	23.0	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	70.6	100.0%	100.0%	100.0%	100.0%
Professional Staff:	65.6	92.9%	89.4%	75.4%	62.7%
Teachers	57.9	82.0%	77.4%	62.1%	50.7%
Professional Support	4.7	6.6%	7.7%	8.3%	8.2%
Campus Admin. (School Leader.)	3.0	4.2%	4.3%	3.9%	2.8%
Educational Aides:	5.0	7.1%	10.6%	6.6%	10.0%
Total Minority Staff:	4.0	5.7%	8.3%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	2.0	3.5%	2.4%	1.6%	9.3%
Hispanic	0.0	0.0%	4.0%	2.3%	20.8%
White	55.9	96.5%	92.5%	95.3%	68.5%
Native American	0.0	0.0%	0.5%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.5%	0.7%	1.2%
Males	15.0	25.9%	24.0%	17.9%	22.8%
Females	42.9	74.1%	76.0%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	5.5	9.5%	7.0%	7.0%	8.1%
1-5 Years Experience	25.6	44.2%	27.4%	31.6%	29.1%
6-10 Years Experience	11.8	20.4%	20.9%	21.1%	19.6%
11-20 Years Experience	11.0	19.0%	25.1%	23.9%	23.6%
0ver 20 Years Experience	4.0	6.9%	19.7%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	7.8 yrs.	11.6 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	4.0 yrs.	6.4 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$42,820	$38,633	$42,978	$38,095
1-5 Years Experience	$43,051	$39,776	$42,950	$39,880
6-10 Years Experience	$45,190	$42,584	$44,715	$42,380
11-20 Years Experience	$49,610	$46,805	$49,334	$47,042
Over 20 Years Experience	$56,006	$54,354	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$45,605	$44,913	$47,333	$44,897
Professional Support	$50,990	$50,381	$56,159	$52,940
Campus Administration (School Leadership)	$72,663	$64,760	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	0.7	0.0	2,103.5

ACTUAL OPERATING EXPENDITURE INFORMATION	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$4,102,086	100.0%	$4,954	$4,161,274	100.0%	$5,026	$137,911,363	100.0%	$5,293
Instruction (11,95)	$3,199,340	78.0%	$3,864	$3,258,528	78.3%	$3,935	$97,750,074	70.9%	$3,752
Instructional-Related Services (12,13)	$125,974	3.1%	$152	$125,974	3.0%	$152	$4,938,844	3.6%	$190
Instructional Leadership (21)	$132,593	3.2%	$160	$132,593	3.2%	$160	$1,547,345	1.1%	$59
School Leadership (23)	$352,135	8.6%	$425	$352,135	8.5%	$425	$10,348,369	7.5%	$397
Support Services-Student (31,32,33)	$165,333	4.0%	$200	$165,333	4.0%	$200	$7,687,391	5.6%	$295
Other Campus Costs (35,36,51,52,53)	$126,711	3.1%	$153	$126,711	3.0%	$153	$15,639,340	11.3%	$600
By Program:									
Total Operating Expenditures	$3,975,375	100.0%	$4,801	$4,034,563	100.0%	$4,873	$120,955,016	100.0%	$4,642
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	$923,895	0.8%	$35
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$1,483,372	1.2%	$57
Accelerated Education (24,30)	$1,077	0.0%	$1	$1,077	0.0%	$1	$3,299,074	2.7%	$127
Gifted & Talented Education (21)	$223,768	5.6%	$270	$223,768	5.5%	$270	$3,438,667	2.8%	$132
Regular Education (11)	$3,157,582	79.4%	$3,814	$3,170,367	78.6%	$3,829	$92,867,941	76.8%	$3,564
Special Education (23)	$592,948	14.9%	$716	$639,351	15.8%	$772	$18,730,744	15.5%	$719
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$211,323	0.2%	$8

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	1	0.1%	1.8%	5.9%	14.8%
Career & Technology Education	0	0.0%	14.5%	12.5%	20.6%
Gifted & Talented Education	281	34.5%	12.8%	22.5%	7.5%
Special Education	69	8.5%	10.8%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	0.9%	3.2%	7.6%
Career & Technology Education	0.5	0.9%	2.1%	2.5%	3.9%
Compensatory Education	0.0	0.0%	1.1%	0.1%	3.3%
Gifted & Talented Education	7.3	12.6%	4.5%	4.4%	2.0%
Regular Education	31.8	54.9%	76.7%	70.4%	70.6%
Special Education	6.8	11.7%	10.4%	9.7%	10.0%
Other	11.5	19.9%	4.2%	9.8%	2.6%

'?' 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.

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Curriculum meetings with campus personnel	Participate in follow-up Rigor/Relevance Framework training	All	Curriculum Team, Campus Admin Staff	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework, T2		Extended planning time agenda/minutes	
Curriculum meetings with campus personnel	Continue the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum	All	Curriculum Team, Campus Admin Campus Academic & Team Leaders	August 2007	June 2008	Forethought documents, walk-through training, T2		Forethought lesson plans, District level walk-throughs/campus visits	
CBA data, campus & community feedback, CBA data/local assessment comparison	Continue the implementation of instruction to ensure alignment with the rigor of the CBAs	All	Curriculum Team, Campus Admin Campus Academic & Interdisciplinary Team Leaders	August 2007	June 2008	Extended planning time, CBA preview process, TEKS, Forethought documents		Forethought lesson plans, District level walk-throughs/campus visits	

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Special Populations (Sp. Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity
Committees: AC=Assessment, CC=Curriculum, PD=Prof Dev, PC=Parent and Community, AR=At-Risk, LCO=Legislative/Campus Oversight
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Schoolwide: RMB = Research-based math programs/strategies, RMR = Research-based reading programs/strategies, RBW = Research-based writing programs/strategies, RBS = Research-based science program/strategies, RBSS = Research-based social studies program/strategies, PD = Professional Development, T = Tutorials, RBI = Research-based individualized instruction, RBSG = Research-based group instruction, CAI = Computer-aided instruction
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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Campus observations, CBA data/local assessment comparison	Continue to utilize CBA data to improve instruction	All	Curriculum Team, Campus Admin, Teacher Leaders	August 2007	June 2008	Achievement Series data		Forethought lesson plans, District level walk-throughs/campus walk-throughs	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Participate in additional training on the Rule of 3 Model for differentiated instruction	All Campus Administrators, Teacher Leaders	Curriculum Team, Intervention Services & campus administration and staff	August 2007	June 2008	Campus Administrators & staff, time, Materials (books, manuals, etc.), T2		Reflective evaluations by trained faculty and staff, Eduphoria transcripts Attendance rosters	
AEIS Report	Prticipate in additional training on the the Response to Intervention (RTI) process	All Campus Administrators, Teacher Leaders	Curriculum Team, Intervention Services & campus administration and staff	August 2007	June 2008	Campus Administrators & staff, time, Materials (books, manuals, etc.), T2		Reflective evaluations by trained faculty and staff, Eduphoria transcripts Attendance rosters	
AEIS Report	Monitor the implementation of the RTI Model including Rule of 3 Model for differentiated instruction	All Campus Administrators, Teachers	Curriculum Team, Intervention Services	August 2007	June 2008	Curriculum Department, Intervention Services, Campus Admin, Counselors		District level walk-throughs, Forethought lesson plans, PST meeting minutes	

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Participate in additional training in 5E Model of Inquiry-Based Instruction in Math and Science	All	Math and Science Curriculum Team	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.), staff, time		Eduphoria transcripts, District level walk-throughs/campus visits, campus adm. Walk-throughs	
AEIS Report	Continue the implementation of 5E Model of Inquiry Based Instruction in math/science	All	Math and Science Curriculum Team	August 2007	June 2008	Curriculum Team, Campus Admin		Forethought lesson plans, District level walk-throughs/campus visits, campus adm. walk-throughs	
AEIS Report	Continue the implementation of Best Practice Instruction	All	Curriculum Team, Campus Admin	August 2007	June 2008	Curriculum Team, Campus Admin		Campus adm. Classroom observation throughs,Curriculum visits/meetings, District level walk-throughs/campus visits	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Evaluate and improve the Cougar Academic Academy	At-Risk	Campus Adm. Academic Leaders Last year's CAA staff	September 2007	October 2007	Time, staff & data		Improved structural plan	
AEIS Report	Provide the Cougar Academic Academy for students at-risk of failure	At-Risk	Campus adm & staff	January 2008	May 2008	Time staff, Comp Ed funds (intent code 24) of $3,758		TAKS results Scale score comparisons	
AEIS Report	Participate in training and implementation of My Access! writing assessment software	8th grade,	ELA Curriculum Director, ELA staff	August 2007	June 2008	Trainers, Bond $, Vantage Learning software, I-Team		Program data, Writing folder conferences, District level walk-throughs/campus visits	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Participate in ongoing training and implementation of Reading in the Content Areas	6^{th} – 8^{th} grade	ELA Curriculum Director, staff, Campus adm.	June 2007	June 2008	Secondary Literacy Coaches, materials, time		District level walk-throughs/campus visits, Forethought lesson plans	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report and local assessment data	Transition to end of semester CBAs (6-8)	6th -8th grade core content	Curriculum Team	August 2007	June 2008	Teacher Leaders, Achievement Series		CBAs & CBA data	
FS	Participate in training on progress monitoring to help with the identification of students with disabilities	All	Exec. Dir of Intervention, Directors of Special Education Appraisal Staff, Curriculum Team, Campus adm. & staff	August 2007	June 2008	Region 10 ESC, T2, SPED		Meeting agendas, handouts	
AEIS Report, Local assessment data	Continue use of progress monitoring (RTI) tools & process	All	Curriculum Team, Exec. Dir Intervention Services, Directors, Intervention Services, Campus Administrators, PST team, Teacher Leaders	August 2007	June 2008	AMI, ARI, T2, T3, local funds , time		Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Local assessments	Participate in the training on creating TEKS-aligned rigorous assessment items	All	Assessment Director, Staff Development Director, staff	August 2007	June 2008	Trainers, TEKS, research-based materials, T2		Eduphoria transcripts, assessment items	
AEIS Report & Local assessment data	Continue the use of assessment data to evaluate and align instruction in order to meet the criteria of a CISD graduate	All	Curriculum Team, Campus Administrators, & Teacher Leaders	August 2007	June 2008	Achievement Series, Tetradata Warehouse, campus visits		Achievement Series data reports, District level walk-throughs/campus visits	

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Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report & Local assessment data	Participate in additional training on the use of the curriculum management system	All	Curriculum Team, I-Team, Campus staff & adm.	August 2007	June 2008	Eduphoria transcripts, T2, time		Forethought lesson plans	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Curriculum meetings with Campus Administrators	Use the updated district list of TEKS-aligned and research-based instructional resources.	All	Curriculum Team, Staff, Campus Adm.	August 2007	June 2008	Produced resource list		List of resources, campus budget	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Continue to analyze assessment data to determine target areas for instruction	All	Math & Science Curriculum Directors, Assessment Director, campus administrators, and teacher leaders	August 2007	June 2008	TAKS data, T2, AMI		Instructional target area action plan	
AEIS Report	Continue to implement instructional target area action plans	All	Math & Science Curriculum Directors, Assessment Director, Campus Administrators, Teacher Leaders	August 2007	June 2008	Instructional target area action plan		Forethought lesson plans, District level walk throughs/campus visits	

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Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Continue participation in training in 5E Model of Inquiry-Based Instruction in Math and Science	All	Math and Science Curriculum Team/staff	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.), T2		Eduphoria transcripts,	
AEIS Report	Continue to implement the 5E Model of Inquiry-Based Instruction in math/science	All	Math and Science Curriculum Team Campus Academic Leaders & Adm.	August 2007	June 2008	Curriculum Team, Campus Admin		Forethought lesson plans, District level walk-throughs/campus visits	
AEIS Report	Continue to implement Coppell Nature Park curriculum and field experiences.	All	Service Learning Coordinator, Science Curriculum Director Campus Adm. & staff	August 2007	May 2008	Project WILD & Aquatic WILD training, campus budget, service learning grant		Service Learning transcripts, student science notebooks, Forethought lesson plans	

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Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Curriculum meetings with Campus Administrators	Participate in the initial professional development on the observation of standards-based mathematics instruction	All Campus Adm	Math Director	October 2007	December 2007	Lenses on Learning, T2		Eduphoria transcript, follow-up reflective discussions	
Curriculum meetings with campus teams	Participate in additional professional development on the integration of the graphing calculator in the mathematics classroom	8th- grade Matth Teachers	Math Director, Teacher Leaders	June 2007	June 2008	Texas Instruments graphing calculator, trainers, T2		Eduphoria transcripts, Forethought lesson plans, District level walk-throughs/campus visits	

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Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PBMAS, AEIS	Participate in training of staff (including para and support) on decision-making and administration of TAKS-Alt	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators & staff	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program		Meeting, agendas, handouts on file	
FS, PBMAS, AEIS	Participate in training the staff on decision-making and administration of TAKS-M	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators & staff	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program		Meeting, agendas, handouts on file	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Continue to analyze assessment data to determine target areas for instruction	All	Curriculum Team Campus Adm. & teachers	August 2007	June 2008	District and Campus AEIS Reports		Data results	
AEIS Report	Participate in staff development and implementation of critical thinking skills aligned with the rigor of the TEKS/SE	All	Curriculum Team, Campus Administrators & teachers	August 2007	June 2008	Rigor/Relevance Framework, Higher Level Thinking flipcharts, Curriculum Units		Eduphoria, sign in sheets, classroom walkthroughs/ Observations	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Curriculum meetings with campus personnel	Participate in follow-up training on Rigor Relevance Framework	All	Curriculum Team, Campus Administrators & staff	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework, T2		Extended planning time, agenda/minutes	
Curriculum meetings with campus personnel	Implement the connection between the Rigor/ Relevance Framework and concept-based curriculum.	All	Curriculum Team, Campus Administrators Academic Leaders	August 2007	June 2008	Forethought documents, walk-through training, T2		Forethought lesson plans, District level walk-throughs/campus visits	

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.								
Performance Objective 2:	Align foreign language opportunities to reflect future trends in a multilingual society and enhance student participation.								
Summative Evaluation:	Course offerings and enrollment in foreign language program								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
LOTE Dept meetings	Participate in content specific professional development focused on deepening teacher's proficiency and instruction in LOTE	8 LOTE	LOTE Director, Campus Administration, Teacher Leaders	June 2007	May 2008	Trainers, Facilitators Materials (books, manuals, etc.), Extended planning time, T2		Reflective evaluations by trained faculty and staff, Eduphoria transcripts, District level walk-throughs, Forethought lesson plans	

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.
Performance Objective 3:	Increase Advanced Placement (AP) participation so that 50% of the graduating class of 2008 will have earned a 3 or above on at least one AP exam.
Summative Evaluation:	Annual College Board AP Report for CHS

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Pre-AP Enrollment Data	Distribute communication materials promoting PAP in middle school	Middle School Students	Director of Advanced Academics Campus adm. & counselors	January 2008	February 2008	$200 Advanced Academics Budget		# of copies of materials distributed	
Pre-AP Enrollment Data	Host registration information sessions for rising 6th graders regarding PAP classes	Rising 6th graders	Director of Advanced Academics Campus Adm.	February 2008	March 2008	Handouts and slideshow		Dates of information sessions	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 4	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.
Summative Evaluation:	PBMAS, student enrollment, certification results

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Participate in staff development on strategies for incorporating the CTE Curriculum Matrix	All	CTE Coordinator Campus Adm.	August 2007	Jan. 2008	CTE Coord., Perkins Grant		Reflective evaluations by trained instructors	
AEIS	Participate in staff Development for CISD counselors on ACHIEVE Texas implementation	6th grade	CTE Coordinator Campus Adm Campus counselors	August 2007	Jan. 2008	CTE Coord, CISD Counselors, Director of Student Services		Reflective evaluations by trained instructors	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.								
Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Staff development committee feedback, campus feedback	Participate in Embed Professional Learning Communities (PLC) in campus-based professional development	All	Curriculum Team, Campus Administration, Teacher Leaders	June 2007	June 2008	PLC documentation and forms, Time Eduphoria transcripts, local funds, T2		PLC documentation and forms, Eduphoria transcripts, PLC "Showcase"	
PS, PC, LCO	Implement a co-teach model for instruction	All	Curriculum team, Intervention Services Team, Campus Administration	August 2007	May 2008	Training; T2; SPED		Classroom observation/walk-throughs	

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.
Summative Evaluation:	Master schedules, campus planning documents

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
PC, FS	Implement extended planning time for content collaboration and professional development within the regular school day	All	Curriculum Team, Campus Administration	August 2007	May 2008	Training, T2		Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 6:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
NCLB	Participate in training regarding highly qualified guidelines	All	Director of Human Resources Campus Adm.	September 2007	May 2007	Printed materials		Agendas, sign-in sheets	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 13:	Increase the number of students served in the least restrictive environment through a continuum of services.
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS	Participate in training on Co-Teaching for general education and special education teachers	SE	Exec. Dir. Of Intervention Services, Directors of Special Education, Campus Administrators & staff	May 2007	May 2008	Special Ed. Funding, local funds		Meeting agenda, handouts	
FS, PS	Implement Co-teaching in core subjects at the secondary level	SE	Exec. Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	Special Ed. Funding, local funds		ARD Committee Decisions, Progress Reports, PBMAS, AEIS, AYP	

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Strategic Objective/Goal 3	Each Student will consistently demonstrate identified CISD Character Traits within the school and community.								
Performance Objective 2:	Enhance the CISD character program based on assessment results.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Pilot survey	Implement new Character Traits instructional components	All	Dir of Student Services, Campus Administration, Counselors, Teachers	Nov 2007	June 2008	Character Education Partnership support materials,		Forethought lesson plans, Campus walk-throughs	

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Strategic Objective/Goal 3:	Each student will consistently demonstrate identified CISD character traits within their school and community.
Performance Objective 4:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS, SS, DR	Meet with the intervention service team to identify students to participate in Social Coping Group	All	Intervention Services Team Campus Adm. Team	June 2007	May 2008	Special Education Funding, local funds		Data driven decision making List of participants	
FS, PS, SS, DR	Continue to meet with behaviorial specialists to review student skill progress and development	All	Behavioral Specialist & campus adm . staff	June 2007	May 2008	Special Education Funding, local funds		Reflective evaluations by leaders, faculty and supervisor	
FS, PS, SS, DR	Meet with behavioral specialist to transfer student skills to school and community settings	All	Behavioral Specialist Campus Adm. & staff	June 2007	May 2008	Special Education Funding, local funds		Reflective evaluations by leaders, faculty and supervisor	
FS, PS, SS, DR	Participate in staff development to maintain student social skills development	All	Behavioral Specialist Campus staff	June 2007	May 2008	Special Education Funding, local funds		Faculty, parent, leader, supervisor outcome data	

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Performance Objective 4:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 1:	Increase student participation in Service-Learning by 20%.								
Summative Evaluation:	List of projects and documentation forms turned in to Service-Learning Campus Leaders and District Service-Learning Director								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Continue SL Leadership Teams focused on Student Leadership using S.T.A.R.S. model	All	District Service-Learning Director	August 2007	May 2008	Campus SL Leaders, Campus Administration, Campus Staff		Report to Service-Learning Leadership Team	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Identify SL projects that best align with written curriculum	All	Service-Learning Director, Curriculum Team	June 2007	May 2008	Curriculum plans, Project WILD, Complete Guide to Service Learning, Campus SL Leaders, Local funds SL grant		Report of SL projects	
SL survey	Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills	All	SL Director, Campus SL Leaders	August 2007	June 2008	SL grant		Agendas, Documentation of training	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Post SL information on campus websites and district SL website	All	Director of SL, SL Campus Leaders, Campus Administration	August 2007	June 2008	SL campus leaders, SL Director, Campus Administration		Information posted on websites	
SL survey	Conduct parent and community information sessions focused on SL goals and opportunities for participation and communicate benefits of SL	All	Director of SL, SL Campus Leaders, Campus administration	August 2007	June 2008	PTO meetings, parent associations meetings, faculty meetings, local community meetings		Documentation of parent and community involvement	

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Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Deepen understanding of S.T.A.R.S model for teachers, students, and community S= Student Leadership T=Thoughtful Service A=Authentic Learning R=Reflection S=Strong Partnerships	All	SL Director, SL Campus Leaders	August 2007	May 2008	SL Director, SL Campus leaders, campus administration		Bulletin boards, information shared or sent home, Student or teacher reflections	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.								
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
O (Faculty input specific to skills needed)	Participate in staff development focusing on continuous process of transition planning and links to student IEP goals/objectives.	SE	Transition Administrator, SE staff	August 2007	May 2008	Training Materials, Transition Administrator, Campus Administration		Coordinated IEP document	
AEIS, PS, FS, SS	Increase participation of students with special education needs in regular education curriculum through Co-Teach instructional delivery model.	SE	CISD Co-Teachers, CISD Administration	August 2007	May 2008	Co-Teach Staff Development, Co-Teachers, Campus Administration		Campus curriculum meetings, reflections from Co-Teachers, Campus Administration, Student Surveys, Parent Surveys, Updated Progress	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 2:	Improve access to student information through electronic database and management systems.								
Summative Evaluation:	Feedback from campus staff; review of information of database								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PS	Participate in training on Special Education data-based system	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Appraisal Staff, Special Education Teachers	August 2007	May 2008	Special Ed. Funding		Meeting agenda, handouts	

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PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	4
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	0
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	0
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07.

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: COPPELL MIDDLE WEST

Campus #: 057922043

2007 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Social Studies

Comparable Improvement: Reading/ELA & Mathematics

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE WEST
Campus #: 057922043

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 875
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 6 (English)															
Reading	2007	92%	99%	97%	98%	87%	> 99%	99%	*	98%	98%	99%	92%	95%	92%
	2006	92%	99%	98%	99%	> 99%	92%	> 99%	*	98%	98%	> 99%	94%	93%	75%
Mathematics	2007	80%	95%	91%	94%	67%	91%	95%	*	96%	92%	95%	69%	82%	85%
	2006	81%	97%	94%	97%	79%	92%	98%	*	> 99%	98%	97%	88%	87%	89%
All Tests	2007	78%	95%	90%	93%	60%	91%	95%	*	94%	91%	95%	69%	77%	77%
	2006	78%	97%	93%	96%	80%	88%	98%	*	98%	96%	97%	83%	87%	78%
TAKS Met 2007 Standard Grade 7															
Reading	2007	85%	98%	93%	98%	94%	92%	99%	*	98%	97%	99%	92%	91%	78%
	2006	80%	97%	92%	96%	83%	83%	98%	*	> 99%	94%	99%	83%	71%	78%
Mathematics	2007	77%	98%	90%	98%	93%	> 99%	98%	*	> 99%	99%	97%	85%	> 99%	> 99%
	2006	71%	96%	87%	96%	89%	89%	98%	*	95%	96%	97%	83%	86%	78%
Writing	2007	93%	99%	97%	98%	94%	> 99%	98%	*	> 99%	99%	97%	86%	> 99%	> 99%
	2006	91%	99%	97%	98%	94%	89%	99%	*	> 99%	98%	98%	> 99%	86%	80%
All Tests	2007	71%	96%	86%	95%	88%	92%	96%	*	98%	96%	94%	64%	92%	78%
	2006	65%	94%	83%	92%	78%	74%	95%	*	95%	90%	94%	67%	64%	60%
TAKS Met 2007 Standard Grade 8															
Reading	2007	89%	98%	95%	98%	88%	93%	99%	*	> 99%	97%	99%	71%	87%	*
	2006	84%	98%	94%	99%	> 99%	> 99%	> 99%	*	98%	99%	99%	> 99%	92%	92%
Mathematics	2007	73%	96%	86%	95%	71%	87%	97%	*	95%	94%	95%	75%	74%	*
	2006	68%	96%	86%	94%	83%	73%	96%	*	95%	95%	92%	89%	74%	83%
* Science	2007	71%	95%	87%	95%	71%	87%	98%	*	93%	94%	95%	50%	65%	*
	2006	63%	87%	*	82%	53%	67%	87%	*	79%	85%	79%	67%	46%	18%
Soc Studies	2007	87%	99%	96%	99%	> 99%	> 99%	99%	*	> 99%	99%	99%	88%	> 99%	*
	2006	84%	98%	95%	97%	> 99%	93%	98%	*	95%	97%	98%	> 99%	88%	82%
* All Tests	2007	61%	93%	81%	92%	65%	80%	96%	*	91%	91%	93%	50%	61%	*
	2006	54%	85%	*	80%	53%	67%	85%	*	77%	85%	75%	73%	42%	25%

* Grade 8 Science (tested at 1 SEM below Panel Recommended value) is included in All Tests for 2006 & 2007.

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE WEST
Campus #: 057922043

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 875
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	95%	98%	90%	95%	99%	*	99%	97%	99%	88%	91%	88%
	2006	87%	98%	94%	98%	94%	91%	99%	*	99%	97%	99%	94%	85%	83%
Mathematics	2007	77%	96%	89%	95%	77%	94%	97%	*	97%	95%	96%	76%	82%	92%
	2006	75%	95%	90%	96%	84%	86%	97%	*	97%	96%	95%	88%	81%	83%
Writing	2007	92%	98%	97%	98%	94%	> 99%	98%	*	> 99%	99%	97%	86%	> 99%	> 99%
	2006	91%	99%	97%	98%	94%	89%	99%	*	> 99%	98%	98%	> 99%	86%	80%
Soc Studies	2007	89%	99%	96%	99%	> 99%	> 99%	99%	*	> 99%	99%	99%	88%	> 99%	*
	2006	87%	99%	95%	97%	> 99%	93%	98%	*	95%	97%	98%	> 99%	88%	82%
All Tests	2007	70%	93%	85%	94%	73%	90%	96%	*	96%	93%	95%	66%	79%	81%
	2006	67%	92%	87%	93%	81%	78%	96%	*	95%	93%	93%	83%	67%	68%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING grade 8 Science and TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	95%	98%	90%	95%	99%	*	99%	97%	99%	88%	91%	88%
	2006	87%	98%	94%	98%	94%	91%	99%	*	99%	97%	99%	94%	85%	83%
Mathematics	2007	77%	96%	89%	95%	77%	94%	97%	*	97%	95%	96%	76%	82%	92%
	2006	75%	95%	90%	96%	84%	86%	97%	*	97%	96%	95%	88%	81%	83%
Writing	2007	92%	98%	97%	98%	94%	> 99%	98%	*	> 99%	99%	97%	86%	> 99%	> 99%
	2006	91%	99%	97%	98%	94%	89%	99%	*	> 99%	98%	98%	> 99%	86%	80%
Science	2007	66%	92%	79%	90%	67%	73%	95%	*	86%	93%	87%	27%	56%	20%
	2006	64%	89%	76%	76%	40%	60%	83%	*	75%	83%	71%	54%	29%	17%
Soc Studies	2007	87%	98%	94%	99%	94%	> 99%	99%	*	> 99%	98%	99%	82%	96%	> 99%
	2006	86%	98%	93%	96%	95%	93%	97%	*	93%	95%	97%	77%	88%	75%
All Tests	2007	67%	92%	83%	92%	69%	86%	95%	*	92%	93%	91%	56%	69%	67%
	2006	65%	91%	82%	88%	64%	76%	92%	*	89%	90%	87%	68%	56%	45%

District Name: COPPELL ISD
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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 875
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I)															
Reading/ELA	2007	30%	57%	53%	73%	54%	67%	76%	*	72%	70%	77%	45%	45%	4%
	2006	27%	53%	48%	62%	38%	40%	68%	*	59%	60%	65%	38%	23%	3%
Mathematics	2007	25%	56%	38%	60%	26%	40%	62%	*	74%	62%	59%	19%	34%	46%
	2006	23%	53%	37%	56%	20%	37%	59%	*	64%	59%	53%	28%	19%	27%
Writing	2007	30%	60%	48%	72%	50%	54%	73%	*	84%	68%	76%	21%	58%	33%
	2006	30%	59%	57%	70%	61%	47%	72%	*	70%	62%	77%	17%	48%	20%
Soc Studies	2007	35%	67%	54%	76%	53%	53%	81%	*	74%	78%	75%	13%	43%	*
	2006	30%	61%	53%	59%	26%	33%	64%	*	63%	68%	51%	20%	25%	9%
All Tests	2007	13%	36%	26%	50%	19%	29%	53%	*	59%	50%	51%	16%	28%	8%
	2006	11%	32%	25%	43%	15%	24%	46%	*	49%	44%	42%	23%	11%	6%
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	91%	91%	71%	> 99%	90%	*	> 99%	88%	> 99%	91%	83%	> 99%
	2006	84%	98%	92%	96%	> 99%	83%	97%	*	*	94%	> 99%	96%	> 99%	> 99%
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	95%	93%	*	> 99%	93%	*	*	90%	> 99%	93%	83%	*
	2006	87%	97%	94%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	> 99%	*	*
Mathematics	2007	90%	96%	93%	92%	*	*	92%	*	*	89%	> 99%	92%	80%	*
	2006	86%	99%	94%	95%	> 99%	*	> 99%	*	*	92%	> 99%	95%	> 99%	*
Writing	2007	79%	91%	89%	83%	*	*	*	*	*	80%	*	83%	*	*
	2006	68%	98%	82%	88%	*	*	86%	*	*	83%	*	88%	*	*
All Tests	2007	82%	92%	84%	86%	*	> 99%	79%	*	*	80%	> 99%	86%	83%	*
	2006	74%	97%	86%	92%	> 99%	*	93%	*	*	86%	> 99%	92%	> 99%	*

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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 875
Grade Span: 06 - 08
School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.1%	97.2%	100.0%	97.3%	99.3%	*	89.3%	97.9%	96.6%	100.0%	98.5%	57.4%
By Program														
TAKS (1 or more)	91.1%	96.3%	94.7%	94.2%	92.7%	91.8%	96.8%	*	87.5%	93.1%	95.2%	60.0%	90.9%	50.0%
Not on TAKS	6.7%	2.2%	4.4%	3.0%	7.3%	5.5%	2.5%	*	1.8%	4.8%	1.4%	40.0%	7.6%	7.4%
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	4.6%	1.4%	3.1%	2.3%	3.6%	5.5%	1.8%	*	1.8%	4.0%	0.7%	30.8%	4.5%	5.6%
TAKS-Alt Only	0.4%	0.2%	0.3%	0.1%	0.0%	0.0%	0.2%	*	0.0%	0.0%	0.2%	1.5%	0.0%	0.0%
Combination	1.4%	0.4%	0.9%	0.6%	3.6%	0.0%	0.5%	*	0.0%	0.7%	0.5%	7.7%	3.0%	1.9%
By Acct Status														
Acct System	91.6%	95.7%	93.9%	95.1%	92.7%	91.8%	98.0%	*	88.1%	96.2%	94.1%	93.8%	93.9%	55.6%
Non-Acct System	6.1%	2.8%	5.0%	2.1%	7.3%	5.5%	1.3%	*	1.2%	1.7%	2.5%	6.2%	4.5%	1.9%
Mobile	5.4%	2.4%	4.6%	2.0%	7.3%	5.5%	1.1%	*	1.2%	1.7%	2.3%	4.6%	4.5%	1.9%
Non-Acct Test	0.7%	0.3%	0.3%	0.1%	0.0%	0.0%	0.2%	*	0.0%	0.0%	0.2%	1.5%	0.0%	0.0%
Not Tested	2.3%	1.5%	1.0%	2.8%	0.0%	2.7%	0.7%	*	10.7%	2.1%	3.4%	0.0%	1.5%	42.6%
Absent	0.2%	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%	*	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.8%	0.7%	1.5%	0.0%	1.4%	0.4%	*	6.0%	1.2%	1.8%	0.0%	0.0%	24.1%
Other	0.8%	0.6%	0.1%	1.2%	0.0%	1.4%	0.4%	*	4.2%	0.7%	1.6%	0.0%	1.5%	18.5%
Total Count	3,040,283	7,013	939	860	55	73	560	4	168	421	439	65	66	54
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	98.6%	97.0%	100.0%	91.2%	99.1%	*	90.6%	96.1%	97.9%	94.7%	96.3%	60.7%
By Program														
TAKS (1 or more)	90.7%	95.8%	94.5%	94.9%	95.4%	86.8%	97.0%	*	90.6%	93.1%	96.8%	63.2%	91.3%	55.7%
Not on TAKS	6.4%	2.2%	4.3%	2.1%	4.6%	4.4%	2.1%	*	0.0%	3.0%	1.1%	31.6%	5.0%	4.9%
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	1.5%	3.7%	1.8%	3.1%	4.4%	1.9%	*	0.0%	2.8%	0.9%	28.1%	5.0%	4.9%
TAKS-I/SDAA II Only	0.8%	0.5%	0.6%	0.2%	1.5%	0.0%	0.2%	*	0.0%	0.2%	0.2%	3.5%	0.0%	0.0%
By Acct Status														
Acct System	90.5%	95.0%	92.9%	94.3%	84.6%	89.7%	97.7%	*	88.1%	92.4%	96.1%	94.7%	81.3%	55.7%
Non-Acct System	6.5%	3.1%	5.3%	2.8%	15.4%	1.5%	1.4%	*	2.5%	3.7%	1.8%	0.0%	15.0%	4.9%
Mobile	5.6%	2.3%	4.6%	2.0%	4.6%	1.5%	1.4%	*	2.5%	2.5%	1.4%	0.0%	6.3%	4.9%
Non-Acct Test	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%
Katrina/Rita	0.8%	0.6%	0.6%	0.8%	10.8%	0.0%	0.0%	*	0.0%	1.2%	0.5%	0.0%	8.8%	0.0%
Not Tested	2.9%	2.0%	1.5%	3.0%	0.0%	8.8%	0.9%	*	9.4%	3.9%	2.1%	5.3%	3.8%	39.3%
Absent	0.2%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	0.3%	0.3%	0.2%	0.0%	0.0%	0.3%	*	0.0%	0.2%	0.2%	3.5%	1.3%	0.0%
LEP Exempt	1.0%	1.0%	0.7%	2.4%	0.0%	8.8%	0.5%	*	7.5%	3.2%	1.6%	1.8%	2.5%	34.4%
Other	1.0%	0.5%	0.3%	0.3%	0.0%	0.0%	0.0%	*	1.9%	0.5%	0.2%	0.0%	0.0%	4.9%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	7,172	859	871	65	68	575	3	159	434	437	57	80	61

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 875
Grade Span: 06 - 08
School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	62%	56%	*	67%	40%	*	*	46%	80%	*	56%	71%
	2006	51%	80%	53%	65%	67%	*	71%	*	80%	67%	60%	*	44%	60%
Mathematics	2007	34%	65%	47%	56%	*	*	56%	*	*	50%	63%	*	*	*
	2006	32%	62%	47%	72%	62%	50%	79%	*	86%	73%	71%	86%	58%	*
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.76	1.00	0.95	0.63	0.33	*	2.11	1.15	0.75	*	0.71	1.51
	2006	0.56	1.27	0.57	0.65	0.91	*	0.64	*	0.86	0.54	0.83	0.62	0.22	0.32
Mathematics	2007	0.33	0.79	0.52	0.87	0.91	*	0.81	*	*	0.75	0.97	*	1.15	*
	2006	0.34	0.84	0.61	1.13	0.93	1.07	1.29	*	0.99	1.31	0.96	0.91	0.87	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)															
Promoted to Grade 6															
	2007	55%	*	94%	*	*	*	*	*	*	*	*	*	*	*
	2006	57%	*	80%	*	*	*	*	*	*	*	*	*	*	*
Grade 5 Mathematics (English and Spanish)															
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)															
Promoted to Grade 6															
	2007	25%	40%	33%	*	*	*	*	*	*	*	*	*	*	*
	2006	28%	*	50%	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Measure															
2006-07		70%	92%	80%	90%	*	77%	83%	*	95%	84%	97%	*	76%	86%
2005-06		66%	90%	77%	88%	*	67%	86%	*	97%	84%	95%	*	74%	85%
Attendance Rate															
2005-06		95.5%	96.8%	96.7%	97.0%	96.6%	96.1%	96.8%	*	98.5%	97.2%	96.9%	95.8%	95.7%	98.2%
2004-05		95.7%	96.7%	96.3%	96.9%	96.5%	96.4%	96.6%	*	98.3%	97.0%	96.7%	95.0%	95.5%	97.2%
Annual Dropout Rate (Gr 7-8) **(Standard Accountability Indicator)**															
2005-06		0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

'?' 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
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		875	100.0%	35,484	9,927	4,576,933
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	0.8%	4.1%
	Kindergarten	0	0.0%	0.0%	6.5%	7.7%
	Grade 1	0	0.0%	0.0%	7.2%	8.1%
	Grade 2	0	0.0%	0.0%	7.4%	7.7%
	Grade 3	0	0.0%	0.0%	7.4%	7.6%
	Grade 4	0	0.0%	0.0%	8.1%	7.4%
	Grade 5	0	0.0%	7.9%	8.1%	7.4%
	Grade 6	300	34.3%	28.5%	8.4%	7.3%
	Grade 7	287	32.8%	30.3%	8.0%	7.2%
	Grade 8	288	32.9%	31.3%	7.8%	7.4%
	Grade 9	0	0.0%	2.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	59	6.7%	9.4%	5.0%	14.4%
	Hispanic	74	8.5%	17.5%	10.1%	46.3%
	White	571	65.3%	65.3%	65.6%	35.7%
	Native American	3	0.3%	0.4%	0.4%	0.3%
	Asian/Pac. Islander	168	19.2%	7.4%	18.9%	3.3%
Economically Disadvantaged		74	8.5%	20.1%	7.2%	55.5%
Limited English Proficient (LEP)		51	5.8%	3.8%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		6	0.7%	1.4%	0.7%	2.3%
At-Risk		117	13.4%	24.9%	20.5%	48.3%
Mobility (2005-06)		69	7.6%	13.2%	9.8%	22.3%
Number of Students per Teacher		14.4	n/a	15.7	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	-	-	4.4%	2.9%	-	-	8.2%	11.9%
Grade 1	-	-	2.0%	6.0%	-	-	1.3%	10.2%
Grade 2	-	-	1.6%	3.6%	-	-	2.3%	4.4%
Grade 3	-	-	0.2%	3.0%	-	-	0.9%	2.3%
Grade 4	-	-	0.6%	1.8%	-	-	0.0%	1.3%
Grade 5	-	1.8%	0.4%	2.9%	-	2.1%	1.0%	1.8%
Grade 6	0.4%	0.4%	0.4%	1.2%	0.0%	1.5%	0.0%	1.7%
Grade 7	0.0%	0.6%	0.1%	2.2%	0.0%	1.0%	0.0%	2.4%
Grade 8	0.0%	0.5%	0.3%	1.6%	5.3%	1.9%	3.2%	3.0%

District Name: COPPELL ISD
Campus Name: COPPELL MIDDLE WEST
Campus #: 057922043

Total Students: 875
Grade Span: 06 - 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	-	-	17.7	19.5
	Grade 1	-	-	17.4	19.5
	Grade 2	-	-	18.1	19.6
	Grade 3	-	-	18.4	19.5
	Grade 4	-	-	18.6	20.2
	Grade 5	-	23.0	21.2	22.3
	Grade 6	23.5	23.1	23.2	21.8
	Mixed Grades	-	21.3	-	25.0
Secondary:	English/Language Arts	17.4	21.0	20.3	20.0
	Foreign Languages	15.3	22.3	21.6	20.9
	Mathematics	21.9	20.6	21.8	20.0
	Science	24.0	23.0	21.1	21.0
	Social Studies	23.1	23.2	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	78.9	100.0%	100.0%	100.0%	100.0%
Professional Staff:	71.8	91.0%	88.7%	75.4%	62.7%
Teachers	61.0	77.2%	77.8%	62.1%	50.7%
Professional Support	7.8	9.9%	7.2%	8.3%	8.2%
Campus Admin. (School Leader.)	3.0	3.8%	3.7%	3.9%	2.8%
Educational Aides:	7.1	9.0%	11.3%	6.6%	10.0%
Total Minority Staff:	4.0	5.1%	11.1%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	3.0	4.9%	3.3%	1.6%	9.3%
Hispanic	0.0	0.0%	4.7%	2.3%	20.8%
White	58.0	95.1%	90.6%	95.3%	68.5%
Native American	0.0	0.0%	0.6%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.7%	0.7%	1.2%
Males	11.0	18.0%	22.3%	17.9%	22.8%
Females	50.0	82.0%	77.7%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	7.0	11.5%	6.2%	7.0%	8.1%
1-5 Years Experience	20.7	33.9%	30.9%	31.6%	29.1%
6-10 Years Experience	14.3	23.5%	24.2%	21.1%	19.6%
11-20 Years Experience	10.0	16.4%	22.5%	23.9%	23.6%
0ver 20 Years Experience	9.0	14.8%	16.1%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	9.3 yrs.	10.6 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	4.2 yrs.	6.1 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$42,973	$38,618	$42,978	$38,095
1-5 Years Experience	$42,944	$40,897	$42,950	$39,880
6-10 Years Experience	$44,740	$42,762	$44,715	$42,380
11-20 Years Experience	$48,466	$46,796	$49,334	$47,042
Over 20 Years Experience	$58,244	$55,999	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$46,533	$44,974	$47,333	$44,897
Professional Support	$52,107	$50,434	$56,159	$52,940
Campus Administration (School Leadership)	$74,471	$66,733	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	2.7	0.0	2,103.5

ACTUAL OPERATING EXPENDITURE INFORMATION	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$4,256,362	100.0%	$4,842	$4,290,067	100.0%	$4,881	$172,824,307	100.0%	$5,136
Instruction (11,95)	$3,360,858	79.0%	$3,824	$3,394,563	79.1%	$3,862	$122,651,064	71.0%	$3,645
Instructional-Related Services (12,13)	$122,218	2.9%	$139	$122,218	2.8%	$139	$6,188,254	3.6%	$184
Instructional Leadership (21)	$113,040	2.7%	$129	$113,040	2.6%	$129	$2,124,771	1.2%	$63
School Leadership (23)	$347,089	8.2%	$395	$347,089	8.1%	$395	$12,351,184	7.1%	$367
Support Services-Student (31,32,33)	$176,507	4.1%	$201	$176,507	4.1%	$201	$9,415,791	5.4%	$280
Other Campus Costs (35,36,51,52,53)	$136,650	3.2%	$155	$136,650	3.2%	$155	$20,093,243	11.6%	$597
By Program:									
Total Operating Expenditures	$4,119,712	100.0%	$4,687	$4,153,417	100.0%	$4,725	$151,979,868	100.0%	$4,516
Bilingual/ESL Education (25)	$215,338	5.2%	$245	$215,338	5.2%	$245	$1,776,226	1.2%	$53
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$2,368,780	1.6%	$70
Accelerated Education (24,30)	$3,848	0.1%	$4	$3,848	0.1%	$4	$3,724,315	2.5%	$111
Gifted & Talented Education (21)	$132,740	3.2%	$151	$132,740	3.2%	$151	$3,763,575	2.5%	$112
Regular Education (11)	$3,326,548	80.7%	$3,784	$3,337,738	80.4%	$3,797	$116,170,932	76.4%	$3,452
Special Education (23)	$441,238	10.7%	$502	$463,753	11.2%	$528	$24,123,924	15.9%	$717
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$52,116	0.0%	$2

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	48	5.5%	3.4%	5.9%	14.8%
Career & Technology Education	0	0.0%	15.9%	12.5%	20.6%
Gifted & Talented Education	264	30.2%	12.3%	22.5%	7.5%
Special Education	64	7.3%	9.6%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	2.7	4.4%	1.2%	3.2%	7.6%
Career & Technology Education	1.0	1.6%	2.4%	2.5%	3.9%
Compensatory Education	0.0	0.0%	1.2%	0.1%	3.3%
Gifted & Talented Education	5.0	8.1%	3.9%	4.4%	2.0%
Regular Education	34.1	55.9%	74.6%	70.4%	70.6%
Special Education	4.2	7.0%	10.8%	9.7%	10.0%
Other	14.0	22.9%	6.0%	9.8%	2.6%

'?' 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.

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Participate in Thinking Maps training for teachers new to CMSW	All	Dept. Heads New teachers	August 2006	July 2007	Trainers, Facilities, Materials (books, manuals, etc), T2 Curriculum Team		Attendance roster of new teachers	AEIS
AEIS	Utilize, support and implement Thinking Maps in all subject areas	All	Dept. Heads Teachers Campus Admin.	August 2006	July 2007	Curriculum Team, Campus Admin.	.	Students' work samples Lesson Plans	AEIS
AEIS	Participate in Thinking Maps training for teachers new to CMSW	All	Dept. Heads New teachers	August 2006	July 2007	Trainers, Facilities, Materials (books, manuals, etc), T2 Curriculum Team		Attendance roster of new teachers	AEIS
Campus observations & discussions	Connect the Rigor/Relevance Framework to concept-based curriculum	All	Campus Admin., Dept. Heads	June 2007	June 2008	Concept-Based Curriculum, Rigor/Relevance Framework		Forethought documents	
Curriculum meetings with campus personnel	Provide follow-up Rigor/Relevance Framework training	All	Campus Admin., Dept. Heads	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework, T2		Extended planning time agenda/minutes	

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EXT = Extended learning opportunities, PI = Parent involvement strategies

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Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Schoolwide	Formative Evaluation	Documented
Curriculum meetings with campus personnel	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum	All	Campus Admin., Dept. Heads	August 2007	June 2008	Forethought documents, walk-through training, T2		Forethought lesson plans, District level walk-throughs/campus visits	
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the implementation of instruction to ensure alignment with the rigor of the CBAs	All	Campus Admin., Dept. Heads	August 2007	June 2008	Extended planning time, CBA preview process, TEKS, Forethought documents		Forethought lesson plans, District level walk-throughs/campus visits	
Campus observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction	All	Campus Admin., Dept. Heads	August 2007	June 2008	Achievement Series data		Forethought lesson plans, District level walk-throughs/campus visits	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Provide additional training on the Rule of 3 Model for differentiated instruction and the Response to Intervention (RtI) process	Campus Administrators,	Curriculum Team, Intervention Services	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.), T2		Reflective evaluations by trained faculty and staff, Eduphoria transcripts	
AEIS Report	Monitor the implementation of the RtI Model including Rule of 3 Model for differentiated instruction	Campus Administrators,	Curriculum Team, Intervention Services	August 2007	June 2008	Curriculum Department, Intervention Services, Campus Admin, Counselors		District level walk-throughs, Forethought lesson plans, PST meeting minutes	
AEIS Report	Continue training in 5E Model of Inquiry Based Instruction in Math and Science	All	Campus Admin., Dept. Heads	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.), T2		Eduphoria transcripts, District level walk-throughs/campus visits	

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Monitor the implementation of 5E Model of Inquiry Based Instruction in Math Science	All	Campus Admin., Dept. Heads	August 2007	June 2008	Curriculum Team, Campus Admin		Forethought lesson plans, District level walk-throughs/campus visits	
AEIS Report	Monitor the implementation of Best Practice Instruction	All	Campus Admin	August 2007	June 2008	Curriculum Team, Campus Admin		Campus Curriculum visits/meetings, District level walk-throughs/campus visits	
AEIS Report	Provide training and monitor implementation of My Access! writing assessment software	8th grade, CSI 9th & 10th grades	ELA, Literacy Coach, Campus Admin.	August 2007	June 2008	Trainers, Bond $, Vantage Learning software, I-Team		Program data, Writing folder conferences, District level walk-throughs/campus visits	
AEIS Report	Provide training and monitor implementation of TeenBiz software	6th-12th grade Summer School, CSI 9th & 10th	ELA, Literacy Coach, Campus Admin.	June 2007	June 2008	Trainers, Bond $, Achieve 3000 software, I-team		Program data, campus visits, Forethought lesson plans	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.								
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Provide ongoing training and monitor implementation of Reading in the Content Areas	6^{th} – 12^{th} grade	ELA, Literacy Coach, Campus Admin.	June 2007	June 2008	Secondary Literacy Coaches, materials, T1		District level walk-throughs/campus visits, Forethought lesson plans	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report and local assessment data	Transition to end of semester CBAs (6-12)	6th -12th grade core content	Campus Admin.	August 2007	June 2008	Teacher Leaders, Achievement Series		CBAs & CBA data	
AEIS Report and local assessment data	Standardize the preview process of CBAs (6-12)	6th-12th grade	Curriculum Team, Teachers	August 2007	June 2008	Assessment items, Forethought documents		Timeline of process, Eduphoria transcripts	
FS	Provide training on progress monitoring to help with the identification of students identified "at risk" and with disabilities	All	Campus Admin., Counselors	August 2007	June 2008	Region 10 ESC, T1, T2, SPED		Meeting agendas, handouts	
AEIS Report, Local assessment data	Identify and use progress monitoring (RtI) tools & process	All	Campus Admin., Counselors	August 2007	June 2008	AMI, ARI, T2, T3, local funds		Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Local assessments	Provide training on creating TEKS-aligned rigorous assessment items	All	Campus Admin.	August 2007	June 2008	Trainers, TEKS, research-based materials, T2		Eduphoria transcripts, assessment items	
AP Score Report	Provide training on creating AP standards-aligned assessment items	AP teachers	Campus Admin., Dept. Heads	August 2007	June 2008	Trainer(s), AP course descriptions, sample AP exams, T2		Eduphoria transcripts, assessment items	
AEIS Report & Local assessment data	Use assessment data to evaluate and align instruction in order to meet the criteria of a CISD graduate	All	Campus Admin., Teachers	August 2007	June 2008	Achievement Series, Tetradata Warehouse, campus visits		Achievement Series data reports, District level walk-throughs/campus visits	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report & Local assessment data	Form a focus group and investigate student-teacher relationships as they impact student achievement	All	Campus Admin., Counselors	August 2007	June 2008	Text such as What Is It About Me That You Can't Teach?, T1, Ruby Payne materials		Recommendations from focus group to inform planning	

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AEIS Report & Local Assessment Data	Review and revise the processes for generating individualized intervention plans, Promoting Success Team (PST), Personal Graduation Plan (PGP), Grade Placement Committee (GPC), etc. as part of RtI	Identified students	Campus Admin., Counselors	August 2007	June 2008	PST, Documents		Campus feedback	

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Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report & Local assessment data	Provide additional training on the use of the curriculum management system	All	Campus Technology Specialist	August 2007	June 2008	Eduphoria transcripts, T2		Forethought lesson plans	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Curriculum meetings with Campus Administrators	Monitor use of updated district list of TEKS-aligned and research-based instructional resources.	All	Campus Admin.	August 2007	June 2008	Produced resource list		List of resources, campus budget	
Curriculum meetings with Campus Administrators	Inventory district instructional resources and publish	All	Campus Admin.	August 2007	June 2008	Produced resource list		Publish list of resources	
Curriculum meetings with Campus Administrators	Budget and purchase TEKS-aligned and research-based instructional resources to enhance district collection	All	Campus Admin., Dept. Heads	August 2007	June 2008	T1, T2, T3, T5, local funds, ARI, AMI		Budget worksheets, purchase orders	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Analyze assessment data to determine target areas for instruction	All	Campus Admin., and Dept. Heads	August 2007	June 2008	TAKS data, T2, AMI		Instructional target area action plan	
AEIS Report	Monitor implementation of instructional target area action plans	All	Campus Admin., and Dept. Heads	August 2007	June 2008	Instructional target area action plan		Forethought lesson plans, District level walk throughs/campus visits	
AEIS Report	Embed Great Explorations in Math and Science (GEMS) in curriculum documents	K-8th grade (Science)	Dept. Heads, Science, Math	June 2007	June 2008	GEMS books, TEKS alignment chart, T1		Forethought resource documents	
AEIS Report	Continue training in 5E Model of Inquiry Based Instruction in Math and Science	All	Campus Admin., and Dept. Heads	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.), T2		Eduphoria transcripts,	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Monitor the implementation of 5E Model of Inquiry Based Instruction in Math Science	All	Campus Admin., and Dept. Heads	August 2007	June 2008	Curriculum Team, Campus Admin		Forethought lesson plans, District level walk-throughs/campus visits	
AEIS Report	Continue to implement Coppell Nature Park curriculum and field experiences.	All	Science, Dept. Heads, Teachers	August 2007	May 2008	Project WILD & Aquatic WILD training, campus budget, service learning grant		Service Learning transcripts, student science notebooks, Forethought lesson plans	
Curriculum meetings with campus teams	Provide additional professional development on the integration of the graphing calculator in the mathematics classroom	8th-12th grade Mathematics Teachers	Dept. Heads	June 2007	June 2008	Texas Instruments graphing calculator, trainers, T2		Eduphoria transcripts, Forethought lesson plans, District level walk-throughs/campus visits	

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Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PBMAS, AEIS	Provide training to staff (including para and support) on decision-making and administration of TAKS-Alt	SE	Campus Admin.	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program		Meeting, agendas, handouts on file	
FS, PBMAS, AEIS	Provide training to staff on decision-making and administration of TAKS-M	SE	Campus Admin.	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program		Meeting, agendas, handouts on file	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Analyze assessment data to determine target areas for instruction	All	Campus Admin., Dept. Heads, Teachers	August 2007	June 2008	District and Campus AEIS Reports		Data results	
AEIS Report	Provide staff development on and monitor the implementation of critical thinking skills aligned with the rigor of the TEKS/SE	All	Campus Admin.	August 2007	June 2008	Rigor/Relevance Framework, Higher Level Thinking flipcharts, Curriculum Units		Eduphoria, sign in sheets, classroom walkthroughs/ Observations	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Campus observations & discussions	Revise all written curriculum documents to support differentiated, rigorous, and relevant instruction and intervention	K-12th grade	Dept. Heads	June 2007	June 2008	Rigor/Relevance Framework, local funds, T2		Forethought documents	
Curriculum meetings with campus personnel	Provide follow-up training on Rigor/Relevance Framework	All	Campus Admin.	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework, T2		Extended planning time, agenda/minutes	
Curriculum meetings with campus personnel	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum.	All	Campus Admin.	August 2007	June 2008	Forethought documents, walk-through training, T2		Forethought lesson plans, District level walk-throughs/campus visits	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 2:	Establish school structures most appropriate to implement CISD curriculum and staff development.								
Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Staff development committee feedback, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	All	Campus Admin., Dept. Heads	June 2007	June 2008	PLC documentation and forms, Eduphoria transcripts, local funds, T2		PLC documentation and forms, Eduphoria transcripts, PLC Showcase	
PS, PC, LCO	Implement a co-teach model for instruction	All	Campus Admin.	August 2007	May 2008	Training; T2; SPED		Classroom observation/walk-throughs	

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Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
PC, FS	Implement extended planning time for content collaboration and professional development within the regular school day	All	Campus Admin.	August 2007	May 2008	Training, T2		Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 3:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.								
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Course enrollment, master schedule	Ensure that 100% or core academic subject area teachers are highly qualified on each campus to 100%	All	Campus Admin.	September 2007	June 2008	local funds, certification records		Hiring rosters	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 4:	Increase the number of students served in the least restrictive environment through a continuum of services.
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS	Provide training on Co-Teaching to general education and special education teachers	SE	Campus Admin.	May 2007	May 2008	Special Ed. Funding, local funds		Meeting agenda, handouts	
FS, PS	Implement Co-teaching in core subjects at the secondary level	SE	Campus Admin.	May 2007	May 2008	Special Ed. Funding, local funds		ARD Committee Decisions, Progress Reports, PBMAS, AEIS, AYP	
FS, PS	Oversee the efforts to increase the number of students served in the least restrictive environment	SE	Campus Admin.	May 2007	May 2008	Special Ed. Funding, local funds		ARD Committee Decisions, Progress Reports, PBMAS, AEIS, AYP	

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Strategic Objective/Goal 3	Each Student will consistently demonstrate identified CISD Character Traits within the school and community.								
Performance Objective 1:	Enhance the CISD character program based on assessment results.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Pilot survey	Implement new instructional components	All	Campus Admin., Counselors, Teachers	Nov 2007	June 2008	Character Education Partnership support materials,		Forethought lesson plans, Campus walk-throughs	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.								
Performance Objective 2:	Establish Consistent safe and drug free school programs district wide.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Community feedback, current events, student survey	Publicize safe and drug free programs including Choose to Care, DARE, Peer Mediation	All	Campus Admin., Counselors	August 2007	June 2008	Website, newsletters, Get Connected Committee, Survey Monkey		Newsletters, newspapers, campus & community feedback, student survey	
Discipline Referrals, Anecdotal campus reports	Review discipline data	All	Campus Admin., Counselors	August 2007	June 2008	PEIMS Data materials thru reporting		Data serves as documentation	
Discipline Referrals, Anecdotal campus reports	Create a library of guidance materials	All	Counselors, Library-Media Specialists	Oct 2007	June 2008	Local funds, T4		Library, Published list of resources	

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Strategic Objective/Goal 3:	Each student will consistently demonstrate identified CISD character traits within their school and community.
Performance Objective 3:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS, SS, DR	Meet with campus staff to identify students to participate in Social Coping Group	All	Special Ed. Teachers, Counselors	June 2007	May 2008	Special Education Funding, local funds		Data driven decision making	
FS, PS, SS, DR	Develop specific interpersonal and behavioral goals	All	Campus Admin., Special Ed. Dept.	June 2007	May 2008	Special Education Funding, local funds		Social skill development research	
FS, PS, SS, DR	Supervise the development of group leadership skill and success	All	Content Teachers	June 2007	May 2008	Special Education Funding, local funds		Group leadership meetings and campus visits	
FS, PS, SS, DR	Meet with leaders and campus staff to review student skill progress and development	All	Campus Admin.	June 2007	May 2008	Special Education Funding, local funds		Reflective evaluations by leaders, faculty and supervisor	

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Performance Objective 3:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS, SS, DR	Meet with leaders and campus staff to transfer student skills to school and community settings	All	Campus Admin., Dept. Heads, Spec. Ed. Dept.	June 2007	May 2008	Special Education Funding, local funds		Reflective evaluations by leaders, faculty and supervisor	
FS, PS, SS, DR	Analyze assessment, process and outcome data to determine best practice	All	Campus Admin., Special Ed. Dept.	June 2007	May 2008	Special Education Funding, local funds		Assessment plan	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 1:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Develop authentic service-learning lesson plans incorporating STARS model aligned with the written curriculum	All	Teachers	August 2007	June 2008	Lesson plan format, Web resources		Forethought lesson plans	
SL survey	Implement plans focusing on environmental conservation and preservation	All	Dept. Heads Science	August 2007	May 2008	Campus administration and teachers, Web resources		Documented plans and/or visits to Coppell Nature Park	
SL survey	Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills	All	Campus SL Leaders	August 2007	June 2008	SL grant		Agendas, Documentation of training	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 2:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Highlight classroom projects in newsletters and local newspapers	All	Campus Admin.	August 2007	June 2008	Staff		Newsletters and copies of newspapers, Community feedback	
SL survey	Post SL information on campus websites and district SL website	All	SL Campus Leaders, Campus Admin.	August 2007	June 2008	SL campus leaders, SL Director, Campus Administration		Information posted on websites	
SL survey	Conduct parent and community information sessions focused on SL goals and opportunities for participation and communicate benefits of SL	All	SL Campus Leaders, Campus administration	August 2007	June 2008	PTO meetings, parent associations meetings, faculty meetings, local community meetings		Documentation of parent and community involvement	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 2:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.								
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Deepen understanding of S.T.A.R.S model for teachers, students, and community S= Student Leadership T=Thoughtful Service A=Authentic Learning R=Reflection S=Strong Partnerships	All	SL Campus Leaders	August 2007	May 2008	SL Director, SL Campus leaders, campus administration		Bulletin boards, information shared or sent home, Student or teacher reflections	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.								
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SS, PS, O (ARD/IEP Documentation)	Monitor and adjust documentation of student projected course of study/graduation plan to represent coordinated set of activities and coursework that are based on student desired post-school outcomes.	SE	Special Ed. Dept., Counselors	August 2007	May 2008	Transition ARD Supplement, Student/Parent Surveys, SPED, Goal-Setting Materials		ARD Supplement, ARD Deliberations/ Determinations, Texas Effectiveness Study Analysis	
SS, PS, O (ARD/IEP Documentation)	Monitor and adjust Statement of Needed Transition Services, by age 16, promoting movement from school to post-school activities.	SE	Special Ed. Dept.	August 2007	May 2008	Transition ARD Supplement, Student/Parent Surveys, SPED		ARD Supplement, ARD Deliberations/ Determinations, Texas Effectiveness Study Analysis	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
O (Faculty input specific to skills needed)	Provide staff development focusing on continuous process of transition planning and links to student IEP goals/objectives.	SE	Special Ed. Dept.	August 2007	May 2008	Training Materials, Transition Administrator, Campus Administration		Coordinated IEP document	
AEIS, PS, FS, SS	Increase participation of students with special education needs in regular education curriculum through Co-Teach instructional delivery model.	SE	Co-Teachers, Campus Admin.	August 2007	May 2008	Co-Teach Staff Development, Co-Teachers, Campus Administration		Campus curriculum meetings, reflections from Co-Teachers, Campus Administration, Student Surveys, Parent Surveys, Updated Progress	

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Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.								
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS, Texas Effectiveness Study, Teacher Input	Increase teacher involvement in transition planning process (data collection, IEP development)	SE	Special Ed. Dept.	August 2007	May 2008	SE Staff, Transition Planning Surveys, Sample IEP goals/objectives		Student IEP, Teacher reflections on involvement in process.	
AEIS, Texas Effectiveness Study, Teacher Input	Collect and analyze secondary outcome data	SE	Special Ed. Dept.	August 2007	May 2008	TES surveys, Transition Administrator, SE staff		TES analysis	
								Student Summary of Performance Report	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 2:	Improve access to student information through electronic database and management systems.								
Summative Evaluation:	Feedback from campus staff; review of information of database								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Strategic Plan	Continue career day activities to allow students to explore various career options.	All populations	Administrators Counselors Teachers	Aug. 2006	June 2007	Administrators, Community members, Other Volunteers	EXT	Presenter evaluation.	Student and Presenter Evaluations
Strategic Plan	Develop opportunities for students to explore similar interests through club activities and special interest groups.	All populations	Club sponsors And group Advisors Campus Admin.	Aug. 2006	June 2007	Teachers, volunteer Club sponsors	EXT	Club sponsor Evaluations of Activities.	Meeting agendas And Club Rosters
FS, PS	Provide training on Special Education data-based system	SE	Dept. Heads	August 2007	May 2008	Special Ed. Funding		Meeting agenda, handouts	

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PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	0
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	2
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	2
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	0
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	2
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07.

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: AUSTIN EL

Campus #: 057922103

2007 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Attendance (2005-06)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

District Name: COPPELL ISD
Campus Name: AUSTIN EL
Campus #: 057922103

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 536
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 3 (English) First Administration Only															
Reading	2007	89%	99%	97%	96%	83%	94%	98%	*	> 99%	94%	98%	71%	88%	80%
	2006	90%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	> 99%
Mathematics	2007	82%	95%	93%	88%	67%	76%	90%	*	> 99%	89%	86%	43%	50%	40%
	2006	83%	96%	92%	99%	*	92%	> 99%	*	> 99%	> 99%	97%	*	*	80%
All Tests	2007	78%	95%	91%	86%	67%	71%	90%	*	> 99%	86%	86%	43%	50%	20%
	2006	79%	95%	90%	99%	*	92%	> 99%	*	> 99%	> 99%	97%	*	*	80%
TAKS Met 2007 Standard Grade 4 (English)															
Reading	2007	84%	97%	94%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	> 99%
	2006	83%	95%	92%	93%	*	86%	93%	*	> 99%	87%	98%	80%	86%	67%
Mathematics	2007	86%	96%	97%	94%	*	92%	95%	*	94%	94%	93%	*	> 99%	60%
	2006	84%	96%	93%	93%	*	79%	95%	*	> 99%	87%	98%	80%	86%	67%
Writing	2007	91%	97%	97%	97%	*	> 99%	98%	*	> 99%	97%	98%	*	89%	*
	2006	92%	99%	97%	98%	*	> 99%	96%	*	> 99%	97%	98%	82%	86%	> 99%
All Tests	2007	75%	92%	89%	92%	*	92%	95%	*	94%	94%	90%	*	89%	60%
	2006	74%	92%	86%	88%	*	71%	88%	*	> 99%	79%	94%	55%	71%	50%
TAKS Met 2007 Standard Grade 5 (English) First Administration Only															
Reading	2007	83%	96%	94%	92%	80%	77%	98%	*	89%	87%	98%	89%	90%	71%
	2006	81%	97%	91%	99%	> 99%	> 99%	> 99%	*	94%	97%	> 99%	> 99%	> 99%	83%
Mathematics	2007	86%	97%	96%	96%	80%	92%	> 99%	*	90%	95%	96%	> 99%	90%	63%
	2006	82%	96%	94%	99%	> 99%	83%	> 99%	*	> 99%	> 99%	97%	> 99%	> 99%	80%
Science	2007	78%	96%	92%	97%	60%	92%	> 99%	*	> 99%	98%	96%	> 99%	> 99%	86%
	2006	76%	94%	91%	94%	> 99%	67%	98%	*	94%	94%	94%	*	75%	40%
All Tests	2007	69%	91%	86%	88%	60%	62%	98%	*	85%	87%	90%	89%	80%	38%
	2006	66%	90%	84%	95%	> 99%	71%	98%	*	94%	94%	95%	> 99%	80%	50%

District Name: COPPELL ISD
Campus Name: AUSTIN EL
Campus #: 057922103

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 536
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	97%	99%	93%	98%	> 99%	*	> 99%	98%	> 99%	> 99%	> 99%	94%
	2006	87%	98%	96%	97%	> 99%	94%	97%	*	> 99%	95%	99%	88%	94%	88%
Mathematics	2007	77%	96%	94%	93%	71%	88%	96%	*	94%	93%	93%	75%	85%	61%
	2006	75%	95%	94%	97%	> 99%	88%	98%	*	> 99%	95%	98%	88%	94%	81%
Writing	2007	92%	98%	97%	97%	*	> 99%	98%	*	> 99%	97%	98%	*	89%	*
	2006	91%	99%	96%	98%	*	> 99%	96%	*	> 99%	97%	98%	82%	86%	> 99%
Science	2007	71%	94%	92%	97%	60%	92%	> 99%	*	> 99%	98%	96%	> 99%	> 99%	86%
	2006	70%	93%	91%	94%	> 99%	67%	98%	*	94%	94%	94%	*	75%	40%
All Tests	2007	70%	93%	91%	91%	60%	83%	96%	*	94%	92%	90%	72%	81%	50%
	2006	67%	92%	89%	93%	> 99%	78%	95%	*	98%	91%	95%	72%	75%	56%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	97%	99%	93%	98%	> 99%	*	> 99%	98%	> 99%	> 99%	> 99%	94%
	2006	87%	98%	96%	97%	> 99%	94%	97%	*	> 99%	95%	99%	88%	94%	88%
Mathematics	2007	77%	96%	94%	93%	71%	88%	96%	*	94%	93%	93%	75%	85%	61%
	2006	75%	95%	94%	97%	> 99%	88%	98%	*	> 99%	95%	98%	88%	94%	81%
Writing	2007	92%	98%	97%	97%	*	> 99%	98%	*	> 99%	97%	98%	*	89%	*
	2006	91%	99%	96%	98%	*	> 99%	96%	*	> 99%	97%	98%	82%	86%	> 99%
Science	2007	66%	92%	90%	97%	60%	93%	> 99%	*	> 99%	98%	96%	> 99%	> 99%	86%
	2006	64%	89%	89%	94%	> 99%	71%	98%	*	94%	94%	95%	> 99%	78%	40%
All Tests	2007	67%	92%	90%	91%	60%	84%	96%	*	94%	92%	90%	74%	82%	50%
	2006	65%	91%	89%	93%	> 99%	79%	95%	*	98%	91%	95%	74%	75%	56%
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING TAKS-I)															
Reading/ELA	2007	30%	57%	47%	52%	27%	31%	55%	*	67%	50%	54%	22%	33%	24%
	2006	27%	53%	42%	58%	50%	52%	62%	*	48%	52%	62%	29%	25%	19%
Mathematics	2007	25%	56%	49%	49%	14%	31%	51%	*	66%	52%	46%	50%	46%	17%
	2006	23%	53%	45%	59%	13%	34%	63%	*	72%	59%	59%	35%	38%	31%
Writing	2007	30%	60%	41%	57%	*	36%	69%	*	56%	60%	55%	*	22%	*
	2006	30%	59%	28%	35%	*	14%	40%	*	46%	35%	35%	9%	14%	< 1%
Science	2007	19%	40%	53%	59%	< 1%	31%	74%	*	53%	60%	58%	29%	50%	14%
	2006	16%	34%	37%	59%	< 1%	33%	68%	*	65%	64%	56%	*	25%	< 1%
All Tests	2007	13%	36%	29%	29%	7%	21%	30%	*	42%	35%	24%	17%	19%	6%
	2006	11%	32%	23%	37%	< 1%	22%	43%	*	35%	36%	38%	17%	6%	< 1%

District Name: COPPELL ISD
Campus Name: AUSTIN EL
Campus #: 057922103

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 536
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	97%	94%	*	*	92%	*	*	93%	*	94%	*	*
	2006	84%	98%	96%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	> 99%	> 99%	*	*	*	*	*	> 99%	*	> 99%	*	*
	2006	87%	97%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
Mathematics	2007	90%	96%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
	2006	86%	99%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
Writing	2007	79%	91%	91%	*	*	*	*	*	*	*	*	*	*	*
	2006	68%	98%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
All Tests	2007	82%	92%	94%	89%	*	*	86%	*	*	88%	*	89%	*	*
	2006	74%	97%	93%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*

District Name: COPPELL ISD
Campus Name: AUSTIN EL
Campus #: 057922103

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 536
Grade Span: KG - 05
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.4%	98.5%	100.0%	97.8%	99.3%	*	96.4%	97.6%	99.3%	96.4%	100.0%	85.7%
By Program														
TAKS (1 or more)	91.1%	96.3%	94.3%	96.3%	100.0%	95.6%	96.6%	*	96.4%	93.6%	98.6%	75.0%	96.6%	85.7%
Not on TAKS	6.7%	2.2%	4.7%	2.2%	0.0%	2.2%	2.7%	*	0.0%	4.0%	0.7%	21.4%	3.4%	0.0%
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	4.6%	1.4%	3.5%	1.5%	0.0%	0.0%	2.7%	*	0.0%	3.2%	0.0%	14.3%	0.0%	0.0%
TAKS-Alt Only	0.4%	0.2%	0.0%	0.4%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.7%	3.6%	0.0%	0.0%
Combination	1.4%	0.4%	0.9%	0.4%	0.0%	2.2%	0.0%	*	0.0%	0.8%	0.0%	3.6%	3.4%	0.0%
By Acct Status														
Acct System	91.6%	95.7%	92.8%	96.3%	93.8%	95.6%	98.0%	*	94.6%	97.6%	95.7%	85.7%	96.6%	85.7%
Non-Acct System	6.1%	2.8%	6.3%	2.2%	6.3%	2.2%	1.4%	*	1.8%	0.0%	3.5%	10.7%	3.4%	0.0%
Mobile	5.4%	2.4%	6.0%	1.9%	6.3%	2.2%	1.4%	*	1.8%	0.0%	2.8%	7.1%	3.4%	0.0%
Non-Acct Test	0.7%	0.3%	0.0%	0.4%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.7%	3.6%	0.0%	0.0%
Not Tested	2.3%	1.5%	0.6%	1.5%	0.0%	2.2%	0.7%	*	3.6%	2.4%	0.7%	3.6%	0.0%	14.3%
Absent	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%
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.8%	0.3%	0.7%	0.0%	0.0%	0.0%	*	3.6%	1.6%	0.0%	0.0%	0.0%	9.5%
Other	0.8%	0.6%	0.2%	0.7%	0.0%	2.2%	0.7%	*	0.0%	0.8%	0.7%	3.6%	0.0%	4.8%
Total Count	3,040,283	7,013	313	267	16	45	148	1	56	125	141	28	29	21
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	99.1%	97.4%	100.0%	100.0%	98.8%	-	91.2%	98.4%	96.5%	93.9%	95.8%	78.3%
By Program														
TAKS (1 or more)	90.7%	95.8%	93.4%	93.7%	92.9%	94.6%	94.4%	-	91.2%	92.2%	95.0%	63.6%	87.5%	78.3%
Not on TAKS	6.4%	2.2%	5.2%	3.7%	7.1%	5.4%	4.4%	-	0.0%	6.3%	1.4%	30.3%	8.3%	0.0%
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	1.5%	4.6%	3.3%	7.1%	2.7%	4.4%	-	0.0%	5.5%	1.4%	27.3%	8.3%	0.0%
TAKS-I/SDAA II Only	0.8%	0.5%	0.3%	0.4%	0.0%	2.7%	0.0%	-	0.0%	0.8%	0.0%	3.0%	0.0%	0.0%
By Acct Status														
Acct System	90.5%	95.0%	91.2%	90.7%	64.3%	91.9%	96.9%	-	80.7%	91.4%	90.1%	90.9%	75.0%	69.6%
Non-Acct System	6.5%	3.1%	7.4%	6.7%	35.7%	8.1%	1.9%	-	10.5%	7.0%	6.4%	3.0%	20.8%	8.7%
Mobile	5.6%	2.3%	6.3%	6.3%	28.6%	8.1%	1.9%	-	10.5%	6.3%	6.4%	3.0%	16.7%	8.7%
Non-Acct Test	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%
Katrina/Rita	0.8%	0.6%	0.8%	0.4%	7.1%	0.0%	0.0%	-	0.0%	0.8%	0.0%	0.0%	4.2%	0.0%
Not Tested	2.9%	2.0%	1.0%	2.6%	0.0%	0.0%	1.3%	-	8.8%	1.6%	3.5%	6.1%	4.2%	21.7%
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	0.3%	0.0%	0.4%	0.0%	0.0%	0.6%	-	0.0%	0.0%	0.7%	3.0%	0.0%	0.0%
LEP Exempt	1.0%	1.0%	0.0%	1.1%	0.0%	0.0%	0.0%	-	5.3%	1.6%	0.7%	0.0%	4.2%	13.0%
Other	1.0%	0.5%	0.3%	1.1%	0.0%	0.0%	0.6%	-	3.5%	0.0%	2.1%	3.0%	0.0%	8.7%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	7,172	332	269	14	37	160	0	57	128	141	33	24	23

District Name: COPPELL ISD
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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 536
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	50%	67%	*	*	*	*	*	67%	*	*	*	*
	2006	51%	80%	59%	> 99%	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	34%	65%	57%	33%	*	*	*	*	*	*	*	*	*	*
	2006	32%	62%	52%	64%	*	67%	*	*	*	40%	83%	*	*	60%
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.77	1.02	*	*	*	*	*	1.02	*	*	*	*
	2006	0.56	1.27	0.90	1.04	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	0.33	0.79	0.64	0.20	*	*	*	*	*	*	*	*	*	*
	2006	0.34	0.84	0.60	0.48	*	0.87	*	*	*	0.33	0.60	*	*	0.83
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	12%	1%	3%	4%	17%	6%	2%	*	< 1%	6%	2%	29%	13%	20%
	2006	12%	1%	4%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%	< 1%	*	*	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	94%	99%	99%	> 99%	94%	> 99%	*	> 99%	97%	> 99%	> 99%	> 99%	80%	
	2006	94%	> 99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	> 99%
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	18%	5%	7%	9%	20%	23%	4%	*	11%	13%	4%	11%	10%	29%
	2006	20%	3%	9%	1%	< 1%	< 1%	< 1%	*	6%	3%	< 1%	< 1%	< 1%	17%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	90%	99%	98%	99%	80%	> 99%	> 99%	*	> 99%	98%	> 99%	> 99%	> 99%	> 99%
	2006	89%	98%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	15%	4%	5%	4%	20%	8%	< 1%	*	10%	5%	4%	< 1%	10%	38%
	2006	19%	4%	7%	1%	< 1%	17%	< 1%	*	< 1%	< 1%	3%	< 1%	< 1%	20%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	91%	99%	99%	97%	80%	> 99%	> 99%	*	90%	95%	98%	> 99%	> 99%	75%
	2006	90%	98%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
English Language Learners Progress Measure															
2006-07		70%	92%	89%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%	*	> 99%	> 99%
2005-06		66%	90%	83%	94%	*	88%	*	*	> 99%	94%	94%	*	> 99%	88%

District Name: COPPELL ISD
Campus Name: AUSTIN EL
Campus #: 057922103
Total Students: 536
Grade Span: KG - 05
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Attendance Rate														
2005-06	95.5%	96.8%	97.0%	97.1%	96.7%	97.0%	97.1%	-	97.3%	97.2%	97.0%	96.5%	96.8%	97.3%
2004-05	95.7%	96.7%	97.0%	97.3%	97.0%	96.7%	97.4%	*	97.4%	97.2%	97.3%	96.9%	97.1%	97.1%

'?' 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.
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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		536	100.0%	26,851	9,927	4,576,933
Students By Grade:	Early Childhood Education	0	0.0%	0.5%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	2.2%	0.8%	4.1%
	Kindergarten	85	15.9%	15.8%	6.5%	7.7%
	Grade 1	100	18.7%	17.1%	7.2%	8.1%
	Grade 2	85	15.9%	16.3%	7.4%	7.7%
	Grade 3	82	15.3%	16.4%	7.4%	7.6%
	Grade 4	83	15.5%	15.8%	8.1%	7.4%
	Grade 5	101	18.8%	13.8%	8.1%	7.4%
	Grade 6	0	0.0%	2.0%	8.4%	7.3%
	Grade 7	0	0.0%	0.0%	8.0%	7.2%
	Grade 8	0	0.0%	0.0%	7.8%	7.4%
	Grade 9	0	0.0%	0.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	23	4.3%	9.9%	5.0%	14.4%
	Hispanic	80	14.9%	21.5%	10.1%	46.3%
	White	311	58.0%	57.9%	65.6%	35.7%
	Native American	1	0.2%	0.5%	0.4%	0.3%
	Asian/Pac. Islander	121	22.6%	10.2%	18.9%	3.3%
Economically Disadvantaged		53	9.9%	21.5%	7.2%	55.5%
Limited English Proficient (LEP)		69	12.9%	9.9%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		0	0.0%	0.1%	0.7%	2.3%
At-Risk		164	30.6%	24.9%	20.5%	48.3%
Mobility (2005-06)		78	16.0%	14.1%	9.8%	22.3%
Number of Students per Teacher		13.6	n/a	15.3	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	3.1%	2.3%	4.4%	2.9%	0.0%	13.4%	8.2%	11.9%
Grade 1	5.3%	3.0%	2.0%	6.0%	0.0%	8.6%	1.3%	10.2%
Grade 2	1.3%	1.2%	1.6%	3.6%	11.1%	2.5%	2.3%	4.4%
Grade 3	0.0%	0.8%	0.2%	3.0%	0.0%	0.8%	0.9%	2.3%
Grade 4	0.0%	0.5%	0.6%	1.8%	0.0%	0.8%	0.0%	1.3%
Grade 5	0.0%	0.9%	0.4%	2.9%	0.0%	2.8%	1.0%	1.8%
Grade 6	-	0.0%	0.4%	1.2%	-	1.1%	0.0%	1.7%
Grade 7	-	-	0.1%	2.2%	-	-	0.0%	2.4%
Grade 8	-	-	0.3%	1.6%	-	-	3.2%	3.0%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	17.0	23.6	17.7	19.5
	Grade 1	16.4	26.3	17.4	19.5
	Grade 2	16.7	26.2	18.1	19.6
	Grade 3	19.7	23.0	18.4	19.5
	Grade 4	20.3	22.6	18.6	20.2
	Grade 5	21.0	25.5	21.2	22.3
	Grade 6	-	28.2	23.2	21.8
	Mixed Grades	-	28.9	-	25.0
Secondary:	English/Language Arts	-	18.0	20.3	20.0
	Foreign Languages	-	-	21.6	20.9
	Mathematics	-	16.3	21.8	20.0
	Science	-	26.0	21.1	21.0
	Social Studies	-	-	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	49.6	100.0%	100.0%	100.0%	100.0%
Professional Staff:	46.6	94.0%	86.4%	75.4%	62.7%
Teachers	39.5	79.7%	75.0%	62.1%	50.7%
Professional Support	5.1	10.2%	8.2%	8.3%	8.2%
Campus Admin. (School Leader.)	2.0	4.0%	3.2%	3.9%	2.8%
Educational Aides:	3.0	6.0%	13.6%	6.6%	10.0%
Total Minority Staff:	4.0	8.1%	12.7%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	3.1%	1.6%	9.3%
Hispanic	0.0	0.0%	6.3%	2.3%	20.8%
White	36.5	92.4%	89.0%	95.3%	68.5%
Native American	1.0	2.5%	0.4%	0.1%	0.3%
Asian/Pacific Islander	2.0	5.1%	1.3%	0.7%	1.2%
Males	2.0	5.1%	4.9%	17.9%	22.8%
Females	37.5	94.9%	95.1%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	5.0	12.6%	6.9%	7.0%	8.1%
1-5 Years Experience	15.0	37.9%	28.6%	31.6%	29.1%
6-10 Years Experience	4.1	10.3%	23.6%	21.1%	19.6%
11-20 Years Experience	6.5	16.4%	23.9%	23.9%	23.6%
0ver 20 Years Experience	9.0	22.8%	16.9%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.3 yrs.	10.8 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	6.9 yrs.	6.2 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$43,700	$40,413	$42,978	$38,095
1-5 Years Experience	$43,100	$41,498	$42,950	$39,880
6-10 Years Experience	$44,546	$43,656	$44,715	$42,380
11-20 Years Experience	$50,329	$48,087	$49,334	$47,042
Over 20 Years Experience	$57,740	$55,928	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$47,842	$45,951	$47,333	$44,897
Professional Support	$48,604	$50,554	$56,159	$52,940
Campus Administration (School Leadership)	$64,884	$67,449	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	1.1	0.0	2,103.5

ACTUAL OPERATING EXPENDITURE INFORMATION	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$2,708,563	100.0%	$4,979	$2,710,002	100.0%	$4,982	$128,741,669	100.0%	$5,444
Instruction (11,95)	$2,269,090	83.8%	$4,171	$2,269,339	83.7%	$4,172	$95,512,613	74.2%	$4,039
Instructional-Related Services (12,13)	$73,519	2.7%	$135	$74,709	2.8%	$137	$5,397,065	4.2%	$228
Instructional Leadership (21)	$75,141	2.8%	$138	$75,141	2.8%	$138	$1,654,840	1.3%	$70
School Leadership (23)	$181,192	6.7%	$333	$181,192	6.7%	$333	$8,519,246	6.6%	$360
Support Services-Student (31,32,33)	$109,621	4.0%	$202	$109,621	4.0%	$202	$6,465,176	5.0%	$273
Other Campus Costs (35,36,51,52,53)	$0	0.0%	$0	$0	0.0%	$0	$11,192,729	8.7%	$473
By Program:									
Total Operating Expenditures	$2,708,563	100.0%	$4,979	$2,710,002	100.0%	$4,982	$115,546,306	100.0%	$4,886
Bilingual/ESL Education (25)	$194,011	7.2%	$357	$194,011	7.2%	$357	$5,381,902	4.7%	$228
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$10,668	0.0%	$0
Accelerated Education (24,30)	$1,887	0.1%	$3	$1,887	0.1%	$3	$5,759,831	5.0%	$244
Gifted & Talented Education (21)	$64,122	2.4%	$118	$64,122	2.4%	$118	$2,073,051	1.8%	$88
Regular Education (11)	$2,151,288	79.4%	$3,955	$2,152,727	79.4%	$3,957	$80,906,261	70.0%	$3,421
Special Education (23)	$297,255	11.0%	$546	$297,255	11.0%	$546	$21,414,593	18.5%	$906
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	75	14.0%	9.3%	5.9%	14.8%
Career & Technology Education	0	0.0%	0.0%	12.5%	20.6%
Gifted & Talented Education	77	14.4%	8.7%	22.5%	7.5%
Special Education	43	8.0%	9.2%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	2.0	5.1%	5.2%	3.2%	7.6%
Career & Technology Education	0.0	0.0%	0.0%	2.5%	3.9%
Compensatory Education	0.0	0.0%	2.7%	0.1%	3.3%
Gifted & Talented Education	1.0	2.5%	1.1%	4.4%	2.0%
Regular Education	34.0	86.0%	81.8%	70.4%	70.6%
Special Education	2.5	6.4%	9.3%	9.7%	10.0%
Other	0.0	0.0%	0.0%	9.8%	2.6%

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 1:	Monitor the taught curriculum to ensure alignment with written and assessed concept-based curriculum.
Summative Evaluation:	Forethought lesson plans, and curriculum-based assessments (CBAs)

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Assessment data TAKS, CBA's	Connect the Rigor/Relevance Framework to concept-based curriculum	All	Principal Asst. Princ. Content spec. Teachers	August 2007	June 2008	Concept-Based Curriculum, Rigor/Relevance Framework, district curriculum team	RMB, RMR, RBW, RBS, RBSS, PD,	Forethought Lesson plans	
Assessment data, TAKS data, CBA data	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum	All	Principal Asst. Princ. Team Ldrs.	August 2007	June 2008	CBA results, Extended Plan time, TEKS, District curriculum team	RMB, RMR, RBW, RBS, RBSS	Forethought lesson plans, PDAS process	
Assessment data, TAKS, CBA data	Monitor instruction to ensure alignment with the rigor of the CBAs	All	Principal Asst. Princ. Team Ldrs.	August 2007	June 2008	CBA results, Extended plan time, TEKS, district curriculum team	RMB, RMR, RBW, RBS, RBSS	Forethought lesson plans, PDAS process	

Needs Assessment: AEIS = Academic Excellence Indicator System, SS= Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
TPRI = Texas Primary Reading Inventory, PBMAS = Performance Based Monitoring Assessment System, BA = Benchmark Assessments, O=Other (specify)
Special Populations (Sp. Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity
Committees: AC=Assessment, CC=Curriculum, PD=Prof Dev, PC=Parent and Community, AR=At-Risk, LCO=Legislative/Campus Oversight
Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement
Schoolwide: RMB = Research-based math programs/strategies, RMR = Research-based reading programs/strategies, RBW = Research-based writing programs/strategies, RBS = Research-based science program/strategies, RBSS = Research-based social studies program/strategies, PD = Professional Development, T = Tutorials, RBI = Research-based individualized instruction, RBSG = Research-based group instruction, CAI = Computer-aided instruction
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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Assessment data, TAKS, CBA data	Utilize CBA data to drive instruction	All	Curriculum Team, Campus Admin, Teacher Leaders	August 2007	June 2008	Achievement Series data	RMB, RMR, RBW, RBS, RBSS	Forethought lesson plans, Feedback from District level walk-throughs/campus visits	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement K-5 research-based instructional practices that ensure mastery of all Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) in all areas of the curriculum. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Attend additional training on the Rule of 3 Model for differentiated instruction and the Response to Intervention (RtI) process	Campus Administrators, Teacher Leaders	Campus Administrators Curriculum Team, Intervention Services	August 2007	June 2008	District trainers, Curriculum team, Intervention Services	RMB, RMR, RBW, RBS, RBSS	Eduphoria transcripts	
AEIS Report	Monitor the implementation of the RtI Model including Rule of 3 Model for differentiated instruction	All Campus Administrators, Teachers	Campus Administrators Curriculum Team, Intervention Services	August 2007	June 2008	District Curriculum team, Intervention Services, Campus Admin, Counselors, RTI Manual, PST committee	RMB, RMR, RBW, RBS, RBSS	Feedback from District level walk-throughs, Forethought lesson plans, PST meeting minutes	

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Continue training in guided reading strategies and skills in K-5 classrooms	K-5	Campus Administrators Literacy Coach	August 2007	June 2008	District Videos, literacy coach, Susan Kelly	RMR Title 1 (Literacy specialist/ consultant, Susan Kelly, $1,400)	Eduphoria transcripts, campus staff dev. documentation	
AEIS Report	Monitor the guided reading instruction in all classrooms	K-5	Campus administration Literacy Coach	August 2007	June 2008	Curriculum Team, Campus Admin., literacy coach, Susan Kelly	RMR	PDAS process Forethought Lesson Plans	
AEIS Report	Attend training in 5E Model of Inquiry Based Instruction in Math and Science	All	Campus administrators	August 2007	June 2008	Trainers, Facilitators, District provided Materials (books, manuals), Math and Science Curriculum Team,	RMB, RBS	Eduphoria transcripts	
AEIS Report	Monitor the implementation of 5E Model of Inquiry Based Instruction in Math and Science	All	Campus administrators	August 2007	June 2008	Curriculum Team, Campus Admin., Math and Science Curriculum Team	RMB, RBS	Forethought lesson plans, PDAS process Feedback from Dist. level walk-throughs/campus visits	

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Performance Objective 2:	Implement K-5 research-based instructional practices that ensure mastery of all Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) in all areas of the curriculum. – (Strategy 3, Plan 7).								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Implementation of Best Practice Instruction using "Target the Question" in math	All	Campus Admin Grade level teachers	August 2007	June 2008	District math Coordinator, Campus budget money	RMB	Campus Curriculum visits/meetings, District level walk-throughs/campus visits	
AEIS Report, TAKS, CBAs	Continue use of "Everyday Counts Math" campus-wide	All	Campus administrators, Classroom teachers	August 2007	June 2008	District Math Coordinator	RMB	Forethought lesson plans, PDAS process	
AEIS Report, TAKS, CBAs	Provide "Write from the Beginning" training for staff	All	Campus administrators	August 2007	June 2008	District trainer, "Write from the Beginning" manuals, Campus funds	RBW	Staff Development Agenda, sign-in sheets	
AEIS Report, TAKS, CBAs	Implement "Write from the Beginning" in all classrooms	All	Campus Administrators, Classroom teachers	June 2007	June 2008	"Write from the Beginning" manuals	RBW	Forethought lesson plans. PDAS process	

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Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report TAKS, CBAs	Implementation of Best Practice Instruction using "Target the Question" in science	All	Campus Admin 3,4,5 Grade level teachers	August 2007	June 2008	District science Coordinator, Campus budget money	RMS	Campus Curriculum visits/meetings, District level walk-throughs/campus visits	
AEIS report, TAKS, BA Classroom Assessment	Create weekly tutorials for all students not meeting mastery levels in reading/math/ science	AR	Classroom Teachers, Campus Administrator	August 2007	June 2008	CAI, RMB, RMR, RBW, RBS, EXT, SCE funds $ 3,600	RMB, RMR, RBW, RBS, RBI, RBSG	Tutoring schedules, lesson plans, sign in sheets, progress monitoring data	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue K-5 assessment and evaluation that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report and local assessment data, Teacher survey	Attend district training on progress monitoring to help with the identification of students with disabilities	All	Campus Administrators	August 2007	June 2008	Exec. Dir of Intervention, Directors of Special Education Appraisal Staff, Curriculum Team	PD	Training agendas, handouts, Eduphoria transcripts	
AEIS Report and local assessment data	Identify and use progress monitoring (RtI) tools & process	All	Campus Administrators, PST team, Teacher Leaders	August 2007	June 2008	District Curriculum Team, Exec. Dir. Of Intervention Services SCE funds $426	RBI	Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report & Local assessment data	Use assessment data to evaluate and align instruction in order to meet the criteria of a CISD graduate	All	Campus Administrators, & Teachers	August 2007	June 2008	Achievement Series, District curriculum campus visits	RMB, RMR, RBW, RBS, RBSS	Achievement Series data reports, Feedback from District level walk-throughs/campus visits, Team Leader meetings, grade level meetings	
AEIS Report & Local assessment data	Attend training on the use of the curriculum management system	All	Campus administrators	August 2007	June 2008	District trainers	PD	Forethought lesson plans, Eduphoria transcripts	

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Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report & Local assessment data	Staff will heighten awareness of student-teacher relationships as they impact student achievement	All	Curriculum Team	August 2007	June 2008	Text such as What Is It About Me That You Can't Teach?, Quantum Teaching, Ignite!, Ruby Payne materials	Title 1 Funds $750	Recommendations from focus group to inform planning	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS report, TAKS, CBAs	Implement "Check Out this Math" , grades K-5	all	Campus administrators, campus math content spec.	August 2007	June 2008	Education Foundation Grant	RMB	Campus Purchase Orders, Check out process	
AEIS report, TAKS, CBAs	Purchase TEKS-aligned, research-based instructional resources to support hands-on math workstations	all	Campus administrators, campus math content spec.	August 2007	June 2008	District math coordinator, Campus math content spec.	RMB, Title 1 funds $1,500	Campus Purchase Orders	
AEIS report, TAKS, CBAs	Purchase TEKS-aligned, research-based instructional resources to support science & Social Studies instruction	all	Campus administrators, Campus science content spec.	August 2007	June 2008	Disctrict science coordinator, Campus science content spec.	RBS, Title funds $2,500	Campus Purchase Orders	

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Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS report, TAKS, CBAs	Purchase TEKS-aligned, research-based instructional resources to support guided reading and literacy workstations	all	Campus administrators, literacy coach	August 2007	June 2008	District Director of Elementary Curriculum, campus literacy coach, Campus funds	RMR, Title 1 funds $2,160	Campus Purchase Orders	
AEIS report, TAKS, CBAs	Purchase technology hardware that supports K-5 classroom instruction	all	Campus administrators, Campus technology committee	August 2007	June 2008	District Technology department, District Matching Funds, PTO funds, campus funds	RBM, RMR, RBW, RBS, RBSS	District Purchase Orders	

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Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
TAKS data, assessment results, IEP's	Monitor student progress to determine ARD level of assessment	SE	Special Education Teachers, Classroom teachers, Campus Administrators	Aug 2007	May 2007	District Special Education Dept.	RBI	CBAs, TAKS, other assessment data	
FS, PBMAS, AEIS	Attend training on decision-making and administration of TAKS-M	SE Teachers	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	District Special Education Dept.	RBI, PD	Eduphoria transcripts	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report, CBAs, literacy and math assessments	Analyze assessment data to determine target areas for instruction	All	Campus administrators, grades level Teams	August 2007	June 2008	Curriculum Dept., District and Campus AEIS Reports	RMB, RMR, RBW, RBS, RBI, RBSG	TAKS data	
AEIS Report	Attend staff development that supports critical thinking skills aligned with the rigor of the TEKS/SE	All	Campus Administrators, Team leaders, Classroom teachers	August 2007	June 2008	Rigor/Relevance Framework, Higher Level Thinking flipcharts, Curriculum Units	PD, RMB, RMR, RBW, RBS, RBI, RBSG Title 1 $2,400 for staff dev.; Title 1 $1450 for subs	Eduphoria, sign in sheets, classroom walkthroughs/ Observations	
AEIS report, TAKS, BA Classroom Assessment	Monitor Reading/Math/ Science CBA data for all students	All	Classroom Teachers, Campus Administrators	August 2007	June 2008	CBA data, Curriculum Dept., Content Specialists	RMB, RMR, RBW, RBS, RBI, RBSG	AEIS Report	

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Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS, TAKS, BA Classroom Assessment	Provide small group instruction for students as enrichment/ intervention	All	Classroom Teachers, Campus Administrators	Aug 2007	June 2008	CAI, RMB, RMR, RBW, RBS, PI, EXT	RMB, RMR, RBW, RBS, RBSS	Tutoring schedules, lesson plans, sign in sheets, progress monitoring data	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Curriculum meetings with campus personnel	Provide follow-up training on Rigor/Relevance Framework	All	Curriculum Team, Campus Admins.	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework, District training	PD, RMB, RMR, RBW, RBS, RBI, RBSG	Extended planning time, agenda/minutes	
Curriculum meetings with campus personnel	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum.	All	Curriculum Team, Campus Admins. Team Leaders	August 2007	June 2008	Forethought documents, walk-through training,	RMB, RMR, RBW, RBS, RBI, RBSG	Forethought lesson plans, District level walk-throughs/campus visits	
Fine Arts Appreciation	We will support the efforts of students in the areas of visual art, music and student performance	All	Art Teacher, Music Teacher, classroom teachers, campus admins.	August 2007	June 2008	Art Teachers, Music Teachers, Campus Administrators	Title 1 funds $ 1000	Observation schedule of programs, art displays, student performances	

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Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Curriculum meetings with campus personnel	Support Dual Language Immersion/ Bilingual students by providing instructional aide to class-room teacher 1 day a week.	ESL /Dual Lang stdts.	Campus Administrator	Sept 2007	May 2008	SCE funds $2550	RBSG	Student assessment data	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.
Summative Evaluation:	Master schedules, campus planning documents

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Staff development committee feedback, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	All	Curriculum Team, Campus Administration, Teacher Leaders	June 2007	June 2008	PLC documentation and forms, Eduphoria transcripts, local funds,	PD, EXT.	PLC documentation and forms, Eduphoria transcripts, PLC Showcase	
PS, PC, LCO	Implement a co-teach model for instruction	All	Curriculum team, Intervention Services Team, Campus Administration	August 2007	May 2008	District Training;; SPED	RBI	Lesson plans, Classroom observation/walk-throughs	

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Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.
Summative Evaluation:	Master schedules, campus planning documents

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
PC, FS	Implement extended planning time for content collaboration and professional development within the regular school day	All	Curriculum Team, Campus Administration	August 2007	June 2008	Training	EXT.	Campus schedule, Meeting agendas, campus administrator observation & participation in meetings, requests for participation, campus planning documents	
AEIS, TAKS, BA	Provide staff development in differentiated teaching strategies K-5	All	Campus Administrator, Classroom Teachers	August 2007	June 2008	District Training, Teacher sharing from district/outside training attended; GT Teacher, Adv. Academic Director	PD, RBSG, RBI	Staff meeting agendas, Eduphoria transcripts	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.
Summative Evaluation:	Master schedules, campus planning documents

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS, TAKS, BA	Provide staff development in math strategies for whole group and small group instruction K-5	All	Campus Administrators, Classroom teachers	August 2007	June 2008	District Math Coordinator, District/Outside Training	Pd, RMB, RBSG, RBI	Eduphoria Transcripts, training agendas	
AEIS, TAKS, BA	Provide Staff Development in science teaching strategies K-5	All	Campus Administrators	August 2007	June 2008	District Science Coordinator, District training, outside training, teacher sharing from attended trainings	PD, RBS	Eduphoria Transcripts, training agendas, meeting notes	

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 13:	Increase the number of students served in the least restrictive environment through a continuum of services.
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS	Attend training on Co-Teaching to general education and special education teachers	SE	Campus Administrators, Special Ed teachers, Classroom Teachers	May 2007	May 2008	Special Ed. Funding, local funds	PD	Meeting agenda, handouts	
FS, PS	Develop Co-teaching model in grade level classrooms	SE	Campus Administrators, Special Ed teachers, Classroom Teachers	May 2007	May 2008	Special Ed. Funding, local funds	RBI	ARD Committee Decisions, Progress Reports, PBMAS, AEIS, AYP	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.								
Performance Objective 1:	Develop an all school character program that reinforces CISD character traits.								
Summative Evaluation:	Character Program								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
DR, FS, PS	Continue to implement Campus-wide behavior expectations and strategies for all students	All	Classroom Teachers, Campus Administrators	August 2007	May 2008	Campus Administration, Quantum Teaching, Positive Discipline in the Classroom, Pat Quinn motivation strategies, Ruby Payne resources	EXT, PD, RBSG	Observations, PST meeting notes, Lesson plans, meeting/training agendas, discipline notes	
DR, FS	Continue to develop leadership skills through student council run by 5th grade students with 3-5 classroom representatives	3-5	Campus Administrators, Classroom teachers, Student council sponsors	August 2007	June 2008	TEPSA student council manuals, sponsors, campus administrators	EXT	Meeting agendas	
SS, PS	Continue a school-wide banking system of Mustang Mutual	All	4th grade Classroom teachers, Campus Administrators	August 2007	June 2008	Las Colinas Credit Union Community Coordinator	EXT, PI	Banking schedule, observation of bank operations	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.
Performance Objective 3:	Establish Consistent safe and drug free school programs district wide.
Summative Evaluation:	Post-instruction assessment

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Community feedback, current events, student survey	Publicize safe and drug free programs including Choose to Care, DARE, Peer Mediation	All	Counselor, Campus Administrators, Classroom Teachers	August 2007	June 2008	Website, newsletters, Get Connected Committee, Survey Monkey	Ext., PI	Newsletters, newspapers, campus feedback	
Discipline Referrals, Anecdotal campus reports	Review discipline data and recommend a relational aggression prevention (bullying) program	All	Counselor, Campus Administrators	Sept 2007	Oct 2007	support materials, Behavior Specialist		Schedule of groups, counselor notes and plans	
Discipline Referrals, Anecdotal campus reports	Create a library of guidance materials to support teachers and student interventions	All	Counselor, Library-Media Specialists	Oct 2007	June 2008	Director of Student Services, Resources		Library, Published list of resources	

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Strategic Objective/Goal 3:	Each student will consistently demonstrate identified CISD character traits within their school and community.
Performance Objective 4:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS, SS, DR	Meet with campus staff to identify students to participate in Social Coping Group	All	Counselor, PST committee, classroom teachers, campus administrators	June 2007	May 2008	Intervention Services Team Special Education Funding, extended planning time	PD, PI	Group meeting agendas, PST minutes	
FS, PS, SS, DR	Provide initial and ongoing training of group leadership skills	All	Counselor, PST committee, classroom teachers, campus administrators	June 2007	May 2008	Intervention Services Team Special Education Funding, extended planning time	PD, PI	Reflective evaluations by trained faculty and staff, Eduphoria Transcripts	
FS, PS, SS, DR	Develop specific interpersonal and behavioral goals for students' success	All	Counselor, PST committee, classroom teachers, campus administrators	June 2007	May 2008	Intervention services team Special Education Funding, Extended planning time	PD, PI	Student behavior goal plans	
FS, PS, SS, DR	Attend staff development to maintain student social skills development	All	Counselor, PST committee, classroom teachers, campus administrators	June 2007	May 2008	Behavioral Specialist, District Training	PD, PI	Eduphoria Transcripts, meeting agendas	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 1:	100% of students will participate in meaningful service learning activities								
Summative Evaluation:	List of projects and documentation forms turned in to Service-Learning Camus Leaders and District Service-Learning Director								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Continue SL Leadership Teams focused on Student Leadership using S.T.A.R.S. model	All	Campus SL Leaders, Campus Administration, Campus Staff	August 2007	May 2008	District Service-Learning Director Campus SL Leaders, Campus Administration, Campus Staff	EXT	Report to Service-Learning Director	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.								
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timelin e End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Identify SL projects that best align with written curriculum	All	Service-Learning Director, Curriculum Team	June 2007	May 2008	Curriculum plans, Project WILD, Complete Guide to Service Learning, Campus SL Leaders	Ext.	Report of SL projects	
SL survey	Develop authentic service-learning lesson plans incorporating STARS model aligned with the written curriculum	All	SL Campus Leaders, Campus Administrators, Campus Teachers	August 2007	June 2008	SL Director, Curriculum team, Lesson plan format, Web resources	Ext.	Forethought lesson plans	
SL survey	Implement plans focusing on environmental conservation and preservation	All	SL Campus Leaders, Campus Staff	August 2007	May 2008	SL Director, Science Director, Campus administration and teachers, Web resources	Ext.	Documente d plans and/or visits to Coppell Nature Park	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.								
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timelin e End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills	All	Campus SL Leaders, Campus Administrators	August 2007	June 2008	SL Director, SL grant	PD	Agendas, Documentation of training	

Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Highlight classroom projects in newsletters and local newspapers	All	Teachers, Campus Administrators	August 2007	June 2008	Director of SL, Director of Public Relations	Ext., PI	Newsletters and copies of newspapers, Community feedback	
SL survey	Post SL information on campus websites and district SL website	All	SL Campus Leaders, Campus Administration	August 2007	June 2008	SL campus leaders, SL Director, Campus Administration	Ext., PI	Information posted on websites	
SL survey	Deepen understanding of S.T.A.R.S model for teachers, students, and community S= Student Leadership T=Thoughtful Service A=Authentic Learning R=Reflection S=Strong Partnerships	All	SL Campus Leaders, Classroom Teachers, Campus Administrators	August 2007	May 2008	SL Director, SL Campus leaders, campus administration	Ext. PI	Bulletin boards, information shared or sent home, Student or teacher reflections	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 2:	Improve access to student information through electronic database and management systems.								
Summative Evaluation:	Feedback from campus staff; review of information of database								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS	Students will participate in student-led conferences with teacher and parents to set individual learning goals	All	Classroom Teachers, Campus Admin.	Oct. 2007	June 2008	Classroom Teachers, Campus Administrators, Parent conference days, Quantum Teaching	RBI, PI	Documentation of student participation, conference schedules	

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PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	0
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	0
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	0
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: COTTONWOOD CREEK EL

Campus #: 057922109

2007 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2005-06)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

District Name: COPPELL ISD
Campus Name: COTTONWOOD CREEK EL
Campus #: 057922109
Total Students: 478
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 3 (English) First Administration Only															
Reading	2007	89%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	90%	99%	98%	99%	*	> 99%	98%	*	> 99%	98%	> 99%	> 99%	*	*
Mathematics	2007	82%	95%	92%	96%	*	86%	96%	*	> 99%	> 99%	91%	*	*	*
	2006	83%	96%	93%	99%	*	> 99%	98%	*	> 99%	98%	> 99%	> 99%	*	*
All Tests	2007	78%	95%	91%	96%	*	86%	96%	*	> 99%	> 99%	91%	83%	*	*
	2006	79%	95%	93%	97%	*	> 99%	97%	*	> 99%	95%	> 99%	> 99%	*	*
TAKS Met 2007 Standard Grade 4 (English)															
Reading	2007	84%	97%	95%	95%	*	> 99%	97%	*	80%	93%	97%	> 99%	*	*
	2006	83%	95%	94%	99%	*	*	> 99%	*	> 99%	98%	> 99%	> 99%	*	80%
Mathematics	2007	86%	96%	97%	96%	*	> 99%	95%	*	> 99%	95%	97%	> 99%	*	*
	2006	84%	96%	94%	97%	*	*	97%	*	> 99%	98%	95%	83%	*	> 99%
Writing	2007	91%	97%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	92%	99%	97%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
All Tests	2007	75%	92%	89%	93%	*	> 99%	93%	*	80%	91%	95%	> 99%	*	*
	2006	74%	92%	88%	96%	*	*	97%	*	> 99%	96%	95%	86%	*	80%
TAKS Met 2007 Standard Grade 5 (English) First Administration Only															
Reading	2007	83%	96%	97%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	81%	97%	95%	98%	*	*	> 99%	*	91%	98%	97%	> 99%	*	*
Mathematics	2007	86%	97%	98%	99%	*	> 99%	99%	*	> 99%	> 99%	97%	90%	*	*
	2006	82%	96%	96%	98%	*	*	97%	*	> 99%	> 99%	95%	> 99%	*	*
Science	2007	78%	96%	95%	99%	*	> 99%	99%	*	> 99%	> 99%	97%	> 99%	*	*
	2006	76%	94%	92%	94%	*	*	94%	*	91%	93%	95%	> 99%	*	*
All Tests	2007	69%	91%	92%	98%	*	> 99%	97%	*	> 99%	> 99%	95%	92%	*	*
	2006	66%	90%	85%	91%	*	*	92%	*	91%	91%	92%	> 99%	*	*

District Name: COPPELL ISD
Campus Name: COTTONWOOD CREEK EL
Campus #: 057922109

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 478
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	98%	98%	> 99%	> 99%	99%	*	93%	98%	99%	> 99%	*	80%
	2006	87%	98%	97%	99%	> 99%	93%	> 99%	*	97%	99%	99%	> 99%	*	80%
Mathematics	2007	77%	96%	96%	97%	> 99%	95%	97%	*	> 99%	98%	96%	96%	*	> 99%
	2006	75%	95%	95%	98%	80%	> 99%	98%	*	> 99%	99%	98%	93%	*	> 99%
Writing	2007	92%	98%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	91%	99%	97%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Science	2007	71%	94%	95%	99%	*	> 99%	99%	*	> 99%	> 99%	97%	> 99%	*	*
	2006	70%	93%	92%	94%	*	*	94%	*	91%	93%	95%	> 99%	*	*
All Tests	2007	70%	93%	92%	96%	> 99%	95%	96%	*	93%	97%	95%	96%	*	83%
	2006	67%	92%	91%	96%	80%	93%	96%	*	97%	96%	96%	94%	*	80%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	98%	98%	> 99%	> 99%	99%	*	93%	98%	99%	> 99%	*	80%
	2006	87%	98%	97%	99%	> 99%	93%	> 99%	*	97%	99%	99%	> 99%	*	80%
Mathematics	2007	77%	96%	96%	97%	> 99%	95%	97%	*	> 99%	98%	96%	96%	*	> 99%
	2006	75%	95%	95%	98%	80%	> 99%	98%	*	> 99%	99%	98%	93%	*	> 99%
Writing	2007	92%	98%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	91%	99%	97%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Science	2007	66%	92%	93%	98%	*	> 99%	99%	*	89%	> 99%	95%	92%	*	*
	2006	64%	89%	90%	92%	*	*	92%	*	83%	91%	92%	82%	*	*
All Tests	2007	67%	92%	91%	95%	> 99%	95%	96%	*	89%	97%	94%	93%	*	83%
	2006	65%	91%	90%	95%	83%	93%	96%	*	94%	95%	96%	89%	*	80%
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING TAKS-I)															
Reading/ELA	2007	30%	57%	50%	55%	17%	47%	58%	*	50%	55%	55%	40%	*	20%
	2006	27%	53%	48%	50%	< 1%	50%	52%	*	52%	48%	52%	48%	*	30%
Mathematics	2007	25%	56%	52%	59%	20%	35%	61%	*	74%	61%	57%	42%	*	33%
	2006	23%	53%	49%	55%	40%	29%	56%	*	61%	61%	48%	40%	*	40%
Writing	2007	30%	60%	43%	68%	*	50%	70%	*	78%	55%	83%	67%	*	*
	2006	30%	59%	30%	60%	*	*	64%	*	45%	65%	55%	50%	*	*
Science	2007	19%	40%	52%	49%	*	40%	49%	*	63%	60%	35%	50%	*	*
	2006	16%	34%	41%	35%	*	*	31%	*	45%	37%	32%	25%	*	*
All Tests	2007	13%	36%	27%	36%	< 1%	15%	40%	*	39%	38%	34%	22%	*	17%
	2006	11%	32%	27%	29%	< 1%	14%	29%	*	38%	31%	25%	22%	*	20%

District Name: COPPELL ISD
Campus Name: COTTONWOOD CREEK EL
Campus #: 057922109

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 478
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	93%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	84%	98%	94%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	87%	97%	97%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
Mathematics	2007	90%	96%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
	2006	86%	99%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
Writing	2007	79%	91%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	68%	98%	83%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2007	82%	92%	87%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
	2006	74%	97%	88%	> 99%	*	*	*	*	*	> 99%	*	> 99%	*	*

District Name: COPPELL ISD
Campus Name: COTTONWOOD CREEK EL
Campus #: 057922109

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 478
Grade Span: KG - 05
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.7%	98.8%	100.0%	100.0%	99.5%	*	93.5%	97.7%	100.0%	100.0%	*	70.0%
By Program														
TAKS (1 or more)	91.1%	96.3%	95.4%	97.6%	100.0%	100.0%	98.9%	*	90.3%	96.2%	99.1%	90.9%	*	60.0%
Not on TAKS	6.7%	2.2%	3.9%	1.2%	0.0%	0.0%	0.5%	*	3.2%	1.5%	0.9%	9.1%	*	10.0%
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
SDAA II Only	4.6%	1.4%	2.5%	0.8%	0.0%	0.0%	0.5%	*	3.2%	0.8%	0.9%	6.1%	*	10.0%
TAKS-Alt Only	0.4%	0.2%	0.0%	0.4%	0.0%	0.0%	0.0%	*	0.0%	0.8%	0.0%	3.0%	*	0.0%
Combination	1.4%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
By Acct Status														
Acct System	91.6%	95.7%	94.8%	97.6%	100.0%	100.0%	98.4%	*	93.5%	97.0%	98.2%	97.0%	*	70.0%
Non-Acct System	6.1%	2.8%	4.8%	1.2%	0.0%	0.0%	1.1%	*	0.0%	0.8%	1.8%	3.0%	*	0.0%
Mobile	5.4%	2.4%	4.5%	0.8%	0.0%	0.0%	1.1%	*	0.0%	0.0%	1.8%	0.0%	*	0.0%
Non-Acct Test	0.7%	0.3%	0.0%	0.4%	0.0%	0.0%	0.0%	*	0.0%	0.8%	0.0%	3.0%	*	0.0%
Not Tested	2.3%	1.5%	0.4%	1.2%	0.0%	0.0%	0.5%	*	6.5%	2.3%	0.0%	0.0%	*	30.0%
Absent	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
LEP Exempt	1.0%	0.8%	0.0%	1.2%	0.0%	0.0%	0.5%	*	6.5%	2.3%	0.0%	0.0%	*	30.0%
Other	0.8%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
Total Count	3,040,283	7,013	321	246	6	20	185	3	31	133	113	33	4	10
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	99.1%	98.5%	85.7%	87.5%	100.0%	*	97.2%	97.2%	100.0%	97.4%	*	78.6%
By Program														
TAKS (1 or more)	90.7%	95.8%	94.6%	96.9%	71.4%	87.5%	99.5%	*	91.7%	95.8%	98.3%	87.2%	*	71.4%
Not on TAKS	6.4%	2.2%	4.2%	1.5%	14.3%	0.0%	0.5%	*	5.6%	1.4%	1.7%	10.3%	*	7.1%
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
SDAA II Only	5.4%	1.5%	3.3%	0.4%	0.0%	0.0%	0.0%	*	2.8%	0.0%	0.9%	2.6%	*	7.1%
TAKS-I/SDAA II Only	0.8%	0.5%	0.1%	1.2%	14.3%	0.0%	0.5%	*	2.8%	1.4%	0.9%	7.7%	*	0.0%
By Acct Status														
Acct System	90.5%	95.0%	92.8%	97.3%	85.7%	87.5%	99.0%	*	94.4%	96.5%	98.3%	97.4%	*	78.6%
Non-Acct System	6.5%	3.1%	5.3%	1.2%	0.0%	0.0%	1.0%	*	2.8%	0.7%	1.7%	0.0%	*	0.0%
Mobile	5.6%	2.3%	5.0%	1.2%	0.0%	0.0%	1.0%	*	2.8%	0.7%	1.7%	0.0%	*	0.0%
Non-Acct Test	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
Katrina/Rita	0.8%	0.6%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
Not Tested	2.9%	2.0%	1.0%	1.5%	14.3%	12.5%	0.0%	*	2.8%	2.8%	0.0%	2.6%	*	21.4%
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
ARD Exempt	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
LEP Exempt	1.0%	1.0%	0.3%	0.8%	0.0%	12.5%	0.0%	*	0.0%	1.4%	0.0%	0.0%	*	14.3%
Other	1.0%	0.5%	0.2%	0.8%	14.3%	0.0%	0.0%	*	2.8%	1.4%	0.0%	2.6%	*	7.1%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
Total Count	3,001,657	7,172	351	259	7	16	197	3	36	144	115	39	4	14

District Name: COPPELL ISD
Campus Name: COTTONWOOD CREEK EL
Campus #: 057922109

Total Students: 478
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	67%	*	*	*	*	*	*	*	*	*	*	*
	2006	51%	80%	67%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	34%	65%	70%	*	*	*	*	*	*	*	*	*	*	*
	2006	32%	62%	60%	83%	*	*	80%	*	*	*	*	*	*	*
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.88	*	*	*	*	*	*	*	*	*	*	*
	2006	0.56	1.27	0.93	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	0.33	0.79	0.85	*	*	*	*	*	*	*	*	*	*	*
	2006	0.34	0.84	0.66	0.92	*	*	0.79	*	*	*	*	*	*	*
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	12%	1%	4%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%	< 1%	< 1%	*	*
	2006	12%	1%	3%	1%	*	< 1%	2%	*	< 1%	2%	< 1%	< 1%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	94%	99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2006	94%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	18%	5%	4%	1%	*	*	1%	*	< 1%	< 1%	3%	< 1%	*	*
	2006	20%	3%	5%	3%	*	*	< 1%	*	9%	2%	3%	< 1%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	90%	99%	99%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	89%	98%	98%	99%	*	*	> 99%	*	91%	> 99%	97%	> 99%	*	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	15%	4%	3%	1%	*	< 1%	1%	*	< 1%	< 1%	3%	10%	*	*
	2006	19%	4%	4%	3%	*	*	3%	*	< 1%	< 1%	5%	< 1%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	91%	99%	> 99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	90%	98%	99%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
English Language Learners Progress Measure															
2006-07		70%	92%	94%	92%	*	> 99%	> 99%	*	82%	> 99%	78%	*	*	78%
2005-06		66%	90%	86%	82%	*	*	*	*	78%	88%	78%	*	*	73%

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Total Students: 478
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Attendance Rate														
2005-06	95.5%	96.8%	97.1%	97.9%	98.0%	98.0%	97.9%	*	98.2%	98.1%	97.8%	97.8%	*	97.4%
2004-05	95.7%	96.7%	97.0%	97.9%	98.0%	98.2%	97.9%	*	97.8%	98.0%	97.7%	98.2%	*	97.5%

'?' 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.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		478	100.0%	24,238	9,927	4,576,933
Students By Grade:	Early Childhood Education	0	0.0%	0.6%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	1.0%	0.8%	4.1%
	Kindergarten	74	15.5%	14.9%	6.5%	7.7%
	Grade 1	77	16.1%	16.7%	7.2%	8.1%
	Grade 2	81	16.9%	17.0%	7.4%	7.7%
	Grade 3	76	15.9%	16.5%	7.4%	7.6%
	Grade 4	81	16.9%	16.8%	8.1%	7.4%
	Grade 5	89	18.6%	15.3%	8.1%	7.4%
	Grade 6	0	0.0%	1.3%	8.4%	7.3%
	Grade 7	0	0.0%	0.0%	8.0%	7.2%
	Grade 8	0	0.0%	0.0%	7.8%	7.4%
	Grade 9	0	0.0%	0.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	8	1.7%	5.7%	5.0%	14.4%
	Hispanic	41	8.6%	13.9%	10.1%	46.3%
	White	342	71.5%	71.3%	65.6%	35.7%
	Native American	3	0.6%	0.5%	0.4%	0.3%
	Asian/Pac. Islander	84	17.6%	8.5%	18.9%	3.3%
Economically Disadvantaged		8	1.7%	11.9%	7.2%	55.5%
Limited English Proficient (LEP)		33	6.9%	5.4%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		0	0.0%	0.2%	0.7%	2.3%
At-Risk		65	13.6%	18.4%	20.5%	48.3%
Mobility (2005-06)		16	3.7%	12.3%	9.8%	22.3%
Number of Students per Teacher		14.6	n/a	15.1	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	8.5%	2.3%	4.4%	2.9%	0.0%	10.8%	8.2%	11.9%
Grade 1	0.0%	1.3%	2.0%	6.0%	0.0%	5.1%	1.3%	10.2%
Grade 2	0.0%	0.7%	1.6%	3.6%	0.0%	2.2%	2.3%	4.4%
Grade 3	0.0%	0.7%	0.2%	3.0%	0.0%	0.7%	0.9%	2.3%
Grade 4	0.0%	0.7%	0.6%	1.8%	0.0%	0.6%	0.0%	1.3%
Grade 5	0.0%	0.6%	0.4%	2.9%	0.0%	0.2%	1.0%	1.8%
Grade 6	-	0.2%	0.4%	1.2%	-	2.1%	0.0%	1.7%
Grade 7	-	-	0.1%	2.2%	-	-	0.0%	2.4%
Grade 8	-	-	0.3%	1.6%	-	-	3.2%	3.0%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Profile

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	18.5	21.2	17.7	19.5
	Grade 1	19.2	21.1	17.4	19.5
	Grade 2	20.0	22.2	18.1	19.6
	Grade 3	18.6	20.8	18.4	19.5
	Grade 4	20.7	21.1	18.6	20.2
	Grade 5	22.7	23.3	21.2	22.3
	Grade 6	-	24.0	23.2	21.8
	Mixed Grades	-	27.4	-	25.0
Secondary:	English/Language Arts	-	28.0	20.3	20.0
	Foreign Languages	-	-	21.6	20.9
	Mathematics	-	?	21.8	20.0
	Science	-	-	21.1	21.0
	Social Studies	-	-	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	41.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	38.0	92.7%	86.9%	75.4%	62.7%
Teachers	32.8	80.1%	74.7%	62.1%	50.7%
Professional Support	3.2	7.7%	8.9%	8.3%	8.2%
Campus Admin. (School Leader.)	2.0	4.9%	3.3%	3.9%	2.8%
Educational Aides:	3.0	7.3%	13.1%	6.6%	10.0%
Total Minority Staff:	1.0	2.4%	8.5%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	1.0	3.0%	2.3%	1.6%	9.3%
Hispanic	0.0	0.0%	3.8%	2.3%	20.8%
White	31.8	97.0%	92.8%	95.3%	68.5%
Native American	0.0	0.0%	0.2%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.9%	0.7%	1.2%
Males	2.0	6.1%	4.5%	17.9%	22.8%
Females	30.8	93.9%	95.5%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	2.0	6.1%	4.4%	7.0%	8.1%
1-5 Years Experience	6.8	20.6%	28.3%	31.6%	29.1%
6-10 Years Experience	8.1	24.5%	20.8%	21.1%	19.6%
11-20 Years Experience	10.0	30.5%	28.3%	23.9%	23.6%
0ver 20 Years Experience	6.0	18.3%	18.2%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.5 yrs.	11.6 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	6.4 yrs.	7.4 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$42,582	$39,885	$42,978	$38,095
1-5 Years Experience	$40,200	$41,555	$42,950	$39,880
6-10 Years Experience	$44,882	$43,511	$44,715	$42,380
11-20 Years Experience	$48,888	$47,886	$49,334	$47,042
Over 20 Years Experience	$56,989	$56,194	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$47,211	$46,348	$47,333	$44,897
Professional Support	$51,282	$50,515	$56,159	$52,940
Campus Administration (School Leadership)	$73,935	$69,440	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	3.1	0.0	2,103.5

District Name: COPPELL ISD
Campus Name: COTTONWOOD CREEK EL
Campus #: 057922109

Total Students: 478
Grade Span: KG - 05
School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION

	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$2,445,754	100.0%	$4,796	$2,452,601	100.0%	$4,809	$125,014,738	100.0%	$5,139
Instruction (11,95)	$2,047,652	83.7%	$4,015	$2,054,066	83.8%	$4,028	$93,226,733	74.6%	$3,832
Instructional-Related Services (12,13)	$49,214	2.0%	$96	$49,647	2.0%	$97	$5,196,948	4.2%	$214
Instructional Leadership (21)	$72,092	2.9%	$141	$72,092	2.9%	$141	$1,520,492	1.2%	$63
School Leadership (23)	$194,447	8.0%	$381	$194,447	7.9%	$381	$8,522,667	6.8%	$350
Support Services-Student (31,32,33)	$82,349	3.4%	$161	$82,349	3.4%	$161	$5,989,411	4.8%	$246
Other Campus Costs (35,36,51,52,53)	$0	0.0%	$0	$0	0.0%	$0	$10,558,487	8.4%	$434
By Program:									
Total Operating Expenditures	$2,445,754	100.0%	$4,796	$2,452,601	100.0%	$4,809	$113,713,717	100.0%	$4,674
Bilingual/ESL Education (25)	$70,516	2.9%	$138	$70,516	2.9%	$138	$2,309,419	2.0%	$95
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Accelerated Education (24,30)	$0	0.0%	$0	$0	0.0%	$0	$3,884,213	3.4%	$160
Gifted & Talented Education (21)	$83,140	3.4%	$163	$83,140	3.4%	$163	$2,376,849	2.1%	$98
Regular Education (11)	$1,992,685	81.5%	$3,907	$1,999,532	81.5%	$3,921	$85,251,354	75.0%	$3,504
Special Education (23)	$299,413	12.2%	$587	$299,413	12.2%	$587	$19,887,937	17.5%	$818
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$3,945	0.0%	$0

PROGRAM INFORMATION

	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	33	6.9%	4.8%	5.9%	14.8%
Career & Technology Education	0	0.0%	0.0%	12.5%	20.6%
Gifted & Talented Education	98	20.5%	8.6%	22.5%	7.5%
Special Education	53	11.1%	9.5%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	1.5	4.6%	1.8%	3.2%	7.6%
Career & Technology Education	0.0	0.0%	0.0%	2.5%	3.9%
Compensatory Education	0.0	0.0%	2.7%	0.1%	3.3%
Gifted & Talented Education	1.0	3.0%	1.5%	4.4%	2.0%
Regular Education	28.3	86.1%	83.8%	70.4%	70.6%
Special Education	2.1	6.3%	10.2%	9.7%	10.0%
Other	0.0	0.0%	0.0%	9.8%	2.6%

'?' 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.

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.								
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.								
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**School wide**	**Formative Evaluation**	**Documented**
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum	All	Curriculum Team, Campus Administration	August 2007	June 2008	Forethought documents, walk-through training	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT	Forethought lesson plans, District level walk-throughs / campus visits	
Campus observations, CBA data/local assessment comparison	Monitor the implementation of instruction to ensure alignment with the rigor of the CBAs	All	Curriculum Team, Campus Administration Teacher Leaders	August 2007	June 2008	Extended planning time, CBA preview process, TEKS, Forethought documents	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT	Forethought lesson plans, District level walk-throughs/campus visits	
Campus observations, CBA data/local assessment comparison	Utilize CBA data to drive instruction	All	Curriculum Team, Campus Administration Teacher Leaders	August 2007	June 2008	Achievement Series data	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Forethought lesson plans, District level walk-throughs / campus visits	

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned with research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Implement GEMS kits during science instruction	All	K-5 Classroom Teachers	August 2007	June 2008	Science Content Specialist, Team Leaders	RBS, RBI, PD, RBSG, EXT	Campus Curriculum visits/meetings, District level walk-throughs/campus visits, Lesson Plans, Assessment Results	Lesson Plans, Assessment Results
FS	Strengthen the **Every Day Counts** Math Program	All	K-5 Classroom Teachers, Team Leaders, Campus Administration	August 2007	June 2008	Math Content Specialist, Team Leaders, LEA	RBM, PD		Walk-Through Forms, Lesson Plans, Bulletin Boards

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Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS	Investigate the Implementation of the 5E Model of Inquiry Based Instruction in Math and Science	All	K-5 teachers, Campus Administration	August 2007	June 2008	Director of Mathematics, Director of Science	RBW, PD, RBI, RBSG	Walk-Throughs, Assessment Results, BA	Lesson Plans, Assessment Results, Walk-Through Forms
AEIS, BA	Continue Implementation of Effective Literacy Stations	K-5	K-5 teachers, Literacy Coach	August 2007	June 2008	Campus Administrators, Literacy Coach	RBR, RBW, RBI, RBSG, PD	Word walls, Walk-Throughs, TPRI, TAKS, BA, Lesson Plans	Lesson Plans, Actual Stations, Walk-Through Forms
AEIS, BA	Strengthen Implementation of Science "Notebooking"	1-5	1-5 Classroom Teachers	August 2007	June 2008	Director of Science, Campus Science Content Specialist, Team Leaders	RBS	BA, TAKS	Lesson Plans, Walk-Throughs, Student Notebooks

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report & Local assessment data	Utilize district technology to collect and analyze individual student data	All	Campus Administration, Team Leaders	August 2007	June 2008	Achievement Series data	CAI	Achievement Series data, CBAs & CBA data	
AEIS Report & Local assessment data	Implement second grade standards-based report cards	2nd Grade	Curriculum Team, Campus Administration, 2nd Grade Team	August 2007	June 2008	TEKS, K-1 Standards-based report cards	RBR, RBW, RBI, RBSG, PD	Completed standards-based report card data	
AEIS Report & Local assessment data	Pilot standards-based report cards (3-5)	3rd-5th Grade	Campus Administration, 3rd-5th Grade teachers, Curriculum Team	August 2007	June 2008	TEKS, K-2 Standards-Based report cards		Completed standards-based report card data	
FS	Monitor the implementation of the RtI Model, including the Rule of 3	All	RtI Team, Campus Administration, Intervention Services, PST Team	August 2007	June 2008	AMI, ARI	RBI	Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	

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Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report, Local assessment data	Identify and use progress monitoring (RtI) process & tools	All	Curriculum Team, Exec. Dir Intervention Services, Directors, Intervention Services, Campus Administration, PST team, Teacher Leaders	August 2007	June 2008	AMI, ARI, local funds	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Continue training in 5E Model of Inquiry Based Instruction in Math and Science	All	Math and Science Curriculum Team	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.)	RBM. RBS	Eduphoria transcripts,	
AEIS Report	Monitor and provide intervention for individual students in subgroups which scored below 90% on TAKS math and science	Grades 3-5, E, AR	Classroom Teachers, Campus Tutor	October 2007	March 2008	Business Mentors, LEA, AMI	RBM, RMR, RBS, RBI, RBSG, CAI, EXT, T	BA, TAKS	Lesson Plans, Assessment Results, Mentor Calendar

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Utilize the co-teaching model to provide more inclusive services for special ed students on grade level	All	Campus Administration, K-5 teachers, Sp. Ed. staff, Intervention Services	August 2007	June 2008	District provided training	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Lesson Plans, Walk-throughs, regularly scheduled meetings	Lesson Plans, Walk-throughs
AEIS Report	Analyze assessment data to determine level and type of assessment	All	Campus Administration, Sp. Ed. Staff, Diagnostician	August 2007	June 2008	AEIS Report	CAI	AEIS Report	AEIS Report, List of Assessment Types Chosen

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**School wide**	**Formative Evaluation**	**Documented**
AEIS, BA, PBMAS	Monitor students at or near the 2400 scale score and implement an accelerated plan	Students receiving or close to receiving Commended on TAKS 2006	Campus Principal, Assistant Principal, staff	August 2007	June 2008	Team Leaders, Administrators, Classroom Teachers	RMB, RMR, RBW, RBS, PD, T, RBI, RBSG, EXT, PI, CAI	BA, TAKS, AEIS, PBMAS, Action Plan	
AEIS	Provide enrichment during the school day for students based on benchmark results	All	K-5 teachers, Support Staff, Campus Administration, Campus GT Specialist	August 2007	June 2008	Campus Administrators	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Tutoring Group logs, walk-throughs, Lesson Plans	

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Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**School wide**	**Formative Evaluation**	**Documented**
AEIS	Focus on teaching strategies which implement brain research and improved questioning skills	All	Campus Administration, All teaching staff	August 2007	June 2008	Team Leaders, Administrators, Classroom Teachers	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	BA, TAKS, AEIS	AEIS
O	Provide opportunity for staff book study involving brain-based teaching and learning	All	Campus Administration, All teaching staff	August 2007	June 2008	Team Leaders, Administrators, Classroom Teachers	PD	FS	Book title, List of attendees, Calendar of meetings

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.								
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Curriculum meetings with campus personnel	Provide teachers and staff with strategies and activities for use with RTI students	AR	Asst. Principal, Literacy Coach	August 2007	June 2008	Campus Admin, District-level meetings	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T, PI	Weekly Team Meetings, Monthly RtI meetings	List of strategies suggested
AEIS	Review/ highlight effective instructional strategies at monthly faculty meetings	All	Campus Administration	August 2007	June 2008	Campus Admin	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T, PI	Faculty Meeting Agendas	Faculty Meeting Agendas
BA, AEIS	Investigate the start-up of an outdoor learning environment	All	Campus Administration, PLCs	August 2007	June 2008	Campus Administrators, Director of Science, school visitations, campus budget	RBS	Notes and findings on outdoor learning	Locations of site visits, Notes taken

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS	Customize tutorials during the school day for at risk students and students not meeting benchmark standards	AR	Principal, Team Leaders	October 2007	June 2008	Campus Administration, SCE - $587.oo	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Walkthroughs, Lesson Plans	BA, AEIS
FS	Investigate the start up of an economic learning community	All	Campus Administration Team Leaders	October 2007	June 2008	Administration, LEA, School E-Visits	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Notes and findings on economic learning community	Locations of site visits, Notes taken

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.								
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS	Purchase additional software license for school / classrooms, i.e. Kidspiration, Inspiration, Thinking Maps	All	Campus Administration	October 2007	June 2008	Campus Administrators , PTO, LEA: Matching Fund	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Log of software use	Purchase order

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.
Summative Evaluation:	Master schedules, campus planning documents

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Staff development committee feedback, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	All	Curriculum Team, Campus Administration, Teacher Leaders, District Consultant (SB)	August 2007	June 2008	PLC documentation and forms, Eduphoria transcripts, local funds	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	PLC documentation and forms, Eduphoria transcripts,	PLC Showcase
PC, FS	Pilot an extended planning time for PLC's and professional development within the school day for K-5 Staff	All	Curriculum Team, Campus Administration, District Consultant (SB)	August 2007	May 2008	Training	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Meeting agendas, campus observation & participation in meetings	Meeting minutes, Campus planning documents

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.								
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.								
Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
	Continue clustering GT students to promote a "push in" teaching format	GT	GT Specialist, Classroom teacher, Administration	August 2007	June 2008	GT Coordinator	RBI, RBSG	Class Lists, Lesson plans, Schedules	
	Continue clustering ESL students to promote a "push in" teaching format	ESL	ESL Specialist, Classroom teachers, Administration	August 2007	June 2008	ESL coordinator	RBI, RBSG	Class Lists, Lesson Plans, Schedules	

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.
Performance Objective 6:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS	Increase the number of CCE staff members recognized by CISD's GEM program	Staff	Campus Administrators, SBDM Committee, Team Leaders	August 2007	June 2008	All staff	PD	GEM cards submitted	GEM Cards
FS	Maintain positive staff climate through staff socials, birthday recognitions, acts of appreciation and kindness, buddy teachers, etc.	Staff	Campus Administrators, SBDM Committee, Team Leaders	August 2007	June 2008	LEA – Activity Fund	PD	Birthday list	Calendar of Events

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Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS	Hold quarterly get-togethers to assist new staff members in assimilating to CCE	New staff	Principal, Assistant Principal	August 2007	June 2008	Principal, Assistant Principal	PD	End-of-Year Discussion	Calendar
FS	Train staff and begin implementation of Forethought software	All	Integration Specialist, Campus Administrators	August 2007	June 2008	Integration Specialist	PD	Training Agenda, Use of Forethought by teachers	Agenda
FS	Train staff and begin implementation of curriculum management system	All	Integration Specialist, Campus Administrators	August 2007	June 2008	Integration Specialist	PD	Training Agenda, Use of curriculum management system by teachers	Agenda

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.								
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
O (service learning)	Every student will participate in at least two service learning activities	K-5	Teachers, Staff service learning liaison	August 2007	May 2008	Staff, Service Learning Coordinator, Campus administration and teachers	EXT, PD	Documented plans and log of hours	Log of hours, photo of activities, lesson plans

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 3:	Increase participation of campus teams, including staff, student, and community leaders.								
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timelin e End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Every student will participate in at least two service learning activities	K-5	SL Director, Teachers, Staff service learning liaison	August 2007	May 2008	Service Learning Coordinator, Campus administration and teachers	EXT, PD	Document ed plans and log of hours	Log of hours, photo of activities, lesson plans
FS	Continue working with community organizations to provide tutoring and volunteering opportunities	K-5 PC: IBM and Mohawk Indust.	Campus Administration, CCE staff	August 2007	May 2008	Community Partnerships	EXT	Sign in sheets, Quarterly meetings	Sign in sheets, Photos of Projects with mentors

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PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	0
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	0
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	0
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: DENTON CREEK EL

Campus #: 057922111

2007 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2005-06)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

Comparable Improvement: Reading/ELA

District Name: COPPELL ISD
Campus Name: DENTON CREEK EL
Campus #: 057922111

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 493
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 3 (English) First Administration Only															
Reading	2007	89%	99%	97%	99%	*	> 99%	98%	*	> 99%	97%	> 99%	83%	*	*
	2006	90%	99%	98%	98%	*	> 99%	> 99%	*	93%	96%	> 99%	> 99%	80%	75%
Mathematics	2007	82%	95%	93%	96%	*	> 99%	93%	*	> 99%	94%	97%	83%	*	*
	2006	83%	96%	94%	98%	*	> 99%	96%	*	> 99%	96%	> 99%	> 99%	80%	> 99%
All Tests	2007	78%	95%	92%	96%	*	> 99%	93%	*	> 99%	94%	97%	83%	*	*
	2006	79%	95%	92%	95%	*	> 99%	96%	*	93%	92%	> 99%	> 99%	60%	75%
TAKS Met 2007 Standard Grade 4 (English)															
Reading	2007	84%	97%	93%	97%	*	> 99%	98%	*	96%	96%	> 99%	> 99%	80%	*
	2006	83%	95%	93%	94%	*	> 99%	98%	*	82%	91%	98%	88%	*	*
Mathematics	2007	86%	96%	94%	95%	*	71%	98%	*	96%	98%	91%	> 99%	60%	*
	2006	84%	96%	96%	97%	*	86%	98%	*	> 99%	96%	98%	75%	*	*
Writing	2007	91%	97%	97%	99%	*	> 99%	98%	*	> 99%	> 99%	97%	*	> 99%	*
	2006	92%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
All Tests	2007	75%	92%	88%	92%	*	71%	96%	*	91%	96%	88%	> 99%	60%	*
	2006	74%	92%	89%	92%	*	88%	98%	*	83%	90%	95%	78%	*	*
TAKS Met 2007 Standard Grade 5 (English) First Administration Only															
Reading	2007	83%	96%	95%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2006	81%	97%	95%	99%	*	83%	> 99%	*	> 99%	> 99%	97%	> 99%	*	*
Mathematics	2007	86%	97%	95%	98%	60%	> 99%	> 99%	*	> 99%	> 99%	95%	*	*	*
	2006	82%	96%	96%	97%	*	86%	98%	*	> 99%	> 99%	95%	> 99%	*	*
Science	2007	78%	96%	93%	96%	> 99%	> 99%	96%	*	96%	95%	98%	*	*	*
	2006	76%	94%	92%	97%	*	86%	98%	*	> 99%	> 99%	95%	> 99%	*	*
All Tests	2007	69%	91%	86%	94%	60%	> 99%	96%	*	96%	96%	93%	*	*	*
	2006	66%	90%	89%	96%	*	86%	96%	*	> 99%	> 99%	92%	> 99%	*	*

District Name: COPPELL ISD
Campus Name: DENTON CREEK EL
Campus #: 057922111

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 493
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	96%	99%	> 99%	> 99%	99%	*	98%	98%	> 99%	94%	91%	> 99%
	2006	87%	98%	96%	98%	> 99%	94%	99%	*	94%	97%	98%	95%	90%	92%
Mathematics	2007	77%	96%	94%	97%	90%	90%	97%	*	98%	98%	95%	94%	64%	78%
	2006	75%	95%	95%	98%	86%	89%	98%	*	> 99%	97%	98%	89%	64%	93%
Writing	2007	92%	98%	97%	99%	*	> 99%	98%	*	> 99%	> 99%	97%	*	> 99%	*
	2006	91%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Science	2007	71%	94%	93%	96%	> 99%	> 99%	96%	*	96%	95%	98%	*	*	*
	2006	70%	93%	92%	97%	*	86%	98%	*	> 99%	> 99%	95%	> 99%	*	*
All Tests	2007	70%	93%	90%	94%	90%	90%	95%	*	95%	95%	93%	94%	64%	78%
	2006	67%	92%	90%	96%	86%	90%	97%	*	94%	95%	96%	90%	67%	93%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	96%	99%	> 99%	> 99%	99%	*	98%	98%	> 99%	94%	91%	> 99%
	2006	87%	98%	96%	98%	> 99%	94%	99%	*	94%	97%	98%	95%	90%	92%
Mathematics	2007	77%	96%	94%	97%	90%	90%	97%	*	98%	98%	95%	94%	64%	78%
	2006	75%	95%	95%	98%	86%	89%	98%	*	> 99%	97%	98%	89%	64%	93%
Writing	2007	92%	98%	97%	99%	*	> 99%	98%	*	> 99%	> 99%	97%	*	> 99%	*
	2006	91%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Science	2007	66%	92%	89%	92%	> 99%	88%	91%	*	96%	88%	98%	56%	60%	*
	2006	64%	89%	90%	93%	*	75%	94%	*	> 99%	97%	90%	70%	*	*
All Tests	2007	67%	92%	89%	93%	90%	86%	93%	*	95%	92%	93%	77%	54%	78%
	2006	65%	91%	90%	94%	86%	86%	96%	*	94%	94%	95%	79%	62%	87%
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING TAKS-I)															
Reading/ELA	2007	30%	57%	46%	65%	60%	45%	65%	*	72%	61%	70%	50%	27%	44%
	2006	27%	53%	44%	58%	14%	39%	60%	*	62%	55%	61%	32%	20%	46%
Mathematics	2007	25%	56%	46%	67%	50%	55%	65%	*	79%	67%	67%	41%	27%	11%
	2006	23%	53%	50%	62%	29%	53%	61%	*	69%	63%	60%	47%	9%	43%
Writing	2007	30%	60%	44%	61%	*	50%	70%	*	55%	55%	71%	*	< 1%	*
	2006	30%	59%	31%	54%	*	33%	54%	*	61%	37%	71%	29%	*	*
Science	2007	19%	40%	48%	56%	40%	57%	59%	*	52%	61%	51%	*	*	*
	2006	16%	34%	45%	44%	*	29%	48%	*	47%	53%	37%	57%	*	*
All Tests	2007	13%	36%	25%	42%	40%	30%	42%	*	46%	40%	43%	24%	< 1%	< 1%
	2006	11%	32%	25%	38%	< 1%	15%	40%	*	44%	38%	38%	19%	< 1%	21%

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 493
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	99%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	> 99%	*	*
	2006	84%	98%	92%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
	2006	87%	97%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
Mathematics	2007	90%	96%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
	2006	86%	99%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
Writing	2007	79%	91%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	68%	98%	83%	> 99%	*	*	*	*	*	> 99%	*	> 99%	*	*
All Tests	2007	82%	92%	97%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
	2006	74%	97%	85%	> 99%	*	> 99%	> 99%	*	*	> 99%	*	> 99%	> 99%	*

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2006-07 Campus Performance

Total Students: 493
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Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.4%	95.2%	100.0%	91.7%	97.4%	*	90.5%	94.7%	95.8%	100.0%	100.0%	40.9%
By Program														
TAKS (1 or more)	91.1%	96.3%	94.0%	91.1%	73.3%	87.5%	93.5%	*	90.5%	88.0%	95.0%	60.7%	85.7%	40.9%
Not on TAKS	6.7%	2.2%	5.1%	4.1%	26.7%	4.2%	3.9%	*	0.0%	6.7%	0.8%	39.3%	14.3%	0.0%
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	4.6%	1.4%	3.3%	2.2%	26.7%	0.0%	1.3%	*	0.0%	3.3%	0.8%	21.4%	0.0%	0.0%
TAKS-Alt Only	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.4%	0.4%	0.8%	1.9%	0.0%	4.2%	2.6%	*	0.0%	3.3%	0.0%	17.9%	14.3%	0.0%
By Acct Status														
Acct System	91.6%	95.7%	93.3%	89.2%	73.3%	87.5%	94.2%	*	82.4%	88.7%	89.9%	89.3%	92.9%	40.9%
Non-Acct System	6.1%	2.8%	6.0%	5.9%	26.7%	4.2%	3.2%	*	8.1%	6.0%	5.9%	10.7%	7.1%	0.0%
Mobile	5.4%	2.4%	5.5%	5.9%	26.7%	4.2%	3.2%	*	8.1%	6.0%	5.9%	10.7%	7.1%	0.0%
Non-Acct Test	0.7%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	2.3%	1.5%	0.6%	4.8%	0.0%	8.3%	2.6%	*	9.5%	5.3%	4.2%	0.0%	0.0%	59.1%
Absent	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%
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.8%	0.4%	4.1%	0.0%	8.3%	1.9%	*	8.1%	4.7%	3.4%	0.0%	0.0%	50.0%
Other	0.8%	0.6%	0.0%	0.7%	0.0%	0.0%	0.6%	*	1.4%	0.7%	0.8%	0.0%	0.0%	9.1%
Total Count	3,040,283	7,013	326	269	15	24	154	2	74	150	119	28	14	22
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	99.2%	95.6%	100.0%	96.0%	96.4%	*	93.1%	93.3%	98.4%	100.0%	100.0%	55.6%
By Program														
TAKS (1 or more)	90.7%	95.8%	94.1%	92.6%	100.0%	88.0%	92.7%	*	93.1%	90.0%	95.9%	72.4%	85.7%	51.9%
Not on TAKS	6.4%	2.2%	4.0%	2.9%	0.0%	8.0%	3.6%	*	0.0%	3.3%	2.5%	27.6%	14.3%	3.7%
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	1.5%	3.4%	1.8%	0.0%	4.0%	2.4%	*	0.0%	2.7%	0.8%	17.2%	7.1%	0.0%
TAKS-I/SDAA II Only	0.8%	0.5%	0.3%	1.1%	0.0%	4.0%	1.2%	*	0.0%	0.7%	1.6%	10.3%	7.1%	3.7%
By Acct Status														
Acct System	90.5%	95.0%	92.5%	93.4%	87.5%	88.0%	95.2%	*	91.7%	91.3%	95.9%	100.0%	100.0%	55.6%
Non-Acct System	6.5%	3.1%	6.5%	2.2%	12.5%	8.0%	1.2%	*	1.4%	2.0%	2.5%	0.0%	0.0%	0.0%
Mobile	5.6%	2.3%	5.6%	2.2%	12.5%	8.0%	1.2%	*	1.4%	2.0%	2.5%	0.0%	0.0%	0.0%
Non-Acct Test	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%
Katrina/Rita	0.8%	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	2.9%	2.0%	0.9%	4.4%	0.0%	4.0%	3.6%	*	6.9%	6.7%	1.6%	0.0%	0.0%	44.4%
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	1.0%	0.3%	4.4%	0.0%	4.0%	3.6%	*	6.9%	6.7%	1.6%	0.0%	0.0%	44.4%
Other	1.0%	0.5%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	7,172	336	272	8	25	165	2	72	150	122	29	14	27

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 493
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	60%	*	*	*	*	*	*	*	*	*	*	*
	2006	51%	80%	50%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	34%	65%	50%	*	*	*	*	*	*	*	*	*	*	*
	2006	32%	62%	62%	*	*	*	*	*	*	*	*	*	*	*
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.86	1.48	*	*	*	*	1.48	1.59	*	*	*	*
	2006	0.56	1.27	0.71	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	0.33	0.79	0.52	*	*	*	*	*	*	*	*	*	*	*
	2006	0.34	0.84	0.55	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	12%	1%	5%	1%	*	< 1%	2%	*	< 1%	3%	< 1%	17%	*	*
	2006	12%	1%	4%	2%	*	< 1%	< 1%	*	7%	4%	< 1%	< 1%	20%	25%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	94%	99%	99%	99%	*	> 99%	98%	*	> 99%	97%	> 99%	83%	*	*
	2006	94%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	18%	5%	7%	< 1%	< 1%	< 1%	< 1%	*	< 1%	< 1%	< 1%	*	*	*
	2006	20%	3%	5%	1%	*	17%	< 1%	*	< 1%	< 1%	3%	< 1%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	90%	99%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2006	89%	98%	98%	99%	*	83%	> 99%	*	> 99%	> 99%	97%	> 99%	*	*
TAKS Failers Promoted by Grade Placement Committee															
	2006	74.4%	80.0%	*	*	-	*	-	-	-	-	*	-	*	*
	2005	69.9%	71.4%	*	*	-	*	*	-	-	*	*	-	*	-

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Total Students: 493
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Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
2007	15%	4%	5%	2%	40%	< 1%	< 1%	*	< 1%	< 1%	5%	*	*	*
2006	19%	4%	4%	3%	*	14%	2%	*	< 1%	< 1%	5%	< 1%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)														
2007	91%	99%	98%	99%	80%	> 99%	> 99%	*	> 99%	> 99%	98%	*	*	*
2006	90%	98%	98%	99%	*	86%	> 99%	*	> 99%	> 99%	97%	> 99%	*	*
TAKS Failers Promoted by Grade Placement Committee														
2006	73.8%	83.3%	*	*	-	*	-	-	-	-	*	-	*	*
2005	69.6%	83.3%	*	*	-	-	*	-	-	*	-	-	*	-
English Language Learners Progress Measure														
2006-07	70%	92%	89%	96%	*	*	*	*	95%	94%	> 99%	*	*	> 99%
2005-06	66%	90%	92%	90%	*	83%	> 99%	*	88%	89%	92%	*	*	90%
Attendance Rate														
2005-06	95.5%	96.8%	97.0%	97.4%	97.0%	96.9%	97.3%	*	97.9%	97.4%	97.4%	97.1%	97.0%	97.7%
2004-05	95.7%	96.7%	97.0%	97.5%	96.6%	97.2%	97.3%	*	98.1%	97.3%	97.7%	97.3%	96.7%	97.6%

'?' 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
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		493	100.0%	27,483	9,927	4,576,933
Students By Grade:	Early Childhood Education	0	0.0%	0.7%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	1.9%	0.8%	4.1%
	Kindergarten	74	15.0%	15.5%	6.5%	7.7%
	Grade 1	79	16.0%	16.4%	7.2%	8.1%
	Grade 2	79	16.0%	16.7%	7.4%	7.7%
	Grade 3	75	15.2%	16.2%	7.4%	7.6%
	Grade 4	88	17.8%	16.0%	8.1%	7.4%
	Grade 5	98	19.9%	14.4%	8.1%	7.4%
	Grade 6	0	0.0%	2.1%	8.4%	7.3%
	Grade 7	0	0.0%	0.0%	8.0%	7.2%
	Grade 8	0	0.0%	0.0%	7.8%	7.4%
	Grade 9	0	0.0%	0.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	20	4.1%	8.1%	5.0%	14.4%
	Hispanic	43	8.7%	21.2%	10.1%	46.3%
	White	300	60.9%	60.9%	65.6%	35.7%
	Native American	3	0.6%	0.5%	0.4%	0.3%
	Asian/Pac. Islander	127	25.8%	9.2%	18.9%	3.3%
Economically Disadvantaged		29	5.9%	21.8%	7.2%	55.5%
Limited English Proficient (LEP)		53	10.8%	9.2%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		0	0.0%	0.2%	0.7%	2.3%
At-Risk		100	20.3%	24.6%	20.5%	48.3%
Mobility (2005-06)		37	8.3%	14.9%	9.8%	22.3%
Number of Students per Teacher		14.5	n/a	15.2	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	3.0%	2.4%	4.4%	2.9%	10.0%	11.3%	8.2%	11.9%
Grade 1	1.5%	2.3%	2.0%	6.0%	0.0%	8.5%	1.3%	10.2%
Grade 2	1.7%	1.3%	1.6%	3.6%	0.0%	1.7%	2.3%	4.4%
Grade 3	0.0%	0.7%	0.2%	3.0%	14.3%	1.9%	0.9%	2.3%
Grade 4	0.0%	0.4%	0.6%	1.8%	0.0%	0.2%	0.0%	1.3%
Grade 5	0.0%	0.6%	0.4%	2.9%	0.0%	1.5%	1.0%	1.8%
Grade 6	-	0.4%	0.4%	1.2%	-	0.0%	0.0%	1.7%
Grade 7	-	-	0.1%	2.2%	-	-	0.0%	2.4%
Grade 8	-	-	0.3%	1.6%	-	-	3.2%	3.0%

District Name: COPPELL ISD
Campus Name: DENTON CREEK EL
Campus #: 057922111
Total Students: 493
Grade Span: KG - 05
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	23.6	17.7	19.5
	Grade 1	19.1	25.7	17.4	19.5
	Grade 2	19.1	25.4	18.1	19.6
	Grade 3	18.0	23.3	18.4	19.5
	Grade 4	18.0	26.1	18.6	20.2
	Grade 5	24.8	24.2	21.2	22.3
	Grade 6	-	26.0	23.2	21.8
	Mixed Grades	-	29.6	-	25.0
Secondary:	English/Language Arts	-	44.6	20.3	20.0
	Foreign Languages	-	-	21.6	20.9
	Mathematics	-	?	21.8	20.0
	Science	-	-	21.1	21.0
	Social Studies	-	-	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	41.9	100.0%	100.0%	100.0%	100.0%
Professional Staff:	39.9	95.2%	86.3%	75.4%	62.7%
Teachers	34.0	81.1%	74.6%	62.1%	50.7%
Professional Support	3.9	9.4%	8.2%	8.3%	8.2%
Campus Admin. (School Leader.)	2.0	4.8%	3.5%	3.9%	2.8%
Educational Aides:	2.0	4.8%	13.7%	6.6%	10.0%
Total Minority Staff:	3.0	7.2%	11.0%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.1%	1.6%	9.3%
Hispanic	1.0	2.9%	5.8%	2.3%	20.8%
White	32.0	94.1%	91.0%	95.3%	68.5%
Native American	0.0	0.0%	0.4%	0.1%	0.3%
Asian/Pacific Islander	1.0	2.9%	0.7%	0.7%	1.2%
Males	4.0	11.8%	5.3%	17.9%	22.8%
Females	30.0	88.2%	94.7%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	3.0	8.8%	6.1%	7.0%	8.1%
1-5 Years Experience	8.0	23.5%	23.8%	31.6%	29.1%
6-10 Years Experience	7.0	20.6%	25.7%	21.1%	19.6%
11-20 Years Experience	11.0	32.4%	25.2%	23.9%	23.6%
0ver 20 Years Experience	5.0	14.7%	19.1%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.0 yrs.	11.6 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	5.1 yrs.	7.1 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$42,582	$41,056	$42,978	$38,095
1-5 Years Experience	$42,754	$42,120	$42,950	$39,880
6-10 Years Experience	$44,485	$43,917	$44,715	$42,380
11-20 Years Experience	$49,242	$48,197	$49,334	$47,042
Over 20 Years Experience	$57,540	$57,513	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$47,370	$46,988	$47,333	$44,897
Professional Support	$51,442	$50,408	$56,159	$52,940
Campus Administration (School Leadership)	$67,803	$69,211	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	2.2	0.0	2,103.5

ACTUAL OPERATING EXPENDITURE INFORMATION	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$2,432,786	100.0%	$4,875	$2,440,949	100.0%	$4,892	$137,739,233	100.0%	$5,434
Instruction (11,95)	$2,036,567	83.7%	$4,081	$2,043,973	83.7%	$4,096	$102,481,917	74.4%	$4,043
Instructional-Related Services (12,13)	$81,692	3.4%	$164	$82,449	3.4%	$165	$5,374,734	3.9%	$212
Instructional Leadership (21)	$68,463	2.8%	$137	$68,463	2.8%	$137	$1,621,308	1.2%	$64
School Leadership (23)	$164,378	6.8%	$329	$164,378	6.7%	$329	$9,262,926	6.7%	$365
Support Services-Student (31,32,33)	$81,686	3.4%	$164	$81,686	3.3%	$164	$6,856,086	5.0%	$270
Other Campus Costs (35,36,51,52,53)	$0	0.0%	$0	$0	0.0%	$0	$12,142,262	8.8%	$479
By Program:									
Total Operating Expenditures	$2,432,786	100.0%	$4,875	$2,440,949	100.0%	$4,892	$125,012,900	100.0%	$4,932
Bilingual/ESL Education (25)	$60,507	2.5%	$121	$60,507	2.5%	$121	$4,410,979	3.5%	$174
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Accelerated Education (24,30)	$532	0.0%	$1	$532	0.0%	$1	$4,915,044	3.9%	$194
Gifted & Talented Education (21)	$65,603	2.7%	$131	$65,603	2.7%	$131	$2,581,858	2.1%	$102
Regular Education (11)	$1,976,889	81.3%	$3,962	$1,985,052	81.3%	$3,978	$90,183,062	72.1%	$3,558
Special Education (23)	$329,255	13.5%	$660	$329,255	13.5%	$660	$22,727,295	18.2%	$897
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$194,662	0.2%	$8

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	53	10.8%	8.6%	5.9%	14.8%
Career & Technology Education	0	0.0%	0.0%	12.5%	20.6%
Gifted & Talented Education	77	15.6%	6.0%	22.5%	7.5%
Special Education	47	9.5%	9.4%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	1.5	4.4%	2.6%	3.2%	7.6%
Career & Technology Education	0.0	0.0%	0.0%	2.5%	3.9%
Compensatory Education	0.0	0.0%	2.7%	0.1%	3.3%
Gifted & Talented Education	1.0	2.9%	1.4%	4.4%	2.0%
Regular Education	29.5	86.8%	83.0%	70.4%	70.6%
Special Education	2.0	5.9%	10.2%	9.7%	10.0%
Other	0.0	0.0%	0.0%	9.8%	2.6%

'?' 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.

Strategic Objective/Goal1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Campus observations, CBA data/local assessment comparison	Utilize CBA data to guide instruction	All	Curriculum Team, Admin, K-5 Teachers	August 2007	June 2008	Achievement Series data	RMB, RMR, RBW, RBS, RBSS, RBI, RBSG	Forethought lesson plans, District level walk-throughs/campus visits	
CBA data, campus& community feedback, CBA data/local assessment comparison	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum	All	Curriculum Team, Campus Admin	August 2007	June 2008	Forethought documents, walk-through training, T2	RMB, RMR, RBW, RBS, RBSS, RBI, RBSG	Forethought lesson plans, District level walk-throughs/campus visits	
Campus observations, CBA data/local assessment comparison	Monitor the implementation of instruction to ensure alignment with the rigor of the CBAs	All	Curriculum Team, Campus Admin, Teacher Leaders	August 2007	June 2008	Extended planning time, CBA preview process, TEKS, Forethought documents	RMB, RMR, RBW, RBS, RBSS, RBI, RBSG	Forethought lesson plans, District level walk-throughs/campus visits	

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Execute a campus-wide Vocabulary initiative	All	Campus Admin, All Teachers	September 2007	June 2008	Campus Admin, Books, Resources	RMR, RMW, RBSG	Vocab Posters, Morning Announcements	
AEIS Report	Continue training in the RtI model for differentiated instruction	All	Campus Admin, Curriculum Team, PST Team, Intervention Services	August 2007	June 2008	Curriculum Dept, books, manuals, websites	PD	Reflective evaluations from staff	
AEIS Report	Monitor the implementation of Best Practice Instruction	All	Curriculum Team, Campus Admin	August 2007	June 2008	Curriculum Team, Campus Admin	RBSG	Campus Curriculum visits/meetings, District level walk-throughs/campus visits	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.								
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Continue to support the implementation of guided reading instruction	K-5	Elementary Curriculum Team, Campus Admin	August 2007	June 2008	Curriculum Team, Campus Admin	RBR, RBI	Campus Curriculum visits/meetings, District level walk-throughs/campus visits	
AEIS Report	Continue the implementation of Thinking Maps	K-5	GT teacher, Campus Admin	August 2007	June 2008	Trainers, notebooks for new staff	RBSG	Lesson plans, walk-throughs	
AEIS Report	Continue Write from the Beginning implementation	K-5	GT teacher, Campus Admin	August 2007	June 2008	Trainers, resources	RBW	Lesson plans, walk-throughs	
AEIS Report	Continue implementation of 5E model of instruction	K-5	All teachers	August 2007	June 2008	Curriculum Dept	RBSG	Lesson Plans, Walk-throughs	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.								
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Establish a greenhouse for each grade level to use as an outdoor classroom	K-5	5th grade teachers	Aug 2007	June 2008	K-5 teachers	RBS, EXT	Lesson Plans, Greenhouse	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report, Local assessment data	Identify and use progress monitoring (RtI) tools & process	All	Curriculum Team, Exec. Dir Intervention Services, Directors, Intervention Services, Campus Administrators, PST team, Teacher Leaders	August 2007	June 2008	AMI, ARI, T2, T3, local funds	RMB, RMR, RBW, RBS, RBSS, RBI, EXT, RBSG	Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
BA, AEIS Report	Target and monitor subgroups who scored below 100% on TAKS Reading, Writing, Math, and Science	3-5	3-5 teachers	Oct 2007	March 2008	TAKS data, TPRI/DRA data and benchmark assessments	RMR, RBW, RBS, T, RBI, RMB, RBSG, EXT, CAI	BA, TAKS	
BA, AEIS Report	Invite Mary Montle Bacon to come and speak with the staff "Images of a Culture"	All	Campus Admin	Aug 2007	Aug 2007	Mary Montle Bacon, Campus Admin	PD	BA, TAKS, meeting notes	

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Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS	Utilize the co-teaching model to provide more inclusive services for special ed students on grade level	All	Campus Admin, K-5 teachers, Sp Ed staff, co-teach trainer	Aug 2007	June 2008	District provided training	RMB, RMR, RBW, RBS, RBSS, PD, RBI, RBSG	Lesson plans, walk-throughs, faculty meetings	
IEP, BA, Accomodations	Monitor student progress to determine level of testing	SE	SE teachers	Aug 2007	June 2008	Spec Ed teachers, classroom teachers	RBI	List of Spec Ed students and levels, ARD minutes, IEP, BA	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Require teachers to display and utilize Bloom's Taxonomy in their classrooms	K-5	Administration, K-5 teachers	Aug 2007	June 2008	Resources, Campus Administration	RMB, RMR, RBW, RBS, RBSS, RBSG	Walk-throughs	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Curriculum meetings with campus personnel	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum.	All	Curriculum Team, Campus Administrators	August 2007	June 2008	Forethought documents, walk-through training, T2	RMB, RMR, RBW, RBS, RBSS, RBI, RBSG	Forethought lesson plans, District level walk-throughs/campus visits	
AEIS Report	Send out monthly emails with strategies and activities for use with RtI students	AR	Asst. Principal	August 2007	June 2008	Websites, info from district meetings	RBI	Emails, PST minutes	
FS	Provide tutoring during the day for at-risk students	AR	Campus Admin	Oct 2007	June 2008	Campus Admin	SCE $3,288.32	Tutoring Schedule, Tutoring Lesson Plans	

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Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Develop a consistent progress monitoring system for RtI process	All	Campus Admin, PST Team	August 2007	June 2008	Campus Admin	RMB, RMR, RBW, RBS, RBSS, RBI, RBSG	Progress Monitoring Assessment Data, PST Meeting Minutes	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.								
Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Staff development committee feedback, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	All	Curriculum Team, Campus Administration, Teacher Leaders	June 2007	June 2008	PLC documentation and forms, Eduphoria transcripts, local funds, T2	PD	PLC documentation and forms, Eduphoria transcripts, PLC Showcase	
PS, PC, LCO	Implement a co-teach model for instruction	All	Curriculum team, Intervention Services Team, Campus Administration	August 2007	May 2008	Training; T2; SPED	PD, RMB, RMR, RBW, RBS, RBSS, RBI, RBSG	Classroom observation/walk-throughs	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.								
Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
PC, FS	Implement extended planning time for content collaboration and professional development within the regular school day	All	Curriculum Team, Campus Administration	August 2007	May 2008	Training, T2	PD	Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 6:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.								
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS	Provide monthly staff team-building activities	All staff	Campus Admin	Aug 2007	June 2008	Campus Admin	PD	Meeting agendas	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 13:	Increase the number of students served in the least restrictive environment through a continuum of services.								
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Implement Co-Teach Model	Sp Ed	Administration, K-5 Teachers, Special Ed Teachers	Aug 2007	June 2008	Special Ed Dept, District training	RBSG	Lesson Plans, walk-throughs, ARD paperwork	
AEIS Report	Send out monthly emails with strategies & activities effective for specific disabilities	Sp Ed	Special Ed Teachers	Aug 2007	June 2008	Special Ed Staff	RBI, RBSG	Emails, Walk-throughs	

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Strategic Objective/Goal 3	Each Student will consistently demonstrate identified CISD Character Traits within the school and community.								
Performance Objective 2:	Enhance the CISD character program based on assessment results.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS	Implement a Cowboy Pride student club that focuses on building strong morals and character through song and dance	All	Principal	Aug 2007	June 2008	resources, 5th grade students, principal	RBSG	Meeting agendas/ minutes	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.								
Performance Objective 3:	Establish Consistent safe and drug free school programs district wide.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Current events, discipline referrals	Invite Eric Cupp to come and speak with the staff about "conflict management"	All	Principal	Oct 2007	Oct 2007	Campus admin	PD	Notes from meeting	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 1:	Increase student participation in Service-Learning by 20%.
Summative Evaluation:	List of projects and documentation forms turned in to Service-Learning Camus Leaders and District Service-Learning Director

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
O (Service Learning)	Implement 2 school-wide service learning projects during the school year	All	Campus Admin, Staff, Student Council	Aug 2007	June 2008	District Service Learning Coordinator, Campus Service Learning Rep	RBSG	Service Learning Log, Display of Pictures/ Work	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.								
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL Survey	Utilize Student Council to enhance the "student driven" aspect of the Service Learning STARS Model	All	Student Council, Service Learning Campus Rep	Aug 2007	June 2008	Campus Admin, Campus Service Learning Rep	RBSG	Service Learning Log, Student Led Projects	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL Survey	Display Service Learning projects as they occur throughout the school year	All	Campus Admin, Teachers, Campus Service Learning Rep	Aug 2007	June 2008	PTO, Staff	RBSG	Displays	
SL Survey	Provide SL information in newsletters and on campus website	All	Teachers, Campus Service Learning Rep	Aug 2007	June 2008	Campus Service Learning Rep	RBSG	Newsletters, Website	
SL Survey	Conduct one campus-wide staff service learning project	All	Teachers, Campus Service Learning Rep	Aug 2007	June 2008	Campus Service Learning Rep	RBSG, PD	SL Log	
SL Survey	Start a Dad's Club to help with and conduct various service learning projects	All	Counselor, Campus Service Learning Rep	Aug 2007	June 2008	Fathers of DCE students, Campus SL Rep	RBSG	SL Log, Dad's Club meeting minutes	

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PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	0
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	0
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	2
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: LAKESIDE EL

Campus #: 057922107

2007 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2005-06)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

District Name: COPPELL ISD
Campus Name: LAKESIDE EL
Campus #: 057922107

Total Students: 468
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 3 (English) First Administration Only															
Reading	2007	89%	99%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	90%	99%	98%	99%	80%	> 99%	> 99%	*	> 99%	98%	> 99%	> 99%	*	> 99%
Mathematics	2007	82%	95%	95%	98%	*	83%	98%	*	> 99%	96%	> 99%	91%	*	*
	2006	83%	96%	95%	97%	> 99%	80%	97%	*	> 99%	98%	95%	> 99%	*	> 99%
All Tests	2007	78%	95%	93%	98%	*	83%	98%	*	> 99%	96%	> 99%	91%	*	*
	2006	79%	95%	94%	95%	80%	80%	97%	*	> 99%	96%	95%	> 99%	*	> 99%
TAKS Met 2007 Standard Grade 4 (English)															
Reading	2007	84%	97%	95%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	83%	95%	95%	99%	*	*	98%	*	> 99%	96%	> 99%	90%	*	*
Mathematics	2007	86%	96%	96%	98%	*	*	99%	*	> 99%	> 99%	96%	> 99%	*	*
	2006	84%	96%	96%	99%	*	> 99%	> 99%	*	> 99%	> 99%	97%	> 99%	*	*
Writing	2007	91%	97%	96%	94%	*	> 99%	94%	*	93%	88%	> 99%	82%	*	*
	2006	92%	99%	99%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
All Tests	2007	75%	92%	88%	92%	*	80%	93%	*	93%	89%	96%	85%	*	*
	2006	74%	92%	91%	97%	*	> 99%	98%	*	> 99%	97%	97%	90%	*	*
TAKS Met 2007 Standard Grade 5 (English) First Administration Only															
Reading	2007	83%	96%	95%	97%	*	*	98%	*	> 99%	92%	> 99%	71%	*	*
	2006	81%	97%	95%	98%	*	> 99%	97%	*	> 99%	98%	98%	> 99%	*	*
Mathematics	2007	86%	97%	96%	98%	*	*	> 99%	*	92%	96%	> 99%	88%	*	*
	2006	82%	96%	96%	96%	*	90%	97%	*	> 99%	98%	93%	89%	*	*
Science	2007	78%	96%	95%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	76%	94%	93%	95%	*	89%	96%	*	95%	94%	98%	60%	*	*
All Tests	2007	69%	91%	89%	95%	*	*	98%	*	92%	88%	> 99%	63%	*	*
	2006	66%	90%	89%	94%	*	90%	95%	*	95%	94%	93%	60%	*	*

District Name: COPPELL ISD
Campus Name: LAKESIDE EL
Campus #: 057922107

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 468
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
	2006	87%	98%	98%	99%	> 99%	> 99%	98%	*	> 99%	99%	99%	97%	*	> 99%
Mathematics	2007	77%	96%	96%	98%	> 99%	85%	99%	*	> 99%	98%	98%	97%	> 99%	> 99%
	2006	75%	95%	97%	98%	91%	95%	98%	*	> 99%	99%	98%	> 99%	*	> 99%
Writing	2007	92%	98%	96%	94%	*	> 99%	94%	*	93%	88%	> 99%	82%	*	*
	2006	91%	99%	99%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Science	2007	71%	94%	95%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	70%	93%	93%	95%	*	89%	96%	*	95%	94%	98%	60%	*	*
All Tests	2007	70%	93%	91%	96%	> 99%	86%	97%	*	97%	94%	98%	91%	> 99%	89%
	2006	67%	92%	93%	96%	91%	90%	96%	*	98%	96%	96%	85%	*	> 99%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
	2006	87%	98%	98%	99%	> 99%	> 99%	98%	*	> 99%	99%	99%	97%	*	> 99%
Mathematics	2007	77%	96%	96%	98%	> 99%	85%	99%	*	> 99%	98%	98%	97%	> 99%	> 99%
	2006	75%	95%	97%	98%	91%	95%	98%	*	> 99%	99%	98%	> 99%	*	> 99%
Writing	2007	92%	98%	96%	94%	*	> 99%	94%	*	93%	88%	> 99%	82%	*	*
	2006	91%	99%	99%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Science	2007	66%	92%	92%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	64%	89%	92%	95%	*	89%	96%	*	95%	94%	98%	60%	*	*
All Tests	2007	67%	92%	91%	96%	> 99%	86%	97%	*	97%	94%	98%	91%	> 99%	89%
	2006	65%	91%	92%	96%	91%	90%	96%	*	98%	96%	96%	85%	*	> 99%
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING TAKS-I)															
Reading/ELA	2007	30%	57%	47%	61%	20%	42%	62%	*	68%	56%	66%	47%	40%	71%
	2006	27%	53%	50%	63%	27%	74%	64%	*	67%	60%	67%	43%	*	55%
Mathematics	2007	25%	56%	50%	64%	20%	31%	65%	*	80%	67%	62%	58%	80%	63%
	2006	23%	53%	52%	67%	36%	65%	66%	*	81%	70%	63%	34%	*	50%
Writing	2007	30%	60%	40%	48%	*	60%	47%	*	57%	48%	48%	55%	*	*
	2006	30%	59%	33%	48%	*	*	51%	*	36%	39%	54%	22%	*	*
Science	2007	19%	40%	53%	73%	*	*	76%	*	70%	83%	68%	40%	*	*
	2006	16%	34%	45%	70%	*	56%	72%	*	79%	75%	64%	30%	*	*
All Tests	2007	13%	36%	27%	40%	< 1%	29%	39%	*	50%	40%	39%	28%	40%	56%
	2006	11%	32%	28%	44%	18%	55%	42%	*	53%	44%	43%	15%	*	33%

District Name: COPPELL ISD
Campus Name: LAKESIDE EL
Campus #: 057922107

Total Students: 468
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	97%	83%	60%	*	*	*	*	82%	*	83%	*	*
	2006	84%	98%	96%	> 99%	> 99%	*	*	*	*	> 99%	*	> 99%	*	*
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	> 99%	80%	*	*	*	*	*	80%	*	80%	*	*
	2006	87%	97%	> 99%	> 99%	*	*	*	*	*	> 99%	*	> 99%	*	*
Mathematics	2007	90%	96%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	86%	99%	> 99%	> 99%	*	*	*	*	*	> 99%	*	> 99%	*	*
Writing	2007	79%	91%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	68%	98%	88%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2007	82%	92%	95%	67%	*	*	*	*	*	60%	*	67%	*	*
	2006	74%	97%	91%	> 99%	*	*	*	*	*	> 99%	*	> 99%	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

District Name: COPPELL ISD
Campus Name: LAKESIDE EL
Campus #: 057922107

Total Students: 468
Grade Span: KG - 05
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Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.7%	98.4%	100.0%	88.9%	100.0%	*	94.9%	98.4%	98.4%	94.6%	100.0%	75.0%
By Program														
TAKS (1 or more)	91.1%	96.3%	96.2%	97.2%	71.4%	83.3%	100.0%	*	94.9%	96.0%	98.4%	86.5%	100.0%	75.0%
Not on TAKS	6.7%	2.2%	3.9%	1.2%	28.6%	5.6%	0.0%	*	0.0%	2.4%	0.0%	8.1%	0.0%	0.0%
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	4.6%	1.4%	2.2%	1.2%	28.6%	5.6%	0.0%	*	0.0%	2.4%	0.0%	8.1%	0.0%	0.0%
TAKS-Alt Only	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.4%	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	91.6%	95.7%	94.1%	96.0%	100.0%	83.3%	97.8%	*	92.3%	96.0%	95.9%	94.6%	100.0%	75.0%
Non-Acct System	6.1%	2.8%	5.0%	2.4%	0.0%	5.6%	2.2%	*	2.6%	2.4%	2.5%	0.0%	0.0%	0.0%
Mobile	5.4%	2.4%	4.4%	2.4%	0.0%	5.6%	2.2%	*	2.6%	2.4%	2.5%	0.0%	0.0%	0.0%
Non-Acct Test	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	2.3%	1.5%	0.4%	1.6%	0.0%	11.1%	0.0%	*	5.1%	1.6%	1.6%	5.4%	0.0%	25.0%
Absent	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%
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.8%	0.0%	0.8%	0.0%	0.0%	0.0%	*	5.1%	0.0%	1.6%	2.7%	0.0%	16.7%
Other	0.8%	0.6%	0.0%	0.8%	0.0%	11.1%	0.0%	*	0.0%	1.6%	0.0%	2.7%	0.0%	8.3%
Total Count	3,040,283	7,013	300	247	7	18	182	1	39	125	122	37	5	12
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	99.1%	98.6%	100.0%	91.3%	99.5%	*	97.8%	98.0%	99.2%	95.1%	100.0%	85.7%
By Program														
TAKS (1 or more)	90.7%	95.8%	95.0%	96.8%	87.5%	87.0%	99.0%	*	95.7%	94.6%	99.2%	82.9%	100.0%	85.7%
Not on TAKS	6.4%	2.2%	3.5%	1.8%	12.5%	4.3%	0.5%	*	2.2%	3.4%	0.0%	12.2%	0.0%	0.0%
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	1.5%	3.0%	1.8%	12.5%	4.3%	0.5%	*	2.2%	3.4%	0.0%	12.2%	0.0%	0.0%
TAKS-I/SDAA II Only	0.8%	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	90.5%	95.0%	92.9%	96.1%	81.3%	91.3%	97.9%	*	95.7%	96.0%	96.2%	95.1%	50.0%	85.7%
Non-Acct System	6.5%	3.1%	6.1%	2.5%	18.8%	0.0%	1.5%	*	2.2%	2.0%	3.1%	0.0%	50.0%	0.0%
Mobile	5.6%	2.3%	5.1%	1.4%	0.0%	0.0%	1.5%	*	2.2%	1.3%	1.5%	0.0%	12.5%	0.0%
Non-Acct Test	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%
Katrina/Rita	0.8%	0.6%	0.6%	1.1%	18.8%	0.0%	0.0%	*	0.0%	0.7%	1.5%	0.0%	37.5%	0.0%
Not Tested	2.9%	2.0%	1.0%	1.4%	0.0%	8.7%	0.5%	*	2.2%	2.0%	0.8%	4.9%	0.0%	14.3%
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	1.0%	0.3%	0.4%	0.0%	0.0%	0.0%	*	2.2%	0.0%	0.8%	0.0%	0.0%	7.1%
Other	1.0%	0.5%	0.3%	1.1%	0.0%	8.7%	0.5%	*	0.0%	2.0%	0.0%	4.9%	0.0%	7.1%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	7,172	336	280	16	23	194	1	46	149	131	41	8	14

District Name: COPPELL ISD
Campus Name: LAKESIDE EL
Campus #: 057922107

Total Students: 468
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	64%	*	*	*	*	*	*	*	*	*	*	*
	2006	51%	80%	67%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	34%	65%	56%	80%	*	*	*	*	*	*	*	*	*	*
	2006	32%	62%	64%	*	*	*	*	*	*	*	*	*	*	*
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.78	*	*	*	*	*	*	*	*	*	*	*
	2006	0.56	1.27	0.85	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	0.33	0.79	0.67	1.35	*	*	*	*	*	*	*	*	*	*
	2006	0.34	0.84	0.73	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	12%	1%	3%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%	< 1%	< 1%	*	*
	2006	12%	1%	2%	2%	20%	< 1%	2%	*	< 1%	4%	< 1%	< 1%	*	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	94%	99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	94%	> 99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	> 99%
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	18%	5%	5%	6%	*	*	6%	*	< 1%	12%	3%	38%	*	*
	2006	20%	3%	6%	2%	*	< 1%	3%	*	< 1%	2%	2%	< 1%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	90%	99%	99%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	89%	98%	99%	98%	*	> 99%	97%	*	> 99%	98%	98%	> 99%	*	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	15%	4%	4%	2%	*	*	< 1%	*	8%	4%	< 1%	13%	*	*
	2006	19%	4%	4%	4%	*	10%	3%	*	< 1%	2%	7%	13%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	91%	99%	98%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2006	90%	98%	99%	99%	*	> 99%	99%	*	> 99%	98%	> 99%	> 99%	*	*
English Language Learners Progress Measure															
2006-07		70%	92%	94%	94%	*	*	> 99%	*	90%	90%	> 99%	*	*	89%
2005-06		66%	90%	89%	95%	*	*	> 99%	*	> 99%	93%	> 99%	*	*	92%

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Attendance Rate														
2005-06	95.5%	96.8%	97.0%	97.5%	97.4%	96.9%	97.5%	*	98.1%	97.7%	97.4%	97.6%	95.3%	98.1%
2004-05	95.7%	96.7%	97.1%	97.3%	98.7%	96.0%	97.2%	*	98.1%	97.4%	97.2%	97.5%	95.7%	97.5%

'?' 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
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		468	100.0%	23,901	9,927	4,576,933
Students By Grade:	Early Childhood Education	0	0.0%	0.5%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	0.6%	0.8%	4.1%
	Kindergarten	68	14.5%	15.1%	6.5%	7.7%
	Grade 1	75	16.0%	16.1%	7.2%	8.1%
	Grade 2	80	17.1%	16.0%	7.4%	7.7%
	Grade 3	82	17.5%	15.5%	7.4%	7.6%
	Grade 4	96	20.5%	17.3%	8.1%	7.4%
	Grade 5	67	14.3%	16.7%	8.1%	7.4%
	Grade 6	0	0.0%	2.2%	8.4%	7.3%
	Grade 7	0	0.0%	0.0%	8.0%	7.2%
	Grade 8	0	0.0%	0.0%	7.8%	7.4%
	Grade 9	0	0.0%	0.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	13	2.8%	4.9%	5.0%	14.4%
	Hispanic	35	7.5%	13.5%	10.1%	46.3%
	White	346	73.9%	74.0%	65.6%	35.7%
	Native American	2	0.4%	0.6%	0.4%	0.3%
	Asian/Pac. Islander	72	15.4%	7.0%	18.9%	3.3%
Economically Disadvantaged		7	1.5%	13.9%	7.2%	55.5%
Limited English Proficient (LEP)		31	6.6%	4.9%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		0	0.0%	0.2%	0.7%	2.3%
At-Risk		84	17.9%	18.9%	20.5%	48.3%
Mobility (2005-06)		23	5.1%	12.8%	9.8%	22.3%
Number of Students per Teacher		14.2	n/a	15.0	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	0.0%	2.2%	4.4%	2.9%	0.0%	12.8%	8.2%	11.9%
Grade 1	0.0%	1.5%	2.0%	6.0%	0.0%	4.9%	1.3%	10.2%
Grade 2	0.0%	0.9%	1.6%	3.6%	0.0%	3.6%	2.3%	4.4%
Grade 3	0.0%	0.6%	0.2%	3.0%	0.0%	0.2%	0.9%	2.3%
Grade 4	0.0%	0.4%	0.6%	1.8%	0.0%	0.6%	0.0%	1.3%
Grade 5	0.0%	0.5%	0.4%	2.9%	0.0%	0.8%	1.0%	1.8%
Grade 6	-	0.0%	0.4%	1.2%	-	0.0%	0.0%	1.7%
Grade 7	-	-	0.1%	2.2%	-	-	0.0%	2.4%
Grade 8	-	-	0.3%	1.6%	-	-	3.2%	3.0%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	17.0	21.1	17.7	19.5
	Grade 1	18.4	21.0	17.4	19.5
	Grade 2	19.6	21.5	18.1	19.6
	Grade 3	20.0	22.1	18.4	19.5
	Grade 4	19.8	21.9	18.6	20.2
	Grade 5	22.1	22.4	21.2	22.3
	Grade 6	-	23.7	23.2	21.8
	Mixed Grades	-	23.9	-	25.0
Secondary:	English/Language Arts	-	23.2	20.3	20.0
	Foreign Languages	-	-	21.6	20.9
	Mathematics	-	?	21.8	20.0
	Science	-	-	21.1	21.0
	Social Studies	-	-	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	43.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	38.0	88.4%	88.5%	75.4%	62.7%
Teachers	33.0	76.8%	76.1%	62.1%	50.7%
Professional Support	3.0	7.0%	9.1%	8.3%	8.2%
Campus Admin. (School Leader.)	2.0	4.6%	3.3%	3.9%	2.8%
Educational Aides:	5.0	11.6%	11.5%	6.6%	10.0%
Total Minority Staff:	4.0	9.3%	6.5%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	1.0	3.0%	1.5%	1.6%	9.3%
Hispanic	2.0	6.1%	2.5%	2.3%	20.8%
White	30.0	90.9%	95.1%	95.3%	68.5%
Native American	0.0	0.0%	0.3%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.6%	0.7%	1.2%
Males	1.0	3.0%	4.8%	17.9%	22.8%
Females	32.0	97.0%	95.2%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	3.0	9.1%	5.5%	7.0%	8.1%
1-5 Years Experience	7.0	21.2%	27.5%	31.6%	29.1%
6-10 Years Experience	10.0	30.4%	23.9%	21.1%	19.6%
11-20 Years Experience	10.0	30.3%	27.3%	23.9%	23.6%
0ver 20 Years Experience	3.0	9.1%	15.7%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	9.8 yrs.	11.1 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	5.1 yrs.	6.6 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$42,582	$38,971	$42,978	$38,095
1-5 Years Experience	$43,092	$41,364	$42,950	$39,880
6-10 Years Experience	$44,357	$43,326	$44,715	$42,380
11-20 Years Experience	$49,738	$47,817	$49,334	$47,042
Over 20 Years Experience	$56,264	$55,794	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$46,637	$45,735	$47,333	$44,897
Professional Support	$50,588	$49,339	$56,159	$52,940
Campus Administration (School Leadership)	$74,188	$68,084	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	0.4	0.0	2,103.5

District Name: COPPELL ISD
Campus Name: LAKESIDE EL
Campus #: 057922107

Total Students: 468
Grade Span: KG - 05
School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION

	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$2,556,655	100.0%	$5,053	$2,567,022	100.0%	$5,073	$118,459,706	100.0%	$5,103
Instruction (11,95)	$2,147,457	84.0%	$4,244	$2,156,634	84.0%	$4,262	$88,897,274	75.0%	$3,829
Instructional-Related Services (12,13)	$65,718	2.6%	$130	$66,908	2.6%	$132	$5,277,931	4.5%	$227
Instructional Leadership (21)	$82,004	3.2%	$162	$82,004	3.2%	$162	$1,426,189	1.2%	$61
School Leadership (23)	$170,736	6.7%	$337	$170,736	6.7%	$337	$7,502,658	6.3%	$323
Support Services-Student (31,32,33)	$90,740	3.5%	$179	$90,740	3.5%	$179	$5,574,590	4.7%	$240
Other Campus Costs (35,36,51,52,53)	$0	0.0%	$0	$0	0.0%	$0	$9,781,064	8.3%	$421
By Program:									
Total Operating Expenditures	$2,556,655	100.0%	$5,053	$2,567,022	100.0%	$5,073	$107,892,566	100.0%	$4,647
Bilingual/ESL Education (25)	$74,073	2.9%	$146	$74,073	2.9%	$146	$2,184,015	2.0%	$94
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$22,213	0.0%	$1
Accelerated Education (24,30)	$541	0.0%	$1	$541	0.0%	$1	$4,166,456	3.9%	$179
Gifted & Talented Education (21)	$80,919	3.2%	$160	$80,919	3.2%	$160	$2,375,732	2.2%	$102
Regular Education (11)	$2,014,421	78.8%	$3,981	$2,024,788	78.9%	$4,002	$81,918,103	75.9%	$3,529
Special Education (23)	$386,701	15.1%	$764	$386,701	15.1%	$764	$17,226,047	16.0%	$742
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0

PROGRAM INFORMATION

	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	30	6.4%	4.4%	5.9%	14.8%
Career & Technology Education	0	0.0%	0.0%	12.5%	20.6%
Gifted & Talented Education	90	19.2%	7.5%	22.5%	7.5%
Special Education	49	10.5%	8.9%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	1.0	3.0%	2.1%	3.2%	7.6%
Career & Technology Education	0.0	0.0%	0.0%	2.5%	3.9%
Compensatory Education	0.0	0.0%	2.1%	0.1%	3.3%
Gifted & Talented Education	1.0	3.0%	1.3%	4.4%	2.0%
Regular Education	29.0	87.7%	84.6%	70.4%	70.6%
Special Education	2.1	6.2%	9.9%	9.7%	10.0%
Other	0.0	0.0%	0.0%	9.8%	2.6%

'?' 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.

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement TEKS aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7)
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Continue training in the RtI Model for differentiated instruction.	K-5	Administrative Team	August 2007	June 2008	Curriculum Dept. Facilitators/trainers Books, manuals	PD	Reflective evaluations from staff	
AEIS Report	Support the implementation of the RtI Model for differentiated instruction	K-5	Administrative Team	August 2007	June 2008	Trainers, resources (books, manuals, etc.)	RBI	Team meetings Walk-throughs	
AEIS Report	Continue implementation of Write from the Beginning program K-5	K-5	GT teacher, Admin. Team	August 2007	June 2008	Trainers, resources	RBW	Lesson plans Walk-throughs	
AEIS Report	Continue to support Guided Reading	K-5	Administrative Team	August 2007	June 2008	Books Literacy Teacher	RMR	Lesson plans Walk-throughs	
AEIS Report	Continued implementation of Thinking Maps	K-5	GT teacher Admin. Team	August 2007	June 2008	Trainers, notebooks for new staff	RBSG	Lesson plans Walk-throughs	

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Performance Objective 2:	Implement TEKS aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7)
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Continue implementation of the 5E model of instruction	K-5	All teachers	August 2007	June 2008	Curriculum Dept.	RBSG	Lesson plans Walk-thoughs	
AEIS Report	At-risk students will be provided the following supplemental services to ensure student improvement: • Reading Material • Classroom Supplies • Profess. Develop.	K-5 At-Risk Students	Admin. All Teachers	August 2007	June 2008	SCE Funds $940.00	RBI	Progress Reports Report Cards	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS	Provide training on progress monitoring	All	Administration PST Committee	August 2007	June 2008	RtI Consultant	RBI	Reflective evaluations by trained faculty and staff	
AEIS BA	Analyze individual student assessment data to identify strengths and areas of need for each student.	K-5	Administration K-5 Teachers Literacy ESL MTA GT Teacher Special Education	August 2007	June 2008	Integration Specialist	RBI	Individual Student Data	
AEIS Report, Local assessment data	Identify and use progress monitoring (RtI) tools & process	K-5	Administration K-5 Teachers Literacy ESL MTA GT Teacher Special Education	August 2007	June 2008	RtI Consultant CISD Curriculum Department Literacy Teacher	RBI RBSG	Results of progress monitoring tools, PST meeting minutes and forms	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in reading, writing, math and science.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS BA	Analyze assessment data to determine areas of focus	All	Administration Staff	Sept. 2007	June 2008	TAKS data, TPRI/DRA data and Benchmark assessments	RBM RMR RBW RBS EXT	Team Meeting agendas and minutes	
BA AEIS report	Monitor and provide intervention for students based on benchmark results.	K-5	Classroom Teachers	Oct. 2007	March 2008	SCE	RMB,RMR, RBW, RBS, RBI, RBSG, CAI, EXT,	Lesson Plans Assessment results	
BA AEIS report	Target and monitor subgroups who scored below 100% on TAKS Reading, Writing, Math and Science	3-5	Classroom Teachers	Oct 2007	March 2008	SCE	RMR, RBW, RBI, RBSG, T, CAI, EXT	BA TAKS	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in reading, writing, math and science.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Customize tutoring for students not meeting standards on TPRI/DRA or TAKS objectives in Reading, Math, Writing and Science	K-5	All teachers	Oct. 2007	June 2008	Literacy teacher SCE	RMR, RBW, RBI, RBSG, T, CAI, EXT	Tutoring plans	
BA AEIS Report	Utilize entire K – 5 staff for tutorial program	K-5	All staff	Oct. 2007	June 2008	Benchmark Assessments TAKS Practice materials	RMR, RBW, RBI, RBSG, T, CAI, EXT	Tutoring Schedule Tutoring plans	

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Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
IEP BA Accommodations	Monitor student progress to determine level of testing.	SE	SE Teachers	Aug. 2007	June 2008	Spec. Ed Teacher Classroom Teachers	RBI	List of Spec. Ed. Students and Levels	IEP BA TAKS-M or TAKS-Alt ARD Minutes

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Analyze assessment data to determine areas of focus	All	Administration Staff	Sept. 2007	June 2008	TAKS data, TPRI/DRA data and Benchmark assessments	RBM RMR RBW RBS EXT	Team Meeting agendas and notes	
AEIS Report	Provide differentiated instruction through best practice	All	All Staff	August 2007	June 2008	Curriculum dept. Campus administration District training	RBM RMR RBW RBS EXT	Lesson Plans Assessment results	

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Strategic Objective/Goal 2	Lakeside Elementary will demonstrate educational excellence.
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
O (Technology)	Implement new web system for newsletters	K-5	All staff	August 2007	June 2008	Integration specialist Technology dept.	PI	Website	
O (Technology)	Continue to utilize mounted projectors in classrooms in all subject areas	K-5	Classroom teachers	August 2007	June 2008	Integration specialist	CAI	Lesson plans Walk-throughs	
O (Technology)	Utilize the interwrite pad in all classrooms	K-5	Classroom teachers	August 2007	June 2008	Integration specialist	CAI	Lesson plans Walk-throughs	
O (Technology)	Implement the use of document cameras in all subject areas	K-5	Classroom teachers	August 2007	June 2008	Integration specialist	CAI	Lesson plans Walk-throughs	

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Schoolwide: RMB = Research-based math programs/strategies, RMR = Research-based reading programs/strategies, RBW = Research-based writing programs/strategies, RBS = Research-based science program/strategies, RBSS = Research-based social studies program/strategies, PD = Professional Development, T = Tutorials, RBI = Research-based individualized instruction, RBSG = Research-based group instruction, CAI = Computer-aided instruction
EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 2:	Lakeside Elementary will demonstrate educational excellence.								
Performance Objective 10:	Support the K – 12 Gifted and Talented program to the level of "Recognized" according to the State of Texas GT criteria.								
Summative Evaluation:	GT Program Ranking								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
District Created Plan	Analyze TAKS scores of GT students	3-5 GT Students	Administration GT Teacher 3-5 Teachers	August 2007	June 2008	Director of Advanced Academics District Plan	RBSG EXT	TAKS Data	
District Created Plan	Cluster GT Students	3-5 GT Students	Administration GT Teacher 1-5 Teachers	August 2007	June 2008	Director of Advanced Academics	RBSG	Class Lists	

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Strategic Objective/Goal 2	Lakeside Elementary will demonstrate educational excellence.
Performance Objective 13:	Increase the number of students served in the least restrictive environment through a continuum of services.
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
O (Special Ed.)	Special Education and general education teachers will attend training on the Co-Teaching model	SE	Administration K-5 Teachers Special Ed. Teachers	Aug. 2007	June 2008	Special Ed. Dept.	RBSG	Meeting agenda, handouts	
O (Special Ed.)	Implement Co-Teach model	SE	Administration K-5 Teachers Special Ed. Teachers	Aug. 2007	June 2008	Special Ed. Dept. Training	RBSG	Lesson Plans Walk-throughs ARD paperwork	
AEIS Report	Continue to differentiate instruction	K-5	Administration K-5 Teachers Special Ed. Teachers	Aug. 2007	June 2008	Curriculum Dept. PST Committee	RBSG	Lesson Plans Walk-throughs	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.								
Performance Objective 2:	Enhance the Lakeside character program								
Summative Evaluation:	Assessment results								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Pilot survey	Committee will develop a plan to improve campus character program based on survey results.	All	Administration Counselor Committee	August 2007	June 2008	Results of Pilot Survey Director of Student Services	RBSG	Committee Minutes	

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Strategic Objective/Goal 3	Each Student will consistently demonstrate identified CISD Character Traits within the school and community.
Performance Objective 3:	Enhance the Lakeside safe and drug-free school program.
Summative Evaluation:	Post-instruction assessment

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Campus Discipline Referral Records	Develop lessons based on recommended relational aggression prevention (bullying) program.	All	Administration Counselor	Oct. 2007	June 2008	District Survey Data Director or Student Services Support Materials	RBSG	Counselor's lesson plans	
Campus Discipline Referral Records	Share information on maintaining a safe and drug free school	All	Administration Counselor Teachers	Sept. 2007	June 2008	Director of Student Services Support Materials	RBSG	Faculty Meeting Agendas	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 1:	Increase student participation in Service-Learning by 20%.
Summative Evaluation:	List of projects and documentation forms turned in to Service-Learning Camus Leaders and District Service-Learning Director

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
O (Service Learning)	Implement 2 school wide service learning projects during the school year	All	Administration Staff Student Council	Aug. 2007	June 2008	District Service Learning Coordinator Campus Service Learning Reps.	RBSG	Service Learning Log	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
O (Service Learning)	Integrate service learning into the curriculum focusing on Best Practices	All	Administration Staff	Aug. 2007	June 2008	District Service Learning Coordinator Campus Service Learning Reps.	RBSG	Lesson Plans Walk-throughs Service Learning Log	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 3:	Establish consistent communication to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
District Service Learning Survey	Display Service Learning projects as they occur throughout the school year	All	Administration Campus Service Learning Reps.	Aug. 2007	June 2008	PTO Staff	RSBG	Displays	
District Service Learning Survey	Provide SL information in newsletters and on campus website	All	Teachers Service Learning Reps.	Aug. 2007	June 2008	Service Learning Reps.	RSBG	Newsletters Website	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 2:	Improve access to student information through electronic database and management systems.								
Summative Evaluation:	Feedback from campus staff; review of information of database								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS	Receive training on electronic database and management system.	All	Admin. Integration Specialist	Aug. 2007	June 2008	Directors of Special Ed.	RBSG	Training Agenda Handouts	

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PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	0
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	0
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	2
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/0

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: LEE EL

Campus #: 057922102

2007 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

District Name: COPPELL ISD
Campus Name: LEE EL
Campus #: 057922102

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 375
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 3 (English) First Administration Only															
Reading	2007	89%	99%	95%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
	2006	90%	99%	96%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Mathematics	2007	82%	95%	89%	97%	> 99%	> 99%	96%	*	94%	98%	93%	> 99%	88%	91%
	2006	83%	96%	92%	98%	*	88%	> 99%	*	> 99%	> 99%	97%	> 99%	90%	> 99%
All Tests	2007	78%	95%	87%	97%	> 99%	> 99%	97%	*	95%	98%	94%	> 99%	89%	92%
	2006	79%	95%	89%	98%	*	88%	> 99%	*	> 99%	> 99%	97%	> 99%	90%	> 99%
TAKS Met 2007 Standard Grade 4 (English)															
Reading	2007	84%	97%	93%	94%	*	80%	97%	*	95%	97%	91%	90%	73%	*
	2006	83%	95%	91%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	> 99%
Mathematics	2007	86%	96%	95%	98%	*	> 99%	97%	*	> 99%	97%	> 99%	90%	> 99%	*
	2006	84%	96%	94%	96%	*	> 99%	97%	*	> 99%	95%	96%	*	> 99%	> 99%
Writing	2007	91%	97%	97%	96%	*	> 99%	92%	*	> 99%	96%	97%	86%	> 99%	*
	2006	92%	99%	95%	96%	*	> 99%	97%	*	86%	90%	> 99%	*	86%	*
All Tests	2007	75%	92%	86%	89%	*	80%	87%	*	95%	90%	88%	73%	73%	*
	2006	74%	92%	86%	92%	*	> 99%	93%	*	89%	86%	96%	*	88%	86%
TAKS Met 2007 Standard Grade 5 (English) First Administration Only															
Reading	2007	83%	96%	91%	94%	*	83%	97%	*	90%	92%	96%	*	71%	*
	2006	81%	97%	92%	91%	83%	> 99%	93%	*	83%	91%	91%	89%	86%	67%
Mathematics	2007	86%	97%	96%	98%	*	> 99%	> 99%	*	> 99%	> 99%	96%	*	> 99%	*
	2006	82%	96%	93%	96%	83%	> 99%	> 99%	*	88%	93%	> 99%	> 99%	83%	67%
Science	2007	78%	96%	88%	94%	*	83%	> 99%	*	90%	96%	92%	*	71%	*
	2006	76%	94%	89%	94%	> 99%	89%	97%	*	88%	93%	97%	*	75%	67%
All Tests	2007	69%	91%	82%	92%	*	83%	97%	*	90%	92%	92%	*	71%	*
	2006	66%	90%	84%	87%	67%	90%	93%	*	78%	84%	91%	89%	71%	50%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	96%	98%	> 99%	90%	99%	*	98%	99%	96%	94%	89%	> 99%
	2006	87%	98%	95%	98%	89%	> 99%	98%	*	98%	98%	98%	95%	94%	95%
Mathematics	2007	77%	96%	93%	98%	92%	> 99%	98%	*	98%	98%	97%	94%	96%	94%
	2006	75%	95%	94%	98%	78%	96%	99%	*	> 99%	98%	98%	> 99%	97%	> 99%
Writing	2007	92%	98%	97%	96%	*	> 99%	92%	*	> 99%	96%	97%	86%	> 99%	*
	2006	91%	99%	95%	96%	*	> 99%	97%	*	86%	90%	> 99%	*	86%	*
Science	2007	71%	94%	88%	94%	*	83%	> 99%	*	90%	96%	92%	*	71%	*
	2006	70%	93%	89%	94%	> 99%	89%	97%	*	88%	93%	97%	*	75%	67%
All Tests	2007	70%	93%	87%	93%	92%	86%	94%	*	94%	95%	90%	84%	78%	88%
	2006	67%	92%	88%	93%	67%	93%	95%	*	93%	91%	94%	95%	81%	87%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	96%	98%	> 99%	90%	99%	*	98%	99%	96%	94%	89%	> 99%
	2006	87%	98%	95%	98%	89%	> 99%	98%	*	98%	98%	98%	95%	94%	95%
Mathematics	2007	77%	96%	93%	98%	92%	> 99%	98%	*	98%	98%	97%	94%	96%	94%
	2006	75%	95%	94%	98%	78%	96%	99%	*	> 99%	98%	98%	> 99%	97%	> 99%
Writing	2007	92%	98%	97%	96%	*	> 99%	92%	*	> 99%	96%	97%	86%	> 99%	*
	2006	91%	99%	95%	96%	*	> 99%	97%	*	86%	90%	> 99%	*	86%	*
Science	2007	66%	92%	87%	94%	*	83%	> 99%	*	90%	96%	92%	*	71%	*
	2006	64%	89%	89%	92%	> 99%	90%	93%	*	88%	91%	94%	78%	77%	67%
All Tests	2007	67%	92%	87%	93%	92%	86%	94%	*	94%	95%	90%	84%	78%	88%
	2006	65%	91%	87%	92%	67%	93%	94%	*	93%	91%	93%	91%	81%	87%
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING TAKS-I)															
Reading/ELA	2007	30%	57%	41%	51%	50%	33%	57%	*	48%	47%	57%	41%	37%	40%
	2006	27%	53%	41%	55%	33%	52%	60%	*	50%	47%	64%	65%	39%	38%
Mathematics	2007	25%	56%	41%	58%	50%	40%	53%	*	75%	60%	56%	50%	48%	50%
	2006	23%	53%	45%	60%	56%	44%	59%	*	70%	63%	56%	56%	45%	55%
Writing	2007	30%	60%	33%	51%	*	33%	44%	*	63%	28%	70%	29%	60%	*
	2006	30%	59%	23%	51%	*	38%	60%	*	43%	38%	62%	*	29%	*
Science	2007	19%	40%	43%	53%	*	33%	59%	*	50%	52%	54%	*	57%	*
	2006	16%	34%	36%	57%	< 1%	44%	68%	*	53%	60%	52%	*	17%	33%
All Tests	2007	13%	36%	22%	32%	33%	14%	35%	*	33%	30%	36%	32%	22%	25%
	2006	11%	32%	22%	35%	11%	19%	39%	*	41%	27%	43%	43%	23%	26%

District Name: COPPELL ISD
Campus Name: LEE EL
Campus #: 057922102

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 375
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	96%	94%	*	*	> 99%	*	83%	93%	*	94%	*	*
	2006	84%	98%	94%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	> 99%	*
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	> 99%	> 99%	*	*	*	*	*	> 99%	*	> 99%	*	*
	2006	87%	97%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
Mathematics	2007	90%	96%	> 99%	> 99%	*	*	*	*	*	> 99%	*	> 99%	*	*
	2006	86%	99%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
Writing	2007	79%	91%	93%	*	*	*	*	*	*	*	*	*	*	*
	2006	68%	98%	78%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2007	82%	92%	93%	91%	*	*	> 99%	*	*	88%	*	91%	*	*
	2006	74%	97%	89%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*

District Name: COPPELL ISD
Campus Name: LEE EL
Campus #: 057922102

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 375
Grade Span: EE - 05
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.4%	94.0%	100.0%	79.3%	100.0%	*	90.3%	94.8%	92.9%	100.0%	93.3%	60.0%
By Program														
TAKS (1 or more)	91.1%	96.3%	92.8%	92.0%	100.0%	79.3%	98.9%	*	87.1%	92.2%	91.7%	85.2%	93.3%	60.0%
Not on TAKS	6.7%	2.2%	6.1%	2.0%	0.0%	0.0%	1.1%	*	3.2%	2.6%	1.2%	14.8%	0.0%	0.0%
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	4.6%	1.4%	5.2%	2.0%	0.0%	0.0%	1.1%	*	3.2%	2.6%	1.2%	14.8%	0.0%	0.0%
TAKS-Alt Only	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.4%	0.4%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	91.6%	95.7%	93.1%	89.5%	92.3%	75.9%	97.9%	*	82.3%	90.5%	88.1%	100.0%	90.0%	56.7%
Non-Acct System	6.1%	2.8%	5.7%	4.5%	7.7%	3.4%	2.1%	*	8.1%	4.3%	4.8%	0.0%	3.3%	3.3%
Mobile	5.4%	2.4%	5.7%	4.5%	7.7%	3.4%	2.1%	*	8.1%	4.3%	4.8%	0.0%	3.3%	3.3%
Non-Acct Test	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	2.3%	1.5%	0.7%	6.0%	0.0%	20.7%	0.0%	*	9.7%	5.2%	7.1%	0.0%	6.7%	40.0%
Absent	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%
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.8%	0.4%	4.5%	0.0%	17.2%	0.0%	*	6.5%	3.4%	6.0%	0.0%	6.7%	30.0%
Other	0.8%	0.6%	0.0%	1.5%	0.0%	3.4%	0.0%	*	3.2%	1.7%	1.2%	0.0%	0.0%	10.0%
Total Count	3,040,283	7,013	298	200	13	29	94	2	62	116	84	27	30	30
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	98.6%	97.6%	100.0%	100.0%	100.0%	*	90.4%	97.2%	98.0%	96.7%	100.0%	83.3%
By Program														
TAKS (1 or more)	90.7%	95.8%	93.7%	94.2%	100.0%	93.3%	96.4%	*	90.4%	92.5%	96.0%	73.3%	92.7%	83.3%
Not on TAKS	6.4%	2.2%	4.7%	3.4%	0.0%	6.7%	3.6%	*	0.0%	4.7%	2.0%	23.3%	7.3%	0.0%
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	1.5%	3.7%	2.9%	0.0%	6.7%	2.7%	*	0.0%	4.7%	1.0%	20.0%	7.3%	0.0%
TAKS-I/SDAA II Only	0.8%	0.5%	0.5%	0.5%	0.0%	0.0%	0.9%	*	0.0%	0.0%	1.0%	3.3%	0.0%	0.0%
By Acct Status														
Acct System	90.5%	95.0%	90.5%	90.3%	75.0%	93.3%	93.7%	*	84.6%	90.7%	89.9%	90.0%	80.5%	76.7%
Non-Acct System	6.5%	3.1%	7.4%	7.3%	25.0%	6.7%	6.3%	*	5.8%	6.5%	8.1%	6.7%	19.5%	6.7%
Mobile	5.6%	2.3%	6.6%	5.3%	0.0%	3.3%	6.3%	*	5.8%	4.7%	6.1%	3.3%	9.8%	6.7%
Non-Acct Test	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%
Katrina/Rita	0.8%	0.6%	0.6%	1.9%	25.0%	3.3%	0.0%	*	0.0%	1.9%	2.0%	3.3%	9.8%	0.0%
Not Tested	2.9%	2.0%	1.5%	2.4%	0.0%	0.0%	0.0%	*	9.6%	2.8%	2.0%	3.3%	0.0%	16.7%
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	1.0%	0.3%	1.0%	0.0%	0.0%	0.0%	*	3.8%	0.9%	1.0%	0.0%	0.0%	6.7%
Other	1.0%	0.5%	0.4%	1.5%	0.0%	0.0%	0.0%	*	5.8%	1.9%	1.0%	3.3%	0.0%	10.0%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	7,172	324	206	12	30	111	1	52	107	99	30	41	30

District Name: COPPELL ISD
Campus Name: LEE EL
Campus #: 057922102

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 375
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	63%	*	*	*	*	*	*	*	*	*	*	*
	2006	51%	80%	50%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	34%	65%	67%	*	*	*	*	*	*	*	*	*	*	*
	2006	32%	62%	57%	*	*	*	*	*	*	*	*	*	*	*
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.87	*	*	*	*	*	*	*	*	*	*	*
	2006	0.56	1.27	0.74	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	0.33	0.79	0.75	*	*	*	*	*	*	*	*	*	*	*
	2006	0.34	0.84	0.53	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	12%	1%	6%	< 1%	< 1%	< 1%	< 1%	*	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
	2006	12%	1%	6%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	94%	99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
	2006	94%	> 99%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	18%	5%	10%	6%	*	17%	3%	*	10%	8%	4%	*	29%	*
	2006	20%	3%	8%	9%	17%	< 1%	7%	*	17%	9%	9%	11%	14%	33%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	90%	99%	96%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	*
	2006	89%	98%	97%	95%	83%	> 99%	95%	*	94%	95%	94%	88%	85%	83%
TAKS Failers Promoted by Grade Placement Committee															
	2006	74.4%	80.0%	82.9%	*	-	-	-	-	*	*	-	-	*	*
	2005	69.9%	71.4%	100.0%	*	-	*	-	-	-	*	-	*	-	-

District Name: COPPELL ISD
Campus Name: LEE EL
Campus #: 057922102
Total Students: 375
Grade Span: EE - 05
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
2007	15%	4%	6%	2%	*	< 1%	< 1%	*	< 1%	< 1%	4%	*	< 1%	*
2006	19%	4%	8%	4%	17%	< 1%	< 1%	*	12%	7%	< 1%	< 1%	17%	33%
TAKS Cumulative Met Standard (First and Second Administrations)														
2007	91%	99%	97%	98%	*	> 99%	> 99%	*	> 99%	> 99%	96%	*	> 99%	*
2006	90%	98%	97%	99%	83%	> 99%	> 99%	*	> 99%	98%	> 99%	> 99%	> 99%	> 99%
TAKS Failers Promoted by Grade Placement Committee														
2006	73.8%	83.3%	50.0%	*	*	-	-	-	-	*	-	*	-	-
2005	69.6%	83.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
English Language Learners Progress Measure														
2006-07	70%	92%	87%	93%	*	80%	*	*	97%	> 99%	77%	*	83%	94%
2005-06	66%	90%	89%	97%	*	> 99%	*	*	96%	95%	> 99%	*	93%	95%
Attendance Rate														
2005-06	95.5%	96.8%	96.9%	97.5%	97.2%	96.8%	97.2%	*	98.4%	97.5%	97.5%	96.8%	97.0%	98.2%
2004-05	95.7%	96.7%	97.0%	97.0%	96.5%	97.5%	96.7%	*	97.6%	97.0%	97.0%	96.8%	97.0%	97.7%

'?' 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
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		375	100.0%	24,920	9,927	4,576,933
Students By Grade:	Early Childhood Education	8	2.1%	0.6%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	3.0%	0.8%	4.1%
	Kindergarten	53	14.1%	15.7%	6.5%	7.7%
	Grade 1	62	16.5%	16.8%	7.2%	8.1%
	Grade 2	63	16.8%	15.8%	7.4%	7.7%
	Grade 3	68	18.1%	16.6%	7.4%	7.6%
	Grade 4	67	17.9%	16.4%	8.1%	7.4%
	Grade 5	54	14.4%	12.1%	8.1%	7.4%
	Grade 6	0	0.0%	3.0%	8.4%	7.3%
	Grade 7	0	0.0%	0.0%	8.0%	7.2%
	Grade 8	0	0.0%	0.0%	7.8%	7.4%
	Grade 9	0	0.0%	0.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	24	6.4%	12.0%	5.0%	14.4%
	Hispanic	57	15.2%	31.0%	10.1%	46.3%
	White	174	46.4%	46.4%	65.6%	35.7%
	Native American	3	0.8%	0.4%	0.4%	0.3%
	Asian/Pac. Islander	117	31.2%	10.3%	18.9%	3.3%
Economically Disadvantaged		47	12.5%	35.5%	7.2%	55.5%
Limited English Proficient (LEP)		67	17.9%	16.6%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		0	0.0%	0.2%	0.7%	2.3%
At-Risk		120	32.0%	34.3%	20.5%	48.3%
Mobility (2005-06)		75	19.7%	16.6%	9.8%	22.3%
Number of Students per Teacher		12.0	n/a	14.9	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	6.7%	2.7%	4.4%	2.9%	0.0%	10.9%	8.2%	11.9%
Grade 1	0.0%	4.0%	2.0%	6.0%	0.0%	7.9%	1.3%	10.2%
Grade 2	1.9%	2.2%	1.6%	3.6%	0.0%	5.3%	2.3%	4.4%
Grade 3	0.0%	1.5%	0.2%	3.0%	0.0%	1.3%	0.9%	2.3%
Grade 4	2.0%	0.9%	0.6%	1.8%	0.0%	0.9%	0.0%	1.3%
Grade 5	1.5%	1.2%	0.4%	2.9%	0.0%	0.7%	1.0%	1.8%
Grade 6	-	0.6%	0.4%	1.2%	-	4.7%	0.0%	1.7%
Grade 7	-	-	0.1%	2.2%	-	-	0.0%	2.4%
Grade 8	-	-	0.3%	1.6%	-	-	3.2%	3.0%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	17.7	24.8	17.7	19.5
	Grade 1	14.6	26.6	17.4	19.5
	Grade 2	20.4	26.4	18.1	19.6
	Grade 3	16.7	26.1	18.4	19.5
	Grade 4	16.8	26.6	18.6	20.2
	Grade 5	17.5	22.5	21.2	22.3
	Grade 6	-	26.9	23.2	21.8
	Mixed Grades	-	18.8	-	25.0
Secondary:	English/Language Arts	-	-	20.3	20.0
	Foreign Languages	-	-	21.6	20.9
	Mathematics	-	-	21.8	20.0
	Science	-	-	21.1	21.0
	Social Studies	-	-	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	42.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	37.4	88.4%	85.5%	75.4%	62.7%
Teachers	31.4	74.2%	73.4%	62.1%	50.7%
Professional Support	4.0	9.4%	8.6%	8.3%	8.2%
Campus Admin. (School Leader.)	2.0	4.7%	3.5%	3.9%	2.8%
Educational Aides:	4.9	11.6%	14.5%	6.6%	10.0%
Total Minority Staff:	0.9	2.2%	18.4%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	3.7%	1.6%	9.3%
Hispanic	0.0	0.0%	10.2%	2.3%	20.8%
White	31.4	100.0%	84.7%	95.3%	68.5%
Native American	0.0	0.0%	0.2%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.2%	0.7%	1.2%
Males	0.0	0.0%	5.2%	17.9%	22.8%
Females	31.4	100.0%	94.8%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	7.3%	7.0%	8.1%
1-5 Years Experience	11.0	35.1%	28.0%	31.6%	29.1%
6-10 Years Experience	9.0	28.7%	20.0%	21.1%	19.6%
11-20 Years Experience	6.9	21.9%	24.0%	23.9%	23.6%
0ver 20 Years Experience	4.5	14.4%	20.7%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.1 yrs.	11.6 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	5.4 yrs.	7.9 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-	$39,849	$42,978	$38,095
1-5 Years Experience	$42,826	$41,617	$42,950	$39,880
6-10 Years Experience	$44,060	$43,742	$44,715	$42,380
11-20 Years Experience	$49,828	$47,884	$49,334	$47,042
Over 20 Years Experience	$56,985	$56,236	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$46,746	$46,444	$47,333	$44,897
Professional Support	$52,421	$50,478	$56,159	$52,940
Campus Administration (School Leadership)	$64,798	$66,771	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	4.8	0.0	2,103.5

ACTUAL OPERATING EXPENDITURE INFORMATION	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$2,334,606	100.0%	$5,653	$2,342,435	100.0%	$5,672	$136,204,376	100.0%	$5,305
Instruction (11,95)	$1,925,140	82.5%	$4,661	$1,932,969	82.5%	$4,680	$102,655,840	75.4%	$3,998
Instructional-Related Services (12,13)	$87,585	3.8%	$212	$87,585	3.7%	$212	$5,155,359	3.8%	$201
Instructional Leadership (21)	$71,149	3.0%	$172	$71,149	3.0%	$172	$1,514,983	1.1%	$59
School Leadership (23)	$162,218	6.9%	$393	$162,218	6.9%	$393	$8,551,708	6.3%	$333
Support Services-Student (31,32,33)	$88,514	3.8%	$214	$88,514	3.8%	$214	$6,400,390	4.7%	$249
Other Campus Costs (35,36,51,52,53)	$0	0.0%	$0	$0	0.0%	$0	$11,926,096	8.8%	$464
By Program:									
Total Operating Expenditures	$2,334,606	100.0%	$5,653	$2,342,435	100.0%	$5,672	$123,287,920	100.0%	$4,802
Bilingual/ESL Education (25)	$118,186	5.1%	$286	$118,186	5.0%	$286	$8,597,787	7.0%	$335
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$10,668	0.0%	$0
Accelerated Education (24,30)	$2,335	0.1%	$6	$2,335	0.1%	$6	$8,732,557	7.1%	$340
Gifted & Talented Education (21)	$53,636	2.3%	$130	$53,636	2.3%	$130	$2,076,777	1.7%	$81
Regular Education (11)	$1,785,729	76.5%	$4,324	$1,793,558	76.6%	$4,343	$85,757,267	69.6%	$3,340
Special Education (23)	$374,720	16.1%	$907	$374,720	16.0%	$907	$18,112,864	14.7%	$705
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	64	17.1%	15.6%	5.9%	14.8%
Career & Technology Education	0	0.0%	0.0%	12.5%	20.6%
Gifted & Talented Education	42	11.2%	6.1%	22.5%	7.5%
Special Education	51	13.6%	9.8%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	2.0	6.4%	7.9%	3.2%	7.6%
Career & Technology Education	0.0	0.0%	0.0%	2.5%	3.9%
Compensatory Education	0.0	0.0%	5.0%	0.1%	3.3%
Gifted & Talented Education	0.9	2.8%	1.1%	4.4%	2.0%
Regular Education	25.5	81.3%	75.6%	70.4%	70.6%
Special Education	3.0	9.6%	10.3%	9.7%	10.0%
Other	0.0	0.0%	0.0%	9.8%	2.6%

'?' 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.

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.								
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.								
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum	All	Curriculum Team, Campus Admin	August 2007	June 2008	Forethought documents, walk-through training, T2	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT	Forethought lesson plans, District level walkthroughs and campus visits, PDAS	Forethought lesson plans, walkthroughs, campus visits, PDAS
Campus observations, CBA data/local assessment comparison	Monitor the implementation of instruction to ensure alignment with the rigor of the CBAs	All	Curriculum Team, Campus Admin, Teacher Leaders	August 2007	June 2008	Extended planning time, CBA preview process, TEKS, Forethought documents	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT	Forethought lesson plans, District level walk-throughs and campus visits, PDAS	Forethought lesson plans, walk-throughs campus visits, PDAS

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Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement
Schoolwide: RMB = Research-based math programs/strategies, RMR = Research-based reading programs/strategies, RBW = Research-based writing programs/strategies, RBS = Research-based science program/strategies, RBSS = Research-based social studies program/strategies, PD = Professional Development, T = Tutorials, RBI = Research-based individualized instruction, RBSG = Research-based group instruction, CAI = Computer-aided instruction
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Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.								
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Campus observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction	All	Curriculum Team, Campus Admin, Teacher Leaders	August 2007	June 2008	Achievement Series data	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Forethought lesson plans, District level walk-throughs/campus visits	Forethought lesson plans, CBA data
FS	Utilize Cowboy Camp days to provide for scheduled vertical alignment once per 9 weeks	All	Campus Admin, K-5 teachers and support staff	Aug. 2007	June 2008	Lesson Plans, District curriculum documents	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG	Cowboy Camp schedule, meeting agendas	Cowboy Camp schedule, meeting agendas

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Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.								
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS	Utilize conference period for vertical planning/teaming once per 9 weeks	All	Campus Admin, K-5 teachers and support staff	Aug. 2007	June 2008	Lesson plans, District curriculum documents	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T, PI	Team meetings, meeting agendas	Team meetings, meeting agendas

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Strategic Objective/Goa 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Monitor the implementation of Best Practice Instruction	All	Curriculum Team, Campus Admin	August 2007	June 2008	Curriculum Team, Campus Admin	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Campus Curriculum visits/meetings, District level walk-throughs/campus visits, PDAS	Walk-throughs, PDAS, Lesson plans
FS	Provide K-5 staff development in "Write from the Beginning"	All	Campus Admin, Trainers	Sept. 2007	June 2008	"Write from the Beginning" manuals, District Trainer, Campus Budget-$7018.50	RBW, PD	Training attendance roster	Training attendance roster
FS	Implement "Write from the Beginning" school-wide	All	K-5 teachers, Campus Admin	Sept 2007	June 2008	"Write from the Beginning" manuals, District Trainer	RBW, PD, RBI, RBSG	Lesson plans, walkthroughs, team meetings	Lesson plans, walkthroughs

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS	Develop common problem solving process and common vocabulary for use in K-5 mathematics instruction	All	Team leaders, Campus Admin	Sept 2007	June 2008	Campus Admin, Curriculum Team Campus Budget-$2373.50 (manipulatives and teacher resource books)	RMB, PD, RBI, RBSG,EXT	Walkthroughs, lesson plans	Word walls, lesson plans

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report, Local assessment data	Identify and use progress monitoring (RtI) process & tools	All	Curriculum Team, Exec. Dir Intervention Services, Directors, Intervention Services, Campus Administrators, PST team, Teacher Leaders	August 2007	June 2008	AMI, ARI, T2, T3, local funds	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS, TPRI, PBMAS, BA	Purchase instructional software such as *Times Attack, Reading A-Z,* and *RazKids*	All	Campus Admin, Team Leaders, I-Team Member	Aug 2007	June 2008	Campus Admin, T1-$2750	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Classroom inventory	Campus inventory and budget
FS	Purchase additional technology components for classrooms; ie Interwrite Pads, Document Cameras, etc.	All	Campus Admin, PTO	Sept. 2007	June 2008	Campus Admin, District Admin, School Board Members, PTO, LEA (School Board)	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Walkthroughs, Lesson Plans, Campus Inventory List	Campus Inventory List, Campus Budget

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Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS, PBMAS, TPRI, BA	Utilize the co-teaching model to provide more inclusive services for special ed students on grade level	All	Campus Admin, K-5 teachers, Sp. Ed staff, Co-teach trainer	Aug. 2007	June 2008	District provided training	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Lesson Plans, walk-throughs, monthly follow-up meetings	IEP's, lesson plans, walk-throughs, meeting agendas

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS, TPRI, PBMAS, BA	Provide for enrichment-based small groups in addition to traditional remediation tutoring groups	All	K-5 teachers, Support Staff, Campus Admin	Aug. 2007	June 2008	Campus Admin, SCE-$224.00	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Walk-throughs, Lesson Plans, CBA data	Tutoring Group logs, walk-throughs, Lesson Plans
AEIS, FS	Allot funds for HLT workshops and materials	All	Campus Admin	Aug. 2007	June 2008	Campus Admin, T1-$2750.00	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT	Campus inventory and budget	Campus inventory and budget

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Curriculum meetings with campus personnel	Send out weekly emails with strategies and activities for use with RTI students	AR	Asst. Principal, Literacy Coach	Aug. 2007	June 2008	Campus Admin, District-level meetings	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T, PI	E-mails, RtI/PST documentation	E-mails, RtI/PST documentation
AEIS	Review/ highlight effective instructional strategies at monthly faculty meetings	All	Campus Admin	Aug. 2007	June 2008	Campus Admin	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T, PI	Faculty Meeting Agendas	Faculty Meeting Agendas

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS, PBMAS	Develop a consistent progress monitoring system for RTI process	All	Campus Admin, PST Team	Aug. 2007	June 2008	Campus Admin	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	RtI/PST meeting documentation, lesson plans, student data	RtI/PST meeting documentation, lesson plans, student data
FS, PBMAS, TPRI, BA	Customize tutorials during the school day for at risk students and students not meeting benchmark standards	AR	Campus Admin	Oct. 2007	June 2008	Campus Admin, SCE-$6000.00	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Student assessment data, Lesson plans	Tutoring log

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS	Expand student technology, fine arts, and career education through "Cowboy Camp"	All	Campus Admin	Oct. 2007	June 2008	Campus Admin, K-5 teachers, Support Staff, T1-$2750.00	EXT, PI	"Cowboy Camp" course offerings and attendance	"Cowboy Camp" course offerings and attendance

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.								
Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Staff development committee feedback, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	All	Curriculum Team, Campus Administration, Teacher Leaders	June 2007	June 2008	PLC documentation and forms, Eduphoria transcripts, local funds, T2	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	"Cowboy Camp" course offerings and attendance	"Cowboy Camp" course offerings and attendance
PC, FS	Implement extended planning time for content collaboration and professional development within the regular school day	All	Curriculum Team, Campus Administration	August 2007	May 2008	Training, T2	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 6:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS	Encourage grade level teams to write grants to fund team staff development such as KTOT	All	Campus Admin, SBDM Committee, Team Leaders	Aug. 2007	June 2008	Campus Admin, District Staff Development Committee	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Grant documentation, staff development portfolios, teacher reflections	Grant documentation, staff development portfolios
FS	Conduct campus book study and hold round table discussions	All	Campus Admin	Aug. 2007	June 2008	Campus Admin, T1-$750.00	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Teacher reflections and projects	Book study agendas and notes

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 6:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.								
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PBMAS	Increase horizontal alignment of grade level instruction	All	Campus Admin, Team Leaders	Aug. 2007	June 2008	Campus Admin, K-5 Teams	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Walkthroughs, Lesson plans, Team meeting agendas, PDAS	Walkthroughs, Lesson plans, Team meeting agendas, PDAS
FS	Provide monthly staff team-building activities		Campus Admin.	Aug. 2007	June 2008	Campus Admin, Campus Activity Fund	PD	Staff reflections	Staff meeting agendas and attendance roster
FS	Provide staff development for staff throughout the year	All	Campus Admin.	Aug. 2007	Jue 2008	Campus Admin, T1-$2750.00	PD	Staff development portfolios	Staff development portfolios, Campus budget

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 13:	Increase the number of students served in the least restrictive environment through a continuum of services.								
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS	Send out weekly emails with strategies and activities effective for specific disabilities	All	Spec. Ed. Teachers	Aug. 2007	June 2008	Campus Admin, Spec. Ed. Staff	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T, PI	E-mails	E-mails
AEIS	Implement Co-teaching in core subjects in 4th and 5th grades	All	Special Ed. Teachers, 4th/5th Grade Teachers, Campus Admin	Aug. 2007	June 2008	District Co-Teach Training, Campus Admin, District Spec. Ed. Staff	RMB, RMR, RBW, RBS, RBSS, RBI, PD, RBSG, CAI, EXT, T	Walthroughs, Lesson plans, PDAS	Walthroughs, Lesson plans, PDAS, IEP's

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.
Performance Objective 3:	Establish Consistent safe and drug free school programs district wide.
Summative Evaluation:	Post-instruction assessment

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS	Focus Buddy Class time on anti-bullying activities, including preparation of a role play to perform at assigned Spirit Day	All	K-5 Teachers, Counselor	Aug. 2007	June 2008	Counselor	EXT	Lesson Plans, Walk-throughs, Spirit Day performance	Lesson Plans, Walk-throughs, Spirit Day performance
FS	Organize the a.m. student greeter system to include 3rd through 5th graders on a rotation	All	Assistant Principal	Aug. 2007	June 2008	Campus Admin.	EXT	Lesson Plans, Walk-throughs, Spirit Day performance	Lesson Plans, Walk-throughs, Spirit Day performance

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Implement plans focusing on environmental conservation and preservation	All	SL Director, Science Director, Campus Staff	August 2007	May 2008	Campus administration and teachers, Web resources	RBS, RBSS, EXT, PI, PD, CAI	Documented plans and/or visits to Coppell Nature Park	Documented plans
SL Survey	Hold "Service Learning Celebration Day" for students to share their learning	All	Campus Admin, Team Leaders, SBDM committee	April	May	Campus Admin., T1-$705.00	RBS, RBSS, EXT, PI, PD	Completion of "Service Learning Celebration Day", student projects	"Service Learning Celebration Day" plans, student projects

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.								
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL Survey	Teach lessons highlighting how students are making a difference in society	All	Classroom Teachers	August	Aug.	Campus administration and teachers, Web resources	RBS, RBSS, EXT, CAI, PI	After lesson regarding students making a difference, provide survey to students on how they think they could serve others	Lesson Plans, Walk-throughs

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL Survey	Utilize the Student Leadership Council to enhance the "student-driven" aspect of Service Learning	4th-5th Graders	Campus Admin.	Aug. 2007	June 2008	Campus Admin, Student Leadership Council Workshop	RBS, RBSS, EXT, CAI, PI	Student Leadership Council members will complete assigned roles in facilitating Service Learning Projects	SLC meeting minutes and rosters, list of service learning roles and assignments, service learning plans

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PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	0
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	0
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	0
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07.

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: MOCKINGBIRD EL

Campus #: 057922105

2007 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

District Name: COPPELL ISD
Campus Name: MOCKINGBIRD EL
Campus #: 057922105

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 519
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 3 (English) First Administration Only															
Reading	2007	89%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	> 99%
	2006	90%	99%	98%	99%	*	> 99%	> 99%	*	> 99%	> 99%	98%	89%	> 99%	> 99%
Mathematics	2007	82%	95%	93%	97%	*	90%	> 99%	*	94%	97%	98%	*	*	60%
	2006	83%	96%	96%	90%	*	> 99%	90%	*	> 99%	95%	87%	90%	83%	86%
All Tests	2007	78%	95%	91%	97%	*	90%	> 99%	*	94%	97%	98%	80%	*	60%
	2006	79%	95%	94%	89%	*	> 99%	90%	*	> 99%	95%	84%	80%	83%	86%
TAKS Met 2007 Standard Grade 4 (English)															
Reading	2007	84%	97%	94%	91%	*	89%	97%	*	94%	93%	89%	78%	67%	*
	2006	83%	95%	94%	97%	*	> 99%	97%	*	> 99%	94%	> 99%	86%	88%	*
Mathematics	2007	86%	96%	94%	95%	*	89%	98%	*	> 99%	95%	95%	88%	78%	*
	2006	84%	96%	95%	95%	*	90%	97%	*	> 99%	90%	> 99%	86%	88%	*
Writing	2007	91%	97%	96%	96%	*	> 99%	95%	*	> 99%	96%	96%	91%	> 99%	*
	2006	92%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
All Tests	2007	75%	92%	88%	87%	*	89%	92%	*	94%	89%	85%	73%	67%	*
	2006	74%	92%	91%	95%	*	90%	97%	*	> 99%	90%	> 99%	86%	88%	*
TAKS Met 2007 Standard Grade 5 (English) First Administration Only															
Reading	2007	83%	96%	94%	96%	> 99%	89%	96%	*	> 99%	96%	96%	*	> 99%	*
	2006	81%	97%	94%	96%	78%	> 99%	97%	*	> 99%	96%	96%	83%	> 99%	*
Mathematics	2007	86%	97%	96%	97%	80%	89%	99%	*	> 99%	96%	98%	*	78%	*
	2006	82%	96%	96%	90%	89%	> 99%	89%	*	92%	94%	87%	67%	83%	*
Science	2007	78%	96%	93%	91%	80%	78%	93%	*	90%	94%	87%	*	78%	*
	2006	76%	94%	92%	89%	89%	> 99%	89%	*	82%	87%	91%	*	92%	*
All Tests	2007	69%	91%	87%	88%	60%	67%	92%	*	91%	90%	85%	*	56%	*
	2006	66%	90%	86%	83%	67%	> 99%	84%	*	75%	85%	80%	67%	83%	*

District Name: COPPELL ISD
Campus Name: MOCKINGBIRD EL
Campus #: 057922105

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 519
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	97%	97%	70%	96%	99%	*	98%	98%	96%	88%	86%	88%
	2006	87%	98%	97%	98%	88%	> 99%	98%	*	> 99%	98%	99%	91%	96%	> 99%
Mathematics	2007	77%	96%	94%	97%	70%	89%	99%	*	98%	97%	97%	88%	77%	75%
	2006	75%	95%	95%	93%	69%	96%	93%	*	> 99%	93%	93%	87%	88%	86%
Writing	2007	92%	98%	96%	96%	*	> 99%	95%	*	> 99%	96%	96%	91%	> 99%	*
	2006	91%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
Science	2007	71%	94%	93%	91%	80%	78%	93%	*	90%	94%	87%	*	78%	*
	2006	70%	93%	92%	89%	89%	> 99%	89%	*	82%	87%	91%	*	92%	*
All Tests	2007	70%	93%	90%	91%	45%	82%	95%	*	93%	92%	89%	63%	64%	63%
	2006	67%	92%	91%	90%	56%	96%	91%	*	94%	90%	90%	87%	85%	86%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	97%	97%	70%	96%	99%	*	98%	98%	96%	88%	86%	88%
	2006	87%	98%	97%	98%	88%	> 99%	98%	*	> 99%	98%	99%	91%	96%	> 99%
Mathematics	2007	77%	96%	94%	97%	70%	89%	99%	*	98%	97%	97%	88%	77%	75%
	2006	75%	95%	95%	93%	69%	96%	93%	*	> 99%	93%	93%	87%	88%	86%
Writing	2007	92%	98%	96%	96%	*	> 99%	95%	*	> 99%	96%	96%	91%	> 99%	*
	2006	91%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
Science	2007	66%	92%	91%	91%	80%	78%	93%	*	90%	94%	87%	*	78%	*
	2006	64%	89%	92%	87%	90%	> 99%	88%	*	75%	85%	89%	71%	92%	*
All Tests	2007	67%	92%	90%	91%	45%	82%	95%	*	93%	92%	89%	63%	64%	63%
	2006	65%	91%	91%	90%	59%	96%	91%	*	91%	90%	90%	83%	85%	86%
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING TAKS-I)															
Reading/ELA	2007	30%	57%	47%	52%	20%	43%	57%	*	44%	47%	57%	24%	27%	13%
	2006	27%	53%	45%	53%	25%	48%	59%	*	31%	51%	54%	39%	27%	43%
Mathematics	2007	25%	56%	47%	58%	< 1%	54%	58%	*	77%	60%	57%	38%	45%	50%
	2006	23%	53%	49%	54%	25%	36%	56%	*	63%	56%	51%	48%	42%	14%
Writing	2007	30%	60%	41%	52%	*	44%	53%	*	65%	47%	57%	27%	22%	*
	2006	30%	59%	33%	45%	*	33%	47%	*	43%	34%	56%	14%	13%	*
Science	2007	19%	40%	49%	52%	20%	33%	55%	*	60%	61%	42%	*	22%	*
	2006	16%	34%	36%	38%	22%	25%	43%	*	36%	46%	31%	*	42%	*
All Tests	2007	13%	36%	28%	34%	< 1%	25%	36%	*	39%	31%	37%	11%	18%	13%
	2006	11%	32%	23%	31%	19%	24%	35%	*	19%	30%	31%	17%	23%	< 1%

District Name: COPPELL ISD
Campus Name: MOCKINGBIRD EL
Campus #: 057922105

Total Students: 519
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	97%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2006	84%	98%	95%	> 99%	*	*	*	*	*	> 99%	*	> 99%	*	*
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	87%	97%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	90%	96%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	86%	99%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Writing	2007	79%	91%	75%	*	*	*	*	*	*	*	*	*	*	*
	2006	68%	98%	80%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2007	82%	92%	94%	*	*	*	*	*	*	*	*	*	*	*
	2006	74%	97%	92%	*	*	*	*	*	*	*	*	*	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.3%	97.2%	100.0%	96.8%	99.5%	*	88.5%	96.5%	97.9%	100.0%	88.9%	52.9%
By Program														
TAKS (1 or more)	91.1%	96.3%	95.7%	97.2%	100.0%	96.8%	99.5%	*	88.5%	96.5%	97.9%	100.0%	88.9%	52.9%
Not on TAKS	6.7%	2.2%	3.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	4.6%	1.4%	2.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TAKS-Alt Only	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.4%	0.4%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	91.6%	95.7%	94.1%	93.7%	84.6%	90.3%	97.4%	*	84.6%	93.0%	94.4%	100.0%	81.5%	47.1%
Non-Acct System	6.1%	2.8%	5.4%	3.5%	15.4%	6.5%	2.1%	*	3.8%	3.5%	3.5%	0.0%	7.4%	5.9%
Mobile	5.4%	2.4%	5.2%	3.5%	15.4%	6.5%	2.1%	*	3.8%	3.5%	3.5%	0.0%	7.4%	5.9%
Non-Acct Test	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	2.3%	1.5%	0.7%	2.8%	0.0%	3.2%	0.5%	*	11.5%	3.5%	2.1%	0.0%	11.1%	47.1%
Absent	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%
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.8%	0.3%	2.8%	0.0%	3.2%	0.5%	*	11.5%	3.5%	2.1%	0.0%	11.1%	47.1%
Other	0.8%	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,040,283	7,013	347	287	13	31	189	2	52	143	144	20	27	17
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	99.3%	97.9%	100.0%	92.9%	100.0%	*	89.2%	98.6%	97.3%	100.0%	100.0%	53.8%
By Program														
TAKS (1 or more)	90.7%	95.8%	95.7%	95.9%	86.4%	92.9%	98.5%	*	89.2%	95.9%	95.9%	81.8%	93.5%	53.8%
Not on TAKS	6.4%	2.2%	3.8%	2.1%	13.6%	0.0%	1.5%	*	0.0%	2.8%	1.4%	18.2%	6.5%	0.0%
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	1.5%	3.1%	1.4%	4.5%	0.0%	1.5%	*	0.0%	1.4%	1.4%	12.1%	3.2%	0.0%
TAKS-I/SDAA II Only	0.8%	0.5%	0.2%	0.7%	9.1%	0.0%	0.0%	*	0.0%	1.4%	0.0%	6.1%	3.2%	0.0%
By Acct Status														
Acct System	90.5%	95.0%	92.5%	94.5%	81.8%	89.3%	98.0%	*	86.5%	94.5%	94.5%	81.8%	87.1%	53.8%
Non-Acct System	6.5%	3.1%	6.5%	3.4%	18.2%	3.6%	2.0%	*	2.7%	4.1%	2.7%	18.2%	12.9%	0.0%
Mobile	5.6%	2.3%	5.5%	3.1%	13.6%	3.6%	2.0%	*	2.7%	3.4%	2.7%	15.2%	9.7%	0.0%
Non-Acct Test	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%
Katrina/Rita	0.8%	0.6%	0.3%	0.3%	4.5%	0.0%	0.0%	*	0.0%	0.7%	0.0%	3.0%	3.2%	0.0%
Not Tested	2.9%	2.0%	0.7%	2.1%	0.0%	7.1%	0.0%	*	10.8%	1.4%	2.7%	0.0%	0.0%	46.2%
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	1.0%	0.3%	2.1%	0.0%	7.1%	0.0%	*	10.8%	1.4%	2.7%	0.0%	0.0%	46.2%
Other	1.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	7,172	339	291	22	28	203	1	37	145	146	33	31	13

District Name: COPPELL ISD
Campus Name: MOCKINGBIRD EL
Campus #: 057922105

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 519
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	50%	*	*	*	*	*	*	*	*	*	*	*
	2006	51%	80%	60%	75%	*	*	*	*	*	*	80%	*	*	*
Mathematics	2007	34%	65%	56%	44%	*	*	60%	*	*	33%	*	*	*	*
	2006	32%	62%	57%	22%	*	*	29%	*	*	33%	*	*	*	*
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.75	0.16	*	*	*	*	*	0.28	*	*	*	*
	2006	0.56	1.27	0.81	1.19	*	*	*	*	*	*	1.09	*	*	*
Mathematics	2007	0.33	0.79	0.62	0.63	*	*	0.90	*	*	0.54	*	*	*	*
	2006	0.34	0.84	0.52	0.38	*	*	0.38	*	*	0.53	*	*	*	*
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	12%	1%	4%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%	< 1%	< 1%	*	< 1%
	2006	12%	1%	3%	2%	*	< 1%	2%	*	< 1%	3%	2%	20%	< 1%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	94%	99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	> 99%
	2006	94%	> 99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	18%	5%	7%	4%	< 1%	11%	4%	*	< 1%	4%	4%	*	< 1%	*
	2006	20%	3%	7%	6%	22%	< 1%	6%	*	< 1%	9%	4%	17%	8%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	90%	99%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	*
	2006	89%	98%	98%	98%	89%	> 99%	98%	*	> 99%	> 99%	96%	83%	> 99%	*
TAKS Failers Promoted by Grade Placement Committee															
	2006	74.4%	80.0%	100.0%	*	*	-	*	-	-	*	*	*	*	-
	2005	69.9%	71.4%	*	-	-	-	-	-	-	-	-	-	-	-
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)															
Retained in Grade 5															
	2007	68%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2006	68%	*	*	*	*	*	*	*	*	*	*	*	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

District Name: COPPELL ISD
Campus Name: MOCKINGBIRD EL
Campus #: 057922105
Total Students: 519
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	15%	4%	5%	3%	20%	11%	1%	*	< 1%	4%	2%	*	22%	*
	2006	19%	4%	5%	10%	11%	< 1%	11%	*	8%	6%	13%	33%	17%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	91%	99%	98%	98%	80%	89%	> 99%	*	> 99%	98%	98%	*	78%	*
	2006	90%	98%	98%	94%	89%	> 99%	92%	*	> 99%	96%	91%	83%	92%	*
TAKS Failers Promoted by Grade Placement Committee															
	2006	73.8%	83.3%	*	*	*	-	*	-	-	*	*	*	*	-
	2005	69.6%	83.3%	*	-	-	-	-	-	-	-	-	-	-	-
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)															
Retained in Grade 5															
	2007	74%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2006	75%	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Measure															
2006-07		70%	92%	90%	96%	*	> 99%	*	*	> 99%	92%	> 99%	*	*	> 99%
2005-06		66%	90%	92%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	*	*	> 99%
Attendance Rate															
2005-06		95.5%	96.8%	97.1%	97.0%	96.4%	96.5%	97.0%	*	97.3%	96.9%	97.1%	97.1%	96.4%	97.2%
2004-05		95.7%	96.7%	97.0%	97.1%	96.6%	97.1%	97.2%	*	97.2%	97.1%	97.2%	96.4%	96.5%	97.0%

'?' 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
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		519	100.0%	26,982	9,927	4,576,933
Students By Grade:	Early Childhood Education	0	0.0%	0.6%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	1.7%	0.8%	4.1%
	Kindergarten	77	14.8%	16.4%	6.5%	7.7%
	Grade 1	79	15.2%	16.7%	7.2%	8.1%
	Grade 2	88	17.0%	16.1%	7.4%	7.7%
	Grade 3	79	15.2%	17.0%	7.4%	7.6%
	Grade 4	95	18.3%	16.7%	8.1%	7.4%
	Grade 5	101	19.5%	13.8%	8.1%	7.4%
	Grade 6	0	0.0%	1.0%	8.4%	7.3%
	Grade 7	0	0.0%	0.0%	8.0%	7.2%
	Grade 8	0	0.0%	0.0%	7.8%	7.4%
	Grade 9	0	0.0%	0.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	21	4.0%	7.3%	5.0%	14.4%
	Hispanic	67	12.9%	18.9%	10.1%	46.3%
	White	337	64.9%	64.8%	65.6%	35.7%
	Native American	4	0.8%	0.4%	0.4%	0.3%
	Asian/Pac. Islander	90	17.3%	8.6%	18.9%	3.3%
Economically Disadvantaged		52	10.0%	18.2%	7.2%	55.5%
Limited English Proficient (LEP)		52	10.0%	6.8%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		0	0.0%	0.1%	0.7%	2.3%
At-Risk		122	23.5%	21.8%	20.5%	48.3%
Mobility (2005-06)		48	9.9%	13.7%	9.8%	22.3%
Number of Students per Teacher		14.6	n/a	15.4	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	6.0%	2.2%	4.4%	2.9%	50.0%	7.3%	8.2%	11.9%
Grade 1	1.4%	2.5%	2.0%	6.0%	0.0%	4.4%	1.3%	10.2%
Grade 2	4.5%	0.9%	1.6%	3.6%	0.0%	2.3%	2.3%	4.4%
Grade 3	1.3%	0.9%	0.2%	3.0%	0.0%	0.8%	0.9%	2.3%
Grade 4	0.0%	0.4%	0.6%	1.8%	0.0%	1.2%	0.0%	1.3%
Grade 5	1.2%	0.5%	0.4%	2.9%	7.1%	0.9%	1.0%	1.8%
Grade 6	-	0.0%	0.4%	1.2%	-	0.0%	0.0%	1.7%
Grade 7	-	-	0.1%	2.2%	-	-	0.0%	2.4%
Grade 8	-	-	0.3%	1.6%	-	-	3.2%	3.0%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	19.3	21.1	17.7	19.5
	Grade 1	20.1	23.0	17.4	19.5
	Grade 2	17.2	23.5	18.1	19.6
	Grade 3	19.1	21.9	18.4	19.5
	Grade 4	19.5	23.6	18.6	20.2
	Grade 5	20.3	26.1	21.2	22.3
	Grade 6	-	21.9	23.2	21.8
	Mixed Grades	-	31.2	-	25.0
Secondary:	English/Language Arts	-	-	20.3	20.0
	Foreign Languages	-	-	21.6	20.9
	Mathematics	-	-	21.8	20.0
	Science	-	-	21.1	21.0
	Social Studies	-	-	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	44.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	42.3	95.6%	88.1%	75.4%	62.7%
Teachers	35.6	80.4%	75.4%	62.1%	50.7%
Professional Support	4.7	10.7%	9.2%	8.3%	8.2%
Campus Admin. (School Leader.)	2.0	4.5%	3.4%	3.9%	2.8%
Educational Aides:	1.9	4.4%	11.9%	6.6%	10.0%
Total Minority Staff:	0.0	0.0%	10.6%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.3%	1.6%	9.3%
Hispanic	0.0	0.0%	5.4%	2.3%	20.8%
White	35.6	100.0%	91.1%	95.3%	68.5%
Native American	0.0	0.0%	0.3%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.8%	0.7%	1.2%
Males	2.0	5.6%	5.1%	17.9%	22.8%
Females	33.6	94.4%	94.9%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	1.8	5.0%	7.0%	7.0%	8.1%
1-5 Years Experience	6.0	16.9%	28.8%	31.6%	29.1%
6-10 Years Experience	6.0	16.8%	21.5%	21.1%	19.6%
11-20 Years Experience	14.8	41.7%	27.0%	23.9%	23.6%
0ver 20 Years Experience	7.0	19.7%	15.8%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	12.0 yrs.	10.8 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	5.5 yrs.	6.6 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$43,783	$39,654	$42,978	$38,095
1-5 Years Experience	$42,807	$41,326	$42,950	$39,880
6-10 Years Experience	$44,584	$43,272	$44,715	$42,380
11-20 Years Experience	$48,318	$47,518	$49,334	$47,042
Over 20 Years Experience	$55,935	$55,657	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$48,032	$45,561	$47,333	$44,897
Professional Support	$52,851	$49,930	$56,159	$52,940
Campus Administration (School Leadership)	$71,170	$67,449	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	2.6	0.0	2,103.5

ACTUAL OPERATING EXPENDITURE INFORMATION	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$2,359,107	100.0%	$4,337	$2,362,982	100.0%	$4,344	$123,990,156	100.0%	$4,960
Instruction (11,95)	$1,964,595	83.3%	$3,611	$1,967,846	83.3%	$3,617	$94,388,873	76.1%	$3,776
Instructional-Related Services (12,13)	$77,308	3.3%	$142	$77,932	3.3%	$143	$5,010,481	4.0%	$200
Instructional Leadership (21)	$62,400	2.6%	$115	$62,400	2.6%	$115	$1,433,036	1.2%	$57
School Leadership (23)	$170,101	7.2%	$313	$170,101	7.2%	$313	$8,230,903	6.6%	$329
Support Services-Student (31,32,33)	$83,609	3.5%	$154	$83,609	3.5%	$154	$6,013,137	4.8%	$241
Other Campus Costs (35,36,51,52,53)	$1,094	0.0%	$2	$1,094	0.0%	$2	$8,913,726	7.2%	$357
By Program:									
Total Operating Expenditures	$2,358,013	100.0%	$4,335	$2,361,888	100.0%	$4,342	$114,357,506	100.0%	$4,574
Bilingual/ESL Education (25)	$71,845	3.0%	$132	$71,845	3.0%	$132	$2,453,640	2.1%	$98
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Accelerated Education (24,30)	$3,530	0.1%	$6	$3,530	0.1%	$6	$3,648,977	3.2%	$146
Gifted & Talented Education (21)	$73,921	3.1%	$136	$73,921	3.1%	$136	$1,848,305	1.6%	$74
Regular Education (11)	$1,982,877	84.1%	$3,645	$1,986,752	84.1%	$3,652	$89,247,913	78.0%	$3,570
Special Education (23)	$225,840	9.6%	$415	$225,840	9.6%	$415	$17,154,929	15.0%	$686
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$3,742	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	46	8.9%	6.4%	5.9%	14.8%
Career & Technology Education	0	0.0%	0.0%	12.5%	20.6%
Gifted & Talented Education	112	21.6%	5.8%	22.5%	7.5%
Special Education	41	7.9%	9.2%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	1.0	2.8%	3.5%	3.2%	7.6%
Career & Technology Education	0.0	0.0%	0.0%	2.5%	3.9%
Compensatory Education	0.0	0.0%	2.5%	0.1%	3.3%
Gifted & Talented Education	1.0	2.8%	1.0%	4.4%	2.0%
Regular Education	31.5	88.6%	83.8%	70.4%	70.6%
Special Education	2.1	5.8%	9.1%	9.7%	10.0%
Other	0.0	0.0%	0.1%	9.8%	2.6%

'?' 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.

Strategic Objective/Goal1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report, TPRI, DRA, BA	Develop aligned instructional strategies in core subject areas	K-5	Principal, Assistant Principal, Teachers, Curriculum Team	August 2007	April 2008	Principal, Assistant Principal, Classroom Teachers, Curriculum Team/Title I Funds, $3,000.00	RBI, RMB, RBS	BA, TAKS, walk-through visits	Report cards, progress reports, walk-through forms
AEIS Report, TPRI, DRA, BA	Align lessons within the Rigor/Relevance Framework	K-5	Principal, Assistant Principal, Teachers	August 2007	June 2008	Daggett Rigor/Relevance Framework	RBI	BA, TAKS, walk-through visits	Lesson plans, walk-through forms
CBA data, campus & community feedback, CBA data/local assessment comparison	Implement appropriate instruction to ensure alignment with the rigor of the CBAs	K-5	Curriculum Team, Principal, Assistant Principal, Team Leaders	August 2007	June 2008	Extended planning time, CBA preview process, TEKS, Forethought documents	RBI	Forethought lesson plans, walk-through visits	Lesson plans, walk-though forms

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal1:	Each student meets or exceeds the set standards on state accountability tests.								
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Campus observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction	K-5	Curriculum Team, Principal, Assistant Principal, Team Leaders	August 2007	June 2008	Achievement Series data	RBI	Forethought lesson plans, walk-through visits	Lesson plans, walk-through forms
AEIS Report, BA, DRA, TPRI	Analyze data to inform instruction	K-5	Classroom teachers	August 2007	June 2008	Team leaders, Principal, Assistant Principal	RBSG, RBI	BA	Lesson plans, walk-through forms, team agendas
BA, Teacher Feedback	Determine which strands of Everyday Counts will be taught	K-5	Classroom teachers	August 2007	June 2008	Team leaders, Principal, Assistant Principal	RBSG, RBI	BA	Team agendas

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Expand Rule of 3 Model for differentiated instruction and the Response to Intervention (RtI) process	AR, ESL, SE	Principal, Assistant Principal, Teachers	August 2007	June 2008	Curriculum Team, Principal, Assistant Principal, Literacy Coach	RBI	BA, TPRI, DRA, walk-through visits, lesson plans	Report cards, progress reports, walk-through forms, lesson plans
AEIS Report	Expand guided reading instruction	K-5	Literacy Teacher, Principal, Assistant Principal, Teachers	August 2007	June 2008	Literacy Coach, Director of Elementary Curriculum, Principal, Assistant Principal/Title I, $1,000	PD, RBI, RMR	BA, TPRI, DRA, walk-through visits, lesson plans	Report cards, progress reports, walk-through forms
AEIS Report	Implement math stations	K-5	Principal, Assistant Principal, Teachers	August 2007	June 2008	Director of Mathematics, Principal, Assistant Principal	RBM, RBI	Walk-through visits, lesson plans	Walk-through forms, lesson plans
AEIS Report	Implement the 5E Model of Inquiry Based Instruction in Math and Science	K-5	Principal, Assistant Principal, Teachers	August 2007	June 2008	Curriculum Team, Principal, Assistant Principal	RBS, RMB, RBI	Lesson plans, walk-through visits	Lesson plans, walk-through forms

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Performance Objective 2:	Implement Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Provide training to use ESL strategies	K-5, ESL	ESL Teacher	August 2007	June 2008	Principal, Assistant Principal, District ESL Director	PD, RBI, RBSG	BA, TRPI, DRA	Professional development sign in sheets
AEIS Report	Implement use of online science leveled readers	4th & 5th grade	Elementary Curriculum Director	August 2007	June 2008	Trainer, Bond $, Scott Foresman software, I-Team	RBS, RBI	Program data, walk-through visits	Program data, walk-through forms
AEIS Report and local assessment data	Implement second grade standards-based report cards	2nd grade	Curriculum Team, Principal, Assistant Principal, 2nd Grade Team Leader	August 2007	June 2008	TEKS, K-1 standards-based report cards	RBI	Completed standards-based report card data	Report cards
AEIS Report	Implement "Write …from the Beginning" campus-wide	K-5	Principal, Assistant Principal, Teachers	August 2007	June 2008	Principal, Trainer, Spring 2007 Education Foundation Grant	RBW	BA, TAKS	Student products, walk-through forms

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.								
Performance Objective 2:	Implement Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Fully integrate technology into the classroom	K-5	Instructional Technology Specialist, Principal, Assistant Principal, Teachers	August 2007	June 2008	Instructional Technology Specialist	CAI	Lesson plans, walk-through visits	Lesson plans, online calendar checkout records, walk-through forms
BA	Make presentations based on appropriate print and online research	K-5	Classroom Teachers	August 2007	June 2008	Librarian, Instructional Technology Specialist	CAI	BA, TAKS	Lesson plans, online calendar checkout records, walk-through forms
BA	Implement *Words Their Way*	K-5	Classroom Teachers	August 2007	June 2008	Principal, Assistant Principal, Literacy Coach	RBW, RMR	BA, lesson plans, walk-through visits	Lesson plans, walk-through forms

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 3:	Continue K-5 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Local assessment data	Refine the use of performance-based mathematics assessments	K-2	Director of Mathematics, Principal, Assistant Principal, K-2 Teachers	August 2007	June 2008	Math Perspectives trainers, Assessing Number Concepts assessments, AMI	RMB	Achievement Series data, walk-through visits	Achievement Series Reports, walk-through forms
AEIS Report, Local assessment data	Identify and use progress monitoring (RtI) tools & process	K-5	Curriculum Team, Exec. Dir Intervention Services, Directors, Intervention Services, Principal, Assistant Principal, PST team, Team Leaders	August 2007	June 2008	AMI, ARI, T2, T3, local funds	RBI	Results of progress monitoring tools, ARI/AMI rosters	PST meeting minutes and forms

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report, Classroom Teachers	Expand reading and math work stations	AR, ESL, SE, GT	Principal, Assistant Principal, Teachers	August 2007	June 2008	Principal, Assistant Principal, Team Leaders/Title 1, $4,000.00	RBI	BA, TPRI, DRA,, walk-through visits	Purchase orders, walk-through forms, lesson plans
AEIS Report , Classroom Teachers	Purchase non-fiction and fiction leveled readers	K-5	Principal, Assistant Principal, Teachers, Literacy Coach	August 2007	June 2008	Principal, Assistant Principal, Literacy Coach, Librarian/Title 1 Funds, $2,000.00	RBI, RBS	BA, lesson plans, walk-through visits	Purchase orders, lesson plans, walk-through forms
AEIS Report, Classroom Teachers	Purchase math manipulatives and/or software	K-5	Principal, Assistant Principal, Teachers	August 2007	June 2008	Principal, Assistant Principal, Team Leaders/Title 1, $3,000.00	RMB, RBI	BA, lesson plans, walk-through visits	Purchase orders, walk-through forms, lesson plans

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report, Classroom Teachers	Purchase science equipment	K-5	Principal, Assistant Principal, Teachers	August 2007	June 2008	Principal, Assistant Principal, Team Leaders/Title 1, $1,925.00	RBS, RBI	BA, lesson plans, walk-through visits	Purchase orders, lesson plans, walk-through forms
AEIS Report	Purchase materials designed for small group intervention	K-5	Principal, Assistant Principal, Teachers	August 2007	June 2008	Principal, Assistant Principal, Team Leaders/SCE – $2,000.00	EXT, T, RBI	BA	Purchase orders, lesson plans, walk-through forms

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Analyze assessment data to determine target areas for instruction	K-5	Directors of Mathematics & Science, Assessment Director, Principal, Assistant Principal, Team Leaders	August 2007	June 2008	TAKS data, T2, AMI	RBI	Instructional target area action plan	Meeting agendas
AEIS Report	Implement instructional target area action plans	K-5	Directors of Mathematics & Science, Assessment Director, Principal, Assistant Principal, Team Leaders	August 2007	June 2008	Instructional target area action plan	RBI	Forethought lesson plans, walk- through visits	Walk-through forms
AEIS Report	Utilize Great Explorations in Math and Science (GEMS)	K-5	Director of Science, Principal, Assistant Principal	June 2007	June 2008	GEMS books, TEKS alignment chart, T1	RBS	Forethought resource documents, walk-through visits	Lesson plans, walk-through forms

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Implement FASTT Math	3rd grade	Director of Mathematics, Principal, Assistant Principal, Teachers	August 2007	June 2008	Trainers, Bond $, FASTT Math software package, I-Team, District network engineer	RMB	FASTT Math data, walk-through visits, Eduphoria transcripts	Lesson plans, walk-through forms
AEIS Report	Implement use of digital microscopes	4th grade	Director of Science, Principal, Assistant Principal, 4th Grade Teachers	August 2007	June 2008	Bond $, Digital microscope software, I-Team	RBS	Forethought lesson plans, walk-through visits	Lesson plans, walk-through forms
AEIS Report	Implement Coppell Nature Park curriculum and participate in field experiences	K-5	Service Learning Coordinator, Director of Science, Teachers	August 2007	May 2008	Project WILD & Aquatic WILD training, campus budget, service learning grant	RBS	Service Learning transcripts, student science notebooks, Forethought lesson plans	Lesson plans, science notebooks
Campus observations and discussions	Implement "Math Talks"	K-5	Director of Mathematics, Team Leaders, Teachers	October 2007	June 2008	Training materials and Math Solutions, Inc., T1, T2	RMB, RBI	Eduphoria transcripts, Forethought lesson plans, walk-through visits	Lesson plans, walk-through forms

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
TAKS	Tutor students scoring 2200 and below	4-5, AR	Classroom Teachers	August 2007	May 2008	Principal, Assistant Principal, Counselor/SCE – $2,459.00	T, EXT, RBI	BA, TAKS	Lesson plans, tutorial schedule
AEIS Report, BA, Classroom Assessments	Tutor students not meeting standards on benchmark data	3-5, AR	Classroom Teachers	August 2007	May 2008	Principal, Assistant Principal, Counselor/SCE – $2,000.00	T, EXT, RBI	BA, TAKS	Lesson plans, tutorial schedule
AEIS Report, BA	Tutor students before and after school	3-5, AR	Classroom Teachers	August 2007	May 2008	Principal, Assistant Principal, Counselor	T, EXT, RBI	BA, TAKS	Lesson plans, tutorial schedule
AEIS Report, BA	Tutor and/or mentor students not meeting standards on benchmark data	3-5, AR	Specials Teachers	August 2007	May 2008	Principal, Assistant Principal, Counselor	T, EXT, RBI	BA, TAKS	Tutorial schedule
AEIS Report, BA	Expand One-on-One Mentoring	K-5	Classroom Teachers	August 2007	May 2008	PTO Volunteer Coordinator	RBI, PI, T, EXT	BA, TAKS, TPRI, DRA	Volunteer schedule, volunteer sign-in log
AEIS Report, BA	Increase attendance at Family Science Night	K-5	Classroom Teachers	Nov. 2007	January 2008	Fifth Grade Science Teacher	RBI, PI	BA, TAKS	Sign-in log

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report, BA	Conduct parent and teacher brown-bag luncheons to discuss curriculum and student issues	K-5	Principal, Assistant Principal, Counselor	Nov. 2007	January 2008	Principal, Assistant Principal, Counselor	RBI, PI	BA, TAKS, PS	Sign-in log

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Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PBMAS, AEIS	Attend training on decision-making and administration of TAKS-Alt	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Principal, Assistant Principal	Aug. 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program	PD	Meeting agendas, handouts on file	Sign-in sheets
FS, PBMAS, AEIS	Utilize on-line resource for sharing of TEKS-based activities for TAKS-Alt assessment	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Special Ed. Teachers	Aug. 2007	May 2008	TAKS-Alt Website, TEA Website	PD	On-line resource	Log in data
BA	Make decisions based on data	SE	Special Education Teachers	Aug. 2007	May 2008	Diagnostician, Principal, Assistant Principal	PD, RBI	BA	Individual student charts

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Analyze assessment data to determine target areas for instruction	K-5	Principal, Assistant Principal, GT Teacher, Teachers	August 2007	June 2008	District and Campus AEIS Reports	RBI, RBSG	Data results	Meeting agendas
AEIS Report	Implement critical thinking skills aligned with the rigor of the TEKS/SE	K-5	Curriculum Team, Principal, Assistant Principal, GT Teacher, Teachers	August 2007	June 2008	Rigor/Relevance Framework, Higher Level Thinking flipcharts, Curriculum Units	RBI, RBSG	Eduphoria, sign in sheets, classroom walkthroughs/ Observations	Meeting agendas

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Campus observations & discussions	Revise written curriculum documents to support differentiated, rigorous, and relevant instruction and intervention	K-5	Curriculum Team, Team Leaders	June 2007	June 2008	Rigor/Relevance Framework, local funds, T2	RBI, RBSG	Forethought documents	Curriculum documents
Curriculum meetings with campus personnel	Attend Rigor/Relevance Framework training	K-5	Curriculum Team, Principal, Assistant Principal, Team Leaders	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework, T2	PD	Extended planning time, agenda/minutes	Sign-in sheets
Curriculum meetings with campus personnel	Implement concept-based curriculum linked to the Rigor/Relevance Framework	K-5	Curriculum Team, Principal, Assistant Principal	August 2007	June 2008	Forethought documents, walk-through training, T2	RBI, RBSG	Forethought lesson plans, walk-through visits	Lesson plans, walk-through forms

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.
Summative Evaluation:	Master schedules, campus planning documents

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Staff development committee feedback, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	K-5	Curriculum Team, Principal, Assistant Principal, Team Leaders	June 2007	June 2008	PLC documentation and forms, Eduphoria transcripts, local funds, T2	PD	PLC documentation and forms, Eduphoria transcripts, PLC Showcase	Meeting notes, PLC Showcase
PS, PC, LCO	Implement a co-teach model for instruction	K-5	Curriculum team, Intervention Services Team, Campus Administration	August 2007	May 2008	Training; T2; SPED	PD	Classroom observation/walk-throughs	Walk-through forms

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.								
Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
PC, FS	Implement extended planning time for content collaboration and professional development within the regular school day	K-5	Curriculum Team, Campus Administration	August 2007	May 2008	Training, T2	PD	Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	Campus schedule, meeting agendas

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 6:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.								
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Number of positions available	Send effective recruiting team to CISD Job Fair	K-5	Principal, Assistant Principal	September 2007	April 2008	Director of Human Resources, Principal, Assistant Principal		Teachers recruited	Meeting agenda
Number of new teachers hired	Assign mentors to new teachers	K-5	Principal, Assistant Principal	September 2007	April 2008	Principal, Assistant Principal		Number of new teachers retained	Personnel files

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.								
Performance Objective: 10	Improve the K-12 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.								
Summative Evaluation:	GT Program Ranking								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Earn 30 hours of GT training	Classroom Teachers not trained	Principal, Assistant Principal, GT Teacher	August 2007	May 2008	Curriculum department	RBI, RBSG	Registration	Certificate of completion
AEIS Report	Implement program to provide an opportunity for growth outside of the school day – Ex: Destination Imagination	K-5	Principal, Assistant Principal, GT Teacher, Parent Volunteer(s)	August 2007	June 2008	GT Teacher	RBI, RBSG	Student participation, meeting agendas	Meeting agendas, projects completed

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 13:	Increase the number of students served in the least restrictive environment through a continuum of services.								
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PS	Implement Co-Teaching model in second grade	2, SE	Principal, Assistant Principal, Special Education Teacher, Classroom Teacher	May 2007	May 2008	Special Ed. Funding, local funds	RBI, RBSG	Lesson plans, walk-through visits	Lesson plans, walk-through forms
FS, PS	Increase the number of students served in the least restrictive environment	SE	Exec. Dir. Of Intervention Services, Directors of Special Education	May 2007	May 2008	Special Ed. Funding, local funds	RBI, RBSG	ARD Committee decisions, progress reports, PBMAS, AEIS, AYP	Progress reports, ARD Committee minutes

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.
Performance Objective 1:	Improve the Results of the Character Traits Assessment so that at least 65% of the responses reflect *frequently or almost always.*
Summative Evaluation:	Assessment results

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Teacher feedback, DR	Stress Character Traits on announcements	K-5	Principal, Assistant Principal, Counselor	August 2007	June 2008	Video Camera	RBSG, PI	DR	Announcement notes, DR
Teacher feedback, DR	Teach guidance lessons based on character traits	K-5	Counselor	August 2007	June 2008	Counselor, local funds	RBSG, RBI	DR	DR, lesson plans
Teacher feedback, DR	Display student work highlighting CISD Character Trait of the Month	K-5	Counselor	August 2007	June 2008	Counselor, local funds	RBSG, RBI	DR	DR, lesson plans
Teacher feedback, DR	Reward students who return guidance homework	K-5	Counselor	August 2007	June 2008	Counselor, local funds	RBSG, RBI	DR	DR, lesson plans, homework
Teacher feedback, parent feedback, DR	Build leadership skills with fifth grade students	K-5	Principal, Assistant Principal, Student Council Sponsor, Counselor	August 2007	June 2008	Activity fund	RBSG, RBI	DR	DR, minutes of meetings

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Strategic Objective/Goal 3	Each Student will consistently demonstrate identified CISD Character Traits within the school and community.								
Performance Objective 2:	Enhance the CISD character program based on assessment results.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Survey	Reteach character traits based on assessment results	K-5	Principal, Assistant Principal, Counselor, Teachers	Nov. 2007	June 2008	Counselor, local funds	RBI, RBSG	Lesson plans	Lesson plans, DR

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.								
Performance Objective 3:	Establish Consistent safe and drug free school programs district wide.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Community feedback, current events	Publicize safe and drug free programs through newsletters on campus	K-5	Principal, Assistant Principal, Counselor	August 2007	June 2008	Website, newsletters		Newsletters, community feedback	Newsletters, DR
Discipline Referrals,	Implement anti-bullying literature-based program	K-5	Counselor	August 2007	June 2008	Spring 2007 Education Foundation Grant		Discipline Referrals	DR

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Strategic Objective/Goal 3:	Each student will consistently demonstrate identified CISD character traits within their school and community.
Performance Objective 4:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS, DR	Implement effective Social Skills groups	K-5, SE	Special Education Teacher	June 2007	May 2008	Special Education Funding, local funds	RBI, RBSG	Feedback from SE and classroom teachers	DR, lesson plans
FS, PS, DR	Expand Circle of Friends	K-5-SE	Special Education Teacher	June 2007	May 2008	Special Education Teachers	RBI, RBSG	Feedback from SE and classroom teachers	DR

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 1:	Increase student participation in Service-Learning.								
Summative Evaluation:	List of projects and documentation forms turned in to Service-Learning Camus Leaders and District Service-Learning Director								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Continue SL Leadership Teams focused on Student Leadership using S.T.A.R.S. model	K-5	District Service-Learning Director	August 2007	May 2008	Campus SL Leaders, Principal, Assistant Principal, Teachers	RBI, RBSG	Report to Service-Learning Leadership Team	Report, pictures

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Develop authentic service-learning lesson plans incorporating STARS model aligned with the written curriculum	K-5	Campus SL Leaders, Teachers	August 2007	June 2008	SL Director, Curriculum team, Lesson plan format, Web resources	RBSG	Forethought lesson plans	Lesson plans, reports
SL survey	Implement plans focusing on environmental conservation and preservation	K-5	Teachers	August 2007	May 2008	SL Director, Science Director, Principal, Assistant principal, teachers, Web resources	RBSG	Documented plans and/or visits to Coppell Nature Park	Lesson plans, reports

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Highlight classroom on campus and in newsletters and local newspapers	K-5	Campus SL Leaders, Teachers, Principal, Assistant Principal	August 2007	June 2008	Campus SL Leaders, Teachers, Principal, Assistant Principal	RBSG	Newsletters, newspapers, Community feedback	Newsletters , newspapers
SL survey	Post SL information on campus website	K-5	Director of SL, SL Campus Leaders, Principal, Assistant Principal	August 2007	June 2008	Campus SL Leaders, Teachers, Principal, Assistant Principal	RBSG	Information posted on websites	Newsletters
SL survey	Play student-created SL video(s) on announcements	K-5	Director of SL, SL Campus Leaders, Principal, Assistant Principal	August 2007	June 2008	Campus SL Leaders, Teachers, Principal, Assistant Principal	RBSG	Student Feedback, Teacher Feedback	DVD

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Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Conduct parent and community information sessions focused on SL goals and opportunities for participation and communicate benefits of SL	K-5	Director of SL, SL Campus Leaders, Principal, Assistant Principal	August 2007	June 2008	PTO meetings, parent associations meetings, faculty meetings, local community meetings	RBSG	Documentation of parent and community involvement	Agendas
SL survey	Deepen understanding of S.T.A.R.S model for teachers, students, and community S= Student Leadership T=Thoughtful Service A=Authentic Learning R=Reflection S=Strong Partnerships	K-5	SL Director, SL Campus Leaders	August 2007	May 2008	SL Director, SL Campus leaders, Principal, Assistant Principal	RBSG	Bulletin boards, information shared or sent home, Student or teacher reflections	Bulletin boards

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.
Summative Evaluation:	Feedback from parents and staff.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Adjustment to new campus	Invite prospective kindergarten students and families to Kindergarten Round-Up	K	Principal, Assistant Principal, Kindergarten Teachers	Feb. 2008	May 2008	Kindergarten Teachers	PI	Meeting agenda, handouts	Sign-in Sheets
Adjustment to new campus	Bring CMS East counselors to Mockingbird to prepare fifth graders for sixth grade	5	Principal, Assistant Principal, Fifth Grade Teachers	April 2008	May 2008	Fifth Grade Teachers, CMS East Counselors	PI	Meeting agenda, handouts	Agenda
Adjustment to new campus	End of year fifth grade parent meeting	5	Fifth Grade Teachers			Fifth Grade Teachers, Sixth Grade Teachers	PI	Meeting agenda, handouts	Agenda

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 2:	Improve access to student information through electronic database and management systems.								
Summative Evaluation:	Feedback from campus staff; review of information of database								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PS	Attend training on Special Education data-based system	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Appraisal Staff, Special Education Teachers	August 2007	May 2008	Special Ed. Funding	RBI	Meeting agenda, handouts	Sign-in Sheets

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PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	0
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	0
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	2
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07.

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: PINKERTON EL

Campus #: 057922101

2007 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

Comparable Improvement: Reading/ELA

District Name: COPPELL ISD
Campus Name: PINKERTON EL
Campus #: 057922101

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 326
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 3 (English) First Administration Only															
Reading	2007	89%	99%	98%	98%	*	> 99%	98%	*	*	97%	> 99%	83%	*	*
	2006	90%	99%	98%	> 99%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
Mathematics	2007	82%	95%	96%	94%	*	80%	95%	*	*	94%	95%	67%	*	*
	2006	83%	96%	94%	97%	*	*	> 99%	*	*	> 99%	93%	> 99%	80%	*
All Tests	2007	78%	95%	94%	94%	*	80%	95%	*	*	94%	95%	67%	*	*
	2006	79%	95%	93%	97%	60%	*	> 99%	*	*	> 99%	94%	> 99%	80%	*
TAKS Met 2007 Standard Grade 4 (English)															
Reading	2007	84%	97%	95%	98%	*	*	98%	*	*	97%	> 99%	*	> 99%	*
	2006	83%	95%	95%	96%	*	> 99%	95%	*	*	> 99%	92%	*	*	*
Mathematics	2007	86%	96%	96%	93%	*	*	94%	*	*	97%	90%	*	67%	*
	2006	84%	96%	96%	93%	*	> 99%	93%	*	*	91%	96%	*	*	*
Writing	2007	91%	97%	97%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	*	> 99%	*
	2006	92%	99%	98%	98%	*	> 99%	97%	*	*	95%	> 99%	*	*	*
All Tests	2007	75%	92%	92%	93%	*	*	94%	*	*	97%	90%	*	67%	*
	2006	74%	92%	91%	89%	*	> 99%	88%	*	*	91%	88%	*	*	*
TAKS Met 2007 Standard Grade 5 (English) First Administration Only															
Reading	2007	83%	96%	95%	94%	*	> 99%	93%	*	*	91%	97%	*	*	*
	2006	81%	97%	95%	96%	*	*	98%	*	*	96%	97%	*	*	*
Mathematics	2007	86%	97%	97%	96%	*	> 99%	97%	*	*	> 99%	92%	*	*	*
	2006	82%	96%	94%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	*	*	*
Science	2007	78%	96%	93%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	*	*
	2006	76%	94%	93%	94%	*	*	96%	*	*	92%	97%	*	*	*
All Tests	2007	69%	91%	89%	90%	*	> 99%	90%	*	*	91%	90%	*	*	*
	2006	66%	90%	87%	91%	*	*	94%	*	*	89%	93%	*	*	*

District Name: COPPELL ISD
Campus Name: PINKERTON EL
Campus #: 057922101

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 326
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	98%	99%	> 99%	> 99%	99%	*	*	98%	> 99%	83%	> 99%	*
	2006	87%	98%	97%	98%	> 99%	> 99%	98%	*	*	99%	98%	92%	88%	*
Mathematics	2007	77%	96%	96%	95%	80%	92%	96%	*	*	96%	94%	73%	77%	*
	2006	75%	95%	96%	97%	71%	> 99%	98%	*	*	97%	96%	> 99%	88%	*
Writing	2007	92%	98%	98%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	*	> 99%	*
	2006	91%	99%	98%	98%	*	> 99%	97%	*	*	95%	> 99%	*	*	*
Science	2007	71%	94%	93%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	*	*
	2006	70%	93%	93%	94%	*	*	96%	*	*	92%	97%	*	*	*
All Tests	2007	70%	93%	92%	95%	80%	92%	96%	*	*	95%	94%	67%	77%	*
	2006	67%	92%	92%	93%	57%	> 99%	94%	*	*	94%	93%	92%	63%	*
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	98%	99%	> 99%	> 99%	99%	*	*	98%	> 99%	83%	> 99%	*
	2006	87%	98%	97%	98%	> 99%	> 99%	98%	*	*	99%	98%	92%	88%	*
Mathematics	2007	77%	96%	96%	95%	80%	92%	96%	*	*	96%	94%	73%	77%	*
	2006	75%	95%	96%	97%	71%	> 99%	98%	*	*	97%	96%	> 99%	88%	*
Writing	2007	92%	98%	98%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	*	> 99%	*
	2006	91%	99%	98%	98%	*	> 99%	97%	*	*	95%	> 99%	*	*	*
Science	2007	66%	92%	91%	96%	*	> 99%	95%	*	*	92%	> 99%	*	*	*
	2006	64%	89%	92%	95%	*	*	96%	*	*	93%	97%	*	*	*
All Tests	2007	67%	92%	91%	94%	80%	92%	95%	*	*	94%	94%	62%	77%	*
	2006	65%	91%	92%	93%	57%	> 99%	94%	*	*	94%	93%	92%	63%	*
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING TAKS-I)															
Reading/ELA	2007	30%	57%	48%	68%	50%	46%	72%	*	*	72%	63%	50%	54%	*
	2006	27%	53%	46%	66%	29%	38%	68%	*	*	68%	64%	83%	38%	*
Mathematics	2007	25%	56%	47%	63%	30%	38%	67%	*	*	71%	54%	55%	15%	*
	2006	23%	53%	48%	66%	14%	13%	71%	*	*	65%	67%	67%	25%	*
Writing	2007	30%	60%	47%	48%	*	*	53%	*	*	58%	40%	*	17%	*
	2006	30%	59%	38%	29%	*	20%	31%	*	*	23%	35%	*	*	*
Science	2007	19%	40%	48%	65%	*	40%	73%	*	*	86%	48%	*	*	*
	2006	16%	34%	43%	36%	*	*	38%	*	*	38%	34%	*	*	*
All Tests	2007	13%	36%	25%	39%	20%	31%	41%	*	*	42%	35%	33%	8%	*
	2006	11%	32%	25%	39%	14%	13%	41%	*	*	42%	36%	58%	13%	*

District Name: COPPELL ISD
Campus Name: PINKERTON EL
Campus #: 057922101

Total Students: 326
Grade Span: KG - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	96%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
	2006	84%	98%	95%	80%	*	*	80%	*	*	80%	*	80%	*	*
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	87%	97%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	90%	96%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	86%	99%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Writing	2007	79%	91%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	68%	98%	80%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2007	82%	92%	93%	*	*	*	*	*	*	*	*	*	*	*
	2006	74%	97%	90%	*	*	*	*	*	*	*	*	*	*	*

District Name: COPPELL ISD
Campus Name: PINKERTON EL
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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 326
Grade Span: KG - 05
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.7%	100.0%	100.0%	100.0%	100.0%	*	100.0%	100.0%	100.0%	100.0%	100.0%	*
By Program														
TAKS (1 or more)	91.1%	96.3%	95.3%	98.3%	91.7%	100.0%	98.6%	*	100.0%	96.7%	100.0%	80.0%	93.8%	*
Not on TAKS	6.7%	2.2%	3.9%	1.7%	8.3%	0.0%	1.4%	*	0.0%	3.3%	0.0%	20.0%	6.3%	*
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
SDAA II Only	4.6%	1.4%	2.9%	1.1%	8.3%	0.0%	0.7%	*	0.0%	2.2%	0.0%	13.3%	6.3%	*
TAKS-Alt Only	0.4%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
Combination	1.4%	0.4%	0.3%	0.6%	0.0%	0.0%	0.7%	*	0.0%	1.1%	0.0%	6.7%	0.0%	*
By Acct Status														
Acct System	91.6%	95.7%	94.2%	95.4%	91.7%	86.7%	98.6%	*	66.7%	95.7%	95.2%	100.0%	87.5%	*
Non-Acct System	6.1%	2.8%	4.8%	4.6%	8.3%	13.3%	1.4%	*	33.3%	4.3%	4.8%	0.0%	12.5%	*
Mobile	5.4%	2.4%	4.6%	4.6%	8.3%	13.3%	1.4%	*	33.3%	4.3%	4.8%	0.0%	12.5%	*
Non-Acct Test	0.7%	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
Not Tested	2.3%	1.5%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
Absent	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
LEP Exempt	1.0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
Other	0.8%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	*
Total Count	3,040,283	7,013	296	175	12	15	141	1	6	92	83	15	16	1
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	99.5%	100.0%	100.0%	100.0%	100.0%	-	100.0%	100.0%	100.0%	100.0%	100.0%	-
By Program														
TAKS (1 or more)	90.7%	95.8%	94.6%	98.4%	100.0%	100.0%	98.0%	-	100.0%	96.6%	100.0%	80.0%	93.3%	-
Not on TAKS	6.4%	2.2%	4.7%	1.6%	0.0%	0.0%	2.0%	-	0.0%	3.4%	0.0%	20.0%	6.7%	-
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	-
SDAA II Only	5.4%	1.5%	3.8%	1.1%	0.0%	0.0%	1.4%	-	0.0%	2.2%	0.0%	13.3%	6.7%	-
TAKS-I/SDAA II Only	0.8%	0.5%	0.4%	0.5%	0.0%	0.0%	0.7%	-	0.0%	1.1%	0.0%	6.7%	0.0%	-
By Acct Status														
Acct System	90.5%	95.0%	93.7%	90.1%	35.0%	80.0%	98.6%	-	80.0%	91.0%	89.2%	93.3%	60.0%	-
Non-Acct System	6.5%	3.1%	5.7%	9.9%	65.0%	20.0%	1.4%	-	20.0%	9.0%	10.8%	6.7%	40.0%	-
Mobile	5.6%	2.3%	5.0%	6.6%	35.0%	20.0%	1.4%	-	20.0%	6.7%	6.5%	6.7%	0.0%	-
Non-Acct Test	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	-
Katrina/Rita	0.8%	0.6%	0.3%	3.3%	30.0%	0.0%	0.0%	-	0.0%	2.2%	4.3%	0.0%	40.0%	-
Not Tested	2.9%	2.0%	0.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	-
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	-
ARD Exempt	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	-
LEP Exempt	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	-
Other	1.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	-
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	-
Total Count	3,001,657	7,172	305	182	20	10	147	0	5	89	93	15	15	0

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	67%	*	*	*	*	*	*	*	*	*	*	*
	2006	51%	80%	60%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	34%	65%	57%	60%	*	*	*	*	*	*	*	*	*	*
	2006	32%	62%	57%	*	*	*	*	*	*	*	*	*	*	*
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.82	*	*	*	*	*	*	*	*	*	*	*
	2006	0.56	1.27	0.91	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	0.33	0.79	0.62	0.89	*	*	*	*	*	*	*	*	*	*
	2006	0.34	0.84	0.66	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	12%	1%	3%	2%	*	< 1%	2%	*	*	3%	< 1%	17%	*	*
	2006	12%	1%	3%	< 1%	< 1%	*	< 1%	*	*	< 1%	< 1%	< 1%	< 1%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	94%	99%	> 99%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	*	*
	2006	94%	> 99%	99%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
TAKS Failers Promoted by Grade Placement Committee															
	2006	48.5%	*	*	*	-	*	-	-	-	-	*	-	-	-
	2005	49.0%	-	*	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	18%	5%	6%	6%	*	< 1%	7%	*	*	9%	3%	*	*	*
	2006	20%	3%	6%	4%	*	*	2%	*	*	4%	3%	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	90%	99%	99%	98%	*	> 99%	98%	*	*	96%	> 99%	*	*	*
	2006	89%	98%	99%	98%	*	*	98%	*	*	96%	> 99%	*	*	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	15%	4%	4%	14%	*	< 1%	15%	*	*	9%	17%	*	*	*
	2006	19%	4%	6%	< 1%	*	*	< 1%	*	*	< 1%	< 1%	< 1%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	91%	99%	99%	98%	*	> 99%	> 99%	*	*	> 99%	97%	*	*	*
	2006	90%	98%	98%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	*	*	*

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 326
Grade Span: KG - 05
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
English Language Learners Progress Measure														
2006-07	70%	92%	100%	*	*	*	*	*	*	*	*	*	*	*
2005-06	66%	90%	89%	*	*	*	*	*	*	*	*	*	*	*
Attendance Rate														
2005-06	95.5%	96.8%	97.0%	97.3%	95.4%	97.0%	97.7%	-	95.7%	97.4%	97.3%	96.8%	95.3%	*
2004-05	95.7%	96.7%	97.0%	97.0%	95.7%	97.3%	97.1%	-	97.6%	96.8%	97.2%	96.7%	96.0%	*

'?' 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
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		326	100.0%	22,481	9,927	4,576,933
Students By Grade:	Early Childhood Education	0	0.0%	0.2%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	1.8%	0.8%	4.1%
	Kindergarten	47	14.4%	14.1%	6.5%	7.7%
	Grade 1	52	16.0%	14.8%	7.2%	8.1%
	Grade 2	51	15.6%	14.3%	7.4%	7.7%
	Grade 3	53	16.3%	18.9%	7.4%	7.6%
	Grade 4	67	20.6%	20.1%	8.1%	7.4%
	Grade 5	56	17.2%	12.3%	8.1%	7.4%
	Grade 6	0	0.0%	3.4%	8.4%	7.3%
	Grade 7	0	0.0%	0.1%	8.0%	7.2%
	Grade 8	0	0.0%	0.0%	7.8%	7.4%
	Grade 9	0	0.0%	0.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	31	9.5%	5.2%	5.0%	14.4%
	Hispanic	25	7.7%	10.8%	10.1%	46.3%
	White	258	79.1%	79.1%	65.6%	35.7%
	Native American	0	0.0%	0.6%	0.4%	0.3%
	Asian/Pac. Islander	12	3.7%	4.1%	18.9%	3.3%
Economically Disadvantaged		31	9.5%	16.9%	7.2%	55.5%
Limited English Proficient (LEP)		3	0.9%	3.1%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		0	0.0%	0.1%	0.7%	2.3%
At-Risk		43	13.2%	20.6%	20.5%	48.3%
Mobility (2005-06)		51	15.6%	13.7%	9.8%	22.3%
Number of Students per Teacher		12.9	n/a	15.5	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	6.5%	3.1%	4.4%	2.9%	-	11.8%	8.2%	11.9%
Grade 1	11.6%	3.0%	2.0%	6.0%	0.0%	11.6%	1.3%	10.2%
Grade 2	2.0%	1.3%	1.6%	3.6%	12.5%	2.6%	2.3%	4.4%
Grade 3	0.0%	1.1%	0.2%	3.0%	0.0%	3.1%	0.9%	2.3%
Grade 4	4.3%	0.7%	0.6%	1.8%	0.0%	1.3%	0.0%	1.3%
Grade 5	0.0%	0.6%	0.4%	2.9%	0.0%	0.8%	1.0%	1.8%
Grade 6	-	0.0%	0.4%	1.2%	-	0.0%	0.0%	1.7%
Grade 7	-	-	0.1%	2.2%	-	-	0.0%	2.4%
Grade 8	-	-	0.3%	1.6%	-	-	3.2%	3.0%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	15.7	21.0	17.7	19.5
	Grade 1	16.9	20.3	17.4	19.5
	Grade 2	16.7	20.3	18.1	19.6
	Grade 3	16.8	20.4	18.4	19.5
	Grade 4	16.8	20.9	18.6	20.2
	Grade 5	18.7	25.2	21.2	22.3
	Grade 6	-	25.7	23.2	21.8
	Mixed Grades	-	24.1	-	25.0
Secondary:	English/Language Arts	-	30.9	20.3	20.0
	Foreign Languages	-	18.0	21.6	20.9
	Mathematics	-	?	21.8	20.0
	Science	-	40.0	21.1	21.0
	Social Studies	-	38.0	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	31.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	30.3	96.8%	86.3%	75.4%	62.7%
Teachers	25.2	80.4%	74.1%	62.1%	50.7%
Professional Support	3.1	10.0%	8.4%	8.3%	8.2%
Campus Admin. (School Leader.)	2.0	6.4%	3.8%	3.9%	2.8%
Educational Aides:	1.0	3.2%	13.7%	6.6%	10.0%
Total Minority Staff:	0.0	0.0%	6.8%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	1.5%	1.6%	9.3%
Hispanic	0.0	0.0%	2.6%	2.3%	20.8%
White	25.2	100.0%	95.1%	95.3%	68.5%
Native American	0.0	0.0%	0.3%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.5%	0.7%	1.2%
Males	1.0	4.0%	5.1%	17.9%	22.8%
Females	24.2	96.0%	94.9%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	1.0	4.0%	5.1%	7.0%	8.1%
1-5 Years Experience	9.2	36.5%	24.8%	31.6%	29.1%
6-10 Years Experience	7.1	28.0%	24.5%	21.1%	19.6%
11-20 Years Experience	5.6	22.2%	27.1%	23.9%	23.6%
0ver 20 Years Experience	2.4	9.4%	18.5%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	9.8 yrs.	11.7 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	5.9 yrs.	7.2 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$42,582	$37,366	$42,978	$38,095
1-5 Years Experience	$42,877	$39,881	$42,950	$39,880
6-10 Years Experience	$44,195	$41,686	$44,715	$42,380
11-20 Years Experience	$49,050	$46,777	$49,334	$47,042
Over 20 Years Experience	$57,295	$54,345	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$45,954	$44,737	$47,333	$44,897
Professional Support	$50,197	$49,627	$56,159	$52,940
Campus Administration (School Leadership)	$68,220	$66,118	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	0.8	0.0	2,103.5

ACTUAL OPERATING EXPENDITURE INFORMATION	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$1,830,701	100.0%	$5,353	$1,832,063	100.0%	$5,357	$107,445,148	100.0%	$5,027
Instruction (11,95)	$1,469,359	80.3%	$4,296	$1,469,531	80.2%	$4,297	$78,427,877	73.0%	$3,669
Instructional-Related Services (12,13)	$76,490	4.2%	$224	$77,680	4.2%	$227	$4,039,012	3.8%	$189
Instructional Leadership (21)	$40,686	2.2%	$119	$40,686	2.2%	$119	$1,275,256	1.2%	$60
School Leadership (23)	$160,881	8.8%	$470	$160,881	8.8%	$470	$7,183,744	6.7%	$336
Support Services-Student (31,32,33)	$83,285	4.5%	$244	$83,285	4.5%	$244	$5,658,521	5.3%	$265
Other Campus Costs (35,36,51,52,53)	$0	0.0%	$0	$0	0.0%	$0	$10,860,738	10.1%	$508
By Program:									
Total Operating Expenditures	$1,830,701	100.0%	$5,353	$1,832,063	100.0%	$5,357	$95,733,631	100.0%	$4,479
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	$780,041	0.8%	$36
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$10,668	0.0%	$0
Accelerated Education (24,30)	$0	0.0%	$0	$0	0.0%	$0	$4,388,778	4.6%	$205
Gifted & Talented Education (21)	$841	0.0%	$2	$841	0.0%	$2	$2,225,055	2.3%	$104
Regular Education (11)	$1,647,000	90.0%	$4,816	$1,648,362	90.0%	$4,820	$73,608,087	76.9%	$3,444
Special Education (23)	$182,860	10.0%	$535	$182,860	10.0%	$535	$14,721,002	15.4%	$689
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	2.5%	5.9%	14.8%
Career & Technology Education	0	0.0%	0.0%	12.5%	20.6%
Gifted & Talented Education	61	18.7%	6.9%	22.5%	7.5%
Special Education	25	7.7%	9.5%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	1.7%	3.2%	7.6%
Career & Technology Education	0.0	0.0%	0.3%	2.5%	3.9%
Compensatory Education	0.0	0.0%	3.2%	0.1%	3.3%
Gifted & Talented Education	0.6	2.3%	1.6%	4.4%	2.0%
Regular Education	23.6	93.5%	83.9%	70.4%	70.6%
Special Education	1.1	4.2%	9.3%	9.7%	10.0%
Other	0.0	0.0%	0.0%	9.8%	2.6%

'?' 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.

Strategic Objective/Goal1:	Each student meets or exceeds the set standards on state accountability tests.								
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.								
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Campus observations & discussions	Integrate written curriculum documents that aligns with concept-based principles	K-12th grade Science & 6th -12th Social Studies	Science and Social Studies Directors, Curriculum Writing Teams	June 2007	June 2008	Concept-Based Curriculum, Ignite!, H. Lynn Erickson training materials, local funds, T2	RBS, RBSS	Forethought documents	Campus observations & discussions
Campus observations & discussions	Connect the Rigor/Relevance Framework to concept-based curriculum	All	Curriculum Team, Curriculum Writing Teams	June 2007	June 2008	Concept-Based Curriculum, Rigor/Relevance Framework	RMB, RMR, RBW, RBS, RBSS, RBI	Forethought documents	Campus observations & discussions
Curriculum meetings with campus personnel	Provide follow-up Rigor/Relevance Framework training	All	Curriculum Team, Campus Admin	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework, T2	RBI, RBSG,PD	Extended planning time agenda/minutes	Lesson plans, walk-through forms
Curriculum meetings with campus personnel	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum	All	Curriculum Team, Campus Admin	August 2007	June 2008	Forethought documents, walk-through training, T2	RBI, RBSG, PD	Forethought lesson plans, District level walk-throughs/campus visits	Lesson plans, walk-through forms

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the implementation of instruction to ensure alignment with the rigor of the CBAs	All	Curriculum Team, Campus Admin, Teacher Leaders	August 2007	June 2008	Extended planning time, CBA preview process, TEKS, Forethought documents	RBI, RBSG, PD	Forethought lesson plans, District level walk-throughs/campus visits	Lesson Plans, Walk-Through Forms
Campus observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction	All	Curriculum Team, Campus Admin, Teacher Leaders	August 2007	June 2008	Achievement Series data	RBI, RBSG, PD	Forethought lesson plans, District level walk-through / campus visits	Lesson Plans, Walk-Through Forms
FS, TAKS data	Train teachers on the use & implementation of "Write from the Beginning" as it relates to writing.	All	Campus Administrators & Teachers	August 2007	June 2008	Training	RBW, PD	Forethought lesson plans, walk-throughs	Lesson plans, sign in-sheets
FS	Continue to implement the use of "Words Their Way" in spelling	All	Campus Administrators & Teachers	August 2007	June 2008	Training	RBR	Forethought lesson plans, walk-throughs	Lesson Plans, Walk-Through Forms

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Integrate the use of thinking maps in all classrooms K-5.	All	Classroom teachers, Campus administration	August 2007	June 2008	Teaching staff, GT teacher, Campus Administration	RBSG	Walk-throughs, student work, grade level samples	Lesson Plans, Campus "Map of the Month"
AEIS TAKS BA	Provide initial training in 5 E Model of Inquiry Based Instruction in Math and Science.	All	Classroom teachers, Campus administration	August 2007	June 2008	Math and Science Curriculum Team, Science Content Specialist	RBS	Reflective evaluations by trained faculty and staff	Agendas, Sign In Sheets
AEIS TAKS BA	Support the implementation of 5E Model of Inquiry Based Instruction in Math and Science.	All	Classroom teachers, Campus administration	August 2007	June 2008	Math and Science Curriculum Team, Campus Administration	RMB, RBS	Walk-throughs, lessons plans	Lesson Plans, Walk-Through Forms
FS, TAKS data, CBA data	Continue to implement departmentalization at the fourth grade level.	4th grade students	Fourth Grade Team, Campus Administration	August 2007	June 2008	Fourth Grade Team; Fifth Grade Team	RBGS	TAKS, BA, AEIS	Class schedules, Lesson plans
AEIS	Provide training in Rule of 3 Model for differentiated instruction.	All	Curriculum Team	August 2007	June 2008	Trainers, Facilities, Materials	RBI, RBSG, PD	Reflective evaluations by trained faculty and staff	Agendas, Sign-In Sheets

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Support the implementation of the Rule of 3 Model for differentiated instruction.	All	Classroom teachers, Campus administration	August 2007	June 2008	Curriculum Team, Campus Administration, Materials	RBI, RBSG, PD	Walk-throughs, lessons plans	Lesson Plans, Walk-Through Forms
AEIS	Continue to implement and support the use of guided reading in all classrooms K-5.	All	Classroom teachers, Campus administration	August 2007	June 2008	Literacy teacher, Books authored by Fountas and Pinnell, ARI	RMR	Reflective evaluations by trained faculty and staff	Lesson Plans, Walk-Through Forms
AEIS Report	Monitor the implementation of the RtI Model including Rule of 3 Model for differentiated instruction	All Campus Administrators, Teachers	Curriculum Team, Intervention Services	August 2007	June 2008	Curriculum Department, Intervention Services, Campus Admin, Counselors	RMR, RMB, RBW, RBS, RBSS, RBSG	District level walk-throughs, Forethought lesson plans, PST meeting minutes	Walk-throughs, PST/RTI Documentation
AEIS Report	Monitor the implementation of Best Practice Instruction and the new Bloom's Taxonomy Terminology	All	Curriculum Team, Campus Admin	August 2007	June 2008	Curriculum Team, Campus Admin	RMR, RMB, RBW, RBS, RBSS, RBSG	Campus Curriculum visits/meetings, District level walk-throughs/campus visits	Walk-throughs

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Provide training and monitor implementation of online access for science leveled readers	4th & 5th grade	Elementary Curriculum Director	August 2007	June 2008	Scott Foresman software, I-Team	RBS, PD	Program data, District level walk-throughs/campus visits	Sign-in sheets, walk-throughs, lesson plans
FS	Emphasize the use of Non-fiction texts across the subjects	All	Campus Administrators, Literacy Coach, & Teachers	August 2007	June 2008	Literacy Library	RBR	Forethought	Lesson plans & walkthroughs

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS, TAKS, TPRI, BA, O (All assessment data)	Utilize benchmark data to guide instruction.	All	K-5 Teachers, Campus Administration	August 2007	June 2008	District benchmarking system, Grade level teams, Campus Administration	RBI	Lesson Plans, Tutorial Groups, Differentiated Instruction	AEIS
AEIS, TAKS, TPRI, BA O (All assessment data)	Utilize literacy assessment data to provide appropriate instruction for students.	All	K-5 Teachers, Campus Administration	August 2007	June 2008	Grade level teams, Literacy teacher, Campus Administration, T1, AMI, ARI, SCE	RBI	Lesson Plans, Tutorial Groups, Differentiated Instruction	AEIS
AEIS Report and local assessment data	Implement second grade standards-based report cards	2nd grade	Curriculum Team, Campus Administrators, 2nd Grade Team Leaders	August 2007	June 2008	TEKS, K-1 standards-based report cards	RBSG	Completed standards-based report card data	Report Cards
Local Assessments	Provide training on creating TEKS-aligned rigorous assessment items	All	Assessment Director, Staff Development Director	August 2007	June 2008	Trainers, TEKS, research-based materials, T2	RMB, RMR, RBW, RBS, RBSS, RBSG	Eduphoria transcripts, assessment items	Lesson Plans, Walk-throughs

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Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS	Provide training on progress monitoring to help with the identification of students with disabilities	All	Exec. Dir of Intervention, Directors of Special Education Appraisal Staff, Curriculum Team	August 2007	June 2008	Region 10 ESC, SPED	PD, RBSG	Meeting agendas, handouts	Data from progress monitoring
AEIS Report, Local assessment data	Identify and use progress monitoring (RtI) tools & process	All	Curriculum Team, Exec. Dir Intervention Services, Directors, Intervention Services, Campus Administrators, PST team, Teacher Leaders	August 2007	June 2008	AMI, ARI, local funds	RBSG, RBI	Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	PST/RTI forms
AEIS Report and local assessment data	Pilot standards-based report cards (3-5)	3^{rd} – 5^{th} grade	Campus Administrator & 3^{rd}-5^{th} Grade teachers at pilot campus; Curriculum Team	August 2007	June 2008	TEKS, K-2 standards-based report cards	RBSG	Completed standards-based report card data	Report Cards

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Local assessment data	Refine the use of performance-based mathematics assessments	K-2nd grade	Mathematics Director, Campus Administrators, K-2 Teachers	August 2007	June 2008	Math Perspectives trainers, Assessing Number Concepts assessments, AMI	RMB	Achievement Series data, district level walk-throughs/campus visits	Math Assessments
AEIS Report & Local assessment data	Use assessment data to evaluate and align instruction in order to meet the criteria of a CISD graduate	All	Curriculum Team, Campus Administrators, & Teachers	August 2007	June 2008	Achievement Series, Tetradata Warehouse, campus visits	RMB, RMR, RBW, RBS, RBSS, RBSG	Achievement Series data reports, District level walk-through/campus visits	Lesson Plans, Walk-throughs

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AEIS Report & Local assessment data	Review and revise the processes for generating individualized intervention plans, Promoting Success Team (PST)	Identified students	Intervention Services and Curriculum Department	August 2007	June 2008	PST, Documents	RMB, RMR, RBW, RBS, RBSS, RBI	Campus feedback	PST Documents
AEIS Report & Local assessment data	Provide additional training on the use of the curriculum management system	All	Curriculum, I-Team	August 2007	June 2008	Eduphoria transcripts	CAI, PD	Forethought Lesson plans	Lesson plans, sign-in sheets

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS, TAKS, BA, FS	Provide instructional resources that support the implementation of Write From the Beginning.	All	Campus Administration	August 2007	June 2008	GT Teacher, Campus Funds	RBSG	Budget worksheets	AEIS
AEIS, TAKS, BA, FS	Provide instruction resources that support the use of Guided Reading.	All	Campus Administration	August 2007	June 2008	ARI, Campus Funds, Literacy Teacher	RBR	Budget worksheets	AEIS
AEIS, TAKS, BA, FS	Provide instructional resources that support Literacy/ Work Stations.	All	Campus Administration	August 2007	June 2008	ARI, Campus Funds, Literacy Teacher	RBR	Budget worksheets	AEIS

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Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS, TAKS, BA, FS	Provide instructional resources that support the use of FOSS in K-5 classrooms.	All	Campus Administration	August 2007	June 2008	Campus Funds	RBS	Budget worksheets	AEIS
Curriculum meetings with Campus Administrators	Provide training in the use of "Write Traits"	ALL	Campus Administration	August 2007	June 2008	Trainer, Campus funds,	RBR, RBW	Budget worksheets	AEIS
Curriculum meetings with Campus Administrators	Monitor use of updated district list of TEKS-aligned and research-based instructional resources.	All	Curriculum Team	August 2007	June 2008	Produced resource list	RMB, RMR, RBW,RBS, RBSS, RBI	List of resources, campus budget	Lesson Plans

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Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.								
Summative Evaluation:	Budget justifications and resource inventories.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Curriculum meetings with Campus Administrators	Budget and purchase TEKS-aligned and research-based instructional resources to enhance district collection	All	Curriculum Team	August 2007	June 2008	T1, T5, local funds, ARI, AMI	RMB, RMR, RBW,RBS, RBSS	Budget worksheets, purchase orders	Receipts of purchases

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS, CBA, TAKS	Implement an all-year campus learning lab for students who need additional Instructional support.	AR	Classroom teachers, Campus Administration, Literacy Teachers, Support Staff	Sept. 2007	June 2008	T1, ARI, AMI SCE : $2900 Title I: $6,580	RMB, RMR, RBW, RBS, RBI, RBSG, CAI, EXT, T	BA, TAKS	Lesson Plans, Tutorial Groups, Tutorial Schedule
AEIS. CBA, TAKS	Continue tutoring students after school.	AR	Classroom teachers, Campus Administration, Literacy Teachers, Support Staff	Sept. 2007	June 2008	SCE: $388.00 ARI, AMI	RMB, RMR, RBW, RBS, RBI, RBSG, CAI, EXT, T	BA, TAKS	Lesson Plans, Tutorial Groups, Tutorial Schedule
AEIS, TAKS, BA	Maintain and expand the campus science lab to enhance science instruction.	All students	Science Content Specialist Classroom Teachers Campus Administration	August 2007	June 2008	LEA	RBS	BA, TAKS	Budget worksheets

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS, TAKS, BA	Maintain and expand the campus math lab to enhance math instruction.	All students	Math Content Specialist Classroom Teachers Campus Administration	August 2007	June 2008	LEA, AMI	RMB	BA, TAKS	Budget worksheets
AEIS, TAKS, BA	Create a weekly scheduled math and science lab time for all classes.	All students	Classroom Teachers	August 2007	June 2008	Lab schedule on T-share	RMB, RBS	BA, TAKS	Weekly schedules
AEIS, TAKS, BA	Create tutorial groups for all students not achieving 70% mastery on math and science benchmark objectives.	AR	Classroom Teachers	August 2007	June 2008	SCE: $2,900 AMI	RMB, RBS	BA, TAKS	Tutorial schedule, Pay sheets
AEIS, TAKS, BA	Create a mentor plan for students needing assistance.	AR	Campus Administration, All campus staff	September 2007	May 2008	Consult with Mathys Elementary, Pasadena,TX	EXT	BA. TAKS	Mentoring calendar

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Analyze assessment data to determine target areas for instruction	All	Math & Science Curriculum Directors, Assessment Director, campus administrators, and teacher leaders	August 2007	June 2008	TAKS data, AMI	RMB, RBS, RBI	Instructional target area action plan	AEIS
AEIS Report	Monitor implementation of instructional target area action plans	All	Math & Science Curriculum Directors, Assessment Director, Campus Administrators, Teacher Leaders	August 2007	June 2008	Instructional target area action plan	RMB, RMR, RBW, RBS, RBI, RBSG	Forethought lesson plans, District level walk throughs/campus visits	AEIS Report
AEIS Report	Provide training and monitor implementation of FASTT Math	3rd grade	Math Director	August 2007	June 2008	Trainers, FASTT Math software package, I-Team, District network engineer	RMB, RBS, RBI	FASTT Math data, District level walk-throughs/campus visits, Eduphoria transcripts	AEIS

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Provide training and monitor implementation of digital microscopes	4th grade	Science Director	August 2007	June 2008	Digital microscope software, I-Team	PD, RBSG, RBS	Forethought lesson plans, District level walk-throughs/campus visits	Walk-through, Lesson Plans
AEIS Report	Continue to implement Coppell Nature Park curriculum and field experiences.	All	Service Learning Coordinator, Science Curriculum Director	August 2007	May 2008	Project WILD & Aquatic WILD training, campus budget, service learning grant	RBS, EXT	Service Learning transcripts, student science notebooks, Forethought lesson plans	TAKS, Lesson Plans, Service Learning transcripts
Curriculum meetings with Campus Administrators	Provide follow-up professional development on the observation of standards-based mathematics instruction	All Campus Administration	Math Director	October 2007	Dec. 2007	Lenses on Learning, T2	PD, RMB	Eduphoria transcript, follow-up reflective discussions	Sign in sheets, agendas, lesson plans, walk-throughs

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Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Campus observations and discussions	Introduce "Math Talks"	K-5th grades	Math Director, Teacher Leaders	October 2007	June 2008	Training materials and Math Solutions, Inc., T1, T2	RMB, RBSG	Eduphoria transcripts, Forethought lesson plans, District level walk-throughs/campus visits	AEIS, Meeting Notes

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Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
IEP, BA, Accommodations	Monitor student progress to inform ARD determined level of assessment.	SE	Special Education Teachers, Classroom Teachers, Campus Administration	August 2007	June 2008	Special Education Teachers Classroom Teachers Campus Administration	RBI	BA, TAKS, Other Assess-ment Data	IEP, BA, SDAAII And/or LDAA levels, ARD Minutes
FS, PBMAS, AEIS	Provide training to staff (including para and support) on decision-making and administration of TAKS-Alt	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program	PD	Meeting, agendas, handouts on file	Sign in sheets, agendas

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Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PBMAS, AEIS	Implement district developed on-line resource for sharing of TEKS-based activities for TAKS-Alt assessment	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Special Ed. Teachers	May 2007	May 2008	TAKS-Alt Website, TEA Website	RBI, CAI	On-line resource	On-line resource list
FS, PBMAS, AEIS	Provide training to staff on decision-making and administration of TAKS-M	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program	PD, RBI	Meeting, agendas, handouts on file	Agendas, Sign in sheets, AEIS

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
BA, TAKS, AEIS, TPRI	Continue to implement and support guided reading in all classrooms K-5.	All	Campus Administration Classroom Teachers Literacy Teacher	August 2007	June 2008	LEA, ARI	RMR	Budget Worksheets, Meeting Agendas	BA, TAKS, PBMAS
BA, TAKS, AEIS	Maintain and enhance math lab to support mathematics instruction.	All	Campus Administration Classroom Teachers Math Content Specialist	August 2007	June 2008	LEA, AMI, Director of Mathematics	RMB	Budget Worksheets, Meeting Agendas	BA, TAKS, PBMAS
BA, TAKS, AEIS	Support hands-on, inquiry-based science instruction through the use of FOSS.	All	Campus Administration Classroom Teachers Science Content Specialist	August 2007	June 2008	LEA, Science Coordinator	RBS	Budget Worksheets, Meeting Agendas	BA, TAKS, PBMAS
AEIS Report	Analyze assessment data to determine target areas for instruction	All	Curriculum Team	August 2007	June 2008	District and Campus AEIS Reports	RMB, RMR, RBW, RBS, RBSS	Data results	BA, TAKS, AEIS

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Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Provide staff development on and monitor the implementation of critical thinking skills aligned with the rigor of the TEKS/SE	All	Curriculum Team, Campus Administrators	August 2007	June 2008	Rigor/Relevance Framework, Higher Level Thinking flipcharts, Curriculum Units, Bloom's Taxonomy	PD, RMB, RMR, RMW, RBS, RBSS	Eduphoria, sign in sheets, classroom walkthroughs/ Observations	Sign- in sheets, Lesson Plans, Walk-throughs

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.
Summative Evaluation:	AEIS Report and Programs/Display of Pinkerton Students Art Work.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
O (Art Appreciation)	Continue to support the artistic endeavors of Pinkerton students through student created art displays, musical programs, and student performances.	All	Art teachers, Music teacher, Classroom teachers, Campus Administration	August 2007	June 2008	Art teachers, Music teacher, LEA	EXT	Observation	Student displays, Performance programs, Lesson plans
Campus observations & discussions	Revised all written curriculum documents to support differentiated, rigorous, and relevant instruction and intervention	K-12th grade	Curriculum Team, Teacher Leaders	June 2007	June 2008	Rigor/Relevance Framework, local funds, T2	RMB, RMR, RBW, RBS, RBSS	Forethought documents	Walk-throughs, Lesson Plans

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Summative Evaluation:	AEIS Report and Programs/Display of Pinkerton Students Art Work.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Curriculum meetings with campus personnel	Provide follow-up training on Rigor/Relevance Framework	All	Curriculum Team, Campus Administrators	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework,	PD, RMB, RMR, RBW, RBS, RBSS	Extended planning time, agenda/minutes	Sign-in sheets, Agendas
Curriculum meetings with campus personnel	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum.	All	Curriculum Team, Campus Administrators	August 2007	June 2008	Forethought documents, walk-through training	RMB, RMR, RBW, RBS, RBSS	Forethought lesson plans, District level walk-throughs/campus visits	Walk-throughs, Lesson Plans
FS, AEIS, TAKS, BA	Provide campus staff development in the 5 E's Model of Math and Science Instruction.	All	Math Content Specialist Science Content Specialist Campus Administration Classroom Teachers	August 2007	June 2008	LEA, Director of Mathematics, Science Coordinator	RMB, RBS	BA, TAKS	Agendas, Lesson Plans, Walk-throughs

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, AEIS, TAKS, BA	Provide campus staff development in Guided Reading.	All	Classroom Teachers Campus Administration	August 2007	June 2008	LEA, Literacy Teacher	RBR	BA, TAKS, Walk-Throughs	Agendas, Lesson Plans, Walk-throughs
FS, AEIS, TAKS, BA	Provide campus staff development in Differentiation strategies.	All	Classroom Teachers Campus Administration	August 2007	June 2008	LEA, Director of Advanced Academics, GT Teachers	RBI	BA, TAKS, Walk-Throughs	Agendas, Lesson Plans, Walk-throughs
FS, AEIS, TAKS, BA	Provide campus staff development to support the integration and use of Write From the Beginning	All	Classroom Teachers Campus Administration	August 2007	June 2008	Thinking Maps Trainer	RBI, EXT, PD	Staff Reflections	Agendas, Lesson Plans, Walk Throughs
FS, AEIS, TAKS, BA	Provide campus staff development in the integration of Technology.	All	Campus Administration	August 2007	June 2008	Integration Specialist, Staff Meeting	CAI, EXT, PD	CAI, Staff Reflections	Agendas, Lesson Plans, Walk Throughs

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Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report and Programs/Display of Pinkerton Students Art Work.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, AEIS, TAKS, BA	Provide campus staff development in Learning Styles of various student populations.	All	Campus Administration	August 2007	June 2008	Book – How to Teach Children Who Don't Look Like You, LEA	RBI, PD	Staff Reflections	Agendas, Lesson Plans, Walk Throughs

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.
Performance Objective 3:	Increase Advanced Placement (AP) participation so that 50% of the graduating class of 2008 will have earned a 3 or above on at least one AP exam.
Summative Evaluation:	Meeting minutes.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Pre-AP Enrollment Data	Host registration information sessions for rising 6th graders regarding PAP classes	Rising 6th graders	Director of Advanced Academics	February 2008	March 2008	Handouts and slideshow	RMB, RMR, RBW, RBS, RBSS, PI	Dates of information sessions	Meeting minutes

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.								
Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Staff development committee feedback, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	All	Curriculum Team, Campus Administration, Teacher Leaders	June 2007	June 2008	PLC documentation and forms, Eduphoria transcripts, local funds	PD, RBSG, RBI, EXT	PLC documentation and forms, Eduphoria transcripts, PLC Showcase	PLC documentation
PS, PC, LCO	Implement a co-teach model for instruction	All	Curriculum team, Intervention Services Team, Campus Administration	August 2007	May 2008	Training; SPED	RMB, RMR, RBW, RBS, RBSS	Classroom observation/walk-throughs	Walk-through, Lesson Plans

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Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
PC, FS	Implement extended planning time for content collaboration and professional development within the regular school day	All	Curriculum Team, Campus Administration	August 2007	May 2008	Training	PD, RMB, RMR, RBW, RBS, RBSS	Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	Team Meeting Minutes, Master Schedule
FS	Integrate movement activities to the physical development of students	All	PE, Art, & Music Teachers	August 2007	June 2008	PE, Art, & Music Teachers	RBSG	Forethought	Lesson plans & walkthroughs

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 6:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS	Train a Job Fair Team to interview potential staff or Pinkerton.	Staff	Campus Administration	January 2008	April 2008	Director of Human Resources	PD	List of campus interviewers	Agendas
FS	Provide campus staff development in the characteristics of great teachers.	Staff	Campus Administration	August 2007	June 2008	LEA, Book: What Great Teachers Do Differently, Six Types of Teachers	PD	Reflections from participants	Agendas
NCLB	Provide training for staff regarding highly qualified guidelines	All	Director of Human Resources	September 2007	May 2007	Printed materials	Agendas, sign-in sheets	PD	NCLB

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Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Course enrollment, master schedule	Ensure that 100% or core academic subject area teachers are highly qualified on each campus to 100%	All	Director of Human Resources	September 2007	June 2008	local funds, certification records	EXT, PD	Hiring rosters	Course enrollment, master schedule
NCLB	Provide TExEs review sessions for PPD and core subject area	Staff seeking additional or initial certification	Director of Human Resources, Curriculum Team	September 2007	June 2008		EXT, PD	Eduphoria transcripts	Sign in sheets

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 2	The District will demonstrate educational excellence.								
Performance Objective: 10	Improve the K-12 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.								
Summative Evaluation:	GT Program Ranking								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
State GT Plan	Implement district developed action plan	GT evaluation team	Director of Advanced Academics	December 2007	March 2008	GT Team members	RMB, RMR, RBW, RBS, RBSS	GT Program Development Plan	Action Plan
State GT Plan	Develop an action plan to increase the number of staff members with GT certification	GT evaluation team	Campus Administrators	March 2008	July 2008	GT teacher, SBDM Administration	RBI	Written Plan on GT Program Status	Report Cards

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 13:	Increase the number of students served in the least restrictive environment through a continuum of services.
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS	Attend training on Co-Teaching to general education and special education teachers	SE	Exec. Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	Special Ed .teacher, classroom teachers of grades 3, 4, 5	PD, RMB, RMR, RBW, RBS, RBSS	Meeting agenda, handouts	Sign-in sheets, Agendas

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Strategic Objective/Goal 3	Each Student will consistently demonstrate identified CISD Character Traits within the school and community.
Performance Objective 2:	Enhance the CISD character program based on assessment results.
Summative Evaluation:	Post-instruction assessment

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
DR, FS, PS	Establish a committee to review behavior expectations plan for all students.	Staff, PC	Classroom Teachers Campus Administration	July 2007	June 2008	Parents Classroom Teachers Campus Administration Misc. Printing Costs	PI	Reflections on Behavior expectations	Agendas
DR, FS, PS	Train the staff on behavior expectations and management strategies.	Staff, PC	Classroom Teachers	August 2007	August 2008	Misc. Printing Costs, Committee Members, Campus Administration	PI, PD	Reflections on behavior expectations, management strategies	Agendas, Observation, DR
Pilot survey	Implement new instructional components on character education and bullying	All	Dir of Student Services, Campus Administration, Counselors, Teachers	Nov 2007	June 2008	Character Education Partnership support materialsRegion X Training, Bullying,	RBSG	Forethought lesson plans, Campus walk-throughs	Lesson Plans, Walk-throughs

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.
Performance Objective 3:	Establish Consistent safe and drug free school programs district wide.
Summative Evaluation:	Post-instruction assessment

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Discipline Referrals, Anecdotal campus reports	Utilized the district created library of guidance materials	All	Dir. Student Services, Counselors, Library-Media Specialists	Oct 2007	June 2008	Local funds, T4	RBSG	Library, Published list of resources	List of guidance resources
FS	Implement Guidance Lessons for traits stated in the Pinkerton Pledge	All	Campus Administrators, Counselor, & Teachers	August 2007	June 2008	Counselor	RBSG	Forethought	Lesson Plans & walkthroughs

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 1:	100% of Pinkerton students will participate in a service learning activity.
Summative Evaluation:	List of projects and documentation forms turned in to the Campus Service Learning Leader and District Service Learning Director.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
O (Service Learning)	Each student will participate in at least one service learning activity.	All	Classroom Teachers Service Learning Coordinator	August 2007	June 2008	Service Learning Coordinator PC	EXT	Submission of Campus service Learning log to District coordinator	Log of hours completed

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS	Implement service learning at all grade levels and promoted through a campus showcase.	All	Campus Service Learning Coordinator, Teachers	August 2007	June 2008	Service Learning Coordinator Curriculum Data	EXT	Lesson Plans Scope and Sequence Walk-throughs	Lesson Plans Scope and Sequence Walk-throughs
SL survey	Develop authentic service-learning lesson plans incorporating STARS model aligned with the written curriculum	All	SL Director, Curriculum team, Campus Teachers	August 2007	June 2008	Lesson plan format, Web resources	EXT	Forethought lesson plans	Lesson Plans, Walk-throughs
SL survey	Implement plans focusing on environmental conservation and preservation	All	SL Director, Science Director, Campus Staff	August 2007	May 2008	Campus administration and teachers, Web resources	EXT	Documented plans and/or visits to Coppell Nature Park	Lesson Plans, Walk-throughs

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Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.								
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timelin e End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills	All	SL Director, Campus SL Leaders	August 2007	June 2008	SL grant	PD, EXT	Agendas, Documentation of training	Agendas, Sign-in sheets

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS	Create brochures to distribute to families and parents.	All	Campus Service Learning Coordinator	August 2007	June 2008	Service Learning Coordinator PC	EXT	Brochure	Brochure
FS	Create posters to display around the school.	All	Campus Service Learning Coordinator	August 2007	June 2008	Service Learning Coordinator PC	EXT	Posters	Posters
O (Information from district service learning coordinator)	Insert a column into the school newsletter.	All	Campus Service Learning Coordinator	August 2007	June 2008	Service Learning Coordinator	EXT	School Newsletter	School Newsletter
SL survey	Highlight classroom projects in newsletters and local newspapers	All	Director of SL, Teachers, Campus Administrators, Director of Public Relations, Teachers	August 2007	June 2008	Staff	EXT	Newsletters and copies of newspapers, Community feedback	Local news-paper

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Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Post SL information on campus websites and district SL website	All	Director of SL, SL Campus Leaders, Campus Administration	August 2007	June 2008	SL campus leaders, SL Director, Campus Administration	EXT	Information posted on websites	Website for Service Learning
SL survey	Conduct parent and community information sessions focused on SL goals and opportunities for participation and communicate benefits of SL	All	Director of SL, SL Campus Leaders, Campus administration	August 2007	June 2008	PTO meetings, faculty meetings, local community meetings	PI, EXT	Documentation of parent and community involvement	Meeting Minutes, Agendas, Sign-in sheets

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Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Deepen understanding of S.T.A.R.S model for teachers, students, and community S= Student Leadership T=Thoughtful Service A=Authentic Learning R=Reflection S=Strong Partnerships	All	SL Director, SL Campus Leaders	August 2007	May 2008	SL Director, SL Campus leaders, campus administration	EXT, PI	Bulletin boards, information shared or sent home, Student or teacher reflections	Newsletters

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS, FS	Provide opportunities for students to participate in conferences.	All	Classroom Teachers	August 2007	June 2008	Classroom Teachers	RBI	Documentation of Student Participation	Documentation of Student Participation
AEIS, PS, FS, SS	Increase participation of students with special education needs in regular education curriculum through Co-Teach instructional delivery model.	SE	CISD Co-Teachers, CISD Administration	August 2007	June 2008	Co-Teach Staff Development, Co-Teachers, Campus Administration	RMB, RMR, RBW, RBS, RBSS	Campus curriculum meetings, reflections from Co-Teachers, Campus Administration, Student Surveys, Parent Surveys, Updated Progress	Lesson Plans, Walk-throughs

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 2:	Improve access to student information through electronic database and management systems.								
Summative Evaluation:	Feedback from campus staff; review of information of database								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SS	Create opportunity for students to participate in conferences where they set personal learning goals.	All	Classroom teachers	August 2007	June 2008	Classroom Teachers	RBI	Documentation of Student participation	Documentation Of student participation
FS, PS	Provide training on Special Education data-based system	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Appraisal Staff, Special Education Teachers	August 2007	May 2008	Special Ed. Funding	PD	Meeting agenda, handouts	Database information

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PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	0
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	0
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	0
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: TOWN CENTER EL

Campus #: 057922108

2007 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2005-06)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 499
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 3 (English) First Administration Only															
Reading	2007	89%	99%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
	2006	90%	99%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Mathematics	2007	82%	95%	94%	97%	*	> 99%	96%	*	> 99%	98%	96%	> 99%	80%	*
	2006	83%	96%	94%	94%	80%	86%	95%	*	> 99%	96%	92%	> 99%	*	*
All Tests	2007	78%	95%	94%	97%	*	> 99%	96%	*	> 99%	98%	96%	> 99%	80%	*
	2006	79%	95%	93%	94%	80%	86%	95%	*	> 99%	96%	92%	> 99%	*	*
TAKS Met 2007 Standard Grade 4 (English)															
Reading	2007	84%	97%	96%	96%	*	> 99%	95%	*	> 99%	95%	98%	80%	*	*
	2006	83%	95%	95%	93%	*	90%	95%	*	75%	90%	96%	73%	80%	*
Mathematics	2007	86%	96%	96%	98%	*	> 99%	97%	*	> 99%	98%	98%	83%	*	*
	2006	84%	96%	95%	94%	*	> 99%	94%	*	88%	92%	96%	88%	60%	*
Writing	2007	91%	97%	97%	98%	*	83%	98%	*	> 99%	98%	97%	80%	*	*
	2006	92%	99%	97%	99%	*	> 99%	> 99%	*	83%	98%	> 99%	> 99%	80%	*
All Tests	2007	75%	92%	92%	93%	*	83%	92%	*	> 99%	93%	93%	67%	*	*
	2006	74%	92%	91%	89%	*	90%	90%	*	75%	84%	94%	73%	60%	*
TAKS Met 2007 Standard Grade 5 (English) First Administration Only															
Reading	2007	83%	96%	95%	92%	*	83%	93%	*	> 99%	93%	91%	58%	> 99%	*
	2006	81%	97%	95%	98%	*	*	99%	*	> 99%	98%	98%	> 99%	*	*
Mathematics	2007	86%	97%	97%	98%	*	> 99%	97%	*	> 99%	96%	> 99%	89%	> 99%	*
	2006	82%	96%	95%	98%	*	*	> 99%	*	88%	98%	98%	> 99%	*	*
Science	2007	78%	96%	92%	95%	*	92%	97%	*	> 99%	93%	98%	88%	80%	*
	2006	76%	94%	92%	94%	*	*	95%	*	> 99%	98%	88%	> 99%	*	*
All Tests	2007	69%	91%	88%	89%	*	83%	90%	*	> 99%	89%	89%	58%	80%	*
	2006	66%	90%	87%	92%	*	*	94%	*	88%	95%	89%	> 99%	*	*

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 499
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	98%	97%	> 99%	96%	97%	*	> 99%	98%	97%	80%	> 99%	*
	2006	87%	98%	97%	98%	> 99%	94%	98%	*	92%	97%	98%	86%	89%	*
Mathematics	2007	77%	96%	96%	98%	> 99%	> 99%	98%	*	> 99%	98%	98%	96%	92%	*
	2006	75%	95%	95%	96%	89%	94%	96%	*	96%	96%	96%	95%	67%	*
Writing	2007	92%	98%	97%	98%	*	83%	98%	*	> 99%	98%	97%	80%	*	*
	2006	91%	99%	97%	99%	*	> 99%	> 99%	*	83%	98%	> 99%	> 99%	80%	*
Science	2007	71%	94%	92%	95%	*	92%	97%	*	> 99%	93%	98%	88%	80%	*
	2006	70%	93%	92%	94%	*	*	95%	*	> 99%	98%	88%	> 99%	*	*
All Tests	2007	70%	93%	91%	94%	88%	92%	94%	*	> 99%	95%	93%	77%	85%	*
	2006	67%	92%	92%	92%	67%	89%	94%	*	92%	93%	92%	88%	56%	*
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	98%	97%	> 99%	96%	97%	*	> 99%	98%	97%	80%	> 99%	*
	2006	87%	98%	97%	98%	> 99%	94%	98%	*	92%	97%	98%	86%	89%	*
Mathematics	2007	77%	96%	96%	98%	> 99%	> 99%	98%	*	> 99%	98%	98%	96%	92%	*
	2006	75%	95%	95%	96%	89%	94%	96%	*	96%	96%	96%	95%	67%	*
Writing	2007	92%	98%	97%	98%	*	83%	98%	*	> 99%	98%	97%	80%	*	*
	2006	91%	99%	97%	99%	*	> 99%	> 99%	*	83%	98%	> 99%	> 99%	80%	*
Science	2007	66%	92%	90%	90%	*	92%	91%	*	> 99%	91%	89%	57%	80%	*
	2006	64%	89%	92%	94%	*	*	95%	*	> 99%	98%	88%	> 99%	*	*
All Tests	2007	67%	92%	90%	93%	88%	92%	92%	*	> 99%	94%	92%	68%	85%	*
	2006	65%	91%	91%	92%	67%	89%	94%	*	92%	93%	92%	88%	56%	*
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING TAKS-I)															
Reading/ELA	2007	30%	57%	46%	61%	50%	60%	60%	*	71%	58%	63%	32%	54%	*
	2006	27%	53%	46%	57%	44%	67%	58%	*	44%	54%	60%	23%	22%	*
Mathematics	2007	25%	56%	48%	61%	< 1%	60%	61%	*	88%	66%	57%	52%	31%	*
	2006	23%	53%	46%	58%	22%	50%	59%	*	72%	57%	59%	30%	< 1%	*
Writing	2007	30%	60%	43%	55%	*	33%	53%	*	60%	52%	58%	20%	*	*
	2006	30%	59%	36%	49%	*	67%	47%	*	33%	39%	60%	25%	40%	*
Science	2007	19%	40%	47%	50%	*	42%	51%	*	57%	59%	40%	38%	< 1%	*
	2006	16%	34%	40%	43%	*	*	46%	*	38%	43%	44%	17%	*	*
All Tests	2007	13%	36%	26%	39%	< 1%	48%	37%	*	54%	40%	37%	23%	23%	*
	2006	11%	32%	24%	33%	11%	33%	34%	*	36%	33%	34%	13%	< 1%	*

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 499
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	99%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	> 99%	*	*
	2006	84%	98%	91%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	> 99%	*	*
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	87%	97%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
Mathematics	2007	90%	96%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
	2006	86%	99%	> 99%	> 99%	*	*	> 99%	*	*	*	> 99%	> 99%	*	*
Writing	2007	79%	91%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	68%	98%	75%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2007	82%	92%	97%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
	2006	74%	97%	89%	> 99%	*	*	> 99%	*	*	*	> 99%	> 99%	*	*

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 499
Grade Span: EE - 05
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.6%	100.0%	100.0%	100.0%	100.0%	-	100.0%	100.0%	100.0%	100.0%	100.0%	*
By Program														
TAKS (1 or more)	91.1%	96.3%	94.1%	98.2%	80.0%	100.0%	98.7%	-	100.0%	97.9%	98.6%	84.4%	100.0%	*
Not on TAKS	6.7%	2.2%	5.5%	1.8%	20.0%	0.0%	1.3%	-	0.0%	2.1%	1.4%	15.6%	0.0%	*
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	*
SDAA II Only	4.6%	1.4%	4.0%	0.4%	0.0%	0.0%	0.4%	-	0.0%	0.7%	0.0%	3.1%	0.0%	*
TAKS-Alt Only	0.4%	0.2%	0.0%	0.7%	20.0%	0.0%	0.0%	-	0.0%	0.7%	0.7%	6.3%	0.0%	*
Combination	1.4%	0.4%	0.5%	0.7%	0.0%	0.0%	0.9%	-	0.0%	0.7%	0.7%	6.3%	0.0%	*
By Acct Status														
Acct System	91.6%	95.7%	94.2%	95.4%	80.0%	96.2%	96.4%	-	92.3%	94.4%	96.5%	93.8%	100.0%	*
Non-Acct System	6.1%	2.8%	4.9%	4.6%	20.0%	3.8%	3.6%	-	7.7%	5.6%	3.5%	6.3%	0.0%	*
Mobile	5.4%	2.4%	4.6%	3.9%	0.0%	3.8%	3.6%	-	7.7%	4.9%	2.8%	0.0%	0.0%	*
Non-Acct Test	0.7%	0.3%	0.0%	0.7%	20.0%	0.0%	0.0%	-	0.0%	0.7%	0.7%	6.3%	0.0%	*
Not Tested	2.3%	1.5%	0.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	*
Absent	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	*
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	*
LEP Exempt	1.0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	*
Other	0.8%	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	*
Total Count	3,040,283	7,013	290	285	10	26	223	0	26	142	143	32	13	4
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	99.7%	99.0%	83.3%	100.0%	99.6%	-	100.0%	98.7%	99.3%	93.1%	100.0%	*
By Program														
TAKS (1 or more)	90.7%	95.8%	95.5%	98.0%	83.3%	95.0%	98.7%	-	100.0%	98.1%	97.8%	82.8%	90.9%	*
Not on TAKS	6.4%	2.2%	3.7%	1.0%	0.0%	5.0%	0.8%	-	0.0%	0.6%	1.5%	10.3%	9.1%	*
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	*
SDAA II Only	5.4%	1.5%	3.1%	1.0%	0.0%	5.0%	0.8%	-	0.0%	0.6%	1.5%	10.3%	9.1%	*
TAKS-I/SDAA II Only	0.8%	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	*
By Acct Status														
Acct System	90.5%	95.0%	93.8%	96.9%	75.0%	95.0%	98.7%	-	92.6%	96.2%	97.8%	93.1%	90.9%	*
Non-Acct System	6.5%	3.1%	5.8%	2.0%	8.3%	5.0%	0.8%	-	7.4%	2.5%	1.5%	0.0%	9.1%	*
Mobile	5.6%	2.3%	5.4%	1.7%	0.0%	5.0%	0.8%	-	7.4%	1.9%	1.5%	0.0%	0.0%	*
Non-Acct Test	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	*
Katrina/Rita	0.8%	0.6%	0.3%	0.3%	8.3%	0.0%	0.0%	-	0.0%	0.6%	0.0%	0.0%	9.1%	*
Not Tested	2.9%	2.0%	0.3%	1.0%	16.7%	0.0%	0.4%	-	0.0%	1.3%	0.7%	6.9%	0.0%	*
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	*
ARD Exempt	0.7%	0.3%	0.0%	0.7%	16.7%	0.0%	0.0%	-	0.0%	0.6%	0.7%	6.9%	0.0%	*
LEP Exempt	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	*
Other	1.0%	0.5%	0.0%	0.3%	0.0%	0.0%	0.4%	-	0.0%	0.6%	0.0%	0.0%	0.0%	*
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	*
Total Count	3,001,657	7,172	305	295	12	20	236	0	27	159	136	29	11	1

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 499
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	62%	*	*	*	*	*	*	*	*	*	*	*
	2006	51%	80%	60%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	34%	65%	60%	89%	*	*	86%	*	*	80%	*	*	*	*
	2006	32%	62%	67%	*	*	*	*	*	*	*	*	*	*	*
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.94	*	*	*	*	*	*	*	*	*	*	*
	2006	0.56	1.27	0.82	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	0.33	0.79	0.62	0.81	*	*	0.70	*	*	0.71	*	*	*	*
	2006	0.34	0.84	0.73	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	12%	1%	3%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%	< 1%	< 1%	< 1%	*
	2006	12%	1%	2%	1%	< 1%	< 1%	2%	*	< 1%	2%	< 1%	< 1%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	94%	99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
	2006	94%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	18%	5%	7%	8%	*	17%	7%	*	< 1%	7%	9%	42%	< 1%	*
	2006	20%	3%	6%	2%	*	*	1%	*	< 1%	2%	2%	< 1%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	90%	99%	98%	96%	*	92%	96%	*	> 99%	98%	94%	67%	> 99%	*
	2006	89%	98%	98%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	15%	4%	4%	2%	*	< 1%	3%	*	< 1%	4%	< 1%	11%	< 1%	*
	2006	19%	4%	6%	3%	*	*	< 1%	*	13%	4%	2%	< 1%	*	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	91%	99%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
	2006	90%	98%	98%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
TAKS Failers Promoted by Grade Placement Committee															
	2006	73.8%	83.3%	*	*	*	-	-	-	-	*	-	-	*	-
	2005	69.6%	83.3%	*	*	-	-	*	-	-	-	*	-	-	-

District Name: COPPELL ISD
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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 499
Grade Span: EE - 05
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
English Language Learners Progress Measure														
2006-07	70%	92%	94%	> 99%	*	*	*	*	> 99%	*	> 99%	*	*	*
2005-06	66%	90%	91%	82%	*	*	*	*	88%	71%	*	*	*	*
Attendance Rate														
2005-06	95.5%	96.8%	96.9%	97.5%	98.7%	97.4%	97.4%	-	97.6%	97.2%	97.8%	96.4%	97.6%	96.2%
2004-05	95.7%	96.7%	97.0%	97.6%	97.3%	96.7%	97.6%	-	98.2%	97.6%	97.6%	96.9%	97.4%	97.8%

'?' 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
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		499	100.0%	22,215	9,927	4,576,933
Students By Grade:	Early Childhood Education	1	0.2%	0.4%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	1.8%	0.8%	4.1%
	Kindergarten	60	12.0%	15.9%	6.5%	7.7%
	Grade 1	74	14.8%	16.3%	7.2%	8.1%
	Grade 2	86	17.2%	16.4%	7.4%	7.7%
	Grade 3	95	19.0%	16.7%	7.4%	7.6%
	Grade 4	86	17.2%	17.3%	8.1%	7.4%
	Grade 5	97	19.4%	13.6%	8.1%	7.4%
	Grade 6	0	0.0%	1.4%	8.4%	7.3%
	Grade 7	0	0.0%	0.0%	8.0%	7.2%
	Grade 8	0	0.0%	0.0%	7.8%	7.4%
	Grade 9	0	0.0%	0.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	22	4.4%	5.1%	5.0%	14.4%
	Hispanic	41	8.2%	12.7%	10.1%	46.3%
	White	387	77.6%	77.5%	65.6%	35.7%
	Native American	0	0.0%	0.6%	0.4%	0.3%
	Asian/Pac. Islander	49	9.8%	4.0%	18.9%	3.3%
Economically Disadvantaged		26	5.2%	19.2%	7.2%	55.5%
Limited English Proficient (LEP)		8	1.6%	3.1%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		0	0.0%	0.0%	0.7%	2.3%
At-Risk		56	11.2%	19.0%	20.5%	48.3%
Mobility (2005-06)		22	4.5%	14.1%	9.8%	22.3%
Number of Students per Teacher		14.2	n/a	15.1	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	2.9%	2.4%	4.4%	2.9%	0.0%	10.3%	8.2%	11.9%
Grade 1	0.0%	2.9%	2.0%	6.0%	0.0%	7.9%	1.3%	10.2%
Grade 2	1.3%	0.9%	1.6%	3.6%	0.0%	1.6%	2.3%	4.4%
Grade 3	0.0%	0.9%	0.2%	3.0%	0.0%	2.2%	0.9%	2.3%
Grade 4	1.2%	0.5%	0.6%	1.8%	0.0%	0.8%	0.0%	1.3%
Grade 5	0.0%	0.5%	0.4%	2.9%	0.0%	1.6%	1.0%	1.8%
Grade 6	-	0.0%	0.4%	1.2%	-	0.0%	0.0%	1.7%
Grade 7	-	-	0.1%	2.2%	-	-	0.0%	2.4%
Grade 8	-	-	0.3%	1.6%	-	-	3.2%	3.0%

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108
Total Students: 499
Grade Span: EE - 05
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	19.7	20.4	17.7	19.5
	Grade 1	18.9	19.8	17.4	19.5
	Grade 2	17.2	20.5	18.1	19.6
	Grade 3	19.1	20.3	18.4	19.5
	Grade 4	17.8	20.7	18.6	20.2
	Grade 5	24.7	23.4	21.2	22.3
	Grade 6	-	24.5	23.2	21.8
	Mixed Grades	-	28.2	-	25.0
Secondary:	English/Language Arts	-	30.9	20.3	20.0
	Foreign Languages	-	-	21.6	20.9
	Mathematics	-	?	21.8	20.0
	Science	-	-	21.1	21.0
	Social Studies	-	-	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	47.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	41.1	87.4%	85.2%	75.4%	62.7%
Teachers	35.1	74.5%	72.6%	62.1%	50.7%
Professional Support	4.1	8.6%	8.9%	8.3%	8.2%
Campus Admin. (School Leader.)	2.0	4.3%	3.7%	3.9%	2.8%
Educational Aides:	5.9	12.6%	14.8%	6.6%	10.0%
Total Minority Staff:	1.0	2.1%	5.7%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	1.0	2.9%	1.4%	1.6%	9.3%
Hispanic	0.0	0.0%	1.8%	2.3%	20.8%
White	34.1	97.1%	96.2%	95.3%	68.5%
Native American	0.0	0.0%	0.3%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.3%	0.7%	1.2%
Males	0.0	0.0%	5.0%	17.9%	22.8%
Females	35.1	100.0%	95.0%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	2.0	5.7%	3.9%	7.0%	8.1%
1-5 Years Experience	10.0	28.5%	24.5%	31.6%	29.1%
6-10 Years Experience	8.1	23.0%	23.7%	21.1%	19.6%
11-20 Years Experience	11.0	31.4%	27.5%	23.9%	23.6%
0ver 20 Years Experience	4.0	11.4%	20.4%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.4 yrs.	12.3 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	5.4 yrs.	7.6 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$42,582	$37,277	$42,978	$38,095
1-5 Years Experience	$42,920	$40,487	$42,950	$39,880
6-10 Years Experience	$45,248	$42,029	$44,715	$42,380
11-20 Years Experience	$49,354	$46,840	$49,334	$47,042
Over 20 Years Experience	$55,352	$54,833	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$46,873	$45,400	$47,333	$44,897
Professional Support	$49,366	$49,698	$56,159	$52,940
Campus Administration (School Leadership)	$65,989	$65,534	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	0.4	0.0	2,103.5

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108

Total Students: 499
Grade Span: EE - 05
School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$2,533,371	100.0%	$4,640	$2,535,410	100.0%	$4,644	$112,932,045	100.0%	$5,065
Instruction (11,95)	$2,134,011	84.2%	$3,908	$2,134,860	84.2%	$3,910	$84,297,689	74.6%	$3,781
Instructional-Related Services (12,13)	$41,692	1.6%	$76	$42,882	1.7%	$79	$4,484,862	4.0%	$201
Instructional Leadership (21)	$85,778	3.4%	$157	$85,778	3.4%	$157	$1,503,438	1.3%	$67
School Leadership (23)	$159,098	6.3%	$291	$159,098	6.3%	$291	$7,587,111	6.7%	$340
Support Services-Student (31,32,33)	$112,792	4.5%	$207	$112,792	4.4%	$207	$5,936,897	5.3%	$266
Other Campus Costs (35,36,51,52,53)	$0	0.0%	$0	$0	0.0%	$0	$9,122,048	8.1%	$409
By Program:									
Total Operating Expenditures	$2,533,371	100.0%	$4,640	$2,535,410	100.0%	$4,644	$103,135,416	100.0%	$4,626
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	$842,707	0.8%	$38
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$81,476	0.1%	$4
Accelerated Education (24,30)	$1,435	0.1%	$3	$1,435	0.1%	$3	$4,651,672	4.5%	$209
Gifted & Talented Education (21)	$92,849	3.7%	$170	$92,849	3.7%	$170	$1,442,169	1.4%	$65
Regular Education (11)	$2,005,795	79.2%	$3,674	$2,007,834	79.2%	$3,677	$79,325,159	76.9%	$3,558
Special Education (23)	$433,292	17.1%	$794	$433,292	17.1%	$794	$16,792,233	16.3%	$753
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	2.7%	5.9%	14.8%
Career & Technology Education	0	0.0%	0.0%	12.5%	20.6%
Gifted & Talented Education	126	25.3%	6.4%	22.5%	7.5%
Special Education	55	11.0%	10.9%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	1.2%	3.2%	7.6%
Career & Technology Education	0.0	0.0%	0.0%	2.5%	3.9%
Compensatory Education	0.0	0.0%	3.2%	0.1%	3.3%
Gifted & Talented Education	1.0	2.9%	1.4%	4.4%	2.0%
Regular Education	31.0	88.4%	83.8%	70.4%	70.6%
Special Education	3.1	8.7%	10.4%	9.7%	10.0%
Other	0.0	0.0%	0.0%	9.8%	2.6%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum. (Strategy 3, Plan 7)
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Lesson Plan Monitoring	Have teachers apply the CISD concept focus areas to units of study in their lesson plans	K-5th grade Science	Campus Administra-tion	June 2007	June 2008	Server space for lesson plans submitted; Forethought software		Forethought Documents; lesson plans submitted	
Teacher feedback from vertical planning	Align the FOSS kits to the extent the curriculum allows, school-wide	K-5th Science	Science Curriculum Coordinator	August 2007	June 2008	Science Curriculum Coordinator; FOSS Kits		Lesson plans; Vertical Team meeting minutes	

Needs Assessment: AEIS = Academic Excellence Indicator System, SS= Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
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Special Populations (Sp. Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity
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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.								
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Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Curriculum Department meetings with campus personnel; survey results	Train staff in the Rigor/Relevance Framework and connect to concept-based curriculum	All	Curriculum Team, Curriculum Writing Teams	June 2007	June 2008	Concept-Based Curriculum, Rigor/Relevance Framework	PD; EXT	Forethought documents	
Curriculum meetings with campus personnel; survey results	Provide follow-up Rigor/Relevance Framework training	All	Curriculum Team, Campus Admin	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework	EXT	Extended planning time agenda/minutes	Schedule with added minutes to weekly planning time; meeting minutes; survey results

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Curriculum meetings with campus personnel; Principal meetings with campus personnel	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum	All	Curriculum Team, Campus Admin	August 2007	June 2008	Forethought documents, walk-through training	EXT	Forethought lesson plans, District level walk-throughs/campus visits	
CBA data, campus & parent feedback, CBA data/local assessment comparison	Monitor the implementation of instruction to ensure alignment with the rigor of the CBAs	All	Curriculum Team, Campus Admin, Teachers	August 2007	June 2008	Extended planning time, CBA preview process, TEKS, Forethought documents		Forethought lesson plans, District level walk-throughs/campus visits; campus walkthroughs and observations	
Campus observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction in all content areas	All	Curriculum Team, Campus Admin, Teachers	August 2007	June 2008	Achievement Series data		Forethought lesson plans, District level walk-throughs/campus visits	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement school-wide (K - grade 5) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report; input from staff from Principal Meetings with teams	Appropriate staff members will participate in additional training on the Rule of 3 Model for differentiated instruction and the Response to Intervention (RtI) process	SE and K-5	Curriculum Team, Intervention Services; Counselor (504); Campus Admin.; Sp. Ed. Teachers; Literacy Teacher	August 2007	June 2008	District Trainers/Facilitators	PD	Reflective evaluations by trained faculty and staff, Eduphoria transcripts; Faculty Meeting Agenda(s)	
AEIS Report	Monitor the implementation of the RtI Model including Rule of 3 Model for differentiated instruction	SE and K-5	Curriculum Team, Intervention Services; Campus Admin.	August 2007	June 2008	Curriculum Department, Intervention Services, Campus Admin, Counselors		District level walk-throughs, Forethought lesson plans, PST meeting minutes	

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Campus PS	Continue the Departmentalized /Looping Pilot and follow-up with a fall and spring survey for the 2007-2008 school year	2nd – 5th Grade	Campus Admin.; Teachers	August 2007	June 2008	Curriculum Department	RBI	Fall and Spring Surveys for the 2007-2008 school year; Campus AEIS data	
Teacher and parent input; curriculum department meetings	Evaluate the effectiveness of the Departmentalized / Looping by keeping data on instructional gains with looping; looking at surveys and longitudinal AEIS data	2nd – 5th Grade	Campus Admin.; Teachers	August 2007	June 2008	Survey Monkey; Technology Department; Director of Assessment		Fall and Spring Surveys for the 2007-2008 school year; Campus AEIS data; District Benchmark Data	

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Train staff in Junior Great Books questioning strategies (inquiry-based) to increase comprehension in guided reading groups	All	Campus Admin.	Sept. 2007	Sept. 2007	Mikael Afultus; Campus budget	PD; RMR	Compare AEIS reading data in passing and commended performance for 2006 and for 2007	
AEIS Report	Purchase reading materials conducive to guided reading groups and inquiry-based instruction	AR, SE, GT, All students	Campus Admin.; Literacy Teacher; Teachers	Sept. 2007	June 2008	SCE Funds; Campus Budget	SCE	Purchase Orders	

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Train new teachers in 5E Model of Inquiry Based Instruction in Math and Science and review with returning teachers	All	Math and Science Curriculum Team	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.), T2	PD; RBS	Eduphoria transcripts, District level walk-throughs/campus visits	
AEIS Report	Monitor the implementation of 5E Model of Inquiry Based Instruction in Math/ Science	All	Math and Science Curriculum Team	August 2007	June 2008	Curriculum Team, Campus Admin	RMB; RBS	Forethought lesson plans, District & campus level walk-throughs/campus visits	

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.								
Performance Objective 2:	Implement school-wide (K - grade 5) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Campus Vertical Team Planning; Walkthroughs; Observations	Train new teachers in science notebooking and continue to refine the use of Science Notebooking for students in Vertical Team Meetings	K-5	K-1 Teachers; Science Teachers	August 2007	June 2008	District Science Coordinator; Notebooks	PD; RBS	Vertical Team Meeting Minutes; Science Notebooks	
Campus Benchmark Data and AEIS Report	Town Center students will participate in a minimum of 18 science labs per nine weeks	K-5	K & 1st grade teachers; 2nd-5th grade science teachers	September 2007	June 2008	Science lab materials; campus budget; PTO funds; District FOSS Kits	RBS	Lesson Plans; Walkthroughs – campus and district	
Campus Vertical Team Planning	Train staff on Math Notebooking and implement Math Notebooking	K-5	District Math Coordinator; Campus Admin.; K-1 Teachers and Math Teachers	September 2007	June 2008	District Math Coordinator; Notebooks; Training	PD; RMB	Math Notebooks; AEIS data; Benchmark data	

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AEIS Report	Monitor the implementation of Best Practice Instruction	K-5	Curriculum Team, Campus Admin	August 2007	June 2008	Curriculum Team, Campus Admin	RBSG; RMB; RMR; RBW; EXT; RBS; RBSS; RBI	Campus Curriculum visits/meetings, District level walk-throughs/campus visits	
AEIS Report	Provide support in best practice instruction geared toward the 21st Century learner utilizing strategies in "A Whole New Mind".	4th & 5th grade	Elementary Curriculum Director; Campus Administration	August 2007	June 2008	Campus budget	PD; EXT; RBI; RBSG	Campus walkthroughs; Staff development agenda	
AEIS Report	Provide writing training to staff with programs such as the New Jersey Writing Training and Write from the Beginning	K-5	Campus Administration	September 2007	May 2008	Staff Development Funds from PTO; campus budget; TOT for Write from the Beginning	PD; RBW	AEIS Report with writing scores to determine effectiveness; Staff development certificates	

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Benchmark Data; AEIS Report	Campus literacy teacher will mentor LA teachers in order to strengthen guided reading instruction and comprehension strategies used with children	K-5	Literacy teacher; Director of Elementary Curriculum; Campus Administration	August 2007	June 2008	Literacy teacher; Guided reading materials and resources	PD; RMR	Feedback from literacy teacher; Walkthroughs, PDAS Observations	
AEIS Report	Provide Quantum Learning Training to staff to address all learning styles and character dev. to support best practices and 21st Century learning.	K-5	Campus Administration	August 2007	August 2007	Coppell Ed. Foundation Grant Funds; Campus Staff Dev. time; Campus budget; Quantum Learning Trainer	PD	Staff Development Certificates	

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STAR Survey; Teacher Input	Provide training to staff to strengthen teacher use of technology as an instructional tool to enhance learning and to improve student and staff communication skills.	All staff; K-5 student popula-tion	Campus Administration; Integration Specialists; Media Specialists (librarian)	Sept. 2007	June 2008	District Matching Funds; PTO Funds; Technology equipment and software; Integration Specialists; Media Specialist (librarian)	PD; CAI	Staff development agendas; Certificates of technology training	
STAR Survey; Teacher Input; Lesson Plans; Walkthroughs	Teachers will utilize technology in instruction	K-5 students and teachers	Teachers; Integration Specialist; Media Specialist (librarian)	Sept. 2007	June 2008	District Matching Funds; PTO Funds; Technology equipment and software; Integration Specialists; Media Specialist (librarian)	CAI	Lesson Plans; Walkthroughs	

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Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
GT Certification of Teachers	100% of the classroom teachers will be endorsed or certified to teach gifted learners	GT students	Classroom teachers; Gifted teacher; Director of Gifted Education	August 2007	June 2008	District GT Training and Trainers	PD; EXT	Percent of teachers certified	

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Performance Objective 3:	Continue K-5 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report and local assessment data	Implement second grade standards-based report cards	2nd grade	Curriculum Team, Campus Administrators, 2nd Grade Team Leaders; 2nd Grade Teachers	August 2007	June 2008	TEKS, K-1 standards-based report cards	RBI	Completed standards-based report card data	
Local assessment data	Refine the use of performance-based mathematics assessments	K-2nd grade	Mathematics Director, Campus Administrators, K-2 Teachers	August 2007	June 2008	Math Perspectives trainers, Assessing Number Concepts assessments, AMI	RMB	Achievement Series data, district level walk-throughs/campus visits	
FS	Participate in training on progress monitoring to help with the identification of students with disabilities	K-5	Administrative staff; Counselor; PST team members; Teachers	August 2007	June 2008	SPED Department; Counselor; Assistant Principal; RBI	PD	Meeting agendas, handouts	

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Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report, Local assessment data	Identify and use progress monitoring (RtI) tools & processes	K-5	Counselor; Campus Administrators, PST team, Teacher Leaders	August 2007	June 2008	AMI, ARI, local funds		Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	
AEIS Report & Local assessment data	Use assessment data to evaluate and align instruction	All	Curriculum Team, Campus Administrators, & Teacher Leaders; Teachers	August 2007	June 2008	Achievement Series, Tetradata Warehouse, campus visits from the Curriculum Team		Achievement Series data reports, District level walk-throughs/campus visits	

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Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
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AEIS Report & Local Assessment Data	Adhere to revised processes for generating individualized intervention plans, Promoting Success Team (PST), Grade Placement Committee (GPC), etc. as part of RtI	Identified students	Intervention Services and Curriculum Department; Campus Administration; Counselor; Teachers	August 2007	June 2008	PST, Documents	AR; SE	Campus feedback	
AEIS Report & Local assessment data	Participate in training on the use of the curriculum management system	All	I-Team; Campus Administration; Teachers	August 2007	June 2008	Eduphoria transcripts, District T2 funds	PD; CAI	Forethought lesson plans	

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AEIS Report & Local assessment data such as benchmarks, TPRI; IRI data	Continue to customize tutoring for students not achieving at a 75% mastery rate on benchmarks, TAKS, and released TAKS tests	SE; K-5 students; At-risk students	Teachers; Campus Administration	September 2007	June 2008	SCE	EXT	Student performance; data analysis; tutoring agendas and groups	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
District Improvement Plan	Purchase literature that supports the 21st Century learner Ie. Brain-based learning; Concept-based instruction	K-5	Campus Administration	August 2007	April 2008	PD; RBI	Purchase Orders		

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Analyze assessment data to determine target areas for instruction and needed staff development	All	Math & Science Curriculum Directors, Assessment Director, Campus Administrators, and Teacher Leaders	August 2007	June 2008	TAKS data, T2, AMI; RBS		Instructional target area action plan	
AEIS Report	Monitor implementation of instructional target area action plans	All	Math & Science Curriculum Directors, Assessment Director, Campus Administrators, Teacher Leaders	August 2007	June 2008	Instructional target area action plan		Forethought lesson plans, District level walk throughs/campus visits; Campus walkthroughs	

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Participate in training and monitor implementation of FASTT Math	3rd grade	Math Director; Teachers	August 2007	June 2008	Trainers, Bond $, FASTT Math software package, I-Team, District network engineer		FASTT Math data, District level walk-throughs/campus visits, Eduphoria transcripts	
AEIS Report	Participate in training and monitor implementation of digital microscopes	4th grade	Science Director	August 2007	June 2008	Bond $, Digital microscope software, I-Team		Forethought lesson plans, District level walk-throughs/campus visits; Vertical Team Meeting Agenda	
AEIS Report	Use 5E Model of Inquiry Based Instruction in Math and Science	K-5	Math and Science Curriculum Team; Teachers	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.)		Forethought lesson plans, District level walk-throughs/campus visits	

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Continue to implement Coppell Nature Park curriculum and field experiences.	K-5	Service Learning Coordinator, Science Curriculum Director	August 2007	May 2008	Project WILD & Aquatic WILD training, campus budget, service learning grant		Student science notebooks, Forethought lesson plans	
Curriculum meetings with Campus Administrators	Participate in initial professional development on the observation of standards-based mathematics instruction	K-5; Cam-pus Admin	Math Director	Octobe r 2007	Decem ber 2007	Lenses on Learning	PD	Eduphoria transcript or agendas, follow-up reflective discussions	
Campus observations and discussions	Introduce "Math Talks"	K-5th grade	Math Director, Teacher Leaders	Octobe r 2007	June 2008	Training materials and Math Solutions, Inc.	PD	Eduphoria transcripts or /and Meeting Agendas	

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Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PBMAS, AEIS	Participate in training (including para and support) on decision-making and administration of TAKS-Alt	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program	PD	Meeting, agendas, handouts on file	
FS, PBMAS, AEIS	Participate in training on decision-making and administration of TAKS-M	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	May 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program	PD	Meeting, agendas, handouts on file	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report	Analyze assessment data to determine target areas for increased rigor in instruction	K-5	Curriculum Team	August 2007	June 2008	District and Campus AEIS Reports		Data results	
AEIS Report	Provide staff development on and monitor the implementation of critical thinking skills aligned with the rigor of the TEKS/SE	K-5	Curriculum Team, Campus Administrators	August 2007	June 2008	Rigor/Relevance Framework, Higher Level Thinking flipcharts, Curriculum Units	PD	Eduphoria, sign in sheets, Meeting Agendas; Classroom walkthroughs/ observations	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Curriculum meetings with campus personnel	Participate in follow-up training on Rigor/Relevance Framework	K-5	Curriculum Team, Campus Administrators; Teachers	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework	PD	Extended planning time, agenda/minutes	
Curriculum meetings with campus personnel	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum.	K-5	Curriculum Team, Campus Administrators	August 2007	June 2008	Forethought documents, walk-through training	RBI	Forethought lesson plans, District level walk-throughs/campus visits	

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Strategic Objective/Goal 2:	The district will demonstrate educational excellence.
Performance Objective 3:	Increase Advanced Placement (AP) participation so that 50% of the graduating class of 2008 will have earned a 3 or above on at least one AP exam.
Summative Evaluation:	Annual College Board AP Report for CHS

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
PAP and AP Enrollment Data	Collaborate with CMSN to better prepare parents to assist their child in making course choices for AP classes	5th Grade	Campus Administration; Counselor	January 2008	February 2008	Director of Advanced Academics		Summary of actions taken	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 4	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.
Summative Evaluation:	PBMAS, student enrollment, certification results

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Use the CTE Curriculum Matrix to focus instruction on the skills and knowledge students need for success both on TAKS and in the world beyond school	K-5	CTE Coordinator; Teachers	Aug. 2007	Jan. 2008	CTE Coord., Incorporating CTE Curriculum Matrix/Perkins Grant		Teacher Lesson Plans	
AEIS	Participate in staff development on strategies for incorporating the CTE Curriculum Matrix	K-5	CTE Coordinator	Aug. 2007	Jan. 2008	CTE Coord., Perkins Grant	PD	Meeting agendas	
AEIS	Support Career Awareness grades K-5	K-5	CTE Coordinator; Teachers	Aug. 2007	Jan. 2008	CTE Instructors, CTE Coord, CTE Advisory		Lesson plans	

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Summative Evaluation:	PBMAS, student enrollment, certification results

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Participate in staff development on Improving Communication Skills for Career Success	K-5	CTE Coordinator; Teachers	Aug. 2007	Jan. 2008	CTE Coord., CTE Instructors/ CTE Advisory	PD	Faculty Meeting Agendas	
AEIS	Special ed. teachers will participate in staff development on CTE and special needs populations	K-5	CTE Coordinator; Intervention Services; Teachers	Aug. 2007	Jan. 2008	CTE Coord., Region 10	CAI	Certificates	
STar Chart	Implement CISD technology curriculum thoroughly in each classroom	K-5	Teachers; Campus Administration	Aug. 2007	June 2008	District Technology Alignment Document; Integration Specialist	CAI	STar Chart	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 4	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.								
Summative Evaluation:	PBMAS, student enrollment, certification results								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timelin e Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
STar Chart	Every classroom teacher will utilize presentation equipment such as document cameras; Interwrite Pads, wireless mice and keyboards	K-5	Teachers	Aug. 2007	June 2008	Technology Inventory	CIA	STar Chart	
STar Chart, Best Practice Research	Explore new ways that enable students to process information, work on speaking and listening skills, and share projects/assign-ments completed between home and school	K-5	Teachers, Integration Specialist, Campus Administration	Sept. 2007	June 2008	Technology Inventory such as shuffle pods and ipods, server space	CIA	STar Chart	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 4	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.								
Summative Evaluation:	PBMAS, student enrollment, certification results								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Career and technology interest in CISD	Acquire necessary hardware, software and infrastructure to create distance learning opportunities at Town Center (cont'd from last year's plan)		Technology Director; Technology Department	Dec. 07	January 2008	Hardware; software	CIA	Viable distance learning equipment	
Career and technology interest in CISD	Provide opportunities for students and staff to utilize distance learning at Town Center	K-5 students; all staff	Integration specialists; Campus administration	Feb. 08	June 2008	Distance Learning equipment; Technology Director; Technology Department	CIA	Usage logs, lesson plans	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.
Summative Evaluation:	Master schedules, campus planning documents

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Staff development committee feedback, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	K-5	Curriculum Team, Campus Administration, Sp. Ed. and Reg. Ed. Classroom Teachers	June 2007	June 2008	PLC documentation and forms, Eduphoria transcripts, local funds		PLC documentation and forms, Eduphoria transcripts, PLC Showcase	
PS, PC, LCO	Implement a co-teach model for instruction	K-5	Curriculum team, Intervention Services Team, Campus Administration; Sp. Ed. Teachers; Reg. Ed. Teachers	August 2007	May 2008	Training; Sp. Ed. Department Funds		Classroom observation/walk-throughs	

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Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.								
Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
PC, FS	Implement extended planning time for content collaboration and professional development within the regular school day	K-5	Curriculum Team, Campus Administration	August 2007	June 2008	Training	PD	Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 6:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Engage in recruitment activities that target a highly qualified, diverse applicant pool	K-5	Director of Human Resources; Campus Administration	September 2007	April 2008	Colleges & universities that are predominately minority, recruitment supplies, local funds		College student attendance logs, hiring rosters	
NCLB	Participate in training for administrators regarding highly qualified guidelines	K-5	Director of Human Resources; Campus Administration	September 2007	May 2007	Printed materials		Agendas, sign-in sheets	
Course enrollment, master schedule	Ensure that 100% or core academic subject area teachers are highly qualified on campus to 100%	K-5	Director of Human Resources; Campus Administration	September 2007	June 2008	local funds, certification records		Hiring rosters	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.								
Performance Objective: 7	Increase dual credit participation so that 40% or more of the graduating class of 2008 earns 3 or more hours of college credit via dual credit options.								
Summative Evaluation:	Dual Credit Enrollment report from North Lake								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Dual Credit Enrollment Data	Develop communication materials to promote dual credit	5th Grade	Director of Advanced Academics; Counselor	February 2008	February 2008	Materials for Pamphlet		Copies of materials	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.								
Performance Objective: 10	Improve the K-12 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.								
Summative Evaluation:	GT Program Ranking								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
State GT Plan; District GT PS	Evaluate Town Center GT program based on recognized criteria	GT Students	Director of Advanced Academics; Campus GT Teacher	August 2007	December 2007	GT Recognized Criteria	EXT	Written report of evaluation	
State GT Plan; District GT PS	Develop an action plan based on the program evaluation	GT Students	Director of Advanced Academics; Campus GT Teacher	December 2007	March 2008	Evaluation Report of Campus GT Recognized Criteria	EXT	GT Program Development Plan	
State GT Plan; District GT PS	Provide an end of year report for CISD on GT Program Status at Town Center	GT Students	Director of Advanced Academics; Campus GT Teacher	March 2008	July 2008	Evaluation Report of Campus GT Recognized Criteria	EXT	Written Report on GT Program Status	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 13:	Increase the number of students served in the least restrictive environment through a continuum of services.								
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PS	Participate in training on Co-Teaching to general education and special education teachers	SE	Exec. Dir. Of Intervention Services, Directors of Special Education, Campus Administrators, Teachers with SE clusters	May 2007	May 2008	Special Ed. Funding, local funds		Eduphoria certificates	
FS, PS	Implement Co-teaching in core subjects	SE	Exec. Dir. Of Intervention Services, Directors of Special Education, Campus Administrators; Special Ed. and Regular Ed. Teachers with SE clusters	May 2007	May 2008	Special Ed. Funding, local funds		ARD Committee Decisions, Progress Reports, PBMAS, AEIS, AYP	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.								
Performance Objective 1:	Improve the Results of the Character Traits Assessment so that at least 65% of the responses reflect *frequently or almost always.*								
Summative Evaluation:	Assessment results								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Pilot survey; District Improvement Plan	Reinforce Quantum Learning Keys to Character throughout the school	K-5	Campus Administration; Staff	August 2007	June 2008	Quantum Learning Training	PD	Survey Results for TC	

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Strategic Objective/Goal 3	Each Student will consistently demonstrate identified CISD Character Traits within the school and community.								
Performance Objective 2:	Enhance the CISD character program based on assessment results.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
District Improvement Plan	Participate in Character Traits Survey	K-5	Dir of Student Services, Character Study Committee, Admin. Intern; Students	August 2007	Oct 2007	School as a Caring Community Profile II data, materials, local funds		Survey	
Pilot survey	Report pilot survey results	K-5	Dir of Student Services, Character Study Committee, Admin. Intern; Campus Administration	Oct 2007	Oct. 2007	School as a Caring Community Profile II data, Evaluation report with recommendation		Faculty Meeting Agenda	
Pilot survey	Implement new instructional components	All	Dir of Student Services, Campus Administration, Counselors, Teachers	Nov 2007	June 2008	Character Education Partnership support materials,		Forethought lesson plans, Campus walk-throughs	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.								
Performance Objective 3:	Establish Consistent safe and drug free school programs district wide.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Community feedback, current events, student survey	Publicize safe and drug free programs including Choose to Care, DARE, Peer Mediation	K-5	Dir. Student Services, Dir Communications & Public Relations; Counselor	August 2007	June 2008	Website, newsletters, Get Connected Committee, Survey Monkey	PI	Newsletters, newspapers, campus & community feedback, student survey	
Discipline Referrals, Anecdotal campus reports	Review discipline data	K-5	Dir. Student Services; Counselor and Assistant Principal	August 2007	June 2008	PEIMS Data materials thru reporting		Data serves as documentation	
Discipline Referrals, Anecdotal campus reports	Implement recommended relational aggression prevention (bullying) program	K-5	Dir. Student Services; Counselor	Nov. 2007	June 2008	Survey data, support materials		Evaluation report with recommendation	
Discipline Referrals, Anecdotal campus reports	Update library of guidance materials on the campus	K-5	Dir. Student Services, Counselors, Library-Media Specialists	Oct 2007	June 2008	Local funds		Library, Published list of resources	

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Strategic Objective/Goal 3:	Each student will consistently demonstrate identified CISD character traits within their school and community.
Performance Objective 4:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS, SS, DR	Participate in initial and ongoing training of group leadership skills	K-5	Intervention Services Team; Counselor	June 2007	May 2008	Special Education Funding, local funds	PD	Reflective evaluations by counselor	
FS, PS, SS, DR	Develop specific interpersonal and behavioral goals for students on campus	SE	Intervention services team; Special Ed. Teachers; Counselor; ARD Committee	June 2007	May 2008	Special Education Funding, local funds		Social skill development research	
FS, PS, SS, DR	Meet with Behavioral Specialist to review student skill progress and development	SE	Behavioral Specialist; Special Education Teachers; Counselor	Aug. 2007	May 2008	Special Education Funding, local funds		Reflective evaluations by leaders, faculty and supervisor	
FS, PS, SS, DR	Meet with Behavioral Specialist to transfer student skills to school and community settings	SE	Behavioral Specialist; Counselor; Special Education Teachers	Sept. 2007	May 2008	Special Education Funding, local funds		Reflective evaluations by leaders, faculty and supervisor	

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Performance Objective 4:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS, SS, DR	Participate in faculty staff development to maintain student social skills development	K-5	Behavioral Specialist; Campus Administration	June 2007	May 2008	Special Education Funding, local funds	PD	Faculty Meeting Agenda	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 1:	Increase student participation in Service-Learning by 20%.
Summative Evaluation:	List of projects and documentation forms turned in to Service-Learning Camus Leaders and District Service-Learning Director

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Participate with district SL Leadership Team focused on Student Leadership using S.T.A.R.S. model	K-5	District Service-Learning Director	August 2007	May 2008	Campus SL Leaders, Campus Administration, Campus Staff	PD	Meeting Attendance Documenta-tion	
SL survey	Implement an improved system for tracking student participation in SL projects	K-5	District Service-Learning Director; Campus SL Reps; Teachers	August 2007	May 2008	Campus SL Leaders, Campus staff, Documentation of SL hours, campus listing of Projects, SL participation form		SL participation form, Report of SL projects	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Identify SL projects that best align with written curriculum	K-5	Service-Learning Director, Curriculum Team; Campus SL Reps; Teachers	August 2007	May 2008	Curriculum plans, Project WILD, Complete Guide to Service Learning, Campus SL Leaders, Local funds SL grant		Report of SL projects	
SL survey	Develop authentic service-learning lesson plans incorporating STARS model aligned with the written curriculum	K-5	SL Director, Curriculum team, Campus Teachers	August 2007	June 2008	Lesson plan format, Web resources		Forethought lesson plans	
SL survey	Implement plans focusing on environmental conservation and preservation	All	SL Director, Science Director, Campus Teachers	August 2007	May 2008	Campus administration and teachers, Web resources		Documented plans and visits to Coppell Nature Park	

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Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.								
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timelin e End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills	K-5	SL Director, Campus SL Leaders	August 2007	June 2008	SL grant	PD	Agendas, Documenta-tion of training	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.								
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Highlight classroom projects in newsletters and local newspapers	K-5	Director of SL, Teachers, Campus Administrators Director of Public Relations	Sept. 2007	June 2008	Staff; PTO Publicity Representative		Newsletters and copies of newspapers, Community feedback	
SL survey	Post SL information on campus websites and district SL website	K-5	Director of SL, SL Campus Leaders, Campus Administration	August 2007	June 2008	SL campus leaders, SL Director, Campus Administration		Information posted on websites	
SL survey	Conduct parent and community information sessions focused on SL goals and opportunities for participation and communicate benefits of SL	K-5	Director of SL, SL Campus Leaders, Campus administration	August 2007	June 2008	PTO meetings, parent associations meetings, faculty meetings, local community meetings		Documentation of parent and community involvement	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.								
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SS, PS, O (ARD/IEP Documentation)	Include student interest when planning instruction	5th grade SE	Transition Administrator, SE staff, Counselors	August 2007	May 2008	Transition ARD Supplement, Student/Parent Surveys, SPED, Goal-Setting Materials		Student Middle School schedules/ plans	
O (Faculty input specific to skills needed)	Participate in staff development focusing on continuous process of transition planning and links to student IEP goals/objectives.	SE	Transition Administrator, SE staff; Counselor	August 2007	May 2008	Training Materials, Transition Administrator, Campus Administration	PD	Coordinat-ed IEP document	
PS, SS, FS	Implement student lead conferences in grades 2-5	2nd – 5th Grade	Campus Admin.; Teachers	Sept. 2007	May 2008	Parent Conference Time; Assessment Data	RBI	PS; SS; TS; Conference Schedules	

Needs Assessment: AEIS = Academic Excellence Indicator System, SS= Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
TPRI = Texas Primary Reading Inventory, PBMAS = Performance Based Monitoring Assessment System, BA = Benchmark Assessments, O=Other (specify)
Special Populations (Sp. Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity
Committees: AC=Assessment, CC=Curriculum, PD=Prof Dev, PC=Parent and Community, AR=At-Risk, LCO=Legislative/Campus Oversight
Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement
Schoolwide: RMB = Research-based math programs/strategies, RMR = Research-based reading programs/strategies, RBW = Research-based writing programs/strategies, RBS = Research-based science program/strategies, RBSS = Research-based social studies program/strategies, PD = Professional Development, T = Tutorials, RBI = Research-based individualized instruction, RBSG = Research-based group instruction, CAI = Computer-aided instruction
EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS, PS, FS, SS	Increase participation of students with special education needs in regular education curriculum through Co-Teach instructional delivery model.	SE	CISD Co-Teachers, CISD Administration	August 2007	May 2008	Co-Teach Staff Development, Co-Teachers, Campus Administration		Campus curriculum meetings, reflections from Co-Teachers, Campus Administration, Student Surveys, Parent Surveys, Updated Progress	
AEIS, Texas Effectiveness Study, Teacher Input	Increase teacher involvement in transition planning process (data collection, IEP development)	SE	Transition Administrator, SE staff	August 2007	May 2008	SE Staff, Transition Planning Surveys, Sample IEP goals/objectives		Student IEP, Teacher reflections on involve-ment in process.	

Needs Assessment: AEIS = Academic Excellence Indicator System, SS= Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
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Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement
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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 2:	Improve access to student information through electronic database and management systems.								
Summative Evaluation:	Feedback from campus staff; review of information of database								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PS	Participate in training on Special Education data-based system	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Appraisal Staff, Special Education Teachers	August 2007	May 2008	Special Ed. Funding	PD	Meeting agenda, handouts	

Needs Assessment: AEIS = Academic Excellence Indicator System, SS= Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
TPRI = Texas Primary Reading Inventory, PBMAS = Performance Based Monitoring Assessment System, BA = Benchmark Assessments, O=Other (specify)
Special Populations (Sp. Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity
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Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement
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EXT = Extended learning opportunities, PI = Parent involvement strategies

PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	0
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	0
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	0
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07.

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: VALLEY RANCH EL

Campus #: 057922110

2007 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2005-06)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

District Name: COPPELL ISD
Campus Name: VALLEY RANCH EL
Campus #: 057922110

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 464
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 3 (English) First Administration Only															
Reading	2007	89%	99%	91%	95%	60%	86%	> 99%	*	> 99%	96%	93%	*	71%	*
	2006	90%	99%	94%	99%	*	> 99%	96%	*	> 99%	98%	> 99%	> 99%	> 99%	> 99%
Mathematics	2007	82%	95%	88%	93%	*	86%	95%	*	> 99%	92%	93%	*	71%	*
	2006	83%	96%	86%	96%	*	> 99%	89%	*	> 99%	97%	93%	> 99%	> 99%	> 99%
All Tests	2007	78%	95%	84%	93%	60%	86%	95%	*	> 99%	93%	93%	*	71%	*
	2006	79%	95%	84%	96%	*	> 99%	89%	*	> 99%	98%	93%	> 99%	> 99%	> 99%
TAKS Met 2007 Standard Grade 4 (English)															
Reading	2007	84%	97%	88%	97%	> 99%	*	> 99%	*	97%	97%	96%	83%	> 99%	*
	2006	83%	95%	88%	89%	*	> 99%	95%	*	84%	86%	92%	*	83%	*
Mathematics	2007	86%	96%	90%	96%	> 99%	*	92%	*	> 99%	95%	96%	86%	> 99%	*
	2006	84%	96%	89%	96%	*	80%	95%	*	> 99%	97%	96%	*	83%	*
Writing	2007	91%	97%	94%	98%	> 99%	*	> 99%	*	> 99%	> 99%	96%	> 99%	> 99%	*
	2006	92%	99%	94%	98%	*	> 99%	> 99%	*	96%	97%	> 99%	*	83%	*
All Tests	2007	75%	92%	80%	93%	> 99%	*	92%	*	97%	93%	93%	71%	> 99%	*
	2006	74%	92%	80%	85%	*	80%	90%	*	84%	83%	88%	*	67%	*
TAKS Met 2007 Standard Grade 5 (English) First Administration Only															
Reading	2007	83%	96%	88%	95%	*	*	> 99%	*	93%	94%	95%	*	83%	*
	2006	81%	97%	86%	96%	83%	*	> 99%	*	97%	97%	96%	*	> 99%	*
Mathematics	2007	86%	97%	89%	95%	80%	*	95%	*	> 99%	94%	95%	60%	86%	*
	2006	82%	96%	89%	88%	50%	*	94%	*	94%	91%	85%	*	86%	67%
Science	2007	78%	96%	83%	98%	*	*	> 99%	*	96%	97%	> 99%	*	80%	*
	2006	76%	94%	82%	91%	83%	*	88%	*	94%	90%	92%	*	86%	*
All Tests	2007	69%	91%	74%	90%	60%	*	95%	*	93%	89%	91%	60%	71%	*
	2006	66%	90%	74%	81%	50%	*	82%	*	88%	82%	81%	*	86%	50%

District Name: COPPELL ISD
Campus Name: VALLEY RANCH EL
Campus #: 057922110

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 464
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	93%	96%	86%	87%	> 99%	*	96%	96%	96%	92%	84%	71%
	2006	87%	98%	93%	96%	92%	> 99%	97%	*	95%	95%	97%	> 99%	94%	> 99%
Mathematics	2007	77%	96%	90%	96%	87%	80%	96%	*	> 99%	96%	95%	81%	85%	88%
	2006	75%	95%	90%	95%	85%	86%	94%	*	99%	96%	94%	> 99%	89%	87%
Writing	2007	92%	98%	93%	98%	> 99%	*	> 99%	*	> 99%	> 99%	96%	> 99%	> 99%	*
	2006	91%	99%	95%	98%	*	> 99%	> 99%	*	96%	97%	> 99%	*	83%	*
Science	2007	71%	94%	83%	98%	*	*	> 99%	*	96%	97%	> 99%	*	80%	*
	2006	70%	93%	82%	91%	83%	*	88%	*	94%	90%	92%	*	86%	*
All Tests	2007	70%	93%	81%	93%	87%	73%	96%	*	96%	93%	94%	75%	80%	75%
	2006	67%	92%	81%	89%	77%	86%	89%	*	92%	89%	90%	89%	83%	88%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	93%	96%	86%	87%	> 99%	*	96%	96%	96%	92%	84%	71%
	2006	87%	98%	93%	96%	92%	> 99%	97%	*	95%	95%	97%	> 99%	94%	> 99%
Mathematics	2007	77%	96%	90%	96%	87%	80%	96%	*	> 99%	96%	95%	81%	85%	88%
	2006	75%	95%	90%	95%	85%	86%	94%	*	99%	96%	94%	> 99%	89%	87%
Writing	2007	92%	98%	93%	98%	> 99%	*	> 99%	*	> 99%	> 99%	96%	> 99%	> 99%	*
	2006	91%	99%	95%	98%	*	> 99%	> 99%	*	96%	97%	> 99%	*	83%	*
Science	2007	66%	92%	79%	96%	80%	*	> 99%	*	96%	94%	> 99%	*	67%	*
	2006	64%	89%	80%	91%	83%	*	88%	*	94%	90%	92%	*	86%	*
All Tests	2007	67%	92%	80%	93%	80%	73%	96%	*	96%	92%	94%	69%	75%	75%
	2006	65%	91%	81%	89%	77%	86%	89%	*	92%	89%	90%	89%	83%	88%
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING TAKS-I)															
Reading/ELA	2007	30%	57%	31%	57%	50%	40%	52%	*	65%	56%	58%	54%	26%	< 1%
	2006	27%	53%	32%	52%	31%	54%	50%	*	57%	52%	53%	25%	39%	23%
Mathematics	2007	25%	56%	38%	62%	33%	7%	58%	*	83%	62%	63%	44%	35%	25%
	2006	23%	53%	35%	61%	31%	43%	55%	*	73%	65%	55%	38%	28%	47%
Writing	2007	30%	60%	31%	50%	33%	*	30%	*	72%	42%	62%	20%	50%	*
	2006	30%	59%	18%	39%	*	60%	38%	*	40%	27%	54%	*	33%	*
Science	2007	19%	40%	35%	46%	*	*	52%	*	54%	55%	33%	*	40%	*
	2006	16%	34%	24%	42%	< 1%	*	29%	*	58%	52%	31%	*	29%	*
All Tests	2007	13%	36%	18%	39%	20%	7%	33%	*	54%	36%	43%	25%	20%	< 1%
	2006	11%	32%	15%	33%	15%	21%	26%	*	43%	34%	32%	22%	17%	6%

District Name: COPPELL ISD
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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 464
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	93%	88%	*	90%	80%	*	*	90%	86%	88%	78%	89%
	2006	84%	98%	93%	> 99%	*	> 99%	*	*	*	> 99%	*	> 99%	*	> 99%
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	96%	75%	*	*	*	*	*	80%	*	75%	*	*
	2006	87%	97%	95%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
Mathematics	2007	90%	96%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2006	86%	99%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
Writing	2007	79%	91%	80%	*	*	*	*	*	*	*	*	*	*	*
	2006	68%	98%	78%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2007	82%	92%	87%	78%	*	*	*	*	*	83%	*	78%	*	*
	2006	74%	97%	87%	> 99%	*	*	*	*	*	> 99%	*	> 99%	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.4%	98.5%	94.4%	100.0%	100.0%	*	97.7%	98.2%	98.8%	100.0%	96.2%	78.6%
By Program														
TAKS (1 or more)	91.1%	96.3%	93.5%	95.9%	94.4%	78.9%	98.6%	*	97.7%	96.4%	95.3%	76.2%	84.6%	57.1%
Not on TAKS	6.7%	2.2%	5.8%	2.6%	0.0%	21.1%	1.4%	*	0.0%	1.8%	3.5%	23.8%	11.5%	21.4%
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	4.6%	1.4%	3.6%	2.6%	0.0%	21.1%	1.4%	*	0.0%	1.8%	3.5%	23.8%	11.5%	21.4%
TAKS-Alt Only	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.4%	0.4%	1.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	91.6%	95.7%	91.3%	95.9%	83.3%	100.0%	100.0%	*	94.3%	95.5%	96.5%	100.0%	88.5%	78.6%
Non-Acct System	6.1%	2.8%	8.0%	2.6%	11.1%	0.0%	0.0%	*	3.4%	2.7%	2.4%	0.0%	7.7%	0.0%
Mobile	5.4%	2.4%	7.5%	2.6%	11.1%	0.0%	0.0%	*	3.4%	2.7%	2.4%	0.0%	7.7%	0.0%
Non-Acct Test	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	2.3%	1.5%	0.6%	1.5%	5.6%	0.0%	0.0%	*	2.3%	1.8%	1.2%	0.0%	3.8%	21.4%
Absent	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%
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.8%	0.1%	1.0%	0.0%	0.0%	0.0%	*	2.3%	0.9%	1.2%	0.0%	3.8%	14.3%
Other	0.8%	0.6%	0.2%	0.5%	5.6%	0.0%	0.0%	*	0.0%	0.9%	0.0%	0.0%	0.0%	7.1%
Total Count	3,040,283	7,013	302	195	18	19	70	1	87	110	85	21	26	14
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	98.6%	97.1%	100.0%	90.0%	98.5%	*	97.0%	95.9%	98.8%	88.2%	91.7%	83.3%
By Program														
TAKS (1 or more)	90.7%	95.8%	92.7%	94.1%	100.0%	75.0%	98.5%	*	95.0%	91.7%	97.6%	52.9%	83.3%	70.8%
Not on TAKS	6.4%	2.2%	6.6%	2.9%	0.0%	15.0%	0.0%	*	2.0%	4.1%	1.2%	35.3%	8.3%	12.5%
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	1.5%	4.3%	2.9%	0.0%	15.0%	0.0%	*	2.0%	4.1%	1.2%	35.3%	8.3%	12.5%
TAKS-I/SDAA II Only	0.8%	0.5%	1.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	90.5%	95.0%	90.2%	90.2%	92.9%	85.0%	95.6%	*	87.1%	86.8%	95.2%	76.5%	83.3%	75.0%
Non-Acct System	6.5%	3.1%	8.3%	6.9%	7.1%	5.0%	2.9%	*	9.9%	9.1%	3.6%	11.8%	8.3%	8.3%
Mobile	5.6%	2.3%	7.2%	6.4%	0.0%	5.0%	2.9%	*	9.9%	8.3%	3.6%	11.8%	4.2%	8.3%
Non-Acct Test	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%
Katrina/Rita	0.8%	0.6%	0.6%	0.5%	7.1%	0.0%	0.0%	*	0.0%	0.8%	0.0%	0.0%	4.2%	0.0%
Not Tested	2.9%	2.0%	1.4%	2.9%	0.0%	10.0%	1.5%	*	3.0%	4.1%	1.2%	11.8%	8.3%	16.7%
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	1.0%	0.3%	1.0%	0.0%	0.0%	0.0%	*	2.0%	1.7%	0.0%	0.0%	0.0%	8.3%
Other	1.0%	0.5%	0.5%	2.0%	0.0%	10.0%	1.5%	*	1.0%	2.5%	1.2%	11.8%	8.3%	8.3%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	7,172	327	204	14	20	68	1	101	121	83	17	24	24

District Name: COPPELL ISD
Campus Name: VALLEY RANCH EL
Campus #: 057922110

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 464
Grade Span: EE - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	43%	60%	*	*	*	*	*	*	*	*	*	*
	2006	51%	80%	50%	80%	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	34%	65%	50%	80%	*	*	*	*	*	*	*	*	*	*
	2006	32%	62%	48%	45%	*	*	*	*	*	60%	33%	*	*	*
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.66	1.32	*	*	*	*	*	*	*	*	*	*
	2006	0.56	1.27	0.63	1.23	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	0.33	0.79	0.58	0.46	*	*	*	*	*	*	*	*	*	*
	2006	0.34	0.84	0.56	0.40	*	*	*	*	*	0.49	0.32	*	*	*
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	12%	1%	10%	5%	40%	14%	< 1%	*	< 1%	4%	7%	*	29%	*
	2006	12%	1%	7%	1%	*	< 1%	4%	*	< 1%	3%	< 1%	< 1%	< 1%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	94%	99%	97%	95%	*	86%	> 99%	*	> 99%	96%	93%	*	71%	*
	2006	94%	> 99%	98%	98%	*	> 99%	96%	*	> 99%	97%	> 99%	> 99%	> 99%	> 99%
TAKS Failers Promoted by Grade Placement Committee															
	2006	48.5%	*	33.3%	*	-	-	*	-	-	*	-	-	-	-
	2005	49.0%	-	50.0%	-	-	-	-	-	-	-	-	-	-	-
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)															
Promoted to Grade 4															
	2007	33%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2006	38%	*	75%	*	*	*	*	*	*	*	*	*	*	*
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	18%	5%	12%	7%	*	*	< 1%	*	7%	9%	5%	*	17%	*
	2006	20%	3%	14%	4%	17%	*	< 1%	*	3%	3%	4%	*	< 1%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	90%	99%	94%	96%	*	*	> 99%	*	93%	94%	> 99%	*	83%	*
	2006	89%	98%	94%	> 99%	> 99%	*	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	*

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T E X A S E D U C A T I O N A G E N C Y
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Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
2007	15%	4%	11%	7%	20%	*	9%	*	< 1%	6%	9%	40%	14%	*
2006	19%	4%	13%	12%	57%	*	< 1%	*	6%	9%	15%	*	14%	33%
TAKS Cumulative Met Standard (First and Second Administrations)														
2007	91%	99%	94%	98%	> 99%	*	> 99%	*	> 99%	> 99%	95%	80%	86%	*
2006	90%	98%	94%	93%	67%	*	> 99%	*	97%	94%	92%	*	86%	67%
English Language Learners Progress Measure														
2006-07	70%	92%	85%	92%	*	67%	*	*	97%	93%	89%	50%	83%	75%
2005-06	66%	90%	82%	90%	*	78%	*	*	93%	88%	92%	50%	86%	84%
Attendance Rate														
2005-06	95.5%	96.8%	96.7%	97.7%	96.9%	97.4%	97.5%	*	98.1%	97.6%	97.9%	97.9%	97.2%	97.4%
2004-05	95.7%	96.7%	96.7%	97.4%	97.6%	96.5%	96.9%	*	97.9%	97.4%	97.3%	96.9%	97.0%	97.9%

'?' 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
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		464	100.0%	25,122	9,927	4,576,933
Students By Grade:	Early Childhood Education	22	4.7%	0.6%	0.3%	0.3%
	Pre-Kindergarten	81	17.5%	4.4%	0.8%	4.1%
	Kindergarten	48	10.3%	13.2%	6.5%	7.7%
	Grade 1	57	12.3%	15.8%	7.2%	8.1%
	Grade 2	59	12.7%	16.0%	7.4%	7.7%
	Grade 3	61	13.1%	16.2%	7.4%	7.6%
	Grade 4	77	16.6%	17.4%	8.1%	7.4%
	Grade 5	59	12.7%	15.2%	8.1%	7.4%
	Grade 6	0	0.0%	1.2%	8.4%	7.3%
	Grade 7	0	0.0%	0.0%	8.0%	7.2%
	Grade 8	0	0.0%	0.0%	7.8%	7.4%
	Grade 9	0	0.0%	0.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	35	7.5%	14.6%	5.0%	14.4%
	Hispanic	63	13.6%	43.9%	10.1%	46.3%
	White	152	32.8%	32.6%	65.6%	35.7%
	Native American	3	0.6%	0.3%	0.4%	0.3%
	Asian/Pac. Islander	211	45.5%	8.6%	18.9%	3.3%
Economically Disadvantaged		73	15.7%	45.9%	7.2%	55.5%
Limited English Proficient (LEP)		124	26.7%	17.7%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		0	0.0%	0.4%	0.7%	2.3%
At-Risk		153	33.0%	40.2%	20.5%	48.3%
Mobility (2005-06)		52	14.5%	17.7%	9.8%	22.3%
Number of Students per Teacher		13.6	n/a	15.1	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	2.0%	2.8%	4.4%	2.9%	0.0%	15.0%	8.2%	11.9%
Grade 1	0.0%	4.2%	2.0%	6.0%	0.0%	12.4%	1.3%	10.2%
Grade 2	3.4%	2.0%	1.6%	3.6%	0.0%	4.7%	2.3%	4.4%
Grade 3	0.0%	1.5%	0.2%	3.0%	0.0%	2.5%	0.9%	2.3%
Grade 4	0.0%	0.9%	0.6%	1.8%	0.0%	1.1%	0.0%	1.3%
Grade 5	0.0%	1.6%	0.4%	2.9%	0.0%	2.8%	1.0%	1.8%
Grade 6	-	0.0%	0.4%	1.2%	-	0.0%	0.0%	1.7%
Grade 7	-	-	0.1%	2.2%	-	-	0.0%	2.4%
Grade 8	-	-	0.3%	1.6%	-	-	3.2%	3.0%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Profile

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	16.0	20.4	17.7	19.5
	Grade 1	13.8	21.5	17.4	19.5
	Grade 2	19.4	21.3	18.1	19.6
	Grade 3	15.1	19.0	18.4	19.5
	Grade 4	19.4	19.9	18.6	20.2
	Grade 5	19.3	21.8	21.2	22.3
	Grade 6	-	22.2	23.2	21.8
	Mixed Grades	-	27.1	-	25.0
Secondary:	English/Language Arts	-	-	20.3	20.0
	Foreign Languages	-	-	21.6	20.9
	Mathematics	-	-	21.8	20.0
	Science	-	-	21.1	21.0
	Social Studies	-	-	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	49.9	100.0%	100.0%	100.0%	100.0%
Professional Staff:	40.9	82.0%	87.0%	75.4%	62.7%
Teachers	34.2	68.5%	75.0%	62.1%	50.7%
Professional Support	4.7	9.5%	8.2%	8.3%	8.2%
Campus Admin. (School Leader.)	2.0	4.0%	3.8%	3.9%	2.8%
Educational Aides:	9.0	18.0%	13.0%	6.6%	10.0%
Total Minority Staff:	7.0	14.0%	25.4%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	4.4%	1.6%	9.3%
Hispanic	2.0	5.8%	15.9%	2.3%	20.8%
White	31.2	91.2%	78.3%	95.3%	68.5%
Native American	0.0	0.0%	0.1%	0.1%	0.3%
Asian/Pacific Islander	1.0	2.9%	1.4%	0.7%	1.2%
Males	1.0	2.9%	6.7%	17.9%	22.8%
Females	33.2	97.1%	93.3%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	8.2%	7.0%	8.1%
1-5 Years Experience	12.6	36.7%	31.6%	31.6%	29.1%
6-10 Years Experience	9.0	26.3%	21.7%	21.1%	19.6%
11-20 Years Experience	9.0	26.3%	21.5%	23.9%	23.6%
0ver 20 Years Experience	3.6	10.6%	17.1%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	9.7 yrs.	10.4 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	5.3 yrs.	7.0 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-	$39,827	$42,978	$38,095
1-5 Years Experience	$42,988	$40,877	$42,950	$39,880
6-10 Years Experience	$44,438	$42,893	$44,715	$42,380
11-20 Years Experience	$48,258	$47,027	$49,334	$47,042
Over 20 Years Experience	$57,657	$54,475	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$46,318	$44,876	$47,333	$44,897
Professional Support	$48,566	$50,068	$56,159	$52,940
Campus Administration (School Leadership)	$69,471	$64,442	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	1.1	0.0	2,103.5

ACTUAL OPERATING EXPENDITURE INFORMATION	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$2,613,977	100.0%	$5,562	$2,638,782	100.0%	$5,614	$124,784,177	100.0%	$5,287
Instruction (11,95)	$2,155,590	82.5%	$4,586	$2,179,205	82.6%	$4,637	$92,080,204	73.8%	$3,901
Instructional-Related Services (12,13)	$75,746	2.9%	$161	$76,936	2.9%	$164	$5,296,638	4.2%	$224
Instructional Leadership (21)	$104,388	4.0%	$222	$104,388	4.0%	$222	$1,496,108	1.2%	$63
School Leadership (23)	$181,525	6.9%	$386	$181,525	6.9%	$386	$8,552,384	6.9%	$362
Support Services-Student (31,32,33)	$96,728	3.7%	$206	$96,728	3.7%	$206	$5,756,764	4.6%	$244
Other Campus Costs (35,36,51,52,53)	$0	0.0%	$0	$0	0.0%	$0	$11,602,079	9.3%	$492
By Program:									
Total Operating Expenditures	$2,613,977	100.0%	$5,562	$2,638,782	100.0%	$5,614	$112,235,664	100.0%	$4,755
Bilingual/ESL Education (25)	$146,474	5.6%	$312	$146,474	5.6%	$312	$9,582,473	8.5%	$406
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$1	0.0%	$0
Accelerated Education (24,30)	$1,872	0.1%	$4	$1,872	0.1%	$4	$9,012,737	8.0%	$382
Gifted & Talented Education (21)	$60,520	2.3%	$129	$60,520	2.3%	$129	$2,240,803	2.0%	$95
Regular Education (11)	$1,661,310	63.6%	$3,535	$1,662,522	63.0%	$3,537	$73,964,035	65.9%	$3,134
Special Education (23)	$743,801	28.5%	$1,583	$767,394	29.1%	$1,633	$17,338,780	15.4%	$735
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$96,835	0.1%	$4

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	123	26.5%	16.1%	5.9%	14.8%
Career & Technology Education	0	0.0%	0.0%	12.5%	20.6%
Gifted & Talented Education	52	11.2%	6.6%	22.5%	7.5%
Special Education	52	11.2%	9.6%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	4.0	11.7%	9.5%	3.2%	7.6%
Career & Technology Education	0.0	0.0%	0.0%	2.5%	3.9%
Compensatory Education	0.0	0.0%	4.8%	0.1%	3.3%
Gifted & Talented Education	0.6	1.9%	3.0%	4.4%	2.0%
Regular Education	25.6	74.7%	72.1%	70.4%	70.6%
Special Education	4.0	11.7%	10.5%	9.7%	10.0%
Other	0.0	0.0%	0.0%	9.8%	2.6%

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Strategic Objective/Goal1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Observations & discussions	Connect the Rigor/Relevance Framework to concept-based curriculum	All	Curriculum Team, Curriculum Writing Teams VRE staff	June 2007	June 2008	Concept-Based Curriculum, Rigor/Relevance Framework	RBSG EXT PD RBI	Forethought documents	
Team leader meetings	Provide follow-up Rigor/Relevance Framework training	All	Curriculum Team, Campus Admin	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework	RBSG EXT PD RBI	Extended planning time agenda/minutes	
Team leader meetings	Monitor the implementation of the connection between the Rigor/Relevance Framework and concept-based curriculum	All	Curriculum Team, Campus Admin	August 2007	June 2008	Forethought documents, walk-through training	RBSG EXT RBI	Forethought lesson plans, District level walk-throughs/campus visits	

Needs Assessment: AEIS = Academic Excellence Indicator System, SS= Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
TPRI = Texas Primary Reading Inventory, PBMAS = Performance Based Monitoring Assessment System, BA = Benchmark Assessments, O=Other (specify)
Special Populations (Sp. Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity
Committees: AC=Assessment, CC=Curriculum, PD=Prof Dev, PC=Parent and Community, AR=At-Risk, LCO=Legislative/Campus Oversight
Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement
Schoolwide: RMB = Research-based math programs/strategies, RMR = Research-based reading programs/strategies, RBW = Research-based writing programs/strategies, RBS = Research-based science program/strategies, RBSS = Research-based social studies program/strategies, PD = Professional Development, T = Tutorials, RBI = Research-based individualized instruction, RBSG = Research-based group instruction, CAI = Computer-aided instruction
EXT = Extended learning opportunities, PI = Parent involvement strategies

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the implementation of instruction to ensure alignment with the rigor of the CBAs	All	Curriculum Team, Campus Admin, Teacher Leaders	August 2007	June 2008	Extended planning time, CBA preview process, TEKS, Forethought documents	RBSG EXT PD RBI	Forethought lesson plans, Walkthroughs	
Observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction	All	Curriculum Team, Campus Admin, Teacher Leaders	August 2007	June 2008	Achievement Series data	RBSG EXT PD RBI CAI	Forethought lesson plans, District level walk-throughs/campus visits	
Campus and District goals	Goal Setting Meeting	All staff	Principal Asst. Principal Literacy Coach	Apr. 2007	June 2008	District Initiatives Research Based Methods Principal and Asst. Principal	PD RBSG	BA TAKS Walk throughs Monthly follow up meetings	
TAKS BA	Organize science lab by science strands	PreK-5	PTO	Aug 2007	June 2008	PTO $300 for materials 199-13-6129.00-110-8-11	RBS EXT	Use of lab will increase	

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Strategic Objective/Goal1:	Each student meets or exceeds the set standards on state accountability tests.
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Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
BA TAKS Staff Feedback	Implement school wide alignment of Foss units/kits	K-5	District science coordinator K-5 teachers	Aug 2007	June 2008	Science Coordinator K-5 teachers	RBS RBSG EXT	CBA Walk Throughs TAKS	

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Provide additional training on the Rule of 3 Model for differentiated instruction and the Response to Intervention (RtI) process	Campus Administrators, Teacher Leaders	Curriculum Team, Intervention Services	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.)	PD T RBI EXT	Reflective evaluations by trained faculty and staff, Eduphoria transcripts	
AEIS Report	Monitor the implementation of the RtI Model including Rule of 3 Model for differentiated instruction	Campus Administrators, Teachers	Curriculum Team, Intervention Services Campus administrators	August 2007	June 2008	Curriculum Department, Intervention Services, Campus Admin, Counselors	PD T RBI EXT	District level walk-throughs, Forethought lesson plans, PST meeting minutes	
AEIS Report	Continue training in guided reading	K-5	Elementary Curriculum Team Literacy Coach	August 2007	June 2008	Videos, literacy coaches	PD EXT RMR	Eduphoria transcripts	

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Continue training in 5E Model of Inquiry Based Instruction in Math and Science	All	Math and Science Curriculum Team	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.)	RMB RBS RBSG EXT PD	Eduphoria transcripts, Walkthroughs	
AEIS Report	Monitor the implementation of Best Practice Instruction	All	Curriculum Team, Campus Admin	August 2007	June 2008	Curriculum Team, Campus Admin	RBSG EXT PD	Campus Curriculum visits/meetings, District level walk-throughs/campus visits	

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS Report and local assessment data	Implement second grade standards-based report cards	2nd grade	Curriculum Team, Campus Administrators, 2nd Grade Team Leaders	August 2007	June 2008	TEKS, K-1 standards-based report cards	PD EXT RBSG	Completed standards-based report card data	
AEIS Report, Local assessment data	Identify and use progress monitoring (RtI) tools & process	All	Curriculum Team, Exec. Dir Intervention Services, Directors, Intervention Services, Campus Administrators, PST team, Teacher Leaders	August 2007	June 2008	District Curriculum Team	RBSG RBI T EXT	Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	

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Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report & Local assessment data	Form a focus group and investigate student-teacher relationships as they impact student achievement	All	Campus Administrators	August 2007	June 2008	Text such as What Is It About Me That You Can't Teach?, and Ruby Payne materials Title I: $400 211-11-6395.00-10-8-24	EXT RBSG	Recommendations from focus group to inform planning	
AEIS Report & Local assessment data	Provide training on the use of the curriculum management system	All	Curriculum Team, I-Team	August 2007	June 2008	Eduphoria transcripts	PD RBI EXT	Forethought lesson plans	

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Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
BA AEIS report	Monitor and provide intervention for students with extended learning opportunities	PreK-5	Classroom Teachers Principal Asst. Principal Literacy MTA	Aug. 2007	June 2008	SCE: 3-5 tutoring: $2,200 199-11-6118.00-110-8-24 Materials: $7,782 PreK-5, ESL, Lit, SPED 199-11-6395.00-110-8-24 Title 1: Study Island $1,716.00 211-11-6395.00-110-8-24 Foundation Grant: $917.50 K,1,2 High Touch/High Tech District Funds: $440 199-13-6129.00-110-8-11 Title 1: 3-5 High Touch/High Tech $950 211-11-6219.00-110-8-24 Literacy Coach Grade level teams Assistant Princ	RMB,RMR, RBW, RBS, RBI, RBSG, CAI, EXT, T	BA TAKS Data Reports PST process/minutes	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
BA AEIS report	Target and monitor students in subgroups who scored below 80% on CBAs/TAKS or readiness test	K-5	Classroom Teachers Principal Asst. Principal Literacy ESL SPED tchr	Oct 2007	March 2008	Title 1: Research-based materials $8,000 211-11-6395.00-110-8-24	RMR, RBW, RBI, RBSG, T, CAI, EXT	BA TAKS CBAs	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS TAKS CBA TPRI	Implement TEKS-aligned and research-based math resources	All	PreK-5 Teachers Campus Admin Curriculum Team	August 2007	June 2008	$1,006.78: District 199-11-6395.00-110-8-11 GEM kits: $2,000 199-11-6395.00-110-8-11 $400: Educ. Foundation Target the Question	RBSG EXT RMB		
AEIS TAKS CBA TPRI	Implement TEKS-aligned and research-based science resources	All	PreK-5 Teachers Campus Admin Curriculum Team	August 2007	June 2008	Pente Ante Science Seeing Science Structures: $700 Simple Science Solutions: $500 199-11-6395.00-110-8-11	RBSG EXT RBS		
Lower scored objectives on math, rdg, wtg, and science TAKS	Implement student curriculum based clubs	K-5	K-5 teachers K-5 staff and specials teachers	Aug 2007	June 2008	Club Start Up Materials $1,600: District 199-11-6395.00-110-8-11 $500: PTO $1,000: Educ Foundation $1,000: Title 1 211-11-6395.00-110-8-24	EXT RBSG T	BA Teacher Observation	

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Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
TAKS PST docum. BA	Training for Brain based strategies	PreK-5 teachers	Jennifer Jennings	Aug 2007	June 2008	Brain based trainer: Jennifer Jennings Consultant District Funds: $2,000 199-13-6129.00-110-8-11	PD RBI RBSG EXT	BA Small group evaluation Walk throughs Bi-monthly follow up meetings	
TAKS data	Workshop on Rebuilding Writing Foundation	4th grade teachers and students	Erik Cork 4th grade teachers 4th grade students	Oct 2007	June 2008	District Funds: $1,317.50 199-13-6129.00-110-8-11 Educ. Foundation Grant: $1,182.50	RBW PD EXT	Observation Student writing samples	
(Technology) Committee Report	Continue to upgrade technology materials and use of technology	PreK-5	Integration Specialist PTO support Classroom teachers	Aug 2007	June 2008	Title 1: $4,000 211-11-6396.110-7-24 Elmo Projectors Matching funds/PTO Funds: Mount Projectors	RBI RBSG CAI EXT	CAI EXT RBI RBSG	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report CBA TPRI	Analyze assessment data to determine target areas for instruction	All	Campus administrators, and teacher leaders	August 2007	June 2008	TAKS data CBAs Grade level teams	RBSG CAI EXT	Instructional target area action plan	
AEIS Report	Continue training in 5E Model of Inquiry Based Instruction in Math and Science	All	Math and Science Curriculum Team	August 2007	June 2008	Trainers, Facilitators, Materials (books, manuals, etc.)	RMB RBS RBSG EXT	Eduphoria transcripts,	

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Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS	Provide training to staff (including para and support) on decision-making and administration of TAKS-Alt	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators SPED staff	Aug 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program	RBSG RBI PD EXT	Meeting, agendas, handouts on file	
AEIS	Provide training to staff on decision-making and administration of TAKS-M	SE	Executive Dir. Of Intervention Services, Directors of Special Education, Campus Administrators SPED staff	Aug 2007	May 2008	ESC 10 Directors meetings, ESC 10 Workshops, TEA Website, ARD Committee Decision-Making Process for the Texas Assessment Program	RBSG RBI PD EXT	Meeting, agendas, handouts on file	

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Analyze assessment data to determine target areas for instruction	All	Curriculum Team Campus administrators Teachers	August 2007	June 2008	District and Campus AEIS Reports	T RBI EXT	Data results	
TAKS results	Implement Einstein Day	Students	Gifted and Talented Teacher	Aug 2007	May 2008	Gifted and Talented Teacher Title I: materials $200 211-11-6395.00-110-8-24	RBSG	Observation	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.								
Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Staff development committee feedback, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	All	Curriculum Team, Campus Administration, Teacher Leaders	June 2007	June 2008	Title 1: $600 211-11-6395.00.110-8-24 PLC documentation and forms, Eduphoria transcripts, local funds	RBSG EXT PD	PLC documentation and forms, Eduphoria transcripts, PLC Showcase	
AEIS Report	Implement a co-teach model for instruction	K PPCD 5th: SPED GT: K-5	Curriculum team, Intervention Services Team, Campus Administration	August 2007	June 2008	Training; SPED	RBI RBSG	Classroom observation/walk-throughs	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.
Summative Evaluation:	Master schedules, campus planning documents

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
PC, FS Curriculum meetings Staff Meetings	Implement extended planning time for content collaboration and professional development within the regular school day	All	Curriculum Team, Campus Administration	August 2007	June 2008	Curriculum Team Administration Team Leaders	EXT RBSG PD	Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	
CBAs TAKS WFTB assessment data	Participate in Write From the Beginning Refresher Course	K-5	K-5 Teachers Literacy Coach SPED teacher WFTB Trainer	August 2007	June 2008	Title 1: $409 211-11-6219.110-8-11 Training Binders/Materials Consultant	RBW EXT	Scoring data from WFTB writing samples Grade level planning discussions Student writing samples	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.								
Performance Objective 6:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.								
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS	Engage in recruitment activities that target a highly qualified, diverse applicant pool	All	Director of Human Resources Campus Administrators and teachers	September 2007	April 2008	Colleges & universities that are predominately minority, recruitment supplies, local funds	RBSG RBI EXT	College student attendance logs, hiring rosters	
Course enrollment, master schedule	Ensure that 100% or core academic subject area teachers are highly qualified on each campus to 100%	All	Director of Human Resources Campus Administrators	September 2007	June 2008	Certification records	PD EXT RBSG RBI	Hiring rosters	
Campus meetings	Provide opportunities for local, state, and national conference participation	Staff	Principal Asst. Principal	Aug. 2007	June 2008	Title I: $2,500 211-11-6411.00-110-8-24	PD EXT RBSG	Conference attendance	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 6:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS	Increase the number of VRE staff members recognized by CISD's GEM program.	Staff	Climate & Community Committee	Aug. 2007	June 2008	LEA – Activity Fund	PD	GEM cards submitted	
FS	Maintain positive staff climate through staff socials, birthday recognitions, acts of appreciation and kindness, buddy teachers, etc.	Staff	Climate & Community Committee Campus Administrators	Aug. 2007	June 2008	LEA – Activity Fund	PD	Observation	

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Strategic Objective/Goal 2	The District will demonstrate educational excellence.								
Performance Objective: 10	Improve the K-12 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.								
Summative Evaluation:	GT Program Ranking								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
State GT Plan	Create a GT program evaluation team	GT teachers, Administrators, Parents	Director of Advanced Academics	August 2007	June 2008	GT Team members	RBSG RBI PD EXT	Member list and meeting records	
TAKS AEIS	Monitor students at or near the 2400 scale score and provide an accelerated plan.	Students Receiving And Close to Receiving Commended On TAKS	3-5 Teachers	August 2007	June 2008	Grade Level Rep. Principal Grade Level Teams GT teacher GT alignment committee meetings	RMB RBR RBW RBS PD T RBI RBSG EXT PI CAI	Meeting Minutes Meeting Agenda Action Plan to Implement Accelerated Instruction Program	

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Strategic Objective/Goal 2	The district will demonstrate educational excellence.
Performance Objective 13:	Increase the number of students served in the least restrictive environment through a continuum of services.
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS	Attend training on Co-Teaching to general education and special education teachers	SE GT K PPCD	Co-teach staff Exec. Dir. Of Intervention Services, Directors of Special Education, Campus Administrators	Aug 2007	June 2008	Special Ed.	PD EXT RBI	Meeting agenda, handouts	
FS, PS	Oversee the efforts to increase the number of students served in the least restrictive environment	All	Exec. Dir. Of Intervention Services, Directors of Special Education Campus Administrators	Aug 2007	June 2008	Special Ed.	PD RBI EXT	ARD Committee Decisions, Progress Reports, PBMAS, AEIS, AYP	

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Strategic Objective/Goal 2:	Valley Ranch Elementary will demonstrate educational excellence.								
Performance Objective 1:	Enhance the Fine Arts program.								
Summative Evaluation:	Student participation in multicultural events.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**School-wide**	**Formative Evaluation**	**Documented**
O (Multiculturalism)	Promote and incorporate multiculturalism by teaching the children songs and facts about the different cultures for Multicultural Day.	Pre-K- 5	Music Teacher PreK-5 teachers	April 2007	May 2007	Music Teacher LEA PreK-5 Teachers	EXT	Observation	
O (Multiculturalism)	Promote and incorporate multiculturalism by completing an ethnic craft on Multicultural Day.	Pre-K-5	Art Teacher PreK-5 teachers	April 2007	May 2007	Art Teacher LEA PreK -5 teachers	EXT	Observation	
O (Multiculturalism)	Provide a culture workshop	PreK-5	Angela Mooney: Teacher	September 2007		Title 1: $400 211-11-6219.110-8-11 211-11-6395.110-8-11 Trainer/Materials	EXT PD RBSG	Staff participation	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.								
Performance Objective 1:	Improve the Results of the Character Traits Assessment so that at least 65% of the responses reflect *frequently or almost always.*								
Summative Evaluation:	Assessment results								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
DR O	Continue Star of the Week and Citizen of the Month	K-5 students	Principal Faculty Counselor Literacy Teacher	Aug. 2007	June 2008	LEA	EXT PI	Observation Students are recognized on announcments Pics are hung in hallway and sent to local newspaper	
DR O	Recognize Character Council members and have them speak on good character.	3rd and 5th grade students	Counselor Principal Faculty Campus Administrators	Aug. 2007	June 2008	LEA	EXT PI	Student Body Voting Spirit Assemblies Based on Character Traits CC honors students and gives reasons for being chosen as SOM	

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Strategic Objective/Goal 3	Each Student will consistently demonstrate identified CISD Character Traits within the school and community.								
Performance Objective 2:	Enhance the CISD character program based on assessment results.								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
DR	Analyze reasons for discipline referrals and emphasize the appropriate counteracting character trait during morning announcements	PK-5	Principal Assistant Principal Classroom teachers	August 2007	June 2008	Discipline Referral Notebook CISD Character Traits	EXT	Discipline Referrals	
SS	Maintain Character Council with emphasis on CISD Character Traits.	3rd and 5th grade students	Counselor Staff	August 2007	June 2008	CISD Character Traits LEA	EXT	Lesson Plans Agenda Activity Lists	
DR PST Minutes	Create intervention plans for at-risk students, both behaviorally and academically	AR PreK-5	Principal Asst. Principal Counselor Behavior Specialist SPED Classroom teachers	Aug 2007	June 2008	Staffing Notes Group meetings	RBI EXT	Walk throughs Communication with teacher/student	

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Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.
Performance Objective 3:	Establish Consistent safe and drug free school programs district wide.
Summative Evaluation:	Post-instruction assessment

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Discipline Referrals, Anecdotal campus reports	Review discipline data	All	Dir. Student Services Asst. Principal	August 2007	June 2008	PEIMS Data materials thru reporting	EXT RBSG	Data serves as documentation	
Discipline Referrals, Anecdotal campus reports	Review existing programs to recommend school-wide programs	All	Dir. Student Services Asst. Principal	August 2007	June 2008	Campus Committees Administration Curriculum Team	EXT PD RBSG	Committee Minutes	
Discipline Referrals, Anecdotal campus reports	Create a library of guidance materials	All	Dir. Student Services, Counselors, Library-Media Specialists	Aug 2007	June 2008	Counselor	EXT PI RBSG RBI	Library, Published list of resources	

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Strategic Objective/Goal 3:	Each student will consistently demonstrate identified CISD character traits within their school and community.
Performance Objective 4:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS, SS, DR	Meet with campus staff to identify students to participate in Social Coping Group	All	Intervention Services Team Behavior Specialist Prek-5 teachers Counselor	Aug 2007	June 2008	Special Education	PD EXT RBSG	Data driven decision making	
FS, PS, SS, DR	Meet with leaders and campus staff to review student skill progress and development	All	Behavioral Specialist	Aug 2007	June 2008	Special Education	PD EXT RBSG	Reflective evaluations by leaders, faculty and supervisor	

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 1:	Increase student participation in Service-Learning by 20%.
Summative Evaluation:	List of projects and documentation forms turned in to Service-Learning Camus Leaders and District Service-Learning Director

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Service Learning survey	Integrate Service Learning into curriculum focusing on best practices of authentic learning, reflection and student driven projects.	PK-5th	Service Learning Coordinator Teachers	Aug 2007	June 2008	Service Learning Coordinator Curriculum Data	EXT	Lesson Plans Scope and Sequence Walk-Throughs	Lesson Plans Scope and Sequence Walk-Throughs
O Service Learning survey	All students will participate in at least one service learning activity.	All	Teachers Service Learning Coordinator	Aug 2007	June 2008	Service Learning Coordinator PC	EXT	Submission of log of hours to district service learning coordinator	Log of hours

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.								
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Identify SL projects that best align with written curriculum	All	Service-Learning Director, Curriculum Team	Aug 2007	June 2008	Curriculum plans, Project WILD, Complete Guide to Service Learning, Campus SL Leaders	RBSG EXT	Report of SL projects	
SL survey	Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills	All	SL Director, Campus SL Leaders	Aug 2007	June 2008	District SL Director	RBSG EXT	Agendas, Documentation of training	

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Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement
Schoolwide: RMB = Research-based math programs/strategies, RMR = Research-based reading programs/strategies, RBW = Research-based writing programs/strategies, RBS = Research-based science program/strategies, RBSS = Research-based social studies program/strategies, PD = Professional Development, T = Tutorials, RBI = Research-based individualized instruction, RBSG = Research-based group instruction, CAI = Computer-aided instruction
EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.								
Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.								
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Highlight classroom projects in newsletters and local newspapers	All	Director of SL, Teachers, Campus Administrators Director of Public Relations	August 2007	June 2008	Staff	PI EXT	Newsletters and copies of newspapers, Community feedback	

Needs Assessment: AEIS = Academic Excellence Indicator System, SS= Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
TPRI = Texas Primary Reading Inventory, PBMAS = Performance Based Monitoring Assessment System, BA = Benchmark Assessments, O=Other (specify)
Special Populations (Sp. Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity
Committees: AC=Assessment, CC=Curriculum, PD=Prof Dev, PC=Parent and Community, AR=At-Risk, LCO=Legislative/Campus Oversight
Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement
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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.								
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS, PS, FS, SS	Increase participation of students with special education needs in regular education curriculum through Co-Teach instructional delivery model.	SE	CISD Co-Teachers, CISD Administration	August 2007	June 2008	Co-Teach Staff Development, Co-Teachers, Campus Administration	RBSG RBI EXT PD	Campus curriculum meetings, reflections from Co-Teachers, Campus Administration, Student Surveys, Parent Surveys, Updated Progress	

Needs Assessment: AEIS = Academic Excellence Indicator System, SS= Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
TPRI = Texas Primary Reading Inventory, PBMAS = Performance Based Monitoring Assessment System, BA = Benchmark Assessments, O=Other (specify)
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Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement
Schoolwide: RMB = Research-based math programs/strategies, RMR = Research-based reading programs/strategies, RBW = Research-based writing programs/strategies, RBS = Research-based science program/strategies, RBSS = Research-based social studies program/strategies, PD = Professional Development, T = Tutorials, RBI = Research-based individualized instruction, RBSG = Research-based group instruction, CAI = Computer-aided instruction
EXT = Extended learning opportunities, PI = Parent involvement strategies

2006-07 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: WILSON EL

Campus #: 057922106

2007 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 396
Grade Span: PK - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard Grade 3 (English) First Administration Only															
Reading	2007	89%	99%	97%	98%	> 99%	89%	> 99%	*	> 99%	> 99%	97%	*	88%	86%
	2006	90%	99%	96%	98%	*	88%	> 99%	*	*	97%	> 99%	> 99%	83%	*
Mathematics	2007	82%	95%	92%	93%	80%	90%	94%	*	> 99%	93%	94%	*	89%	88%
	2006	83%	96%	93%	97%	*	> 99%	98%	*	*	94%	> 99%	> 99%	> 99%	80%
All Tests	2007	78%	95%	91%	93%	80%	90%	94%	*	> 99%	93%	94%	*	89%	88%
	2006	79%	95%	91%	95%	*	90%	98%	*	*	91%	> 99%	> 99%	86%	60%
TAKS Met 2007 Standard Grade 4 (English)															
Reading	2007	84%	97%	93%	97%	*	91%	> 99%	*	*	94%	> 99%	> 99%	86%	*
	2006	83%	95%	92%	96%	*	91%	> 99%	*	89%	94%	98%	88%	> 99%	60%
Mathematics	2007	86%	96%	95%	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
	2006	84%	96%	92%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Writing	2007	91%	97%	97%	96%	80%	91%	> 99%	*	*	93%	> 99%	> 99%	86%	*
	2006	92%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
All Tests	2007	75%	92%	88%	97%	80%	91%	> 99%	*	*	94%	> 99%	> 99%	86%	*
	2006	74%	92%	86%	96%	*	92%	> 99%	*	89%	94%	98%	88%	> 99%	67%
TAKS Met 2007 Standard Grade 5 (English) First Administration Only															
Reading	2007	83%	96%	93%	97%	*	> 99%	98%	*	94%	97%	98%	> 99%	> 99%	80%
	2006	81%	97%	93%	98%	*	91%	> 99%	*	*	97%	> 99%	*	91%	*
Mathematics	2007	86%	97%	96%	96%	*	90%	> 99%	*	> 99%	93%	98%	> 99%	78%	> 99%
	2006	82%	96%	95%	98%	*	92%	> 99%	*	*	97%	> 99%	*	91%	*
Science	2007	78%	96%	91%	90%	*	60%	> 99%	*	88%	90%	90%	80%	63%	40%
	2006	76%	94%	92%	95%	*	92%	96%	*	*	> 99%	90%	*	92%	*
All Tests	2007	69%	91%	85%	88%	*	60%	98%	*	88%	87%	88%	86%	67%	40%
	2006	66%	90%	85%	94%	*	85%	96%	*	*	97%	90%	*	83%	*

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 396
Grade Span: PK - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	98%	96%	98%	92%	93%	> 99%	*	97%	97%	99%	> 99%	92%	80%
	2006	87%	98%	96%	98%	> 99%	93%	> 99%	*	92%	97%	99%	94%	96%	75%
Mathematics	2007	77%	96%	95%	98%	92%	97%	98%	*	> 99%	98%	98%	95%	96%	94%
	2006	75%	95%	93%	99%	88%	> 99%	99%	*	> 99%	98%	> 99%	> 99%	> 99%	93%
Writing	2007	92%	98%	97%	96%	80%	91%	> 99%	*	*	93%	> 99%	> 99%	86%	*
	2006	91%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Science	2007	71%	94%	91%	90%	*	60%	> 99%	*	88%	90%	90%	80%	63%	40%
	2006	70%	93%	92%	95%	*	92%	96%	*	*	> 99%	90%	*	92%	*
All Tests	2007	70%	93%	91%	93%	77%	81%	98%	*	94%	92%	94%	89%	80%	69%
	2006	67%	92%	88%	96%	88%	91%	98%	*	92%	95%	96%	94%	93%	71%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING TAKS-I) (2008 Preview at Panel Recommended)															
Reading/ELA	2007	88%	98%	96%	98%	92%	93%	> 99%	*	97%	97%	99%	> 99%	92%	80%
	2006	87%	98%	96%	98%	> 99%	93%	> 99%	*	92%	97%	99%	94%	96%	75%
Mathematics	2007	77%	96%	95%	98%	92%	97%	98%	*	> 99%	98%	98%	95%	96%	94%
	2006	75%	95%	93%	99%	88%	> 99%	99%	*	> 99%	98%	> 99%	> 99%	> 99%	93%
Writing	2007	92%	98%	97%	96%	80%	91%	> 99%	*	*	93%	> 99%	> 99%	86%	*
	2006	91%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Science	2007	66%	92%	88%	89%	*	60%	98%	*	88%	90%	88%	75%	67%	40%
	2006	64%	89%	89%	95%	*	92%	96%	*	*	> 99%	90%	*	92%	*
All Tests	2007	67%	92%	89%	93%	77%	81%	97%	*	94%	92%	93%	85%	80%	69%
	2006	65%	91%	88%	96%	88%	91%	98%	*	92%	95%	96%	94%	93%	71%
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING TAKS-I)															
Reading/ELA	2007	30%	57%	47%	59%	42%	30%	63%	*	76%	51%	66%	29%	25%	13%
	2006	27%	53%	41%	61%	63%	33%	68%	*	52%	54%	68%	44%	29%	< 1%
Mathematics	2007	25%	56%	49%	68%	23%	48%	76%	*	79%	63%	73%	47%	48%	25%
	2006	23%	53%	45%	69%	50%	45%	75%	*	72%	65%	73%	44%	58%	29%
Writing	2007	30%	60%	44%	54%	40%	36%	58%	*	*	40%	69%	33%	43%	*
	2006	30%	59%	26%	53%	*	45%	56%	*	56%	38%	65%	14%	57%	< 1%
Science	2007	19%	40%	51%	51%	*	20%	60%	*	53%	48%	54%	20%	38%	< 1%
	2006	16%	34%	41%	32%	*	15%	39%	*	*	38%	26%	*	42%	*
All Tests	2007	13%	36%	29%	40%	15%	16%	43%	*	62%	33%	46%	16%	16%	< 1%
	2006	11%	32%	21%	37%	25%	18%	44%	*	32%	33%	41%	17%	22%	7%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

Total Students: 396
Grade Span: PK - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	95%	95%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
	2006	84%	98%	93%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	94%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
	2006	87%	97%	99%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	> 99%	*	*
Mathematics	2007	90%	96%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2006	86%	99%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
Writing	2007	79%	91%	86%	> 99%	*	*	> 99%	*	*	*	*	> 99%	*	*
	2006	68%	98%	83%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2007	82%	92%	91%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*
	2006	74%	97%	87%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	> 99%	*	*

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Total Students: 396
Grade Span: PK - 05
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	98.5%	99.3%	100.0%	100.0%	100.0%	100.0%	-	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
By Program														
TAKS (1 or more)	91.1%	96.3%	94.6%	96.6%	100.0%	100.0%	95.2%	-	97.1%	93.8%	99.1%	73.1%	100.0%	100.0%
Not on TAKS	6.7%	2.2%	4.6%	3.4%	0.0%	0.0%	4.8%	-	2.9%	6.2%	0.9%	26.9%	0.0%	0.0%
TAKS-I Only	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	4.6%	1.4%	3.5%	2.0%	0.0%	0.0%	3.2%	-	0.0%	4.1%	0.0%	15.4%	0.0%	0.0%
TAKS-Alt Only	0.4%	0.2%	0.0%	0.5%	0.0%	0.0%	0.8%	-	0.0%	0.0%	0.9%	3.8%	0.0%	0.0%
Combination	1.4%	0.4%	0.7%	1.0%	0.0%	0.0%	0.8%	-	2.9%	2.1%	0.0%	7.7%	0.0%	0.0%
By Acct Status														
Acct System	91.6%	95.7%	92.8%	96.6%	100.0%	96.9%	96.0%	-	97.1%	95.9%	97.2%	88.5%	96.2%	94.1%
Non-Acct System	6.1%	2.8%	6.2%	3.4%	0.0%	3.1%	4.0%	-	2.9%	4.1%	2.8%	11.5%	3.8%	5.9%
Mobile	5.4%	2.4%	6.0%	2.9%	0.0%	3.1%	3.2%	-	2.9%	4.1%	1.9%	7.7%	3.8%	5.9%
Non-Acct Test	0.7%	0.3%	0.0%	0.5%	0.0%	0.0%	0.8%	-	0.0%	0.0%	0.9%	3.8%	0.0%	0.0%
Not Tested	2.3%	1.5%	0.7%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Absent	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%
ARD Exempt	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.8%	0.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.8%	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,040,283	7,013	318	204	13	32	124	0	35	97	107	26	26	17
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	98.0%	98.9%	96.5%	100.0%	95.0%	98.0%	-	90.0%	97.4%	95.6%	88.6%	91.2%	81.0%
By Program														
TAKS (1 or more)	90.7%	95.8%	94.0%	91.3%	81.8%	92.5%	92.6%	-	86.7%	90.4%	92.1%	54.3%	88.2%	76.2%
Not on TAKS	6.4%	2.2%	4.5%	5.2%	18.2%	2.5%	5.4%	-	3.3%	7.0%	3.5%	34.3%	2.9%	4.8%
TAKS-I Only	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	1.5%	3.7%	5.2%	18.2%	2.5%	5.4%	-	3.3%	7.0%	3.5%	34.3%	2.9%	4.8%
TAKS-I/SDAA II Only	0.8%	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	90.5%	95.0%	90.8%	92.6%	90.9%	87.5%	95.3%	-	86.7%	93.9%	91.2%	82.9%	82.4%	71.4%
Non-Acct System	6.5%	3.1%	7.2%	3.9%	9.1%	7.5%	2.7%	-	3.3%	3.5%	4.4%	5.7%	8.8%	9.5%
Mobile	5.6%	2.3%	6.3%	3.9%	9.1%	7.5%	2.7%	-	3.3%	3.5%	4.4%	5.7%	8.8%	9.5%
Non-Acct Test	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%
Katrina/Rita	0.8%	0.6%	0.9%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	2.9%	2.0%	1.1%	3.5%	0.0%	5.0%	2.0%	-	10.0%	2.6%	4.4%	11.4%	8.8%	19.0%
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.7%	0.3%	0.0%	0.9%	0.0%	0.0%	0.7%	-	3.3%	0.0%	1.8%	5.7%	0.0%	0.0%
LEP Exempt	1.0%	1.0%	0.3%	1.7%	0.0%	5.0%	0.0%	-	6.7%	0.9%	2.6%	0.0%	5.9%	19.0%
Other	1.0%	0.5%	0.3%	0.9%	0.0%	0.0%	1.4%	-	0.0%	1.7%	0.0%	5.7%	2.9%	0.0%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,001,657	7,172	317	229	11	40	148	0	30	115	114	35	34	21

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

Total Students: 396
Grade Span: PK - 05
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	69%	50%	*	*	*	*	*	*	*	*	*	*	*
	2006	51%	80%	57%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	34%	65%	56%	*	*	*	*	*	*	*	*	*	*	*
	2006	32%	62%	50%	*	*	*	*	*	*	*	*	*	*	*
Average TGI Growth															
Reading/ELA	2007	0.55	1.08	0.73	*	*	*	*	*	*	*	*	*	*	*
	2006	0.56	1.27	0.76	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2007	0.33	0.79	0.64	*	*	*	*	*	*	*	*	*	*	*
	2006	0.34	0.84	0.54	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	12%	1%	4%	3%	< 1%	11%	< 1%	*	8%	4%	3%	*	13%	14%
	2006	12%	1%	5%	3%	*	22%	< 1%	*	*	3%	4%	< 1%	17%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	94%	99%	99%	98%	> 99%	89%	> 99%	*	> 99%	> 99%	97%	*	88%	86%
	2006	94%	> 99%	99%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	18%	5%	9%	3%	*	< 1%	2%	*	6%	3%	2%	< 1%	< 1%	20%
	2006	20%	3%	7%	2%	*	9%	< 1%	*	*	3%	< 1%	*	9%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	90%	99%	98%	99%	*	> 99%	> 99%	*	94%	97%	> 99%	> 99%	> 99%	80%
	2006	89%	98%	97%	98%	*	91%	> 99%	*	*	97%	> 99%	*	91%	*
TAKS Failers Promoted by Grade Placement Committee															
	2006	74.4%	80.0%	*	*	-	*	-	-	-	-	*	-	*	*
	2005	69.9%	71.4%	*	*	-	*	-	-	-	*	-	-	*	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	15%	4%	5%	4%	*	10%	< 1%	*	< 1%	7%	2%	< 1%	22%	< 1%
	2006	19%	4%	7%	2%	*	8%	< 1%	*	*	3%	< 1%	*	9%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	91%	99%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
	2006	90%	98%	98%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

Total Students: 396
Grade Span: PK - 05
School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
English Language Learners Progress Measure														
2006-07	70%	92%	90%	90%	*	88%	*	*	> 99%	86%	94%	*	83%	88%
2005-06	66%	90%	83%	83%	*	76%	*	*	*	80%	88%	*	80%	78%
Attendance Rate														
2005-06	95.5%	96.8%	97.0%	97.2%	97.9%	97.4%	96.9%	-	98.0%	97.3%	97.2%	96.6%	97.1%	98.0%
2004-05	95.7%	96.7%	97.0%	97.2%	97.2%	97.5%	96.9%	*	97.9%	97.4%	97.0%	96.7%	96.8%	97.8%

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'*' 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
2006-07 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		396	100.0%	26,124	9,927	4,576,933
Students By Grade:	Early Childhood Education	0	0.0%	0.5%	0.3%	0.3%
	Pre-Kindergarten	1	0.3%	2.1%	0.8%	4.1%
	Kindergarten	62	15.7%	15.3%	6.5%	7.7%
	Grade 1	60	15.2%	16.7%	7.2%	8.1%
	Grade 2	65	16.4%	15.8%	7.4%	7.7%
	Grade 3	63	15.9%	16.7%	7.4%	7.6%
	Grade 4	65	16.4%	16.5%	8.1%	7.4%
	Grade 5	80	20.2%	13.9%	8.1%	7.4%
	Grade 6	0	0.0%	2.5%	8.4%	7.3%
	Grade 7	0	0.0%	0.0%	8.0%	7.2%
	Grade 8	0	0.0%	0.0%	7.8%	7.4%
	Grade 9	0	0.0%	0.0%	8.4%	8.7%
	Grade 10	0	0.0%	0.0%	7.5%	7.1%
	Grade 11	0	0.0%	0.0%	7.1%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.7%
Ethnic Distribution:	African American	19	4.8%	10.3%	5.0%	14.4%
	Hispanic	71	17.9%	20.7%	10.1%	46.3%
	White	226	57.1%	57.2%	65.6%	35.7%
	Native American	2	0.5%	0.5%	0.4%	0.3%
	Asian/Pac. Islander	78	19.7%	11.4%	18.9%	3.3%
Economically Disadvantaged		57	14.4%	22.2%	7.2%	55.5%
Limited English Proficient (LEP)		57	14.4%	9.9%	6.5%	16.0%
Students w/Disciplinary Placements (2005-06)		0	0.0%	0.1%	0.7%	2.3%
At-Risk		94	23.7%	25.2%	20.5%	48.3%
Mobility (2005-06)		33	8.9%	13.8%	9.8%	22.3%
Number of Students per Teacher		11.6	n/a	15.5	14.1	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	6.4%	1.9%	4.4%	2.9%	0.0%	10.7%	8.2%	11.9%
Grade 1	3.2%	2.8%	2.0%	6.0%	12.5%	4.6%	1.3%	10.2%
Grade 2	0.0%	1.0%	1.6%	3.6%	0.0%	2.6%	2.3%	4.4%
Grade 3	0.0%	0.8%	0.2%	3.0%	0.0%	1.0%	0.9%	2.3%
Grade 4	0.0%	0.6%	0.6%	1.8%	0.0%	0.7%	0.0%	1.3%
Grade 5	1.6%	0.7%	0.4%	2.9%	0.0%	2.5%	1.0%	1.8%
Grade 6	-	0.0%	0.4%	1.2%	-	2.4%	0.0%	1.7%
Grade 7	-	0.0%	0.1%	2.2%	-	0.0%	0.0%	2.4%
Grade 8	-	0.0%	0.3%	1.6%	-	0.0%	3.2%	3.0%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	17.7	22.6	17.7	19.5
	Grade 1	17.8	25.0	17.4	19.5
	Grade 2	16.1	24.8	18.1	19.6
	Grade 3	20.7	23.0	18.4	19.5
	Grade 4	16.3	20.9	18.6	20.2
	Grade 5	19.9	25.5	21.2	22.3
	Grade 6	-	28.0	23.2	21.8
	Mixed Grades	-	28.3	-	25.0
Secondary:	English/Language Arts	-	18.0	20.3	20.0
	Foreign Languages	-	-	21.6	20.9
	Mathematics	-	16.3	21.8	20.0
	Science	-	-	21.1	21.0
	Social Studies	-	-	22.8	22.0

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	47.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	40.9	85.4%	87.0%	75.4%	62.7%
Teachers	34.2	71.5%	75.1%	62.1%	50.7%
Professional Support	4.7	9.7%	8.3%	8.3%	8.2%
Campus Admin. (School Leader.)	2.0	4.2%	3.5%	3.9%	2.8%
Educational Aides:	7.0	14.6%	13.0%	6.6%	10.0%
Total Minority Staff:	3.0	6.3%	13.8%	10.4%	42.3%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	3.2%	1.6%	9.3%
Hispanic	2.0	5.8%	6.7%	2.3%	20.8%
White	32.2	94.2%	87.9%	95.3%	68.5%
Native American	0.0	0.0%	0.4%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.7%	0.7%	1.2%
Males	0.0	0.0%	5.0%	17.9%	22.8%
Females	34.2	100.0%	95.0%	82.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	4.0	11.7%	6.7%	7.0%	8.1%
1-5 Years Experience	10.0	29.2%	27.6%	31.6%	29.1%
6-10 Years Experience	4.5	13.2%	23.0%	21.1%	19.6%
11-20 Years Experience	8.7	25.4%	23.8%	23.9%	23.6%
0ver 20 Years Experience	7.0	20.5%	19.0%	16.5%	19.7%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.5 yrs.	11.3 yrs.	10.5 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	6.6 yrs.	6.9 yrs.	5.2 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$42,582	$40,857	$42,978	$38,095
1-5 Years Experience	$42,970	$41,655	$42,950	$39,880
6-10 Years Experience	$45,041	$43,558	$44,715	$42,380
11-20 Years Experience	$49,197	$47,808	$49,334	$47,042
Over 20 Years Experience	$59,136	$55,584	$58,020	$55,028
Average Actual Salaries (regular duties only):				
Teachers	$48,089	$46,148	$47,333	$44,897
Professional Support	$51,047	$50,561	$56,159	$52,940
Campus Administration (School Leadership)	$57,796	$67,446	$70,779	$65,506
Contracted Instructional Staff (not incl. above):	0.0	2.3	0.0	2,103.5

ACTUAL OPERATING EXPENDITURE INFORMATION	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$2,495,475	100.0%	$6,013	$2,501,154	100.0%	$6,027	$132,696,442	100.0%	$5,384
Instruction (11,95)	$2,070,565	83.0%	$4,989	$2,075,544	83.0%	$5,001	$97,884,402	73.8%	$3,971
Instructional-Related Services (12,13)	$50,662	2.0%	$122	$51,362	2.1%	$124	$5,614,148	4.2%	$228
Instructional Leadership (21)	$81,650	3.3%	$197	$81,650	3.3%	$197	$1,621,914	1.2%	$66
School Leadership (23)	$174,775	7.0%	$421	$174,775	7.0%	$421	$8,769,912	6.6%	$356
Support Services-Student (31,32,33)	$117,761	4.7%	$284	$117,761	4.7%	$284	$6,442,100	4.9%	$261
Other Campus Costs (35,36,51,52,53)	$62	0.0%	$0	$62	0.0%	$0	$12,363,966	9.3%	$502
By Program:									
Total Operating Expenditures	$2,495,413	100.0%	$6,013	$2,501,092	100.0%	$6,027	$118,339,932	100.0%	$4,801
Bilingual/ESL Education (25)	$63,448	2.5%	$153	$63,448	2.5%	$153	$6,041,305	5.1%	$245
Career & Technology Education (22)	$0	0.0%	$0	$0	0.0%	$0	$10,668	0.0%	$0
Accelerated Education (24,30)	$1,567	0.1%	$4	$1,567	0.1%	$4	$6,422,115	5.4%	$261
Gifted & Talented Education (21)	$55,189	2.2%	$133	$55,189	2.2%	$133	$2,611,090	2.2%	$106
Regular Education (11)	$1,824,874	73.1%	$4,397	$1,830,553	73.2%	$4,411	$83,582,854	70.6%	$3,391
Special Education (23)	$550,335	22.1%	$1,326	$550,335	22.0%	$1,326	$19,671,900	16.6%	$798
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	57	14.4%	9.3%	5.9%	14.8%
Career & Technology Education	0	0.0%	0.0%	12.5%	20.6%
Gifted & Talented Education	70	17.7%	8.9%	22.5%	7.5%
Special Education	45	11.4%	8.8%	8.6%	10.6%
Teachers by Program (population served):					
Bilingual/ESL Education	2.5	7.3%	4.9%	3.2%	7.6%
Career & Technology Education	0.0	0.0%	0.0%	2.5%	3.9%
Compensatory Education	0.0	0.0%	2.6%	0.1%	3.3%
Gifted & Talented Education	0.4	1.1%	0.9%	4.4%	2.0%
Regular Education	26.3	76.9%	82.9%	70.4%	70.6%
Special Education	5.0	14.6%	8.8%	9.7%	10.0%
Other	0.0	0.0%	0.0%	9.8%	2.6%

'?' 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.

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.								
Performance Objective 1:	Align the written, taught, and assessed concept-based curriculum.								
Summative Evaluation:	Unit plans, Forethought lesson plans, and curriculum-based assessments (CBAs)								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Meetings with campus teams	Provide extended planning times to support Rigor/Relevance Framework	K-5	Campus Admin	August 2007	June 2008	Extended planning time, Rigor/Relevance Framework, Curriculum Department	RBI	Extended planning time agenda/minutes	schedules, lesson plans, team meeting agendas
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the implementation of instruction to ensure alignment with the rigor of the CBAs	K-5	Campus Admin, Team Leaders, Content Specialists	August 2007	June 2008	Extended planning time, CBA preview process, TEKS, Forethought documents	RBI	Forethought lesson plans, walk-throughs, meetings with teams	schedules, lesson plans, teams meeting agendas
Campus observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction	K-5	Campus Admin, Teachers	August 2007	June 2008	Achievement Series data	RBI, RBSG	Forethought lesson plans, walk-throughs, meetings with teams	Lesson plans, walk-though documentation, team meeting agendas

Needs Assessment: AEIS = Academic Excellence Indicator System, SS= Student Survey, PS=Parent Survey, FS=Faculty Survey, DR=Discipline Report
TPRI = Texas Primary Reading Inventory, PBMAS = Performance Based Monitoring Assessment System, BA = Benchmark Assessments, O=Other (specify)
Special Populations (Sp. Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education, E=Ethnicity
Committees: AC=Assessment, CC=Curriculum, PD=Prof Dev, PC=Parent and Community, AR=At-Risk, LCO=Legislative/Campus Oversight
Budget Codes: SCE=State Comp. Ed., AMI=Accelerated Mathematics Instruction, ARI=Accelerated Reading Instruction, T1=Title 1, T2=Title 2, T2D-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education, LEA=Local Education Agency, AP=Advanced Placement
Schoolwide: RMB = Research-based math programs/strategies, RMR = Research-based reading programs/strategies, RBW = Research-based writing programs/strategies, RBS = Research-based science program/strategies, RBSS = Research-based social studies program/strategies, PD = Professional Development, T = Tutorials, RBI = Research-based individualized instruction, RBSG = Research-based group instruction, CAI = Computer-aided instruction
EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Provide additional training on the Rule of 3 Model for differentiated instruction and the Response to Intervention (RtI) process	K-5	Campus administration, teacher leaders, intervention services teachers, gifted and talented teacher	August 2007	June 2008	Materials (books, manuals, etc.), LEA	RBI	Reflective evaluations by trained faculty and staff, Eduphoria transcripts	RtI Meeting Minutes, RtI paperwork
AEIS Report	Monitor the implementation of the RtI Model including Rule of 3 Model for differentiated instruction	K-5	Campus Administration, Counselors	August 2007	June 2008		RBI	Walk-throughs, Forethought lesson plans, PST meeting minutes	RtI Meeting Minutes, RtI paperwork

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Continue training and provide additional instructional materials in guided reading	K-5	Campus Administration, Literacy Coach	August 2007	June 2008	Videos, materials, Elementary Curriculum Director, SCE - $2929	RBI, RBSG, RMR	Eduphoria transcripts	Walk-throughs, Eduphoria transcripts, budget sheets
AEIS Report	Monitor the implementation of guided reading instruction	K-5	Campus Administration, Literacy Coaches	August 2007	June 2008	SCE - $2929	RBsG, RBI	Team meetings, walk-throughs	Team meeting agendas, walk-throughs
AEIS Report	Continue training in 5E Model of Inquiry Based Instruction in Math and Science	K-5	Campus Administration, Science Content Specialists, Math Content Specialists	August 2007	June 2008	Math Director, Science Director, Materials (books, manuals, etc.), LEA, T1 $6912	RMB, RBS	Eduphoria transcripts, walk-throughs	Budget sheets, Eduphoria transcripts, meetings with teams, walk-thoughs

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Monitor the implementation of 5E Model of Inquiry Based Instruction in Math and Science	K-5	Campus Administration, Science Content Specialist, Math Content Specialist	August 2007	June 2008	Math Director, Science Director, Materials (books, manuals, etc.) T1 $6912	RMB, RBS	Forethought lesson plans, walk-throughs	Meetings with teams, walk-throughs
AEIS Report	Monitor the implementation of Best Practice Instruction	K-5	Campus Administration, Team Leaders	August 2007	June 2008	Director of Elementary Curriculum	RBSG, RBI	Team meetings, walk-throughs	Team Meetings, walk-throughs
AEIS Report	Provide training and monitor implementation of online access for science leveled readers	4th and 5th grades	Campus Administration, Literacy Coaches	August 2007	June 2008	Director of Elementary Curriculum, Scott Foresman software, I-Team	RBS, RMR	Program data, Walk-throughs, Team Meetings	Meetings with teams, walk-throughs

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.
Performance Objective 2:	Implement district-wide (PreK - grade 12) Texas Essential Knowledge and Skills (TEKS) and Student Expectations (SEs) aligned and research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report, FS	Provide entire staff training in Write from the Beginning	All	Campus Administration	Sept 2007	Nov 2007	District Write from the Beginning Trainer of Trainers, misc office supplies, LEA	RBW	Eduphoria Transcripts	Walk-throughs, Forethought lesson plans

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 3:	Continue Pre-K-12 assessment and evaluation program that provides information about individual students and measures students' continuous academic growth. (Strategy 3, Plan 10A, B, C).
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report and local assessment data	Implement second grade standards-based report cards	2nd grade	Campus Administrators, 2nd Grade Team Leader	August 2007	June 2008	TEKS, K-1 standards-based report cards, Director of Elementary Curriculum	RBI	Completed standards-based report card data	Report Cards
Local assessment data	Refine the use of performance-based mathematics assessments	K-2nd grade	Campus Administrators, K-2 Teachers	August 2007	June 2008	Mathematics Director, Math Perspectives trainers, Assessing Number Concepts assessments, AMI	RMB	Achievement Series data, walk-throughs, team meetings	Lesson Plans, Walk-throughs, Team meetings
FS	Provide training on progress monitoring to help with the identification of students with disabilities	K-5	Campus Administration, Intervention Services Teachers	August 2007	June 2008	Exec. Director of Intervention Services, Director of Elementary Special Education	RBI	Meeting agendas, handouts	SPED Paperwork

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report, Local assessment data	Identify and use progress monitoring (RtI) tools & process	K-5	Campus Administrators, PST team, Teacher Leaders	August 2007	June 2008	Curriculum Department, Exec. Director of Intervention Services, AMI, ARI, local funds	RBI	Results of progress monitoring tools, ARI/AMI rosters, PST meeting minutes and forms	ARI/AMI rosters, PST meeting minutes and forms
Local assessments	Provide training on creating TEKS-aligned rigorous assessment items	K-5	Campus Administration, Team Leaders, Content Specialists	August 2007	June 2008	Director of Assessment, Director of Staff Development, Trainers, TEKS, research-based materials	RBI, PD	Eduphoria transcripts, assessment items	Eduphoria transcripts, assessment items
AEIS Report & Local assessment data	Use assessment data to evaluate and align instruction in order to meet the criteria of a CISD graduate	K-5	Campus Administrators, Team Leaders, Content Specialists	August 2007	June 2008	Curriculum Team, Achievement Series, Tetradata Warehouse	RBI, PD	Achievement Series data reports, walk-throughs, team meetings	Achievement Series data reports, walk-throughs, team meetings

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Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report & Local assessment data	Provide additional training on the use of the curriculum management system	K-5	Campus Administration, I-Team	August 2007	June 2008	Curriculum Team, I-Team, Eduphoria transcripts	PD	Forethought lesson plans	Lesson plans, sign-in sheets
AEIS, FS	Continue Homework Help Center for students who need additional instructional support.	AR	Campus Administration, Homework Help Center Coordinator, Homework Help Center Instructional Staff	Sept 2007	May 2008	Title 1 Payroll - $4000	RMB, RMR, RBW, RBS, RBI, RBSG, T	BA, TAKS	Lesson plans, Tutorial Groups, Tutorial Schedule
AEIS, FS	Continue tutoring students before and after school	AR	Campus Administration, Classroom Teachers, Literacy Coach, Support Staff	Sept 2007	May 2008	SCE - $4000	RMB, RMR, RBW, RBS, RBI, RBSG, T	BA, TAKS	Lesson plans, Tutorial Groups, Tutorial Schedule

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 4:	Allocate funds to purchase TEKS-aligned and research-based instructional resources that support district initiatives.
Summative Evaluation:	Budget justifications and resource inventories.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Meetings with campus teams	Monitor use of instructional resources that are TEKS-aligned and research-based	K-5	Campus Administration	August 2007	June 2008	Curriculum Department	RBGI	List of resources, campus budget, walk-throughs	List of resources, campus budget, walk-throughs
Curriculum meetings with Campus Administrators	Inventory campus instructional resources and publish	K-5	Campus Administration, Team Leaders, Content Specialists	August 2007	June 2008	Produced resource list	RBSG, RBI	Publish list of resources	Published list of resources
Curriculum meetings with Campus Administrators	Budget and purchase TEKS-aligned and research-based instructional resources to enhance campus collection	K-5	Campus Administration, Team Leaders	August 2007	June 2008	LEA, ARI, AMI	RBSG, RBI	Budget worksheets, purchase orders	Budget worksheets, purchase orders,

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Analyze assessment data to determine target areas for instruction	K-5	Campus Administrators, Teachers	August 2007	June 2008	Director of Mathematics, Director of Science, Director of Assessment, TAKS data, AMI	RBSG, RBI	Instructional target area action plan	Lesson plans, walk-throughs, meetings with teams
AEIS Report	Monitor implementation of instructional target area action plans	K-5	Campus Administrators, Teachers	August 2007	June 2008	Instructional target area action plan	RBSG, RBI	Forethought lesson plans, walk throughs, team meetings	Lesson plans, walk-throughs, team meetings
AEIS Report, BA	Create campus-wide vertical teams in study science instruction	All	Campus Administration, Science Content Specialist	Sept 2007	April 2008	Director of Science, TEKS, FOSS Curriculum, GEMS, T1 - $2953	RBS	Forethought lesson plans, walk-thoughs	Vertical team rosters, team notes
AEIS Report	Implement science notebooking at 4^{th} and 5^{th} grades	4^{th}-5^{th}	Campus Administration, Science Content Specialist	August 2007	June 2008	Director of Science, office materials	RBS	Forethought lesson plans, walk-throughs	Students' science notebooks

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Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Provide training and monitor implementation of digital microscopes	4th grade	Campus Administration, Science Director	August 2007	June 2008	Director of Science, I-Team, Digital microscope software	PD	Forethought lesson plans, walk-throughs	Lesson plans, walk-throughs, meetings with team
AEIS Report	Continue training in 5E Model of Inquiry Based Instruction in Math and Science	K-5	Campus Administration, Content Specialists	August 2007	June 2008	Director of Mathematics, Director of Science, Facilitators, Materials (books, manuals, etc.)	RMB, RBS, PD	Eduphoria transcripts	Eduphoria transcripts
AEIS Report	Monitor the implementation of 5E Model of Inquiry Based Instruction in Math and Science	K-5	Campus Administration, Content Specialists	August 2007	June 2008	Director of Mathematics, Director of Science	RMB, RBS	Forethought lesson plans, walk-throughs, team meetings	Lesson plans, walk-throughs, team meetings

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Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Pilot the Investigations mathematics curriculum to support the 5E Model of Inquiry Based Math instruction	K-5	Campus Administration, Classroom Teachers	August 2007	June 2008	Director of Mathematics, Investigations Materials T1- $6912	RMB	Forethought lesson plans, walk-throughs, benchmark results	Lesson plans, walk-throughs, benchmark results
AEIS Report	Provide Training in the Investigations Mathematics Curriculum	All	Campus Administration	August 2007	August 2007	Mathematics Director, Trainer from Scott-Foresman T1 - $6912	RMB	Eduphoria transcripts	Eduphoria transcripts
Meeting with the curriculum department	Prepare a review of the Investigations curriculum for use during the elementary mathematics textbook adoption process	K-5	Campus Administration, Campus Adoption Committee Representatives	August 2007	June 2008	Mathematics Director	RMB	Prepared review	Prepared review

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Performance Objective 5:	Decrease the achievement gap between populations on TAKS by at least 10% in both math and science.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Campus observations and discussions	Introduce "Math Talks"	K-5th grades	Math Content Specialist	October 2007	June 2008	Math Director, Training materials and Math Solutions, Inc.,	RMB	Eduphoria transcripts, Forethought lesson plans, walk-throughs, meetings with teams	Eduphoria transcripts, lesson plans, walk-throughs, meetings with teams

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Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.								
Performance Objective 6:	Support the transition from SDAA II to TAKS-M or TAKS-Alt.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PBMAS, AEIS	Monitor staff decision-making for TAKS-Alt and TAKS-M through scheduled monthly meetings	SE	Campus Administration	Aug 2007	May 2008	Exec. Director of Intervention Services, Directors of Special Education, Special Education Teachers, ARD Committee Decision-Making Process for the Texas Assessment Program	RBI	Meeting agendas and minutes, ARD Committee Decisions	Meeting agendas, ARD paperwork

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Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.
Performance Objective 7:	Increase the number of students receiving a "Commended" on TAKS by 10% in each subject area tested.
Summative Evaluation:	AEIS Report

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
AEIS Report	Analyze assessment data to determine target areas for instruction	3rd-5th	Campus Administration, 3rd, 4th & 5th grade teachers	August 2007	June 2008	District and Campus AEIS Reports, Achievement Series Reports, Curriculum Team	RBI, RBSG	Data results	Meetings with teams on extended planning times
AEIS Report	Provide staff development on and monitor the implementation of critical thinking skills aligned with the rigor of the TEKS/SE	K-5	Campus Administrators	August 2007	June 2008	Curriculum Team, Rigor/Relevance Framework, Higher Level Thinking flipcharts, Curriculum Units	RBSG	Eduphoria, sign in sheets, classroom walkthroughs/ Observations	Eduphoria sign-in sheets, walk-throughs, observations

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Strategic Objective/Goal 2	Wilson will demonstrate educational excellence.								
Performance Objective 1:	Improve student progress through differentiated, rigorous, and relevant instruction and intervention as evaluated by standard measures.								
Summative Evaluation:	AEIS Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Meetings with grade level teams	Provide training on Rigor/ Relevance Framework and Concept-Based Curriculum	K-5	Campus Administrators	August 2007	June 2008	Curriculum Teams, Extended planning time, Rigor/Relevance Framework , LEA	RBI, RBSG	Extended planning time, agenda/minutes	Grade level schedules, team meeting agendas
FS	Provide teachers with extended planning periods	All	Campus Administrators	August 2007	June 2008	Curriculum Team, Rigor/Relevance Framework, Benchmark Reporting System	RBI, RBSG	Master schedule, extended planning time agendas/meeting minutes	Master schedule, extended planning agendas
Meetings with grade level teams	Monitor the implementation of the Rigor/ Relevance Framework and concept-based curriculum.	K-5	Campus Administrators	August 2007	June 2008	Curriculum Team, Forethought documents, walk-throughs, Eduphoria documents	RBI, RBSG	Forethought lesson plans, walk-throughs, meeting with grade level teams	Lesson plans, walk-throughs, meetings with grade level teams

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EXT = Extended learning opportunities, PI = Parent involvement strategies

Strategic Objective/Goal 2:	Wilson will demonstrate educational excellence.
Performance Objective 2:	Align foreign language opportunities to reflect future trends in a multilingual society and enhance student participation.
Summative Evaluation:	Course offerings and enrollment in bilingual education program

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
PEIMS data	Support the expansion of the district bilingual program	K-2	Campus Administration, Bilingual teachers, Kindergarten, First Grade, and Second Grade Teachers, campus office staff	July 2007	June 2008	Curriculum Department, Bilingual Materials, Campus Budget	RBI, RBSG	Meetings with teams, walk-throughs	Meetings with teams, walk-throughs, budget sheets
FS, PS	Provide students with exposure to Spanish	All	Bilingual Teachers, Campus Administration	September 2007	June 2008	Misc. office supplies, announcements, Bilingual Teachers	EXT	Labeling, Announcements	Building labels
FS, PS	Create a small body of Spanish literature available for checkout in the library	K-2	Campus Administration, Librarian	September 2007	June 2008	CEDC, Campus Budget	EXT	Spanish-language book inventory	Spanish-language book inventory, budget sheets

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Strategic Objective/Goal 2:	Wilson will demonstrate educational excellence.
Performance Objective 3:	Establish a 5-year plan for the library aligned to the CISD graduate profile, needs of 21st Century learners and the Texas Library standards.
Summative Evaluation:	Completed 5-year plan.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS, AEIS, O (alignment with Texas Library Standards)	Create a 5-year plan for the campus library	All	Campus Administration, District Head Librarian	June 2007	June 2008	Campus and community members, misc office supplies	RBR, EXT, PI	Texas Library Standards	Completed plan
FS, PS, AEIS	Examine funding sources for updating the library	All	Campus Administration, District Head Librarian	September 2007	June 2008	Assistant Superintendent for Support Services, CFO, Maintenance Supervisor, campus and community committee members, Misc. office supplies	RBR, EXT, PI	budgeting plan	Budget sheets for years one and two

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Strategic Objective/Goal 2:	Wilson will demonstrate educational excellence.
Performance Objective 4:	Establish monthly opportunities for parent and community involvement.
Summative Evaluation:	Published list of parent and community involvement opportunities.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
PS, FS, Title 1 Regulations	Host monthly "Brown Bag Lunches and Dinners"	All	Campus Administration	September 2007	May 2008	Misc. office supplies	PI	Sign-in sheets	Sign-in sheets
PS, FS, Title 1 Regulations	Pilot "Open Lab Hours" in the campus computer lab	All	Campus Administration	September 2007	June 2008	Executive Director of Technology, Technology Staff, LEA	PI	Published schedule of "Open Lab hours"	Schedule, sign-in sheets
PS, FS, Title 1 Regulations	Establish a partnership with a local business	All	Campus Administration	September 2007	June 2008	PTO Members, Misc. office supplies	PI	Partnership plan	Partnership plan

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Strategic Objective/Goal 2	Wilson will demonstrate educational excellence.
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.
Summative Evaluation:	Master schedules, campus planning documents

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, Meetings with grade level teams	Embed Professional Learning Communities (PLC) in campus-based professional development	K-5	Campus Administration, Teacher Leaders	June 2007	June 2008	Curriculum Team, PLC documentation and forms, Eduphoria transcripts, campus funds	PD	Campus Professional Development Plan, PLC documentation and forms, Eduphoria transcripts	Campus Professional Development Plan, PLC documentation and forms, Eduphoria transcripts
PS, PC, LCO	Implement a co-teach model for instruction	5th	Campus Administration, Intervention Services Teachers, 5th grade teachers	August 2007	May 2008	Intervention Services Team, Training	RBI, RBSG	Classroom observation/walk-throughs, master schedule	Classroom observation/walk-throughs, master schedule

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Strategic Objective/Goal 2	Wilson will demonstrate educational excellence.								
Performance Objective 5:	Establish school structures most appropriate to implement CISD curriculum and staff development.								
Summative Evaluation:	Master schedules, campus planning documents								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS	Implement extended planning time for content collaboration and professional development within the regular school day	K-5	Campus Administration, Content Area Specialists, Literacy Coach	August 2007	May 2008	Curriculum Team, Training	PD, RMB, RMR, RBW, RBS, RBSS, RBI, RBSG	Meeting agendas, classroom observations, campus planning documents	Meeting agendas, classroom observations, campus planning documents

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Strategic Objective/Goal 2	Wilson will demonstrate educational excellence.
Performance Objective 6:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.
Summative Evaluation:	Job Fair, Annual Highly Qualified Report to the CISD Board of Trustees.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
Title 1 Regulations	Train a team to interview potential highly-qualified staff for Wilson at the CISD Job Fair.	Staff	Campus Administration	January 2008	April 2008	LEA, Director of Human Resources	PD	List of campus interviewers	Agendas, Sign-In Sheets
Title 1 Regulations	Prepare the annual highly qualified report for the CISD Board of Trustees.	All	Campus Administration	March 2008	March 2008	Director of Human Resources		Completed report	Completed report

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Strategic Objective/Goal 2	Wilson will demonstrate educational excellence.								
Performance Objective: 7	Improve the campus K-5 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.								
Summative Evaluation:	GT Program Ranking								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
State GT Plan	Provide resources and planning time for collaboration between grade level teams and GT Specialist	K- 5 Teachers	Campus Administration, GT Specialist	August 2007	May 2008	Director of Advanced Academics, GT Team Members	PD	Extended planning schedule, meeting notes	Extended planning schedule, meeting notes
State GT Plan	Provide additional campus-based training in differentiation strategies	K-5 Teachers	Campus Administration, GT Specialist	August 2007	May 2008	Director of Advanced Academics, GT Team Members	PD	Eduphoria transcripts	Eduphoria transcripts
State GT Plan	Provide additional opportunities for staff to receive the 30 hour GT training	K-5 Teachers	Campus Administration	August 2007	May 2008	GT Training Team members	PD	Eduphoria transcripts, number of teachers with 30 hour training	Eduphoria transcripts, number of teachers with 30 hour training

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Strategic Objective/Goal 2	Wilson will demonstrate educational excellence.
Performance Objective 8:	Increase the number of students served in the least restrictive environment through a continuum of services.
Summative Evaluation:	Admission, Review and Dismissal (ARD) Committee paperwork, Individual Educational Plans (IEP), Continuum of Services List

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS	Implement Co-teaching in 5th grade	SE	Campus Administrators, Intervention Services Teachers, Fifth Grade Teachers	August 2007	May 2008	Training, Executive Director of Intervention Services, Elementary Director of Intervention Services	RBI	ARD Committee Decisions, Progress Reports, PBMAS, AEIS, AYP	ARD Committee Decisions, Progress Reports, PBMAS, AEIS, AYP

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Strategic Objective/Goal 2	Wilson will demonstrate educational excellence.								
Performance Objective 9:	Align the instruction to increase the achievement of subpopulations by 10% on benchmark and state assessments.								
Summative Evaluation:	AEIS data								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS	Provide campus staff development in culturally influenced learning styles.	All	Campus Administration	Aug 2007	May 2008	Book – How to Teach Children Who Don't Look Like You, Book – A Framework for Understanding Poverty	RBI, RBSG	Eduphoria transcripts, sign-in sheets, BA	Eduphoria transcripts, sign-in sheets, BA

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Strategic Objective/Goal 3	Each Student will consistently demonstrate identified CISD Character Traits within the school and community.								
Performance Objective 1:	Enhance the CISD character program								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
PS, FS	Provide training on the C3 materials purchased with Coppell Education Foundation Grant monies	All	Campus Administration, Campus Counselor, C3 Grant Team	August 2007	September 2007	C3 Materials, Members of the C3 Grant Team	PD	PS, FS	Sign-in sheets
PS, FS	Implement the C3 character development program to compliment the CISD character program	All	Campus Administration, Campus Counselor, C3 Grant Team	Oct 2007	June 2008	C3 Materials, Members of the C3 Grant Team, Campus Counselor	EXT	Master schedule, character education lesson plans	Master schedule, character education lesson plans

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Strategic Objective/Goal 3	Each Student will consistently demonstrate identified CISD Character Traits within the school and community.								
Performance Objective 1:	Enhance the CISD character program								
Summative Evaluation:	Post-instruction assessment								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
Ps, FS	Revise and enhance 3C character education program	All	Campus Administration, Campus Counselor, C3 Grant Team	May 2008	July 2008	C3 Grant Team, Parent Committee, Student Advisory Committee, Classroom Teachers	EXT	Committee recommendations	Meeting minutes and agendas, revised lesson plans, and schedules

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Strategic Objective/Goal 3:	Each student will consistently demonstrate identified CISD character traits within their school and community.
Performance Objective 2:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
FS, PS, SS, DR	Meet with campus teams to identify students to participate in Social Coping Group	All	Campus Administration, Campus Counselor	September 2007	May 2008	Intervention Services Team, Local Funds, Special Education Funds	EXT	Data driven decision making	Team Meeting Agendas, Social Group Schedule
FS, PS, SS, DR	Provide initial and ongoing training of group leadership skills	All	Campus Administration, Campus Counselor Intervention Services Team	September 2007	May 2008	Intervention Services Team, Special Education Funding, local funds	EXT	Reflective evaluations by trained faculty and staff	Eduphoria Sign-in sheets
FS, PS, SS, DR	Develop specific interpersonal and behavioral goals	All	Trained Campus Staff	September 2007	May 2008	Intervention Services Team, Special Education Funding, local funds	EXT	Social skill development research	Goal sheets
FS, PS, SS, DR	Supervise the development of group leadership skill and success	All	Campus Administration, Campus Counselor	June 2007	May 2008	Behavior Specialist, Special Education Funding, local funds	EXT	Group leadership meetings	Agendas, Meeting Notes

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Strategic Objective/Goal 3:	Each student will consistently demonstrate identified CISD character traits within their school and community.								
Performance Objective 2:	Increase the participation of students in social skills classes and social coping groups based on the ARD decision making process.								
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PS, SS, DR	Provide faculty staff development to maintain student social skills development	All	Campus Administration, Campus Counselor	March 2008	May 2008	Behavior Specialist, Special Education Funding, local funds	EXT	Faculty, parent, leader, supervisor outcome data	Eduphoria transcripts, Staff, Student, and Parent Reflections

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 1:	Increase student participation in Service-Learning by 20%.
Summative Evaluation:	List of projects and documentation forms turned in to Service-Learning Camus Leaders and District Service-Learning Director

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Continue SL Leadership Teams focused on Student Leadership using S.T.A.R.S. model	All	Campus Administration, Campus Service Learning Coordinators District Service-Learning Director	August 2007	May 2008	District Service-Learning Director, Campus Staff	EXT	Report to Service-Learning Leadership Team	Document ed Campus Service Learning Hours

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Identify SL projects that best align with written curriculum	All	Campus Administration, Campus Service Learning Coordinators	June 2007	May 2008	Service Learning Director, Curriculum Team, Curriculum plans, Project WILD, Complete Guide to Service Learning, Local funds SL grant	EXT	Report of SL projects	Campus Team Meetings
SL survey	Develop authentic service-learning lesson plans incorporating STARS model aligned with the written curriculum	All	Campus Administration, Grade Level Teams, Campus Service Learning Coordinators	Sept 2007	June 2008	Service Learning Director, Curriculum Team, Lesson plan format, Web resources	EXT	Forethought lesson plans	Lesson Plans, Service Learning Meeting Agendas

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Performance Objective 2:	Integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.								
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timelin e End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Implement plans focusing on environmental conservation and preservation	All	Campus Administration, Grade Level Teams, Campus Service Learning Coordinators SL Director, Science Director, Campus Staff	Sept 2007	May 2008	Service Learning Director, Science Director, Web resources	EXT	Documente d plans and/or visits to Coppell Nature Park	Document ed plans and/or visits to Coppell Nature Park
SL survey	Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills	All	Campus Administration, Campus Service Learning Coordinators SL Director, Campus SL Leaders	August 2007	June 2008	Service Learning Director, Campus Service Learning Coordinators, SL grant	EXT	Agendas, Documentati on of training	Agendas, Doumentat ion of training

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Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.
Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Schoolwide	Formative Evaluation	Documented
SL survey	Highlight classroom projects in newsletters and local newspapers	K-5	Campus Administration, Campus Service Learning Coordinators	August 2007	June 2008	Director of SL	EXT	Newsletters and copies of newspapers, Community feedback	Newsletters, Campus Newspapers, Campus Service Learning Bulletin Board
SL survey	Post SL information on campus website	All	Campus Administration	August 2007	June 2008	Campus Service Learning Coordinators, Director of Service Learning	EXT	Information posted on campus website	Information posted on campus website

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Performance Objective 3:	Provide information to parents, staff, students and community members on a regular basis to create support for CISD Service-Learning Program.								
Summative Evaluation:	Campus newsletters and websites, Service-Learning website, newspapers, district communications								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
SL survey	Conduct Brown Bag Lunch and Dinner for parents and community members highlighting Service Learning Goals, opportunities for participation and communicate benefits of SL	All	Campus Administration, Campus Service Learning Coordinators	August 2007	June 2008	Director of Service Learning, PTO meetings, parent associations meetings, faculty meetings, local community meetings	EXT, PI	Documentation of parent and community involvement	Agenda and sign-in sheets from Brown Bag Lunch and Dinner
SL survey	Deepen understanding of S.T.A.R.S model for teachers, students, and community S= Student Leadership T=Thoughtful Service A=Authentic Learning R=Reflection S=Strong Partnerships	All	Campus Administration, Campus Service Learning Coordinators	August 2007	May 2008	Service Learning Director	EXT	Bulletin boards, information shared or sent home, Student or teacher reflections	Copies of information sent home, student and teacher reflections, pictures of bulletin boards

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans.								
Summative Evaluation:	Review student progress.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
AEIS, PS, FS, SS	Increase participation of students with special education needs in regular education curriculum through Co-Teach instructional delivery model.	SE	Campus administration, 5th grade teachers, Co-teaching staff	August 2007	May 2008	Co-Teach Staff Development,		Fifth grade team meeting agendas, reflections from Co-Teachers, Updated Student Progress	Campus team meeting agendas, reflections from Co-Teachers, Updated Student Progress
AEIS, PS, FS	Provide orientations for students and parents transitioning from one learning environment to another	All	Campus Administration	August 2007	May 2008	Kindergarten Team, Fifth Grade Team, Executive Director of Intervention Services, Director of Advanced Academics, Administrative Staff of Coppell Middle School West	PI	Programs from Kindergarten Round-Up and Middle School Orientation	Programs from Kindergarten Round-Up and Middle School Orientation

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.								
Performance Objective 2:	Implement purposeful opportunities for students to meet with teachers, parents, and community members to discuss personal learning goals and educational progress.								
Summative Evaluation:	Student participation in conferences.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Schoolwide**	**Formative Evaluation**	**Documented**
FS, PS	Create a campus vertical committee to examine and establish procedures for student participation in educational conferences.	All	Campus Administration, Committee Members	Sept 2007	April 2008	Classroom Teachers, On-line resources	RBI	Committee Meeting Agendas	Established procedures for student participation in educational conferences
FS, PS	Provide opportunities for students to participate in conferences.	All	Campus Administration, Classroom Teachers	October 2007	April 2008	Classroom Teachers	RBI	Documentation of student participation in conferences	Documentation of student participation in conferences

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PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	0
6	ABUSE OF VOLATILE CHEMICALS	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMP/VOL	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
33	POSSESSED, PURCHASED, USED OR ACCEPTED A CIGARETTE OR TOBACCO PRODUCT	0
34	SCHOOL RELATED GANG VIOLENCE	0
35	FALSE ALARM/FALSE REPORT	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	0
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENT HOMICIDE	0

TOTAL Student Violent and Criminal Incidents for the 2006-2007 School Year

Note 1: Incident codes for this report were identified by TEA Safe & Secure School Division on 11/28/07.

Note 2: A student will be counted more than once if they have multiple disciplinary records.

Note 3: Not all incidents reported above were PEIMS reportable.

Note 4: Only incidents that occur on Home Campus's are included in these counts (Students that continued placements for actions occurring outside of Coppell, during prior years, or while at an Alternative Campus are not included in this report).

	Reading/ELA							Mathematics						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Campus Name	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile
BELLVILLE H S	445	2308	2292	2292	0.35	0.00	Q3	443	2244	2242	2283	0.67	-0.29	Q3
ALAMO HEIGHTS H S	922	2354	2343	2327	1.04	0.17	Q1	921	2306	2330	2337	0.42	-0.05	Q1
A & M CONS H S	1533	2367	2351	2336	0.62	0.14	Q1	1541	2318	2319	2364	0.29	-0.34	Q4
CALDWELL H S	337	2296	2281	2279	0.53	0.01	Q3	335	2192	2209	2224	0.21	-0.12	Q2
LOWERY FRESHMAN CENT	944	2389	2339	2296	1.29	0.42	Q1	947	2296	2312	2388	0.18	-0.56	Q4
ANNA HIGH SCHOOL	248	2301	2281	2283	0.98	-0.03	Q3	247	2206	2234	2248	0.60	-0.06	Q1
CENTENNIAL HIGH SCHO	1004	2348	2348	2329	1.01	0.20	Q1	1006	2276	2302	2324	0.69	-0.17	Q2
MCKINNEY BOYD HIGH S	1188	2378	2319	2331	0.57	-0.13	Q4	1201	2331	2317	2379	0.14	-0.48	Q4
SHEPTON H S	1185	2400	2351	2332	1.20	0.18	Q1	1167	2371	2381	2400	0.30	-0.10	Q2
PLANO WEST SENIOR H	823	2349	2381	2388	1.10	-0.07	Q4	839	2363	2382	2442	0.58	-0.57	Q4
COLUMBUS HIGH SCHOOL	309	2297	2280	2283	0.33	-0.05	Q4	310	2198	2240	2227	0.56	0.15	Q1
WEIMAR H S	125	2267	2272	2260	0.25	0.13	Q1	128	2230	2274	2252	0.66	0.18	Q1
* COPPELL H S	1928	2396	2369	2356	1.36	0.12	Q2	1922	2382	2405	2432	0.85	-0.19	Q2
RED OAK H S	988	2308	2282	2288	0.79	-0.07	Q4	959	2188	2212	2220	0.27	-0.04	Q1
LA GRANGE H S	365	2283	2275	2265	0.70	0.10	Q2	359	2234	2241	2287	0.45	-0.31	Q4
CLEAR CREEK H S	2353	2334	2304	2306	0.59	-0.02	Q3	2363	2272	2256	2315	0.13	-0.46	Q4
CLEAR LAKE H S	2214	2356	2340	2325	0.78	0.15	Q1	2227	2329	2327	2371	0.30	-0.34	Q4
PAMPA H S	574	2265	2247	2255	0.18	-0.08	Q4	566	2166	2177	2197	0.12	-0.16	Q2
PINE TREE H S	539	2283	2297	2298	0.89	-0.02	Q3	532	2248	2238	2266	0.01	-0.27	Q3
MARION H S	290	2257	2256	2252	0.71	0.03	Q2	291	2170	2180	2202	0.45	-0.13	Q2
CY-FAIR H S	2002	2331	2319	2321	0.67	-0.02	Q3	1996	2265	2282	2306	0.42	-0.21	Q3
CYPRESS WOODS H S	1809	2371	2353	2308	1.20	0.44	Q1	1802	2294	2319	2328	0.53	-0.02	Q1
KATY H S	1561	2296	2276	2279	0.40	-0.05	Q3	1557	2237	2242	2275	0.08	-0.30	Q3
TAYLOR H S	1744	2334	2325	2315	0.70	0.10	Q2	1735	2322	2348	2359	0.58	-0.09	Q2
CINCO RANCH H S	1726	2369	2352	2339	1.22	0.12	Q2	1744	2366	2363	2412	0.44	-0.42	Q4
KLEIN H S	2079	2359	2330	2331	0.80	-0.02	Q3	2084	2311	2318	2353	0.60	-0.27	Q3
COAHOMA H S	148	2280	2256	2269	0.81	-0.15	Q4	143	2154	2145	2173	0.04	-0.21	Q2
FORNEY H S	895	2296	2282	2277	0.75	0.04	Q2	903	2218	2218	2255	0.14	-0.29	Q3
FRENSHIP H S	925	2330	2305	2305	0.58	-0.01	Q3	931	2236	2246	2274	0.54	-0.19	Q2
OAK RIDGE H S	1282	2309	2300	2291	0.92	0.08	Q2	1279	2242	2266	2278	0.48	-0.07	Q1
ROCKWALL-HEATH H S	1088	2317	2281	2293	0.45	-0.12	Q4	1068	2251	2266	2283	0.30	-0.09	Q2
ROYSE CITY H S	574	2287	2276	2273	0.66	0.03	Q2	583	2233	2227	2262	0.27	-0.31	Q3
MARTIN H S	1997	2339	2301	2313	0.76	-0.13	Q4	2012	2276	2278	2315	0.24	-0.28	Q3
RICHLAND H S	1198	2321	2303	2300	0.74	0.01	Q3	1206	2232	2255	2267	0.34	-0.08	Q2
CENTRAL HIGH SCHOOL	1720	2294	2285	2277	0.62	0.08	Q2	1747	2214	2243	2253	0.40	-0.06	Q1
MANSFIELD HIGH SCHOO	1579	2292	2270	2277	0.46	-0.08	Q4	1564	2192	2181	2230	0.13	-0.37	Q4
KENNEDALE H S	533	2267	2253	2260	0.50	-0.07	Q4	530	2188	2209	2219	0.41	-0.06	Q1
GEORGETOWN H S	1063	2287	2309	2303	0.43	0.08	Q2	1053	2282	2276	2299	0.25	-0.21	Q3
WESTWOOD H S	1682	2409	2383	2371	1.09	0.11	Q2	1682	2396	2403	2445	1.03	-0.35	Q4
THRALL H S	98	2275	2290	2271	0.60	0.19	Q1	97	2203	2253	2229	0.95	0.17	Q1
VISTA RIDGE HIGH SCH	1238	2326	2340	2304	1.11	0.36	Q1	1220	2252	2264	2294	0.24	-0.22	Q3
Group Average	1057	2334	2316	2310	0.70	0.06	--	1057	2277	2286	2318	0.34	-0.24	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

Campus Number		Campus Name	District Name	% _White__	% __Econ__	% Hispanic	% Mobility	% Afr_Amer	% __LEP___
014903042		BELTON M S	BELTON ISD	64.4	50.9	27.0	18.6	6.5	5.5
014903043		LAKE BELTON M S	BELTON ISD	63.6	35.9	25.5	19.3	8.7	5.3
015910050		BUSH MIDDLE	NORTH EAST ISD	63.3	6.3	24.7	11.1	4.2	0.9
015910056		FRANK TEJEDA MIDDLE SCHO	NORTH EAST ISD	60.2	8.7	29.3	14.8	5.0	2.1
020908042		PEARLAND JUNIOR HIGH WES	PEARLAND ISD	64.2	14.2	18.5	14.4	11.1	0.0
021901042		A & M CONSOLIDATED MIDDL	COLLEGE STATION ISD	64.1	27.3	15.3	14.1	12.2	3.1
021901201		OAKWOOD INTERMEDIATE SCH	COLLEGE STATION ISD	64.9	31.7	15.8	14.8	12.5	2.4
021901202		CYPRESS GROVE INTERMEDIA	COLLEGE STATION ISD	64.7	26.3	14.1	11.3	10.9	2.2
026901041		CALDWELL MIDDLE	CALDWELL ISD	62.2	44.7	25.4	12.5	11.6	3.5
043901043		WALTER & LOIS CURTIS MID	ALLEN ISD	64.8	11.3	12.7	8.9	11.6	1.9
043905043		CLARK MIDDLE SCHOOL	FRISCO ISD	61.0	8.8	9.5	12.1	11.3	3.9
043907044		SCOTT MORGAN JOHNSON MID	MCKINNEY ISD	64.0	22.2	19.2	13.7	14.5	4.2
043907045		LEONARD EVANS JR MIDDLE	MCKINNEY ISD	63.3	20.3	20.1	13.5	13.4	6.1
043910048		HENDRICK MIDDLE	PLANO ISD	61.6	11.7	8.5	10.2	11.0	2.3
043911102		HUDDLESTON INTERMEDIATE	PRINCETON ISD	64.8	50.9	28.9	18.1	5.1	6.6
043914043		FRANK MCMILLAN JUNIOR HI	WYLIE ISD	62.8	23.3	17.9	15.7	13.9	3.2
043914044		DAVIS INTERMEDIATE SCHOO	WYLIE ISD	62.8	25.3	17.9	13.3	14.2	3.3
045902041		COLUMBUS JUNIOR HIGH SCH	COLUMBUS ISD	61.7	43.2	20.6	11.0	15.9	2.6
057922042	*	COPPELL MIDDLE EAST	COPPELL ISD	62.2	12.4	11.7	10.1	8.1	1.1
061902044		GRIFFIN MIDDLE	LEWISVILLE ISD	61.2	26.0	23.5	13.8	9.2	5.3
070911041		RED OAK J H	RED OAK ISD	63.7	33.8	25.1	14.7	10.0	1.9
070911104		RED OAK INT	RED OAK ISD	62.1	33.8	24.2	13.5	12.1	2.5
075902041		LA GRANGE MIDDLE	LA GRANGE ISD	62.7	45.3	23.3	11.9	13.3	2.7
084910046		CREEKSIDE INT	CLEAR CREEK ISD	60.4	18.1	23.8	10.3	9.7	3.8
091906042		PINER MIDDLE SCHOOL	SHERMAN ISD	61.5	49.4	20.8	15.9	15.4	5.6
101908044		FAIRMONT JR HIGH	DEER PARK ISD	62.2	22.4	28.4	14.1	3.2	3.2
101915046		DOERRE INT	KLEIN ISD	64.4	13.8	15.7	12.7	9.9	2.2
166905041		THORNDALE MIDDLE	THORNDALE ISD	63.1	32.8	27.9	17.9	9.0	2.5
170902069		DOLLY VOGEL INTERMEDIATE	CONROE ISD	63.5	29.2	22.7	13.2	10.1	5.9
178914041		FLOUR BLUFF J H	FLOUR BLUFF ISD	60.3	42.0	28.7	17.7	5.5	1.9
182903041		MINERAL WELLS J H	MINERAL WELLS ISD	65.0	56.6	29.5	15.3	3.9	3.6
220914101		JAMES A ARTHUR INTERMEDI	KENNEDALE ISD	63.1	39.8	17.0	16.2	15.7	2.9
220920105		TANNAHILL INT	WHITE SETTLEMENT ISD	63.3	46.5	26.5	16.5	7.4	3.3
221901043		LINCOLN MIDDLE	ABILENE ISD	64.1	47.5	24.7	17.0	9.0	0.6
227901052		MURCHISON M S	AUSTIN ISD	64.0	19.0	21.4	12.9	7.5	4.7
227901059		BAILEY M S	AUSTIN ISD	63.8	15.2	26.1	11.2	4.0	1.9
243905045		ZUNDELOWITZ J H	WICHITA FALLS ISD	62.2	40.4	27.4	13.1	7.5	3.3
246909042		NOEL GRISHAM MIDDLE	ROUND ROCK ISD	64.7	21.5	17.6	15.0	6.3	4.4
246909044		CANYON VISTA MIDDLE	ROUND ROCK ISD	63.6	5.5	5.7	6.0	2.4	3.2
246913042		LEANDER MIDDLE	LEANDER ISD	61.3	41.4	29.2	17.5	7.7	6.3
246913043		RUNNING BRUSHY MIDDLE SC	LEANDER ISD	64.2	28.6	25.5	13.5	7.0	2.6
		Group Average		63.1	26.1	21.4	13.7	9.1	3.3

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

Gold Performance Acknowledgment: Reading/ELA

Campus Name	Reading/ELA (1) Number Matched Students	(2) 2006 Avg Scale Score	(3) 2007 Avg Scale Score	(4) 2007 Est Avg Scale Score	(5) 2006 Failer TGI Avg	(6) 2007 TGI Avg	(7) Quartile	Mathematics (1) Number Matched Students	(2) 2006 Avg Scale Score	(3) 2007 Avg Scale Score	(4) 2007 Est Avg Scale Score	(5) 2006 Failer TGI Avg	(6) 2007 TGI Avg	(7) Quartile
BELTON M S	627	2272	2319	2311	0.34	0.05	Q3	631	2283	2251	2284	0.09	-0.28	Q4
LAKE BELTON M S	724	2296	2343	2335	0.32	0.05	Q3	727	2308	2282	2312	0.40	-0.25	Q4
BUSH MIDDLE	1474	2378	2439	2413	1.28	0.17	Q2	1457	2406	2415	2411	1.88	-0.00	Q1
FRANK TEJEDA MIDDLE	1008	2387	2439	2416	1.10	0.15	Q2	993	2405	2408	2408	1.02	0.02	Q1
PEARLAND JUNIOR HIGH	535	2382	2365	2388	1.10	-0.18	Q4	524	2373	2303	2352	0.68	-0.44	Q4
A & M CONSOLIDATED M	497	2370	2377	2382	0.63	-0.05	Q4	498	2361	2353	2363	0.57	-0.05	Q1
OAKWOOD INTERMEDIATE	490	2336	2427	2393	0.87	0.22	Q1	507	2392	2426	2448	0.71	-0.14	Q2
CYPRESS GROVE INTERM	533	2313	2399	2364	0.88	0.23	Q1	535	2369	2451	2426	0.95	0.17	Q1
CALDWELL MIDDLE	313	2275	2358	2314	0.79	0.32	Q1	313	2265	2233	2276	0.54	-0.22	Q3
WALTER & LOIS CURTIS	525	2369	2364	2375	0.89	-0.09	Q4	525	2330	2288	2316	0.55	-0.23	Q3
CLARK MIDDLE SCHOOL	798	2367	2430	2402	1.04	0.19	Q1	797	2416	2403	2422	0.87	-0.11	Q2
SCOTT MORGAN JOHNSON	847	2354	2403	2390	0.98	0.08	Q2	852	2386	2372	2391	0.71	-0.20	Q3
LEONARD EVANS JR MID	1106	2372	2412	2403	0.67	0.05	Q3	1123	2409	2372	2409	0.42	-0.32	Q4
HENDRICK MIDDLE	744	2370	2436	2402	1.20	0.23	Q1	747	2432	2410	2432	0.92	-0.14	Q2
HUDDLESTON INTERMEDI	295	2253	2310	2297	0.72	0.09	Q2	302	2261	2298	2298	0.79	-0.00	Q1
FRANK MCMILLAN JUNIO	576	2301	2342	2325	0.56	0.13	Q2	575	2303	2270	2312	0.09	-0.35	Q4
DAVIS INTERMEDIATE S	484	2252	2333	2299	1.06	0.23	Q1	487	2338	2382	2386	0.85	-0.03	Q1
COLUMBUS JUNIOR HIGH	250	2279	2311	2311	0.71	-0.01	Q3	252	2233	2207	2233	0.42	-0.16	Q2
* COPPELL MIDDLE EAST	627	2379	2442	2414	1.01	0.18	Q1	622	2436	2437	2447	0.99	-0.05	Q2
GRIFFIN MIDDLE	577	2306	2362	2343	0.85	0.13	Q2	580	2286	2285	2295	0.65	-0.06	Q2
RED OAK J H	631	2325	2309	2336	0.38	-0.21	Q4	637	2272	2223	2263	-0.14	-0.34	Q4
RED OAK INT	640	2260	2351	2306	1.08	0.29	Q1	663	2303	2340	2349	0.65	-0.05	Q2
LA GRANGE MIDDLE	231	2310	2311	2333	0.17	-0.17	Q4	230	2259	2255	2268	0.74	-0.09	Q2
CREEKSIDE INT	627	2316	2361	2347	0.82	0.07	Q2	635	2293	2267	2297	0.65	-0.16	Q3
PINER MIDDLE SCHOOL	661	2339	2345	2349	0.59	-0.03	Q3	657	2253	2220	2254	0.57	-0.25	Q3
FAIRMONT JR HIGH	570	2327	2367	2362	0.73	0.02	Q3	567	2339	2312	2347	0.21	-0.27	Q4
DOERRE INT	1130	2360	2414	2394	0.95	0.12	Q2	1133	2363	2332	2370	0.50	-0.26	Q4
THORNDALE MIDDLE	97	2277	2306	2320	0.57	-0.09	Q4	96	2290	2293	2299	0.49	-0.05	Q1
DOLLY VOGEL INTERMED	917	2286	2353	2338	0.75	0.10	Q2	937	2324	2342	2373	0.29	-0.20	Q3
FLOUR BLUFF J H	659	2296	2313	2310	0.64	0.02	Q3	664	2287	2257	2278	0.16	-0.17	Q3
MINERAL WELLS J H	413	2250	2253	2266	0.36	-0.11	Q4	424	2199	2186	2195	0.16	-0.07	Q2
JAMES A ARTHUR INTER	377	2249	2360	2294	0.95	0.44	Q1	386	2314	2353	2357	0.59	-0.03	Q1
TANNAHILL INT	622	2275	2340	2322	0.82	0.12	Q2	633	2310	2332	2358	0.40	-0.16	Q2
LINCOLN MIDDLE	531	2326	2358	2361	0.77	-0.03	Q4	530	2268	2213	2272	0.24	-0.46	Q4
MURCHISON M S	972	2360	2400	2391	0.98	0.06	Q3	978	2371	2347	2374	0.66	-0.21	Q3
BAILEY M S	956	2384	2429	2419	1.11	0.05	Q3	964	2352	2333	2361	0.42	-0.23	Q3
ZUNDELOWITZ J H	435	2342	2377	2372	0.46	0.02	Q3	438	2323	2300	2323	0.28	-0.20	Q3
NOEL GRISHAM MIDDLE	600	2382	2410	2418	0.66	-0.08	Q4	606	2405	2366	2412	0.27	-0.35	Q4
CANYON VISTA MIDDLE	910	2445	2469	2473	0.98	-0.05	Q4	916	2468	2461	2471	0.88	-0.06	Q2
LEANDER MIDDLE	434	2276	2336	2311	1.04	0.18	Q1	433	2259	2267	2268	0.69	0.04	Q1
RUNNING BRUSHY MIDDL	850	2300	2370	2334	0.91	0.24	Q1	862	2301	2318	2304	0.51	0.11	Q1
Group Average	626	2335	2381	2367	0.78	0.08	--	630	2343	2332	2353	0.48	-0.16	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

Campus Number		Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% Afr_Amer	% LEP
008901041		BELLVILLE J H	BELLVILLE ISD	67.2	18.2	35.5	9.8	14.1	3.1
014903043		LAKE BELTON M S	BELTON ISD	63.6	25.5	35.9	19.3	8.7	5.3
021901041		COLLEGE STATION MIDDLE S	COLLEGE STATION ISD	66.0	13.3	22.8	12.7	11.9	2.0
021901042		A & M CONSOLIDATED MIDDL	COLLEGE STATION ISD	64.1	15.3	27.3	14.1	12.2	3.1
021901201		OAKWOOD INTERMEDIATE SCH	COLLEGE STATION ISD	64.9	15.8	31.7	14.8	12.5	2.4
021901202		CYPRESS GROVE INTERMEDIA	COLLEGE STATION ISD	64.7	14.1	26.3	11.3	10.9	2.2
043901042		W E PETE FORD MIDDLE	ALLEN ISD	65.7	13.4	14.9	9.6	15.0	3.1
043907041		FAUBION MIDDLE	MCKINNEY ISD	63.5	24.8	27.2	13.3	8.8	8.9
043907043		DOWELL MIDDLE	MCKINNEY ISD	65.9	18.9	20.5	11.7	11.8	6.2
043907044		SCOTT MORGAN JOHNSON MID	MCKINNEY ISD	64.0	19.2	22.2	13.7	14.5	4.2
043907045		LEONARD EVANS JR MIDDLE	MCKINNEY ISD	63.3	20.1	20.3	13.5	13.4	6.1
043910047		SCHIMELPFENIG MIDDLE	PLANO ISD	65.5	7.0	6.0	7.2	4.2	3.0
043910049		RENNER MIDDLE	PLANO ISD	66.9	7.5	8.7	12.0	9.2	3.7
043914041		GRADY BURNETT JUNIOR HIG	WYLIE ISD	67.3	17.6	23.2	12.7	10.3	4.2
043914043		FRANK MCMILLAN JUNIOR HI	WYLIE ISD	62.8	17.9	23.3	15.7	13.9	3.2
043914044		DAVIS INTERMEDIATE SCHOO	WYLIE ISD	62.8	17.9	25.3	13.3	14.2	3.3
057922043	*	COPPELL MIDDLE WEST	COPPELL ISD	65.3	8.5	8.5	7.6	6.7	5.8
061901041		CROWNOVER MIDDLE SCHOOL	DENTON ISD	66.6	19.7	22.5	17.2	10.1	6.3
092904041		PINE TREE J H	PINE TREE ISD	65.6	16.8	36.2	17.5	15.5	4.8
092904042		PINE TREE MIDDLE	PINE TREE ISD	66.2	20.7	39.8	16.6	11.7	4.8
094904041		MARION MIDDLE	MARION ISD	64.0	30.0	36.6	11.9	4.3	2.6
101907054		SPILLANE MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	66.2	15.2	9.4	11.7	11.0	2.1
101914044		MEMORIAL PARKWAY J H	KATY ISD	66.7	16.9	15.1	14.4	6.3	4.6
101914047		GARLAND MCMEANS JR HIGH	KATY ISD	66.7	11.3	5.9	10.9	4.5	2.7
101914050		BECKENDORFF JUNIOR HIGH	KATY ISD	66.1	13.9	4.3	16.1	6.6	3.1
101915046		DOERRE INT	KLEIN ISD	64.4	15.7	13.8	12.7	9.9	2.2
166905041		THORNDALE MIDDLE	THORNDALE ISD	63.1	27.9	32.8	17.9	9.0	2.5
170902045		WILKERSON INT	CONROE ISD	67.0	17.0	27.1	18.8	9.5	5.8
170902049		C D YORK J H	CONROE ISD	65.3	21.6	23.9	14.6	9.5	3.6
170902069		DOLLY VOGEL INTERMEDIATE	CONROE ISD	63.5	22.7	29.2	13.2	10.1	5.9
199902041		ROYSE CITY MIDDLE	ROYSE CITY ISD	65.7	25.6	31.8	15.6	7.8	2.6
220907043		HILLWOOD MIDDLE SCHOOL	KELLER ISD	67.7	15.2	14.0	12.9	9.1	2.0
220907114		PARKWOOD HILL INTERMEDIA	KELLER ISD	67.0	15.1	15.2	13.4	7.4	2.6
220907123		TRINITY MEADOWS INTERMED	KELLER ISD	66.9	17.1	15.1	14.6 **	9.2	2.1
220916045		HARWOOD J H	HURST-EULESS-BEDFORD ISD	65.4	12.8	26.0	15.7	12.1	3.5
227901052		MURCHISON M S	AUSTIN ISD	64.0	21.4	19.0	12.9	7.5	4.7
227901060		SMALL M S	AUSTIN ISD	65.1	25.5	16.3	10.3	4.1	3.0
241902041		EAST BERNARD J H	EAST BERNARD ISD	66.8	24.9	29.6	9.0	8.3	3.2
246909042		NOEL GRISHAM MIDDLE	ROUND ROCK ISD	64.7	17.6	21.5	15.0	6.3	4.4
246909044		CANYON VISTA MIDDLE	ROUND ROCK ISD	63.6	5.7	5.5	6.0	2.4	3.2
246913043		RUNNING BRUSHY MIDDLE SC	LEANDER ISD	64.2	25.5	28.6	13.5	7.0	2.6
		Group Average		65.3	17.5	20.1	13.2	9.4	3.8

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

Gold Performance Acknowledgment: Reading/ELA and Mathematics

	Reading/ELA							Mathematics						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Campus Name	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile
BELLVILLE J H	405	2319	2345	2356	0.53	-0.08	Q4	408	2299	2278	2305	0.51	-0.15	Q2
LAKE BELTON M S	724	2296	2343	2335	0.32	0.05	Q3	727	2308	2282	2312	0.40	-0.25	Q3
COLLEGE STATION MIDD	591	2386	2367	2391	0.65	-0.19	Q4	582	2375	2324	2356	0.60	-0.29	Q4
A & M CONSOLIDATED M	497	2370	2377	2382	0.63	-0.05	Q4	498	2361	2353	2363	0.57	-0.05	Q1
OAKWOOD INTERMEDIATE	490	2336	2427	2393	0.87	0.22	Q1	507	2392	2426	2448	0.71	-0.14	Q2
CYPRESS GROVE INTERM	533	2313	2399	2364	0.88	0.23	Q1	535	2369	2451	2426	0.95	0.17	Q1
W E PETE FORD MIDDLE	673	2395	2382	2400	1.13	-0.14	Q4	671	2355	2320	2341	1.11	-0.16	Q2
FAUBION MIDDLE	799	2390	2422	2423	0.79	-0.03	Q3	799	2430	2403	2433	0.32	-0.27	Q4
DOWELL MIDDLE	971	2369	2403	2404	0.59	-0.04	Q3	976	2413	2372	2417	0.41	-0.37	Q4
SCOTT MORGAN JOHNSON	847	2354	2403	2390	0.98	0.08	Q2	852	2386	2372	2391	0.71	-0.20	Q2
LEONARD EVANS JR MID	1106	2372	2412	2403	0.67	0.05	Q3	1123	2409	2372	2409	0.42	-0.32	Q4
SCHIMELPFENIG MIDDLE	824	2384	2450	2418	1.11	0.22	Q1	826	2427	2412	2438	0.73	-0.10	Q1
RENNER MIDDLE	1001	2394	2453	2428	1.10	0.16	Q1	1007	2414	2397	2422	0.65	-0.13	Q2
GRADY BURNETT JUNIOR	491	2294	2309	2313	0.52	-0.03	Q3	501	2272	2245	2271	0.37	-0.22	Q3
FRANK MCMILLAN JUNIO	576	2301	2342	2325	0.56	0.13	Q2	575	2303	2270	2312	0.09	-0.35	Q4
DAVIS INTERMEDIATE S	484	2252	2333	2299	1.06	0.23	Q1	487	2338	2382	2386	0.85	-0.03	Q1
* COPPELL MIDDLE WEST	736	2389	2457	2420	1.00	0.25	Q1	744	2437	2439	2441	0.87	0.06	Q1
CROWNOVER MIDDLE SCH	711	2324	2388	2362	0.67	0.18	Q1	717	2293	2270	2304	0.76	-0.20	Q3
PINE TREE J H	538	2327	2325	2312	0.49	0.11	Q2	530	2242	2248	2307	0.43	-0.45	Q4
PINE TREE MIDDLE	270	2360	2300	2324	0.54	-0.19	Q4	268	2321	2244	2248	0.41	-0.05	Q1
MARION MIDDLE	264	2289	2336	2326	0.87	0.06	Q3	264	2276	2270	2283	0.51	-0.09	Q1
SPILLANE MIDDLE SCHO	1319	2340	2381	2374	0.87	0.03	Q3	1319	2343	2311	2352	0.41	-0.26	Q3
MEMORIAL PARKWAY J H	829	2346	2393	2379	0.73	0.08	Q2	830	2348	2322	2358	0.43	-0.26	Q3
GARLAND MCMEANS JR H	1032	2364	2411	2401	0.72	0.07	Q3	1024	2407	2371	2421	0.84	-0.33	Q4
BECKENDORFF JUNIOR H	995	2372	2423	2403	0.96	0.13	Q2	996	2407	2388	2408	0.26	-0.14	Q2
DOERRE INT	1130	2360	2414	2394	0.95	0.12	Q2	1133	2363	2332	2370	0.50	-0.26	Q3
THORNDALE MIDDLE	97	2277	2306	2320	0.57	-0.09	Q4	96	2290	2293	2299	0.49	-0.05	Q1
WILKERSON INT	498	2290	2378	2340	1.00	0.25	Q1	508	2358	2396	2412	0.60	-0.10	Q1
C D YORK J H	946	2312	2323	2321	0.54	0.01	Q3	943	2268	2235	2259	0.41	-0.20	Q3
DOLLY VOGEL INTERMED	917	2286	2353	2338	0.75	0.10	Q2	937	2324	2342	2373	0.29	-0.20	Q3
ROYSE CITY MIDDLE	675	2274	2304	2309	0.56	-0.06	Q4	674	2259	2230	2267	0.34	-0.26	Q4
HILLWOOD MIDDLE SCHO	827	2351	2346	2358	0.83	-0.10	Q4	825	2334	2309	2328	0.53	-0.12	Q2
PARKWOOD HILL INTERM	837	2300	2374	2351	0.74	0.15	Q1	843	2356	2355	2411	0.53	-0.36	Q4
TRINITY MEADOWS INTE	456	2268	2350	2313	0.95	0.24	Q1	461	2321	2354	2372	0.72	-0.12	Q2
HARWOOD J H	772	2378	2357	2349	0.68	0.08	Q2	784	2320	2311	2337	0.66	-0.20	Q3
MURCHISON M S	972	2360	2400	2391	0.98	0.06	Q3	978	2371	2347	2374	0.66	-0.21	Q3
SMALL M S	954	2351	2403	2387	0.77	0.11	Q2	955	2355	2336	2364	0.72	-0.17	Q2
EAST BERNARD J H	233	2329	2373	2357	0.78	0.11	Q2	230	2329	2335	2358	0.57	-0.12	Q2
NOEL GRISHAM MIDDLE	600	2382	2410	2418	0.66	-0.08	Q4	606	2405	2366	2412	0.27	-0.35	Q4
CANYON VISTA MIDDLE	910	2445	2469	2473	0.98	-0.05	Q4	916	2468	2461	2471	0.88	-0.06	Q1
RUNNING BRUSHY MIDDL	850	2300	2370	2334	0.91	0.24	Q1	862	2301	2318	2304	0.51	0.11	Q1
Group Average	699	2345	2385	2374	0.75	0.06	--	702	2356	2341	2368	0.52	-0.20	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

Texas Education Agency
2006-07 Campus Comparison Group

Campus Number		Campus Name	District Name	% White	% Hispanic	% Mobility	% Afr_Amer	% Econ	% LEP
020905043		LAKE JACKSON INT	BRAZOSPORT ISD	71.5	19.0	13.1	6.9	22.8	0.5
043901044		ERECKSON MS	ALLEN ISD	72.3	10.0	11.5	9.3	12.2	2.7
043902041		ANNA MIDDLE SCHOOL	ANNA ISD	71.2	15.7	18.7	11.2	34.3	3.6
043904041		FARMERSVILLE JUNIOR HIGH	FARMERSVILLE ISD	71.6	20.7	16.3	7.1	32.0	3.3
043905045		WESTER MIDDLE SCHOOL	FRISCO ISD	71.9	9.6	10.1	10.6	9.3	0.2
043911041		CLARK JR HIGH	PRINCETON ISD	73.4	22.8	18.3	2.3	37.6	3.5
043912041		PROSPER MIDDLE SCHOOL	PROSPER ISD	76.5	17.6	12.8	4.3	13.3	4.9
043914042		AB HARRISON INTERMEDIATE	WYLIE ISD	71.2	17.3	12.9	9.8	28.0	4.6
046902044		SPRING BRANCH MIDDLE	COMAL ISD	72.6	24.0	13.0	1.9	14.9	1.6
057922044	*	COPPELL MIDDLE NORTH	COPPELL ISD	73.9	7.1	4.7	4.3	3.6	0.4
061902045		LAMAR MIDDLE	LEWISVILLE ISD	75.3	11.4	9.7	5.8	9.8	4.1
061905041		KRUM MIDDLE	KRUM ISD	77.0	20.4	16.1	1.9	35.3	4.9
061911042		MEDLIN MIDDLE	NORTHWEST ISD	71.3	16.7	16.1	7.4	16.8	4.3
061912041		LAKE DALLAS MIDDLE	LAKE DALLAS ISD	74.4	14.5	12.6	7.9	22.4	2.7
070915041		MAYPEARL JUNIOR HIGH	MAYPEARL ISD	74.8	18.5	15.7	5.3	32.5	4.6
072903041		STEPHENVILLE J H	STEPHENVILLE	74.4	22.5	15.8	1.5	37.8	4.5
081905041		WORTHAM MIDDLE	WORTHAM ISD	75.0	10.0	12.4	14.2	30.0	0.0
084910045		LEAGUE CITY INT	CLEAR CREEK ISD	77.0	14.2	13.2	4.1	14.1	1.9
091917041		GUNTER MIDDLE	GUNTER ISD	77.0	20.9	8.5	0.4	27.6	5.0
101908042		DEER PARK JR HIGH	DEER PARK ISD	76.8	20.3	9.0	1.3	18.6	1.1
101913042		KINGWOOD MIDDLE	HUMBLE ISD	76.3	13.6	15.5	7.2	16.5	1.2
101914048		CINCO RANCH JUNIOR HIGH	KATY ISD	71.9	14.5	9.6	4.7	4.3	1.9
101921109		NORTHPOINTE INTERMEDIATE	TOMBALL ISD	70.4	17.1	11.4	6.8	13.0	4.5
129902042		FORNEY M S	FORNEY ISD	72.0	13.7	16.8 **	13.0	17.2	2.0
130901041		BOERNE MIDDLE SCHOOL NOR	BOERNE ISD	77.2	21.4	9.8	0.4	19.1	2.1
143901041		HALLETTSVILLE J H	HALLETTSVILLE ISD	74.5	13.0	8.0	12.6	38.1	0.0
152907041		FRENSHIP MIDDLE SCHOOL	FRENSHIP ISD	75.6	18.9	17.6	3.9	23.7	0.3
161903041		MIDWAY MIDDLE	MIDWAY ISD	72.2	13.1	11.6	10.3	20.9	0.8
161903106		MIDWAY INT	MIDWAY ISD	70.4	14.4	12.8	10.2	22.2	0.5
170902046		KNOX JUNIOR HIGH SCHOOL	CONROE ISD	74.2	14.0	14.0	5.9	13.2	2.2
188901049		LORENZO DE ZAVALA MIDDLE	AMARILLO ISD	73.8	15.2	18.8	8.3	24.5	0.3
220901051		BOLES J H	ARLINGTON ISD	75.6	9.4	9.8	10.4	13.4	0.3
220908201		MARY ORR INTERMEDIATE	MANSFIELD ISD	72.5	10.7	12.5	11.6	13.9	2.5
220916044		BEDFORD J H	HURST-EULESS-BEDFORD ISD	74.7	12.6	14.5	7.2	19.9	2.0
220918041		WAYSIDE MIDDLE	EAGLE MT-SAGINAW ISD	71.0	21.7	13.7	4.1	18.1	1.4
225906041		CHAPEL HILL J H	CHAPEL HILL ISD	72.2	23.8	15.3	1.6	32.5	3.2
243905047		MCNIEL J H	WICHITA FALLS ISD	73.3	13.2	10.9	8.8	31.9	0.7
246904040		DOUGLAS BENOLD MIDDLE	GEORGETOWN ISD	72.7	22.5	10.7	3.7	25.8	3.0
246913041		CEDAR PARK MIDDLE	LEANDER ISD	74.7	14.8	10.5	5.1	11.7	1.8
246913044		ARTIE L HENRY MIDDLE SCH	LEANDER ISD	71.2	19.3	11.0	5.3	14.9	0.7
246913046		KNOX WILEY MIDDLE SCHOOL	LEANDER ISD	72.8	17.8	14.9 **	6.6	22.9	2.3
		Group Average		73.4	16.0	12.7	6.6	18.7	2.1

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Campus Name	Reading/ELA (1) Number Matched Students	(2) 2006 Avg Scale Score	(3) 2007 Avg Scale Score	(4) 2007 Est Avg Scale Score	(5) 2006 Failer Avg TGI	(6) 2007 Avg TGI	(7) Quar-tile	Mathematics (1) Number Matched Students	(2) 2006 Avg Scale Score	(3) 2007 Avg Scale Score	(4) 2007 Est Avg Scale Score	(5) 2006 Failer Avg TGI	(6) 2007 Avg TGI	(7) Quar-tile
	LAKE JACKSON INT	737	2341	2341	2349	0.73	-0.07	Q4	740	2283	2239	2267	0.30	-0.25	Q3
	ERECKSON MS	714	2399	2389	2408	0.76	-0.15	Q4	713	2386	2342	2379	0.54	-0.31	Q3
	ANNA MIDDLE SCHOOL	310	2274	2342	2313	0.75	0.20	Q1	307	2182	2209	2195	0.50	0.17	Q1
	FARMERSVILLE JUNIOR	268	2310	2353	2343	0.36	0.06	Q2	265	2291	2267	2288	0.59	-0.16	Q2
	WESTER MIDDLE SCHOOL	729	2367	2429	2401	1.41	0.19	Q1	728	2410	2405	2418	0.90	-0.05	Q1
	CLARK JR HIGH	269	2313	2312	2324	0.95	-0.09	Q4	274	2270	2220	2256	0.22	-0.36	Q4
	PROSPER MIDDLE SCHOO	265	2361	2364	2366	0.18	-0.02	Q4	265	2372	2368	2359	0.26	0.12	Q1
	AB HARRISON INTERMED	436	2248	2313	2292	0.71	0.14	Q1	432	2289	2334	2333	0.70	0.01	Q1
	SPRING BRANCH MIDDLE	770	2332	2374	2372	0.66	-0.00	Q3	767	2310	2275	2322	0.37	-0.37	Q4
*	COPPELL MIDDLE NORTH	741	2408	2449	2441	1.52	0.04	Q3	743	2433	2418	2438	0.52	-0.10	Q2
	LAMAR MIDDLE	644	2368	2435	2404	0.89	0.20	Q1	651	2372	2409	2383	0.85	0.21	Q1
	KRUM MIDDLE	233	2294	2335	2334	0.87	0.00	Q3	235	2272	2280	2286	0.74	-0.00	Q1
	MEDLIN MIDDLE	697	2335	2387	2369	0.74	0.12	Q2	714	2347	2370	2352	0.80	0.15	Q1
	LAKE DALLAS MIDDLE	709	2297	2347	2335	0.67	0.08	Q2	717	2310	2299	2315	0.43	-0.11	Q2
	MAYPEARL JUNIOR HIGH	113	2317	2325	2324	1.16	0.01	Q3	110	2218	2172	2206	0.50	-0.34	Q4
	STEPHENVILLE J H	434	2316	2336	2332	0.54	0.03	Q3	438	2279	2245	2282	0.30	-0.32	Q4
	WORTHAM MIDDLE	84	2276	2336	2313	0.87	0.15	Q1	82	2173	2146	2188	0.09	-0.25	Q3
	LEAGUE CITY INT	922	2347	2389	2383	0.59	0.03	Q3	923	2344	2324	2354	0.33	-0.24	Q3
	GUNTER MIDDLE	176	2388	2421	2415	1.46	0.02	Q3	181	2397	2406	2427	0.56	-0.13	Q2
	DEER PARK JR HIGH	632	2353	2395	2385	0.99	0.05	Q3	630	2364	2348	2366	0.51	-0.15	Q2
	KINGWOOD MIDDLE	769	2321	2376	2354	1.04	0.14	Q1	774	2316	2297	2319	0.46	-0.17	Q3
	CINCO RANCH JUNIOR H	966	2348	2398	2378	0.79	0.13	Q2	969	2370	2358	2375	0.56	-0.09	Q2
	NORTHPOINTE INTERMED	603	2308	2403	2360	0.94	0.29	Q1	610	2360	2431	2415	0.93	0.10	Q1
	FORNEY M S	725	2340	2304	2347	0.46	-0.34	Q4	730	2288	2220	2276	-0.02	-0.51	Q4
	BOERNE MIDDLE SCHOOL	560	2384	2339	2348	0.89	-0.08	Q4	564	2278	2259	2306	0.59	-0.37	Q4
	HALLETTSVILLE J H	195	2287	2325	2317	0.52	0.05	Q3	198	2297	2286	2318	0.35	-0.24	Q3
	FRENSHIP MIDDLE SCHO	635	2351	2404	2384	0.82	0.13	Q1	631	2335	2363	2336	0.84	0.25	Q1
	MIDWAY MIDDLE	794	2337	2355	2347	0.70	0.06	Q2	786	2290	2271	2285	0.70	-0.10	Q2
	MIDWAY INT	758	2314	2380	2367	0.96	0.08	Q2	767	2367	2373	2422	0.75	-0.32	Q3
	KNOX JUNIOR HIGH SCH	875	2372	2368	2378	0.61	-0.09	Q4	874	2358	2315	2346	0.33	-0.26	Q3
	LORENZO DE ZAVALA MI	228	2404	2440	2431	0.73	0.04	Q3	226	2470	2421	2491	0.61	-0.51	Q4
	BOLES J H	636	2377	2364	2385	0.67	-0.17	Q4	633	2320	2252	2304	0.39	-0.49	Q4
	MARY ORR INTERMEDIAT	773	2307	2405	2364	1.04	0.27	Q1	782	2390	2431	2447	1.03	-0.10	Q2
	BEDFORD J H	691	2370	2355	2352	1.02	0.05	Q2	692	2306	2295	2327	0.29	-0.29	Q3
	WAYSIDE MIDDLE	652	2310	2356	2346	0.72	0.07	Q2	658	2283	2251	2291	0.18	-0.27	Q3
	CHAPEL HILL J H	98	2332	2317	2339	0.60	-0.17	Q4	98	2273	2200	2258	-0.06	-0.54	Q4
	MCNIEL J H	481	2331	2321	2341	0.53	-0.16	Q4	479	2308	2237	2292	-0.01	-0.51	Q4
	DOUGLAS BENOLD MIDDL	579	2339	2383	2374	0.94	0.05	Q3	580	2366	2362	2374	0.47	-0.07	Q1
	CEDAR PARK MIDDLE	1040	2358	2417	2392	0.79	0.17	Q1	1039	2397	2380	2403	0.51	-0.15	Q2
	ARTIE L HENRY MIDDLE	764	2341	2393	2374	0.72	0.12	Q2	765	2360	2350	2363	0.59	-0.09	Q2
	KNOX WILEY MIDDLE SC	476	2308	2364	2347	0.87	0.12	Q2	477	2312	2296	2313	0.42	-0.11	Q2
	Group Average	547	2339	2374	2365	0.77	0.05	--	549	2334	2321	2343	0.47	-0.17	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

Campus Number		Campus Name	District Name	% White	% Mobility	% Afr_Amer	% Econ	% Hispanic	% LEP
014903109		SPARTA EL	BELTON ISD	78.2	18.2	2.4	43.6	16.2	0.6
019912102		PLEASANT GROVE EL	PLEASANT GROVE ISD	78.5	15.1	10.9	24.2	5.8	3.8
036902103		ELEMENTARY SCHOOL	BARBERS HILL ISD	80.1	16.0 **	2.9	22.2	16.0	1.5
043901107		FLOSSIE FLOYD GREEN EL	ALLEN ISD	80.2	11.3	3.2	4.9	4.6	4.6
043905121		CORBELL ELEMENTARY	FRISCO ISD	79.8	14.5 **	7.4	1.4	7.4	2.1
043907122		J B WILMETH ELEMENTARY	MCKINNEY ISD	79.1	21.2	10.3	10.3	5.4	1.6
043910114		HUGHSTON EL	PLANO ISD	78.0	10.1	5.0	11.3	9.1	5.0
057916122		BOWIE EL	RICHARDSON ISD	79.8	11.1	3.7	9.3	13.9	5.0
057922101	*	PINKERTON EL	COPPELL ISD	79.1	15.6	9.5	9.5	7.7	0.9
061902108		TIMBER CREEK EL	LEWISVILLE ISD	79.2	14.9	5.6	15.2	10.0	2.5
061902134		TOM HICKS ELEMENTARY	LEWISVILLE ISD	77.7	17.6	6.4	7.1	7.1	3.3
061908101		CLEAR CREEK INT	SANGER ISD	79.2	17.6	2.1	37.1	17.6	3.0
084910120		I W AND ELEANOR HYDE EL	CLEAR CREEK ISD	79.6	11.6	5.3	15.0	10.8	2.1
092907101		SPRING HILL INTERMEDIATE	SPRING HILL ISD	80.0	14.9	10.9	27.3	4.7	2.2
101913107		ELM GROVE EL	HUMBLE ISD	77.8	12.5	5.7	15.7	13.4	1.9
101913109		GREENTREE EL	HUMBLE ISD	79.8	11.7	4.1	7.2	10.5	4.1
101914102		KATY EL	KATY ISD	78.4	15.6	6.5	16.1	13.8	4.1
101920107		HUNTERS CREEK EL	SPRING BRANCH ISD	77.7	11.0	2.5	7.9	9.9	6.0
105906107		ELM GROVE EL	HAYS CISD	78.8	9.6	2.7	10.2	17.7	2.5
116905102		BOWIE EL	GREENVILLE ISD	77.9	19.7	11.5	36.8	9.4	2.8
126904102		GRANDVIEW INTERMEDIATE	GRANDVIEW ISD	79.4	13.2	4.0	42.3	16.1	4.8
129902101		JOHNSON ELEMENTARY	FORNEY ISD	79.2	21.0	4.8	23.3	13.0	5.0
129902102		KATHRYN WOLFE CRISWELL E	FORNEY ISD	77.8	16.0	4.9	19.0	15.1	2.6
152907104		CRESTVIEW EL	FRENSHIP ISD	79.3	14.3	2.3	11.3	15.7	1.7
170902118		DAVID EL	CONROE ISD	77.9	11.3	2.6	2.9	10.9	4.1
170904104		TURNER EL	WILLIS ISD	78.2	17.8	8.0	23.9	10.1	3.7
178802101		SEASHORE LEARNING CTR	SEASHORE LEARNING CTR CH	79.9	18.4	0.9	20.5	16.6	0.0
188901140		SLEEPY HOLLOW EL	AMARILLO ISD	80.2	8.3	1.7	13.3	9.6	0.5
191901101		GENE HOWE ELEM	CANYON ISD	78.1	14.6	2.6	19.3	16.7	0.2
212903102		VELMA PENNY EL	LINDALE ISD	80.6	17.7	9.1	41.4	8.5	3.7
212906103		HIGGINS INT	WHITEHOUSE ISD	78.1	14.8	12.5	39.3	6.8	3.0
220901129		BUTLER EL	ARLINGTON ISD	80.7	7.7	3.4	7.8	8.8	3.1
220901144		MARY MOORE EL	ARLINGTON ISD	78.7	10.9	8.7	16.8	9.0	2.3
220902118		NORTH RIDGE EL	BIRDVILLE ISD	78.1	14.7	3.8	20.0	12.1	2.5
220905103		BENBROOK EL	FORT WORTH ISD	80.5	17.2	4.9	24.1	12.1	2.5
220906103		DOVE EL	GRAPEVINE-COLLEYVILLE IS	80.3	14.1	5.0	13.9	10.3	4.2
220906107		HERITAGE EL	GRAPEVINE-COLLEYVILLE IS	79.8	7.5	2.7	2.7	6.2	3.5
220907101		KELLER-HARVEL ELEMENTARY	KELLER ISD	79.5	18.2	2.9	13.5	11.0	5.1
220908105		J L BOREN ELEMENTARY	MANSFIELD ISD	80.0	8.5	7.5	6.4	8.5	3.4
229906101		CHESTER EL	CHESTER ISD	80.2	17.1	16.3	44.2	3.5	0.0
246913107		STEINER RANCH EL	LEANDER ISD	80.2	9.4	1.0	3.3	10.4	4.0
		Group Average		79.1	13.7	5.2	16.9	10.8	3.1

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading/ELA							Mathematics						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Campus Name	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile
SPARTA EL	173	2330	2300	2326	-0.02	-0.20	Q3	176	2325	2363	2365	0.53	-0.02	Q2
PLEASANT GROVE EL	116	2407	2354	2377	0.40	-0.17	Q3	116	2361	2393	2372	0.69	0.15	Q1
ELEMENTARY SCHOOL	250	2360	2271	2331	0.75	-0.44	Q4	251	2319	2330	2330	0.43	0.00	Q2
FLOSSIE FLOYD GREEN	285	2399	2449	2428	1.31	0.13	Q1	286	2441	2470	2484	0.75	-0.09	Q3
CORBELL ELEMENTARY	125	2392	2365	2386	0.67	-0.16	Q2	123	2415	2437	2460	0.14	-0.16	Q3
J B WILMETH ELEMENTA	127	2382	2355	2381	0.78	-0.20	Q3	128	2423	2417	2476	0.29	-0.40	Q4
HUGHSTON EL	128	2410	2370	2410	2.04	-0.30	Q4	131	2421	2445	2474	0.92	-0.19	Q4
BOWIE EL	169	2373	2438	2405	1.84	0.21	Q1	173	2454	2517	2502	1.09	0.10	Q2
* PINKERTON EL	108	2403	2406	2401	3.54	0.04	Q1	104	2412	2444	2450	0.89	-0.09	Q3
TIMBER CREEK EL	144	2349	2331	2344	1.27	-0.10	Q2	153	2298	2324	2332	0.73	-0.07	Q3
TOM HICKS ELEMENTARY	84	2386	2362	2382	1.57	-0.14	Q2	87	2353	2369	2397	0.62	-0.17	Q3
CLEAR CREEK INT	428	2269	2289	2285	0.71	0.01	Q1	436	2278	2283	2308	0.29	-0.18	Q4
I W AND ELEANOR HYDE	207	2346	2328	2341	1.15	-0.09	Q2	210	2347	2403	2390	1.17	0.11	Q2
SPRING HILL INTERMED	122	2376	2334	2346	0.23	-0.09	Q2	121	2295	2359	2306	1.19	0.38	Q1
ELM GROVE EL	170	2324	2334	2319	0.78	0.10	Q1	172	2342	2414	2386	1.60	0.20	Q1
GREENTREE EL	215	2339	2307	2332	0.78	-0.19	Q3	219	2300	2366	2339	0.61	0.18	Q1
KATY EL	143	2368	2327	2363	-	-0.26	Q3	146	2394	2436	2441	1.04	-0.03	Q2
HUNTERS CREEK EL	165	2415	2372	2418	1.04	-0.32	Q4	165	2412	2479	2465	2.08	0.12	Q2
ELM GROVE EL	181	2352	2313	2349	0.85	-0.27	Q3	187	2340	2317	2382	0.32	-0.44	Q4
BOWIE EL	62	2343	2261	2314	0.46	-0.39	Q4	62	2292	2325	2302	0.48	0.17	Q1
GRANDVIEW INTERMEDIA	127	2323	2283	2314	0.61	-0.23	Q3	128	2334	2424	2372	0.81	0.35	Q1
JOHNSON ELEMENTARY	205	2338	2360	2363	1.33	-0.04	Q2	205	2367	2363	2403	0.54	-0.27	Q4
KATHRYN WOLFE CRISWE	201	2320	2347	2344	0.68	0.00	Q1	200	2301	2355	2335	0.60	0.12	Q2
CRESTVIEW EL	207	2374	2374	2375	1.23	-0.00	Q1	209	2370	2399	2416	0.60	-0.10	Q3
DAVID EL	106	2450	2377	2420	1.47	-0.32	Q4	107	2416	2428	2427	-	0.01	Q2
TURNER EL	157	2323	2308	2318	1.00	-0.07	Q2	158	2347	2346	2387	0.33	-0.30	Q4
SEASHORE LEARNING CT	73	2317	2326	2322	0.37	0.02	Q1	77	2331	2316	2357	0.11	-0.25	Q4
SLEEPY HOLLOW EL	123	2418	2369	2423	-0.43	-0.38	Q4	120	2433	2487	2494	-	-0.01	Q2
GENE HOWE ELEM	93	2373	2292	2344	1.44	-0.38	Q4	94	2300	2302	2310	0.18	-0.06	Q3
VELMA PENNY EL	189	2335	2271	2306	0.63	-0.26	Q3	188	2278	2346	2289	0.51	0.42	Q1
HIGGINS INT	275	2351	2283	2321	0.42	-0.28	Q3	282	2304	2336	2314	0.68	0.16	Q1
BUTLER EL	298	2361	2410	2390	1.32	0.12	Q1	296	2404	2435	2451	1.50	-0.09	Q3
MARY MOORE EL	249	2333	2371	2360	0.91	0.06	Q1	252	2366	2389	2410	0.85	-0.11	Q3
NORTH RIDGE EL	185	2334	2328	2325	1.27	-0.00	Q1	185	2336	2354	2374	0.62	-0.13	Q3
BENBROOK EL	167	2329	2271	2328	0.89	-0.40	Q4	168	2325	2335	2370	0.44	-0.21	Q4
DOVE EL	150	2344	2324	2340	1.02	-0.12	Q2	156	2351	2355	2391	-0.33	-0.24	Q4
HERITAGE EL	147	2421	2406	2425	-	-0.14	Q2	156	2437	2471	2493	-	-0.15	Q3
KELLER-HARVEL ELEMEN	99	2390	2311	2361	-0.35	-0.36	Q4	100	2331	2316	2341	0.66	-0.19	Q4
J L BOREN ELEMENTARY	135	2417	2350	2387	0.25	-0.27	Q3	135	2350	2400	2360	1.08	0.29	Q1
CHESTER EL	15	2242	2192	2232	0.80	-0.30	Q4	16	2175	2374	2210	1.48	1.10	Q1
STEINER RANCH EL	244	2384	2367	2379	1.19	-0.09	Q2	242	2397	2458	2442	0.56	0.12	Q2
Group Average	164	2357	2339	2355	0.85	-0.13	--	166	2354	2385	2389	0.60	-0.03	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

Target Campus Name: LEE EL
Target Campus #: 057922102
District Name: COPPELL ISD
Campus Type: Elementary School

Texas Education Agency
2006-07 Campus Comparison Group

Campus Number		Campus Name	District Name	% White	% Mobility	% LEP	% Hispanic	% Econ	% Afr_Amer
015910137		WETMORE EL	NORTH EAST ISD	46.6	13.1	4.0	42.5	32.5	6.7
020902103		SOUTHSIDE EL	ANGLETON ISD	45.9	17.5	21.6	47.7	57.7	5.7
020902109		FRONTIER EL	ANGLETON ISD	47.8	23.8	2.0	32.8	53.9	18.6
020908104		H C CARLESTON EL	PEARLAND ISD	47.2	14.0	18.0	32.7	28.2	14.1
021901101		SOUTH KNOLL EL	COLLEGE STATION ISD	45.0	20.6	18.9	33.3	56.2	16.6
043910112		CHRISTIE EL	PLANO ISD	44.9	18.3	25.0	33.6	47.5	16.7
043910124		DAFFRON EL	PLANO ISD	46.0	10.6	20.7	17.3	18.3	9.6
043910139		STINSON ELEMENTARY	PLANO ISD	47.9	9.9	13.8	5.1	3.1	5.8
043910140		ANDREWS ELEMENTARY SCHOO	PLANO ISD	45.4	8.8	11.5	5.4	3.1	3.7
057905135		EVERETT L DEGOLYER EL	DALLAS ISD	47.5	11.5	15.7	42.5	29.8	7.2
057905162		STONEWALL JACKSON EL	DALLAS ISD	47.5	18.7	7.0	29.4	35.2	18.5
057909137		ROWLETT EL	GARLAND ISD	45.1	12.5	27.4	39.8	38.1	11.0
057909145		ROBERT B SEWELL EL	GARLAND ISD	45.2	11.4	24.8	30.8	33.4	10.0
057909148		NORMA DORSEY EL	GARLAND ISD	46.5	14.0	22.6	33.2	32.9	15.2
057914125		AUSTIN ELEMENTARY	MESQUITE ISD	47.2	18.2	10.4	25.4	37.7	18.5
057916101		ARAPAHO CLASSICAL MAGNET	RICHARDSON ISD	45.4	13.3	17.2	24.6	42.0	19.1
057922102	*	LEE EL	COPPELL ISD	46.4	19.7	17.9	15.2	12.5	6.4
068901111		GONZALES EL	ECTOR COUNTY ISD	45.6	28.9	14.9	47.8	48.4	5.8
070911101		RED OAK ELEMENTARY	RED OAK ISD	46.6	17.3	20.2	43.1	54.7	9.6
079907110		MEADOWS EL	FORT BEND ISD	45.7	13.8	14.6	20.9	31.6	19.0
084910108		G H WHITCOMB EL	CLEAR CREEK ISD	45.8	24.8	16.1	22.3	44.8	16.4
101907109		YEAGER EL	CYPRESS-FAIRBANKS ISD	47.3	20.3	25.1	32.8	32.9	10.0
101907139		BIRKES ELEMENTARY	CYPRESS-FAIRBANKS ISD	47.0	15.4	9.0	21.3	16.8	18.4
101912229		ROBERTS EL	HOUSTON ISD	45.2	16.2	14.4	12.3	18.9	7.6
101912251		TWAIN EL	HOUSTON ISD	47.4	9.8	13.0	21.9	24.3	12.5
101917132		TURNER ELEMENTARY	PASADENA ISD	47.4	13.1	12.1	43.1	27.0	2.0
120901101		AUSTIN EL	EDNA ISD	47.0	12.0	10.4	35.7	54.2	17.0
170902111		HOUSER ELEMENTARY	CONROE ISD	45.9	11.5	27.2	39.4	46.5	12.0
186903101		IRAAN EL	IRAAN-SHEFFIELD ISD	45.8	20.1	8.4	47.8	44.3	5.4
196902102		WOODSBORO EL	WOODSBORO ISD	46.9	17.2	1.2	48.1	57.5	4.7
199901103		AMANDA ROCHELL EL	ROCKWALL ISD	44.9	14.2	20.1	41.1	49.1	8.8
199901111		OUIDA SPRINGER	ROCKWALL ISD	46.7	16.5	27.0	38.7	38.7	11.7
220901151		LARSON EL	ARLINGTON ISD	47.0	23.2	11.4	24.2	30.0	20.3
220907111		NORTH RIVERSIDE ELEMENTA	KELLER ISD	45.7	13.1	26.4	38.2	35.6	7.5
220910103		MARINE CREEK ELEMENTARY	LAKE WORTH ISD	47.6	27.8	13.9	40.4	24.7	9.5
220916112		WILSHIRE EL	HURST-EULESS-BEDFORD ISD	47.4	27.6	15.0	17.4	46.3	15.5
220916123		RIVER TRAILS ELEMENTARY	HURST-EULESS-BEDFORD ISD	45.4	9.8	14.9	20.0	30.3	16.4
226903108		CROCKETT EL	SAN ANGELO ISD	47.9	25.3	4.2	43.5	57.3	6.1
227904101		PFLUGERVILLE EL	PFLUGERVILLE ISD	47.0	20.5	8.4	31.2	32.5	15.7
237904102		I T HOLLEMAN EL	WALLER ISD	45.4	16.2	30.1	41.4	52.0	11.9
246906121		NADINE JOHNSON ELEMENTAR	HUTTO ISD	47.8	20.8	11.0	37.4	39.0	13.3
		Group Average		46.4	16.6	16.6	31.0	35.5	12.0

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

	Reading/ELA							Mathematics						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Campus Name	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile
WETMORE EL	254	2328	2301	2321	0.79	-0.15	Q3	254	2298	2367	2334	0.41	0.22	Q2
SOUTHSIDE EL	85	2331	2265	2290	0.61	-0.21	Q4	86	2311	2377	2327	1.42	0.32	Q1
FRONTIER EL	72	2390	2316	2361	0.89	-0.33	Q4	75	2335	2396	2345	1.28	0.37	Q1
H C CARLESTON EL	115	2360	2284	2330	0.33	-0.34	Q4	119	2309	2336	2319	0.84	0.12	Q2
SOUTH KNOLL EL	91	2369	2264	2335	0.46	-0.52	Q4	91	2306	2264	2321	-0.18	-0.38	Q4
CHRISTIE EL	197	2297	2264	2286	0.23	-0.17	Q3	193	2313	2348	2351	0.23	-0.03	Q3
DAFFRON EL	179	2366	2368	2362	0.74	0.04	Q2	175	2372	2438	2417	0.68	0.15	Q2
STINSON ELEMENTARY	225	2364	2372	2357	0.60	0.08	Q1	231	2391	2475	2439	0.65	0.22	Q2
ANDREWS ELEMENTARY S	232	2406	2398	2407	0.89	-0.08	Q3	234	2436	2491	2489	1.04	0.01	Q3
EVERETT L DEGOLYER E	98	2343	2348	2333	0.76	0.09	Q1	100	2396	2453	2437	1.28	0.07	Q3
STONEWALL JACKSON EL	90	2370	2345	2368	1.14	-0.17	Q4	89	2371	2416	2412	1.94	0.02	Q3
ROWLETT EL	225	2300	2304	2291	0.87	0.08	Q1	224	2303	2335	2340	0.08	-0.05	Q3
ROBERT B SEWELL EL	219	2304	2261	2293	0.48	-0.24	Q4	222	2284	2269	2314	-0.07	-0.31	Q4
NORMA DORSEY EL	191	2322	2306	2314	1.02	-0.06	Q3	195	2343	2363	2386	0.84	-0.12	Q4
AUSTIN ELEMENTARY	167	2314	2388	2347	1.28	0.26	Q1	166	2316	2398	2350	1.13	0.31	Q1
ARAPAHO CLASSICAL MA	172	2309	2333	2331	1.10	-0.00	Q2	173	2346	2375	2382	0.27	-0.06	Q4
* LEE EL	102	2384	2338	2377	0.12	-0.29	Q4	105	2385	2422	2428	0.48	-0.04	Q3
GONZALES EL	145	2289	2350	2317	1.00	0.21	Q1	146	2303	2304	2335	0.32	-0.19	Q4
RED OAK ELEMENTARY	85	2313	2264	2283	1.22	-0.15	Q3	86	2267	2339	2277	0.76	0.45	Q1
MEADOWS EL	121	2345	2324	2341	1.10	-0.13	Q3	125	2348	2387	2393	0.94	-0.02	Q3
G H WHITCOMB EL	211	2323	2306	2317	0.56	-0.09	Q3	208	2327	2347	2368	0.21	-0.12	Q4
YEAGER EL	225	2350	2344	2345	0.79	-0.01	Q2	227	2374	2450	2420	0.77	0.21	Q2
BIRKES ELEMENTARY	234	2339	2333	2335	0.82	-0.03	Q2	234	2348	2428	2395	1.24	0.25	Q1
ROBERTS EL	147	2405	2399	2404	-	-0.04	Q3	149	2415	2469	2465	0.72	0.05	Q3
TWAIN EL	184	2349	2348	2331	0.91	0.09	Q1	189	2350	2414	2400	1.25	0.10	Q2
TURNER ELEMENTARY	167	2341	2304	2333	0.91	-0.22	Q4	166	2361	2415	2402	1.00	0.07	Q3
AUSTIN EL	180	2235	2236	2217	0.64	0.12	Q1	181	2205	2309	2233	0.49	0.52	Q1
HOUSER ELEMENTARY	71	2374	2332	2336	1.38	-0.04	Q2	73	2290	2340	2309	0.89	0.24	Q1
IRAAN EL	48	2335	2210	2326	-0.69	-0.83	Q4	46	2252	2283	2281	-0.24	0.02	Q3
WOODSBORO EL	93	2292	2321	2308	1.03	0.07	Q1	88	2230	2342	2255	0.96	0.57	Q1
AMANDA ROCHELL EL	181	2305	2331	2326	1.14	0.03	Q2	183	2297	2359	2328	0.59	0.21	Q2
OUIDA SPRINGER	225	2297	2324	2315	1.22	0.04	Q2	227	2319	2340	2353	0.81	-0.09	Q4
LARSON EL	219	2316	2353	2336	1.10	0.08	Q1	217	2297	2324	2328	0.45	-0.02	Q3
NORTH RIVERSIDE ELEM	103	2328	2239	2295	1.16	-0.42	Q4	100	2238	2267	2248	1.24	0.13	Q2
MARINE CREEK ELEMENT	68	2300	2288	2288	1.27	-0.01	Q2	70	2261	2361	2293	0.92	0.47	Q1
WILSHIRE EL	197	2329	2362	2355	1.09	0.03	Q2	198	2365	2418	2407	0.99	0.08	Q2
RIVER TRAILS ELEMENT	218	2335	2352	2359	0.87	-0.07	Q3	212	2360	2372	2399	0.32	-0.17	Q4
CROCKETT EL	133	2265	2287	2278	0.57	0.04	Q1	132	2279	2305	2311	-0.14	-0.05	Q4
PFLUGERVILLE EL	136	2311	2301	2300	0.54	0.00	Q2	137	2294	2391	2326	0.75	0.44	Q1
I T HOLLEMAN EL	114	2334	2258	2302	0.74	-0.32	Q4	114	2257	2277	2267	0.56	0.09	Q2
NADINE JOHNSON ELEME	149	2252	2218	2233	0.55	-0.12	Q3	148	2211	2216	2232	0.32	-0.10	Q4
Group Average	153	2327	2319	2324	0.83	-0.05	--	153	2324	2371	2360	0.56	0.08	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

Campus Number		Campus Name	District Name	% White	% Mobility	% Hispanic	% LEP	% Econ	% Afr_Amer
015910129		ENCINO PARK EL	NORTH EAST ISD	57.8	10.3	29.8	5.7	9.3	4.0
015910133		STONE OAK EL	NORTH EAST ISD	59.5	9.0	29.0	6.8	9.2	4.3
015910139		ROAN FOREST EL	NORTH EAST ISD	58.2	16.6	25.2	2.8	7.7	6.1
020908112		MASSEY RANCH EL	PEARLAND ISD	56.7	15.3 **	17.5	7.0	17.7	10.5
021901105		ROCK PRAIRIE EL	COLLEGE STATION ISD	58.6	13.6	11.8	9.0	29.5	10.9
043901110		BOLIN ELEMENTARY SCHOOL	ALLEN ISD	57.9	8.3	11.8	17.9	11.3	12.5
043901112		JAMES AND MARGIE MARION	ALLEN ISD	59.4	11.5	12.5	8.2	9.6	13.0
043905119		ASHLEY ELEMENTARY	FRISCO ISD	59.1	11.0	16.1	6.0	13.8	16.9
043907111		SLAUGHTER EL	MCKINNEY ISD	59.4	17.6	19.6	6.2	27.2	16.6
043910126		MITCHELL EL	PLANO ISD	57.2	18.6	14.6	10.3	17.2	15.6
043910129		GULLEDGE EL	PLANO ISD	56.4	12.6	7.8	9.9	10.3	5.7
043910134		HAUN EL	PLANO ISD	56.6	9.6	3.8	9.1	5.2	5.3
043910136		BEVERLY EL	PLANO ISD	59.6	9.5	9.5	11.8	6.6	5.2
057909144		KEELEY EL	GARLAND ISD	57.4	9.5	23.8	17.0	20.3	9.8
057916131		YALE EL	RICHARDSON ISD	58.6	16.9	15.3	9.6	27.9	14.5
057922103	*	AUSTIN EL	COPPELL ISD	58.0	16.0	14.9	12.9	9.9	4.3
057922106		WILSON EL	COPPELL ISD	57.1	8.9	17.9	14.4	14.4	4.8
061901109		WILSON EL	DENTON ISD	58.0	16.2	27.3	17.3	41.8	10.6
061902113		INDIAN CREEK ELEMENTARY	LEWISVILLE ISD	57.7	11.5	12.4	9.7	16.8	10.8
070908107		J A VITOVSKY EL	MIDLOTHIAN ISD	57.2	17.8	35.2	22.7	43.7	5.5
101912178		HORN EL	HOUSTON ISD	57.9	13.7	17.2	3.4	15.4	8.4
101912228		RIVER OAKS EL	HOUSTON ISD	57.4	7.2	15.3	2.7	9.5	7.9
101913110		TIMBERS EL	HUMBLE ISD	56.9	11.6	21.9	6.6	18.3	17.9
101914108		DIANE WINBORN EL	KATY ISD	59.6	14.2	27.9	9.6	29.5	9.0
101915124		BENIGNUS EL	KLEIN ISD	58.9	18.1 **	24.1	14.0	19.1	8.9
101920115		VALLEY OAKS EL	SPRING BRANCH ISD	56.4	13.1	38.0	20.4	37.1	2.9
129902105		BLACKBURN ELEMENTARY SCH	FORNEY ISD	57.1	16.9	24.8	4.8	28.1	16.6
161903102		HEWITT EL	MIDWAY ISD	56.4	21.6	20.1	8.5	46.1	14.3
170902116		GLEN LOCH EL	CONROE ISD	59.5	17.0	29.3	20.5	40.6	6.5
199901109		DORRIS A JONES ELEMENTAR	ROCKWALL ISD	56.4	13.0	29.7	15.8	38.0	10.1
220901128		KEY EL	ARLINGTON ISD	58.1	20.9	19.1	8.2	35.3	14.8
220907106		HERITAGE EL	KELLER ISD	56.7	15.9	23.6	11.4	21.4	10.2
220907122		FRIENDSHIP ELEMENTARY	KELLER ISD	57.5	14.6 **	16.5	8.0	15.1	12.5
220918109		GREENFIELD EL	EAGLE MT-SAGINAW ISD	58.3	23.2 **	29.0	5.3	34.3	8.4
227901146		ZILKER EL	AUSTIN ISD	57.3	15.0	36.0	11.2	45.0	4.7
227901179		DAVIS EL	AUSTIN ISD	56.5	16.4	22.9	17.1	22.6	7.3
227904112		MURCHISON ELEMENTARY SCH	PFLUGERVILLE ISD	58.2	25.7	22.4	5.2	14.7	14.5
227904115		ROWE LANE EL	PFLUGERVILLE ISD	58.4	18.5	26.3	2.7	22.3	13.8
246904105		DELL PICKETT EL	GEORGETOWN ISD	58.4	17.4	34.1	11.3	42.8	5.2
246909108		FOREST NORTH EL	ROUND ROCK ISD	58.6	19.5	18.0	7.6	15.3	6.9
246909130		BLACKLAND PRAIRIE EL	ROUND ROCK ISD	58.3	14.4	20.8	7.6	15.7	12.2
		Group Average		57.9	14.1	21.5	9.9	21.5	9.9

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading/ELA							Mathematics						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Campus Name	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile
ENCINO PARK EL	236	2390	2385	2394	0.78	-0.07	Q2	235	2364	2431	2413	0.78	0.14	Q1
STONE OAK EL	244	2403	2369	2405	0.90	-0.26	Q4	244	2378	2414	2425	0.73	-0.08	Q3
ROAN FOREST EL	270	2385	2384	2382	1.17	0.01	Q2	268	2416	2484	2467	1.40	0.13	Q2
MASSEY RANCH EL	78	2414	2372	2384	0.46	-0.09	Q3	78	2398	2417	2409	0.64	0.06	Q2
ROCK PRAIRIE EL	78	2447	2404	2417	-0.83	-0.10	Q3	79	2402	2426	2413	0.84	0.09	Q2
BOLIN ELEMENTARY SCH	217	2366	2400	2390	1.64	0.06	Q1	225	2399	2442	2445	0.83	-0.01	Q3
JAMES AND MARGIE MAR	286	2339	2388	2366	0.88	0.13	Q1	282	2357	2397	2394	0.73	-0.01	Q3
ASHLEY ELEMENTARY	176	2345	2316	2336	1.09	-0.15	Q3	176	2341	2421	2379	0.56	0.29	Q1
SLAUGHTER EL	159	2353	2292	2347	0.47	-0.40	Q4	157	2365	2378	2405	0.74	-0.19	Q4
MITCHELL EL	170	2342	2308	2337	0.71	-0.21	Q3	171	2356	2370	2400	0.17	-0.20	Q4
GULLEDGE EL	171	2383	2381	2385	0.77	-0.04	Q2	172	2439	2492	2498	0.72	-0.03	Q3
HAUN EL	225	2397	2351	2397	-0.31	-0.33	Q4	228	2437	2481	2491	1.03	-0.05	Q3
BEVERLY EL	161	2406	2401	2405	0.81	-0.05	Q2	160	2434	2486	2488	0.51	-0.03	Q3
KEELEY EL	237	2354	2334	2350	0.94	-0.12	Q3	240	2347	2383	2394	0.64	-0.04	Q3
YALE EL	189	2364	2409	2394	0.77	0.09	Q1	189	2447	2521	2502	2.26	0.13	Q2
* AUSTIN EL	160	2372	2359	2371	1.02	-0.08	Q3	160	2380	2425	2428	0.20	-0.04	Q3
WILSON EL	123	2400	2396	2408	0.83	-0.08	Q2	125	2462	2475	2529	0.40	-0.33	Q4
WILSON EL	168	2355	2321	2354	0.79	-0.25	Q4	173	2337	2380	2380	0.34	-0.00	Q2
INDIAN CREEK ELEMENT	146	2344	2317	2335	0.35	-0.14	Q3	149	2317	2381	2357	0.82	0.16	Q1
J A VITOVSKY EL	135	2250	2241	2237	1.03	0.01	Q1	142	2295	2301	2339	0.11	-0.23	Q4
HORN EL	136	2367	2351	2357	1.21	-0.06	Q2	137	2398	2426	2440	0.24	-0.10	Q3
RIVER OAKS EL	150	2400	2395	2402	0.73	-0.06	Q2	152	2400	2426	2450	0.61	-0.15	Q4
TIMBERS EL	213	2311	2250	2303	0.48	-0.38	Q4	218	2299	2296	2341	0.52	-0.25	Q4
DIANE WINBORN EL	241	2347	2330	2344	1.42	-0.11	Q3	243	2373	2450	2421	1.22	0.19	Q1
BENIGNUS EL	208	2324	2339	2317	1.09	0.13	Q1	210	2310	2400	2346	0.98	0.35	Q1
VALLEY OAKS EL	130	2338	2330	2330	0.55	0.00	Q2	128	2342	2404	2388	1.02	0.14	Q1
BLACKBURN ELEMENTARY	186	2261	2307	2278	0.56	0.17	Q1	191	2289	2275	2320	0.17	-0.30	Q4
HEWITT EL	65	2364	2275	2334	0.22	-0.44	Q4	67	2311	2361	2321	0.72	0.29	Q1
GLEN LOCH EL	83	2378	2307	2340	1.72	-0.27	Q4	84	2439	2387	2468	-	-0.51	Q4
DORRIS A JONES ELEME	228	2317	2336	2334	1.02	-0.01	Q2	234	2322	2340	2359	0.52	-0.11	Q3
KEY EL	178	2312	2368	2339	0.94	0.18	Q1	179	2350	2404	2389	0.24	0.11	Q2
HERITAGE EL	102	2351	2284	2321	0.00	-0.27	Q4	107	2326	2324	2336	0.51	-0.09	Q3
FRIENDSHIP ELEMENTAR	64	2356	2276	2327	-	-0.38	Q4	68	2276	2304	2286	0.60	0.13	Q2
GREENFIELD EL	139	2285	2292	2271	0.45	0.14	Q1	140	2270	2376	2300	0.76	0.51	Q1
ZILKER EL	120	2381	2381	2387	0.42	-0.05	Q2	122	2333	2387	2372	-0.07	0.13	Q2
DAVIS EL	167	2370	2334	2366	0.86	-0.24	Q3	172	2357	2360	2400	0.25	-0.27	Q4
MURCHISON ELEMENTARY	170	2312	2274	2305	0.46	-0.22	Q3	167	2324	2335	2367	0.51	-0.19	Q4
ROWE LANE EL	139	2321	2293	2315	0.51	-0.16	Q3	140	2321	2390	2362	1.04	0.19	Q1
DELL PICKETT EL	217	2326	2290	2323	0.84	-0.24	Q4	218	2321	2381	2367	0.44	0.08	Q2
FOREST NORTH EL	157	2327	2326	2321	0.68	0.02	Q1	162	2332	2392	2375	0.89	0.09	Q2
BLACKLAND PRAIRIE EL	260	2367	2372	2359	0.61	0.08	Q1	261	2340	2404	2379	0.50	0.17	Q1
Group Average	166	2352	2341	2352	0.73	-0.09	--	168	2359	2401	2401	0.61	0.01	--

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Campus Number		Campus Name	District Name	% White	% Hispanic	% LEP	% Econ	% Mobility	% Afr_Amer
014903111		JOE M PIRTLE ELEMENTARY	BELTON ISD	66.1	24.6	9.7	33.2	17.2	7.7
015910136		HARDY OAK EL	NORTH EAST ISD	64.0	24.1	4.4	7.1	11.0	4.7
015910143		WILDERNESS OAK EL	NORTH EAST ISD	63.8	26.0	4.6	6.4	10.8	2.5
043905105		ANDERSON ELEMENTARY	FRISCO ISD	64.4	7.3	6.4	8.0	12.1	8.6
043905110		SHAWNEE TRAIL ELEMENTARY	FRISCO ISD	65.9	12.4	5.2	8.8	12.4	8.9
043905123		TAYLOR ELEMENTARY	FRISCO ISD	63.9	8.9	8.9	6.7	14.5 **	7.0
043910125		HEDGCOXE EL	PLANO ISD	65.4	8.0	6.9	9.1	8.6	7.5
043910128		BETHANY EL	PLANO ISD	65.7	5.9	7.8	5.3	7.0	5.3
043910138		HIGHTOWER EL	PLANO ISD	64.5	6.8	7.3	11.1	7.5	9.4
043914101		R F HARTMAN EL	WYLIE ISD	66.3	27.0	12.8	36.6	17.3	5.2
046902111		MH SPECHT ELEMENTARY SCH	COMAL ISD	64.9	28.1	2.8	10.2	13.7	3.3
057922105	*	MOCKINGBIRD EL	COPPELL ISD	64.9	12.9	10.0	10.0	9.9	4.0
061911113		J LYNDAL HUGHES EL	NORTHWEST ISD	63.8	19.8	7.0	21.5	19.1	11.3
084910101		CLEAR LAKE CITY EL	CLEAR CREEK ISD	64.1	17.5	6.1	25.3	21.1	11.6
084910116		JOHN F WARD EL	CLEAR CREEK ISD	65.3	11.4	11.0	16.4	17.2	7.9
084910119		WEDGEWOOD EL	CLEAR CREEK ISD	64.7	19.7	6.6	23.9	15.9	9.5
084910123		HENRY BAUERSCHLAG ELEMEN	CLEAR CREEK ISD	64.6	17.1	6.0	10.9	12.8	9.0
094902111		NORMA J PASCHAL EL	SCHERTZ-CIBOLO-U CITY IS	65.7	21.4	1.0	7.9	10.1	9.7
101914107		CIMARRON ELEMENTARY	KATY ISD	65.0	23.6	8.6	25.8	13.6	7.2
101914114		EDNA MAE FIELDER EL	KATY ISD	65.7	25.0	17.2	8.9	11.5	3.0
101915106		THEISS EL	KLEIN ISD	65.5	12.5	4.2	9.2	17.2	11.5
101915115		KUEHNLE EL	KLEIN ISD	65.2	15.6	8.3	17.6	15.1	6.7
101916106		LOMAX EL	LA PORTE ISD	65.5	28.4	1.7	35.0	15.3	4.5
101921107		WILLOW CREEK EL	TOMBALL ISD	63.8	18.3	9.8	13.8	15.1	9.2
220901146		LITTLE EL	ARLINGTON ISD	65.9	11.7	6.9	25.6	15.5	12.1
220914102		JAMES F DELANEY ELEMENTA	KENNEDALE ISD	64.2	18.5	8.9	37.1	19.0	11.9
220916115		HURST HILLS EL	HURST-EULESS-BEDFORD ISD	63.8	14.6	8.6	29.6	19.9	12.5
220916121		SPRING GARDEN EL	HURST-EULESS-BEDFORD ISD	65.5	16.7	6.8	29.6	17.7	11.9
220918106		HIGH COUNTRY ELEMENTARY	EAGLE MT-SAGINAW ISD	63.6	22.6	5.1	18.6	12.0	10.1
221901150		WARD EL	ABILENE ISD	64.5	18.9	5.0	31.7	21.4	12.0
227901181		MILLS EL	AUSTIN ISD	65.7	16.9	11.4	5.3	6.9	3.1
241902101		EAST BERNARD EL	EAST BERNARD ISD	63.6	29.8	12.4	39.3	6.7	6.3
246904106		RAYE MCCOY EL	GEORGETOWN ISD	64.9	29.8	13.2	37.7	21.9	3.7
246906101		HUTTO ELEMENTARY SCHOOL	HUTTO ISD	63.9	27.4	6.2	25.8	18.3	6.8
246909105		SPICEWOOD EL	ROUND ROCK ISD	64.3	8.5	3.8	5.9	7.4	3.0
246909122		OLD TOWN EL	ROUND ROCK ISD	64.9	25.6	3.4	24.6	11.7	4.6
246909123		FERN BLUFF EL	ROUND ROCK ISD	64.7	11.6	3.9	5.3	6.8	4.2
246909125		CANYON CREEK EL	ROUND ROCK ISD	65.6	6.3	2.8	1.2	6.3	1.1
246913101		WHITESTONE EL	LEANDER ISD	64.0	29.4	6.6	36.0	18.7	4.1
246913116		JIM PLAIN ELEMENTARY	LEANDER ISD	64.1	25.5	4.4	35.4	14.9 **	8.1
246913117		WILLIAM J WINKLEY ELEMEN	LEANDER ISD	66.3	20.5	3.2	28.9	14.9 **	11.2
		Group Average		64.8	18.9	6.8	18.2	13.7	7.3

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Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading/ELA							Mathematics						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Campus Name	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile
JOE M PIRTLE ELEMENT	205	2312	2260	2298	0.66	-0.29	Q4	203	2280	2308	2312	0.03	-0.03	Q3
HARDY OAK EL	221	2392	2371	2394	0.22	-0.17	Q3	218	2378	2491	2430	2.00	0.43	Q1
WILDERNESS OAK EL	292	2384	2362	2381	0.30	-0.15	Q2	287	2375	2432	2420	0.63	0.08	Q2
ANDERSON ELEMENTARY	175	2377	2341	2383	1.23	-0.30	Q4	179	2401	2460	2463	0.81	0.00	Q3
SHAWNEE TRAIL ELEMEN	203	2349	2350	2344	0.62	0.03	Q1	198	2362	2431	2410	0.91	0.15	Q2
TAYLOR ELEMENTARY	72	2411	2351	2391	1.66	-0.29	Q4	74	2398	2447	2425	0.52	0.15	Q2
HEDGCOXE EL	170	2343	2347	2336	1.18	0.05	Q1	175	2351	2473	2398	1.25	0.49	Q1
BETHANY EL	158	2370	2364	2364	0.49	-0.00	Q1	155	2407	2458	2453	1.31	0.04	Q2
HIGHTOWER EL	153	2395	2383	2393	1.14	-0.07	Q2	152	2391	2466	2434	0.36	0.21	Q1
R F HARTMAN EL	84	2355	2263	2326	1.18	-0.46	Q4	86	2304	2292	2315	0.49	-0.17	Q4
MH SPECHT ELEMENTARY	149	2403	2347	2374	0.32	-0.19	Q3	151	2355	2327	2366	0.78	-0.29	Q4
* MOCKINGBIRD EL	170	2382	2340	2384	0.16	-0.32	Q4	170	2392	2415	2443	0.63	-0.19	Q4
J LYNDAL HUGHES EL	159	2303	2280	2290	0.82	-0.08	Q2	159	2279	2337	2307	0.73	0.20	Q1
CLEAR LAKE CITY EL	114	2364	2334	2358	0.46	-0.17	Q3	116	2365	2400	2404	0.08	-0.04	Q3
JOHN F WARD EL	223	2379	2328	2377	0.56	-0.36	Q4	220	2402	2436	2453	0.66	-0.11	Q4
WEDGEWOOD EL	221	2319	2298	2314	0.05	-0.11	Q2	226	2339	2363	2382	0.46	-0.13	Q4
HENRY BAUERSCHLAG EL	208	2342	2337	2339	1.33	-0.02	Q1	213	2393	2465	2443	0.23	0.14	Q2
NORMA J PASCHAL EL	132	2386	2267	2356	1.21	-0.65	Q4	135	2352	2366	2363	-0.29	0.02	Q2
CIMARRON ELEMENTARY	243	2289	2255	2279	0.75	-0.18	Q3	245	2280	2287	2315	0.36	-0.20	Q4
EDNA MAE FIELDER EL	239	2347	2351	2346	1.15	0.02	Q1	238	2394	2492	2451	0.96	0.27	Q1
THEISS EL	199	2370	2347	2365	0.83	-0.14	Q2	197	2365	2391	2404	0.78	-0.10	Q3
KUEHNLE EL	175	2333	2296	2327	0.78	-0.24	Q3	176	2322	2350	2360	0.59	-0.09	Q3
LOMAX EL	146	2336	2300	2327	0.80	-0.20	Q3	146	2372	2330	2416	0.04	-0.56	Q4
WILLOW CREEK EL	139	2372	2326	2342	1.32	-0.12	Q2	141	2288	2395	2298	1.17	0.70	Q1
LITTLE EL	277	2345	2387	2374	0.71	0.06	Q1	279	2380	2396	2421	0.26	-0.17	Q4
JAMES F DELANEY ELEM	107	2386	2297	2356	1.37	-0.44	Q4	107	2284	2297	2295	0.85	0.02	Q2
HURST HILLS EL	164	2300	2334	2315	0.96	0.13	Q1	164	2309	2341	2338	0.62	0.02	Q2
SPRING GARDEN EL	205	2297	2359	2319	1.16	0.25	Q1	208	2316	2374	2348	0.74	0.16	Q1
HIGH COUNTRY ELEMENT	225	2334	2302	2328	0.49	-0.19	Q3	231	2333	2331	2371	0.52	-0.28	Q4
WARD EL	141	2344	2319	2343	0.77	-0.17	Q3	145	2322	2355	2368	0.59	-0.05	Q3
MILLS EL	230	2370	2379	2371	0.63	0.05	Q1	232	2383	2409	2434	1.30	-0.16	Q4
EAST BERNARD EL	45	2313	2276	2284	0.27	-0.06	Q2	46	2278	2317	2289	0.52	0.20	Q1
RAYE MCCOY EL	229	2302	2287	2293	0.68	-0.06	Q2	229	2315	2344	2358	0.27	-0.09	Q3
HUTTO ELEMENTARY SCH	174	2273	2238	2258	0.60	-0.16	Q2	175	2241	2319	2269	0.74	0.34	Q1
SPICEWOOD EL	207	2386	2381	2388	1.18	-0.07	Q2	208	2412	2454	2467	0.74	-0.08	Q3
OLD TOWN EL	226	2335	2304	2331	0.48	-0.20	Q3	220	2361	2386	2409	0.32	-0.15	Q4
FERN BLUFF EL	252	2436	2393	2441	1.27	-0.34	Q4	252	2433	2486	2487	0.89	0.01	Q3
CANYON CREEK EL	147	2456	2424	2453	-	-0.23	Q3	151	2472	2523	2524	-	-0.01	Q3
WHITESTONE EL	124	2309	2247	2298	-0.22	-0.37	Q4	124	2288	2325	2325	0.41	0.04	Q2
JIM PLAIN ELEMENTARY	67	2306	2249	2292	0.10	-0.30	Q4	67	2235	2307	2260	0.84	0.34	Q1
WILLIAM J WINKLEY EL	120	2259	2246	2245	0.59	-0.00	Q1	123	2242	2288	2270	0.52	0.13	Q2
Group Average	171	2350	2328	2346	0.74	-0.14	--	172	2351	2393	2391	0.62	0.02	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

Campus Number		Campus Name	District Name	% White	% Hispanic	% LEP	% Econ	% Mobility	% Afr_Amer
015910129		ENCINO PARK EL	NORTH EAST ISD	57.8	29.8	5.7	9.3	10.3	4.0
015910139		ROAN FOREST EL	NORTH EAST ISD	58.2	25.2	2.8	7.7	16.6	6.1
020901101		ALVIN ELEMENTARY	ALVIN ISD	56.0	35.7	7.7	45.1	15.0	2.5
020908112		MASSEY RANCH EL	PEARLAND ISD	56.7	17.5	7.0	17.7	15.3 **	10.5
021901105		ROCK PRAIRIE EL	COLLEGE STATION ISD	58.6	11.8	9.0	29.5	13.6	10.9
043901110		BOLIN ELEMENTARY SCHOOL	ALLEN ISD	57.9	11.8	17.9	11.3	8.3	12.5
043905115		BOALS ELEMENTARY	FRISCO ISD	57.0	17.8	6.4	11.7	8.8	18.8
043910126		MITCHELL EL	PLANO ISD	57.2	14.6	10.3	17.2	18.6	15.6
043910129		GULLEDGE EL	PLANO ISD	56.4	7.8	9.9	10.3	12.6	5.7
043910134		HAUN EL	PLANO ISD	56.6	3.8	9.1	5.2	9.6	5.3
057909143		ABBETT EL	GARLAND ISD	56.8	23.2	19.7	23.8	6.2	10.2
057909144		KEELEY EL	GARLAND ISD	57.4	23.8	17.0	20.3	9.5	9.8
057914119		BEASLEY ELEMENTARY	MESQUITE ISD	56.2	21.5	8.4	33.3	12.6	18.3
057916131		YALE EL	RICHARDSON ISD	58.6	15.3	9.6	27.9	16.9	14.5
057919101		SUNNYVALE EL	SUNNYVALE ISD	55.7	13.2	6.2	11.0	12.7	6.2
057922103		AUSTIN EL	COPPELL ISD	58.0	14.9	12.9	9.9	16.0	4.3
057922106	*	WILSON EL	COPPELL ISD	57.1	17.9	14.4	14.4	8.9	4.8
061901109		WILSON EL	DENTON ISD	58.0	27.3	17.3	41.8	16.2	10.6
061902113		INDIAN CREEK ELEMENTARY	LEWISVILLE ISD	57.7	12.4	9.7	16.8	11.5	10.8
070908107		J A VITOVSKY EL	MIDLOTHIAN ISD	57.2	35.2	22.7	43.7	17.8	5.5
070912104		NORTHSIDE EL	WAXAHACHIE ISD	56.3	23.4	1.5	45.0	18.7	19.3
079907130		WALKER STATION EL	FORT BEND ISD	55.6	4.8	5.9	2.7	8.8	5.1
084910104		JAMES H ROSS EL	CLEAR CREEK ISD	55.4	24.8	13.7	32.9	16.6	11.8
101912178		HORN EL	HOUSTON ISD	57.9	17.2	3.4	15.4	13.7	8.4
101912228		RIVER OAKS EL	HOUSTON ISD	57.4	15.3	2.7	9.5	7.2	7.9
101913110		TIMBERS EL	HUMBLE ISD	56.9	21.9	6.6	18.3	11.6	17.9
101920115		VALLEY OAKS EL	SPRING BRANCH ISD	56.4	38.0	20.4	37.1	13.1	2.9
129902105		BLACKBURN ELEMENTARY SCH	FORNEY ISD	57.1	24.8	4.8	28.1	16.9	16.6
161903102		HEWITT EL	MIDWAY ISD	56.4	20.1	8.5	46.1	21.6	14.3
199901109		DORRIS A JONES ELEMENTAR	ROCKWALL ISD	56.4	29.7	15.8	38.0	13.0	10.1
220901128		KEY EL	ARLINGTON ISD	58.1	19.1	8.2	35.3	20.9	14.8
220907106		HERITAGE EL	KELLER ISD	56.7	23.6	11.4	21.4	15.9	10.2
220907122		FRIENDSHIP ELEMENTARY	KELLER ISD	57.5	16.5	8.0	15.1	14.6 **	12.5
220908115		ROBERTA TIPPS ELEMENTARY	MANSFIELD ISD	57.0	10.8	11.5	20.3	12.8	19.1
227901143		PATTON EL	AUSTIN ISD	55.9	23.2	8.4	19.3	12.4	7.8
227901146		ZILKER EL	AUSTIN ISD	57.3	36.0	11.2	45.0	15.0	4.7
227901179		DAVIS EL	AUSTIN ISD	56.5	22.9	17.1	22.6	16.4	7.3
227904115		ROWE LANE EL	PFLUGERVILLE ISD	58.4	26.3	2.7	22.3	18.5	13.8
246904105		DELL PICKETT EL	GEORGETOWN ISD	58.4	34.1	11.3	42.8	17.4	5.2
246909108		FOREST NORTH EL	ROUND ROCK ISD	58.6	18.0	7.6	15.3	19.5	6.9
246909130		BLACKLAND PRAIRIE EL	ROUND ROCK ISD	58.3	20.8	7.6	15.7	14.4	12.2
		Group Average		57.2	20.7	9.9	22.2	13.8	10.3

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading/ELA							Mathematics						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Campus Name	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile
ENCINO PARK EL	236	2390	2385	2394	0.78	-0.07	Q3	235	2364	2431	2413	0.78	0.14	Q2
ROAN FOREST EL	270	2385	2384	2382	1.17	0.01	Q2	268	2416	2484	2467	1.40	0.13	Q2
ALVIN ELEMENTARY	408	2297	2354	2320	1.12	0.21	Q1	400	2368	2418	2405	0.74	0.09	Q2
MASSEY RANCH EL	78	2414	2372	2384	0.46	-0.09	Q3	78	2398	2417	2409	0.64	0.06	Q3
ROCK PRAIRIE EL	78	2447	2404	2417	-0.83	-0.10	Q3	79	2402	2426	2413	0.84	0.09	Q2
BOLIN ELEMENTARY SCH	217	2366	2400	2390	1.64	0.06	Q1	225	2399	2442	2445	0.83	-0.01	Q3
BOALS ELEMENTARY	175	2310	2295	2301	0.63	-0.04	Q2	175	2335	2376	2376	0.90	0.02	Q3
MITCHELL EL	170	2342	2308	2337	0.71	-0.21	Q4	171	2356	2370	2400	0.17	-0.20	Q4
GULLEDGE EL	171	2383	2381	2385	0.77	-0.04	Q2	172	2439	2492	2498	0.72	-0.03	Q3
HAUN EL	225	2397	2351	2397	-0.31	-0.33	Q4	228	2437	2481	2491	1.03	-0.05	Q3
ABBETT EL	198	2336	2352	2326	0.52	0.16	Q1	199	2363	2443	2407	0.72	0.23	Q1
KEELEY EL	237	2354	2334	2350	0.94	-0.12	Q3	240	2347	2383	2394	0.64	-0.04	Q3
BEASLEY ELEMENTARY	128	2294	2331	2313	0.60	0.11	Q1	128	2307	2377	2337	0.39	0.25	Q1
YALE EL	189	2364	2409	2394	0.77	0.09	Q1	189	2447	2521	2502	2.26	0.13	Q2
SUNNYVALE EL	62	2391	2323	2362	-0.46	-0.29	Q4	63	2321	2427	2331	1.33	0.69	Q1
AUSTIN EL	160	2372	2359	2371	1.02	-0.08	Q3	160	2380	2425	2428	0.20	-0.04	Q3
* WILSON EL	123	2400	2396	2408	0.83	-0.08	Q3	125	2462	2475	2529	0.40	-0.33	Q4
WILSON EL	168	2355	2321	2354	0.79	-0.25	Q4	173	2337	2380	2380	0.34	-0.00	Q3
INDIAN CREEK ELEMENT	146	2344	2317	2335	0.35	-0.14	Q3	149	2317	2381	2357	0.82	0.16	Q1
J A VITOVSKY EL	135	2250	2241	2237	1.03	0.01	Q2	142	2295	2301	2339	0.11	-0.23	Q4
NORTHSIDE EL	165	2302	2282	2292	0.89	-0.09	Q3	166	2311	2374	2350	0.31	0.17	Q1
WALKER STATION EL	304	2377	2384	2381	1.25	0.02	Q2	306	2450	2514	2513	2.01	0.03	Q3
JAMES H ROSS EL	148	2336	2305	2331	0.52	-0.19	Q3	149	2364	2366	2411	0.05	-0.30	Q4
HORN EL	136	2367	2351	2357	1.21	-0.06	Q3	137	2398	2426	2440	0.24	-0.10	Q4
RIVER OAKS EL	150	2400	2395	2402	0.73	-0.06	Q2	152	2400	2426	2450	0.61	-0.15	Q4
TIMBERS EL	213	2311	2250	2303	0.48	-0.38	Q4	218	2299	2296	2341	0.52	-0.25	Q4
VALLEY OAKS EL	130	2338	2330	2330	0.55	0.00	Q2	128	2342	2404	2388	1.02	0.14	Q1
BLACKBURN ELEMENTARY	186	2261	2307	2278	0.56	0.17	Q1	191	2289	2275	2320	0.17	-0.30	Q4
HEWITT EL	65	2364	2275	2334	0.22	-0.44	Q4	67	2311	2361	2321	0.72	0.29	Q1
DORRIS A JONES ELEME	228	2317	2336	2334	1.02	-0.01	Q2	234	2322	2340	2359	0.52	-0.11	Q4
KEY EL	178	2312	2368	2339	0.94	0.18	Q1	179	2350	2404	2389	0.24	0.11	Q2
HERITAGE EL	102	2351	2284	2321	0.00	-0.27	Q4	107	2326	2324	2336	0.51	-0.09	Q4
FRIENDSHIP ELEMENTAR	64	2356	2276	2327	-	-0.38	Q4	68	2276	2304	2286	0.60	0.13	Q2
ROBERTA TIPPS ELEMEN	100	2401	2374	2371	0.75	0.02	Q1	102	2380	2441	2390	1.19	0.37	Q1
PATTON EL	225	2341	2334	2338	0.94	-0.03	Q2	225	2317	2366	2360	0.67	0.05	Q3
ZILKER EL	120	2381	2381	2387	0.42	-0.05	Q2	122	2333	2387	2372	-0.07	0.13	Q2
DAVIS EL	167	2370	2334	2366	0.86	-0.24	Q4	172	2357	2360	2400	0.25	-0.27	Q4
ROWE LANE EL	139	2321	2293	2315	0.51	-0.16	Q3	140	2321	2390	2362	1.04	0.19	Q1
DELL PICKETT EL	217	2326	2290	2323	0.84	-0.24	Q4	218	2321	2381	2367	0.44	0.08	Q2
FOREST NORTH EL	157	2327	2326	2321	0.68	0.02	Q1	162	2332	2392	2375	0.89	0.09	Q2
BLACKLAND PRAIRIE EL	260	2367	2372	2359	0.61	0.08	Q1	261	2340	2404	2379	0.50	0.17	Q1
Group Average	168	2347	2341	2347	0.75	-0.05	--	170	2359	2403	2401	0.58	0.03	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

Campus Number		Campus Name	District Name	% White	% Hispanic	% LEP	% Mobility	% Afr_Amer	% Econ
008901105		WEST END EL	BELLVILLE ISD	72.5	20.9	7.1	7.0	6.6	31.3
014908101		THOMAS ARNOLD EL	SALADO ISD	75.2	21.4	11.0	15.9	0.9	35.6
016901101		LYNDON B JOHNSON EL	JOHNSON CITY ISD	74.1	23.1	10.8	10.7	0.3	34.6
043901113		DR E T BOON EL	ALLEN ISD	74.1	8.0	4.7	15.8	4.6	5.2
043903042		CELINA INTERMEDIATE	CELINA ISD	74.2	18.8	3.8	8.5	5.6	26.9
043905102		ROGERS ELEMENTARY	FRISCO ISD	73.7	14.4	1.7	12.5	6.8	13.5
043905104		SMITH ELEMENTARY	FRISCO ISD	75.6	6.7	5.0	7.9	5.5	4.5
043905111		SPEARS ELEMENTARY	FRISCO ISD	73.5	11.5	4.5	19.0	8.5	6.5
043905116		ISBELL ELEMENTARY	FRISCO ISD	73.0	5.3	3.7	15.1	6.2	2.4
043910108		SHEPARD EL	PLANO ISD	74.7	6.6	6.4	11.8	4.3	12.2
043910115		SAIGLING EL	PLANO ISD	74.5	4.2	7.2	7.9	3.2	8.7
043912102		JUDY RUCKER ELEMENTARY	PROSPER ISD	75.3	18.6	9.6	13.1	4.6	16.6
046902110		ARLON R SEAY INTERMEDIAT	COMAL ISD	72.7	22.1	3.1	11.6	3.1	13.2
057922107	*	LAKESIDE EL	COPPELL ISD	73.9	7.5	6.6	5.1	2.8	1.5
061901115		EUGENIA PORTER RAYZOR EL	DENTON ISD	73.7	14.3	6.0	15.9	8.1	8.8
061901117		PROVIDENCE EL	DENTON ISD	73.2	15.5	3.9	21.4	8.4	16.5
061902115		B B OWEN EL	LEWISVILLE ISD	73.9	16.2	1.4	15.5	8.0	25.6
061902119		ETHRIDGE EL	LEWISVILLE ISD	73.5	13.3	3.2	9.2	7.9	13.1
061902136		CASTLE HILLS ELEMENTARY	LEWISVILLE ISD	73.1	5.0	3.0	12.4	7.2	1.8
061911112		SONNY & ALLEGRA NANCE EL	NORTHWEST ISD	74.1	19.1	3.1	21.8	4.7	16.7
075908101		ROUND TOP-CARMINE EL	ROUND TOP-CARMINE ISD	72.7	21.9	7.0	11.3	5.5	31.3
084910118		BROOKWOOD EL	CLEAR CREEK ISD	72.4	6.3	5.2	8.5	3.6	4.4
084910126		G W ROBINSON	CLEAR CREEK ISD	74.3	11.9	5.6	16.3 **	4.0	14.2
101907143		KEITH ELEMENTARY	CYPRESS-FAIRBANKS ISD	73.6	16.2	4.3	14.2	6.2	9.2
101908104		SAN JACINTO ELEMENTARY	DEER PARK ISD	73.9	22.1	1.4	13.1	2.1	24.7
101913105		WOODLAND HILLS EL	HUMBLE ISD	73.8	19.6	3.6	14.9	4.5	22.7
101914118		JAMES E WILLIAMS ELEMENT	KATY ISD	73.7	9.2	5.5	11.0	2.4	2.3
101920104		FROSTWOOD EL	SPRING BRANCH ISD	74.8	6.7	12.2	12.1	0.2	2.7
101921103		LAKEWOOD EL	TOMBALL ISD	74.1	12.6	6.6	12.0	3.7	6.2
126903108		GERARD EL	CLEBURNE ISD	75.5	18.5	7.2	17.2	2.8	28.0
220901117		HILL EL	ARLINGTON ISD	73.9	10.6	3.6	9.6	9.2	25.1
220902107		SMITHFIELD EL	BIRDVILLE ISD	74.4	18.0	2.7	15.9	4.9	29.3
220906110		SILVER LAKE EL	GRAPEVINE-COLLEYVILLE IS	73.0	14.6	8.9	17.3	6.1	20.7
220920104		BLUE HAZE EL	WHITE SETTLEMENT ISD	74.2	15.7	3.2	16.1	7.3	25.7
227909102		CEDAR CREEK EL	EANES ISD	74.1	12.8	5.8	9.9	1.8	5.3
227909105		BARTON CREEK EL	EANES ISD	73.1	7.7	2.3	4.9	1.0	2.6
246909128		GREAT OAKS EL	ROUND ROCK ISD	74.1	8.8	4.9	6.9	3.5	2.9
246913103		BLOCK HOUSE CREEK EL	LEANDER ISD	75.4	15.9	2.2	11.4	5.1	13.2
246913105		C C MASON EL	LEANDER ISD	74.9	15.9	5.1	13.3	6.1	29.9
246913108		PAULINE NAUMANN EL	LEANDER ISD	75.1	12.6	5.3	10.1	5.4	16.1
246913114		PLEASANT HILL ELEMENTARY	LEANDER ISD	72.9	19.5	3.5	13.1	5.5	18.9
		Group Average		74.0	13.5	4.9	12.8	4.9	13.9

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Campus Name	Reading/ELA (1) Number Matched Students	(2) 2006 Avg Scale Score	(3) 2007 Avg Scale Score	(4) 2007 Est Avg Scale Score	(5) 2006 Failer Avg TGI	(6) 2007 Avg TGI	(7) Quar-tile	Mathematics (1) Number Matched Students	(2) 2006 Avg Scale Score	(3) 2007 Avg Scale Score	(4) 2007 Est Avg Scale Score	(5) 2006 Failer Avg TGI	(6) 2007 Avg TGI	(7) Quar-tile
	WEST END EL	46	2378	2360	2375	-	-0.14	Q2	48	2351	2414	2400	-	0.12	Q2
	THOMAS ARNOLD EL	68	2373	2285	2343	-1.17	-0.43	Q4	74	2260	2264	2270	0.76	-0.05	Q3
	LYNDON B JOHNSON EL	46	2411	2300	2381	-	-0.60	Q4	45	2272	2343	2282	0.82	0.44	Q1
	DR E T BOON EL	251	2386	2419	2419	1.58	-0.01	Q1	249	2423	2428	2472	1.33	-0.28	Q4
	CELINA INTERMEDIATE	269	2320	2351	2347	0.41	0.01	Q1	278	2334	2370	2369	0.35	-0.01	Q3
	ROGERS ELEMENTARY	191	2357	2327	2354	0.26	-0.20	Q3	192	2352	2438	2396	1.42	0.26	Q1
	SMITH ELEMENTARY	214	2380	2374	2379	0.83	-0.04	Q1	218	2411	2454	2465	0.92	-0.06	Q3
	SPEARS ELEMENTARY	172	2398	2361	2401	0.01	-0.28	Q4	176	2418	2469	2471	0.39	-0.00	Q3
	ISBELL ELEMENTARY	127	2371	2364	2363	0.63	0.00	Q1	130	2366	2433	2405	0.60	0.21	Q1
	SHEPARD EL	136	2330	2322	2324	1.44	-0.04	Q1	144	2330	2396	2374	0.17	0.14	Q1
	SAIGLING EL	124	2381	2381	2379	1.19	0.00	Q1	123	2407	2485	2459	1.00	0.16	Q1
	JUDY RUCKER ELEMENTA	435	2325	2342	2350	0.71	-0.07	Q2	437	2354	2399	2396	0.63	0.03	Q2
	ARLON R SEAY INTERME	353	2302	2320	2323	0.47	-0.02	Q1	355	2343	2376	2416	0.98	-0.25	Q4
*	LAKESIDE EL	143	2417	2374	2416	-1.34	-0.30	Q4	147	2405	2462	2451	1.35	0.07	Q2
	EUGENIA PORTER RAYZO	203	2338	2321	2332	0.38	-0.09	Q2	206	2313	2343	2352	0.64	-0.05	Q3
	PROVIDENCE EL	142	2345	2325	2340	0.86	-0.11	Q2	144	2340	2354	2382	0.51	-0.16	Q4
	B B OWEN EL	114	2315	2270	2305	1.00	-0.26	Q4	117	2269	2269	2300	0.27	-0.20	Q4
	ETHRIDGE EL	137	2307	2268	2294	0.86	-0.21	Q3	133	2268	2275	2299	0.44	-0.17	Q4
	CASTLE HILLS ELEMENT	131	2403	2341	2401	0.32	-0.43	Q4	134	2349	2394	2389	0.72	0.01	Q2
	SONNY & ALLEGRA NANC	143	2331	2303	2320	0.51	-0.13	Q2	145	2286	2319	2319	0.40	0.02	Q2
	ROUND TOP-CARMINE EL	53	2292	2353	2320	0.43	0.22	Q1	52	2350	2441	2391	1.10	0.36	Q1
	BROOKWOOD EL	273	2400	2382	2400	0.80	-0.14	Q2	273	2416	2459	2466	0.87	-0.07	Q3
	G W ROBINSON	166	2373	2342	2369	1.49	-0.19	Q3	166	2385	2402	2428	0.50	-0.19	Q4
	KEITH ELEMENTARY	345	2325	2319	2318	0.75	-0.01	Q1	345	2377	2451	2425	0.99	0.19	Q1
	SAN JACINTO ELEMENTA	214	2300	2270	2292	0.63	-0.16	Q3	216	2323	2367	2363	1.02	0.00	Q2
	WOODLAND HILLS EL	169	2314	2295	2306	0.96	-0.09	Q2	168	2301	2349	2341	0.90	0.07	Q2
	JAMES E WILLIAMS ELE	298	2399	2374	2397	1.16	-0.18	Q3	300	2429	2459	2480	0.71	-0.14	Q3
	FROSTWOOD EL	166	2411	2377	2412	0.78	-0.27	Q4	172	2449	2483	2502	-0.31	-0.15	Q3
	LAKEWOOD EL	147	2414	2325	2384	2.33	-0.43	Q4	153	2331	2347	2342	0.21	0.04	Q2
	GERARD EL	86	2400	2325	2370	1.12	-0.33	Q4	87	2366	2366	2377	0.64	-0.07	Q3
	HILL EL	227	2323	2324	2340	0.85	-0.12	Q2	233	2328	2362	2365	0.65	-0.01	Q3
	SMITHFIELD EL	116	2329	2295	2321	0.25	-0.20	Q3	120	2330	2348	2375	0.06	-0.18	Q4
	SILVER LAKE EL	147	2328	2301	2323	1.02	-0.16	Q3	153	2297	2369	2337	0.73	0.22	Q1
	BLUE HAZE EL	83	2363	2299	2334	1.65	-0.25	Q4	91	2325	2344	2336	0.49	0.06	Q2
	CEDAR CREEK EL	111	2419	2354	2420	0.07	-0.47	Q4	111	2404	2424	2455	-	-0.19	Q4
	BARTON CREEK EL	123	2416	2391	2426	-	-0.25	Q3	122	2401	2458	2455	1.06	0.01	Q2
	GREAT OAKS EL	299	2412	2389	2415	-0.09	-0.19	Q3	304	2447	2464	2498	0.69	-0.24	Q4
	BLOCK HOUSE CREEK EL	216	2311	2276	2299	0.57	-0.17	Q3	218	2282	2344	2314	0.71	0.22	Q1
	C C MASON EL	147	2284	2259	2275	0.71	-0.11	Q2	145	2266	2305	2300	0.39	0.04	Q2
	PAULINE NAUMANN EL	223	2322	2315	2314	0.79	-0.00	Q1	226	2339	2413	2381	0.69	0.22	Q1
	PLEASANT HILL ELEMEN	239	2332	2314	2328	1.11	-0.12	Q2	243	2343	2358	2387	0.56	-0.18	Q4
	Group Average	174	2352	2334	2352	0.75	-0.14	--	177	2356	2396	2400	0.64	-0.02	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

Texas Education Agency
2006-07 Campus Comparison Group

Campus Number		Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% Afr_Amer	% LEP
014903109		SPARTA EL	BELTON ISD	78.2	16.2	43.6	18.2	2.4	0.6
014910101		TROY ELEMENTARY	TROY ISD	77.8	18.8	44.3	18.5	2.5	1.7
025909101		EARLY EL	EARLY ISD	76.7	19.5	40.1	11.8	1.7	1.4
043907122		J B WILMETH ELEMENTARY	MCKINNEY ISD	79.1	5.4	10.3	21.2	10.3	1.6
043908102		MELISSA RIDGE EL	MELISSA ISD	76.2	17.0	23.4	18.8	4.8	4.3
043910114		HUGHSTON EL	PLANO ISD	78.0	9.1	11.3	10.1	5.0	5.0
057922101		PINKERTON EL	COPPELL ISD	79.1	7.7	9.5	15.6	9.5	0.9
057922108	*	TOWN CENTER EL	COPPELL ISD	77.6	8.2	5.2	4.5	4.4	1.6
061901116		PECAN CREEK ELEMENTARY	DENTON ISD	77.2	10.5	16.1	19.2	8.3	5.0
061901118		MILDRED M HAWK EL	DENTON ISD	76.8	11.8	11.2	11.3	6.6	4.9
061902120		GARDEN RIDGE EL	LEWISVILLE ISD	76.9	7.5	3.8	8.4	5.3	5.9
061902126		PRAIRIE TRAIL ELEMENTARY	LEWISVILLE ISD	77.5	8.0	5.2	9.7	6.0	1.1
061902133		BLUEBONNET ELEMENTARY	LEWISVILLE ISD	76.5	6.0	3.5	7.5	3.2	1.9
061902134		TOM HICKS ELEMENTARY	LEWISVILLE ISD	77.7	7.1	7.1	17.6	6.4	3.3
061912103		CORINTH ELEM	LAKE DALLAS ISD	76.4	11.8	14.2	10.8	6.7	5.0
070908104		T E BAXTER EL	MIDLOTHIAN ISD	77.6	15.4	25.4	16.3	5.4	2.2
084910102		ED H WHITE EL	CLEAR CREEK ISD	76.8	14.6	16.4	19.2	4.3	3.5
084910105		BAY EL	CLEAR CREEK ISD	76.7	13.8	24.8	13.5	5.3	3.8
084910122		ART AND PAT GOFORTH ELEM	CLEAR CREEK ISD	76.2	14.0	19.7	21.4	6.1	2.3
092906102		SABINE EL	SABINE ISD	77.6	11.4	46.5	17.6	10.5	6.5
101908105		DEER PARK ELEMENTARY	DEER PARK ISD	78.7	18.6	18.5	9.8	1.4	0.8
101913107		ELM GROVE EL	HUMBLE ISD	77.8	13.4	15.7	12.5	5.7	1.9
101914102		KATY EL	KATY ISD	78.4	13.8	16.1	15.6	6.5	4.1
101920107		HUNTERS CREEK EL	SPRING BRANCH ISD	77.7	9.9	7.9	11.0	2.5	6.0
105906107		ELM GROVE EL	HAYS CISD	78.8	17.7	10.2	9.6	2.7	2.5
129902102		KATHRYN WOLFE CRISWELL E	FORNEY ISD	77.8	15.1	19.0	16.0	4.9	2.6
161903105		SOUTH BOSQUE EL	MIDWAY ISD	77.9	12.1	15.0	17.6	4.9	6.4
170902118		DAVID EL	CONROE ISD	77.9	10.9	2.9	11.3	2.6	4.1
170904104		TURNER EL	WILLIS ISD	78.2	10.1	23.9	17.8	8.0	3.7
188901120		OLSEN PARK EL	AMARILLO ISD	77.1	18.4	37.0	13.1	2.5	0.8
188901121		PARAMOUNT TERRACE EL	AMARILLO ISD	76.5	18.4	29.4	13.8	3.9	1.6
191901101		GENE HOWE ELEM	CANYON ISD	78.1	16.7	19.3	14.6	2.6	0.2
191901108		REEVES-HINGER ELEM	CANYON ISD	77.3	19.7	41.2	12.7	2.3	1.6
220901144		MARY MOORE EL	ARLINGTON ISD	78.7	9.0	16.8	10.9	8.7	2.3
220902118		NORTH RIDGE EL	BIRDVILLE ISD	78.1	12.1	20.0	14.7	3.8	2.5
220906109		GRAPEVINE EL	GRAPEVINE-COLLEYVILLE IS	78.5	7.5	4.7	6.3	2.9	4.6
220907109		PARK GLEN EL	KELLER ISD	76.8	8.8	6.6	10.1	3.8	4.2
221901102		AUSTIN EL	ABILENE ISD	76.7	15.9	32.7	11.8	5.8	0.7
226901101		CHRISTOVAL EL	CHRISTOVAL ISD	78.4	18.1	28.1	19.1	3.5	2.3
243905111		FOWLER EL	WICHITA FALLS ISD	76.6	9.6	28.8	20.5	7.3	3.2
246904107		THE VILLAGE EL	GEORGETOWN ISD	76.7	18.5	24.8	13.2	2.8	2.8
		Group Average		77.5	12.7	19.2	14.1	5.1	3.1

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

Gold Performance Acknowledgment: Not Qualified

	Reading/ELA							Mathematics						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Campus Name	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile
SPARTA EL	173	2330	2300	2326	-0.02	-0.20	Q3	176	2325	2363	2365	0.53	-0.02	Q2
TROY ELEMENTARY	144	2298	2234	2282	0.51	-0.36	Q4	151	2298	2290	2333	0.35	-0.30	Q4
EARLY EL	163	2334	2296	2327	0.86	-0.23	Q3	165	2337	2345	2377	0.42	-0.23	Q4
J B WILMETH ELEMENTA	127	2382	2355	2381	0.78	-0.20	Q3	128	2423	2417	2476	0.29	-0.40	Q4
MELISSA RIDGE EL	172	2313	2342	2329	0.25	0.08	Q1	171	2358	2461	2398	1.56	0.42	Q1
HUGHSTON EL	128	2410	2370	2410	2.04	-0.30	Q4	131	2421	2445	2474	0.92	-0.19	Q4
PINKERTON EL	108	2403	2406	2401	3.54	0.04	Q1	104	2412	2444	2450	0.89	-0.09	Q3
* TOWN CENTER EL	167	2398	2378	2400	0.14	-0.16	Q3	166	2382	2422	2431	0.81	-0.04	Q3
PECAN CREEK ELEMENTA	159	2333	2307	2325	0.22	-0.14	Q2	161	2333	2306	2372	-0.19	-0.43	Q4
MILDRED M HAWK EL	215	2342	2341	2334	0.87	0.05	Q1	210	2335	2442	2379	1.54	0.46	Q1
GARDEN RIDGE EL	133	2410	2369	2410	0.25	-0.30	Q4	138	2391	2426	2439	1.67	-0.07	Q3
PRAIRIE TRAIL ELEMEN	216	2371	2346	2369	0.98	-0.17	Q3	221	2357	2394	2403	0.67	-0.05	Q3
BLUEBONNET ELEMENTAR	137	2382	2349	2381	1.19	-0.23	Q3	144	2347	2387	2387	0.70	0.01	Q2
TOM HICKS ELEMENTARY	84	2386	2362	2382	1.57	-0.14	Q2	87	2353	2369	2397	0.62	-0.17	Q4
CORINTH ELEM	120	2366	2286	2336	1.35	-0.37	Q4	122	2275	2293	2285	0.40	0.05	Q2
T E BAXTER EL	139	2285	2274	2275	0.82	-0.01	Q1	144	2310	2350	2351	0.06	-0.00	Q2
ED H WHITE EL	129	2359	2348	2356	1.32	-0.07	Q2	130	2372	2411	2419	1.01	-0.05	Q3
BAY EL	202	2327	2291	2320	0.77	-0.22	Q3	206	2336	2387	2379	0.77	0.05	Q2
ART AND PAT GOFORTH	199	2336	2320	2329	1.09	-0.07	Q2	199	2372	2407	2417	0.26	-0.04	Q3
SABINE EL	156	2270	2253	2259	0.59	-0.06	Q2	154	2244	2261	2276	0.43	-0.12	Q3
DEER PARK ELEMENTARY	183	2345	2335	2339	1.23	-0.06	Q2	182	2349	2396	2390	0.51	0.04	Q2
ELM GROVE EL	170	2324	2334	2319	0.78	0.10	Q1	172	2342	2414	2386	1.60	0.20	Q1
KATY EL	143	2368	2327	2363	-	-0.26	Q3	146	2394	2436	2441	1.04	-0.03	Q3
HUNTERS CREEK EL	165	2415	2372	2418	1.04	-0.32	Q4	165	2412	2479	2465	2.08	0.12	Q1
ELM GROVE EL	181	2352	2313	2349	0.85	-0.27	Q3	187	2340	2317	2382	0.32	-0.44	Q4
KATHRYN WOLFE CRISWE	201	2320	2347	2344	0.68	0.00	Q1	200	2301	2355	2335	0.60	0.12	Q2
SOUTH BOSQUE EL	72	2439	2327	2409	0.22	-0.60	Q4	72	2391	2389	2402	0.57	-0.09	Q3
DAVID EL	106	2450	2377	2420	1.47	-0.32	Q4	107	2416	2428	2427	-	0.01	Q2
TURNER EL	157	2323	2308	2318	1.00	-0.07	Q2	158	2347	2346	2387	0.33	-0.30	Q4
OLSEN PARK EL	90	2325	2311	2318	0.72	-0.06	Q2	97	2329	2411	2372	0.89	0.29	Q1
PARAMOUNT TERRACE EL	64	2300	2300	2296	1.23	0.03	Q1	67	2304	2356	2349	0.58	0.07	Q2
GENE HOWE ELEM	93	2373	2292	2344	1.44	-0.38	Q4	94	2300	2302	2310	0.18	-0.06	Q3
REEVES-HINGER ELEM	131	2395	2327	2366	0.44	-0.29	Q4	130	2344	2316	2355	0.32	-0.28	Q4
MARY MOORE EL	249	2333	2371	2360	0.91	0.06	Q1	252	2366	2389	2410	0.85	-0.11	Q3
NORTH RIDGE EL	185	2334	2328	2325	1.27	-0.00	Q1	185	2336	2354	2374	0.62	-0.13	Q4
GRAPEVINE EL	161	2369	2375	2364	1.14	0.07	Q1	166	2376	2434	2422	0.20	0.08	Q2
PARK GLEN EL	117	2422	2335	2392	-	-0.42	Q4	118	2325	2360	2335	1.21	0.18	Q1
AUSTIN EL	166	2364	2330	2358	0.95	-0.21	Q3	165	2342	2403	2380	0.73	0.14	Q1
CHRISTOVAL EL	58	2334	2305	2325	0.94	-0.15	Q3	58	2219	2341	2245	0.87	0.66	Q1
FOWLER EL	192	2347	2356	2365	1.14	-0.09	Q2	193	2318	2396	2352	1.17	0.29	Q1
THE VILLAGE EL	90	2377	2360	2376	1.86	-0.12	Q2	92	2364	2435	2415	0.68	0.17	Q1
Group Average	143	2352	2330	2348	0.85	-0.14	--	145	2346	2383	2385	0.66	-0.01	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

Campus Number		Campus Name	District Name	% White	% Hispanic	% LEP	% Mobility	% Afr_Amer	% Econ
008901105		WEST END EL	BELLVILLE ISD	72.5	20.9	7.1	7.0	6.6	31.3
015910123		HIDDEN FOREST EL	NORTH EAST ISD	71.7	22.2	2.4	11.7	2.0	6.4
020908107		RUSTIC OAK EL	PEARLAND ISD	70.1	16.1	6.1	8.9	6.1	12.1
043901105		ALVIS C STORY EL	ALLEN ISD	72.1	11.5	7.0	7.9	7.6	11.5
043905112		SPARKS ELEMENTARY	FRISCO ISD	71.6	9.6	6.0	10.5	7.7	4.6
043905116		ISBELL ELEMENTARY	FRISCO ISD	73.0	5.3	3.7	15.1	6.2	2.4
043905118		BLEDSOE ELEMENTARY	FRISCO ISD	70.1	6.5	3.4	14.0	9.2	2.2
043910121		CARLISLE EL	PLANO ISD	70.0	9.7	6.3	10.5	4.8	10.7
043910132		BARKSDALE EL	PLANO ISD	71.4	5.8	6.0	9.8	6.9	4.8
043914103		P M AKIN EL	WYLIE ISD	71.3	18.6	8.0	11.8	7.8	27.7
046902110		ARLON R SEAY INTERMEDIAT	COMAL ISD	72.7	22.1	3.1	11.6	3.1	13.2
057922109	*	COTTONWOOD CREEK EL	COPPELL ISD	71.5	8.6	6.9	3.7	1.7	1.7
061902132		HOMESTEAD ELEMENTARY	LEWISVILLE ISD	71.5	10.7	7.3	11.6	5.8	9.9
061902136		CASTLE HILLS ELEMENTARY	LEWISVILLE ISD	73.1	5.0	3.0	12.4	7.2	1.8
061912105		SHADY SHORES EL	LAKE DALLAS ISD	70.3	20.5	10.9	13.9 **	5.9	28.9
075908101		ROUND TOP-CARMINE EL	ROUND TOP-CARMINE ISD	72.7	21.9	7.0	11.3	5.5	31.3
079907125		PECAN GROVE EL	FORT BEND ISD	70.2	14.0	2.9	13.3	11.4	11.1
084910118		BROOKWOOD EL	CLEAR CREEK ISD	72.4	6.3	5.2	8.5	3.6	4.4
084910127		DARWIN L GILMORE ELEMENT	CLEAR CREEK ISD	70.7	14.3	5.4	13.2	7.1	10.5
101908108		FAIRMONT ELEMENTARY	DEER PARK ISD	71.4	22.9	3.3	7.7	1.2	11.5
101912255		WEST UNIVERSITY EL	HOUSTON ISD	71.9	8.1	3.3	9.0	2.2	4.6
101914109		NOTTINGHAM COUNTRY EL	KATY ISD	71.8	11.9	9.6	15.2	5.1	6.6
101914112		HAZEL S PATTISON EL	KATY ISD	71.7	7.0	7.9	9.2	4.2	2.0
101915103		HAUDE EL	KLEIN ISD	70.9	16.4	3.9	14.2	8.1	10.1
101920102		BUNKER HILL EL	SPRING BRANCH ISD	70.1	9.4	11.3	12.2	1.5	5.9
188901102		BELMAR EL	AMARILLO ISD	71.6	14.8	0.8	14.8	7.4	27.6
220902108		SNOW HEIGHTS EL	BIRDVILLE ISD	71.0	14.8	4.2	19.4	9.7	30.0
220906110		SILVER LAKE EL	GRAPEVINE-COLLEYVILLE IS	73.0	14.6	8.9	17.3	6.1	20.7
220907118		BETTE PEROT ELEMENTARY	KELLER ISD	71.2	13.1	5.6	17.8	8.0	8.1
220907119		WOODLAND SPRINGS ELEMENT	KELLER ISD	71.0	14.0	4.6	15.9	7.1	8.8
220908118		MARY JO SHEPPARD EL	MANSFIELD ISD	69.9	15.9	5.2	18.1	11.3	26.8
220916122		MEADOW CREEK EL	HURST-EULESS-BEDFORD ISD	71.1	12.9	5.3	16.1	6.8	18.1
227901103		BARTON HILLS EL	AUSTIN ISD	71.8	22.3	1.4	7.8	2.5	15.6
227901110		BRYKER WOODS EL	AUSTIN ISD	70.2	18.8	4.0	8.8	5.9	12.0
227901155		HILL EL	AUSTIN ISD	70.6	17.2	5.6	9.8	5.1	9.8
227909105		BARTON CREEK EL	EANES ISD	73.1	7.7	2.3	4.9	1.0	2.6
246909107		DEEP WOOD EL	ROUND ROCK ISD	69.9	23.2	1.2	12.2	2.4	18.9
246913102		ADA MAE FAUBION EL	LEANDER ISD	71.7	15.8	4.0	14.3	5.4	19.2
246913104		CYPRESS EL	LEANDER ISD	70.5	17.5	5.7	17.8	5.8	16.3
246913110		CHARLOTTE COX ELEMENTARY	LEANDER ISD	70.8	16.7	6.8	12.5	4.6	12.8
246913114		PLEASANT HILL ELEMENTARY	LEANDER ISD	72.9	19.5	3.5	13.1	5.5	18.9
		Group Average		71.3	13.9	5.4	12.3	5.7	11.9

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading/ELA							Mathematics						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Campus Name	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile
WEST END EL	46	2378	2360	2375	-	-0.14	Q3	48	2351	2414	2400	-	0.12	Q2
HIDDEN FOREST EL	176	2386	2356	2390	0.98	-0.24	Q4	172	2368	2425	2420	1.05	0.04	Q3
RUSTIC OAK EL	158	2396	2344	2366	1.59	-0.17	Q3	160	2362	2393	2373	0.22	0.15	Q2
ALVIS C STORY EL	289	2337	2385	2363	0.91	0.14	Q1	288	2359	2408	2398	0.74	0.05	Q2
SPARKS ELEMENTARY	127	2362	2349	2355	0.50	-0.06	Q2	128	2348	2409	2389	0.20	0.12	Q2
ISBELL ELEMENTARY	127	2371	2364	2363	0.63	0.00	Q1	130	2366	2433	2405	0.60	0.21	Q1
BLEDSOE ELEMENTARY	123	2358	2344	2355	0.64	-0.08	Q2	124	2397	2434	2445	1.32	-0.07	Q4
CARLISLE EL	159	2390	2381	2386	0.89	-0.05	Q2	159	2438	2519	2490	0.75	0.21	Q1
BARKSDALE EL	198	2380	2378	2377	0.78	-0.01	Q1	203	2423	2470	2473	1.62	-0.02	Q3
P M AKIN EL	90	2356	2302	2327	1.23	-0.18	Q3	92	2310	2299	2320	0.52	-0.16	Q4
ARLON R SEAY INTERME	353	2302	2320	2323	0.47	-0.02	Q1	355	2343	2376	2416	0.98	-0.25	Q4
* COTTONWOOD CREEK EL	159	2385	2370	2386	-0.58	-0.13	Q2	157	2389	2444	2438	1.18	0.03	Q3
HOMESTEAD ELEMENTARY	173	2348	2311	2341	0.87	-0.22	Q4	176	2323	2397	2364	0.88	0.24	Q1
CASTLE HILLS ELEMENT	131	2403	2341	2401	0.32	-0.43	Q4	134	2349	2394	2389	0.72	0.01	Q3
SHADY SHORES EL	133	2353	2260	2323	0.44	-0.47	Q4	137	2297	2258	2307	-0.04	-0.35	Q4
ROUND TOP-CARMINE EL	53	2292	2353	2320	0.43	0.22	Q1	52	2350	2441	2391	1.10	0.36	Q1
PECAN GROVE EL	201	2344	2331	2338	1.05	-0.06	Q2	201	2342	2393	2388	0.95	0.05	Q2
BROOKWOOD EL	273	2400	2382	2400	0.80	-0.14	Q3	273	2416	2459	2466	0.87	-0.07	Q4
DARWIN L GILMORE ELE	147	2384	2357	2378	1.41	-0.16	Q3	151	2366	2408	2404	1.01	0.01	Q3
FAIRMONT ELEMENTARY	257	2353	2313	2351	1.38	-0.28	Q4	254	2377	2406	2426	0.75	-0.11	Q4
WEST UNIVERSITY EL	264	2408	2429	2412	0.89	0.11	Q1	265	2426	2485	2479	1.40	0.05	Q3
NOTTINGHAM COUNTRY E	239	2365	2364	2362	1.43	0.01	Q1	231	2376	2454	2425	1.18	0.21	Q1
HAZEL S PATTISON EL	280	2404	2379	2404	1.06	-0.19	Q3	280	2435	2492	2490	2.34	0.01	Q3
HAUDE EL	230	2353	2339	2350	0.51	-0.10	Q2	235	2358	2413	2404	1.13	0.05	Q2
BUNKER HILL EL	200	2397	2359	2398	0.73	-0.29	Q4	198	2373	2471	2423	1.32	0.33	Q1
BELMAR EL	67	2325	2301	2317	1.34	-0.13	Q2	66	2293	2380	2326	0.95	0.35	Q1
SNOW HEIGHTS EL	89	2352	2328	2350	0.53	-0.16	Q3	92	2287	2320	2326	0.34	-0.04	Q3
SILVER LAKE EL	147	2328	2301	2323	1.02	-0.16	Q3	153	2297	2369	2337	0.73	0.22	Q1
BETTE PEROT ELEMENTA	121	2376	2297	2347	0.86	-0.37	Q4	123	2329	2360	2340	0.20	0.15	Q2
WOODLAND SPRINGS ELE	122	2389	2306	2360	0.91	-0.40	Q4	125	2317	2332	2327	0.92	0.03	Q3
MARY JO SHEPPARD EL	80	2330	2289	2301	0.71	-0.09	Q2	82	2305	2335	2315	0.78	0.14	Q2
MEADOW CREEK EL	243	2314	2361	2340	1.16	0.13	Q1	241	2337	2401	2373	1.06	0.19	Q2
BARTON HILLS EL	110	2369	2388	2385	0.69	0.01	Q1	111	2381	2399	2427	0.67	-0.16	Q4
BRYKER WOODS EL	137	2388	2421	2413	0.99	0.03	Q1	133	2405	2448	2449	0.62	-0.02	Q3
HILL EL	214	2408	2385	2413	0.68	-0.20	Q3	214	2408	2455	2463	0.46	-0.06	Q4
BARTON CREEK EL	123	2416	2391	2426	-	-0.25	Q4	122	2401	2458	2455	1.06	0.01	Q3
DEEP WOOD EL	124	2367	2359	2364	0.77	-0.05	Q2	128	2328	2408	2369	1.04	0.25	Q1
ADA MAE FAUBION EL	192	2343	2316	2342	0.67	-0.18	Q3	191	2339	2412	2382	0.85	0.20	Q2
CYPRESS EL	170	2323	2295	2310	1.00	-0.12	Q2	167	2287	2359	2317	0.29	0.27	Q1
CHARLOTTE COX ELEMEN	186	2378	2322	2372	1.62	-0.36	Q4	190	2361	2362	2399	0.17	-0.25	Q4
PLEASANT HILL ELEMEN	239	2332	2314	2328	1.11	-0.12	Q2	243	2343	2358	2387	0.56	-0.18	Q4
Group Average	166	2364	2348	2364	0.85	-0.12	--	167	2363	2412	2406	0.74	0.04	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

Campus Number		Campus Name	District Name	% White	% LEP	% Econ	% Mobility	% Hispanic	% Afr_Amer
002901104		UNDERWOOD ELEM	ANDREWS ISD	33.7	11.1	59.9	13.2	63.8	2.2
011901103		CEDAR CREEK ELEMENTARY	BASTROP ISD	32.6	30.6	64.6	18.8	59.8	6.5
015910125		STAHL EL	NORTH EAST ISD	34.5	10.7	51.1	20.1	48.6	14.6
015915186		KRUEGER ES	NORTHSIDE ISD	33.4	3.5	23.7	14.9	53.8	7.7
020902108		RANCHO ISABELLA EL	ANGLETON ISD	32.5	33.9	64.5	20.0	51.6	14.8
028902101		CLEAR FORK EL	LOCKHART ISD	31.0	7.3	62.7	15.5	59.8	8.5
028902103		NAVARRO ELEMENTARY	LOCKHART ISD	31.5	10.8	57.9	23.1	61.4	6.4
028902104		PLUM CREEK EL	LOCKHART ISD	31.7	11.3	65.2	19.4	61.6	6.4
043905106		CHRISTIE ELEMENTARY	FRISCO ISD	32.8	45.7	44.9	12.5	53.7	6.1
043907104		WEBB EL	MCKINNEY ISD	31.2	38.8	66.5	20.1	58.6	8.9
043907105		BURKS EL	MCKINNEY ISD	34.2	36.6	67.5	25.4	55.2	10.4
043910133		SKAGGS EL	PLANO ISD	34.0	14.2	2.2	4.6	2.7	2.5
057909122		WALNUT GLEN ACAD FOR EXC	GARLAND ISD	34.3	20.4	41.4	9.2	38.1	9.5
057909129		VIAL EL	GARLAND ISD	32.6	16.4	50.2	12.7	32.2	28.7
057910120		DICKINSON EL	GRAND PRAIRIE ISD	31.4	14.2	49.8	23.5	42.6	20.4
057910121		JOHN GARNER EL	GRAND PRAIRIE ISD	33.5	7.4	36.0	12.5	31.1	30.3
057910123		COLIN POWELL EL	GRAND PRAIRIE ISD	34.1	5.3	21.4	12.9	27.5	25.5
057914118		MCKENZIE ELEMENTARY	MESQUITE ISD	32.1	11.6	62.5	23.8	41.7	24.8
057914121		SHAW ELEMENTARY	MESQUITE ISD	33.9	11.7	39.0	19.2	27.7	27.3
057922110	*	VALLEY RANCH EL	COPPELL ISD	32.8	26.7	15.7	14.5	13.6	7.5
061902140		COYOTE RIDGE ELEMENTARY	LEWISVILLE ISD	33.4	23.6	18.3	23.0	9.4	12.1
068901102		AUSTIN MONTESSORI MAGNET	ECTOR COUNTY ISD	33.7	17.8	62.8	3.8	59.2	5.9
071902159		POLK EL	EL PASO ISD	32.1	19.0	25.7	8.3	60.6	1.4
079901111		MANFORD WILLIAMS ELEMENT	LAMAR CISD	31.1	14.8	31.1	15.7	36.6	24.9
079901122		WILLIAM VELASQUEZ	LAMAR CISD	31.8	16.6	50.9	22.3 **	36.0	29.2
079907145		OAKLAND ELEMENTARY	FORT BEND ISD	33.7	9.4	15.7	15.1 **	17.7	26.2
084902107		PARKER EL	GALVESTON ISD	32.5	5.7	61.8	23.7	37.0	21.9
089901102		GONZALES ELEMENTARY	GONZALES ISD	32.5	9.9	69.8	13.5	56.7	10.4
093904041		NAVASOTA INT	NAVASOTA ISD	30.8	6.6	67.9	12.6	37.7	31.4
095905108		LA MESA ELEMENTARY SCHOO	PLAINVIEW ISD	32.9	10.8	64.3	11.2	59.7	5.3
101907113		HORNE EL	CYPRESS-FAIRBANKS ISD	31.7	24.2	40.2	21.6	34.8	20.7
101907119		OWENS EL	CYPRESS-FAIRBANKS ISD	33.8	35.8	40.4	20.0	44.4	9.7
101907121		HOLMSLEY EL	CYPRESS-FAIRBANKS ISD	31.6	33.8	43.7	18.3	47.5	12.7
101919107		MILDRED JENKINS EL	SPRING ISD	31.6	15.9	65.7	25.7	41.4	25.1
105906110		ROSALIO TOBIAS INTERNATI	HAYS CISD	32.3	17.4	55.0	16.8	62.0	5.2
165901108		HENDERSON ELEMENTARY	MIDLAND ISD	30.8	16.3	59.1	15.0	59.1	8.6
178904152		BARNES EL	CORPUS CHRISTI ISD	32.1	8.6	40.2	24.1	56.3	6.9
227901147		MENCHACA EL	AUSTIN ISD	33.0	18.2	45.9	13.2	54.7	5.6
227901172		KOCUREK EL	AUSTIN ISD	33.3	9.7	55.1	17.4	52.2	11.6
227904106		WINDERMERE EL	PFLUGERVILLE ISD	31.4	5.7	42.3	26.2	31.6	28.7
246909115		WELLS BRANCH EL	ROUND ROCK ISD	30.8	22.2	39.7	22.4	28.5	22.2
		Group Average		32.6	17.7	45.9	17.7	43.9	14.6

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading/ELA							Mathematics						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Campus Name	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile
UNDERWOOD ELEM	190	2296	2255	2267	0.65	-0.09	Q3	192	2195	2285	2205	1.00	0.59	Q1
CEDAR CREEK ELEMENTA	58	2310	2225	2280	1.13	-0.40	Q4	63	2254	2225	2262	0.08	-0.27	Q4
STAHL EL	230	2295	2255	2283	0.60	-0.21	Q4	231	2238	2305	2271	0.38	0.24	Q2
KRUEGER ES	242	2327	2311	2316	1.07	-0.06	Q3	248	2297	2355	2333	0.76	0.16	Q2
RANCHO ISABELLA EL	43	2436	2337	2406	-	-0.51	Q4	45	2398	2397	2409	-	-0.08	Q4
CLEAR FORK EL	127	2256	2254	2240	0.51	0.08	Q1	132	2276	2305	2306	0.30	-0.04	Q3
NAVARRO ELEMENTARY	135	2288	2272	2276	0.67	-0.03	Q2	139	2346	2389	2389	0.70	0.01	Q3
PLUM CREEK EL	127	2282	2267	2270	0.38	-0.03	Q2	132	2262	2329	2295	0.76	0.25	Q2
CHRISTIE ELEMENTARY	162	2318	2313	2310	0.66	0.02	Q2	166	2304	2386	2337	1.00	0.33	Q1
WEBB EL	99	2289	2262	2272	0.65	-0.10	Q3	94	2312	2345	2353	0.35	-0.06	Q3
BURKS EL	84	2298	2288	2287	1.31	0.01	Q2	81	2331	2384	2374	0.58	0.08	Q2
SKAGGS EL	218	2440	2438	2444	-	-0.06	Q3	217	2505	2595	2566	1.16	0.19	Q2
WALNUT GLEN ACAD FOR	153	2394	2441	2397	-	0.31	Q1	154	2442	2554	2502	0.94	0.35	Q1
VIAL EL	198	2340	2324	2334	0.77	-0.07	Q3	196	2331	2373	2375	1.17	0.04	Q3
DICKINSON EL	149	2260	2218	2245	0.37	-0.21	Q4	146	2244	2264	2274	0.24	-0.06	Q3
JOHN GARNER EL	138	2280	2271	2266	0.58	0.02	Q2	140	2332	2320	2369	0.11	-0.34	Q4
COLIN POWELL EL	181	2313	2300	2305	0.49	-0.05	Q2	187	2340	2334	2383	0.08	-0.30	Q4
MCKENZIE ELEMENTARY	161	2228	2267	2239	0.66	0.18	Q1	165	2233	2252	2259	0.30	-0.04	Q3
SHAW ELEMENTARY	252	2288	2325	2311	0.75	0.08	Q1	251	2279	2328	2310	0.67	0.13	Q2
* VALLEY RANCH EL	113	2385	2363	2376	1.32	-0.11	Q3	115	2425	2434	2469	0.46	-0.23	Q4
COYOTE RIDGE ELEMENT	140	2307	2294	2297	0.61	-0.03	Q2	138	2306	2315	2345	0.06	-0.20	Q4
AUSTIN MONTESSORI MA	122	2222	2257	2227	0.70	0.17	Q1	120	2227	2301	2250	0.45	0.33	Q1
POLK EL	224	2360	2338	2361	0.55	-0.18	Q4	230	2338	2430	2390	1.24	0.30	Q1
MANFORD WILLIAMS ELE	92	2330	2310	2321	0.87	-0.10	Q3	90	2315	2365	2352	0.16	0.08	Q2
WILLIAM VELASQUEZ	135	2293	2314	2283	1.01	0.20	Q1	134	2275	2393	2310	0.85	0.56	Q1
OAKLAND ELEMENTARY	216	2293	2277	2285	0.77	-0.07	Q3	224	2287	2350	2326	0.87	0.17	Q2
PARKER EL	133	2288	2278	2281	0.77	-0.03	Q2	134	2308	2345	2355	0.63	-0.06	Q3
GONZALES ELEMENTARY	143	2233	2202	2204	0.33	-0.02	Q2	145	2167	2261	2177	1.03	0.61	Q1
NAVASOTA INT	263	2242	2180	2225	0.37	-0.34	Q4	268	2234	2219	2258	0.13	-0.28	Q4
LA MESA ELEMENTARY S	53	2327	2251	2297	0.95	-0.34	Q4	53	2276	2322	2286	0.75	0.26	Q2
HORNE EL	268	2281	2263	2268	0.41	-0.05	Q2	270	2313	2345	2352	0.44	-0.05	Q3
OWENS EL	220	2299	2274	2289	0.46	-0.11	Q3	226	2296	2373	2332	0.48	0.29	Q1
HOLMSLEY EL	252	2269	2242	2250	0.64	-0.07	Q3	256	2267	2336	2297	0.97	0.28	Q1
MILDRED JENKINS EL	211	2239	2253	2224	1.08	0.19	Q1	217	2244	2281	2273	0.51	0.03	Q3
ROSALIO TOBIAS INTER	156	2264	2223	2248	0.69	-0.18	Q4	161	2234	2231	2260	0.30	-0.20	Q4
HENDERSON ELEMENTARY	186	2248	2307	2258	1.24	0.32	Q1	189	2292	2312	2326	0.61	-0.10	Q4
BARNES EL	128	2292	2296	2280	1.08	0.09	Q1	129	2255	2332	2288	1.05	0.30	Q1
MENCHACA EL	202	2248	2225	2232	0.59	-0.07	Q3	205	2202	2210	2223	0.22	-0.12	Q4
KOCUREK EL	156	2316	2252	2305	1.05	-0.40	Q4	156	2256	2216	2280	-0.04	-0.45	Q4
WINDERMERE EL	268	2293	2255	2282	0.38	-0.21	Q4	275	2246	2285	2276	0.44	0.06	Q3
WELLS BRANCH EL	204	2315	2316	2308	0.55	0.05	Q1	202	2304	2367	2341	1.06	0.18	Q2
Group Average	164	2295	2281	2286	0.65	-0.05	--	166	2287	2333	2321	0.58	0.09	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

Campus Number		Campus Name	District Name	% White	% LEP	% Hispanic	% Mobility	% Econ	% Afr_Amer
015901101		CAMBRIDGE EL	ALAMO HEIGHTS ISD	61.6	4.3	32.7	12.9	20.4	1.6
015910131		OAK MEADOW EL	NORTH EAST ISD	60.7	2.7	33.7	14.0	15.2	3.7
015910133		STONE OAK EL	NORTH EAST ISD	59.5	6.8	29.0	9.0	9.2	4.3
043901111		KERR ELEMENTARY SCHOOL	ALLEN ISD	62.5	5.4	6.8	14.3	4.2	8.5
043901112		JAMES AND MARGIE MARION	ALLEN ISD	59.4	8.2	12.5	11.5	9.6	13.0
043905120		OGLE ELEMENTARY	FRISCO ISD	62.5	2.5	14.4	14.5 **	12.9	14.6
043910119		DOOLEY EL	PLANO ISD	62.0	8.2	12.4	16.6	19.6	13.9
043910122		MATHEWS EL	PLANO ISD	60.2	6.3	4.0	5.1	2.6	2.6
043910130		ROSE HAGGAR EL	PLANO ISD	60.2	10.5	9.8	15.6	20.6	14.9
043910136		BEVERLY EL	PLANO ISD	59.6	11.8	9.5	9.5	6.6	5.2
043910145		MARTHA HUNT ELEMENTARY	PLANO ISD	60.9	6.0	10.6	12.1	5.8	14.1
043914106		CHERI COX ELEMENTARY	WYLIE ISD	62.1	9.5	14.6	16.1	15.6	12.2
057922111	*	DENTON CREEK EL	COPPELL ISD	60.9	10.8	8.7	8.3	5.9	4.1
061901106		MCNAIR EL	DENTON ISD	62.5	9.5	19.5	14.7	21.5	14.8
061902107		CAMEY EL	LEWISVILLE ISD	60.7	10.5	19.5	20.6	30.4	11.9
061902127		VALLEY RIDGE ELEMENTARY	LEWISVILLE ISD	61.3	9.2	14.9	13.4	16.9	14.5
084910111		ARMAND BAYOU EL	CLEAR CREEK ISD	61.7	11.9	16.9	18.7	19.7	7.9
094902110		WATTS EL	SCHERTZ-CIBOLO-U CITY IS	61.9	2.3	22.5	18.7	15.6	11.1
101907107		B F ADAM EL	CYPRESS-FAIRBANKS ISD	60.8	9.1	19.0	16.4	23.3	6.8
101907148		BLACK ELEMENTARY	CYPRESS-FAIRBANKS ISD	62.0	16.5	26.8	17.8 **	22.7	7.4
101908101		CARPENTER ELEMENTARY	DEER PARK ISD	60.2	3.9	34.6	14.9	36.5	2.7
101908107		JP DABBS ELEMENTARY	DEER PARK ISD	59.9	3.3	33.3	18.9	41.9	2.5
101914108		DIANE WINBORN EL	KATY ISD	59.6	9.6	27.9	14.2	29.5	9.0
101914117		ROOSEVELT ALEXANDER EL	KATY ISD	61.4	11.7	9.2	12.0	2.3	4.5
101914119		SUE CREECH ELEMENTARY	KATY ISD	61.4	13.9	14.7	13.1	7.1	6.8
101914123		ROBERTA WRIGHT RYLANDER	KATY ISD	61.7	11.1	15.9	14.4	8.8	10.0
101915109		BRILL EL	KLEIN ISD	59.9	11.0	21.5	15.4	22.2	8.4
101915114		ROTH EL	KLEIN ISD	60.7	9.9	26.2	10.4	33.7	9.1
101916101		JENNIE REID EL	LA PORTE ISD	61.8	1.1	29.3	16.2	28.9	8.0
101920108		MEADOW WOOD EL	SPRING BRANCH ISD	61.2	14.8	18.0	21.6	29.7	11.2
165901114		EMERSON ELEMENTARY	MIDLAND ISD	59.2	1.0	32.2	20.5	40.6	7.0
170902116		GLEN LOCH EL	CONROE ISD	59.5	20.5	29.3	17.0	40.6	6.5
199901102		HOWARD DOBBS EL	ROCKWALL ISD	59.8	19.8	31.1	15.7	37.9	7.1
199902104		ANITA SCOTT ELEMENTARY	ROYSE CITY ISD	62.3	9.7	27.8	17.1	34.7	8.1
220902114		GRACE E HARDEMAN EL	BIRDVILLE ISD	61.5	13.4	22.2	15.5	41.8	9.0
220906106		BEAR CREEK EL	GRAPEVINE-COLLEYVILLE IS	59.8	8.2	13.4	11.8	15.1	7.9
220907105		WHITLEY ROAD EL	KELLER ISD	60.8	18.6	28.0	19.5	31.9	5.8
220916110		STONEGATE EL	HURST-EULESS-BEDFORD ISD	61.5	4.9	18.7	22.4	40.1	14.1
226903123		LAMAR ELEMENTARY	SAN ANGELO ISD	61.9	3.4	31.3	20.0	34.4	4.4
227901121		LEE EL	AUSTIN ISD	60.7	4.1	22.3	10.3	10.2	6.1
227901148		OAK HILL EL	AUSTIN ISD	60.3	17.0	32.1	16.2	32.4	3.2
		Group Average		60.9	9.2	21.2	14.9	21.8	8.1

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading/ELA							Mathematics						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Campus Name	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	2006 Failer Avg TGI	2007 Avg TGI	Quar-tile
CAMBRIDGE EL	231	2353	2340	2349	0.90	-0.07	Q2	235	2373	2384	2422	0.89	-0.23	Q4
OAK MEADOW EL	135	2363	2317	2362	0.28	-0.32	Q4	134	2316	2352	2363	0.31	-0.05	Q3
STONE OAK EL	244	2403	2369	2405	0.90	-0.26	Q4	244	2378	2414	2425	0.73	-0.08	Q3
KERR ELEMENTARY SCHO	203	2353	2424	2381	1.18	0.28	Q1	205	2388	2448	2433	0.68	0.12	Q1
JAMES AND MARGIE MAR	286	2339	2388	2366	0.88	0.13	Q1	282	2357	2397	2394	0.73	-0.01	Q2
OGLE ELEMENTARY	118	2312	2308	2303	1.12	0.03	Q1	120	2328	2373	2370	0.51	0.04	Q2
DOOLEY EL	145	2328	2258	2319	0.93	-0.45	Q4	152	2332	2317	2371	0.63	-0.39	Q4
MATHEWS EL	197	2415	2413	2420	1.50	-0.06	Q2	199	2498	2534	2563	-	-0.19	Q4
ROSE HAGGAR EL	157	2386	2370	2382	0.69	-0.08	Q2	161	2412	2464	2460	0.68	0.04	Q2
BEVERLY EL	161	2406	2401	2405	0.81	-0.05	Q2	160	2434	2486	2488	0.51	-0.03	Q2
MARTHA HUNT ELEMENTA	127	2377	2335	2371	0.90	-0.27	Q4	129	2390	2391	2432	0.46	-0.28	Q4
CHERI COX ELEMENTARY	88	2341	2241	2312	0.30	-0.52	Q4	87	2275	2236	2286	0.12	-0.36	Q4
* DENTON CREEK EL	149	2385	2393	2383	1.48	0.06	Q1	150	2414	2475	2466	0.50	0.06	Q2
MCNAIR EL	178	2288	2264	2274	0.70	-0.08	Q2	180	2291	2335	2325	0.67	0.07	Q2
CAMEY EL	144	2296	2283	2284	1.30	-0.03	Q2	147	2302	2303	2339	0.44	-0.23	Q4
VALLEY RIDGE ELEMENT	179	2326	2288	2319	1.20	-0.22	Q4	181	2317	2384	2357	0.81	0.18	Q1
ARMAND BAYOU EL	158	2336	2342	2331	1.08	0.05	Q1	157	2381	2426	2432	0.50	-0.04	Q2
WATTS EL	126	2389	2288	2360	0.66	-0.53	Q4	129	2355	2302	2366	-0.06	-0.47	Q4
B F ADAM EL	279	2321	2301	2317	0.46	-0.13	Q3	279	2338	2418	2383	1.17	0.23	Q1
BLACK ELEMENTARY	209	2329	2321	2318	1.10	0.00	Q2	210	2327	2404	2364	0.65	0.26	Q1
CARPENTER ELEMENTARY	253	2297	2243	2285	-0.03	-0.30	Q4	253	2287	2336	2319	0.42	0.11	Q2
JP DABBS ELEMENTARY	209	2287	2258	2279	0.78	-0.15	Q3	207	2293	2348	2333	0.52	0.10	Q2
DIANE WINBORN EL	241	2347	2330	2344	1.42	-0.11	Q3	243	2373	2450	2421	1.22	0.19	Q1
ROOSEVELT ALEXANDER	281	2397	2386	2398	1.16	-0.09	Q3	285	2434	2473	2488	1.71	-0.09	Q3
SUE CREECH ELEMENTAR	230	2352	2364	2349	0.58	0.11	Q1	233	2402	2482	2458	0.85	0.22	Q1
ROBERTA WRIGHT RYLAN	254	2346	2332	2346	0.74	-0.10	Q3	257	2387	2426	2438	0.76	-0.07	Q3
BRILL EL	202	2343	2351	2339	0.96	0.08	Q1	205	2298	2383	2335	1.03	0.32	Q1
ROTH EL	160	2264	2256	2253	0.98	0.02	Q2	160	2262	2334	2296	0.66	0.24	Q1
JENNIE REID EL	153	2306	2280	2296	0.66	-0.13	Q3	153	2284	2278	2320	0.05	-0.26	Q4
MEADOW WOOD EL	120	2353	2321	2347	0.12	-0.19	Q3	122	2346	2380	2389	0.23	-0.06	Q3
EMERSON ELEMENTARY	179	2316	2320	2337	0.68	-0.12	Q3	184	2309	2337	2349	0.42	-0.05	Q3
GLEN LOCH EL	83	2378	2307	2340	1.72	-0.27	Q4	84	2439	2387	2468	-	-0.51	Q4
HOWARD DOBBS EL	175	2345	2391	2378	0.70	0.07	Q1	174	2395	2413	2441	0.73	-0.19	Q3
ANITA SCOTT ELEMENTA	144	2281	2245	2266	0.60	-0.17	Q3	145	2247	2249	2276	0.23	-0.14	Q3
GRACE E HARDEMAN EL	211	2297	2274	2290	0.47	-0.12	Q3	210	2306	2354	2349	0.44	0.04	Q2
BEAR CREEK EL	193	2347	2337	2341	0.44	-0.04	Q2	203	2342	2399	2385	0.53	0.12	Q1
WHITLEY ROAD EL	110	2355	2258	2326	0.18	-0.50	Q4	111	2277	2281	2287	0.28	-0.04	Q3
STONEGATE EL	201	2298	2340	2322	0.89	0.12	Q1	203	2334	2365	2372	0.22	-0.07	Q3
LAMAR ELEMENTARY	236	2304	2352	2328	0.84	0.15	Q1	235	2328	2371	2364	0.41	0.04	Q2
LEE EL	106	2423	2456	2463	1.72	-0.05	Q2	112	2434	2414	2483	0.24	-0.44	Q4
OAK HILL EL	197	2354	2354	2346	1.07	0.04	Q1	200	2314	2395	2350	0.76	0.29	Q1
Group Average	178	2340	2329	2339	0.78	-0.09	--	180	2349	2389	2391	0.56	-0.01	--

Note: All values are based on students matched from 2007 to 2006. An asterisk indicates less than five students tested.

2006-2007

Report of

Activities, Organizations, Initiatives, and Resources

Addressing Substance Abuse and Safety Issues in the

Coppell Independent School District

Prepared by:

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Scope

The information for this report was obtained from a variety of sources including CISD curriculum guides, *Safe and Drug Free Schools* annual evaluation report, and handbooks.

This report contains a brief synopsis of existing, pilot, and proposed drug awareness programs, as well as, current curriculum provisions. Programs appearing in this report, in tiers 1-3, have been in existence within the CISD for a minimum of 3 years and are identified in the following manner:

1) Title of Program
2) Target Grade Level
3) Brief Description

Note: Implicit in our classroom instruction for all grades, K-12, are the underlying themes of self-esteem and making good choices.

In addition to programs covered in this report, we have 24 certified, trained school counselors available to address issues relating to students who are at risk.

Program Title	***Grade Level***	***Description***
Adopt-A-School	K – 5th	Officers on the day shift adopt an elementary school. The officers periodically stop by to get to know the students, mingle w/them and staff, or present programs about crime, drug abuse, etc.
Alternative Education Program (AEP) "Compass Academy"	K – 12th	Compass Academy provides an alternative education program to serve students, who, because of behavior, are placed in a smaller educational learning environment. Designed to combine an academic setting but with the guidance of a behavioral specialist for at-risk students.
Assistance League of Coppell	K – 12th	Local agency that volunteers time to special projects within CISD. They also provide drug testing kits for parents.
Canine Detection	6th – 12th	CISD contracts to have a drug dog visit campuses unannounced to sniff lockers and cars in the parking lot for possible illegal drugs.
Choose to Care	6th – 12th	Allows students, parents, employees, and other members of the school community to go on-line to provide information about student safety or other ethics issues, anonymously.
City of Coppell Commission	K – 12th	Sponsors a variety of information sessions, and drug awareness activities for school and community.
Conflict Resolution/Peer Mediation	6th – 8th	A program whereby students are coached and/or receive instruction in communication strategies designed to resolve student/student conflicts.
Crime Stoppers	9th – 12th	Anonymous crime tip line.
Drug Abuse Resistance Education (D.A.R.E.)	6th – 8th	Teaches children the dangers of drug abuse. 17 week course taught by uniformed law enforcement officer specifically trained in the DARE curriculum. Uses role playing and other student involved methods to equip kids with specific skills for refusing drugs, alcohol and tobacco.

Program Title	***Grade Level***	***Description***
Drug and Alcohol Survey	6^{th} – 12^{th}	Survey is geared to identifying perceptions and gaining feedback regarding substance abuse and current programs. Survey has an asset based structure.
Health Class Curriculum	K – 12^{th}	Lessons pertaining to drug awareness are integrated into three content areas. Health, Science and Home Economics.
Leadership Program	8^{th}, 9-12^{th}	Piloted at CMS-North and implemented CHS 9^{th} grade. Student working with students developing good decision making skills and peer medication skills.
Local Counseling Services	K – 12^{th}	Counselors receive a list of local/area agencies that serve as a support network for students or families needing counseling services beyond the school programs.
McGruff Program	K – 3^{rd}	Combine curriculum for drug education with child protection. Teachers integrate program in to the curriculum.
PALS	K – 8^{th}	"Big Brother/Big Sister" model involving older students mentoring young students and serving as role models. Coordinated by campus counselors.
Parent University	K – 12^{th}	A day set aside offering a series of adult seminars dealing with a variety of parent/family issued including substance abuse. Sponsored by CISD counselors.
Project Graduation	12^{th}	An alternative "after the ball" activity open to students so they are in a supervised environment following the formal dance.
Red Ribbon Campaign/Breakfast	K – 12^{th}	Weeklong activities designed to educate youth about drugs and alcohol and their associated abuse. Covers additional topics including peer pressure and how to handle, how drugs are distributed, activities that keep young people busy and off the streets, etc.

Program Title	***Grade Level***	***Description***
School Resource Officer Program/DARE Officer (SRO)	6^{th} – 12^{th}	Specially trained and qualified officer assigned to CISD school campuses. Responsible for, but not limited to, creating a safe learning and working environment for students, teachers, administrators, and staff by developing and maintaining programs: - *"Provide educational information both in and out of the classroom on various topics such as drug and alcohol abuse…"*
Shattered Dreams	11^{th} – 12^{th}	CISD in conjunction with Coppell Substance Abuse Commission and Coppell Police Department perform a two-day program and "mock accident" focusing on underage drinking and driving in our community. The program is presented every two years to juniors and seniors.
START – Bullying Program	4^{th} – 5^{th}	Program focusing on educating the entire school community on ways to stop bullying and create a safe environment in the school where bullying is not a socially acceptable behavior.
START – Peer Mediation	9^{th} – 12^{th}	Trains secondary students to serve as peer support group and resource information group.
Students Against Drunk Driving (S.A.D.D.)	9^{th} – 12^{th}	Encourages all youth to adopt a no use policy and obey the laws of their state with regard to alcohol and illicit drugs. Provides a signed contract between the parent and child where both agree not to drive if they are intoxicated.
Tobacco Effects…Today & Tomorrow	7^{th}	Co-op program with Baylor Hospital in Irving. Events coincide with those of the "The Great American Smoke Out." Utilizes, displays, demonstrations, and presentations in an interactive setting to educate students about the effects of the most commonly used drug. Incorporated in to science curriculum.

Trace Technology	6^{th} – 12^{th}	Utilizes high technology equipment to detect contraband, narcotics, and explosives. This information assists school administrators in establishing and implementing a drug prevention program.
Youth Leader Network	K – 12^{th}	Local faith based leaders who serve as a reserve should a school emergency require counseling support.

Annual Texas Success Initiative
Texas Higher Education Assessment/Alternative (THEA/A) Test
Report of Student Performance
2003-2004 High School Graduating Classes

Texas Higher Education Coordinating Board
Austin, Texas

Texas Higher Education Coordinating Board
Annual Texas Success Initiative Test Report of Student Performance
2003-2004 High School Graduates
Statewide Summary Report

This Texas Success Initiative (TSI) report contains state-level data summaries disaggregated by student ethnicity, gender high school curriculum and economic status. These statewide summaries are then followed by independent school district results for each county, and district(s) within each county, listed alphabetically. This year's report defines "met TSI standards" as those students who were exempted or passed a required test and has added those students who were indicated as having met TSI standards on the TSI Report, even if no explicit pass or exemption status has been indicated in FY05 or FY04 TSI data. The addition of these students may result in data that is different from previous reports.

Total Graduates .....Number of students who graduated in school year 2003-2004.
Exempted or Tested .....Number and percent of students who: (1) enrolled in a public institution of higher education but did not take the THEA (formerly TASP) Test or an alternative test due to an exemption; (2) took the TASP Test or an alternative test and were enrolled in a public institution of higher education at the time of the data collection; (3) took the THEA Test or an alternative test but had not enrolled in a public institution of higher education at the time of data collection.

EXEMPTED OR TESTED STUDENTS WHO MET TSI STANDARDS
In All Three Parts .....Number and percentage of students who were exempted or passed all three sections of the THEA Test or an alternative test based on the TSI minimum passing standards or who were reported on the TSI Report as having met TSI standards by other means.
Math .....Number and percent of students who were exempted or passed the Math section of the THEA Test or an alternative test based on the TSI minimum passing standards or who were reported on the TSI Report as having met TSI standards by other means.
Writing .....Number and percent of students who were exempted or passed the Writing section of the THEA Test or an alternative test or who were reported on the TSI Report as having met TSI standards by other means.
Reading .....Students who were exempted or passed the Reading section of the THEA Test or an alternative test or who were reported on the TSI Report as having met TSI standards by other means.

Note:
To protect privacy, student performance is suppressed for some districts. Students who pursue higher education at out-of-state or Texas independent colleges or universities may not have taken the THEA or alternative tests. Therefore, the status of those students may not be reflected in the results in this report.

Annual TSI Test Report of Student Performance
2003-04 High School Graduates
Statewide Summary Report by Ethnicity

Ethnicity	Total Graduates	Exempted, Tested, or Met TSI Standards	% of Grads	Met TSI Standards							
				All 3 Parts		Math		Writing		Reading	
				#	%	#	%	#	%	#	%
African American	33,213	14,869	44.8	6,543	44.0	7,519	50.6	11,574	77.8	9,993	67.2
American Indian	739	371	50.2	275	74.1	288	77.6	352	94.9	332	89.5
Asian	8,304	5,410	65.1	4,527	83.7	4,877	90.1	5,129	94.8	4,952	91.5
Hispanic	85,412	36,956	43.3	20,640	55.9	23,086	62.5	31,793	86.0	28,270	76.5
White	116,497	68,393	58.7	53,980	78.9	56,043	81.9	65,363	95.6	63,234	92.5
TOTAL	244,165	125,999	51.6	85,965	68.2	91,813	72.9	114,211	90.6	106,781	84.7

Annual TSI Test Report of Student Performance
2003-04 High School Graduates
Statewide Summary by Gender

Gender	Total Graduates	Exempted, Tested, or Met TSI Standards	% of Grads	Met TSI Standards							
				All 3 Parts		Math		Writing		Reading	
				#	%	#	%	#	%	#	%
Female	124,008	68,409	55.2	46,902	68.6	49,558	72.4	63,549	92.9	58,197	85.1
Male	120,157	57,590	47.9	39,063	67.8	42,255	73.4	50,662	88.0	48,584	84.4
TOTAL	244,165	125,999	51.6	85,965	68.2	91,813	72.9	114,211	90.6	106,781	84.7

Annual TSI/Alternative Test Report of Student Performance
2003-04 High School Graduates
Statewide Summary by Diploma Type

High School Curriculum	Total Graduates	Exempted, Tested, or Met TSI Standards	% of Grads	Met TSI Standards							
				All 3 Parts		Math		Writing		Reading	
				#	%	#	%	#	%	#	%
Distinguished	19,920	15,898	79.8	15,086	94.9	15,269	96.0	15,734	99.0	15,692	98.7
Individual Ed Plan	7,834	1,079	13.8	162	15.0	203	18.8	419	38.8	334	31.0
Minimum	69,360	20,756	29.9	7,814	37.6	9,065	43.7	16,271	78.4	14,104	68.0
Recommended	147,051	88,266	60.0	62,903	71.3	67,276	76.2	81,787	92.7	76,651	86.8
TOTAL	244,165	125,999	51.6	85,965	68.2	91,813	72.9	114,211	90.6	106,781	84.7

Annual TSI/Alternative Test Report of Student Performance
2003-04 High School Graduates
Statewide Summary by Economic Disadvantaged Status

Economically Disadvantaged	Total Graduates	Exempted, Tested, or Met TSI Standards		Met TSI Standards							
			% of Grads	All 3 Parts		Math		Writing		Reading	
				#	%	#	%	#	%	#	%
Unknown	5,195	1,206	23.2	564	46.8	638	52.9	995	82.5	890	73.8
Non Identified	159,948	92,982	58.1	69,150	74.4	72,618	78.1	87,217	93.8	83,027	89.3
Free Lunch	60,008	23,045	38.4	11,396	49.5	13,142	57.0	18,573	80.6	16,215	70.4
Reduced Price Lunch	12,945	6,013	46.5	3,557	59.2	3,920	65.2	5,270	87.6	4,740	78.8
Other	6,069	2,753	45.4	1,298	47.1	1,495	54.3	2,156	78.3	1,909	69.3
TOTAL	244,165	125,999	51.6	85,965	68.2	91,813	72.9	114,211	90.6	106,781	84.7

Texas Higher Education Coordinating Board
Annual Texas Success Initiative Report of Student Performance
2003-2004 High School Graduates
ISD Summary Report

Total Graduates .....Number of students who graduated in school year 2003-2004.

ALL THREE PARTS

Exempted or Tested .....Students who: (1) enrolled in a Texas public institution of higher education but did not take the THEA (formerly TASP) Test or an alternative test due to an exemption; (2) took the TASP Test or an alternative test and were enrolled in a Texas public institution of higher education at the time of the data collection; (3) took the THEA Test or an alternative test but had not enrolled in a Texas public institution of higher education at the time of data collection.

% of Grads Exempted or Tested .....Percentage of the total graduates who were exempted or tested.

Met TSI Standards .....Students who: (1) enrolled in a public institution of higher education but did not take the THEA Test or an alternative test due to an exemption; (2) met TSI minimum passing standard on all three sections of the THEA Test or an alternative test and were enrolled in a public institution of higher education at the time of the data collection; (3) passed all three sections of the THEA Test or an alternative test but had not enrolled in a public institution of higher education at the time of data collection or (4) were reported on the TSI Report as having met the standards by other means.

% of Grads .....Percentage of the total graduates who met the TSI standards in all three subject areas.

Unknown or untested .....Students who enrolled in a public institution of higher education but did not take the THEA Test or an alternative test due to: (1) a waiver based on enrollment in a Level-One Certification program, military service, non-degree seeking or non-certificate seeking status or dual credit enrollment via TAKS scores, or (2) TSI status is unknown.

MATH

Exempt .....Students who enrolled in a public institution of higher education but did not take the THEA Test or an alternative test due to an exemption in Math.

Passed .....Students who (1) met TSI minimum passing standard on the math sections the THEA Test or an alternative test and were enrolled in a public institution of higher education at the time of the data collection; or (2) met TSI minimum passing standard on the math section of the THEA Test or an alternative test but had not enrolled in a public institution of higher education at the time of data collection.

Unknown or untested .....Students who enrolled in a public institution of higher education but did not take the math section of the THEA Test or an alternative test due to: (1) a waiver based on enrollment in a Level-One Certification program, military service, non-degree seeking or non-certificate seeking status or dual credit enrollment via TAKS scores, or (2) TSI status is unknown.

Met TSI Standards ..... Students who: (1) enrolled in a public institution of higher education but did not take the math section of the THEA Test or an alternative test due to an exemption; or (2) met TSI minimum passing standard on the math section of the THEA Test or an alternative test and were enrolled in a public institution of higher education at the time of the data collection; or (3) passed the math section of the THEA Test or an alternative test but had not enrolled in a public institution of higher education at the time of data collection or (4) were reported on the TSI Report as having met the standards by other means. (Met TSI Standard = Exempt + Passed + Met TSI Standards by Other Means)

WRITING

Exempt ..... Students who enrolled in a public institution of higher education but did not take the THEA Test or an alternative test due to an exemption in Writing.

Passed ..... Students who (1) met TSI minimum passing standard on the Writing sections the THEA Test or an alternative test and were enrolled in a public institution of higher education at the time of the data collection; or (2) met TSI minimum passing standard on the Writing section of the THEA Test or an alternative test but had not enrolled in a public institution of higher education at the time of data collection.

Unknown or untested ..... Students who enrolled in a public institution of higher education but did not take the Writing section of the THEA Test or an alternative test due to: (1) a waiver based on enrollment in a Level-One Certification program, military service, non-degree seeking or non-certificate seeking status or dual credit enrollment via TAKS scores, or (2) TSI status is unknown.

Met TSI Standards ..... Students who: (1) enrolled in a public institution of higher education but did not take the Writing section of the THEA Test or an alternative test due to an exemption; or (2) met TSI minimum passing standard on the Writing section of the THEA Test or an alternative test and were enrolled in a public institution of higher education at the time of the data collection; or (3) passed the Writing section of the THEA Test or an alternative test but had not enrolled in a public institution of higher education at the time of data collection or (4) were reported on the TSI Report as having met the standards by other means. (Met TSI Standard = Exempt + Passed+ Met TSI Standards by Other Means)

READING

Exempt ..... Students who enrolled in a public institution of higher education but did not take the THEA Test or an alternative test due to an exemption in reading.

Passed ..... Students who (1) met TSI minimum passing standard on the reading sections the THEA Test or an alternative test and were enrolled in a public institution of higher education at the time of the data collection; or (2) met TSI minimum passing standard on the reading section of the THEA Test or an alternative test but had not enrolled in a public institution of higher education at the time of data collection.

Unknown or untested	Students who enrolled in a public institution of higher education but did not take the reading section of the THEA Test or an alternative test due to: (1) a waiver based on enrollment in a Level-One Certification program, military service, non-degree seeking or non-certificate seeking status or dual credit enrollment via TAKS scores, or (2) TSI status is unknown.
Met TSI Standards	Students who: (1) enrolled in a public institution of higher education but did not take the reading section of the THEA Test or an alternative test due to an exemption; or (2) met TSI minimum passing standard on the reading section of the THEA Test or an alternative test and were enrolled in a public institution of higher education at the time of the data collection; or (3) passed the reading section of the THEA Test or an alternative test but had not enrolled in a public institution of higher education at the time of data collection or (4) were reported on the TSI Report as having met the standards by another means. (Met TSI Standard = Exempt + Passed+ Met TSI Standards by Other Means)

Note:
To protect privacy, student performance is suppressed for some districts. Students who pursue higher education at out-of-state or Texas independent colleges or universities may not have taken the THEA or alternative tests. Therefore, the status of those students may not be reflected in the results in this report.

The TSI ISD Summary Report is offered here in spreadsheet formatting to allow further investigation and manipulation of data.

Data Supplement

Glossary

for the

Academic Excellence Indicator System

2006-07 Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2007 state accountability system. Districts and campuses are evaluated on performance on the TAKS, SDAA II, completion rate and annual dropout rate. Possible ratings are:

- *Exemplary;*
- *Recognized;*
- *Academically Acceptable;*
- *Academically Unacceptable;*
- *Not Rated: Other;* and
- *Not Rated: Data Integrity Issues.*

The above ratings apply to districts (including charter operators) and schools rated under the standard accountability procedures.

Additionally, alternative education accountability (AEA) ratings are issued to campuses and charters registered to be evaluated under AEA procedures. Possible AEA ratings are:

- *AEA: Academically Acceptable;*
- *AEA: Academically Unacceptable;* and
- *AEA: Not Rated – Other.*

For a more detailed explanation of the accountability system, see the *2007 Accountability Manual* available at www.tea.state.tx.us/perfreport/account/2007/manual/.

Accountability Subset: This refers to the group of non-mobile students whose performance on the TAKS and SDAA II is used in determining a school's and district's accountability rating. Specifically, the subsets have been calculated as follows:

Campus-level accountability subset: If a student was reported in membership at one campus on October 27, 2006, but moves to another campus before the TAKS or SDAA II test, that student's performance was removed from the accountability results for both campuses, whether the campuses were in the same district or different districts. Campuses were held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

District-level accountability subset: If a student was in one district on October 27, 2006, but then moved to another district before the TAKS or SDAA II test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance was included in that district's results, even though it did not count for either campus. This

means that district performance results do not match the sum of the campus performance results.

TAKS/TAKS-I/SDAA II/TAKS-Alt Participation, included in the AEIS report, shows what percent of a district's or school's test takers are mobile and are not included in the *Accountability Subset.* For additional information and examples of how the accountability subset is determined, see Chapter 2 of the *2007 Accountability Manual.* Also see *Mobile, TAKS/TAKS-I/SDAA II/TAKS-Alt Participation,* and *Appendix E.*

Adopted Tax Rate (calendar year 2006) *(District Profile only)***:** This is the locally adopted tax rate set for the 2006 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 2007. 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 2007)*

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. Deciding who gets credit for which college course is described in Texas Administrative Code §74.25:

> 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:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2005-06}}{\text{number of students in grades 9-12 who completed at least one course in 2005-06}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* for advanced course/dual enrollment completion. For a more detailed explanation of *Gold Performance Acknowledgment,* see chapter 5 of the *2007 Accountability Manual.*

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 (2004-05). See also *Appendix C. (Source: PEIMS, June 2006, June 2005)*

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 (fund codes 101-199 and 420), Special Revenue Funds (fund codes 200/300/400), Debt Service Funds (fund code 599), and Capital Projects Funds (fund codes 601 and 699). It also includes the Enterprise Fund, and the National School Breakfast and Lunch Program (fund code 701). Within the general fund, fund code 420—Foundation School Program and Other State Aid—is used by charter operators only.

Note that all financial data shown by fund is *actual* data, not *budgeted.* Accordingly, the information is from the prior year (2005-06). See *Appendix B. (Source: PEIMS, March 2007)*

Annual Dropout Rate: Three annual dropout rate indicators are shown:

(1) *Annual Dropout Rate (Gr 7-8).* This includes only grades 7 and 8. This is the rate used in determining a campus accountability rating under standard procedures (for campuses that have one or both of those grades) or the district's rating. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2005-06 school year}}$$

(2) *Annual Dropout Rate (Gr 7-12).* This includes grades 7 through 12. This is the rate used in determining a campus or charter operator accountability rating under AEA procedures (for campuses or charters that have one or more of those grades). It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 through 12}}{\text{number of grade 7-12 students who were in attendance at any time during the 2005-06 school year}}$$

(3) *Annual Dropout Rate (Gr 9-12).* This includes grades 9 through 12. This new measure shows the dropout rates for the high school grades. It is a report-only measure and is not used in determining accountability ratings. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12}}{\text{number of grade 9-12 students who were in attendance at any time during the 2005-06 school year}}$$

Beginning with dropouts reported for the 2005-06 school year, TEA used a more rigorous dropout definition, based on the federal definition. For this reason, in 2007 a school leaver provision was in place, stating that a campus or district rating cannot be lowered because of performance on annual dropout rate. Further, because dropout rates for 2005-06 are not comparable to those reported for 2004-05, they are shown for 2005-06 only. See *Appendix I* of the *2007 Accountability Manual* for more information on the new dropout definition.

All three annual rates appear on district, region, and state-level AEIS reports. Reports for secondary campuses evaluated under standard procedures show the grade 7-8 and grade 9-12 rates. Reports for secondary campuses evaluated under AEA procedures show the grade 7-8 and grade 7-12 rates.

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, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2005-06* reports, available at www.tea.state.tx.us/research/. See also *Dropout* and *Leaver Record. (Source: PEIMS, Oct. 2005, Oct. 2006 and June 2006)*

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

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:

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

(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):

$$\frac{\text{number of } 11^{th} \text{ and } 12^{th} \text{ grade AP or IB examinees who scored at or above criterion}}{\text{number of } 11^{th} \text{ and } 12^{th} \text{ grade AP or IB examinees}}$$

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

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

The denominator of equation (1) does not include 11^{th} and 12^{th} 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.

Schools and districts may qualify for *Gold Performance Acknowledgment* for participation and performance on AP/IB results (measures (1) and (2) above). For a more detailed explanation of *Gold Performance Acknowledgment,* see the *2007 Accountability Manual.* See also *Criterion Score. (Sources: The College Board, Aug. 2006, Jan. 2006; The International Baccalaureate Organization, Aug. 2006, Aug. 2005; and PEIMS, Oct. 2006, Oct. 2005)*

ARD: This refers to the Admission, Review, and Dismissal committee that determines the individual education plan for every student in special education. See also *Special Education* and *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation.*

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 PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk, divided by the total number of students in membership:

$$\frac{\text{number of students coded as at-risk}}{\text{total number of students}}$$

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, 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.

(Sources: PEIMS, Oct. 2006; Texas Education Code, 79th 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:

$$\frac{\text{total number of days students were present in 2005-06}}{\text{total number of days students were in membership in 2005-06}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their attendance rate. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2007 Accountability Manual.*

Attendance rates are shown for 2005-06 and 2004-05. *(Source: PEIMS, June 2006, June 2005)*

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. 2006)*

Average Actual Salaries *(regular duties only)***:** For each professional staff type, the total salary is divided by the total FTE count of staff who receive 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. *(Source: PEIMS, Oct. 2006)*

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. *(Source: PEIMS, Oct. 2006)*

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. 2006)*

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.

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. Comparison groups are also used for determining the Comparable Improvement *Gold Performance Acknowledgments*.

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 2006-07;
- the percent of Hispanic students enrolled for 2006-07;
- the percent of White students enrolled for 2006-07;
- the percent of economically disadvantaged students enrolled for 2006-07;
- the percent of limited English proficient (LEP) students enrolled for 2006-07; and
- the percent of mobile students as determined from 2005-06 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% limited English proficient, 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 limited English proficient 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% limited English proficient 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.
- 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 *mean*, or 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 *Comparable Improvement* and *Texas Growth Index.*

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 do not report actual class size averages. The class size averages are computed by the TEA based on the teacher role and class schedule information reported in the PEIMS 090 record by the district each fall. The following principles are used in deriving the average class sizes:

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

8) if a teacher teaches more than one class at the same time, the records are combined into a single class; and

9) elementary classes where the number of students exceeds 100 are excluded from the calculation.

The methodology 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. For example, a teacher teaching a variety of subjects to the same group of fourth graders all day should 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. Average class sizes are calculated by summing all the students served (in a given grade at the campus) and dividing by the sum of the teacher FTE counts for those records. So, for example, a full-time mathematics teacher with five sections of fourth graders, with 20 different students in each, would have an average of 100/5 or 20 students.

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

College Readiness Indicators: In response to legislative action and an executive order from the Governor, the *Performance* section of the AEIS report has been restructured to group certain indicators under this heading. These indicators help provide a picture of college preparedness at a given high school, and 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.

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: This new indicator of college readiness is shown in the AEIS reports for the first time this year. It was created in response to a new statute (TEC §39.051(b)(13)) that requires establishing an indicator of "… the measure of progress toward preparation for postsecondary success."

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 is:

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.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for ELA}}{\text{number of graduates (class of 2006) with ELA results to evaluate}}$$

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

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for mathematics}}{\text{number of graduates (class of 2006) with mathematics results to evaluate}}$$

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

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criteria on } \textit{both} \text{ ELA \& mathematics}}{\text{number of graduates (class of 2006) with results in both subjects to evaluate}}$$

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.

(Sources: TEA Student Assessment Division, The College Board, Aug. 2006, ACT, Inc. Oct. 2006; and PEIMS, Oct. 2006)

Commended Performance: See *TAKS.*

Community Services (2005-06) *(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 (2005-06). See also *Appendix B. (Source: PEIMS, March 2007)*

Comparable Improvement: Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS mathematics and reading/English language arts tests has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

CI is calculated separately for reading/ELA and mathematics, based on individual student *Texas Growth Index* (TGI) values. The student-level TGI values are aggregated to the campus level to create an average TGI for each campus. The average TGI values for the 40 member group are rank ordered. Schools that fall into the first quartile (*i.e.* top 10 schools of the 40 in their campus group), receive *Gold Performance Acknowledgment* for CI.

For a complete explanation of *Gold Performance Acknowledgments,* refer to chapter 5 of the *2007 Accountability Manual;* for a detailed explanation of TGI, see *Appendix E* of the manual, available at www.tea.state.tx.us/perfreport/account/2007/manual/index.html. See also *Campus Group, Texas Growth Index,* and *Appendix D.*

Completion Rate: This indicator shows the status of a group (cohort) of students after four years in high school. The cohort consists of students who first attended ninth grade in 2002-03. They are followed through their expected graduation as the Class of 2006. Any student who transferred into the 2002-03 cohort is added to it, and any student who transfers out of the 2002-03 cohort is subtracted from it.

- 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 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 are taken out of the cohort.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2002-03 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2002-03, but takes 6 years to graduate (*i.e.*, in May 2008) is still part of the 2002-03 cohort; they are not switched to the 2004-05 cohort.

Other important information:

- Beginning with the 2007 accountability cycle, TEA began using a more rigorous dropout definition, based on the federal definition. This affected dropouts reported for the 2005-06 school year. Because dropouts are counted according to the dropout definition in place the year they drop out, the number of dropouts reported for that year was higher than it was for prior years. That is, students in the class of 2006 who left school in 2005-06 were subject to a more rigorous dropout definition than the definition that applied to students from the same class who left in previous years. For this reason, in the 2007 accountability system a school leaver provision was in place, stating that a campus or district rating cannot be lowered because of performance on completion rate. See table below for changes in leaver codes, and see also *Appendix I* of the *2007 Accountability Manual* for more information on the new dropout definition.

- As a result of using the more rigorous dropout definition for 2005-06, the completion rates for the class of 2006 are, in most cases, lower than those of the previous year.
- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.
- This indicator is computed and reported for districts as well as for high schools that have had continuous enrollment in grades 9-12 since at least the 2002-03 school year. Campuses that only serve some of these grades and campuses that have been in existence for fewer than five years have their district's rate substituted.

The four possible student outcomes are:

(1) *Graduated.* Based on the 2002-03 cohort, this shows the percent who received their high school diploma on time or earlier — by the end of the 2005-06 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by the end of 2005-06}}{\text{number of students in the 2002-03 cohort*}}$$

(2) *Received GED.* Based on the 2002-03 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2006. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED}}{\text{number of students in the 2002-03 cohort*}}$$

(3) *Continued High School.* Based on the 2002-03 cohort, this shows the percentage still enrolled as students in the fall of the 2006-07 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2006-07 school year}}{\text{number of students in the 2002-03 cohort*}}$$

(4) *Dropped Out (4-yr).* Based on the 2002-03 cohort, this shows the percentage who dropped out and did not return by the fall of the 2006-07 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2006-07 school year}}{\text{number of students in the 2002-03 cohort*}}$$

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the following leaver reason codes. (Note that the leaver reason codes vary, based on year.)

Year	Leaver reason codes *NOT* included
2002-03	03, 16, 19, 21, 22, 24, 30, 31, 60, 61, 63, 64, 66, 72, 78, 80, 81, 82, 83
2003-04	03, 16, 19, 21, 22, 24, 30, 31, 60, 61, 63, 64, 66, 72, 78, 80, 81, 82, 83
2004-05	03, 16, 19, 21, 22, 24, 30, 31, 60, 61, 63, 64, 66, 72, 78, 80, 81, 82, 83
2005-06	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86

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

For the 2006-07 AEIS reports, the Completion Rate is shown three different ways:

(1) *Completion/Student Status Rate.* This shows all of the above measures separately. The prior rate (class of 2005) is also shown.

(2) *Completion Rate II (w/GED).* This indicator sums together the first three of the above outcomes: the percent of students in the 2002-03 cohort who received their high school diplomas by the end of the 2005-06 school year, those who received GEDs, and those who were still enrolled as high school students for the 2006-07 school year. This rate is used for determining the alternative education accountability ratings

(3) *Completion Rate I (w/o GED).* This indicator sums together the first and third of the above outcomes: the percent of students in the 2002-03 cohort who received their high school diplomas by the end of the 2005-06 school year and those who were still enrolled as high school students for the 2006-07 school year. This rate is used for determining the standard accountability ratings.

Completion rates for districts serving Texas Youth Commission 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, 2005-06. (Sources: PEIMS, Oct. 2006, June 2006, Oct. 2005, June 2005, Oct. 2004, June 2004, Oct. 2003, June 2003, Oct. 2002, June 2002, June 2001, June 2000, and General Educational Development Information File)*

Completion/Student Status Rate: See *Completion Rate.*

Criterion Score: This refers to the scores on SAT and ACT college admissions tests, the AP and IB tests, and the new college-ready indicator. For college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the SAT (total). 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 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 PID Error rate in PEIMS Student Data, and 2) the percent of Underreported Students in PEIMS Student Leaver Data.

(1) *PID Error Rate.* The Person Identification Database (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 four-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 (Oct. 2006).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2006)}}{\text{number of student records in PEIMS submission 1 (fall 2006)}}$$

(2) *Percent of Underreported Students.* Underreported students are 7^{th}-12^{th} 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 another Texas public school district, or returned to the district on time, or returned by the last Friday in September. Leaver reasons include: graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2005-06 school year}}$$

Under the accountability system, there have been consequences for districts that exceeded certain thresholds for this measure. However, for 2007, a school leaver provision was in place in the accountability system that states a district rating cannot be lowered because of performance on underreported students.

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, 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 for the last several years, 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 by submission of leaver reasons. The leaver record provides 13 possible reasons for leaving school, including one which indicates the student is a dropout (98).

This year for the first time, TEA used a more rigorous dropout definition, based on the federal definition. See *Appendix I* of the *2007 Accountability Manual* for information on the new dropout definition. See also *Annual Dropout Rate. (Source: PEIMS, Oct. 2006)*

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. 2006, Oct. 2005; and TEA Student Assessment Division*)

Educational Aides: Educational aides are staff who are reported with a role 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. 2006)*

English Language Learners Progress Measure: This indicator shows the percent of current and monitored (former) limited English proficient (LEP) students who meet any of the following criteria:

- the student meets the passing standard on the TAKS English reading/ELA test,
- the student meets the proficiency level on the Reading Proficiency Tests in English (RPTE) based on years in U.S. schools for first-time RPTE testers, or
- the student shows progress on the RPTE from the prior year.

Other information:

- *Spanish.* Results from the Spanish TAKS tests are not included.
- *TELPAS.* Results from the Texas English Language Proficiency Assessment System (TELPAS) Texas Observation Protocols (TOP) are not included.
- *LEP.* As is true for other AEIS indicators, the LEP column for this measure is defined as current LEP students only, thus the All Students values and the LEP students values for this indicator are not the same.

Two years of data are shown for purposes of comparison. See *Appendix H* for a detailed summary of the English language learners progress measure. *(Source: TEA Student Assessment Division)*

Enrollment: See *Total Students.*

Equity Transfers (2005-06) *(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). Payments to Charter Schools (function 96) are also included in both items in this category.

Note this item is reported as *actual* expenditures, not *budgeted.* Accordingly, the information is from the prior year (2005-06). See also *Appendix B. (Source: PEIMS, March 2007)*

Ethnic Distribution: Students are reported as White, African American, Hispanic, Asian/Pacific Islander, and Native American. In the *Profile* section, both counts and percentages of the total number of students in each of these categories are shown. *(Source: PEIMS, Oct. 2006, Oct. 2005; 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 2005-06 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 (2006-07) 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. 2007)*

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 fund codes 101-199 and 420. Fund 420, Foundation School Program and Other State Aid, is included in the general fund for charter schools only.

Note that all financial data shown by fund is *actual* data, not *budgeted.* Accordingly, the information is from the prior year (2005-06). See also *Appendix B. (Source: PEIMS, March 2007)*

Gold Performance Acknowledgment: A school or district may qualify for *Gold Performance Acknowledgment* for their students' performance on the following indicators:

- Advanced Course/Dual Enrollment Completion
- AP/IB Examination Results
- Attendance Rate
- Commended Performance on TAKS: Reading/English Language Arts
- Commended Performance on TAKS: Mathematics
- Commended Performance on TAKS: Writing
- Commended Performance on TAKS: Science

- Commended Performance on TAKS: Social Studies
- Comparable Improvement: Reading/ English Language Arts *(campus only)*
- Comparable Improvement: Mathematics *(campus only)*
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- TSI – Higher Education Readiness Component: English Language Arts
- TSI – Higher Education Readiness Component: Mathematics

Schools and districts receive one of three possible categories for each indicator. *Acknowledged* signifies they met the *Gold Performance* standard for the indicator; *Does Not Qualify* signifies that they were evaluated but did not meet the standard for the indicator or that the school or district was *Academically Unacceptable; Not Applicable* signifies there were no data to be evaluated for the indicator, usually due to the grades served by the district or campus. Schools labeled as *Not Rated: Other,* or districts labeled *Not Rated: Data Integrity Issues* are not evaluated for *Gold Performance Acknowledgment* and are noted as *Not Applicable.* Schools and charter operators evaluated under AEA procedures are not eligible for GPA.

Refer to chapter 5 in the *2007 Accountability Manual* for detailed information on the standards for *Gold Performance Acknowledgment.*

See also *Advanced Course/Dual Enrollment Completion, AP/IB Results, Attendance Rate, Comparable Improvement, RHSP/DAP Graduates, SAT/ACT Results, Texas Success Initiative (TSI) - Higher Education Readiness Component, and TAKS.*

Graduates (Class of 2006): In the *Profile* section, this is the total number of graduates (including summer graduates) for the 2005-06 school year, as reported by districts in the fall of 2006. 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. Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2006 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 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 (Recommended High School Program/Distinguished Achievement Program) indicator as well as the new *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. 2006)*

Instructional Expenditure Ratio (2005-06) *(District Profile only)***:** This measure, required by TEC 44.0071, indicates the percentage of the district's total actual expenditures for the 2005-06 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:

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

Contact the School Financial Audits Division at (512) 463-9095 for further details on this measure. See *Appendix B* for function and expenditure code labels. *(Source: PEIMS, March 2007)*

Instructional Staff Percent *(District Profile only)***:** 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 2006-07 school year. The instructional staff percent is a district-level only measure, and is calculated as follows.

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

Contact the School Financial Audits Division at (512) 463-9095 for further details about this measure. See *Appendix A. (Source: PEIMS, Oct. 2006)*

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

Leaver Record: Leaver reporting changed significantly for this year. In the past, districts were required to report on all 7th through 12th grade students who were enrolled or in attendance at any point during the prior year but did not re-enroll the following year. Beginning with the PEIMS submissions during the 2006-07 school year, TEA identifies students for whom districts do not need to submit leaver records, by reviewing attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records. School districts must account for all other students by submission of leaver reasons. This group of "leavers" includes students such as those who graduated, moved to another state, or country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

Also, beginning with the leaver collection for the 2005-06 school year (PEIMS submission 1 of the fall of 2006) TEA is using a more rigorous dropout definition, based

on the federal definition. As a result, numerous leaver codes were deleted, consolidated, or changed.

See *Appendix I* of the *2007 Accountability Manual* for more detailed information on the new dropout definition. See also *Data Quality. (Source: PEIMS, Oct. 2006; Secondary School Completion and Dropouts in Texas Public Schools, 2005-06, Texas Education Agency)*

Limited English Proficient (LEP): These are students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all pupils 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 pupils 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 limited English proficient are not included in this column.

See *Campus Group* and *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation. (Source: PEIMS, Oct. 2006)*

Met Standard: This refers to the TAKS passing standard set by the State Board of Education for each TAKS subject and grade. For a detailed explanation, see *TAKS Panel Recommendation.*

Mobile: This measure, which is part of the *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation* section of the AEIS, indicates the percent of student test results not included in the accountability system because the students move to a different school or district between the fall and spring.

Note that this measure is different from *Mobility*, which is defined below. See also *Accountability Subset.*

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).

$$\frac{\text{number of mobile students in 2005-06}}{\text{number of students who were in membership at any time during the 2005-06 school year}}$$

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. See also *Campus Group. (Source: PEIMS, June 2006)*

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

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count. *(Source: PEIMS, Oct. 2006)*

Paired Schools: For accountability purposes, schools that reported enrollment but did not have grades in which the state-mandated test was given (*e.g.* K-2 schools) are paired with schools with which they have a "feeder" relationship to determine accountability ratings. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-5), the district would pair these two schools for accountability purposes. This means that the TAKS performance of Navarro Elementary is also used for rating Travis Primary and is reported on the AEIS report for Travis Primary.

Panel Recommendation: See *TAKS Panel Recommendation.*

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

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:

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

Mobile student results are shown at www.tea.state.tx.us/perfreport/aeis/2007/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. For purposes of comparison, *Performance of Mobile Students* is shown for 2007 and 2006. This indicator is not available at the region, district, or campus level. See also *Mobile. (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. 2006)*

Progress of Prior Year TAKS Failers (Sum of Grades 4 – 11): This indicator provides two measures that show the progress of students who failed the reading/ELA portion or the mathematics portion of the TAKS in the prior year.

(1) *Percent of Failers Passing TAKS.* Of the students who failed the TAKS in the prior year, this measure shows the percent that passed the corresponding assessment in the current year.

For 2007, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2006 but passed in 2007}}{\text{number of matched students who failed in 2006}}$$

Note that these students—who passed the TAKS in 2007—were subject to the panel recommendation standard at all grade levels, including grade 11.

(2) *Average TGI Growth.* For students who failed the TAKS in the prior year, this measure shows their average growth (or change) between the prior year and current year.

For 2007, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{sum of individual student TGI values for students who failed in 2006}}{\text{total number of students with TGI values who failed in 2006}}$$

For 2007, students included in these measures are those who:

- took the spring 2007 TAKS reading/ELA and/or mathematics tests in grades 4-11 (progress is not calculated for third grade test takers since that is their first TAKS test);
- are part of the 2007 Accountability Subset;
- can be matched to the spring 2006 TAKS administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2006 TAKS administration of reading/ELA and/or mathematics (using the 2006 student-level passing standard).

Reports for both these measures *by grade* are available for each district and campus on the internet, within the AEIS report that appears on the Division of Performance Reporting's website. To view these reports, access the HTML version of a campus or district report from the AEIS site (www.tea.state.tx.us/perfreport/aeis/2007/). The link below *Progress of Prior Year TAKS Failers* produces a separate report that provides the progress of prior year failers by grade. See also *Texas Growth Index* in this *Glossary.* For a more complete explanation of the *Texas Growth Index,* see *Appendix E* in the *2007 Accountability Manual. (Source: TEA Student Assessment Division)*

Reading Proficiency Tests in English (RPTE): See *English Language Learner Progress Measure.* Beginning in 2007-08, RPTE will be referred to as Texas English Language Proficiency Assessment System (TELPAS) reading.

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 2006-07 in the same grade as their grade in the last reported six-week period of the prior year (2005-06). It is calculated as follows:

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

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

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades may be found in *Grade-Level Retention in Texas Public Schools, 2005-06,* available from TEA. *(Source: PEIMS, Oct. 2006, June 2006)*

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:

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

RHSP graduates are students with type codes of 10, 14, 15, 19, 22, or 25; DAP graduates are students with type codes of 09, 16, 17, 20, 23, or 26. See the *PEIMS Data Standards* for more information.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their RHSP/DAP rate. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2007 Accountability Manual.* See also *Graduates. (Source: PEIMS, Oct. 2006, Oct. 2005)*

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. (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, or 24 on the ACT):

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

(3) *Mean Score.* This shows the average (mean) score for the SAT total and the mean 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.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their SAT/ACT performance and participation. For a more detailed explanation of *Gold Performance Acknowledgment,* see the *2007 Accountability Manual.* See also *Criterion Score. (Sources: The College Board, Aug. 2006, Jan. 2006; ACT, Inc. (ACT) Oct. 2006, Oct. 2005; and PEIMS, Oct. 2006, Oct. 2005)*

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 (*i.e.* in membership) at the school: *elementary, middle* (including junior high school), *secondary*, and both *elementary/secondary* (K-12). Generally speaking, elementaries are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12. Schools whose grade spans do not exactly match these, are grouped with the school type most similar to their grade span.

SDAA II: See *State-Developed Alternative Assessment II.*

SEM: See *Standard Error of Measurement.*

Special Education: This refers to the population served by programs for students with disabilities. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of their parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2006-07 school year, a student in special education may have been administered the TAKS, SDAA II, TAKS-Alt, or TAKS-I tests. If they were exempted from all state-administered tests, they must have been assessed using a locally-determined alternate assessment (LDAA). Results from LDAA tests are not reported on the AEIS reports.

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 rate, RHSP/DAP, ELL Progress Measure, TAKS exit-level cumulative pass rate, and the Texas Success Initiative. Information that would allow the separation of performance of special education students 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 *State-Developed Alternative Assessment II* and *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation. (Source: PEIMS, Oct. 2006, Oct. 2005, and TEA Student Assessment Division)*

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

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. 2006)*

Standard Error of Measurement (SEM): A way to understand the standard error of measurement as it relates to tests is the following:

If a single student were to take the same test repeatedly (with no new learning taking place between testings and no memory of questions), the standard deviation of his/her repeated test scores is denoted as the standard error of measurement.

The TAKS transition plan implemented by the State Board of Education used the standard error of measurement to phase in the student passing standard over three years (2002-03 to 2004-05 for grades 3-10). The grade 11 standard moved to panel recommendation in 2005-06 and remains so for 2006-07. The newest assessment, grade 8 science, was at was at 2 SEM in 2006, 1 SEM in 2007, and will be at panel recommendation for the spring 2008 administration. For a complete explanation of the plan, see *TAKS Panel Recommendation. (Source: TEA Student Assessment Division)*

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 2006. 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 2006. 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 2006.
  - *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 2007)

State-Developed Alternative Assessment II (SDAA II): This test assesses special education students in Grades 3-10 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAKS is not an appropriate measure of their academic progress.

SDAA II tests are given in the areas of reading/ELA, writing, and mathematics, in grades 3-10. Students are assessed at their appropriate instructional levels, as determined by their Admission, Review, and Dismissal (ARD) committees. The SDAA II is administered on the same schedule as TAKS.

Two indicators are reported for SDAA II:

(1) *SDAA II Examinations Met ARD Expectations:* This is a single measure showing the percent of SDAA II tests that met ARD expectations, summed across grades (3rd, 4th, 5th, 6th, 7th, 8th, 9th, or 10th) and subjects (reading/ELA, writing, and/or mathematics):

$$\frac{\text{number of SDAA II tests meeting ARD expectations}}{\text{number of SDAA II tests taken}}$$

This indicator was used in determining the 2007 state accountability ratings for campuses and districts.

(2) *SDAA II Examinees Met ARD Expectations:* This shows the percent of SDAA II examinees who met ARD expectations on each subject area test, summed across the grades tested:

$$\frac{\text{number of SDAA II examinees meeting ARD expectations, by subject}}{\text{number of SDAA II examinees, by subject}}$$

Other important information:

- *All Tests Taken.* The second indicator — (2) above — also shows the percent meeting expectations on *all tests taken.* That is, if a grade 4 student meets expectations on his mathematics and reading tests but fails to meet expectations on the writing test, then he has *not* met expectations on all tests taken.
- *Accountability Subset.* Only the SDAA II performance of students who were part of the *Accountability Subset* are included. For more information on SDAA II and accountability, refer to the *2007 Accountability Manual.*
- *Last year for SDAA II.* The spring of 2007 was the last administration of the SDAA II. Beginning with the 2007-08 school year, students may take the TAKS, TAKS

(Accommodated), TAKS-Modified, or TAKS-Alternate. For more information on how these assessments will affect a school or district's future accountability ratings, see chapters 16 and 17 of the *2007 Accountability Manual.*

See also *Accountability Subset,* and *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation. (Source: TEA Student Assessment Division)*

Student Enrollment by Program: Students are identified as served in programs and/or courses for Special Education, Career and Technology 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. 2006)*

Student Success Initiative (SSI): In 1999, as part of the mandate for the new TAKS tests, the Texas Legislature included new grade advancement testing requirements. For the 2006-07 school year, students in 3rd grade needed to pass the reading portion of the TAKS in order to be promoted to the 4th grade, and students in 5th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 6th grade. Students were given three opportunities to pass each required test. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC). The committee members needed to agree that the student was likely to perform on grade level after receiving accelerated instruction. The AEIS report shows four measures for this indicator:

(1) *Students Requiring Accelerated Instruction.* For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the test during the first administration must be provided accelerated instruction in preparation for the second administration:

$$\frac{\text{number of eligible students who did not meet the standard in the first administration}}{\text{number of eligible students in the first administration}}$$

The number of eligible students is calculated from the test answer documents and includes all students who were tested, students who should have been tested but were absent, and students who were not tested for other reasons. (The count of *eligible students* does not include students who have a special education or LEP exemption.) Students who were absent during the first administration or were not tested for other reasons are included in the counts of students requiring accelerated instruction.

(2) *TAKS Cumulative Met Standard.* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$

The values shown for this measure are the ones used in determining state accountability ratings. In most cases, this value does not match the TAKS performance shown by grade in the first few pages of this AEIS report. The "by grade" results are based on the first administration of each test only.

(3) *TAKS Failers Promoted by Grade Placement Committee.* This shows the percent of students who failed all attempts to pass but were promoted to the next grade by their grade placement committee:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who failed all administrations}}$$

(4) *TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year).* This presents two calculations for students who failed in 2006.

For those who were promoted, the first measure shows the percentage who passed the TAKS in 2007. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 TAKS reading in 2007}}{\text{number of students who were promoted by their GPC and took grade 6 TAKS reading}}$$

For those who were retained, the second measure shows the percentage who passed the TAKS in 2007. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 TAKS reading in 2007}}{\text{number of students retained and took grade 5 TAKS reading in 2007}}$$

The values include results from both the English and Spanish versions of the TAKS and also include results of students who were administered SDAA II tests in the subsequent year.

Note that the highest grade served in many elementary schools is grade 5. In these cases, only the performance of 5th graders who were retained will be reported. The performance of the students promoted to 6th grade will appear in the middle school report.

Students in grade 8 will have to pass the reading and mathematics tests beginning in 2007-08. For more information on the Student Success Initiative, go to the website for TEA's Student Assessment Division at www.tea.state.tx.us/student.assessment/. *(Source: TEA Student Assessment Division)*

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. *(Source: PEIMS, Oct. 2006)*

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 2005-06 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 or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

The following 19 reason 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 2006)*

TAKS (Texas Assessment of Knowledge and Skills): The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. The TAKS is designed to measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level.

The grades and subjects shown on the AEIS reports are:

- Grade 3 – reading (first administration only) and mathematics
- Grade 4 – reading, mathematics, and writing
- Grade 5 – reading (first administration only), mathematics (first administration only), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading, mathematics, science, and social studies
- Grade 9 – reading and mathematics
- Grade 10 – English language arts, mathematics, science, and social studies
- Grade 11 – English language arts, mathematics, science, and social studies. These tests are known as the exit-level test; students are required to pass them in order to qualify for graduation from high school.

All TAKS tests in grades 3 through 6 are available in either English or Spanish. The AEIS reports show performance on these separately.

Each one of these tests is linked directly to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. Essential knowledge and skills taught at each grade build upon the material learned in previous grades. For more information on TEKS, see the *Texas Essential Knowledge and Skills* website at www.tea.state.tx.us/teks/.

For 2006-07, the AEIS report shows percent passing TAKS in several ways. Below are key definitions:

- *TAKS Met 2007 Standard, By Grade.* The first indicator shown on the report is percent passing TAKS by grade for each subject area and for all tests taken. Please note the following:
  - *Student Success Initiative.* Only performance from the *first* administration of grade 3 and 5 reading and grade 5 mathematics is shown by grade. Results that include the second administration can be found on the AEIS reports under *Student Success Initiative: TAKS Cumulative Met Standard.*
  - *TAKS-Inclusive.* Performance on the TAKS-I is not included in the performance shown by grade.

- *Grade 8 Science.* Performance on the second-year of this test is shown at a passing standard of 1 SEM below Panel Recommendation (scale score of 2041). In 2008—the first year it is used for accountability—it will be set at Panel Recommendation (scale score of 2100).
- *Test Administrations Included.* The results shown are for the first administration in the spring for grades 3-10. Students in grade 11 usually take the exit-level test for the first time in the spring semester of their junior year. However, under certain circumstances they may take the test for the first time in the previous October. The performance of these early testers is included in the results shown on the AEIS if they took and passed all four tests.
- *All Tests Taken.* As described above, the number of tests given varies by grade. This means that the number of tests included in "All Tests Taken" varies by grade.

- *Sum of All Grades Tested.* Three indicators are shown which sum TAKS results (by subject) across grades.
  - *TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I) (Standard Accountability Indicator).* This is the accountability indicator used for campuses and districts evaluated under standard procedures. It includes the cumulative passing rate from the first and second administrations for grade 3 reading and grade 5 reading and mathematics. Performance on grade 8 science is not included, nor is performance on any of the TAKS-I assessments.
  - *TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING grade 8 Science and TAKS-I) (2008 Preview at Panel Recommendation).* This measure is provided as a preview of performance in 2008. There are two major differences between this performance and the one used as the standard accountability indicator: It includes the performance of students taking grade 8 science, at panel recommendation, as well as the TAKS-I performance for ELA (grade 11), mathematics (grade 11), science (grades 5 – English and Spanish, 8, 10, and 11), and social studies (grades 8, 10, and 11). See *TAKS-Inclusive and TAKS Panel Recommendation* for additional information.
  - *TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I).* This measure refers to the highest performance level on the TAKS, a scale score of 2400, 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. Schools and districts may qualify for *Gold Performance Acknowledgment* based on their TAKS Commended Performance on reading/ELA, writing, mathematics, social studies, and science. Because the accountability system did not include grade 8 science or TAKS-I results, the commended performance evaluated for GPA also excludes these results. For a more detailed explanation of *Gold Performance Acknowledgment,* see the *2007 Accountability Manual.*

Other important information:

- *Sum of all grades tested.* This refers to the grades tested at the particular school. For example, the percent passing reading in an elementary school with a grade span of K-5 is calculated as follows:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

- *Rounding of Met Standard Percent.* TAKS performance on the AEIS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Masking for Very High and Very Low Performance.* Since 2004, more stringent masking rules have applied to results for the TAKS and SDAA II tests. 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).
- *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 27, 2006 would not have their performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 27, 2006 would not have their performance included at that school, though it would be included at the district level. See *Accountability Subset* for more information.
- *All Tests Taken.* Although *All Tests Taken* is not a measure evaluated for accountability ratings purposes, it is shown on the AEIS report, both "by grade" and "summed across grades." This value shows the percent of students who passed every test they took. For example, a group of 100 students tested in reading and mathematics at the 3rd grade might have the following results: 90 students passed reading and 80 students passed mathematics. However, only 75 of those students passed BOTH reading and mathematics. For this reason, while the percent passing reading would be 90%, and the percent passing mathematics would be 80%, the percent passing *All Tests Taken* would be only 75%, not an average of 80% and 90%. *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 F* and *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation. (Source: TEA Student Assessment Division)*

TAKS (Accommodated): See *TAKS-Inclusive.*

TAKS-Alternate (TAKS-Alt): This is an assessment based on alternate academic standards and is designed for students with significant cognitive disabilities. Students served in special education programs who met participation requirements were administered the TAKS-Alt field test in spring 2007. These field test results are not reported on the 2006-07 AEIS. However, participation in the field test is shown in the *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation* section of the reports. The earliest possible use of the TAKS-Alt results in the state accountability system is 2010. See the Student Assessment Division website for more information, at www.tea.state.tx.us/student.assessment/.

TAKS Commended Performance: See *TAKS.*

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 2006, and eventually passed all TAKS tests taken (in the same district) by spring 2007. (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.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2007:

- Any student who took the test for the first time in spring 2006.
- All special education students who took the test.
- All above students, whether or not they were in the *Accountability Subset.*

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 2006 are not included, even if they took the TAKS and graduated with the class of 2007.

(Source: TEA Student Assessment Division)

TAKS Inclusive (TAKS-I) *(Known as TAKS (Accommodated) beginning in 2007-08)***:** The TAKS includes a form called TAKS-I for students served by special education who meet the eligibility requirements for certain specific accommodations. The TAKS-I has the same test items as the TAKS, but includes format accommodations (*e.g.* larger font, fewer items per page) and contains no embedded field-test items. Since 2006, students who qualified could take TAKS-I in subjects and grades where the SDAA II was not available — ELA (grade 11), mathematics (grade 11), science (grades 5 (English and Spanish), 8, 10, and 11), and social studies (grades 8, 10, and 11).

This year, performance on TAKS-I is not shown separately on the AEIS reports; rather, it is included in the *TAKS Met 2008 Standard Preview Indicator.* See also *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation. (Source: TEA Student Assessment Division)*

TAKS Met Standard: This refers to the TAKS passing standard. For a detailed explanation, see *TAKS Panel Recommendation* below. See also *Appendix F.*

TAKS-Modified (TAKS-M): This is an alternate assessment based on modified academic achievement standards. It is being developed for the 2007-08 school year to meet the

federal requirements for the 2% policy to assess certain students with disabilities. This test will be for students who do not meet the participation requirements for TAKS-Alt and for whom regular TAKS or TAKS (Accommodated) is not appropriate. The TAKS-M results will be reported in AEIS for the first time in 2008. However, the earliest possible use for the TAKS-M results in state accountability is in 2010. See TEA's Student Assessment Division website for more information: www.tea.state.tx.us/student.assessment/.

TAKS Panel Recommendation: This refers to the final phased-in passing standard set by the SBOE for the TAKS. In November 2002, the State Board of Education adopted two performance standards for the TAKS: *Met Standard* (*i.e.* passing) and *Commended Performance* (*i.e.* high performance). These standards were adopted based on recommendations from educators and citizens who served on TAKS standard-setting panels. Because the TAKS is more challenging than its predecessor, the Texas Assessment of Academic Skills (TAAS), the Board agreed to a transition plan to phase in *Met Standard* over several years. (*Commended Performance* has no phase-in period.)

The transition plan used the standard error of measurement (SEM) to phase in the panel's recommended passing standards over three years. For 2003, the standard was set at 2 SEM below Panel Recommendation (PR). For 2004, for grades 3 through 10, the passing standard was set at 1 SEM below PR, and 2 SEM below PR for grade 11*. For 2005 for grades 3 through 10, the passing standard was set at Panel Recommendation, and 1 SEM below PR for grade 11*. In general, this phase-in meant that in 2004, students needed to correctly answer one to three fewer questions than in 2005.

* There was a one-year delayed phase-in for grade 11, exit-level TAKS. This was because the grade 10 tests were built to be predictors of performance on the grade 11 tests. Therefore, the standard in place when students took the grade 10 TAKS was extended to grade 11 so that for both years those students were required to meet the same passing standard. Beginning with the 2005-06 test administrations, the passing standard on the grade 11 TAKS is at Panel Recommendation.

TAKS Grade 8 Science. For the 2007 spring administration, the grade 8 science passing standard was 1 SEM below PR. See also *TAKS* and *Appendix F*.

TAKS Passing Standard: See *TAKS Panel Recommendation.*

TAKS Progress Measure *(AEA Campus and AEA Charter Operator Performance only)***:** This measure is used in determining accountability ratings under alternative education accountability (AEA) procedures. The TAKS Progress Measure is based on *tests* taken. It sums performance results across grades 3 though 12 and across all subjects. It is calculated as follows:

$$\frac{\text{number of TAKS tests that meet the standard or have a TGI} \geq 0 \textit{ and } \text{number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken } \textit{and } \text{number of TAKS exit-level retests that meet the standard}}$$

This measure is only shown on the AEIS reports for campuses and charter operators evaluated under the AEA procedures in 2007. Prior year results are provided regardless of whether the campus or charter operator was evaluated under AEA procedures in 2006.

- *AEA Campus.* On reports for registered alternative education campuses, the value shown for the *Campus Group* column is a dash (–); the value for the *District* column is an asterisk (*) unless the campus is run by an AEA charter operator. The *State* column shows aggregates of the AEA campuses only.
- *AEA Charter Operator.* On reports for AEA charter operators, the value shown for the *State* and *Region* columns show aggregates of the AEA campuses only.

For more information on this measure, see *Chapter 10* in the *2007 Accountability Manual*.

TAKS/TAKS-I/SDAA II/TAKS-Alt Participation: This indicator presents percentages of students tested and not tested on the TAKS, TAKS-I, SDAA II, or TAKS-Alt, as well as percentages of students included and excluded in determining accountability ratings. For 2007, results from the TAKS and the SDAA II were used in determining accountability ratings. The TAKS-I (known as the TAKS (Accommodated) beginning 2007-08) was not used in determining ratings for 2007, and is not reported on the 2006-07 AEIS reports, although it is included with the regular TAKS in the 2008 preview indicator. A new test, the TAKS-Alt, was also administered as a field test in 2007. Performance on this test was not used in determining accountability ratings, and is not reported on the 2006-07 AEIS reports.

Although it is the intention to include every student's test performance in the accountability system, there are circumstances under which some students were tested, but their performance was not reported. The reasons for exclusion are as follows:

- Students may take the TAKS or SDAA II but be excluded from the results reported because they were not enrolled in that district by the last Friday in the previous October (shown as *Mobile*).
- Students may take only the TAKS-I or TAKS-Alt.

Other students are not tested. Reasons for not testing are as follows:

- Students may have received an ARD (Admission, Review, and Dismissal) exemption for the TAKS, but not taken the SDAA II, TAKS-I, or TAKS-Alt. These students must have taken a locally-determined alternate assessment (LDAA). Participation on the LDAA is not shown on the AEIS reports.
- Students may have received a LEP (Limited English Proficient) exemption for every test and taken only the Reading Proficiency Tests in English (RPTE) and local tests.
- Students may have been absent during every test administration.
- Tests may not be scored due to illness during testing or other test administration irregularities.

The percentages of students participating and not participating in testing are based as much as possible on the *total number of students enrolled* at the time of testing. Districts are required to submit a TAKS or SDAA II answer document for every student enrolled in grades 3 through 11. Students who take subject tests from different assessments (for example, TAKS mathematics and SDAA II reading) will have multiple answer documents. The methodology used to create *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation* eliminates, as much as possible, duplicate counts of students resulting from

multiple answer documents. *Appendix E* provides a description for each component of *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation. (Source: TEA Student Assessment Division)*

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. *(Source: PEIMS, Oct. 2006)*

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. 2006)*

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 technology 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. 2006)*

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. 2006)*

Texas Growth Index (TGI): The Texas Growth Index (TGI) is an estimate of a student's academic growth on the TAKS tests over two consecutive years (in consecutive grades). For the state accountability system, it is used to calculate Comparable Improvement in reading/ELA and mathematics for *Gold Performance Acknowledgments*, and to calculate the TAKS Progress Indicator under the alternative education accountability procedures. Average TGI is also one of the measures reported for prior year TAKS failers.

A TGI of zero means that the year-to-year change in average scale score is equal to the average predicted changes as calculated in the 2003 to 2004 base comparison years. A positive TGI means the group demonstrated growth that is larger than the expected growth for that group. A negative TGI indicates the group grew less than expected.

For a detailed explanation of how TGI is determined and used, refer to *Appendix E* of the *2007 Accountability Manual.*

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.

Students may be exempted from taking a test for the Texas Success Initiative if they have a high enough score on their exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and English language arts

with a written composition score of 3 or higher on the writing component. This indicator shows the percent of students who achieved this level or proficiency by subject (English language arts and mathematics) for 2007 and 2006. Results on the *TSI – Higher Education Readiness Component* were evaluated for GPA in the state accountability system.

This indicator is subject to accountability subset rules. For more detailed information, see chapter 5 of the *2007 Accountability Manual. (Source: Division of Student Assessment)*

Total Expenditures by Object (2005-06) *(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 2005-06 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* – gross salaries or wages and benefit costs for all employees (6100);
- *Other Operating Costs* – 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* – all expenditures for debt service including the retirement of debt and bond principal, and all interest expenses (6500); and
- *Capital Outlay* – 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 (2005-06). See also *Appendix B. (Source: PEIMS, March 2007)*

Total Operating Expenditures by Function (2005-06): 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 2005-06 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* – 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* – expenditures for educational resources and media, such as resource centers and libraries (12); and, curriculum development and instructional staff development (13).
- *Instructional Leadership* – managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – directing and managing a school (23).
- *Support Services - Student* – guidance, counseling, and evaluation services (31); social work services (32); and, health services (33).
- *Student Transportation* (District Profile Only) – transporting students to and from school (34).
- *Food Services* – food service operation, including cost of food and labor (35).
- *Cocurricular Activities* – 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) – 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* – keeping the physical plant and grounds in effective working condition (51).
- *Security and Monitoring Services* – keeping student and staff surroundings safe (52).
- *Data Processing Services* – data processing services, whether in-house or contracted (53).
- *Other Campus Costs* – (Campus Profile Only) 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 (2005-06). See also *Appendix B. (Source: PEIMS, March 2007)*

Total Operating Expenditures by Program (2005-06): 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 2005-06 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* – costs to provide the basic services for education/instruction to students not in special education (11).
- *Gifted & Talented Education* – 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 & Technology Education* – 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* – services to students with disabilities. The costs incurred to evaluate, place and provide educational and/or other services to students 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* – the cost to use instructional strategies in accordance with campus/district improvement plans to provide services in addition to those allocated for basic services for instruction, thereby increasing the amount and quality of instructional time for students at risk of dropping out of school and the costs incurred to provide services in support of Title I, Part A schoolwide campuses with at least 40% educationally disadvantaged students. (24, 30).
- *Bilingual/ESL Education* – cost to evaluate, place and provide educational and/or other services that are intended to make the students proficient in the English language, primary language literacy, composition and academic language related to required courses (25).
- *Other* – costs incurred to provide services to students who are separated from the regular classroom to a nondisciplinary or disciplinary alternative education program (26, 28, 29).
- *Athletics/Related Activities* (District Profile only) – costs incurred to provide for participation in competitive athletic activities, including coaching costs as well as for sponsors of drill team, cheerleaders, pep squad or other organized activity to 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 (2005-06). See *Appendix B* for details. *(Source: PEIMS, March 2007)*

Total Revenues by Source (2005-06) *(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 2005-06 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* – district income from local real and personal property taxes (objects 5710-5719, less functions 91 & 96 expenditures);
- *Other Local and Intermediate* – 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* – per capita and foundation program entitlements, revenue from other state-funded programs, and revenue from other state agencies. State revenue also includes Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district (object 5800 series); and
- *Federal* – 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 technology 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 (2005-06). See also *Appendix B. (Source: PEIMS, March 2007)*

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, Asian/Pacific Islander, and Native American). This FTE count is expressed as a percent of the total staff FTE. *(Source: PEIMS, Oct. 2006)*

Total Students: This is the total number of public school students who were reported in membership on October 27, 2006 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. 2006)*

Turnover Rate for Teachers *(District Profile only)***:** This percent shows the total FTE count of teachers from the fall of 2005-06 who were subsequently not employed in the district in the fall of 2006-07, divided by the total teacher FTE count for the fall of 2005-06. Social security numbers for teachers employed in the district in the fall of 2005-06 were checked to verify their employment status in the same district in the fall of 2006-07. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. *(Source: PEIMS, Oct. 2006, Oct. 2005)*

Value by Category: See *Standardized Local Tax Base (comptroller valuation).*

Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary.* Information on the calculation of state accountability ratings is available in the *2007 Accountability Manual.* If, after reading these documents, you have questions about the calculation of AEIS indicators or accountability ratings, 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.

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, Southwestern Regional Office	891-8400
ACT	ACT Regional Office	345-1949
Copies of AEIS reports	http://www.tea.state.tx.us/perfreport	
DAEP (Disciplinary Alternative Education Program)		
	Chapter 37, TEC – Safe Schools	463-9982
Distinguished Achievement Program	Curriculum	463-9581
Dropouts and Completers	Accountability Research	475-3523
Gold Performance Acknowledgment	Performance Reporting	463-9704
General Inquiry	School Governance and General Inquiries	475-3697
JJAEP (Juvenile Justice Alternative Education Program)		
	Chapter 37, TEC – Safe Schools	463-9982
Limited English Proficient Students		
Testing Issues	Student Assessment	463-9536
Other Issues	Curriculum (Bilingual Education Program Unit)	475-9581
No Child Left Behind Act	NCLB Program Coordination	463-9374
PBM Special Education Monitoring Results Status		
	Program Monitoring and Interventions	463-9414
PEIMS	PEIMS HelpLine	936-7346
Public Hearings	Interventions and Special Investigations	463-9290
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Finance	School Financial Audits	463-9095
School Report Card	Performance Reporting	463-9704
SDAA II	Student Assessment	463-9536
Special Education		
Testing Issues	Student Assessment	463-9536
Other Issues	Special Education	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS	Student Assessment	463-9536
TAKS-Inclusive	Student Assessment	463-9536
TAKS Testing Contractor	Pearson Educational Measurement	(800) 252-9186
TAT (Technical Assistance Team)		
Methodology for List	Performance Reporting	463-9704
Implementation of Team	Program Monitoring and Interventions	463-9414
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board	427-6100

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

Explanation of Performance Section for 2006-07

Definitions and descriptions of items found in the Performance Section and Profile Section are available in the text portion of the *AEIS Glossary* (preceding pages).

The Academic Excellence Indicator System (AEIS) reports performance on a variety of indicators for Texas public schools. Only district reports show all indicators. Your school's report shows results for the indicators that apply, depending on the school's grade span.

The indicators for a typical high school are: TAKS (Texas Assessment of Knowledge and Skills); SDAA II (State-Developed Alternative Assessment); English Language Learners Progress Measure; Attendance Rate; Annual Dropout Rates; Completion Rates; Advanced Courses; Recommended High School Program/DAP; AP/IB Results; Texas Success Initiative – Higher Education Readiness Component; SAT/ACT Results; and College-Ready Graduates *(new for 2007).*

Where available, both current and prior year data are shown for the indicators.

Annual Dropout Rate for grades 9-12 is new for 2007. Also, because of the change in dropout definition, only one year is shown.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

District Name: SAMPLE ISD
Campus Name: SAMPLE HIGH SCHOOL
Campus #: 555555444

Section I - Page 1
Total Students: 2,544
Grade Span: 09 - 12
School Type: Secondary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2007 Standard															
^ Grade 11															
Eng Lang Arts	2007	91%	89%	91%	89%	88%	83%	95%	*	91%	86%	92%	90%		
	2006	89%	88%	90%	88%	83%	84%	95%	*	82%	88%	87%	43%		
Mathematics	2007	81%	78%	80%	78%	70%	68%	93%	*	> 99%	79%	77%	75%		
	2006	78%	79%	73%	79%	67%	77%	91%	*	92%	83%	76%	25%		
Science	2007	78%	69%	74%	69%	54%	57%	91%	*	73%	69%	68%	71%		
	2006	76%	73%	71%	73%	60%	68%	87%	*	91%	79%	68%	20%		
Soc Studies	2007	94%	90%	93%	90%	88%	82%	99%	*	> 99%	92%	88%	> 99%		
	2006	94%	92%	94%	91%	88%	89%	96%	*	> 99%	94%	89%	67%		
All Tests	2007	70%	61%	68%	61%	45%	50%	85%	*	73%	62%	61%	67%		
	2006	66%	64%	61%	64%	47%	57%	82%	*	75%	70%	58%	20%	32%	10%
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)															
Reading/ELA	2007	89%	83%	87%	85%	79%	81%	95%	> 99%	93%	80%	89%	58%		
	2006	87%	81%	88%	84%	80%	79%	94%	*	85%	82%	86%	50%		
Mathematics	2007	77%	70%	66%	58%	43%	50%	81%	> 99%	93%	58%	58%	32%		
	2006	75%	69%	60%	59%	45%	51%	80%	*	85%	62%	57%	39%		
Science	2007	71%	59%	63%	54%	40%	42%	81%	*	78%	55%	54%	36%		
	2006	70%	61%	64%	61%	44%	51%	84%	*	86%	68%	55%	42%		
Soc Studies	2007	89%	82%	89%	83%	77%	77%	95%	*	96%	84%	83%	65%		
	2006	87%	84%	88%	85%	78%	80%	96%	*	95%	89%	82%	70%		
All Tests	2007	70%	61%	57%	49%	32%	39%	75%	> 99%	83%	47%	50%	30%		
	2006	67%	58%	53%	51%	35%	41%	74%	*	74%	54%	48%	34%		
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)															
	2007	89%	91%	90%	76%	74%	76%	84%	*	*	78%	72%	76%	76%	80%
	2006	84%	94%	78%	94%	98%	86%	92%	*	*	94%	93%	94%	97%	88%
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations															
Reading/ELA	2007	91%	90%	94%	74%	73%	70%	83%	*	*	77%	68%	74%		
	2006	87%	94%	79%	93%	98%	83%	89%	*	*	92%	97%	93%		
Mathematics	2007	90%	90%	91%	79%	77%	82%	85%	*	*	81%	76%	79%		
	2006	86%	95%	78%	95%	97%	89%	95%	*	*	97%	90%	95%		
Writing	2007	79%	94%	93%	*	*	*	*	*	*	*	*	*		
	2006	68%	91%	62%	*	*	*	*	*	*	*	*	*		
All Tests	2007	82%	86%	83%	71%	67%	75%	78%	*	*	73%	65%	71%		
	2006	74%	89%	63%	90%	96%	79%	88%	*	*	91%	89%	90%		
English Language Learners Progress Measure															
2006-07		70%	68%	55%	60%	*	59%	*	*	67%	52%	67%	0%	36%	36%
2005-06		66%	59%	52%	42%	*	39%	60%	*	80%	38%	47%	0%	41%	44%
Attendance Rate															
2005-06		95.5%	94.1%	94.6%	92.4%	91.7%	92.2%	93.0%	*	96.7%	92.2%	92.7%	89.3%	91.7%	91.8%
2004-05		95.7%	94.5%	94.7%	92.2%	91.6%	91.7%	93.0%	*	96.1%	92.1%	92.3%	89.3%	91.5%	91.8%
Annual Dropout Rate (Gr 9-12)															
2005-06		3.7%	5.9%	2.4%	5.9%	5.6%	7.1%	5.3%	0.0%	0.0%	6.8%	5.0%	9.3%	5.0%	14.7%

For TAKS and SDAA II indicators, an *asterisk* (*) indicates that fewer than 5 students were in this classification, including zero students.

For TAKS and SDAA II indicators, > 99% masks performance at 100% or close to it. In cases where the performance would be 0% or close to it, the number is also masked, with <1%.

For all other indicators, an *asterisk* (*) indicates that fewer than 5 students were in this classification, excluding zero students.

Explanation of Performance Section for 2006-07 (continued)

Indicators Continued

Completion/Student Status Rate (Gr 9-12)													
Class of 2006													
Graduated	80.4%	74.3%	85.3%	74.4%	75.1%	65.8%	81.1%	*	100.0%	73.6%	75.1%	62.7%	71.3%	15.8%
Received GED	2.3%	2.4%	1.9%	2.4%	1.8%	0.9%	4.3%	*	0.0%	2.3%	2.4%	0.0%	3.1%	0.0%
Continued HS	8.6%	13.0%	4.4%	12.9%	14.2%	19.8%	6.0%	*	0.0%	13.4%	12.5%	21.7%	11.8%	47.4%
Dropped Out (4-yr)	8.8%	10.4%	8.4%	10.4%	8.9%	13.5%	8.6%	*	0.0%	10.7%	10.0%	15.7%	13.8%	36.8%
Class of 2005														
Graduated	84.0%	77.5%	87.7%	77.8%	74.9%	73.6%	84.0%	*	86.7%	75.9%	79.4%	78.3%	72.3%	0.0%
Received GED	3.8%	5.5%	3.2%	5.5%	3.6%	6.6%	6.7%	*	0.0%	6.7%	4.6%	2.9%	6.2%	0.0%
Continued HS	7.9%	10.3%	3.9%	10.0%	13.8%	12.6%	4.1%	*	13.3%	12.6%	7.8%	11.6%	12.0%	53.8%
Dropped Out (4-yr)	4.3%	6.6%	3.1%	6.6%	7.8%	7.1%	5.2%	*	0.0%	4.7%	8.2%	7.2%	9.5%	46.2%
Completion Rate II (w/GED) (AEA Indicator)														
Class of 2006	91.2%	89.6%	91.6%	89.6%	91.1%	86.5%	91.4%	*	100.0%	89.3%	90.0%	84.3%	86.2%	63.2%
Class of 2005	95.7%	93.4%	96.9%	93.4%	92.2%	92.9%	94.8%	*	100.0%	95.3%	91.8%	92.8%	90.5%	53.8%
Completion Rate I (w/o GED) (Standard Accountability Indicator)														
Class of 2006	88.9%	87.3%	89.7%	87.3%	89.3%	85.6%	87.1%	*	100.0%	87.0%	87.5%	84.3%	83.1%	63.2%
Class of 2005	91.9%	87.9%	93.9%	87.8%	88.6%	86.3%	88.1%	*	100.0%	88.5%	87.3%	89.9%	84.3%	53.8%

College Readiness Indicators

COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2005-06	21.0%	16.9%	17.1%	11.0%	11.6%	27.8%	*	38.9%	14.4%	19.8%	1.1%	10.3%	5.2%	
2004-05	20.5%	17.1%	16.1%	17.2%	9.8%	12.2%	28.2%	*	38.7%	15.2%	19.2%	1.6%	10.0%	8.1%
RHSP/DAP Graduates														
Class of 2006	75.7%	76.6%	69.1%	76.6%	71.1%	75.2%	80.8%	-	84.6%	72.1%	81.0%	5.3%	69.9%	40.0%
Class of 2005	72.3%	69.2%	66.1%	69.2%	60.8%	71.5%	72.7%	-	86.7%	62.1%	75.0%	16.7%	62.8%	*
AP/IB Results														
Tested														
2006	18.9%	24.3%	11.3%	24.5%	11.4%	15.1%	40.6%	*	64.3%	20.2%	28.4%	n/a	n/a	n/a
2005	18.4%	28.8%	12.8%	28.9%	11.0%	19.2%	47.9%	-	74.1%	28.0%	29.6%	n/a	n/a	n/a
Examinees >= Criterion														
2006	51.3%	31.9%	40.0%	31.9%	16.1%	14.6%	39.9%	-	44.4%	30.4%	32.9%	n/a	n/a	n/a
2005	51.8%	38.1%	32.8%	38.1%	3.7%	30.2%	44.0%	-	60.0%	38.3%	37.8%	n/a	n/a	n/a
Scores >= Criterion														
2006	47.2%	30.6%	30.5%	30.6%	9.6%	13.8%	35.3%	-	50.0%	31.4%	30.0%	n/a	n/a	n/a
2005	47.4%	35.5%	31.1%	35.5%	2.5%	24.8%	40.0%	-	50.9%	32.1%	38.4%	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts 2007	53%	45%	48%	45%	33%	30%	70%	*	55%	43%	47%	20%	30%	9%
2006	40%	35%	*	34%	23%	31%	45%	*	45%	29%	38%	< 1%	26%	10%
Mathematics 2007	54%	52%	51%	52%	38%	43%	71%	*	73%	56%	49%	25%	36%	< 1%
2006	51%	47%	*	46%	29%	41%	65%	*	58%	48%	45%	< 1%	33%	11%
SAT/ACT Results														
Tested														
Class of 2006	65.8%	49.5%	58.2%	49.5%	60.0%	27.5%	54.4%	-	92.3%	49.1%	49.8%	n/a	n/a	n/a
Class of 2005	65.5%	60.0%	62.5%	60.0%	72.1%	37.8%	61.3%	-	92.9%	57.0%	62.2%	n/a	n/a	n/a
At/Above Criterion														
Class of 2006	27.1%	28.6%	19.8%	28.6%	1.4%	9.8%	51.5%	-	75.0%	26.4%	30.8%	n/a	n/a	n/a
Class of 2005	27.4%	28.2%	17.6%	28.2%	0.0%	21.6%	50.0%	-	53.8%	33.3%	24.7%	n/a	n/a	n/a
Mean SAT Score														
Class of 2006	991	982	983	982	830	944	1085	-	1205	966	996	n/a	n/a	n/a
Class of 2005	992	987	967	987	810	942	1118	-	1137	1036	953	n/a	n/a	n/a
Mean ACT Score														
Class of 2006	20.1	18.2	19.8	18.2	16.3	18.8	20.2	-	?	17.0	19.2	n/a	n/a	n/a
Class of 2005	20.0	17.0	19.4	17.0	14.5	17.6	21.4	-	?	16.5	17.3	n/a	n/a	n/a
College-Ready Graduates														
Class of 2006														
Eng Lang Arts	48%	40%	44%	40%	26%	30%	54%	*	82%	34%	46%	0%	27%	*
Mathematics	52%	54%	46%	54%	28%	48%	72%	*	91%	57%	51%	8%	39%	*
Both Subjects	35%	30%	29%	30%	11%	19%	47%	*	82%	28%	33%	0%	16%	*

High schools and district reports show the *College Readiness Indicators* grouped together.

For indicators other than TAKS or SDAA II, a *dash* (-) indicates that no students were in that classification.

n/a - indicates that the data are not available or are not applicable.

A *question mark* (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

College-Ready Graduates is a new indicator for 2007.

Explanation of Performance Section for 2006-07 (continued)

Indicators at Other Levels

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

District Name: SAMPLE ISD
Campus Name: SAMPLE ELEMENTARY SCHOOL
Campus #: 555555999

Section I - Page 5
Total Students: 453
Grade Span: EE - 06
School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2007	50%	49%	40%	37%	20%	43%	*	*	*	40%	33%	*	37%	55%
	2006	51%	47%	33%	24%	27%	25%	*	*	*	10%	36%	*	20%	*
Mathematics	2007	34%	28%	36%	23%	44%	8%	*	*	*	18%	27%	*	19%	13%
	2006	32%	28%	44%	10%	8%	11%	*	*	*	11%	8%	*	11%	*
Average TGI Growth															
Reading/ELA	2007	0.55	0.59	0.61	0.67	0.65	0.68	*	*	*	0.80	0.54	*	0.67	0.89
	2006	0.56	0.40	0.60	0.10	0.29	-0.07	*	*	*	0.08	0.11	*	0.02	-0.50
Mathematics	2007	0.33	0.26	0.44	0.41	0.69	0.21	*	*	*	0.23	0.58	*	0.39	0.05
	2006	0.34	0.37	0.43	0.14	0.14	0.13	*	*	*	-0.17	0.36	*	0.21	*
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2007	12%	17%	17%	28%	55%	20%	*	*	*	41%	16%	*	29%	19%
	2006	12%	24%	20%	26%	38%	24%	*	*	*	33%	19%	*	27%	33%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2007	94%	89%	90%	89%	82%	90%	*	*	*	84%	93%	*	89%	91%
	2006	94%	87%	91%	88%	88%	88%	*	*	*	78%	> 99%	*	88%	83%
TAKS Failers Promoted by Grade Placement Committee															
	2006	48.5%	60.7%	50.0%	*	*	*	-	-	-	*	-	*	*	*
	2005	49.0%	47.6%	50.0%	60.0%	60.0%	-	-	-	-	*	*	*	60.0%	-
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)															
Promoted to Grade 4															
	2007	33%	36%	37%	17%	*	20%	*	*	*	17%	*	*	< 1%	20%
	2006	38%	< 1%	50%	*	*	*	*	*	*	*	*	*	*	*

Elementary schools have a unique indicator, the *Student Success Initiative*, which covers TAKS reading in grade 3 and TAKS reading and mathematics in grade 5. Only TAKS reading for grade 3 is shown on this report.

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

District Name: SAMPLE ISD
Campus Name: SAMPLE MIDDLE SCHOOL
Campus #: 555555777

Section I - Page 7
Total Students: 394
Grade Span: 06 - 08
School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)														
2005-06	0.4%	0.1%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

On middle schools and junior high schools, the *Annual Dropout Rate* is reported for grades 7 – 8. Because of the change in dropout definition, only one year is shown.

District-only Indicator

The *At Risk* column appears on the district-, region-, and state-level reports, but not on campus reports.

The *TAKS Cumulative Pass Rate* indicator is shown at the district level only. It shows the district's success at getting all of their students to pass the TAKS exit-level test.

District Name: SAMPLE ISD
District #: 555555

Indicator:	State	Region 04	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Exit-Level Cumulative Pass Rate														
Class of 2007	84%	83%	80%	68%	77%	94%	*	92%	83%	79%	20%	72%	29%	59%
Class of 2006	87%	87%	86%	87%	77%	93%	*	100%	86%	86%	50%	79%	47%	75%

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
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

025 ..... Special Duty Teacher
029 ..... Teacher
047 ..... Substitute Teacher

EDUCATIONAL AIDES

033 ..... Educational Aide
036 ..... Certified Interpreter
037 ..... Non-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[†], 92,95,96[†],99 ****	6100–6400	11
Special Education	General and All	11–13,21,23,31–36,51,52, 91[†], 92,95,96[†],99 ****	6100–6400	23
Accelerated Education	General and All	11–13,21,23,31–36,51,52, 91[†], 92,95,96[†],99 ****	6100–6400	24, 30
Career & Technology Education	General and All	11–13,21,23,31–36,51,52, 91[†], 92,95,96[†],99 ****	6100–6400	22
Bilingual/ESL Education	General and All	11–13,21,23,31–36,51,52, 91[†], 92,95,96[†],99 ****	6100–6400	25
Gifted & Talented Education	General and All	11–13,21,23,31–36,51,52, 91[†], 92,95,96[†],99 ****	6100–6400	21
Athletics/Related Activities[§§]	General and All	11–13,21,23,31–36,51,52, 91[†], 92,95,96[†],99 ****	6100–6400	91
Other	General and All	11–13,21,23,31–36,51,52, 91[†], 92,95,96[†],99 ****	6100–6400	26, 28, 29

continued

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& 96 expenditures)	n/a
Other Local & Intermediate	General and All	n/a	5720–5769	n/a
State	General and All	n/a	5800	n/a
Federal	General and All	n/a	5900	n/a
EQUITY TRANSFERS††	General and All	91,96	All 6000s	All

* Funds – The general fund includes fund codes 101 – 199. 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.

§§ Athletics/Related Activities is not included at the campus level.

† Functions 91 and 96 represent tuition transfers for grades not offered, not "Equity Transfers."

†† Functions 91 and 96 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.

See the *Financial Resource Guide* (at http://www.tea.state.tx.us/school.finance/index.html) for explanations of the fund, function, object, and program codes.

Advanced Academic Courses
2006-07 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 Methods Subsidiary Level
I3100200	Mathematical Studies Subsidiary Level
I3100300	Mathematics Higher Level
I3100400	Advanced Mathematics Subsidiary Level
03101100	Pre-Calculus
03102500	Independent Study in Mathematics (1st time)
03102501	Independent Study in Mathematics (2nd time)

Computer Science

A3580100	Computer Science I
A3580200	Computer Science II
I3580200	Computer Science I
I3580300	Computer Science II
I3580400	Informational Technology in a Global Society
03580200	Computer Science I
03580300	Computer Science II

- All courses shown were for the 2005-06 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.

Science

A3010200	Biology
A3020000	Environmental Science
A3040000	Chemistry
A3050001	Physics B
A3050002	Physics C
I3010200	Biology
I3010201	Biology II
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
I3000100	Theory of Knowledge
03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

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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
I3600100	Art/Design HL
I3600200	Art/Design SL-A
I3600300	Art/Design SL-B
I3750200	Theatre Arts SL
I3750300	Theatre Arts HL
03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV

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- 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)

A3410100	French IV Language
A3410200	French V Literature
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Latin Literature)
A3440100	Spanish IV Language
A3440200	Spanish V Literature
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
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
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

- All courses shown were for the 2005-06 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.

03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII
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
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

- All courses shown were for the 2005-06 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.

2006-07 Campus Comparison Group

Target Campus Name: SAMPLE SCHOOL T e x a s E d u c a t i o n A g PAGE 1
Target Campus #: 999999999 2006-07 Campus Comparison Grou
District Name: SAMPLE ISD
Campus Type: Middle School

Campus Number		Campus Name	District Name	% Afr_Amer	% _White__	% __Econ__	% Mobility	% Hispanic	% __LEP___
923906563		NOXAN MIDDLE	TIYYOON ISD	36.3	35.8	49.3	29.0	20.3	6.9
923906564		[illegible]IOL MIDDLE	TIYYOON ISD	56.5	25.2	52.6	27.3	15.1	2.5
923906565		[illegible]L MIDDLE	TIYYOON ISD	51.0	27.0	48.8	27.3	16.7	2.6
923906566		[illegible] AYTO MIDDLE	TIYYOON ISD	55.5	23.2	48.2	25.6	16.8	2.2
923906052		AUDIO NULPI	[illegible]OON ISD	42.2	38.9	56.9	32.5	16.0	2.0
923909562		TLAVIS MIDI	[illegible]YO ISD	37.6	35.1	57.2	21.0	25.[illegible]	[illegible]
015916564		HONLY NOTZ[illegible]	[illegible]ON ISD	42.8	14.3	58.5	21.4	40.[illegible]	[illegible]
019907562		TOXAS MIDDL[illegible]	[illegible]LTANA I[illegible]	51.9	[illegible]	[illegible]	19.0	4[illegible]	[illegible]
019908561		YIBOLTY-OYYAU MIDDLE	YIBOLTY-OYYAU ISD	49.2	[illegible]	[illegible]	27.2	1[illegible]	[illegible]
999999999	>	SAMPLE SCHOOL	SAMPLE ISD	46.7	[illegible]	[illegible]	22.4	15[illegible]	[illegible]
057903567		BUSH MIDDLE	CALLOYYTON-FALNOLS BLANC	40.4	21.8	38.6	25.2	14.8	5.4
057956103		WOST INTERMEDIATE	CODAL HIYY ISD	56.7	17.9	42.7	19.4	25.2	3.9
057907561		J HOLNAN LOOD MIDDLE SCH	DUNCANVIYYO ISD	56.2	12.4	58.5	21.4	32.2	6.8
057907562		WIYYIAN H BYLD MIDDLE SC	DUNCANVIYYO ISD	44.2	20.0	46.5	19.4	25.2	5.2
057907563		G W TONNONOL MIDDLE SCHO	DUNCANVIYYO ISD	54.2	6.8	60.3	18.4	32.2	6.4
057907108		H BOB DANIOY SL INTOLNOD	DUNCANVIYYO ISD	51.8	12.9	57.1	18.4	32.2	5.9
057907110		GLACO L BLANDONBULG INTO	DUNCANVIYYO ISD	57.1	15.2	55.8	19.7	25.0	4.7
057916562		YATO HIGHYANDS J H	LICHALDSON ISD	45.9	32.2	51.3	22.5	20.0	7.7
079907567		HODGOS BOND MIDDLE	FOLT BOND ISD	38.3	8.8	47.8	14.3	37.7	7.2
079907568		YATO OYYNPIA MIDDLE	FOLT BOND ISD	49.2	19.7	36.5	13.9	25.2	4.9
079910561		STAXXOLD MIDDLE	STAXXOLD NSD	38.8	12.3	45.5	16.2	32.2	4.8
079910562		STAXXOLD INTERMEDIATE SC	STAXXOLD NSD	38.7	12.6	49.7	13.7	32.9	6.3
621907561		XUDSON MIDDLE	YONGVIOW ISD	35.8	58.1	37.2	14.8	4.8	0.7
621907562		ODWIN N WOYYS MIDDLE	SPLING ISD	46.0	11.9	59.0	24.2	33.0	8.5
621907563		BANNOY MIDDLE	SPLING ISD	49.1	14.4	65.0	32.2	33.4	5.7
621907564		NALSHAYY J H	NALSHAYY ISD	41.6	42.3	59.2	18.3	15.2	1.9
621907565		PLICO T YOUNG MIDDLE	NALSHAYY ISD	48.4	41.5	57.4	15.0	9.8	0.5
621956155		XASPOL XUNIOL HIGH	XASPOL ISD	39.6	52.0	61.9	14.7	7.7	2.9
621956156		J H LOWO INTERMEDIATE	XASPOL ISD	45.8	45.5	67.2	12.8	7.4	2.9
623910568		VINCONT MIDDLE	BOAUNONT ISD	47.7	29.6	54.6	18.6	18.2	8.6
639909561		CLOCTOTT MIDDLE	PALIS ISD	44.3	46.7	61.6	16.2	7.2	2.2
639909562		TLAVIS J H	PALIS ISD	38.9	55.0	57.9	18.8	5.0	1.8
672902561		DAINGOLFIOYD J H	DAINGOLFIOYD-YONO STAL I	43.5	43.2	65.2	19.0	11.1	2.4
674956562		NITO NOSOS NS	NACOGDOCHOS ISD	35.8	30.3	67.2	18.0	31.8	8.3
676902561		NOWTON MIDDLE	NOWTON ISD	42.1	54.4	59.0	18.2	1.5	0.0
220901052		BALNOTT J H	ALYINGTON ISD	40.0	26.3	48.5	15.7 **	22.5	3.3
220901053		NICHOYS J H	ALYINGTON ISD	36.1	28.6	64.4	30.8	28.5	9.4
220905060		WODGWOOD MIDDLE	POLT MOLTH ISD	37.7	27.5	55.2	27.0	32.5	3.9
220908564		DANNY XONOS MIDDLE	NANSFIOYD ISD	40.6	34.1	29.2	18.5	20.1	3.0
220908205		DOYYA ICONHOWOL INTOLNO	NANSFIOYD ISD	40.3	34.5	27.8	20.2	18.5	4.2
220912562		CLOWYOY MIDDLE	CLOWYOY ISD	39.1	38.4	7.9	15.7	17.1	3.1
		Group Average		44.6	27.1	51.0	20.8	23.0	4.6

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

Target Campus (identified by >)

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

Percent of students identified as African American

Percent of students identified as White

Percent of students identified as Economically Disadvantaged

Percent of students identified as mobile

Percent of students identified as Hispanic

Percent of students identified as limited English proficient (LEP)

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

2006-07 Comparable Improvement

Appendix D (cont.)

Target Campus Name: SAMPLE SCHOO
Target Campus #: 999999999
District Name: SAMPLE ISD
Campus Type: Middle School

Texas Education Agency
2006-07 Comparable Improvement:

Gold Performance Acknowledgment: Reading/ELA

	Reading/ELA							Mathematics						
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Campus Name	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	Failer Avg TGI	2007 Avg TGI	Quar-tile	Number Matched Students	2006 Avg Scale Score	2007 Avg Scale Score	2007 Est Avg Scale Score	Failer Avg TGI	2007 Avg TGI	Quar-tile
NOYAN MIDDLE	466	2257	2294	2297	0.46	-0.56	Q2	474	2210	2190	2219	0.30	-0.22	Q4
LANCIOL MIDDLE SCHOO	408	2247	2279	2282	0.38	-0.04	Q3	401	2216	2203	2229	0.53	-0.14	Q3
NANOL MIDDLE	534	2242	2263	2278	0.27	-0.12	Q4	523	2195	2160	2207	0.15	-0.32	Q4
PAYO AYTO MIDDLE SCH	494	2242	2277	2280	0.40	-0.03	Q2	488	2206	2202	2210	0.46	-0.05	Q2
AUDIO NULPHY MIDDLE	305	2246	2275	2284	0.76	-0.08	Q3	298	2194	2216	2198	0.82	0.17	Q1
TLAVIS MIDDLE	448	2253	2289	2290	0.47	-0.02	Q2	442	2236	2205	2244	0.52	-0.29	Q4
HONLY NOTZGOL MIDDLE	855	2209	2255	2245	0.47	0.07	Q2	862	2182	2179	2181	0.41	0.01	Q2
TOXAS MIDDLE	856	2256	2318	2294	0.57	0.16	Q1	866	2242	2225	2247	0.31	-0.18	Q3
YIBOLTY-OYYAU MIDDLE	524	2267	2		0.69	0.07	Q2			2240	2249	0.42	-0.09	Q2
> SAMPLE SCHOOL	543	22			0.55	0.02	Q1			2268	2300	0.54	-0.18	Q3
BUSH MIDDLE	412	22			0.91	0.09	Q1			2279	2290	0.39	-0.09	Q3
WOST I	337	22			0.93	0.21	Q1			2273	2254	0.62	0.13	Q1
J HOLN	374	22			0.01	-0.23	Q4			2200	2204	0.33	-0.06	Q2
WIYYIA	640	22			0.65	-0.01	Q2			2203	2206	0.59	-0.03	Q2
G W TO	606	22			0.21	-0.13	Q4			2173	2160	0.47	0.12	Q1
H BOB	414	22			0.99	0.13	Q1			2275	2307	0.64	-0.19	Q3
GLACO	328	22			1.06	0.26	Q1	336	2248	2324	2289	0.86	0.23	Q1
YATO H	414	2322	2306	2337	0.11	-0.25	Q4	421	2281	2236	2273	0.30	-0.35	Q4
HODGOS	484	2252	2283	2287	0.30	-0.04	Q3	1505	2210	2193	2218	0.24	0.18	Q3
YATO O	271	2260	2277	2287	0.32	-0.09	Q3	1279	2190	2162	2193			
STAXXO	381	2230	2242	2247	0.22	-0.04	Q3	377	2135	2135	2134			
STAXXOLD INTERMEDIAT	389	2232	2309	2275	0.81	0.22	Q1	389	2219	2270	2251			
XUDSON MIDDLE	406	2299	2347	2336	0.82	0.07	Q1	403	2266	2267	2276			
ODWIN N WOYYS MIDDLE	892	2242	2272	2278	0.32	-0.06	Q3	907	2217	2226	2216			
MIDDLE	1003	2237	2277	2274	0.59	-0.00	Q2	1012	2204	2219	2212			
YY J H	648	2262	2268						2204	2193	2197			
T YOUNG MIDDLE	279	2236	2274						2279	2264	2322			
XUNIOL HIGH	335	2246	2240						2157	2161	2159			
J H LOWO INTERMEDIAT	278	2199	2282						2244	2234	2282			
VINCONT MIDDLE	706	2200	2219						2155	2126	2165			
CLOCTOTT MIDDLE	382	2249	2268						2232	2223	2230			
TLAVIS J H	205	2234	2306						2164	2159	2201			
DAINGOLFIOYD J H	264	2233	2280						2226	2204	2226			
NITO NOSOS NS	488	2232	2284						2220	2235	2228	0.30	0.06	Q1
NOWTON MIDDLE	184	2234	2264						2169	2196	2184	0.40	0.07	Q1
BALNOTT J H	780	2292	2294						2236	2216	2229	0.38	-0.11	Q3
NICHOYS J H	596	2275	2277						2230	2241	2239	0.35	0.03	Q2
WODGWOOD MIDDLE	741	2251	2249						2184	2145	2177	0.18	-0.31	Q4
DANNY XONOS MIDDLE	570	2297	2302						2227	2200	2221	0.48	-0.19	Q3
DOYYA ICONHOWOL INT	610	2250	2294						2284	2278	2330	0.45	-0.32	Q4
CLOWYOY MIDDLE	914	2285	2275						2209	2191	2201	0.35	-0.09	Q3
Group Average	537	2252	2280	2283	0.43	-0.03	--	539	2214	2208	2222	0.37	-0.10	--

Note: All values are based on students matched from 2007 to 2006. An Asterisk indicates less than five students tested.

Target Campus (identified by >)

(1) Number of Matched Students: Those students at each campus whose TAKS results can be found in both current and prior years.

(2) 2006 Average Scale Score: The sum of the prior year scale scores of matched students, divided by the number of matched students.

(3) 2007 Average Scale Score: The sum of the current year scale scores of matched students, divided by the number of matched students.

GPA: The report shows if the target school earned GPA for Comparable Improvement.

(4) 2007 Estimated Average Scale Score: The sum of the estimated scale score for matched students, divided by the number of matched students.

(5) 2006 Failer Average TGI: The average TGI for those matched students who failed the TAKS in the prior year. *For information only, not used for accountability.*

(6) 2007 Average TGI: The sum of the current year TGI values of matched students, divided by the number of matched students.

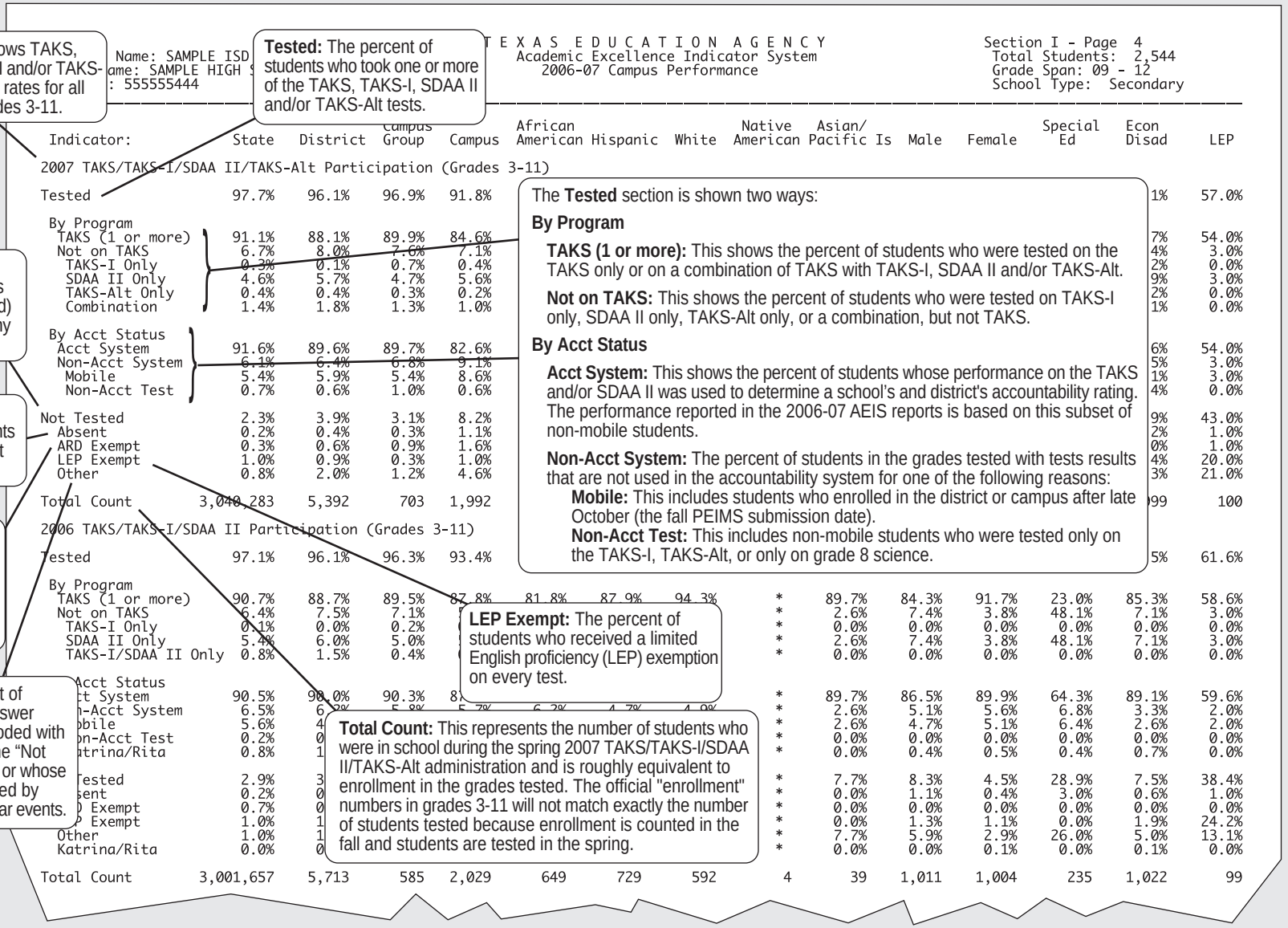
(7) Quartile: The average TGI values in column 6 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned with 10 campuses in each. Campuses in Q1 have shown the greatest improvement in TAKS performance, relative to the other schools in the group.

This listing is in campus ID order.

Other information:

- Some campuses receiving CI acknowledgments happen to have negative TGI values. A negative TGI does not mean that performance of students declined from the prior year. The TGI is a statistic with a mean of zero; negative values for students indicate growth was less than expected.
- Any school with fewer than ten matched students does not have an average TGI value calculated, and is, therefore, not included in the quartile distribution. In these cases, a dash (–) will be shown.

2006-07 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation



T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 Campus Performance

Name: SAMPLE ISD
ame: SAMPLE HIGH S
: 555555444

Section I - Page 4
Total Students: 2,544
Grade Span: 09 - 12
School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	96.1%	96.9%	91.8%									1%	57.0%
By Program														
TAKS (1 or more)	91.1%	88.1%	89.9%	84.6%									7%	54.0%
Not on TAKS	6.7%	8.0%	7.6%	7.1%									4%	3.0%
TAKS-I Only	0.3%	0.1%	0.7%	0.4%									2%	0.0%
SDAA II Only	4.6%	5.7%	4.7%	5.6%									9%	3.0%
TAKS-Alt Only	0.4%	0.4%	0.3%	0.2%									2%	0.0%
Combination	1.4%	1.8%	1.3%	1.0%									1%	0.0%
By Acct Status														
Acct System	91.6%	89.6%	89.7%	82.6%									6%	54.0%
Non-Acct System	6.1%	6.4%	6.8%	9.1%									5%	3.0%
Mobile	5.4%	5.9%	5.4%	8.6%									1%	3.0%
Non-Acct Test	0.7%	0.6%	1.0%	0.6%									4%	0.0%
Not Tested	2.3%	3.9%	3.1%	8.2%									9%	43.0%
Absent	0.2%	0.4%	0.3%	1.1%									2%	1.0%
ARD Exempt	0.3%	0.6%	0.9%	1.6%									0%	1.0%
LEP Exempt	1.0%	0.9%	0.3%	1.0%									4%	20.0%
Other	0.8%	2.0%	1.2%	4.6%									3%	21.0%
Total Count	3,040,283	5,392	703	1,992									99	100
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	96.1%	96.3%	93.4%									5%	61.6%
By Program														
TAKS (1 or more)	90.7%	88.7%	89.5%	87.8%	81.8%	87.9%	94.3%	*	89.7%	84.3%	91.7%	23.0%	85.3%	58.6%
Not on TAKS	6.4%	7.5%	7.1%	[illegible]				*	2.6%	7.4%	3.8%	48.1%	7.1%	3.0%
TAKS-I Only	0.1%	0.0%	0.2%	[illegible]				*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	6.0%	5.0%	[illegible]				*	2.6%	7.4%	3.8%	48.1%	7.1%	3.0%
TAKS-I/SDAA II Only	0.8%	1.5%	0.4%	[illegible]				*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
[illegible] Acct Status														
[illegible]t System	90.5%	90.0%	90.3%	8[illegible]				*	89.7%	86.5%	89.9%	64.3%	89.1%	59.6%
[illegible]-Acct System	6.5%	6.[illegible]%	5.8%	5.7%	6.2%	4.7%	4.9%	*	2.6%	5.1%	5.6%	6.8%	3.3%	2.0%
[illegible]obile	5.6%	4[illegible]						*	2.6%	4.7%	5.1%	6.4%	2.6%	2.0%
[illegible]on-Acct Test	0.2%	0[illegible]						*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
[illegible]atrina/Rita	0.8%	1[illegible]						*	0.0%	0.4%	0.5%	0.4%	0.7%	0.0%
[illegible]Tested	2.9%	3[illegible]						*	7.7%	8.3%	4.5%	28.9%	7.5%	38.4%
[illegible]sent	0.2%	0[illegible]						*	0.0%	1.1%	0.4%	3.0%	0.6%	1.0%
[illegible] Exempt	0.7%	0[illegible]						*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
[illegible] Exempt	1.0%	1[illegible]						*	0.0%	1.3%	1.1%	0.0%	1.9%	24.2%
Other	1.0%	1[illegible]						*	7.7%	5.9%	2.9%	26.0%	5.0%	13.1%
Katrina/Rita	0.0%	0[illegible]						*	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%
Total Count	3,001,657	5,713	585	2,029	649	729	592	4	39	1,011	1,004	235	1,022	99

A sum of the percents shown may not equal exactly 100 due to rounding and/or missing information.

This section shows TAKS, TAKS-I, SDAA II and/or TAKS-Alt participation rates for all students in grades 3-11.

Tested: The percent of students who took one or more of the TAKS, TAKS-I, SDAA II and/or TAKS-Alt tests.

The **Tested** section is shown two ways:

By Program

TAKS (1 or more): This shows the percent of students who were tested on the TAKS only or on a combination of TAKS with TAKS-I, SDAA II and/or TAKS-Alt.

Not on TAKS: This shows the percent of students who were tested on TAKS-I only, SDAA II only, TAKS-Alt only, or a combination, but not TAKS.

By Acct Status

Acct System: This shows the percent of students whose performance on the TAKS and/or SDAA II was used to determine a school's and district's accountability rating. The performance reported in the 2006-07 AEIS reports is based on this subset of non-mobile students.

Non-Acct System: The percent of students in the grades tested with tests results that are not used in the accountability system for one of the following reasons:

Mobile: This includes students who enrolled in the district or campus after late October (the fall PEIMS submission date).

Non-Acct Test: This includes non-mobile students who were tested only on the TAKS-I, TAKS-Alt, or only on grade 8 science.

Not Tested: The percent of students (in the grades tested) who did not take any test.

Absent: The percent of students who were absent for every test.

ARD Exempt: The percent of students who received a special education exemption on every test.

LEP Exempt: The percent of students who received a limited English proficiency (LEP) exemption on every test.

Other: The percent of students whose answer documents were coded with a combination of the "Not Tested" categories, or whose testing was disrupted by illness or other similar events.

Total Count: This represents the number of students who were in school during the spring 2007 TAKS/TAKS-I/SDAA II/TAKS-Alt administration and is roughly equivalent to enrollment in the grades tested. The official "enrollment" numbers in grades 3-11 will not match exactly the number of students tested because enrollment is counted in the fall and students are tested in the spring.

TAKS Raw Scores for Spring 2007 Tests

Spring 2007 TAKS Reading (English) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Reading (English)	**Grade 3[1]**	Panel Recommendation	36	23	64%
		Commended Performance		34	94%
	Grade 4	Panel Recommendation	40	27	68%
		Commended Performance		37	93%
	Grade 5[1]	Panel Recommendation	42	29	69%
		Commended Performance		39	93%
	Grade 6	Panel Recommendation	42	27	64%
		Commended Performance		37	88%
	Grade 7	Panel Recommendation	48	32	67%
		Commended Performance		44	92%
	Grade 8	Panel Recommendation	48	33	69%
		Commended Performance		44	92%
	Grade 9	Panel Recommendation	42	28	67%
		Commended Performance		36	86%

Spring 2007 TAKS Reading (Spanish) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Reading (Spanish)	**Grade 3[1]**	Panel Recommendation	36	23	64%
		Commended Performance		33	92%
	Grade 4	Panel Recommendation	40	25	63%
		Commended Performance		36	90%
	Grade 5[1]	Panel Recommendation	42	27	64%
		Commended Performance		37	88%
	Grade 6	Panel Recommendation	42	25	60%
		Commended Performance		36	86%

Spring 2007 TAKS English Language Arts Performance Standards[2]

		Standard	Total Points Possible	Number Correct	Percent Correct
English Language Arts	**Grade 10**	Panel Recommendation	73	44	60%
		Commended Performance		64	88%
	Grade 11	Panel Recommendation	73	42	58%
		Commended Performance		62	85%

The numbers and percents shown on this table are based on the first administration of the spring 2007 TAKS test. 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.

Spring 2007 TAKS Mathematics (English) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Mathematics (English)	**Grade 3**	Panel Recommendation	40	27	68%
		Commended Performance		37	93%
	Grade 4	Panel Recommendation	42	28	67%
		Commended Performance		39	93%
	Grade 5[1]	Panel Recommendation	44	30	68%
		Commended Performance		40	91%
	Grade 6	Panel Recommendation	46	29	63%
		Commended Performance		41	89%
	Grade 7	Panel Recommendation	48	28	58%
		Commended Performance		44	92%
	Grade 8	Panel Recommendation	50	30	60%
		Commended Performance		45	90%
	Grade 9	Panel Recommendation	52	31	60%
		Commended Performance		45	87%
	Grade 10	Panel Recommendation	56	32	57%
		Commended Performance		50	89%
	Grade 11	Panel Recommendation	60	33	55%
		Commended Performance		53	88%

Spring 2007 TAKS Mathematics (Spanish) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Mathematics (Spanish)	**Grade 3**	Panel Recommendation	40	27	68%
		Commended Performance		37	93%
	Grade 4	Panel Recommendation	42	28	67%
		Commended Performance		37	88%
	Grade 5[1]	Panel Recommendation	44	29	66%
		Commended Performance		39	89%
	Grade 6	Panel Recommendation	46	29	63%
		Commended Performance		40	87%

Spring 2007 TAKS Writing (Spanish) Performance Standards[3]

		Standard	Total Points Possible	Number Correct	Percent Correct
Writing (Spanish)	**Grade 4**	Panel Recommendation	32	18	56%
		Commended Performance		27	84%

The numbers and percents shown on this table are based on the first administration of the spring 2007 TAKS test. 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.

Spring 2007 TAKS Writing (English) Performance Standards[3]

		Standard	Total Points Possible	Number Correct	Percent Correct
Writing (English)	**Grade 4**	Panel Recommendation	32	20	63%
		Commended Performance		29	91%
	Grade 7	Panel Recommendation	44	26	59%
		Commended Performance		39	89%

Spring 2007 TAKS Social Studies Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Social Studies	**Grade 8**	Panel Recommendation	48	25	52%
		Commended Performance		42	88%
	Grade 10	Panel Recommendation	50	29	58%
		Commended Performance		45	90%
	Grade 11	Panel Recommendation	55	28	51%
		Commended Performance		49	89%

Spring 2007 TAKS Science (English) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Science (English)	**Grade 5**	Panel Recommendation	40	30	75%
		Commended Performance		37	93%
	Grade 8	Panel Recommendation	50	32	64%
		One SEM Below (2007 Standard)		29	58%
		Commended Performance		43	86%
	Grade 10	Panel Recommendation	55	35	64%
		Commended Performance		50	91%
	Grade 11	Panel Recommendation	55	29	53%
		Commended Performance		49	89%

Spring 2007 TAKS Science (Spanish) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Science (Spanish)	**Grade 5**	Panel Recommendation	40	31	78%
		Commended Performance		37	93%

[1] February 2007 (first administration) Grades 3 and 5 Reading TAKS standards, and April (first administration) Grade 5 Mathematics TAKS standards.

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

[3] An essay rating of 2 or higher is required for Met Standard and an essay rating of 3 or higher is required for *Commended Performance* on the grades 4 and 7 writing tests.

The numbers and percents shown on this table are based on the first administration of the spring 2007 TAKS test. 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 program monitoring is aligned with other Performance-Based Monitoring (PBM) activities through the use of graduated interventions based on indicators of district and charter performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). The individual PBMAS indicators related to special education address student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for the special education program; disproportionate representation based on race, ethnicity, or limited English proficiency; ARD committee exemptions from TAKS and SDAA II; 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) 463-9414. The "as of date" for the statuses reported in the 2006-07 AEIS report is September 28, 2007.

The definitions of each program status category are:

- *Local Interventions Implemented.* The Local Education Agency (LEA) completed a local review process by a specified date as required in Stage 1A 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 Continuous Improvement Plan (CIP).
- *Completed: Noncompliance Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *Pending CIP 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 CIP 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 a CIP. TEA will monitor implementation of the CIP.
- *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 a CIP that includes actions to address noncompliance with program requirements. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.

- *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 CIP 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 CIP submission of an LEA at Stage 1, Stage 2, or Stage 3 Intervention was not adequate; (b) the CIP of an LEA at the Stage 4 Intervention level was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) CIP implementation was not proceeding as appropriate for any LEA; or (e) 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.
- *Proposed Charter Non-Renewal.* The charter school has been notified of TEA's intent not to renew the charter.
- *Campus Closure.* The campus was closed as a result of TEA sanctions.
- *In Review.* TEA had not completed initial review of the information submitted by the LEA.
- No status is shown for LEAs not selected for intervention in PBM for Special Education.

Detailed Summary of English Language Learners Progress Measure

Accountability Component	Assessment	ELL Measure Reported in the 2006-07 AEIS Reports
Grades Evaluated	TAKS	Grades 3 - 11
	RPTE (First-Time and Previous Testers)	Grades 3 - 11
Proficiency Criteria for LEP Students Tested on Both TAKS and RPTE	TAKS and RPTE (First-Time and Previous Testers)	1) *Met Standard* on the TAKS English Reading/ELA test, or 2) meeting the student proficiency level on the RPTE based on years in U.S. schools for first-time RPTE testers, or 3) showing progress on the RPTE from the prior year for previous testers.
Proficiency Criteria for LEP Students Tested on Only TAKS or RPTE	TAKS and RPTE (First-Time and Previous Testers)	LEP students for whom only a TAKS answer document is available must meet the TAKS performance standard. LEP students for whom only an RPTE answer document is available must meet the proficiency level or show progress based on years in U.S. schools.
Student Success Initiative (SSI) Administrations Evaluated	TAKS	Results from the first and second administrations of the TAKS grade 3 and grade 5 reading tests are incorporated.
Special Education Student Performance	TAKS and RPTE (First-Time and Previous Testers)	Performance of special education students who take the RPTE (for LEP students) or TAKS (for LEP and monitored LEP students) is included in the indicator.
Accountability Subset	TAKS and RPTE (First-Time and Previous Testers)	The district indicator includes test results for students who were enrolled in the district on the Public Education Information Management System (PEIMS) fall enrollment snapshot date. The campus indicator includes students who were enrolled on the campus on the PEIMS fall enrollment snapshot date.
LEP students 1st year in U.S. schools	TAKS	Not Evaluated
	RPTE (First-Time Testers)	Not Evaluated
	RPTE (Previous Testers)	Not Evaluated
LEP students 2nd year in U.S. schools	TAKS	*Met Standard* on TAKS English Reading/ ELA test.
	RPTE (First-Time Testers)	First-time RPTE testers must score *Intermediate* or higher.
	RPTE (Previous Testers)	Previous RPTE testers must score at least one level higher than the previous year or score *Advanced or higher.*

Accountability Component	Assessment	ELL Measure Reported in the 2006-07 AEIS Reports
LEP students 3rd year in U.S. schools	TAKS	*Met Standard* on the TAKS English Reading/ ELA test.
	RPTE (First-Time Testers)	First-time RPTE testers must score *Advanced* or higher.
	RPTE (Previous Testers)	Previous RPTE testers must score *Advanced* or higher.
LEP students 4 or more years in U.S. schools	TAKS	*Met Standard* on the TAKS English Reading/ ELA test.
	RPTE (First-Time Testers)	First-time RPTE testers must score *Advanced High*.
	RPTE (Previous Testers)	Previous RPTE testers must score *Advanced High*.
Monitored LEP students first or second year after exit from LEP status	TAKS	*Met Standard* on the TAKS English Reading/ ELA test.
	RPTE (First-Time Testers)	*N/A*
	RPTE (Previous Testers)	*N/A*