

Brackett Independent School District
Brackett Secondary Schools
2012-2013 Campus Improvement Plan



Mission Statement

The secondary schools at Brackett I.S.D. share the district's mission statement which is:

The mission of BISD, in partnership with parents and community, is to enable students to be safe and obtain the knowledge, desire and integrity to pursue meaningful and productive lives.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Information from PEIMS and AEIS Reports.

See Addendums 1, 4 and 8

Demographics Strengths

The relatively small numbers of students in our school and citizens in our community allows educators to get to know the students and parents very well. We believe the ability of teachers to know more about students as individuals enables them to be better prepared to provide for their educational needs.

Demographics Needs

The high percentages of our students coming from homes of poverty contributes to the size of the at-risk student sub-population. Working with a student body where the majority of students are at-risk of not finishing school presents extra challenges that our district must continue to deal with. Many of our teachers are native to Brackettville or the area and understand the characteristics of our diverse student body and know that they must continue to face these challenges on a daily basis.

Student Achievement

Student Achievement Summary

See Addendum 1.

Student Achievement Strengths

Student Achievement Needs

Technology

Technology Summary

Brackett Secondary schools utilizes technology on a daily basis. There are between 5 and 8 computers in each classroom and 6- 20-24 station laptop carts available for use in the classroom. We subscribe to effective online educational programs such as: StudyIsland, Brain Pop, Ascend Math, Reading Plus. The district library has 15 computers on the floor, a 24 station laptop cart, and a 20 station lab for educational use. The library subscribes to the latest in educational databases that facilitate student research.

All teachers in the Brackett Secondary schools have assigned laptops and LCD projectors in the classrooms as well as document cameras. Most teachers have smart board technology in the classrooms and have had training in the use of that technology.

Technology Strengths

Brackett ISD saw the value of the use of technology early on and the board and administration has committed resources to keep the schools abreast of the latest technology. We have a technology coordinator and two assistants that work to keep the technology resources updated and operational.

Technology Needs

Rapid changes in technology mean that equipment must be regularly replaced. Computers, servers, and other tools of technology have a useable life span of between 4 and 6 years which necessitates the replacement of a significant amount of technology each year. The district must have a replacement schedule in place to make sure that we do not get overwhelmed with obsolete equipment. We have managed to replace obsolete equipment but problems with school finance make this more difficult as time passes.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:








- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Campus and/or district planning and decision making committee meeting discussions
- Local benchmark or common assessments results
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.
- Attendance data
- Campus leadership and/or department meetings
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- End-of-Course (EOC) Assessments results
- Advanced Placement (AP) and/or International Baccalaureate (IB) test results
- SAT and/or ACT test results
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- College Readiness Data
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and STAAR L testing requirements
- STAAR, STAAR Spanish, STAAR Modified, STAAR Alternate, and/or STAAR L test results
- Gender data, including performance, discipline, attendance and mobility
- Race/Ethnicity data, including performance, discipline, attendance and mobility
- Students served by Section 504, including performance, discipline, attendance and mobility
- Dyslexic population, including performance, discipline, attendance and mobility

Goals

Goal 1: Improve communication between the district and all stakeholders.

Performance Objective 1: The district will build and maintain positive relationships with its stakeholders to create common interest in support of the district’s mission. Stakeholders include employees, students, parents, trustees, media, volunteers, business partners, senior citizens, and other taxpayers and voters.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 1) Parent outreach meetings. Information to the newspapers and parent/teacher conferences, Gradebook parent and student portals, staff emails and website.	Staff	More involvement from parents in meetings \u2013 Participation.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 2: ALL SECONDARY CAMPUSES: Administrators and teachers continue preparation for the STAAR and End of Course exams as they come into place and be able to make necessary adjustments to curriculum to insure our students maintain the high levels of success we are accustomed to. All EOC passing percentage rates will exceed the state passing rate.

Performance Objective 1: Administrators and teachers will receive staff development targeted at changes in the state assessment program and attend the state assessment conference to prepare for the future.

Summative Evaluation: Attendance at state assessment conferences and workshops dealing with STAAR and EOC exams.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Information will be gathered and disseminated to all regarding the changes in the assessment program.	Principals	Attendance at staff development and conferences targeting state assessments.				
2) Teacher/parent information meetings on EOC and STAAR	Staff/Administration					
3) Inform parents of connection between End of Course standards and graduation plans.	Counselor					
4) The administrators will request that the board require students to meet level two on End of Course exams.	Principal and Superintendent					
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 2: ALL SECONDARY CAMPUSES: Administrators and teachers continue preparation for the STAAR and End of Course exams as they come into place and be able to make necessary adjustments to curriculum to insure our students maintain the high levels of success we are accustomed to. All EOC passing percentage rates will exceed the state passing rate.

Performance Objective 2: Information regarding assessment changes will be provided to all faculty members and discussed at faculty meetings and campus leadership team meetings as it becomes available.

Summative Evaluation:

Goal 3: ALL SECONDARY CAMPUSES: The Brackett secondary schools will provide a safe and drug-free environment for students, staff and patrons.

Performance Objective 1: Incorporate presentations by motivational speakers, community members, and law enforcement agencies to 7-12 students on topics related to gangs/drugs, goals in life, education, and self-esteem. Seek presenters to provide character and anti-drug messages to our students.

Summative Evaluation: Scheduling of events.

Goal 3: ALL SECONDARY CAMPUSES: The Brackett secondary schools will provide a safe and drug-free environment for students, staff and patrons.

Performance Objective 2: Assure that all extra curricular activities are safe and drug free environments.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Remove disruptive students from extra curricular activities.	Principal and Law Enforcement	Successful campus activities.	✓	✓		
2) Drug dog walk through.	Interquest	No evidence of drugs.	✓	✓		
3) Teacher duty rosters - before school, during lunch and after school.	Teachers	Fewer discipline problems.	✓	✓		
4) Communication with Sheriff's department and City Police	Principal	Safer campus	✓	✓		

5) Bullying	Principal and Law Enforcement	Cell Phone, Facebook, texting, safety, Snap Chat				
6) Code Red and Mandatory Drug Testing	Principal and Law Enforcement/Uvalde Health					
7) Drivers Education	Principal, Administration and School Board	Safer Campus				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 4: Promote safe healthy and nurturing schools.












Performance Objective 1: The district will provide and maintain safe, healthy and nurturing environments conducive to learning, which will enable students to think critically and act responsibly.

Summative Evaluation:

Goal 4: Promote safe healthy and nurturing schools.

Performance Objective 2: Provide abstinence information to students.
















Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide sex education instruction. P.A.P.A. curriculum and BIG Decisions curriculum.	Health teacher	Decrease in pregnancies.				
2) Provide abstinence presentations.	Principal and counselor	Decrease in pregnancies and STDs.				
3) Teens in the Driver's Seat presentations and public service announcements.	Teens in the Driver's Seat Sponsors.	Fewer traffic violations and accidents.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 5: Improve student achievements annually:

Performance Objective 1: Provide a comprehensive curriculum and instructional program with high standards (PK-12) which enables all students to improve achievement.

Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize Learning Center.	Staff and Administration	Improved grades and reduced failures.				
2) Tutorial periods during, before and after school. Reading and Math review classes	Staff	Improved grades and reduced failures.				
3) Utilize on-line programs and software.	Staff	Improved grades and reduced failures.				
4) Communicate library websites to parents.	Librarian	Improved grades and reduced failures.				
5) Communicate with parents.	Staff	Improved grades and reduced failures.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 6: Employ a diverse and qualified teaching, administrative and support staff:

Performance Objective 1: The district will recruit, employ and retain a quality teaching, administrative, and support staff to attain excellence in student performance.


Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Content area alignment meetings. PLC periods for content area teachers monthly	Administration, Staff and Teachers	Scheduled meetings.	✓	✓		
2) Dept Head Meeting with PLC communications	Administration, Staff and Teachers	Scheduled meetings	✓	✓		

Goal 7: INCREASE STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS 6-12

Performance Objective 1: Prepare students for Reading STAAR and EOC Exams while continuing to maintain high passing levels for students who are taking the ELA Test.

Summative Evaluation: 2013 Accountability Data Tables will show Exemplary ratings for all analysis groups used to determine ratings.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Offer after school STAAR / End of Course preparation sessions for 7-12 ELA/Reading students prior to spring testing.	Principals and department heads	Sign in sheets.	✓	✓		
2) Utilize Study Island's updated STAAR instructional software with online STAAR / End of Course benchmarks for all students and Essay Punch program for targeted at-risk students.	Principals and Department Head	Program reports showing students time engaged in the programs and resulting academic growth.	✓	✓		
3) Offer after school STAAR preparation classes for ELA/Reading	Principals and Department Head	Sign-in sheets for both teachers and students.	✓	✓		
4) Study Island and Essay Punch programs in the RTI process for below grade level readers.	Principals and Department Head	Program reports showing adequate time and progress.	✓	✓		
						

Goal 7: INCREASE STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS 6-12

Performance Objective 2: The number of students taking STAAR or EOC Reading /ELA reaching the commended level will be maintained or increased.








Summative Evaluation: 2013 Accountability Data Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize all strategies for increasing percentage meeting state standards.	Principals and Department Heads		✓	✓		
2) Utilize AR in Grades 6-12.	Principals, Librarian and Department Head		✓	✓		

Goal 7: INCREASE STUDENT ACHIEVEMENT IN ENGLISH LANGUAGE ARTS 6-12

Performance Objective 3: The passing rate on all Reading / ELA / Writing STAAR and End of Course Exams given at the junior high and high school levels will meet or exceed the state passing rates.


Summative Evaluation: 2013 Accountability Data Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize all strategies and programs available for students in grades 7-12 to ensure that meeting or exceeding state passing rates is accomplished.	Principals and Department Head	STAAR and End of Course passing rates for Reading / ELA / Writing Exams will meet or exceed the state passing rates.				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 8: PREPARE STUDENTS FOR THE MATHEMATICS STAAR AND EOC EXAMS WHILE CONTINUING TO PREPARE STUDENTS FOR POST-SECONDARY SUCCESS

Performance Objective 1: The passing rate on all Mathematics STAAR and End of Course exams given at the secondary (6-12) level will meet or exceed the state passing rates.


Summative Evaluation: 2012 Campus Accountability Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Department leader will disseminate information in 6-12 math meetings; help align mathematics curriculum and courses, and mentor new teachers in the department.	Principals and Department Head	Sign-in sheets and topics covered at department meetings.	✓	✓		
2) Provide TAKS review/remediation classes for 12th grade students who are at-risk of failing or who failed the previous mathematics EOC exam.	Principals and Department Head	Sign-in sheets at TAKS preparation sessions.	✓	✓		
3) Utilize the instructional programs; Study Island, and Think through Math as a screening and intervention tools for at-risk students in the area of math for 6th-9th grade students.	Principals and Department Head	Program reports showing engagement and progress.	✓	✓		
4) Provide STAAR/ EOC review/remediation classes for students who are at-risk of failing or who failed the previous mathematics EOC exam.	Principals and Department Head	Sign-in sheets and curriculum documentation	✓	✓		
5) Work to keep class sizes small in all math courses.	Principal, department head.	Master schedule with class sizes listed	✓	✓		
6) Schedule all core mathematics classes in morning or early afternoon, which is the optimum learning time of the day, and not in last two periods of the day, in order to increase success in courses and on Staar/EOC exams.	Counselor and Principal		✓	✓		
7) Continue to ensure that each math student is provided with an up to date graphing calculator.	Principal, department head.		✓	✓		
8) Continue to adjust the rigor and pace of mathematics instruction as new Mathematics TEKS are phased in.	Principal, department head.		✓	✓		
9) Provide resources for out of school tutoring time	Superintendent, principal.		✓	✓		
						

Goal 8: PREPARE STUDENTS FOR THE MATHEMATICS STAAR AND EOC EXAMS WHILE CONTINUING TO PREPARE STUDENTS FOR POST-SECONDARY SUCCESS

Performance Objective 2: The number of students taking the EOC Math exams reaching the commended levels will increase by 3%.


Summative Evaluation: 2012b AEIS report.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Include activities in the Pre-AP mathematics program (Pre-AP Algebra I, Pre-AP Geometry, Pre-AP Algebra II; Pre-AP Pre-Calculus) to increase the percentage of students reaching advanced academic performance levels on state assessments.	Principals and Department Head	Increased numbers of students reaching commended levels on benchmark exams.	✓	✓		
						

Goal 9: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 6-12

Performance Objective 1: More than 85 percent of all 9-12 students will meet or exceed the state passing level on Social Studies EOC with all subgroups at or above 80 percent. 85 percent of all 7-8 students will meet or exceed the state passing level on Social Studies STAAR exam with all subgroups at or above 80 percent.

Summative Evaluation: Number and frequency of meetings documented.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Department leader will train, disseminate information, and align courses and curriculum for social studies. Mentor teachers throughout the year.	Principal and Department Head	Sign-in sheets at department meetings.	✓	✓		
2) Provide opportunities for regularly scheduled department meetings (6-12) that would enable better planning for Scope and Sequence; and departmental training and sharing of STAAR/EOC practice materials.	Principals and Department Head	Sign-in sheets at department meetings.	✓	✓		
3) Use all available instructional programs to determine all at-risk students and provide appropriate interventions.	Principal, department head.		✓	✓		
4) Collaborate on increasing STAAR and EOC data bank of questions for both the standard and modified assessments and utilize these questions for reinforcement and practice.	PLC Committee		✓	✓		
5) Upgrade technology in all social studies classrooms. (1 to 1 ratio on available computers, document cameras in each classroom, and availability of online resources).	Technology		✓	✓		
						

Goal 9: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 6-12

Performance Objective 2: The numbers of students taking STAAR/EOC Social Studies exams reaching the commended levels will increase by 3 percent.

Summative Evaluation: 2011 AEIS reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to include advanced social studies sources to increase the percentages of students reaching the commended level on the state assessments.	Principal, department head.	Campus accountability data tables.				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 9: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 6-12

Performance Objective 3: All social studies teachers grade 3-12 will have the opportunity to meet at least once each semester to work on scope and sequence.

Summative Evaluation: Sign-in sheet with minutes of meeting.

Goal 9: INCREASE STUDENT ACHIEVEMENT IN SOCIAL STUDIES 6-12

Performance Objective 4: Increase available library books dealing with social studies at all levels that have Accelerated Reader tests.

Summative Evaluation: Circulation Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Social Studies teachers will meet with librarian in January to make recommendations.	District Librarian and Department Heads	Sign-in sheets of meeting and purchase of new books.				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 10: INCREASE STUDENT ACHIEVEMENT IN SCIENCE 6-12

Performance Objective 1: 87 percent of all 9-12 students will meet or exceed the state passing level on Science STAAR with all subgroups at or above 80 percent. 80 percent of all 7-8 students will meet or exceed the state passing level on Science STAAR with all subgroups at or above 75 percent.










Summative Evaluation: Campus Accountability Data Tables

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Department Leader will disseminate information via email and Department meetings; help align curriculum and courses, and mentor teachers in department throughout the year.	Department Head	continue				
2) Hold both outside of school and in class EOC/STAAR preparation sessions for at least eight weeks prior to the Spring EOC/STAAR	Principal and Department Heads	Sign-in sheets. Continue				
3) Utilize technology and online programs to provide both interventions and enrichment to all science students. (Study Island, Brain Pop, and library data banks.)	Principal, department head.	Continue				
4) Keep science class sizes as small as possible to enable the teacher to give each student individual attention when needed. Loss of 1 Science teacher position each of the past 2 years has negatively impacted this goal. Analysis of BHS master schedule, class size, and teaching assignments clearly show a need to add 1 full teacher unit to the science department. This will allow us to meet this goal and to offer more courses, some of which have been dropped in the past 2 years	Principal, department head.	Master schedule with class sizes listed. No progress here!				
5) Adjust the rigor of science instruction to meet the increased demands of the new state assessments.	Principal, department head	Lesson plans, exams. Continue				
6) In cooperation with the Math department, ensure that all Chemistry and Physics students are provided with an up-to-date graphing calculator.	Department Head	Accomplished!				
= Discontinue = No Progress = Some Progress = Considerable = Accomplished						

Goal 10: INCREASE STUDENT ACHIEVEMENT IN SCIENCE 6-12

Performance Objective 2: The number of students reaching the commended level will increase by 3% over the previous year.


Summative Evaluation: STAAR results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Enrichment exercises given to all students designed to help more students reach the commended level on the state assessments.	Principal, department head.	continue				
2) Continue to work to maintain or increase BISD student participation in UT Jackson School of GeoSciences GeoForce Program.	Principal, department head, GeoForce Sponsor	continue				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 11: INCREASE STUDENT OPPORTUNITIES AND ACHIEVEMENT IN THE AREA OF CAREER AND TECHNOLOGY EDUCATION (CTE)

Performance Objective 1: Students will explore careers and post secondary opportunities.
Students will explore careers and post secondary opportunities.








Summative Evaluation: Students will have opportunities to participate in career searches.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) CTE teachers and counselor will work with students in Career Cruising.	CTE Teacher	Students will begin to develop more concrete ideas about career choices & determine an endorsement.	✓	✓		
2) ESC 20 will complete review of CTE programs, procedures and clusters.	Principal	Changes and restructuring in CTE program.	✓	✓		
3) Offer ASVAB military entrance exam.	Counselor		✓	✓		
4) Include course \u2013 Exploring Careers for 8th graders	Business Teacher		✓	✓		
5) Offer explorer outpost.	Border Patrol		✓	✓		
6) Raise CTE program awareness	CTE Teachers and Counselor	Bulletin board & Brackett website, brochure, newspaper and course catalog				
7) NCCER Shop Certification	CTE Teachers and Counselor		✓	✓		
						

Goal 11: INCREASE STUDENT OPPORTUNITIES AND ACHIEVEMENT IN THE AREA OF CAREER AND TECHNOLOGY EDUCATION (CTE)

Performance Objective 2: Perkins reports completed in summer of 2011 will show students taking certification exams in each of the three areas.


Summative Evaluation:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) CTE teachers will provide instruction for industry certifications being offered and students will take certifications exams.	CTE Director, Principal, and Teachers	Students passing various certification exams; OSHA, Food Handlers, Microsoft Office Vita Tax Prep Certification, Hunter Safety, Quality Counts				
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Goal 11: INCREASE STUDENT OPPORTUNITIES AND ACHIEVEMENT IN THE AREA OF CAREER AND TECHNOLOGY EDUCATION (CTE)

Performance Objective 3: District will explore the need to update the Family Consumer Lab, Business Lab, and Agriculture Lab to meet the rigors of the changing job market.

Summative Evaluation: Advisory group meetings documented with discussion notes from each meeting.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Identify and create list of equipment requirements based on state curriculum.	CTE teachers, CTE director, Principal, and Superintendent	Updated labs and equipment.	✓	✓		
2) Identify Course sequences to support endorsements	CTE teachers, Counselor, Principal, Superintendent	Course catalog/offerings	✓	✓		
3) Create plan for shared building, meats lab/culinary arts, commercial	School Board, Superintendent	Approval and Plans	✓	✓		
						

Goal 12: INCREASE STUDENT PARTICIPATION IN GT PROGRAM THROUGH TEACHER EDUCATION AND AWARENESS.

Performance Objective 1: Core teachers will receive 30 hours of GT training and receive GT certification CORE teachers will receive yearly re-certifications of 6 hours continuing education Certificates and hours on file in Central office.

Summative Evaluation: Certificates and hours on file in Central office.

Goal 13: Efficient use of resources by all district components (campuses, departments and board.)








Performance Objective 1: INCREASE ACHIEVEMENT LEVELS OF STUDENTS IN THE SPECIAL EDUCATION PROGRAM.

Summative Evaluation:

Goal 13: Efficient use of resources by all district components (campuses, departments and board.)

Performance Objective 2: Address the special ed staffing issues to address the needs of the special education population.

Summative Evaluation: STAAR and EOC passing levels will increase.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will receive all relevant information on each student in the special education program in a timely fashion.	Principal, Special education director.					
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

Title I

Schoolwide Program Plan

The secondary schools of Brackett I.S.D. will utilize Title I funds to aid in increasing the effectiveness of the entire educational program on all secondary campuses. A needs assessment will be used to identify and commit to specific goals and strategies that address those needs. A plan will be developed and an annual review of the effectiveness of the schoolwide program will be conducted and revisions to the plan will be made as necessary.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1: Comprehensive Needs Assessment

Brackett Secondary Schools will create during the 2011-2012 school year a Title 1 team. This team will work on creating a comprehensive needs assessment using campus performance data, Title I team planning and data disaggregation, attendance reports, discipline reports, survey results, etc. to develop a comprehensive needs assessment.

2: Schoolwide Reform Strategies

Brackett Secondary Schools teachers will participate in and receive training in best practices in instruction and implement research based best practices to increase student performance. Students will engage in career planning. Response to Intervention activities will continue to be a focus for a schoolwide improvement effort. Title I training will be conducted and communication will carry over to all faculty and staff as well as parents.

3: Instruction by highly qualified professional teachers

The BrackettSecondary School's administration works hard to ensure that 100% of teaching staff and paraprofessionals are highly qualified according to NCLB standards. Paraprofessionals receive training to meet HQ status. All teachers receive ongoing professional development opportunities. An increase in the use of interactive white boards and other technology based programs will help teachers reach the 21st century learner by increasing student engagement.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

High-quality and ongoing professional development for teachers, principals, and paraprofessionals will be provided to help educators better serve students in our district. All professional development training opportunities are aligned with the campus and district improvement plans. A secondary leadership team has been established that meets twice per week during the school day. All faculty and staff benefit from ongoing professional development opportunities.

5: Strategies to attract highly qualified teachers

High-quality and ongoing professional development for teachers, principals, and paraprofessionals will be provided to help educators better serve students in our district. All professional development training opportunities are aligned with the campus and district improvement plans. A secondary leadership team has been established that meets twice per week during the school day. All faculty and staff benefit from ongoing professional development opportunities.

6: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Brackett Secondary Schools plans activities to help students to transition from 6th grade at the intermediate campus to 7th grade at the Junior High campus. We will host a 6th grade orientation in May and plan to have 6th graders come to the Junior High school building in May and meet the teachers and be given information that will help them as they move up. Meetings will be held with parents of transitioning students to give them information designed to help their children.

7: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Core academic departments will administer formative assessments, six week assessments, and benchmark assessment to monitor learning and identify students needing intervention and enrichment. The district has in the past used AEIS-IT to disseminate and study assessment data but will change to Region

20 supported Eduphoria during the 2011-2012 school year.

8: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Diagnostic assessments will be used to determine a population of students needing early intervention. Common assessments will determine students needing direct instruction for intervention. Benchmark results will be used to track/monitor student progress toward goals.

9: Coordination and integration of federal, state and local services and programs

Brackett Secondary Schools will utilize Title I funds, SSIG funds, and local funds together to provide instruction and interventions that are research-based to help students succeed at the highest levels possible. Response to Intervention, special education services and programs, regular education instruction, gifted and talented instructional activities, pre-advanced placement opportunities, and other advanced extra-curricular opportunities will afford students the opportunity to achieve and excel through a balanced and coordinated program designed help all students reach their fullest potential.

Addendums

Texas Education Agency | Performance Reporting

Section I

12/17/12
 District Name: BRACKETT ISD
 District #: 136901

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

Indicator:	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	LEP
TAKS Met 2012 Standard													
Grade 10													
Eng Lang Arts 2012	91%	91%	> 99%	*	> 99%	> 99%	*	*	*	*	*	> 99%	*
Mathematics 2012	75%	72%	81%	*	76%	92%	*	*	*	*	*	71%	*
Science 2012	75%	74%	72%	*	61%	> 99%	*	*	*	*	*	97%	*
Soc Studies 2012	94%	94%	94%	*	91%	> 99%	*	*	*	*	*	63%	*
All Tests 2012	65%	62%	63%	*	51%	92%	*	*	*	*	*		
TAKS Met 2012 Standard													
Grade 11													
Eng Lang Arts 2012	93%	94%	93%	*	91%	> 99%	*	*	*	*	*	92%	*
Mathematics 2012	91%	90%	95%	*	93%	> 99%	*	*	*	*	*	91%	*
Science 2012	93%	93%	93%	*	91%	> 99%	*	*	*	*	*	88%	*
Soc Studies 2012	98%	98%	95%	*	94%	> 99%	*	*	*	*	*	92%	*
All Tests 2012	85%	85%	90%	*	88%	> 99%	*	*	*	*	*	88%	*
TAKS Met 2012 Standard (Sum of Grades 10 and 11)													
Eng Lang Arts 2012	92%	92%	97%	*	96%	> 99%	*	*	*	*	*	71%	96%
Mathematics 2012	82%	81%	88%	*	84%	95%	*	*	*	*	*	83%	85%
Science 2012	84%	83%	82%	*	75%	> 99%	*	*	*	*	*	29%	79%
Soc Studies 2012	96%	96%	95%	*	93%	> 99%	*	*	*	*	*	71%	95%
All Tests 2012	75%	73%	76%	*	69%	95%	*	*	*	*	*	29%	75%
TAKS Commended Performance (Sum of Grades 10 and 11)													
Eng Lang Arts 2012	23%	23%	21%	*	18%	32%	*	*	*	*	*	29%	18%
Mathematics 2012	25%	22%	27%	*	23%	36%	*	*	*	*	*	17%	23%
Science 2012	22%	21%	16%	*	11%	27%	*	*	*	*	*	9%	9%
Soc Studies 2012	51%	52%	34%	*	24%	64%	*	*	*	*	*	< 1%	22%
All Tests 2012	10%	9%	7%	*	6%	9%	*	*	*	*	*	< 1%	4%
TAKS-M Met 2012 Standard (Sum of Grades 10 and 11)													
Eng Lang Arts 2012	79%	78%	83%	*	80%	*	*	*	*	*	*	83%	80%
Mathematics 2012	66%	66%	66%	*	80%	*	*	*	*	*	*	83%	80%
Science 2012	55%	57%	40%	*	*	*	*	*	*	*	*	40%	*
Soc Studies 2012	66%	69%	*	*	*	*	*	*	*	*	*	57%	50%
All Tests 2012	50%	49%	57%	*	50%	*	*	*	*	*	*	57%	50%
TAKS Exit-Level Cumulative Pass Rate													
Class of 2012	93%	93%	94%	*	91%	100%	*	*	*	*	*	90%	*
Class of 2011 @	92%	91%	94%	*	90%	100%	*	n/a	n/a	n/a	*	88%	*
Progress of Prior Year TAKS Failers													
Percent of Failers Passing TAKS (Sum of Grades 10 and 11)													
Eng Lang Arts 2012	57%	58%	> 99%	*	> 99%	*	*	*	*	*	*	78%	*
Mathematics 2012	50%	49%	86%	*	85%	*	*	*	*	*	*		*
Link to: Progress of Prior Year TAKS Failers, by Grade Level													
Attendance Rate													
2010-11	95.7%	95.2%	95.5%	*	95.2%	96.2%	-	*	-	94.1%	94.3%	95.4%	95.8%
2009-10	95.5%	94.9%	96.1%	*	95.9%	96.9%	-	*	-	95.7%	95.1%	96.1%	95.6%
Annual Dropout Rate (Gr 7-8)													
2010-11	0.2%	0.3%	0.0%	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2010-11	2.4%	3.2%	0.5%	*	0.7%	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%
4-Year Completion Rate (Gr 9-12)													
Class of 2011													
Graduated	n/a	n/a	93.4%	-	89.2%	100.0%	-	-	-	*	100.0%	92.5%	*
Received GED	n/a	n/a	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	n/a	n/a	4.9%	-	8.1%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	n/a	n/a	1.6%	-	2.7%	0.0%	-	-	-	*	0.0%	0.0%	*
4-Year Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2011	85.9%	83.2%	93.4%	-	89.2%	100.0%	-	-	-	*	100.0%	92.5%	*
Class of 2010 @	84.3%	80.0%	90.0%	-	88.6%	93.3%	-	n/a	n/a	n/a	*	83.3%	*
5-Year Extended Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2010 @	88.0%	84.0%	94.0%	-	94.3%	93.3%	-	n/a	n/a	n/a	*	91.7%	*
Class of 2009 @	85.1%	80.0%	96.1%	*	96.6%	95.0%	*	n/a	n/a	n/a	100.0%	96.3%	*
COLLEGE READINESS INDICATORS													
Advanced Course/Dual Enrollment Completion													
2010-11	30.3%	29.5%	22.6%	*	15.3%	38.2%	-	-	-	50.0%	0.0%	20.2%	0.0%
2009-10	26.3%	26.8%	24.1%	-	15.6%	49.0%	-	-	-	20.0%	8.3%	11.1%	0.0%
RHSP/DAP Graduates													
Class of 2011	80.1%	81.7%	72.4%	-	64.7%	80.0%	-	-	-	*	14.3%	70.6%	*
Class of 2010	82.7%	84.1%	78.7%	-	75.0%	86.7%	-	-	-	*		68.4%	*
AP/IB Results													
Tested													
2011	24.0%	27.6%	14.5%	?	5.1%	26.9%	-	-	-	*	n/a	n/a	n/a
2010	22.7%	25.5%	15.9%	-	9.4%	29.0%	-	-	-	*	n/a	n/a	n/a
Examinees >= Criterion													

2011	49.3%	40.3%	60.0%	*	*	71.4%	-	-	-	-	n/a	n/a	n/a
2010	50.8%	42.3%	57.1%	-	-	40.0%	66.7%	-	-	-	n/a	n/a	n/a
Scores >= Criterion													
2011	45.2%	35.8%	71.4%	*	*	75.0%	-	-	-	-	n/a	n/a	n/a
2010	46.7%	38.5%	56.3%	-	-	40.0%	63.6%	-	-	-	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component													
Eng Lang Arts	2012	61%	63%	33%	*	30%	40%	*	*	*	*	*	*
	2011	66%	68%	69%	*	53%	> 99%	*	*	*	*	39%	*
Mathematics	2012	73%	72%	82%	*	82%	80%	*	*	*	*	56%	*
	2011	69%	66%	71%	*	53%	> 99%	*	*	*	*	81%	*
SAT/ACT Results													
Tested													
Class of 2011	68.9%	63.6%	66.7%	-	-	70.4%	60.0%	-	-	-	*	n/a	n/a
Class of 2010	62.6%	62.7%	75.6%	-	-	73.3%	80.0%	-	-	-	*	n/a	n/a
At/Above Criterion													
Class of 2011	25.7%	22.5%	23.5%	-	-	5.3%	58.3%	-	-	-	*	n/a	n/a
Class of 2010	26.9%	23.4%	20.6%	-	-	9.1%	41.7%	-	-	-	*	n/a	n/a
Average SAT Score													
Class of 2011	976	951	959	-	-	878	1099	-	-	-	*	n/a	n/a
Class of 2010	985	958	997	-	-	932	1081	-	-	-	*	n/a	n/a
Average ACT Score													
Class of 2011	20.5	20.5	22.5	-	-	19.3	26.3	-	-	-	*	n/a	n/a
Class of 2010	20.5	20.1	20.2	-	-	19.4	22.6	-	-	-	*	n/a	n/a
College-Ready Graduates													
Eng Lang Arts													
Class of 2011	64%	65%	52%	*	*	44%	71%	*	*	*	*	*	41%
Class of 2010	66%	67%	67%	*	*	59%	86%	*	*	*	*	*	56%
Mathematics													
Class of 2011	67%	64%	78%	*	*	71%	88%	*	*	*	*	*	73%
Class of 2010	64%	60%	67%	*	*	62%	79%	*	*	*	*	*	56%
Both Subjects													
Class of 2011	52%	51%	44%	*	*	30%	71%	*	*	*	*	*	34%
Class of 2010	52%	50%	53%	*	*	41%	79%	*	*	*	*	*	39%

12/17/12
 District Name: BRACKETT ISD
 County Name: KINNEY
 District #: 136901

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

Section II

STUDENT INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	598	100.0%	4,978,120	100.0%
Students By Grade:				
Early Childhood Education	0	0.0%		
Pre-Kindergarten	31	5.2%	13,231	0.3%
Kindergarten	31	5.2%	224,322	4.5%
Grade 1	49	8.2%	379,093	7.6%
Grade 2	41	6.9%	392,017	7.9%
Grade 3	44	7.4%	383,181	7.7%
Grade 4	37	6.2%	379,079	7.6%
Grade 5	35	5.9%	375,473	7.5%
Grade 6	43	7.2%	377,502	7.6%
Grade 7	52	8.7%	372,602	7.5%
Grade 8	48	8.0%	365,903	7.4%
Grade 9	56	9.4%	360,027	7.2%
Grade 10	49	8.2%	393,268	7.9%
Grade 11	44	7.4%	346,573	7.0%
Grade 12	38	6.4%	322,783	6.5%
			293,066	5.9%
Ethnic Distribution:				
African American	3	0.5%		
Hispanic	427	71.4%	637,934	12.8%
White	164	27.4%	2,530,789	50.8%
American Indian	0	0.0%	1,520,320	30.5%
Asian	1	0.2%	22,224	0.4%
Pacific Islander	0	0.0%	176,755	3.6%
Two or More Races	3	0.5%	6,227	0.1%
			83,871	1.7%
Economically Disadvantaged	377	63.0%		
Non-Educationally Disadvantaged	221	37.0%	3,008,464	60.4%
Limited English Proficient (LEP)	32	5.4%	1,969,656	39.6%
Students w/Disciplinary Placements (2010-11)	8	1.2%	837,536	16.8%
At-Risk	243	40.6%	89,719	1.8%
			2,262,066	45.4%
Graduates (Class of 2011):				
Total Graduates	58	100.0%	290,581	100.0%
By Ethnicity (incl. Special Ed.):				
African American	0	0.0%		
Hispanic	34	58.6%	38,755	13.3%
White	20	34.5%	127,746	44.0%
American Indian	0	0.0%	107,597	37.0%
Asian	0	0.0%	1,430	0.5%
Pacific Islander	0	0.0%	10,468	3.6%
Two or More Races	4	6.9%	406	0.1%
			4,179	1.4%
By Graduation Type (incl. Special Ed.):				

Minimum H.S. Program	16	27.6%	57,772	19.9%
Recommended H.S. Pgm./DAP	42	72.4%	232,809	80.1%
Special Education Graduates	7	12.1%	26,142	9.0%

Retention Rates By Grade:	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
Kindergarten	6.7%	2.2%	0.0%	10.3%
Grade 1	3.2%	4.7%	0.0%	8.8%
Grade 2	7.5%	2.8%	12.5%	4.0%
Grade 3	0.0%	1.9%	0.0%	1.7%
Grade 4	0.0%	1.0%	0.0%	0.9%
Grade 5	7.5%	1.2%	0.0%	1.1%
Grade 6	0.0%	0.7%	0.0%	1.0%
Grade 7	2.4%	1.0%	0.0%	1.2%
Grade 8	3.9%	1.1%	0.0%	1.8%

Data Quality: PID Errors (student)	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Underreported Students	0	0.0%	4,268	0.1%
	2	0.6%	8,149	0.4%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

	District	State
Elementary: Kindergarten	10.3	19.4
Grade 1	16.3	19.4
Grade 2	13.3	19.3
Grade 3	13.9	19.4
Grade 4	12.3	19.6
Grade 5	11.6	21.8
Grade 6	10.3	21.0
Mixed Grades	-	23.2
Secondary: English/Language Arts	7.5	17.3
Foreign Languages	6.8	19.0
Mathematics	6.8	17.8
Science	10.2	19.0
Social Studies	7.5	19.5

STAFF INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	107.2	100.0%	637,847.6	100.0%
Professional Staff:	65.0	60.6%	406,954.3	63.8%
Teachers	54.9	51.2%	324,144.6	50.8%
Professional Support	5.0	4.7%	57,782.9	9.1%
Campus Administration (School Leadership)	3.1	2.9%	18,480.5	2.9%
Central Administration	2.0	1.9%	6,546.3	1.0%
Educational Aides:	14.0	13.1%	58,114.0	9.1%
Auxiliary Staff:	28.2	26.3%	172,779.4	27.1%
Total Minority Staff:	45.7	42.6%	284,793.9	44.6%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	29,897.0	9.2%
Hispanic	9.0	16.4%	79,115.8	24.4%
White	45.9	83.6%	205,476.3	63.4%
American Indian	0.0	0.0%	1,310.3	0.4%
Asian	0.0	0.0%	4,281.5	1.3%
Pacific Islander	0.0	0.0%	255.6	0.1%
Two or More Races	0.0	0.0%	3,808.1	1.2%
Males	11.9	21.7%	75,126.8	23.2%
Females	43.0	78.3%	249,017.7	76.8%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2,533.2	0.8%
Bachelors	47.0	85.6%	245,911.1	75.9%
Masters	7.9	14.4%	73,951.5	22.8%
Doctorate	0.0	0.0%	1,748.8	0.5%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.8%	14,993.4	4.6%
1-5 Years Experience	13.0	23.7%	92,933.8	28.7%
6-10 Years Experience	10.0	18.2%	72,188.9	22.3%
11-20 Years Experience	15.0	27.3%	86,121.9	26.6%
Over 20 Years Experience	15.9	29.0%	57,906.6	17.9%
Number of Students per Teacher:	10.9	n/a	15.4	n/a

STAFF INFORMATION (Continued)

	-----District-----	-----State-----
Average Years Experience of Teachers:	14.4 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:	8.6 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$31,321	\$40,911

1-5 Years Experience	\$33,485	\$43,669
6-10 Years Experience	\$39,445	\$46,224
11-20 Years Experience	\$45,037	\$50,064
Over 20 Years Experience	\$52,780	\$58,031

Average Actual Salaries (regular duties only):

Teachers	\$43,281	\$48,375
Professional Support	\$46,582	\$56,219
Campus Administration (School Leadership)	\$57,510	\$70,510
Central Administration	\$71,496	\$89,811

Turnover Rate for Teachers: 7.3% 12.6%

Instructional Staff Percent: 64.3% 64.1%

STAFF EXCLUSIONS:

Shared Services Arrangement Staff:		
Professional Staff	0.0	1,127.0
Educational Aides	0.0	243.3
Auxiliary Staff	0.0	5,645.2
Contracted Instructional Staff:	0.0	1,645.5

TAX INFORMATION (CALENDAR YEAR 2011)

	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	\$1.040	n/a	\$1.068
Interest and Sinking Fund #	n/a	\$0.000	n/a	\$0.176

Total Rate (sum of above)	n/a	\$1.040	n/a	\$1.244
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$172,040,885	n/a	\$1,690,489,426,471	n/a
Value Per Pupil @	\$287,694	n/a	\$350,982	n/a
Value by Category				
Business	\$45,982,194	23.0%	\$639,734,150,838	33.4%
Residential	\$71,333,003	35.7%	\$1,038,335,809,563	54.3%
Land	\$82,722,245	41.4%	\$119,810,477,646	6.3%
Oil and Gas	\$0	0.0%	\$106,030,002,840	5.5%
Other	\$15,150	0.0%	\$9,779,930,582	0.5%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2010-11 audited)	\$4,656,377	n/a	\$8,258,499,819	n/a
Percent of Total Budgeted Expenditures (2011-12)	n/a	76.2%	n/a	21.8%

ACTUAL REVENUE INFORMATION (2010-11)

	-----District-----				-----State-----				
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	St
By Source:									
Total Revenues	\$6,506,671	100.0%	\$10,649	\$7,462,531	100.0%	\$12,214	\$50,770,708,285	100.0%	\$10
Local Tax	\$1,728,390	26.6%	\$2,829	\$1,728,390	23.2%	\$2,829	\$20,648,735,864	40.7%	\$4
Other Local & Intermediate	\$60,935	0.9%	\$100	\$132,330	1.8%	\$217	\$2,031,853,322	4.0%	\$4
State +	\$4,717,346	72.5%	\$7,721	\$4,796,912	64.3%	\$7,851	\$22,049,377,762	43.4%	\$4
Federal	\$0	0.0%	\$0	\$804,899	10.8%	\$1,317	\$6,040,741,337	11.9%	\$1
Equity Transfers (excluded from revenues)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,034,195,645	n/a	

ACTUAL EXPENDITURE INFORMATION (2010-11)

	-----District-----				-----State-----				
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	St
By Object:									
Total Expenditures	\$5,951,911	100.0%	\$9,741	\$6,894,672	100.0%	\$11,284	\$54,733,921,383	100.0%	\$11
Payroll Costs	\$4,260,122	71.6%	\$6,972	\$4,839,526	70.2%	\$7,921	\$34,311,016,757	62.7%	\$6
Other Operating Costs	\$1,353,670	22.7%	\$2,215	\$1,717,005	24.9%	\$2,810	\$9,060,357,014	16.6%	\$1
Debt Service	\$0	0.0%	\$0	\$0	0.0%	\$0	\$5,344,363,919	9.8%	\$1
Capital Outlay	\$338,139	5.7%	\$553	\$338,139	4.9%	\$553	\$6,018,183,693	11.0%	\$1

ACTUAL EXPENDITURE INFORMATION (continued)

	-----District-----				-----State-----				
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	St
By Function (Objects 6100-6400 only):									
Total Operating Expenditures	\$5,613,792	100.0%	\$9,188	\$6,556,533	100.0%	\$10,731	\$42,804,942,407	100.0%	\$8
Instruction (11,95)	\$3,073,969	54.8%	\$5,031	\$3,634,429	55.4%	\$5,948	\$24,850,834,243	58.1%	\$5
Instructional-Related Services (12,13)	\$164,093	2.9%	\$269	\$164,093	2.5%	\$269	\$1,487,980,138	3.5%	
Instructional Leadership (21)	\$0	0.0%	\$0	\$5,721	0.1%	\$9	\$633,188,477	1.5%	
School Leadership (23)	\$300,394	5.4%	\$492	\$309,394	4.7%	\$506	\$2,416,161,985	5.6%	
Support Services-Student (31,32,33)	\$129,461	2.3%	\$212	\$129,461	2.0%	\$212	\$2,050,747,085	4.8%	
Student Transportation (34)	\$190,995	3.4%	\$313	\$190,995	2.9%	\$313	\$1,203,209,454	2.8%	
Food Services (35)	\$0	0.0%	\$0	\$328,450	5.0%	\$538	\$2,299,738,035	5.4%	
Cocurricular Activities (36)	\$321,301	5.7%	\$526	\$321,301	4.9%	\$526	\$1,156,668,526	2.7%	
Central Administration (41,92 **)	\$395,025	7.0%	\$647	\$396,025	6.0%	\$648	\$1,336,156,478	3.1%	
Plant Maintenance and Operations (51)	\$836,597	14.9%	\$1,369	\$874,707	13.3%	\$1,432	\$4,423,322,992	10.3%	
Security and Monitoring Services (52)	\$18,754	0.3%	\$31	\$18,754	0.3%	\$31	\$330,934,637	0.8%	
Data Processing Services (53)	\$183,203	3.3%	\$300	\$183,203	2.8%	\$300	\$616,000,357	1.4%	

Community Services (61)	\$0	n/a	\$0	\$0	n/a	\$0	\$209,373,294	n/a
Equity Transfers (excluded from expenditures)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,034,195,645	n/a
Instructional Expenditure Ratio (11,12,13,31)		59.3%						64.8%

ACTUAL PROGRAM EXPENDITURE INFORMATION (2010-11)

By Program:

Total Operating Expenditures	\$4,032,816	100.0%	\$6,600	\$4,551,107	100.0%	\$7,449	\$32,209,900,270	100.0%	\$6
Bilingual/ESL Education (25)	\$52,684	1.3%	\$86	\$52,684	1.2%	\$86	\$1,150,211,353	3.6%	
Career & Technical Education (22)	\$196,125	4.9%	\$321	\$196,125	4.3%	\$321	\$1,080,000,452	3.4%	
Accelerated Education (24,30)	\$480,646	11.9%	\$787	\$832,175	18.3%	\$1,362	\$4,124,466,726	12.8%	
Gifted & Talented Education (21)	\$39,185	1.0%	\$64	\$39,185	0.9%	\$64	\$406,931,100	1.3%	
Regular Education (11)	\$2,508,604	62.2%	\$4,106	\$2,578,704	56.7%	\$4,220	\$18,850,503,238	58.5%	\$3
Special Education (23)	\$431,673	10.7%	\$707	\$528,335	11.6%	\$865	\$5,123,262,630	15.9%	\$1
Athletics/Related Activities (91)	\$263,689	6.5%	\$432	\$263,689	5.8%	\$432	\$796,806,151	2.5%	
High School Allotment (31)	\$60,210	1.5%	\$99	\$60,210	1.3%	\$99	\$323,890,152	1.0%	
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$353,828,468	1.1%	

PROGRAM INFORMATION

	-----District-----		-----State-----	
Student Enrollment by Program:	Count	Percent	Count	Percent
Bilingual/ESL Education	32	5.4%	809,074	16.3%
Career & Technical Education	184	30.8%	1,072,030	21.5%
Gifted & Talented Education	57	9.5%	381,706	7.7%
Special Education	63	10.5%	430,350	8.6%

Teachers by Program (population served):	Count	Percent	Count	Percent
Bilingual/ESL Education	1.1	1.9%	17,231.0	5.3%
Career & Technical Education	2.3	4.3%	13,232.7	4.1%
Compensatory Education	0.0	0.0%	9,285.6	2.9%
Gifted & Talented Education	0.0	0.0%	6,191.5	1.9%
Regular Education	48.1	87.5%	238,754.3	73.7%
Special Education	3.5	6.3%	28,977.2	8.9%
Other	0.0	0.0%	10,472.3	3.2%

12/17/12

TEXAS EDUCATION AGENCY

Section III - Page 1

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

District Name: BRACKETT ISD
District #: 136901

2011-12 District Performance Report
For Current Year LEP Students

Indicator:	State	Region			BE		BE-Trans		ESL		LEP			
		20	District	District	Total	Early Exit	Late Exit	BE-Dual Two-Way	BE-Dual One-Way	Total	ESL Content	ESL Pull-out	No Services	LEP with Services
TAKS Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	92%	92%	97%	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2012	82%	81%	88%	*	*	*	*	*	*	*	*	*	*	*
Science 2012	84%	83%	82%	*	*	*	*	*	*	*	*	*	*	*
Soc Studies 2012	96%	96%	95%	*	*	*	*	*	*	*	*	*	*	*
All Tests 2012	75%	73%	76%	*	*	*	*	*	*	*	*	*	*	*
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	57%	58%	> 59%	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2012	50%	49%	86%	*	*	*	*	*	*	*	*	*	*	*

- '0' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See Glossary for more details.
- '*' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '**' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '#' The \$0.176 includes 213 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.222.
- '@' Not used for School Funding calculations.
- '***' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.
- '+' For this district, state revenue includes \$202,100 from the State Fiscal Stabilization Fund, distributed under the Federal American Recovery and Reinvestment Act.

[Link to 2011 AEIS Report](#)

Economically Disadvantaged Students by Sex and Ethnicity

2012 - 2013 Fall Collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901001 - BRACKETT H S

Eligible for free meals

Grade	Hispanic/Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	8	9	0	0	0	0	0	0	0	0	0	3	0	0
10	7	4	0	0	0	0	0	0	0	0	1	2	0	0
11	12	9	0	0	0	0	0	1	0	0	1	2	0	0
12	8	10	0	0	0	0	0	0	0	0	0	1	0	0
Totals	35	32	0	0	0	0	0	1	0	0	2	8	0	0
Percent	44.9	41.0	0.0	0.0	0.0	0.0	0.0	1.3	0.0	0.0	2.6	10.3	0.0	0.0

Note: Detail may not add to 100% due to rounding

PEIMS EDIT + REPORTS DATA REVIEW
Economically Disadvantaged Students by Sex and Ethnicity
2012 - 2013 Fall collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901001 - BRACKETT H S

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	0	0	0.0%
01	0	0	0.0%
02	0	0	0.0%
03	0	0	0.0%
04	0	0	0.0%
05	0	0	0.0%
06	0	0	0.0%
07	0	0	0.0%
08	0	0	0.0%
09	18	2	25.6%
10	14	0	17.9%
11	23	2	32.1%
12	17	2	24.4%
Totals	<u>72</u>	<u>6</u>	<u>100.0</u>

Economically Disadvantaged Students by Sex and Ethnicity

2012 - 2013 Fall Collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901001 - BRACKETT H S

Eligible for reduced-price meals

Grade	Hispanic/Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	2	0	0	0	0	0	0	0	0	0	0	1	1	0
10	1	3	0	0	0	0	0	0	0	0	0	0	0	0
11	3	3	0	0	0	0	0	0	0	0	0	1	0	0
12	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Totals	7	7	0	0	0	0	0	0	0	0	2	1	0	0
Percent	41.2	41.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.8	5.9	0.0	0.0

Note: Detail may not add to 100% due to rounding

PEIMS EDIT + REPORTS DATA REVIEW
Economically Disadvantaged Students by Sex and Ethnicity
2012 - 2013 Fall Collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901001 - BRACKETT H S

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	0	0	0.0%
01	0	0	0.0%
02	0	0	0.0%
03	0	0	0.0%
04	0	0	0.0%
05	0	0	0.0%
06	0	0	0.0%
07	0	0	0.0%
08	0	0	0.0%
09	3	1	23.5%
10	4	0	23.5%
11	6	1	41.2%
12	2	0	11.8%
Totals	<u>15</u>	<u>2</u>	<u>100.0</u>

PEIMS EDIT + REPORTS DATA REVIEW
Economically Disadvantaged Students by Sex and Ethnicity
 2012 - 2013 Fall Collection

Filename: F2013136901
 District: 136901 - BRACKETT ISD
 Campus: 136901001 - BRACKETT H S

District Summary

	Hispanic/Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	42	39	0	0	0	0	0	1	0	0	4	9	0	0
Percent	44.2	41.1	0.0	0.0	0.00	0.00	0.00	1.05	0.00	0.00	4.21	9.47	0.00	0.00

Totals

	Regular	SpecEd	%
Totals	87	8	100.0

	Total	%
Total Enrollment	186	100.0
Not economically disadvantaged	91	48.9
Eligible for free meals	78	41.9
Eligible for reduced-price meals	17	9.1
Other Economic Disadvantage	0	0.0

PEIMS EDIT + REPORTS DATA REVIEW
LEP/BIL/ESL and Parental Denial Students by Program
and Grade

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901001 - BRACKETT H S

2012 - 2013 Fall Collection

Bilingual, ESL and Parental Denial Students

Grade	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
Bilingual	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
ESL	0	0	0	0	0	0	0	0	0	0	0	2	0	3	0	5	100.0
Parental Denials 'C'	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	0	0	0	0	0	0	0	0	0	0	0	2	0	3	0	5	100.0

LEP Students By Home Language

Grade	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
01 Spanish	0.00	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	33.3
98 English	0.00	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	66.7
Subtotal	0	0	0	0	0	0	0	0	0	0	0	2	0	1	0	3	100.0

	Total	%
Total Enrollment	186	100.0
Bilingual	0	0.0
ESL	5	2.7
Parental Denials 'C'	0	0.0
LEP	3	1.6

NOTE: Detail may not add to 100% due to rounding. Subtotal of Bilingual, ESL and Parental Denials 'C' may not always match LEP subtotal.

Students by Sex, Ethnicity and Grade

2012 - 2013 Fall Collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901001 - BRACKETT H S

Grade	Hispanic /Latino		American Indian		Asian		African American		White		Pacific Islander		Two or More		Total	%
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
KG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
01	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
03	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
04	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
05	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
06	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
07	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
09	16	11	0	0	1	0	0	0	7	13	0	0	0	1	49	26.3%
10	15	14	0	0	0	0	0	0	7	9	0	0	0	0	45	24.2%
11	20	17	0	0	0	0	0	1	6	9	0	0	0	0	53	28.5%
12	14	18	0	0	0	0	0	0	4	3	0	0	0	0	39	21.0%
Totals	65	60	0	0	1	0	0	1	24	34	0	0	0	1	186	100.0%
Percent	34.9%	32.3%	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%	12.9%	18.3%	0.0%	0.0%	0.0%	0.5%		

Grade	Regular	Spec Ed
EE	0	0
PK	0	0
KG	0	0
01	0	0
02	0	0
03	0	0
04	0	0
05	0	0
06	0	0
07	0	0
08	0	0
09	44	5
10	43	2
11	49	4
12	37	2
Totals	173	13
Percent	93.0%	7.0%

Note: Detail may not add to 100% due to rounding.

Migrant Students by Grade

2012 - 2013 Fall Collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901001 - BRACKETT H S

Grade	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
	0	0	0	0	0	0	0	0	0	0	0	4	2	4	2	12
Percent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	16.7%	33.3%	16.7%	100.0%

	Total	%
Total Enrollment	186	100.0
Migrant	12	6.5

Note: Detail may not add to 100% due to rounding.

Economically Disadvantaged Students by Sex and Ethnicity

2012 - 2013 Fall Collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901041 - BRACKETT J H

Eligible for free meals

Grade	Hispanic/Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06	6	8	0	0	0	0	0	0	0	0	1	1	0	0
07	15	11	0	0	0	0	0	0	0	0	1	1	0	0
08	10	12	0	0	0	0	0	0	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	31	31	0	0	0	0	0	0	0	0	2	2	0	0
Percent	47.0	47.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.0	3.0	0.0	0.0

Note: Detail may not add to 100% due to rounding

PEIMS EDIT + REPORTS DATA REVIEW
Economically Disadvantaged Students by Sex and Ethnicity
2012 - 2013 Fall collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901041 - BRACKETT J H

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	0	0	0.0%
01	0	0	0.0%
02	0	0	0.0%
03	0	0	0.0%
04	0	0	0.0%
05	0	0	0.0%
06	15	1	24.2%
07	25	3	42.4%
08	19	3	33.3%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	<u>59</u>	<u>7</u>	<u>100.0</u>

Economically Disadvantaged Students by Sex and Ethnicity

2012 - 2013 Fall Collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901041 - BRACKETT J H

Eligible for reduced-price meals

Grade	Hispanic/Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06	2	1	0	0	0	0	0	0	0	0	0	0	0	0
07	2	1	0	0	0	0	0	0	0	0	1	0	0	0
08	3	1	0	0	0	0	0	0	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	7	3	0	0	0	0	0	0	0	0	1	0	0	0
Percent	63.6	27.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.1	0.0	0.0	0.0

Note: Detail may not add to 100% due to rounding

PEIMS EDIT + REPORTS DATA REVIEW
Economically Disadvantaged Students by Sex and Ethnicity
2012 - 2013 Fall Collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901041 - BRACKETT J H

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	0	0	0.0%
01	0	0	0.0%
02	0	0	0.0%
03	0	0	0.0%
04	0	0	0.0%
05	0	0	0.0%
06	3	0	27.3%
07	3	1	36.4%
08	4	0	36.4%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	<u>10</u>	<u>1</u>	<u>100.0</u>

Economically Disadvantaged Students by Sex and Ethnicity

2012 - 2013 Fall Collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901041 - BRACKETT J H

District Summary

	Hispanic/Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	38	34	0	0	0	0	0	0	0	0	3	2	0	0
Percent	49.4	44.2	0.0	0.0	0.00	0.00	0.00	0.00	0.00	0.00	3.90	2.60	0.00	0.00

Totals

	Regular	SpecEd	%
Totals	69	8	100.0

	Total	%
Total Enrollment	146	100.0
Not economically disadvantaged	69	47.3
Eligible for free meals	66	45.2
Eligible for reduced-price meals	11	7.5
Other Economic Disadvantage	0	0.0

PEIMS EDIT + REPORTS DATA REVIEW
LEP/BIL/ESL and Parental Denial Students by Program
and Grade

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901041 - BRACKETT J H

2012 - 2013 Fall Collection

Bilingual, ESL and Parental Denial Students

Grade	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
Bilingual	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
ESL	0	0	0	0	0	0	0	0	1	0	3	0	0	0	0	4	100.0
Parental Denials 'C'	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0
Subtotal	0	0	0	0	0	0	0	0	1	0	3	0	0	0	0	4	100.0

LEP Students By Home Language

Grade	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total	%
98 English	0.00	0	0	0	0	0	0	0	1	0	3	0	0	0	0	4	100.0
Subtotal	0	0	0	0	0	0	0	0	1	0	3	0	0	0	0	4	100.0

	Total	%
Total Enrollment	146	100.0
Bilingual	0	0.0
ESL	4	2.7
Parental Denials 'C'	0	0.0
LEP	4	2.7

NOTE: Detail may not add to 100% due to rounding. Subtotal of Bilingual, ESL and Parental Denials 'C' may not always match LEP subtotal.

Students by Sex, Ethnicity and Grade

2012 - 2013 Fall Collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901041 - BRACKETT J H

Grade	Hispanic /Latino		American Indian		Asian		African American		White		Pacific Islander		Two or More		Total	%
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
KG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
01	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
03	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
04	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
05	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
06	10	14	0	0	0	0	0	0	11	6	0	0	0	0	41	28.1%
07	20	14	0	0	0	0	0	0	8	4	0	0	1	0	47	32.2%
08	23	24	0	0	0	0	1	0	4	6	0	0	0	0	58	39.7%
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0%
Totals	53	52	0	0	0	0	1	0	23	16	0	0	1	0	146	100.0%
Percent	36.3%	35.6%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	15.8%	11.0%	0.0%	0.0%	0.7%	0.0%		

Grade	Regular	Spec Ed
EE	0	0
PK	0	0
KG	0	0
01	0	0
02	0	0
03	0	0
04	0	0
05	0	0
06	40	1
07	42	5
08	55	3
09	0	0
10	0	0
11	0	0
12	0	0
Totals	137	9
Percent	93.8%	6.2%

Note: Detail may not add to 100% due to rounding.

Migrant Students by Grade

2012 - 2013 Fall Collection

Filename: F2013136901
District: 136901 - BRACKETT ISD
Campus: 136901041 - BRACKETT J H

Grade	EE	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
	0	0	0	0	0	0	0	0	1	3	1	0	0	0	0	5
Percent	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	20.0%	60.0%	20.0%	0.0%	0.0%	0.0%	0.0%	100.0%

	Total	%
Total Enrollment	146	100.0
Migrant	5	3.4

Note: Detail may not add to 100% due to rounding.