

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

District #: 057922

2009 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Attendance (2007-08)

AP/IB Results (2007-08)

College Admissions (Class of 2008)

College-Ready Graduates (Class of 2008)

Texas Success Initiative (TSI) ELA

Texas Success Initiative (TSI) Mathematics

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Social Studies

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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
2008-09 District Performance

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 2009 Standard Grade 3 (English) First Administration Only															
Reading	2009	90%	91%	> 99%	> 99%	99%	> 99%	*	99%	99%	> 99%	> 99%	98%	98%	99%
	2008	89%	89%	99%	> 99%	99%	99%	*	97%	98%	99%	> 99%	> 99%	93%	96%
Mathematics	2009	86%	87%	97%	90%	93%	98%	*	99%	97%	98%	97%	88%	88%	92%
	2008	85%	86%	96%	80%	95%	97%	*	97%	96%	96%	88%	92%	94%	87%
All Tests	2009	82%	84%	97%	90%	92%	98%	*	99%	96%	98%	97%	88%	87%	91%
	2008	80%	82%	95%	81%	95%	96%	*	94%	95%	95%	88%	92%	88%	83%
TAKS Met 2009 Standard Grade 3 (Spanish) First Administration Only															
Reading	2009	84%	83%	*	*	*	*	*	*	*	*	*	*	*	*
	2008	83%	78%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	79%	76%	*	*	*	*	*	*	*	*	*	*	*	*
	2008	78%	74%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2009	75%	79%	*	*	*	*	*	*	*	*	*	*	*	*
	2008	73%	68%	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2009 Standard Grade 4 (English)															
Reading	2009	86%	87%	97%	86%	92%	98%	*	97%	95%	98%	89%	84%	79%	87%
	2008	85%	85%	97%	83%	97%	98%	*	98%	97%	97%	93%	88%	93%	84%
Mathematics	2009	88%	89%	96%	79%	94%	97%	*	98%	96%	96%	88%	86%	84%	83%
	2008	87%	87%	97%	78%	99%	97%	*	99%	97%	97%	94%	88%	94%	82%
Writing	2009	92%	93%	99%	96%	95%	> 99%	*	99%	98%	99%	97%	91%	87%	93%
	2008	93%	93%	98%	93%	97%	98%	*	> 99%	97%	99%	95%	96%	97%	94%
All Tests	2009	78%	80%	94%	72%	88%	96%	*	96%	93%	95%	84%	77%	74%	78%
	2008	77%	78%	95%	76%	98%	95%	*	98%	94%	95%	88%	85%	94%	77%
TAKS Met 2009 Standard Grade 5 (English) First Administration Only															
Reading	2009	85%	85%	97%	93%	93%	98%	*	98%	96%	98%	> 99%	89%	70%	86%
	2008	85%	85%	98%	93%	95%	99%	> 99%	99%	98%	99%	92%	92%	83%	91%
Mathematics	2009	86%	86%	95%	77%	90%	98%	*	97%	96%	95%	> 99%	79%	77%	75%
	2008	86%	86%	97%	82%	93%	99%	> 99%	99%	98%	97%	96%	88%	86%	84%
@ Science	2009	85%	86%	97%	93%	90%	98%	*	97%	97%	96%	91%	88%	74%	83%
	2008	82%	82%	96%	80%	95%	97%	83%	98%	96%	95%	86%	84%	91%	81%
@ All Tests	2009	73%	74%	92%	78%	85%	95%	*	94%	92%	93%	91%	72%	58%	64%
	2008	72%	73%	93%	73%	86%	95%	83%	97%	93%	93%	80%	75%	75%	69%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 District Performance

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 2009 Standard Grade 6 (English)															
Reading	2009	93%	94%	99%	> 99%	99%	> 99%	*	98%	> 99%	99%	> 99%	99%	92%	97%
	2008	94%	95%	99%	> 99%	97%	99%	*	97%	98%	99%	88%	95%	81%	91%
Mathematics	2009	82%	85%	96%	83%	97%	97%	*	99%	97%	96%	> 99%	90%	86%	82%
	2008	83%	85%	97%	85%	96%	98%	*	99%	97%	98%	88%	90%	93%	89%
All Tests	2009	80%	83%	96%	84%	96%	96%	*	97%	96%	96%	> 99%	88%	86%	82%
	2008	81%	83%	96%	85%	95%	97%	*	97%	95%	97%	80%	85%	74%	83%
TAKS Met 2009 Standard Grade 7															
Reading	2009	87%	89%	98%	95%	98%	98%	*	98%	97%	99%	86%	93%	92%	92%
	2008	88%	89%	99%	96%	98%	99%	*	99%	99%	99%	95%	97%	> 99%	95%
Mathematics	2009	82%	83%	97%	78%	95%	98%	*	> 99%	97%	97%	88%	90%	92%	85%
	2008	80%	81%	97%	93%	97%	98%	*	99%	98%	97%	85%	93%	93%	88%
Writing	2009	94%	95%	> 99%	97%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	99%
	2008	93%	93%	99%	96%	> 99%	99%	*	> 99%	99%	> 99%	92%	98%	> 99%	98%
All Tests	2009	76%	78%	95%	73%	93%	97%	*	98%	95%	96%	76%	83%	85%	79%
	2008	74%	76%	96%	86%	97%	97%	*	98%	96%	97%	76%	90%	93%	84%
TAKS Met 2009 Standard Grade 8 First Administration Only															
Reading	2009	95%	95%	> 99%	98%	> 99%	> 99%	*	99%	99%	> 99%	> 99%	98%	83%	99%
	2008	95%	95%	> 99%	> 99%	99%	> 99%	*	> 99%	> 99%	> 99%	97%	98%	*	98%
Mathematics	2009	82%	82%	98%	88%	95%	99%	*	98%	98%	97%	> 99%	89%	80%	87%
	2008	79%	81%	99%	89%	97%	99%	*	> 99%	99%	98%	96%	91%	*	93%
@ Science	2009	73%	75%	93%	69%	85%	96%	*	96%	94%	93%	69%	77%	67%	74%
	2008	69%	72%	94%	82%	86%	95%	*	98%	94%	94%	60%	79%	*	70%
@ Soc Studies	2009	92%	93%	99%	93%	97%	> 99%	*	99%	99%	99%	91%	95%	> 99%	94%
	2008	91%	92%	99%	97%	97%	99%	*	> 99%	99%	99%	91%	98%	> 99%	95%
@ All Tests	2009	67%	69%	92%	69%	82%	95%	*	95%	92%	92%	67%	74%	63%	68%
	2008	64%	66%	93%	77%	85%	94%	*	98%	94%	92%	60%	77%	60%	67%

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TAKS Met 2009 Standard Grade 9															
Reading	2009	91%	92%	99%	97%	97%	> 99%	*	99%	99%	99%	> 99%	95%	82%	98%
	2008	87%	88%	98%	93%	94%	99%	*	> 99%	98%	99%	88%	91%	93%	92%
Mathematics	2009	71%	74%	94%	79%	88%	95%	*	99%	94%	95%	67%	76%	73%	77%
	2008	64%	66%	95%	85%	88%	96%	*	98%	94%	96%	65%	80%	92%	72%
All Tests	2009	70%	73%	94%	80%	89%	95%	*	99%	94%	95%	71%	75%	75%	78%
	2008	63%	65%	95%	83%	86%	96%	*	98%	94%	95%	67%	78%	88%	71%
TAKS Met 2009 Standard Grade 10															
Eng Lang Arts	2009	90%	91%	99%	> 99%	95%	99%	*	> 99%	98%	> 99%	83%	94%	90%	94%
	2008	89%	89%	97%	91%	92%	98%	*	96%	95%	98%	86%	84%	74%	92%
Mathematics	2009	69%	70%	92%	79%	80%	94%	*	94%	93%	92%	83%	79%	60%	65%
	2008	66%	68%	91%	69%	80%	93%	*	94%	89%	92%	56%	68%	60%	66%
@ Science	2009	67%	69%	92%	67%	86%	95%	*	93%	93%	91%	53%	74%	50%	64%
	2008	65%	66%	90%	71%	85%	93%	*	90%	92%	89%	57%	69%	55%	69%
@ Soc Studies	2009	91%	92%	99%	97%	97%	> 99%	*	> 99%	99%	99%	94%	94%	90%	95%
	2008	89%	90%	98%	81%	98%	99%	*	97%	98%	98%	84%	92%	80%	93%
@ All Tests	2009	57%	59%	88%	62%	75%	91%	*	92%	90%	87%	38%	66%	50%	50%
	2008	55%	56%	84%	58%	68%	87%	*	88%	83%	85%	39%	50%	48%	54%
TAKS Met 2009 Standard (TAKS(Accommodated) INCLUDED for All Subjects)															
^ Grade 11															
Eng Lang Arts	2009	93%	93%	99%	91%	98%	99%	*	98%	98%	99%	72%	98%	78%	95%
	2008	91%	92%	98%	> 99%	96%	98%	*	99%	98%	98%	88%	94%	80%	93%
Mathematics	2009	82%	82%	96%	88%	89%	97%	*	99%	96%	96%	67%	86%	86%	88%
	2008	80%	80%	97%	81%	92%	98%	*	> 99%	97%	97%	71%	90%	81%	87%
Science	2009	86%	86%	97%	91%	96%	99%	*	96%	98%	97%	64%	88%	73%	90%
	2008	81%	82%	96%	85%	92%	98%	*	97%	97%	95%	62%	87%	75%	87%
Soc Studies	2009	97%	97%	> 99%	> 99%	98%	> 99%	*	99%	99%	> 99%	96%	> 99%	91%	98%
	2008	95%	96%	> 99%	> 99%	> 99%	> 99%	*	98%	> 99%	99%	93%	> 99%	94%	98%
All Tests	2009	76%	77%	94%	83%	88%	97%	*	93%	94%	95%	48%	77%	57%	81%
	2008	72%	73%	94%	78%	88%	96%	*	96%	94%	95%	57%	87%	65%	79%

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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 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009	91%	92%	99%	96%	97%	99%	> 99%	99%	98%	99%	93%	95%	90%	96%
	2008	91%	91%	99%	94%	97%	99%	96%	99%	98%	99%	93%	94%	91%	94%
Mathematics	2009	82%	84%	96%	84%	92%	97%	> 99%	99%	96%	96%	89%	87%	85%	85%
	2008	80%	81%	97%	85%	94%	97%	96%	99%	96%	97%	85%	88%	90%	84%
Writing	2009	93%	94%	99%	97%	97%	> 99%	*	99%	99%	> 99%	98%	95%	92%	96%
	2008	93%	93%	99%	94%	99%	99%	*	> 99%	98%	> 99%	93%	97%	98%	96%
Science	2009	78%	79%	95%	80%	89%	97%	70%	95%	95%	94%	74%	82%	69%	80%
	2008	74%	75%	94%	79%	90%	95%	71%	96%	95%	93%	70%	80%	73%	77%
Soc Studies	2009	93%	94%	99%	96%	97%	> 99%	88%	> 99%	99%	99%	93%	96%	92%	97%
	2008	91%	93%	99%	92%	99%	99%	88%	98%	99%	99%	89%	96%	88%	95%
All Tests	2009	74%	76%	94%	78%	89%	96%	82%	96%	94%	94%	78%	80%	76%	79%
	2008	72%	74%	94%	78%	90%	95%	81%	96%	94%	94%	73%	81%	82%	75%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDE SELECTED TAKS(Accommodated))															
Reading/ELA	2009	96%	96%	> 99%	98%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	96%	98%	97%	98%
Mathematics	2009	89%	90%	98%	91%	95%	99%	> 99%	99%	98%	98%	93%	92%	90%	92%
Writing	2009	97%	97%	> 99%	98%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	99%
Science	2009	83%	84%	97%	86%	92%	98%	80%	97%	97%	97%	76%	86%	74%	87%
Soc Studies	2009	98%	98%	> 99%	> 99%	99%	> 99%	88%	> 99%	> 99%	> 99%	95%	99%	95%	99%
All Tests	2009	84%	85%	97%	86%	93%	98%	86%	98%	97%	97%	85%	87%	84%	88%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	34%	37%	64%	44%	52%	67%	50%	67%	60%	68%	43%	41%	26%	37%
	2008	34%	36%	64%	41%	53%	67%	65%	66%	61%	68%	38%	37%	25%	31%
Mathematics	2009	31%	35%	65%	34%	48%	65%	50%	80%	65%	64%	43%	34%	40%	32%
	2008	28%	32%	61%	30%	48%	62%	50%	76%	63%	59%	40%	36%	45%	26%
Writing	2009	34%	37%	64%	44%	52%	65%	*	71%	55%	74%	31%	46%	24%	31%
	2008	33%	35%	63%	46%	51%	64%	*	71%	57%	70%	33%	31%	27%	34%
Science	2009	26%	28%	51%	26%	42%	53%	30%	58%	55%	47%	26%	24%	11%	20%
	2008	22%	25%	47%	21%	36%	49%	29%	54%	52%	41%	24%	28%	24%	15%
Soc Studies	2009	44%	48%	75%	58%	65%	77%	38%	79%	79%	71%	38%	53%	38%	46%
	2008	36%	41%	64%	37%	54%	65%	25%	70%	69%	58%	27%	35%	17%	32%
All Tests	2009	16%	19%	42%	20%	29%	43%	32%	53%	41%	44%	25%	18%	15%	17%
	2008	15%	17%	40%	19%	30%	41%	27%	50%	41%	40%	22%	17%	14%	11%

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2008-09 District Performance

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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-M Met 2009 Standard (Sum of All Grades Tested)															
Reading/ELA	2009	82%	82%	81%	79%	82%	79%	*	85%	83%	74%	81%	83%	73%	84%
Mathematics	2009	69%	70%	60%	58%	73%	55%	*	70%	63%	52%	60%	82%	80%	75%
Writing	2009	72%	72%	82%	*	*	83%	*	*	81%	*	82%	*	*	75%
Science	2009	51%	51%	47%	25%	*	39%	*	60%	50%	40%	47%	57%	*	64%
Soc Studies	2009	64%	64%	48%	*	*	42%	*	*	53%	33%	48%	*	*	*
All Tests	2009	57%	59%	59%	42%	73%	59%	*	62%	60%	54%	59%	72%	69%	74%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	89%	98%	93%	96%	99%	> 99%	98%	97%	99%	83%	92%	87%	93%
	2008	86%	87%	98%	91%	96%	99%	96%	98%	97%	99%	87%	92%	88%	91%
Mathematics	2009	80%	82%	96%	83%	92%	97%	> 99%	98%	96%	96%	82%	86%	84%	83%
	2008	78%	79%	96%	83%	93%	97%	96%	98%	96%	96%	80%	87%	89%	82%
Writing	2009	92%	93%	99%	97%	97%	> 99%	*	99%	99%	> 99%	95%	96%	91%	95%
	2008	91%	91%	98%	94%	99%	98%	*	> 99%	98%	99%	90%	97%	98%	95%
Science	2009	78%	79%	95%	80%	89%	97%	70%	95%	95%	94%	74%	82%	69%	80%
	2008	74%	75%	94%	79%	90%	95%	71%	96%	95%	93%	70%	80%	73%	77%
Soc Studies	2009	93%	94%	99%	96%	97%	> 99%	88%	> 99%	99%	99%	93%	96%	92%	97%
	2008	91%	93%	99%	92%	99%	99%	88%	98%	99%	99%	89%	96%	88%	95%
All Tests	2009	72%	74%	93%	76%	87%	95%	82%	96%	93%	94%	68%	78%	73%	76%
	2008	69%	71%	93%	76%	89%	94%	81%	95%	93%	94%	68%	81%	79%	73%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	88%	98%	92%	96%	98%	> 99%	98%	97%	99%	82%	92%	86%	93%
Mathematics	2009	80%	81%	95%	81%	91%	96%	> 99%	98%	95%	96%	77%	86%	84%	83%
Writing	2009	91%	92%	99%	96%	97%	99%	*	99%	98%	> 99%	93%	96%	91%	94%
Science	2009	76%	78%	94%	78%	89%	96%	73%	95%	95%	94%	68%	81%	69%	80%
Soc Studies	2009	92%	93%	99%	94%	97%	99%	88%	99%	98%	99%	84%	95%	90%	96%
All Tests	2009	71%	73%	93%	74%	87%	95%	82%	95%	92%	94%	64%	78%	73%	76%
TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)															
All Tests	2009	84%	79%	85%	< 1%	90%	87%	*	> 99%	93%	76%	85%	86%	> 99%	*

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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
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.4%	98.9%	99.7%	96.9%	99.7%	91.7%	97.4%	98.8%	98.9%	100.0%	97.3%	79.0%	94.9%
By Test Version														
TAKS (1 or more)	90.8%	90.8%	95.9%	92.0%	92.8%	97.0%	91.7%	95.6%	95.0%	97.0%	53.7%	92.0%	72.5%	86.9%
Not on TAKS	7.7%	7.6%	2.9%	7.7%	4.0%	2.7%	0.0%	1.8%	3.9%	1.9%	46.3%	5.3%	6.5%	8.0%
TAKS(Acc) Only	2.3%	2.2%	1.1%	2.4%	1.3%	1.1%	0.0%	0.5%	1.4%	0.7%	16.9%	2.0%	1.5%	4.2%
TAKS-M Only	3.3%	3.3%	0.9%	3.7%	1.2%	0.8%	0.0%	0.6%	1.3%	0.5%	14.9%	2.2%	2.8%	2.1%
TAKS-Alt Only	0.8%	0.7%	0.4%	0.5%	0.5%	0.4%	0.0%	0.5%	0.5%	0.4%	7.0%	0.3%	0.6%	0.0%
Combination	1.3%	1.4%	0.5%	1.1%	1.0%	0.4%	0.0%	0.2%	0.7%	0.2%	7.4%	0.8%	1.5%	1.8%
By Acct Status														
Acct System	87.3%	87.5%	94.4%	86.7%	90.2%	96.3%	91.7%	93.0%	93.9%	94.9%	63.4%	88.5%	67.0%	86.7%
Non-Acct System	11.2%	10.8%	4.4%	13.0%	6.6%	3.4%	0.0%	4.5%	4.9%	3.9%	36.6%	8.8%	12.0%	8.2%
Mobile	4.7%	4.6%	2.2%	7.2%	3.4%	1.3%	0.0%	2.9%	1.9%	2.5%	0.7%	4.8%	6.8%	2.7%
Non-Acct Test	6.4%	6.2%	2.3%	5.8%	3.3%	2.0%	0.0%	1.6%	3.0%	1.4%	35.9%	4.0%	5.2%	5.5%
Hurricane Ike	0.1%	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%
Not Tested	1.5%	1.6%	1.1%	0.3%	3.1%	0.3%	8.3%	2.6%	1.2%	1.1%	0.0%	2.7%	21.0%	5.1%
Absent	0.1%	0.2%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	1.0%	0.8%	0.3%	2.3%	0.1%	4.2%	2.3%	0.9%	0.8%	0.0%	1.8%	18.2%	4.4%
Other	0.4%	0.4%	0.2%	0.0%	0.8%	0.1%	4.2%	0.3%	0.2%	0.3%	0.0%	0.8%	2.8%	0.8%
Hurricane Ike	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	3,132,150	478,323	7,035	377	768	4,388	24	1,478	3,629	3,405	443	599	324	1,309
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.2%	98.7%	99.2%	97.4%	99.7%	100.0%	95.5%	98.5%	98.9%	99.6%	97.9%	73.8%	93.2%
By Program														
TAKS (1 or more)	90.9%	91.1%	95.7%	90.9%	93.3%	97.0%	96.6%	93.9%	94.6%	96.9%	61.5%	91.1%	67.0%	85.5%
Not on TAKS	7.5%	7.2%	3.0%	8.3%	4.1%	2.7%	3.4%	1.6%	3.9%	2.0%	38.1%	6.8%	6.8%	7.7%
TAKS(Acc)	2.7%	2.3%	1.0%	2.0%	1.4%	1.1%	0.0%	0.2%	1.2%	0.8%	12.7%	2.1%	1.2%	3.5%
TAKS-M Only	2.9%	3.1%	1.2%	4.8%	2.0%	0.9%	3.4%	0.6%	1.8%	0.5%	15.2%	3.4%	3.7%	2.9%
TAKS-Alt Only	0.7%	0.6%	0.4%	0.5%	0.3%	0.4%	0.0%	0.4%	0.4%	0.4%	4.9%	0.6%	0.6%	0.0%
Combination	1.2%	1.2%	0.4%	1.0%	0.4%	0.4%	0.0%	0.4%	0.6%	0.2%	5.3%	0.8%	1.2%	1.3%
By Acct Status														
Acct System	87.1%	87.2%	93.9%	84.1%	91.0%	96.1%	89.7%	91.2%	93.0%	95.0%	69.5%	86.7%	64.8%	84.7%
Non-Acct System	11.3%	11.1%	4.7%	15.1%	6.4%	3.6%	10.3%	4.4%	5.4%	3.9%	30.1%	11.2%	9.0%	8.5%
Mobile	5.1%	5.1%	2.4%	8.8%	3.0%	1.5%	6.9%	3.1%	2.3%	2.5%	0.5%	5.1%	3.4%	3.1%
Non-Acct Test	6.2%	6.0%	2.3%	6.3%	3.4%	2.1%	3.4%	1.2%	3.1%	1.4%	29.6%	6.1%	5.6%	5.4%
Not Tested	1.6%	1.8%	1.3%	0.8%	2.6%	0.3%	0.0%	4.5%	1.5%	1.1%	0.4%	2.1%	26.2%	6.8%
Absent	0.2%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.0%	0.0%	0.3%	0.2%
LEP Exempt	0.9%	1.1%	1.1%	0.5%	2.5%	0.1%	0.0%	3.8%	1.2%	0.9%	0.4%	1.9%	23.8%	6.0%
Other	0.5%	0.5%	0.2%	0.3%	0.1%	0.1%	0.0%	0.5%	0.2%	0.1%	0.0%	0.2%	2.2%	0.6%
Total Count	3,075,682	469,698	7,040	397	734	4,511	29	1,369	3,689	3,349	551	526	324	1,259
TAKS Exit-Level Cumulative Pass Rate														
Class of 2009	86%	87%	98%	83%	99%	98%	*	99%	97%	98%	75%	94%	89%	93%
Class of 2008	86%	86%	97%	85%	93%	99%	86%	97%	97%	97%	78%	89%	92%	91%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2008-09 District Performance

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
Student Success Initiative (continued)														
Grade 8 Reading														
Students Requiring Accelerated Instruction														
2009	6%	5%	1%	2%	< 1%	1%	*	1%	1%	< 1%	< 1%	2%	17%	1%
2008	6%	6%	1%	< 1%	1%	< 1%	*	1%	1%	1%	3%	2%	*	3%
TAKS Cumulative Met Standard (First and Second Administrations)														
2009	97%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
2008	97%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	97%	> 99%	*	99%
TAKS Failers Promoted by Grade Placement Committee														
2008	88.5%	86.2%	*	-	-	*	-	-	-	*	*	-	-	*
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
2009	18%	18%	3%	13%	5%	2%	*	2%	2%	3%	< 1%	11%	20%	13%
2008	21%	19%	1%	11%	3%	1%	*	< 1%	1%	2%	4%	9%	*	7%
TAKS Cumulative Met Standard (First and Second Administrations)														
2009	87%	87%	99%	88%	97%	> 99%	*	99%	99%	98%	> 99%	93%	> 99%	94%
2008	86%	87%	99%	94%	97%	> 99%	*	> 99%	99%	99%	96%	93%	*	95%
TAKS Failers Promoted by Grade Placement Committee														
2008	90.5%	88.7%	100.0%	*	*	*	-	-	*	*	*	*	-	100.0%
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2009	15%	20%	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Measure (2011 Preview)														
2008-09	76%	78%	94%	*	90%	97%	*	96%	92%	96%	72%	87%	92%	92%
Attendance Rate														
2007-08	95.5%	95.9%	96.9%	96.5%	96.6%	96.8%	96.1%	97.5%	96.9%	96.9%	96.3%	96.1%	97.4%	96.4%
2006-07	95.5%	95.7%	97.0%	96.7%	96.7%	96.9%	96.6%	97.8%	97.1%	97.0%	96.6%	96.3%	97.3%	96.2%
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)														
2007-08	0.3%	0.3%	0.1%	0.0%	0.0%	0.1%	*	0.0%	0.0%	0.1%	0.7%	0.0%	0.0%	0.0%
2006-07	0.4%	0.5%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 7-12) (AEA Indicator)														
2007-08	2.2%	2.4%	0.4%	0.4%	0.6%	0.3%	5.3%	0.4%	0.4%	0.3%	1.5%	1.2%	1.4%	1.2%
2006-07	2.7%	2.9%	0.1%	0.0%	0.2%	0.2%	0.0%	0.1%	0.2%	0.1%	0.3%	0.7%	0.0%	0.4%
Annual Dropout Rate (Gr 9-12)														
2007-08	3.2%	3.5%	0.5%	0.6%	1.0%	0.4%	6.7%	0.6%	0.6%	0.4%	2.1%	2.0%	2.1%	1.6%
2006-07	3.9%	4.1%	0.2%	0.0%	0.4%	0.2%	0.0%	0.2%	0.3%	0.1%	0.5%	1.3%	0.0%	0.6%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 District Performance

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
Completion/Student Status Rate (Gr 9-12)														
Class of 2008														
Graduated	79.1%	77.8%	97.4%	91.7%	96.8%	98.2%	*	96.0%	96.7%	98.2%	89.4%	91.2%	86.7%	92.0%
Received GED	1.5%	1.3%	0.3%	0.0%	0.0%	0.4%	*	0.0%	0.3%	0.3%	0.0%	0.0%	0.0%	0.6%
Continued HS	8.9%	9.5%	0.6%	4.2%	0.0%	0.4%	*	0.8%	0.8%	0.3%	0.0%	2.9%	0.0%	1.1%
Dropped Out (4-yr)	10.5%	11.3%	1.8%	4.2%	3.2%	1.0%	*	3.2%	2.3%	1.2%	10.6%	5.9%	13.3%	6.3%
Class of 2007														
Graduated	78.0%	77.1%	96.9%	90.5%	96.8%	97.5%	*	95.1%	95.8%	97.9%	92.5%	77.3%	70.6%	90.2%
Received GED	2.0%	1.5%	1.0%	4.8%	0.0%	1.2%	*	0.0%	1.9%	0.0%	2.5%	4.5%	0.0%	3.8%
Continued HS	8.7%	9.2%	1.6%	0.0%	3.2%	0.8%	*	4.9%	1.9%	1.2%	5.0%	13.6%	23.5%	4.3%
Dropped Out (4-yr)	11.4%	12.2%	0.6%	4.8%	0.0%	0.6%	*	0.0%	0.3%	0.9%	0.0%	4.5%	5.9%	1.6%
Completion Rate II (w/GED) (AEA Indicator)														
Class of 2008	89.5%	88.7%	98.2%	95.8%	96.8%	99.0%	*	96.8%	97.7%	98.8%	89.4%	94.1%	86.7%	93.7%
Class of 2007	88.6%	87.8%	99.4%	95.2%	100.0%	99.4%	*	100.0%	99.7%	99.1%	100.0%	95.5%	94.1%	98.4%
Completion Rate I (w/o GED) (Standard Accountability Indicator)														
Class of 2008	88.0%	87.3%	97.9%	95.8%	96.8%	98.6%	*	96.8%	97.4%	98.5%	89.4%	94.1%	86.7%	93.1%
Class of 2007	86.7%	86.3%	98.4%	90.5%	100.0%	98.2%	*	100.0%	97.8%	99.1%	97.5%	90.9%	94.1%	94.6%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2007-08	23.1%	24.5%	40.9%	15.3%	28.8%	40.4%	28.6%	57.4%	39.5%	42.5%	8.2%	20.6%	18.7%	17.4%
2006-07	22.1%	23.4%	38.3%	19.7%	29.9%	38.1%	44.4%	48.7%	37.5%	39.2%	8.5%	12.5%	12.2%	14.2%
RHSP/DAP Graduates														
Class of 2008	81.4%	80.8%	85.4%	71.4%	81.7%	84.9%	*	91.5%	83.2%	87.8%	23.4%	77.4%	80.0%	60.6%
Class of 2007	77.9%	78.5%	83.6%	40.9%	85.7%	84.1%	*	88.8%	81.6%	85.5%	14.3%	47.1%	63.6%	54.5%
AP/IB Results														
Tested														
2008	20.9%	26.5%	41.0%	23.8%	30.5%	38.0%	0.0%	62.2%	39.2%	43.1%	n/a	n/a	n/a	n/a
2007	20.0%	24.5%	38.6%	14.7%	33.6%	36.9%	*	52.9%	37.4%	39.8%	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2008	50.1%	53.7%	73.9%	50.0%	70.0%	75.9%	-	71.7%	74.6%	73.2%	n/a	n/a	n/a	n/a
2007	50.5%	54.6%	84.8%	80.0%	86.5%	84.4%	*	86.5%	83.9%	85.7%	n/a	n/a	n/a	n/a
Scores >= Criterion														
2008	46.0%	48.3%	67.2%	47.4%	61.3%	70.0%	-	64.0%	67.8%	66.5%	n/a	n/a	n/a	n/a
2007	46.8%	50.0%	76.1%	71.4%	77.5%	78.3%	*	71.0%	77.3%	74.9%	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component (INCLUDES TAKS (Accommodated))														
Eng Lang Arts														
2009	63%	64%	87%	74%	81%	91%	*	79%	81%	92%	44%	63%	22%	66%
2008	57%	58%	82%	67%	78%	84%	*	80%	78%	86%	54%	58%	33%	61%
Mathematics														
2009	62%	64%	90%	73%	85%	90%	*	96%	90%	89%	33%	64%	77%	66%
2008	56%	58%	90%	59%	82%	92%	*	96%	91%	89%	52%	71%	63%	69%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 District Performance

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
SAT/ACT Results Tested														
Class of 2008	65.0%	63.9%	95.3%	?	80.0%	92.4%	*	?	94.5%	96.2%	n/a	n/a	n/a	n/a
Class of 2007	68.2%	68.0%	94.7%	56.3%	86.7%	92.9%	?	?	96.7%	92.8%	n/a	n/a	n/a	n/a
At/Above Criterion														
Class of 2008	27.2%	32.9%	55.3%	26.3%	43.2%	58.2%	*	54.0%	57.7%	52.8%	n/a	n/a	n/a	n/a
Class of 2007	27.0%	32.0%	56.7%	22.2%	50.0%	57.5%	*	60.0%	58.6%	54.7%	n/a	n/a	n/a	n/a
Average SAT Score														
Class of 2008	987	1011	1118	983	1086	1122	*	1137	1143	1092	n/a	n/a	n/a	n/a
Class of 2007	992	1011	1135	1009	1110	1136	*	1165	1145	1124	n/a	n/a	n/a	n/a
Average ACT Score														
Class of 2008	20.5	21.3	24.2	18.4	24.3	24.1	*	25.8	24.4	24.1	n/a	n/a	n/a	n/a
Class of 2007	20.2	21.1	23.7	*	22.2	23.8	*	24.0	23.7	23.6	n/a	n/a	n/a	n/a
College-Ready Graduates														
Eng Lang Arts														
Class of 2008	59%	62%	86%	63%	80%	89%	*	80%	83%	90%	40%	79%	45%	65%
Class of 2007	49%	52%	79%	47%	82%	81%	*	72%	76%	83%	25%	50%	38%	54%
Mathematics														
Class of 2008	58%	61%	87%	50%	78%	87%	*	92%	88%	85%	32%	75%	83%	63%
Class of 2007	56%	57%	86%	57%	85%	86%	*	88%	87%	84%	18%	55%	44%	57%
Both Subjects														
Class of 2008	44%	48%	78%	44%	64%	81%	*	78%	78%	78%	17%	65%	45%	47%
Class of 2007	37%	40%	73%	36%	76%	75%	*	68%	72%	75%	18%	45%	13%	39%

STUDENT INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	9,915	100.0%	4,728,204	100.0%
Students By Grade: Early Childhood Education	12	0.1%	12,356	0.3%
Pre-Kindergarten	107	1.1%	199,371	4.2%
Kindergarten	679	6.8%	361,929	7.7%
Grade 1	659	6.6%	379,066	8.0%
Grade 2	716	7.2%	371,402	7.9%
Grade 3	779	7.9%	368,131	7.8%
Grade 4	764	7.7%	355,435	7.5%
Grade 5	769	7.8%	352,252	7.5%
Grade 6	798	8.0%	345,576	7.3%
Grade 7	817	8.2%	342,912	7.3%
Grade 8	804	8.1%	343,389	7.3%
Grade 9	820	8.3%	387,777	8.2%
Grade 10	741	7.5%	331,936	7.0%
Grade 11	760	7.7%	302,959	6.4%
Grade 12	690	7.0%	273,713	5.8%
Ethnic Distribution: African American	531	5.4%	669,371	14.2%
Hispanic	1,150	11.6%	2,264,367	47.9%
White	5,993	60.4%	1,608,515	34.0%
Native American	43	0.4%	16,649	0.4%
Asian/Pacific Islander	2,198	22.2%	169,302	3.6%
Economically Disadvantaged	925	9.3%	2,681,474	56.7%
Limited English Proficient (LEP)	756	7.6%	799,801	16.9%
Students w/Disciplinary Placements (2007-08)	67	0.6%	103,727	2.1%
At-Risk	2,181	22.0%	2,285,954	48.3%
Graduates (Class of 2008):				
Total Graduates	711	100.0%	252,121	100.0%
By Ethnicity (incl. Special Ed.):				
African American	21	3.0%	33,873	13.4%
Hispanic	60	8.4%	94,571	37.5%
White	509	71.6%	112,983	44.8%
Native American	3	0.4%	944	0.4%
Asian/Pacific Islander	118	16.6%	9,750	3.9%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	104	14.6%	46,999	18.6%
Recommended H.S. Pgm./DAP	607	85.4%	205,122	81.4%
Special Education Graduates	47	6.6%	26,091	10.3%

Retention Rates By Grade:	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
Kindergarten	4.7%	2.6%	20.8%	11.7%
Grade 1	1.4%	5.5%	10.9%	10.5%
Grade 2	0.9%	3.2%	1.5%	4.7%
Grade 3	0.2%	2.5%	2.4%	3.0%
Grade 4	0.3%	1.3%	0.0%	1.3%
Grade 5	0.3%	1.9%	0.0%	2.4%
Grade 6	0.6%	0.9%	0.0%	1.6%
Grade 7	0.1%	1.4%	0.0%	2.2%
Grade 8	0.1%	1.7%	1.6%	3.3%

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Data Quality: PID Errors (student)	12	0.1%	7,343	0.1%
Underreported Students	16	0.3%	12,668	0.6%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

District

State

Class Size Averages by Grade and Subject:

Elementary: Kindergarten	18.3	19.0
Grade 1	18.1	19.0
Grade 2	18.3	19.3
Grade 3	19.2	19.3
Grade 4	18.5	19.7
Grade 5	20.9	22.1
Grade 6	22.1	21.5
Mixed Grades	-	21.8
Secondary: English/Language Arts	19.8	19.8
Foreign Languages	21.0	21.1
Mathematics	21.8	19.6
Science	21.4	20.5
Social Studies	22.4	21.7

STAFF INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	1,132.5	100.0%	646,815.1	100.0%
Professional Staff:	887.0	78.3%	407,135.1	62.9%
Teachers	729.5	64.4%	327,662.9	50.7%
Professional Support	96.8	8.5%	54,475.5	8.4%
Campus Administration (School Leadership)	42.2	3.7%	18,324.9	2.8%
Central Administration	18.5	1.6%	6,671.7	1.0%
Educational Aides:	56.0	4.9%	62,459.5	9.7%
Auxiliary Staff:	189.4	16.7%	177,220.5	27.4%
Total Minority Staff:	126.1	11.1%	283,075.3	43.8%
Teachers by Ethnicity and Sex:				
African American	12.0	1.6%	31,745.6	9.7%
Hispanic	24.0	3.3%	72,451.6	22.1%
White	682.5	93.6%	218,477.4	66.7%
Native American	2.0	0.3%	860.1	0.3%
Asian/Pacific Islander	9.0	1.2%	4,128.3	1.3%
Males	138.0	18.9%	74,947.7	22.9%
Females	591.5	81.1%	252,715.2	77.1%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2,773.0	0.8%
Bachelors	550.4	75.5%	254,661.6	77.7%
Masters	175.1	24.0%	68,433.3	20.9%
Doctorate	4.0	0.5%	1,795.0	0.5%
Teachers by Years of Experience:				
Beginning Teachers	35.9	4.9%	23,779.1	7.3%
1-5 Years Experience	234.3	32.1%	99,863.0	30.5%
6-10 Years Experience	163.5	22.4%	65,434.1	20.0%
11-20 Years Experience	189.1	25.9%	77,622.5	23.7%
Over 20 Years Experience	106.7	14.6%	60,964.2	18.6%
Number of Students per Teacher:	13.6	n/a	14.4	n/a

STAFF INFORMATION (Continued)	-----District-----	-----State-----
Average Years Experience of Teachers:	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$45,928	\$40,372
1-5 Years Experience	\$46,527	\$42,463
6-10 Years Experience	\$47,524	\$45,035
11-20 Years Experience	\$51,898	\$49,083
Over 20 Years Experience	\$60,648	\$57,325
Average Actual Salaries (regular duties only):		
Teachers	\$50,180	\$47,159
Professional Support	\$57,603	\$55,819
Campus Administration (School Leadership)	\$75,210	\$68,891
Central Administration	\$101,553	\$85,305
Turnover Rate for Teachers:	15.5%	14.7%
Instructional Staff Percent***:	74.4%	63.9%
EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,294.2
Educational Aides	0.0	228.1
Auxiliary Staff	0.0	670.7
Contracted Instructional Staff:	0.0	2,034.5

TAX INFORMATION (CALENDAR YEAR 2008)

	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	\$1.040	n/a	\$1.052
Interest and Sinking Fund #	n/a	\$0.239	n/a	\$0.157

Total Rate (sum of above)	n/a	\$1.279	n/a	\$1.209
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$7,580,500,568	n/a	\$1,679,467,429,033	n/a
Value Per Pupil @	\$764,549	n/a	\$363,600	n/a
Value by Category				
Business	\$4,485,107,510	54.0%	\$639,448,221,965	33.6%
Residential	\$3,625,366,310	43.6%	\$1,013,878,237,447	53.3%
Land	\$196,274,724	2.4%	\$119,006,587,048	6.3%
Oil and Gas	\$1,570,900	0.0%	\$121,117,948,450	6.4%
Other	\$4,848,770	0.1%	\$10,519,720,405	0.6%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2007-08 audited)	\$26,798,339	n/a	\$7,066,606,345	n/a
Percent of Total Budgeted Expenditures (2008-09)	n/a	24.5%	n/a	18.8%

ACTUAL REVENUE INFORMATION (2007-08)

	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Source:									
Total Revenues	\$75,057,075	100.0%	\$7,559	\$100,517,790	100.0%	\$10,123	\$45,294,860,186	100.0%	\$9,739
Local Tax	\$47,172,055	62.8%	\$4,750	\$63,365,515	63.0%	\$6,381	\$17,930,957,304	39.6%	\$3,855
Other Local & Intermediate	\$6,854,161	9.1%	\$690	\$12,517,059	12.5%	\$1,261	\$2,762,287,931	6.1%	\$594
State	\$21,030,859	28.0%	\$2,118	\$22,330,890	22.2%	\$2,249	\$20,309,900,694	44.8%	\$4,367
Federal	\$0	0.0%	\$0	\$2,304,326	2.3%	\$232	\$4,291,714,257	9.5%	\$923
Equity Transfers (excluded from revenues)	\$26,721,015	n/a	\$2,691	\$26,721,015	n/a	\$2,691	\$1,139,480,329	n/a	\$245

ACTUAL EXPENDITURE INFORMATION (2007-08)

By Object:									
Total Expenditures	\$72,549,413	100.0%	\$7,306	\$112,956,121	100.0%	\$11,375	\$51,273,532,249	100.0%	\$11,024
Payroll Costs	\$60,150,935	82.9%	\$6,057	\$63,224,525	56.0%	\$6,367	\$31,013,675,795	60.5%	\$6,668
Other Operating Costs	\$12,260,948	16.9%	\$1,235	\$17,885,597	15.8%	\$1,801	\$8,348,454,795	16.3%	\$1,795
Debt Service	\$0	0.0%	\$0	\$17,983,053	15.9%	\$1,811	\$4,354,710,385	8.5%	\$936
Capital Outlay	\$137,530	0.2%	\$14	\$13,862,946	12.3%	\$1,396	\$7,556,691,274	14.7%	\$1,625

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	\$72,263,582	100.0%	\$7,277	\$80,955,821	100.0%	\$8,153	\$38,800,772,656	100.0%	\$8,342
Instruction (11,95)	\$46,033,307	63.7%	\$4,636	\$49,713,606	61.4%	\$5,006	\$22,412,730,229	57.8%	\$4,819
Instructional-Related Services (12,13)	\$1,608,309	2.2%	\$162	\$1,863,994	2.3%	\$188	\$1,362,093,753	3.5%	\$293
Instructional Leadership (21)	\$1,661,889	2.3%	\$167	\$1,758,856	2.2%	\$177	\$580,207,436	1.5%	\$125
School Leadership (23)	\$4,417,047	6.1%	\$445	\$4,425,954	5.5%	\$446	\$2,169,614,250	5.6%	\$466
Support Services-Student (31,32,33)	\$3,224,936	4.5%	\$325	\$3,633,812	4.5%	\$366	\$1,856,553,573	4.8%	\$399
Student Transportation (34)	\$871,846	1.2%	\$88	\$871,846	1.1%	\$88	\$1,119,008,142	2.9%	\$241
Food Services (35)	\$0	0.0%	\$0	\$3,770,204	4.7%	\$380	\$2,028,802,850	5.2%	\$436
Cocurricular Activities (36)	\$1,801,182	2.5%	\$181	\$1,820,427	2.2%	\$183	\$1,009,690,375	2.6%	\$217
Central Administration (41,92)	\$2,819,038	3.9%	\$284	\$2,859,239	3.5%	\$288	\$1,262,251,460	3.3%	\$271
Plant Maintenance and Operations (51)	\$8,205,339	11.4%	\$826	\$8,205,639	10.1%	\$826	\$4,187,268,340	10.8%	\$900
Security and Monitoring Services (52)	\$163,303	0.2%	\$16	\$176,024	0.2%	\$18	\$293,809,180	0.8%	\$63
Data Processing Services (53)	\$1,457,386	2.0%	\$147	\$1,856,220	2.3%	\$187	\$518,743,068	1.3%	\$112
Community Services (61)	\$148,301	n/a	\$15	\$154,301	n/a	\$16	\$196,446,415	n/a	\$42
Equity Transfers (excluded from expenditures)	\$26,721,015	n/a	\$2,691	\$26,721,015	n/a	\$2,691	\$1,139,480,329	n/a	\$245
Instructional Expenditure Ratio*** (11,12,13,31)		67.3%						64.4%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2007-08)									
By Program:									
Total Operating Expenditures	\$58,283,740	100.0%	\$5,869	\$62,561,097	100.0%	\$6,300	\$29,122,857,968	100.0%	\$6,262
Bilingual/ESL Education (25)	\$1,794,190	3.1%	\$181	\$1,909,697	3.1%	\$192	\$1,234,002,476	4.2%	\$265
Career & Technology Education (22)	\$1,294,762	2.2%	\$130	\$1,365,805	2.2%	\$138	\$959,193,633	3.3%	\$206
Accelerated Education (24,30)	\$188,967	0.3%	\$19	\$378,221	0.6%	\$38	\$3,402,326,008	11.7%	\$732
Gifted & Talented Education (21)	\$1,396,760	2.4%	\$141	\$1,396,760	2.2%	\$141	\$416,924,270	1.4%	\$90
Regular Education (11)	\$42,864,926	73.5%	\$4,317	\$45,406,166	72.6%	\$4,573	\$17,459,661,507	60.0%	\$3,754
Special Education (23)	\$8,740,898	15.0%	\$880	\$10,058,484	16.1%	\$1,013	\$4,625,650,805	15.9%	\$995
Athletics/Related Activities (91)	\$1,435,552	2.5%	\$145	\$1,437,573	2.3%	\$145	\$700,538,480	2.4%	\$151
Other (26,28,29)	\$567,685	1.0%	\$57	\$608,391	1.0%	\$61	\$324,560,789	1.1%	\$70

PROGRAM INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	699	7.0%	757,146	16.0%
Career & Technical Education	1,650	16.6%	1,011,507	21.4%
Gifted & Talented Education	2,197	22.2%	355,801	7.5%
Special Education	665	6.7%	444,026	9.4%
Teachers by Program (population served):				
Bilingual/ESL Education	23.6	3.2%	24,508.0	7.5%
Career & Technical Education	21.2	2.9%	12,776.4	3.9%
Compensatory Education	4.1	0.6%	11,885.9	3.6%
Gifted & Talented Education	30.7	4.2%	6,514.8	2.0%
Regular Education	477.5	65.5%	230,600.5	70.4%
Special Education	80.4	11.0%	31,805.5	9.7%
Other	92.1	12.6%	9,571.8	2.9%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
 '@' Includes TAKS(Accommodated).
 '?' 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 \$0.157 includes 229 districts with an Interest and Sinking (I & S) tax rate of \$0.000.
 Among districts with I & S tax rates, the state average is \$0.203.
 '@@' Not Used for School Funding calculations.
 '****' For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.

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

District Name: COPPELL ISD

2008-09 District Performance Report

District #: 057922

For Current Year LEP Students

Indicator:	State	Region 10	District	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	Total LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)													
Percent of Failers Passing TAKS													
Reading/ELA	2009	49%	50%	70%	*	*	*	*	*	*	*	83%	78%
Mathematics	2009	37%	36%	52%	*	*	*	*	< 1%	*	< 1%	*	11%



DISTRICT IMPROVEMENT PLAN

2009- 2010

DR. JEFF TURNER
SUPERINTENDENT

MISSION STATEMENT:

The mission of the Coppell Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 13:** Ensure equitable distribution of highly qualified teachers.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.

- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
 - **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
 - **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
 - **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
 - **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.
-

SUMMARY:

Coppell ISD is a suburban school district with an enrollment of 9,900 students located just north of the Dallas-Fort Worth Airport serving the students of the communities of Coppell and Valley Ranch. Coppell ISD has nine (9) elementary schools, three (3) middle schools, one (1) alternative campus and two (2) high schools. For information about the district achievements and the student demographics, please visit the district website at <http://www.coppellisd.com> or on the TEA website at <http://www.tea.state.tx.us/perfreport/aeis/>

The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. For the 2008-2009 school year, the members of this team chose the strategic objectives listed above which are completely aligned with the district's five-year strategic plan.

**DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL (DEIC)
2008-09 COMMITTEE MEMBERS**

AUSTIN ELEMENTARY

LEAH SCHAFER
BETH COOK
ANNE BECKMAN

PINKERTON ELEMENTARY

MIMI BAKER
DANA McMILLIN
KRISTIN PATTERSON

CMSN

MICKEY PANGRAC
PEGGI SMOTHERMON
HAYLEY BROADHEAD

COTTONWOOD CREEK ELEMENTARY

JENNY PRICE
NANCY KEITH
KELLY YIN

TOWN CENTER ELEMENTARY

GEMA HALL
ANGIE BROOKS
LORRI BREHM

CMSW

GAIL COTTING
JEFF MINN
JULIE BAILEY

DENTON CREEK ELEMENTARY

BARBRA VAN RIPER
JERI FOUTS
LISA EVANS

VALLEY RANCH ELEMENTARY

PARRISH NOLAN
JENNIFER TORRES
ELIZABETH HOULT

CHS

GINA PEDDY
CINDY WOLFE
JILL CLAY

LAKESIDE ELEMENTARY

MAUREEN SALMON
DEBBIE ETHERIDGE
JERENE RAY

WILSON ELEMENTARY

DONNA BEKAVAC
ANN CARLSSON
BRENDA CRAVEN

NTH@C

BEN ORR
RANDALL BALL

MOCKINGBIRD ELEMENTARY

TERESA KITTS
MARY MCKNIGHT
DEBBIE YOUNG

CMSE

EDDIE BEAL
MEAGAN WRIGHT
KATE GABRIEL

EDUCATION ANNEX

RUTH HINDES

PARENT/BUSINESS/COMMUNITY

STEPHEN SMITH, PARENT
ANTHONY HILL, CISD BOARD
ANNETTE EZZELL, BUSINESS
LISA CONNELL, COMMUNITY
KENT STEIGER, BUSINESS

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum							
Summative Evaluation:	Unit plans, Forethought lesson plans, Performance Series Data and curriculum-based assessment (CBA) data							
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 and implement written curriculum documents to align with research-based best practices including ELPS	K-12 grade Science, 6-12 Social Studies, K-12 Math, K-12 ELA & 9-12 LOTE	Science, Social Studies, Math and Languages Other than English, LOTE, ESL/BE Directors, Curriculum Writing Teams	June 2009	July 2010	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Title II, Forethought	Curriculum Unit Plans, instructional snapshots	
CBA data, campus & community feedback, CBA data/local assessment comparison and Performance Series data	Monitor the delivery of instruction to ensure alignment with CISD curriculum	All	Curriculum Team, Campus Admin, and Teachers on Special Assignment (TOSAs)	August 2009	June 2010	Extended planning time, CBA preview process, TEKS, Forethought documents, Rigor/Relevance Framework	Forethought lesson plans, instructional snapshots, campus visits	
Campus observations, CBA data/local assessment comparison and Performance Series data	Utilize CBA data and/or growth model data to inform instruction	All	Curriculum Team, Campus Admin and Teachers	August 2009	June 2010	Achievement Series data and Performance Series Data	Forethought lesson plans and campus visits	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk throughs, evaluations of campus needs assessments and disaggregation of walk through data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Provide initial/advanced training in: <ul style="list-style-type: none"> • Research-Based Best Practices such as Customized Learning/Sustained Differentiated Instruction, Brain-Based Instruction, Pre AP Strategies, Thinking Maps, Problem /Project Based Learning (PBL), 21st Century Literacy, Writing Rigorous Assessment Items, Concept –Base Instruction, Inquiry Based Instruction , etc. • Response to Intervention (RtI) process • ELPS • Co-Teach Model of Instruction 	All CISD instructional staff	Director of Staff Development, Curriculum Directors, Director of School Improvement, Director of Elementary Education and Assistant Superintendent of CIA	June 2009	July 2010	PD360, Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, AP standards, Title I, II, III, local funds and IDEA Stimulus Funds	Documentation of CISD staff development offerings, Eduphoria records, Curriculum Department Walk Throughs, Campus Needs Assessment, online and paper evaluations	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk throughs, evaluations of campus needs assessments and disaggregation of walk through data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc	Provide Title I Campuses additional opportunities to supplement training and improve instruction for targeted populations	All CISD Instructional Staff of Title I Campuses, Director of School Improvement and Curriculum Directors	Title I Campus Administrators	August 2009	June 2010	Title I Funds	Campus Needs Assessment and Documentation of Additional Staff Development Opportunities	
State Performance Plan Indicators (SPP)	Provide initial and advanced training on Early Childhood Outcomes (SPP 7)	Special Education Staff for Ages 3 – 5	Director of Elementary Special Education, Early Childhood Diagnostician, and Speech Pathologists, Special Ed Teacher	August 2009	June 2010	Region 10, Intervention Services, Early Childhood, Outcome Center, Local and Federal Funds, Early Childhood, and Lead Speech Pathologist, Special Education Staff	Child Observation Summary Forms and SPP Indicator Report	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood – 12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offerings, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluation of campus improvement plans and disaggregation of walk-through data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc	Monitor the implementation of Research-Based Best Practices & Response to Intervention (RTI) Process	Instructional Staff	Director of School Improvement, Curriculum Team, Intervention Services, RTI Specialist, and Campus Administrators	June 2009	July 2010	Curriculum Department, Rtl Specialists, Intervention Services, Campus Admin, Counselors and IDEA Stimulus Funding	Curriculum Instructional Walk-Throughs, Forethought lesson plans, PST meeting minutes	
AEIS Report and local assessment data, campus discussions and parent meetings/surveys	Refine standards-based report cards K-3rd grade	K-3 grades	Director of School Improvement, Curriculum Team, Campus Administrators and K-3 Teachers	August 2009	June 2010	Standards-based report cards, Elementary Curriculum Directors, Staff Development Director and Director of School Improvement	Utilization of Standards-Based Report Cards, Parent and Teacher Feedback	
AEIS Report and local assessment data, campus discussions	Establish a standards-based and grade advisory committee	All	Director of School Improvement	August 2009	June 2010	Parents, Teachers, Elementary Curriculum Directors, and Director of School Improvement	Utilization of Standards-Based Report Cards, Parent and Teacher Feedback	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students and stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community/ Campus feedback	Conduct ongoing, at least annual, seminars to communicate and describe district and campus assessment plans to partners, with particular attention given to new assessment programs and those that may not be broadly understood by parents.	All	Assessment Director	June 2009	July 2010	Meeting times, facility set ups, Director of Assessment	Posting of meeting times on websites and campus newsletters, agendas and handouts	
Campus feedback	Provide targeted instruction for students to help them understand the various assessment measures, including providing technology to allow them to understand, track and take responsibility for their individual performance and progress.	All	Campus Principals	August 2009	June 2010	Classroom visits, announcements, teachers, campus administration, counselors	Campus newsletters, agendas, handouts and portal	
Campus/Community Feedback	Publish district assessment plans in curriculum handbook(s), on district and campus websites (as appropriate for grade levels), in campus e-newsletters.	All	Director of Communication	August 2009	June 2010	Director of Communication, Principals and Webmaster	Websites, e-newsletters, and handbooks	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 4:	Expand district educational and business partnerships with the local and global community							
Summative Evaluation:	Documentation of increase in campus partnerships included in their Campus Improvement Plan							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback	Create a list and a process for updating the list of community partners and the extent of involvement. Distribute it to each campus principal and curriculum directors	All	Transition Coordinator, Communication Director	June 2009	July 2010	Transition coordinator, campus principals, teachers and parents	List of community and global partners posted and updated on the portal	
Community Feedback	Identify resources we have and are not using (Bridges) and other corporate technology focused programs	All	Director of School Improvement	August 2009	June 2010	Teachers, IT team,	List of available assets posted and updated on the portal	
Community Feedback	Identify specific partnership needs and opportunities	All	Director of Communication	August 2009	June 2010	Communication department	Listing on portal	
Community and campus feedback	Recruit businesses and organizations that can meet above needs	All	Director of Communication	August 2009	June 2010	Administrators, staff	Documentation of activities held with partners	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 5:	Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation							
Summative Evaluation:	Documentation of assessment results							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and Campus feedback	Identify, through curriculum literature, on-line resources, and consultation with other districts to identify current systems and assessment programs that target these types of skills	All	Assistant Superintendent for Curriculum and Instruction	June 2009	July 2010	Assistant Superintendent for Curriculum and Instruction, Curriculum directors, principals	Document describing available resources.	
Campus Feedback	Gather feedback and input from teachers at all grade levels, using both quantitative (survey) and qualitative (focus group) approaches, to promote faculty involvement and support of this type of assessment	All	Assistant Superintendent for Curriculum and Instruction	August 2009	June 2010	Teachers, subs, meeting times, survey tools, focus group meeting rooms	Focus group attendance sheets and minutes and survey results	
Community and Campus Feedback	Evaluate appropriateness of systems and resources found in the initial investigation from step 1 for use in CISD	All	Curriculum Directors, Assistant Superintendent of Curriculum and Instruction	August 2009	June 2010	Curriculum directors, teachers	Evaluation rubrics	

Strategic Objective/Goal :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings, updated teacher walkthrough, snapshot and grading rubrics							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Conduct a district wide book study allowing campus choice dealing with 21 st century skills for learners	All Instructional Staff	Director of Staff Development	June 2009	July 2010	Director of Staff Development, campus, Director of School Improvement, administrators, teachers, books and Title II funds	District and campus staff development plans	
Community and Campus Feedback	Provide information/resources to share/and educate about 21 st century skills for learners	All	Director of Staff Development	August 2009	June 2010	Director of Staff Development, Director of School Improvement teachers, campus administrators	District and campus staff development plans	
Campus Feedback	Observe through site visits 21 st century schools	All	Assistant Superintendent of Curriculum and Instruction	August 2009	June 2010	Curriculum Directors, teachers, subs	Documentation of visits and of sharing information gained in visits	
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration	All	Principals	August 2009	June 2010	Principals, teachers, funds for classroom needs	Observation of innovative classroom structures	
Campus Feedback	Update teacher walk through/ snapshot forms to include 21 st century skills (oral and written communication, collaboration, technology literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Assistant Superintendent of Curriculum and Instruction	August 2009	June 2010	Curriculum Directors, campus administrators, and I-Team	Updated walkthrough and snapshot forms	

Strategic Objective/Goal :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings, updated teacher walkthrough, snapshot and grading rubrics							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus and Community Feedback	Create grading rubrics that address 21 st century learning skills (oral and written communication, collaboration, technology literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Curriculum Directors	August 2009	June 2010	Curriculum Directors, Campus administrators, teachers	Updated grading rubrics	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Deliver ongoing staff development targeted to <ul style="list-style-type: none"> Real world application Service Learning Differentiation inside/outside the classroom Project-based, problem-based teaching/learning 	All	Director of Staff Development	June 2009	July 2010	Director of staff development, campus administrators, teachers	Staff development offerings in Eduphoria and in (CIP) campus improvement plan	
Community and Campus Feedback	Access parent talent pool at the beginning of the year or as needed to determine assets.	All	Principals	August 2009	June 2010	Principals, teachers, PTOs, parents and guardians	Campus improvement plans. PTO, Lists of parent assets	
Community and Campus Feedback	Align concept-based instruction with real world application.	All	Assistant Superintendent of Curriculum and Instruction	August 2009	June 2010	Curriculum directors, campus administrators, teachers, subs	Information in Forethought, staff development offerings	
Community and Campus Feedback	Incorporate opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, online courses, etc.	All	Director of Advanced Academics	August 2009	June 2010	Director of Advanced Academics, I Team, teachers	Lesson plans and Campus Improvement Plans	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback	Enhance service learning: <ul style="list-style-type: none"> • Provide ongoing updates of current and completed projects across the district on the district website • Improve quality and quantity of service learning projects 	All	CTE Coordinator	August 2009	June 2010	Director over service learning, campus administrators, teachers, class time	Postings on website, other evidence of service learning activities	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 8:	Expand the Career and Technology programs to increase opportunities to all CISD students							
Summative Evaluation:	PBMAS, student enrollment, student certification, CTE program evaluations							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student recruitment into CTE programs of study	<ul style="list-style-type: none"> Provide an in school event (Passport) for all eight grade students to prepare for selection of courses for four year plan Follow up with an evening event to including parent participation 	8 th graders	CTE Coordinator	June 2009	July 2010	CTE Coordinator, Perkins Grant., Middle School BCIS instructor, Bridges, Counselors	Student survey in reflection activities; Student four year plans	
Student placement into CTE Programs of Study	Continue training for teachers and counselors in career and college planning software	8 th graders	CTE Coordinator	August 2009	June 2010	CTE Coordinator, Perkins Grant, Bridges	Agendas, documentation of training	
CTE Program Evaluation; Job Forecast tools	Expand CTE programs to prepare the students to meet the needs for college/workforce readiness	All	CTE Coordinator	August 2009	June 2010	CTE Advisory Committee, CTE Coordinator, CTE instructors, Interlink	CTE program outlines, agendas, course guides	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 9:	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program							
Summative Evaluation:	The CISD GT Program Guide reflects an array of learning opportunities for gifted and talented students both within the school day as well as out of school options.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
2009 Program Evaluation	Develop a Program Services Guide that can be posted on the website and disseminated to parents	GT	Director of Advanced Academics	August 2009	September 15, 2009	GT Faculty	Copy of the Program Services Guide	
2009 Program Evaluation	Increase opportunities for students to work on independent research projects on topics of interest	GT	Director of Advanced Academics, Elementary GT teachers; Middle School GT teachers	September 2009	December 2009	GT Faculty	Curriculum documents showing opportunities for independent work	
2009 Program Evaluation	Revise GT Scope and Sequence of Skills	GT	Director of Advanced Academics and GT Committee	September 2009	December 2009	GT Committee Members	Copy of Revised Scope and Sequence	
GT State Plan Standards	Develop a Standards Based Report Card to report student mastery of skills in the scope and sequence	Elem. GT	Director of Advanced Academics and GT Committee	November 2009	March 2010	GT Committee Members	Copy of GT Reports Cards	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 9:	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program							
Summative Evaluation:	The CISD GT Program Guide reflects an array of learning opportunities for gifted and talented students both within the school day as well as out of school options.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
GT State Plan Standards	Implement the Texas Performance Standards Projects as part of GT Curriculum and Assessment	GT	Director of Advanced Academics and GT Faculty	September 2009	May 2010	GT Faculty and TEA Website for Performance Standards Project	Curriculum Documents and Student Projects	
GT State Plan Standards	Develop district guidelines for evaluation of resources to be used in the GT program	GT	Director of Advanced Academics and GT Committee	January 2010	May 2010	GT Committee	Guidelines posted on GT Website	
GT State Plan Standards	Initiate additional out of school learning opportunities for students in their areas of interest	GT	Director of Advanced Academics and GT Committee	September 2009	May 2010	GT Faculty, Coppell Gifted Association	List of out of school learning opportunities for students and enrollment numbers from Mosaic	
GT State Plan Standards	Develop a program to cultivate reading and writing talents	GT and Advanced Academic Students	Director of Advanced Academics; Director of Language Arts	September 2009	May 2010	GT Faculty	Program Description and Learning Opportunities	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 10:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Sp.Ed. Permanent folder review; instructional snapshots; department meetings	Provide initial and ongoing training in Standards-Based IEPs	Special Ed	Directors of Special Education, Lead Diagnostician, Lead Speech Pathologist, Special Education Team Leaders	August 2009	June 2010	Special Education Teachers, Director of Special Education, Lead diagnostician, Lead Speech Pathologist, Special Education Team Leaders, Region 10, Special Education Local and Federal Funds, Special Education Data Management System	ARD committee reports, IEP Progress	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 11:	Implement the requirements and purposes of IDEA by meeting State and Federal targets							
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Full and Individual Evaluations (FIE), Annual Performance Report (APR)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
State Performance Plan (SPP) Indicators Referral Logs Child Find Logs	Provide training on State and Federal timelines/ guidelines	Special Education	Directors of Special Education, Lead Diagnostician, Lead Speech Pathologist	July 2009	June 2010	Intervention Services Personnel, Region 10, SpEd Local and Federal funds	Documentation of Intervention Services staff development Eduphoria records	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 12:	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> • Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services • Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services. 							
Summative Evaluation:	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, Special Education Referral Reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Reports PEIMS Reports PBMAS Reports SpEd Referral Reports	Provide training on disproportionate representation in Special Education	All	Directors of Special Education, Curriculum Department, Diagnosticians Speech Pathologists	July 2009	June 2010	Intervention Services Personnel, Region 10, Curriculum Department, Campus Administrators, Promoting Success Teams (PST), SpEd Local and Federal Funds	PST Reports, SpEd Referral Reports, Documentation of CISD staff development, Eduphoria records, Agendas	
AEIS Reports PEIMS Reports PBMAS Reports SpEd Referral Reports	Provide school and district-wide training in the administration of assessment tools and methods that consider the student's culture and background	All	Directors of Special Education, Curriculum Department, Diagnosticians Speech Pathologists	July 2009	June 2010	Intervention Services Personnel, Region 10, Curriculum Department, Campus Administrators, Promoting Success Teams (PST), SpEd Local and Federal Funds	PST Reports, SpEd Referral Reports, Documentation of CISD staff development, Eduphoria records, Agendas	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 12:	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> • Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services • Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services. 							
Summative Evaluation:	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, Special Education Referral Reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CHS Transcripts	Maintain co-teach sections of Algebra II, Physics and Chemistry to assist students	SpEd	CHS Principal, Director of Secondary Special Education	August 2009	June 2010	General & Special, Education Staff	PBMAS indicators, Master Schedule, Academic Achievement Records (AAR), ARD Documents	
CHS Transcripts	Investigate foreign language options (i.e. sign language) and/or consideration of a co-taught foreign language class, as well as discussion with North Lake Community College for possible options	All	CHS Principal, CTE Coordinator, Director of Secondary Special Education, Director of School Improvement	July 2009	June 2010	Data Collected from North Lake Community College, Course Selection Guide, General & Special Education Staff	ARD Documents Summary Reports	
CHS Transcripts	Advise students on graduation plan options	SpEd	Case Managers, ARD Committee Members, Counselors, Transition Coordinator	July 2009	June 2010	Case Managers, ARD Committee Members, Counselors, Transition Coordinator	ARD Document, Graduation Plan, Academic Achievement Records (AAR)	
Surveys	Provide training to special education staff on transition and graduation plan options (all levels)	SpEd	Directors of Special Ed, Transition Coordinator	July 2009	June 2010	Directors of Special Ed, Transition Coordinator, Region X	Documentation of CISD staff development, Eduphoria records, Online and paper evaluations	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 12:	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> • Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services • Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services. 							
Summative Evaluation:	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, Special Education Referral Reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PEIMS	Provide training on Positive Behavioral Supports at campus level	All	Campus Administration, Directors of Special Education Intervention Specialists	August 2009	June 2010	Incident codes per campus, Positive behavior support plan template, Campus staff, Intervention Specialist/LSSP Region 10 (School wide PBS)	Documentation of CISD staff development, Eduphoria records, Online and paper evaluations	
PEIMS	Investigate alternate options to In-School Suspension	SpEd	Campus Administration, Directors of Special Education	August 2009	June 2010	Campus Administration, Directors of Special Education, Region 10, Intervention Specialist/LSSP	Input from Administrative staff, Input from teachers	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 13:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates	Create a culture that encourages teacher retention	All	Assistant Superintendent of Curriculum and Instruction and Executive Director of HR	July 2009	June 2010	Campus Administrators, SFSF (\$2,893,462)	Teacher Retention Rates	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906							
Summative Evaluation:	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD students							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input	Research and compile list of resources and recommend best practices for character education	All	Director of Student Services	August 2009	June 2010	Director of Student Services (Counselors)	Posting of list on website and/or Portal	
Survey to determine staff development needs	Provide staff development on character ed. through a variety of formats	All	Director of Staff Development	August 2009	June 2010	Director of Staff Development	Compilation of survey results	
Community survey	Disseminate character traits program information and documentation to pertinent sections of the school district and community including guest speaker and presenters.	All	Director of Public Relations and Communication	August 2009	June 2010	Director of Student Services (Counselors)	Character Traits program information visibly displayed at schools and in the community	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 2:	Embed Character Education within the CISD Curriculum, including through service learning projects, in order to reach all students							
Summative Evaluation:	Documentation of campus character education program within each Campus Improvement Plan							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community/ Campus feedback	Seamlessly integrate (campus-developed) Character Ed. program into existing school practices	All	Librarians, counselors, classroom teachers, assistant principals, principals	August 2009	June 2010	Library time, counselor visits, announcements, assemblies, advisory time, discipline programs	Campus visits	
Community/ Campus feedback	Develop reflection methods within appropriate content areas which guide students to recognize Character Traits	All	Curriculum Directors, Classroom teachers, Service Learning Coordinator	August 2009	June 2010	List of Character Education best practices and resources, instructional specialists, content curriculum writers	CISD curriculum documents, lesson plans, classroom visits	
Community/ Campus feedback	Provide resources that demonstrate a correlation between Character Ed. and Service Learning	All	Service Learning Coordinator	August 2009	June 2010	Service Learning resources, service learning campus lead teachers	Informal student interviews; post-project reflections	
Campus/service learning coordinator feedback	Integrate Service Learning and other Character Ed. projects into existing content area curriculum where appropriate	All	Curriculum Directors, Director of Service Learning	August 2009	June 2010	CISD curriculum writers, Curriculum Directors	Classroom visits, curriculum documents	
Campus and community feedback	Embed the assessment of character traits into existing grading practices such as report card comments and project rubrics	All	Classroom teachers	August 2009	June 2010	Curriculum directors, Director of Student Services, Rubrics for assessing character traits	Report card documents	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 3:	Create a culture where positive character qualities are demonstrated daily							
Summative Evaluation:	Documentation on shared community/CISD website							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Docu mented
Community and Campus Feedback	Review existing campus committees and programs and modify as needed to ensure that the result is a culture of character	All	Campus administrator	August 2009	June 2010	Site-based or other existing committees representative of the school's community	Goals, mission statements or bylaws of each committee posted	
Community and Campus Feedback	Provide students with opportunities that foster character development outside of the campus and within the community		Campus administrator	August 2009	June 2010	Site-based or other existing committees representative of the school's community	Publicized list of student opportunities	
Community and Campus Feedback	Develop and maintain a campus character website under the umbrella of the community website www.coppellcares.com	All	Campus administrator and/or faculty club sponsor	August 2009	June 2010	Student committee with broad representation from student community	Postings on the website are up-to-date	
Community and Campus Feedback	Identify, develop and implement extracurricular character programs that are relevant to student life	All	Sponsor of student committee	August 2009	June 2010	Student committee	Publicized list of student extracurricular opportunities	
Community and Campus Feedback	Create a logo for the Coppell CARES community/character education partnership program	All	Sponsor of student committee	August 2009	June 2010	Input from students	Logo displayed	
Community and Campus Feedback	Infuse the Coppell CARES logo into publications, signage, or other appropriate areas	All	Director of Public Relations	August 2009	June 2010	Electronic and/or print distribution of official logo	Logo displayed	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 4:	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
Discipline Referrals, Anecdotal campus reports	Provide staff training on drug and relationship abuse awareness, detection and prevention	Secondary Staff	Dir. Student Services, Counselors, campus administrators	June 2009	July 2010	PEIMS data, SROs, Counselors, parents and Campus Administrators	Discipline Referrals, Anecdotal campus reports	
Discipline Referrals, Anecdotal campus reports Parent/community feedback	Research and recommend an effective drug prevention program for secondary students.	Secondary Students	Dir. Student Services,	August 2009	June 2010	PEIMS, Library, Exemplary Programs, YMCA CARE	Recommended plan	
Discipline Referrals, Anecdotal campus reports	Increase the effectiveness of the relational aggression prevention program <ul style="list-style-type: none"> • Bullying • Dating/Relational violence 	All	Dir. Student Services, Counselors, Teen Leadership teachers	August 2009	June 2010	Support materials, Teen Leadership curriculum, School Resource Officers (SROs), Title IV	Curriculum documents, counselor & nurse feedback, discipline data	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 5:	Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days							
Summative Evaluation:	All students out of school suspensions will be a maximum of 3 days.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Discipline Data Validation Indicator #1: Length of Student's Out-Of-School Suspension This indicator identifies districts with students reported as suspended out-of-school (OSS) for more than the three school days allowed under TEC §37.005.	Train administrators on the following: Until a Due Process Hearing or a JJAEP Intake Conference can be held, the principal or other appropriate administrator will place the student in one of the following: 1. Another appropriate classroom 2. In-school suspension Coppell ISD Alternative Education Campus	All	Director of Student Services will provide ongoing training for campus administrators. PEIMS coordinator based on Chapter 37 TEC.	Aug. 2009	May 2010	Director of Student Services will provide ongoing training for campus administrators and the PEIMS coordinator based on Chapter 37 TEC. Dates/times/location will be provided for additional trainings occurring at our regional service center. The first training occurred August 2008 and will occur every August of each consecutive school year.	All suspensions monitored for student information; reports run quarterly within student information system to track consecutive days of suspension will show no student suspended more than 3 consecutive days.	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21 st Century technology skills							
Needs Assessment	Action steps	Sp. Pop	Person(s) Responsible	Time line Start	Timelin e End	Resources Human/Material/Fiscal	Formative Evaluation	Docu ment ed
Integration Specialist meetings to review current standards and levels	Define and communicate technology proficiency levels to all CISD staff	All	Integration Specialists	July 2009	June 2010	TEA Technology Applications, Texas STaR Chart, Long Range Plan for Technology	Posting of expectation and documentation on CISD website and/or staff portal	
Survey of surrounding districts; meetings with department and/or campus personnel	Create and implement an assessment to determine technology integration and establish baseline proficiency levels of CISD staff	All	Curriculum Department; Integration Specialists;	July 2009	June 2010	Data collection and planning time for Integration Specialists, Business Partnerships	Developed assessment product	
Meetings with department and/or campus personnel	Develop annual technology goals using a proficiency objectives document	All Staff	Integration Specialists; Principals	July 2009	June 2010	Staff members, proficiency objectives document, annual review materials	Evaluations by supervisor and/or principal, annual goals documentation	
Meetings with department and/or campus personnel	Train all staff on how to use the proficiency objectives document	All	Integration Specialists	July 2009	June 2010	Trainers, facilitators, Eduphoria Workshop, Materials	Eduphoria Transcripts, District and Campus visits	
Meetings with department and/or campus personnel	Annually assess and evaluate staff proficiencies using developed assessment	All	Integration Specialists; Principals	July 2009	June 2010	Proficiency objectives document, I-Team, supervisor and/or principal	District and Campus level walk-throughs/ campus visits, Evaluations by trained faculty and staff	
Meetings with department and/or campus personnel	Utilize online learning resources to increase differentiated staff development	All	Integration Specialists; Staff Development Director	July 2009	June 2010	Bond \$/M&O, I-Team, Technology Dept.	Online resources, Eduphoria transcripts, District level site visits, Follow up reflective discussions	
Meetings with department and/or campus personnel	Develop and provide differentiated 21 st Century Training to accommodate all staff member's technology levels	All	Integration Specialists; Staff Development Director	July 2009	June 2010	I-Team, Curriculum Team, Trainers, Materials (books, manuals, resources, etc.)	Meeting handouts, Eduphoria transcripts, Follow up reflective discussions	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 2:	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking							
Summative Evaluation:	All local policies and procedures reflect current standards and recommendations by TASB and all network services are up 100% of the time.							
Needs Assessment	Action steps	Sp. Pop .	Person(s) Responsible	Time line Start	Time line End	Resources Human/Material /Fiscal	Formative Evaluation	Docu ment ed
Meetings with department personnel to review current legal/local policy and guide - lines; Review TASB policy; Survey surrounding districts	Annually review all federal, state and local requirements such as CIPA and the CISD AUP for Technology in order to adhere to all regulations, guidelines and district standards and make recommendations as needed	All	Executive Director of Technology	July 2009	June 2010	Legal/Local policies, TASB website	Posting of local policies and guidelines on CISD website and/or staff portal	
Meetings with department and/or campus personnel	Forecast and plan for anticipated CISD users, capacity, space, network connectivity and demand for CISD services	All	Executive Director of Technology	July 2009	June 2010	Network services utilization reports	Department and campus feedback, Network usage reports, Evaluation report and recommendation	
Meetings with department and/or campus personnel	Identify, prioritize and expand clustered server solutions to provide high availability for district defined critical services	All	Executive Director of Technology	July 2009	June 2010	Bond \$, M&O, Network Engineers	Meetings with Network Engineers, List of clustered services, Technology planning documentation	
Meetings with department and/or campus personnel	Expand Storage Area Network (SAN) to provide high availability for district defined data	All	Executive Director of Technology	July 2009	June 2010	Bond \$, Third-party contracted services, Network Engineers	Network capacity and usage reports	
Meetings with department and/or campus personnel	Review the current state of scalability and redundancy of all technology services and network infrastructure	All	Executive Director of Technology	July 2009	June 2010	Network Engineers	Network capacity and usage reports	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 3:	Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste							
Summative Evaluation:	District energy report, online auction data and report for disposal of technology equipment							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with department and/or campus personnel	Develop and implement a system for replacing CRT monitors with flat panel monitors	All	Executive Director of Technology	July 2009	June 2010	PC Techs, Purchasing	Focus group feedback, Documented system	
Meetings with department and/or campus personnel; Survey surrounding districts; Vendor feedback	Research the cost and effectiveness of installing motion sensors that turn off technology related equipment automatically when room is not occupied	All	Executive Director of Technology; Integration Specialists	July 2009	June 2010	Various online resources, Third-party vendors, District energy consumption data and reports, Purchasing	Focus group meetings, Compiled research data and reports	
Meetings with department and/or campus personnel	Research and analyze the use of consumables throughout the district and establish a district-wide system for recycling	All	Executive Director of Technology; PC Techs; Purchasing	July 2009	June 2010	Various online resources, Third-party vendors, Purchasing, Dep PC Techs, Campus staff, Third-party vendor for disposal department/Campus staff	Focus group meetings, Compiled research data and reports	
Meetings with Business Office; Survey surrounding districts	Research various avenues for the legal disposal of all technology related equipment	All	Executive Director of Technology	July 2009	June 2010	Various online resources, Business Office	Focus group meetings, Research data and reports	
Meetings with Business Office; Survey surrounding districts	Develop and implement a method for the proper disposal of all technology related equipment	All	Executive Director of Technology	July 2009	June 2010	Business Office, PC Techs, Integration Specialists, Purchasing	Focus Group feedback, Documented procedures	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 4:	Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure							
Summative Evaluation:	District/Campus websites, Staff/Parent portal resources and content, Security audit report							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Time line Start	Timeli ne End	Resources Human/Material/ Fiscal	Formative Evaluation	Docum ented
Meetings with district and campus staff; Review District policy and guidelines for website posting/ content; Survey surrounding districts; Parent survey	Review the use and effectiveness of CISD website content (District, campus and teacher) to determine the need for enhancements and/or modifications	All	Executive Director of Technology; Director of PR and Communications; Webmaster	July 2009	June 2010	District and campus staff, Survey Monkey, CISD website policy resources	Staff and community feedback, District, campus and teacher website content, Survey results	
Meetings with department and/or campus personnel; Parent survey	Assess the existing staff and parent portal frameworks including all components and resources	All	Executive Director of Technology; District and Campus Staff; Community	July 2009	June 2010	District and campus staff, Survey Monkey, Bond \$	Staff and community feedback, Survey results, Recommendation report, Staff and parent portal content	
Meetings with department and/or campus personnel	Identify, prioritize and execute the integration and exposure of CISD data sources making sure to include the stakeholders of critical data and applications to ensure data integrity	All	Executive Director of Technology	July 2009	June 2010	Bond \$, Software licensing, Server hardware	Meetings with Network Engineers, Technology planning documentation	
Meetings within Technology Department; Third-party vendor engagement; Review current CISD security policies and guidelines; Review security audit recommendations	Assess the level of security across entire network infrastructure and implement a plan based upon recommended changes from security audit	All	Executive Director of Technology	July 2009	June 2010	Third-party contracted services, Network Engineers, Bond \$	Compiled research on best security practices, Meetings with third-party vendor, Security audit recommendation, developed security audit plan	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 5:	Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students							
Summative Evaluation:	District and campus technology inventory reports (Follett Destiny Asset), Bond project reports and expenditures							
Needs Assessment	Action steps	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Review current inventory of hardware/software	Compile and maintain a comprehensive inventory of all district approved hardware and software	All	Executive Director of Technology	July 2009	June 2010	PC Techs, Purchasing, Follett Destiny, District approved hardware/software list	District and campus technology inventory reports	
Survey of surrounding districts; Meetings with department and/or campus personnel	Define minimum standards for the replacement technology hardware/software on an annual basis	All	Executive Director of Technology; Curriculum Department; Integration Specialists;	July 2009	June 2010	Purchasing, PC Techs, Network Engineers, Curriculum Department, I-Team	Technology minimum standard documentation	
Meetings with department and/or campus personnel	Evaluate the effectiveness of the current replacement schedule based upon the district defined minimum hardware/ software standards, projected campus student enrollment and campus and/or district need	All	Executive Director of Technology; Curriculum Department; Integration Specialists	July 2009	June 2010	Purchasing, Integration Specialists, Curriculum Department	Focus group meetings, Student enrollment projections, Staff feedback	
Meetings with dept. and/or campus personnel and third-party vendors; Review current funding practices; Survey surrounding districts	Research and define possible alternative funding methods to assist in the technology replacement schedule process	All	Executive Director of Technology; Purchasing; Integration Specialists	July 2009	June 2010	Various online resources and literature, Business Office, Purchasing, Third-party vendors	Compiled research reports, Feedback from meetings and discussions	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 5:	Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students							
Summative Evaluation:	District and campus technology inventory reports (Follett Destiny Asset), Bond project reports and expenditures							
Needs Assessment	Action steps	Sp. Pop	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with department and/or campus personnel; Meetings with third-party vendors; Survey surrounding districts	Assess the possibility of implementing a centralized desktop virtualization solution to reduce Windows desktop overhead/costs in order to provide more access for staff and students and provide a recommendation.	All	Executive Director of Technology	July 2009	June 2010	Various online resources and literature, Network Engineers, PC Techs, Integration Specialists, Third-party vendors	Compiled research on desktop virtualization, Meetings with third-party vendor, Desktop virtualization recommendation ,Beta testing at defined campuses and departments	
Meetings with department and/or campus personnel; Review published research literature; Survey surrounding districts	Research the use and effectiveness of NetBooks as a possible alternative to the traditional laptop for staff and students	All	Executive Director of Technology; Integration Specialists	July 2009	June 2010	Various online resources and literature, Network Engineers, PC Techs, Integration Specialists	Compiled research on NetBooks, Meetings with third-party vendor, Focus group meetings, Beta testing product at defined campuses	

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	1
04	POSSESSED CONTROLLED SUBSTANCE	14
05	POSSESSED ALCOHOLIC BEVERAGE	8
06	ABUSE OF VOLATILE CHEMICALS	1
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAIATION 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 EMPLOYEE / VOLUNTEER	2
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED CIGARETTE OR TOBACCO PRODUCT	8
34	SCHOOL-RELATED GANG VIOLENCE	0
35	FALSE ALARM / FALSE REPORT	1
36	FELONY CONTROLLED SUBSTANCE VIOLATION	2
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	23
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENCE HOMICIDE	0
TOTAL Student Violent and Criminal Incidents for the 2008-09 School Year		60

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: COPPELL H S

Campus #: 057922001

2009 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Attendance (2007-08)

AP/IB Results (2007-08)

College Admissions (Class of 2008)

College-Ready Graduates (Class of 2008)

Texas Success Initiative (TSI) ELA

Texas Success Initiative (TSI) Mathematics

Commended on Social Studies

Comparable Improvement: Reading/ELA

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 2,735
Grade Span: 09 - 12
School Type: Secondary

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

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2009 Standard Grade 9															
Reading	2009	91%	99%	96%	99%	97%	97%	> 99%	*	99%	99%	99%	> 99%	94%	82%
	2008	87%	98%	94%	98%	93%	94%	99%	*	> 99%	98%	99%	88%	91%	93%
Mathematics	2009	71%	94%	82%	95%	81%	90%	96%	*	98%	96%	95%	73%	76%	73%
	2008	64%	95%	79%	95%	85%	88%	96%	*	98%	94%	96%	65%	80%	92%
All Tests	2009	70%	94%	82%	95%	81%	90%	96%	*	98%	96%	95%	77%	75%	75%
	2008	63%	95%	77%	95%	83%	86%	96%	*	98%	94%	95%	67%	78%	88%
TAKS Met 2009 Standard Grade 10															
Eng Lang Arts	2009	90%	99%	96%	99%	> 99%	94%	99%	*	> 99%	98%	> 99%	78%	92%	90%
	2008	89%	97%	95%	97%	91%	92%	98%	*	96%	95%	98%	86%	84%	74%
Mathematics	2009	69%	92%	79%	92%	77%	81%	95%	*	94%	93%	92%	78%	77%	60%
	2008	66%	91%	78%	91%	69%	80%	93%	*	94%	89%	92%	56%	68%	60%
@ Science	2009	67%	92%	82%	92%	67%	85%	95%	*	94%	93%	91%	50%	68%	50%
	2008	65%	90%	80%	90%	71%	85%	93%	*	90%	92%	89%	57%	69%	55%
@ Soc Studies	2009	91%	99%	96%	99%	97%	98%	99%	*	> 99%	> 99%	99%	92%	93%	90%
	2008	89%	98%	94%	98%	81%	98%	99%	*	97%	98%	98%	84%	92%	80%
@ All Tests	2009	57%	88%	71%	88%	60%	73%	92%	*	93%	89%	87%	31%	61%	50%
	2008	55%	84%	69%	84%	58%	68%	87%	*	88%	83%	85%	39%	50%	48%
TAKS Met 2009 Standard (TAKS(Accommodated) INCLUDED for All Subjects)															
^ Grade 11															
Eng Lang Arts	2009	93%	99%	97%	99%	91%	98%	99%	*	98%	98%	99%	72%	98%	78%
	2008	91%	98%	96%	98%	> 99%	96%	98%	*	99%	98%	98%	88%	94%	80%
Mathematics	2009	82%	96%	91%	96%	88%	89%	97%	*	99%	96%	96%	67%	86%	86%
	2008	80%	97%	88%	97%	81%	92%	98%	*	> 99%	97%	97%	71%	90%	81%
Science	2009	86%	97%	94%	97%	91%	96%	99%	*	96%	98%	97%	64%	88%	73%
	2008	81%	96%	90%	96%	85%	92%	98%	*	97%	97%	95%	62%	87%	75%
Soc Studies	2009	97%	> 99%	99%	> 99%	> 99%	98%	> 99%	*	99%	99%	> 99%	96%	> 99%	91%
	2008	95%	> 99%	98%	> 99%	> 99%	> 99%	> 99%	*	98%	> 99%	99%	93%	> 99%	94%
All Tests	2009	76%	94%	88%	94%	83%	88%	97%	*	93%	94%	95%	48%	77%	57%
	2008	72%	94%	83%	94%	78%	88%	96%	*	96%	94%	95%	57%	87%	65%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 2
Total Students: 2,735
Grade Span: 09 - 12
School Type: Secondary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009	91%	99%	96%	99%	96%	97%	99%	> 99%	99%	98%	99%	80%	95%	82%
	2008	91%	99%	94%	98%	94%	94%	98%	> 99%	98%	97%	99%	88%	90%	82%
Mathematics	2009	82%	96%	84%	95%	82%	87%	96%	> 99%	97%	95%	95%	70%	80%	77%
	2008	80%	97%	83%	94%	79%	87%	95%	90%	97%	93%	95%	63%	79%	76%
Science	2009	78%	95%	88%	95%	80%	91%	97%	67%	95%	96%	95%	59%	79%	66%
	2008	74%	94%	86%	93%	77%	89%	95%	83%	93%	95%	92%	59%	78%	64%
Soc Studies	2009	93%	99%	98%	99%	98%	98%	> 99%	> 99%	> 99%	> 99%	99%	95%	96%	91%
	2008	91%	99%	96%	99%	89%	99%	> 99%	> 99%	98%	99%	99%	88%	96%	86%
All Tests	2009	74%	94%	81%	93%	75%	84%	95%	75%	95%	93%	93%	51%	71%	60%
	2008	72%	94%	77%	91%	73%	82%	93%	90%	94%	91%	91%	53%	72%	65%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDE SELECTED TAKS(Accommodated))															
Reading/ELA	2009	96%	> 99%	98%	99%	97%	99%	> 99%	> 99%	99%	99%	> 99%	85%	97%	90%
Mathematics	2009	89%	98%	93%	97%	94%	93%	98%	> 99%	99%	97%	98%	77%	89%	86%
Science	2009	83%	97%	94%	98%	92%	95%	98%	83%	98%	98%	98%	65%	89%	75%
Soc Studies	2009	98%	> 99%	99%	> 99%	> 99%	99%	> 99%	> 99%	> 99%	> 99%	> 99%	95%	98%	94%
All Tests	2009	84%	97%	91%	96%	90%	92%	97%	88%	97%	96%	97%	63%	84%	69%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	34%	64%	36%	56%	38%	45%	58%	50%	58%	51%	61%	9%	28%	8%
	2008	34%	64%	34%	55%	39%	46%	58%	70%	56%	51%	60%	17%	28%	14%
Mathematics	2009	31%	65%	33%	62%	26%	43%	62%	25%	79%	61%	62%	5%	22%	30%
	2008	28%	61%	29%	60%	30%	43%	61%	70%	74%	62%	58%	15%	34%	41%
Science	2009	26%	51%	26%	41%	17%	37%	41%	17%	47%	46%	36%	3%	11%	13%
	2008	22%	47%	20%	34%	13%	22%	35%	17%	39%	40%	27%	5%	19%	14%
Soc Studies	2009	44%	75%	58%	76%	57%	69%	78%	43%	78%	81%	71%	26%	51%	38%
	2008	36%	64%	47%	64%	40%	54%	67%	33%	65%	70%	57%	28%	34%	17%
All Tests	2009	16%	42%	15%	33%	11%	22%	33%	13%	43%	32%	33%	< 1%	7%	4%
	2008	15%	40%	14%	34%	17%	24%	35%	30%	38%	34%	33%	8%	14%	9%
TAKS-M Met 2009 Standard (Sum of All Grades Tested)															
Reading/ELA	2009	82%	81%	80%	47%	*	*	50%	*	*	50%	43%	47%	*	*
Mathematics	2009	69%	60%	53%	20%	*	*	15%	*	*	27%	11%	20%	*	*
Science	2009	51%	47%	54%	18%	*	*	13%	*	*	17%	20%	18%	*	*
Soc Studies	2009	64%	48%	67%	40%	*	*	43%	*	*	50%	*	40%	*	*
All Tests	2009	57%	59%	50%	19%	*	*	21%	*	*	25%	11%	19%	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 3
Total Students: 2,735
Grade Span: 09 - 12
School Type: Secondary

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

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	98%	95%	99%	96%	96%	99%	> 99%	99%	98%	99%	79%	94%	80%
	2008	86%	98%	94%	97%	91%	94%	98%	> 99%	98%	96%	98%	80%	88%	80%
Mathematics	2009	80%	96%	83%	94%	80%	87%	96%	> 99%	97%	95%	94%	61%	79%	77%
	2008	78%	96%	81%	94%	76%	87%	95%	90%	97%	93%	94%	57%	79%	75%
Science	2009	78%	95%	88%	95%	80%	91%	97%	67%	95%	96%	95%	59%	79%	66%
	2008	74%	94%	86%	93%	77%	89%	95%	83%	93%	95%	92%	59%	78%	64%
Soc Studies	2009	93%	99%	98%	99%	98%	98%	> 99%	> 99%	> 99%	> 99%	99%	95%	96%	91%
	2008	91%	99%	96%	99%	89%	99%	> 99%	> 99%	98%	99%	99%	88%	96%	86%
All Tests	2009	72%	93%	80%	93%	73%	84%	95%	75%	95%	93%	92%	48%	71%	59%
	2008	69%	93%	76%	91%	72%	82%	93%	90%	93%	90%	91%	49%	70%	64%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	98%	95%	98%	95%	96%	99%	> 99%	99%	98%	99%	72%	93%	79%
Mathematics	2009	80%	95%	82%	94%	77%	86%	95%	> 99%	97%	94%	93%	50%	78%	76%
Science	2009	76%	94%	87%	94%	79%	91%	96%	67%	95%	95%	94%	50%	78%	64%
Soc Studies	2009	92%	99%	97%	99%	97%	98%	99%	> 99%	99%	99%	99%	83%	95%	88%
All Tests	2009	71%	93%	79%	92%	72%	84%	94%	75%	94%	92%	92%	41%	71%	58%
TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)															
All Tests	2009	84%	85%	87%	83%	*	*	70%	*	> 99%	*	79%	83%	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 4
Total Students: 2,735
Grade Span: 09 - 12
School Type: Secondary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.0%	99.0%	99.1%	96.4%	99.6%	80.0%	98.4%	99.0%	98.9%	100.0%	95.5%	78.5%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	93.4%	96.6%	92.0%	94.4%	97.4%	80.0%	96.9%	96.6%	96.7%	44.7%	91.6%	69.2%
Not on TAKS	7.7%	2.9%	5.6%	2.3%	7.1%	2.0%	2.2%	0.0%	1.6%	2.4%	2.3%	55.3%	3.9%	9.2%
TAKS(Acc) Only	2.3%	1.1%	1.4%	1.0%	4.5%	0.5%	0.9%	0.0%	0.5%	1.1%	0.9%	23.5%	1.9%	3.1%
TAKS-M Only	3.3%	0.9%	2.2%	0.8%	1.8%	0.5%	0.8%	0.0%	0.5%	0.9%	0.7%	18.8%	1.3%	3.1%
TAKS-Alt Only	0.8%	0.4%	0.6%	0.3%	0.0%	0.5%	0.2%	0.0%	0.5%	0.1%	0.5%	7.1%	0.0%	1.5%
Combination	1.3%	0.5%	1.1%	0.2%	0.9%	0.5%	0.2%	0.0%	0.0%	0.3%	0.2%	5.9%	0.6%	1.5%
By Acct Status														
Acct System	87.3%	94.4%	91.3%	95.4%	86.6%	91.4%	96.7%	80.0%	96.1%	95.9%	95.1%	61.2%	88.3%	69.2%
Non-Acct System	11.2%	4.4%	7.4%	3.5%	12.5%	5.1%	2.9%	0.0%	2.4%	3.1%	3.8%	38.8%	7.1%	9.2%
Mobile	4.7%	2.2%	3.3%	1.9%	8.0%	3.6%	1.3%	0.0%	1.3%	1.5%	2.2%	0.0%	4.5%	3.1%
Non-Acct Test	6.4%	2.3%	3.9%	1.6%	4.5%	1.5%	1.6%	0.0%	1.0%	1.6%	1.7%	38.8%	2.6%	6.2%
Hurricane Ike	0.1%	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%
Not Tested	1.5%	1.1%	1.0%	1.0%	0.9%	3.6%	0.4%	20.0%	1.6%	1.0%	1.1%	0.0%	4.5%	21.5%
Absent	0.1%	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%
LEP Exempt	0.9%	0.8%	0.3%	0.5%	0.9%	1.0%	0.1%	10.0%	1.6%	0.7%	0.4%	0.0%	1.9%	16.9%
Other	0.4%	0.2%	0.5%	0.5%	0.0%	2.5%	0.3%	10.0%	0.0%	0.3%	0.7%	0.0%	2.6%	4.6%
Hurricane Ike	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	3,132,150	7,035	1,382	2,018	112	197	1,317	10	382	998	1,019	85	154	65
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	98.9%	99.1%	98.3%	98.3%	99.6%	100.0%	97.8%	98.8%	99.4%	99.2%	99.3%	82.2%
By Program														
TAKS (1 or more)	90.9%	95.7%	93.5%	97.0%	90.9%	96.6%	97.7%	100.0%	96.3%	96.6%	97.4%	61.0%	93.6%	74.0%
Not on TAKS	7.5%	3.0%	5.4%	2.1%	7.4%	1.7%	1.9%	0.0%	1.5%	2.2%	1.9%	38.2%	5.7%	8.2%
TAKS(Acc)	2.7%	1.0%	1.5%	0.4%	2.5%	0.0%	0.4%	0.0%	0.2%	0.4%	0.5%	8.1%	1.4%	2.7%
TAKS-M Only	2.9%	1.2%	1.8%	0.8%	2.5%	1.3%	0.7%	0.0%	0.5%	1.1%	0.5%	15.4%	1.4%	2.7%
TAKS-Alt Only	0.7%	0.4%	0.5%	0.3%	0.0%	0.0%	0.4%	0.0%	0.2%	0.2%	0.5%	5.7%	0.7%	1.4%
Combination	1.2%	0.4%	0.7%	0.5%	2.5%	0.4%	0.3%	0.0%	0.5%	0.5%	0.5%	8.9%	2.1%	1.4%
By Acct Status														
Acct System	87.1%	93.9%	91.4%	95.6%	86.8%	93.2%	97.1%	90.9%	94.5%	95.3%	96.0%	74.8%	90.0%	74.0%
Non-Acct System	11.3%	4.7%	7.6%	3.4%	11.6%	5.1%	2.5%	9.1%	3.2%	3.4%	3.4%	24.4%	9.3%	8.2%
Mobile	5.1%	2.4%	3.7%	2.1%	7.4%	3.8%	1.2%	9.1%	2.5%	2.1%	2.1%	0.0%	5.0%	2.7%
Non-Acct Test	6.2%	2.3%	3.6%	1.3%	4.1%	1.3%	1.3%	0.0%	0.7%	1.4%	1.3%	24.4%	4.3%	5.5%
Not Tested	1.6%	1.3%	1.1%	0.9%	1.7%	1.7%	0.4%	0.0%	2.2%	1.2%	0.6%	0.8%	0.7%	17.8%
Absent	0.2%	0.1%	0.1%	0.2%	0.0%	0.0%	0.1%	0.0%	0.5%	0.2%	0.2%	0.0%	0.0%	1.4%
LEP Exempt	0.9%	1.1%	0.2%	0.4%	0.8%	1.3%	0.0%	0.0%	1.2%	0.6%	0.2%	0.8%	0.0%	12.3%
Other	0.5%	0.2%	0.6%	0.4%	0.8%	0.4%	0.3%	0.0%	0.5%	0.4%	0.3%	0.0%	0.7%	4.1%
Total Count	3,075,682	7,040	1,427	2,252	121	234	1,483	11	403	1,161	1,091	123	140	73

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 5
Total Students: 2,735
Grade Span: 09 - 12
School Type: Secondary

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

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) (INCLUDES TAKS (Accommodated) for grade 11 only)															
Percent of Failers Passing TAKS															
Reading/ELA	2009	49%	70%	66%	78%	50%	*	75%	*	> 99%	79%	75%	44%	71%	*
	2008	53%	80%	67%	79%	> 99%	*	89%	*	71%	73%	89%	*	33%	67%
Mathematics	2009	37%	52%	47%	51%	50%	21%	61%	*	40%	53%	48%	50%	42%	*
	2008	36%	54%	42%	46%	25%	57%	45%	*	64%	42%	50%	23%	35%	38%
Average TGI Growth															
Reading/ELA	2009	0.52	1.00	0.64	1.05	0.34	0.99	1.26	*	1.39	1.08	0.98	0.26	0.96	*
	2008	0.58	1.08	0.79	1.29	1.01	*	2.13	*	0.86	1.38	1.12	*	0.72	0.64
Mathematics	2009	0.38	0.51	0.44	0.48	0.41	0.09	0.58	*	0.89	0.71	0.18	0.65	0.10	*
	2008	0.34	0.76	0.36	0.73	0.33	1.31	0.39	*	1.76	0.37	1.08	-0.29	0.41	1.62
Student Success Initiative															
Grade 8 Mathematics															
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 9															
	2009	15%	*	17%	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Measure (2011 Preview)															
	2008-09	76%	94%	81%	91%	*	90%	*	*	94%	90%	93%	57%	91%	91%
Attendance Rate															
	2007-08	95.5%	96.9%	95.5%	96.4%	96.1%	95.9%	96.3%	95.6%	97.4%	96.4%	96.4%	95.1%	95.1%	97.1%
	2006-07	95.5%	97.0%	95.3%	96.4%	96.0%	95.9%	96.3%	97.4%	97.3%	96.4%	96.5%	95.2%	94.9%	96.4%
Annual Dropout Rate (Gr 9-12)															
	2007-08	3.2%	0.5%	0.7%	0.5%	0.6%	1.0%	0.4%	6.7%	0.6%	0.6%	0.4%	2.1%	2.0%	2.1%
	2006-07	3.9%	0.2%	1.1%	0.2%	0.0%	0.4%	0.2%	0.0%	0.2%	0.3%	0.1%	0.5%	1.3%	0.0%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 6
Total Students: 2,735
Grade Span: 09 - 12
School Type: Secondary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Completion/Student Status Rate (Gr 9-12)														
Class of 2008														
Graduated	79.1%	97.4%	93.3%	97.4%	91.7%	96.8%	98.2%	*	96.0%	96.7%	98.2%	89.4%	91.2%	86.7%
Received GED	1.5%	0.3%	0.8%	0.3%	0.0%	0.0%	0.4%	*	0.0%	0.3%	0.3%	0.0%	0.0%	0.0%
Continued HS	8.9%	0.6%	3.2%	0.6%	4.2%	0.0%	0.4%	*	0.8%	0.8%	0.3%	0.0%	2.9%	0.0%
Dropped Out (4-yr)	10.5%	1.8%	2.7%	1.8%	4.2%	3.2%	1.0%	*	3.2%	2.3%	1.2%	10.6%	5.9%	13.3%
Class of 2007														
Graduated	78.0%	96.9%	92.4%	96.9%	90.5%	96.8%	97.5%	*	95.1%	95.8%	97.9%	92.5%	77.3%	70.6%
Received GED	2.0%	1.0%	1.3%	1.0%	4.8%	0.0%	1.2%	*	0.0%	1.9%	0.0%	2.5%	4.5%	0.0%
Continued HS	8.7%	1.6%	3.9%	1.6%	0.0%	3.2%	0.8%	*	4.9%	1.9%	1.2%	5.0%	13.6%	23.5%
Dropped Out (4-yr)	11.4%	0.6%	3.1%	0.6%	4.8%	0.0%	0.6%	*	0.0%	0.3%	0.9%	0.0%	4.5%	5.9%
Completion Rate II (w/GED) (AEA Indicator)														
Class of 2008	89.5%	98.2%	97.3%	98.2%	95.8%	96.8%	99.0%	*	96.8%	97.7%	98.8%	89.4%	94.1%	86.7%
Class of 2007	88.6%	99.4%	96.9%	99.4%	95.2%	100.0%	99.4%	*	100.0%	99.7%	99.1%	100.0%	95.5%	94.1%
Completion Rate I (w/o GED) (Standard Accountability Indicator)														
Class of 2008	88.0%	97.9%	96.4%	97.9%	95.8%	96.8%	98.6%	*	96.8%	97.4%	98.5%	89.4%	94.1%	86.7%
Class of 2007	86.7%	98.4%	95.2%	98.4%	90.5%	100.0%	98.2%	*	100.0%	97.8%	99.1%	97.5%	90.9%	94.1%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2007-08	23.1%	40.9%	27.2%	40.9%	15.3%	28.8%	40.4%	28.6%	57.4%	39.5%	42.5%	8.2%	20.6%	18.7%
2006-07	22.1%	38.3%	24.8%	38.3%	19.7%	29.9%	38.1%	44.4%	48.7%	37.5%	39.2%	8.5%	12.5%	12.2%
RHSP/DAP Graduates														
Class of 2008	81.4%	85.4%	86.5%	85.4%	71.4%	81.7%	84.9%	*	91.5%	83.2%	87.8%	23.4%	77.4%	80.0%
Class of 2007	77.9%	83.6%	81.6%	83.6%	40.9%	85.7%	84.1%	*	88.8%	81.6%	85.5%	14.3%	47.1%	63.6%
AP/IB Results														
Tested														
2008	20.9%	41.0%	24.3%	41.0%	23.8%	30.5%	38.1%	0.0%	62.2%	39.3%	43.1%	n/a	n/a	n/a
2007	20.0%	38.6%	23.7%	38.6%	14.7%	33.6%	36.9%	*	52.9%	37.4%	39.8%	n/a	n/a	n/a
Examinees >= Criterion														
2008	50.1%	73.9%	73.0%	73.9%	50.0%	70.0%	75.9%	-	71.7%	74.6%	73.2%	n/a	n/a	n/a
2007	50.5%	84.8%	69.1%	84.8%	80.0%	86.5%	84.4%	*	86.5%	83.9%	85.7%	n/a	n/a	n/a
Scores >= Criterion														
2008	46.0%	67.2%	62.2%	67.2%	47.4%	61.3%	70.0%	-	64.0%	67.8%	66.5%	n/a	n/a	n/a
2007	46.8%	76.1%	61.2%	76.1%	71.4%	77.5%	78.3%	*	71.0%	77.3%	74.9%	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component (INCLUDES TAKS (Accommodated))														
Eng Lang Arts														
2009	63%	87%	77%	87%	74%	81%	91%	*	79%	81%	92%	44%	63%	22%
2008	57%	82%	69%	82%	67%	78%	84%	*	80%	78%	86%	54%	58%	33%
Mathematics														
2009	62%	90%	78%	90%	73%	85%	90%	*	96%	90%	89%	33%	64%	77%
2008	56%	90%	68%	90%	59%	82%	92%	*	96%	91%	89%	52%	71%	63%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 7
Total Students: 2,735
Grade Span: 09 - 12
School Type: Secondary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SAT/ACT Results														
Tested														
Class of 2008	65.0%	95.3%	75.4%	95.3%	?	80.0%	92.4%	*	?	94.5%	96.2%	n/a	n/a	n/a
Class of 2007	68.2%	94.7%	76.1%	94.7%	56.3%	86.7%	92.9%	?	?	96.7%	92.8%	n/a	n/a	n/a
At/Above Criterion														
Class of 2008	27.2%	55.3%	40.2%	55.3%	26.3%	43.2%	58.2%	*	54.0%	57.7%	52.8%	n/a	n/a	n/a
Class of 2007	27.0%	56.7%	35.9%	56.7%	22.2%	50.0%	57.5%	*	60.0%	58.6%	54.7%	n/a	n/a	n/a
Average SAT Score														
Class of 2008	987	1118	1042	1118	983	1086	1122	*	1137	1143	1092	n/a	n/a	n/a
Class of 2007	992	1135	1039	1135	1009	1110	1136	*	1165	1145	1124	n/a	n/a	n/a
Average ACT Score														
Class of 2008	20.5	24.2	22.2	24.2	18.4	24.3	24.1	*	25.8	24.4	24.1	n/a	n/a	n/a
Class of 2007	20.2	23.7	22.0	23.7	*	22.2	23.8	*	24.0	23.7	23.6	n/a	n/a	n/a
College-Ready Graduates														
Eng Lang Arts														
Class of 2008	59%	86%	69%	86%	63%	80%	89%	*	80%	83%	90%	40%	79%	45%
Class of 2007	49%	79%	59%	79%	47%	82%	81%	*	72%	76%	83%	25%	50%	38%
Mathematics														
Class of 2008	58%	87%	73%	87%	50%	78%	87%	*	92%	88%	85%	32%	75%	83%
Class of 2007	56%	86%	67%	86%	57%	85%	86%	*	88%	87%	84%	18%	55%	44%
Both Subjects														
Class of 2008	44%	78%	58%	78%	44%	64%	81%	*	78%	78%	78%	17%	65%	45%
Class of 2007	37%	73%	50%	73%	36%	76%	75%	*	68%	72%	75%	18%	45%	13%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 2,735
Grade Span: 09 - 12
School Type: Secondary

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

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	2,735	100.0%	70,490	9,915	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	1.1%	4.2%
Kindergarten	0	0.0%	0.0%	6.8%	7.7%
Grade 1	0	0.0%	0.0%	6.6%	8.0%
Grade 2	0	0.0%	0.0%	7.2%	7.9%
Grade 3	0	0.0%	0.0%	7.9%	7.8%
Grade 4	0	0.0%	0.0%	7.7%	7.5%
Grade 5	0	0.0%	0.0%	7.8%	7.5%
Grade 6	0	0.0%	0.0%	8.0%	7.3%
Grade 7	0	0.0%	0.0%	8.2%	7.3%
Grade 8	0	0.0%	0.0%	8.1%	7.3%
Grade 9	683	25.0%	25.9%	8.3%	8.2%
Grade 10	604	22.1%	24.4%	7.5%	7.0%
Grade 11	758	27.7%	25.6%	7.7%	6.4%
Grade 12	690	25.2%	24.0%	7.0%	5.8%
Ethnic Distribution:					
African American	152	5.6%	8.4%	5.4%	14.2%
Hispanic	277	10.1%	17.7%	11.6%	47.9%
White	1,790	65.4%	65.5%	60.4%	34.0%
Native American	13	0.5%	0.5%	0.4%	0.4%
Asian/Pac. Islander	503	18.4%	7.8%	22.2%	3.6%
Economically Disadvantaged	206	7.5%	16.9%	9.3%	56.7%
Limited English Proficient (LEP)	74	2.7%	2.3%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	37	1.2%	2.6%	0.6%	2.1%
At-Risk	583	21.3%	30.6%	22.0%	48.3%
Mobility (2007-08)	220	7.2%	12.1%	7.9%	19.8%
Number of Students per Teacher	14.1	n/a	15.1	13.6	14.4

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 2
Total Students: 2,735
Grade Span: 09 - 12
School Type: Secondary

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

STUDENT INFORMATION

Graduates (Class of 2008):	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Graduates	711	100.0%	15,724	711	252,121
By Ethnicity (incl. Special Ed.):					
African American	21	3.0%	1,148	21	33,873
Hispanic	60	8.4%	2,281	60	94,571
White	509	71.6%	10,823	509	112,983
Native American	3	0.4%	80	3	944
Asian/Pacific Islander	118	16.6%	1,392	118	9,750
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	104	14.6%	2,217	104	46,999
Recommended H.S. Pgm./DAP	607	85.4%	13,507	607	205,122
Special Education Graduates	47	6.6%	1,133	47	26,091

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus	District	State
		Group		
Elementary: Kindergarten	-	-	18.3	19.0
Grade 1	-	-	18.1	19.0
Grade 2	-	-	18.3	19.3
Grade 3	-	-	19.2	19.3
Grade 4	-	-	18.5	19.7
Grade 5	-	-	20.9	22.1
Grade 6	-	?	22.1	21.5
Mixed Grades	-	-	-	21.8
Secondary:				
English/Language Arts	20.1	22.3	19.8	19.8
Foreign Languages	20.6	21.9	21.0	21.1
Mathematics	21.9	21.9	21.8	19.6
Science	20.2	22.4	21.4	20.5
Social Studies	21.7	23.7	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 2,735
Grade Span: 09 - 12
School Type: Secondary

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

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	234.2	100.0%	100.0%	100.0%	100.0%
Professional Staff:	223.2	95.3%	91.9%	78.3%	62.9%
Teachers	194.2	82.9%	79.8%	64.4%	50.7%
Professional Support	16.7	7.1%	8.3%	8.5%	8.4%
Campus Admin. (School Leader.)	12.2	5.2%	3.8%	3.7%	2.8%
Educational Aides:	11.0	4.7%	8.1%	4.9%	9.7%
Total Minority Staff:	21.0	9.0%	11.9%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	4.0	2.1%	3.2%	1.6%	9.7%
Hispanic	8.0	4.1%	5.5%	3.3%	22.1%
White	180.2	92.8%	89.7%	93.6%	66.7%
Native American	0.0	0.0%	0.3%	0.3%	0.3%
Asian/Pacific Islander	2.0	1.0%	1.2%	1.2%	1.3%
Males	73.6	37.9%	37.8%	18.9%	22.9%
Females	120.7	62.1%	62.2%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	4.0	2.1%	5.0%	4.9%	7.3%
1-5 Years Experience	61.8	31.8%	27.8%	32.1%	30.5%
6-10 Years Experience	38.0	19.6%	20.5%	22.4%	20.0%
11-20 Years Experience	51.8	26.7%	26.5%	25.9%	23.7%
Over 20 Years Experience	38.7	19.9%	20.1%	14.6%	18.6%
			Campus Group	District	State
Average Years Experience of Teachers:		12.6 yrs.	12.0 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		5.7 yrs.	6.7 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$41,704	\$42,243	\$45,928	\$40,372
1-5 Years Experience		\$46,828	\$43,804	\$46,527	\$42,463
6-10 Years Experience		\$47,716	\$46,066	\$47,524	\$45,035
11-20 Years Experience		\$52,100	\$50,415	\$51,898	\$49,083
Over 20 Years Experience		\$61,537	\$59,648	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$51,231	\$49,129	\$50,180	\$47,159
Professional Support		\$57,740	\$56,556	\$57,603	\$55,819
Campus Administration (School Leadership)		\$75,912	\$76,776	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	7.8	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 2,735
Grade Span: 09 - 12
School Type: Secondary

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

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	16,832,357	100.0%	\$5,690	17,803,837	100.0%	\$6,019	\$428,227,683	100.0%	\$6,157
Instruction (11,95)	12,852,967	76.4%	\$4,345	13,778,957	77.4%	\$4,658	\$294,276,708	68.7%	\$4,231
Instructional-Related Services (12,13)	\$309,944	1.8%	\$105	\$339,769	1.9%	\$115	\$12,952,544	3.0%	\$186
Instructional Leadership (21)	\$392,742	2.3%	\$133	\$393,029	2.2%	\$133	\$5,294,851	1.2%	\$76
School Leadership (23)	\$1,050,635	6.2%	\$355	\$1,050,784	5.9%	\$355	\$30,209,099	7.1%	\$434
Support Services-Student (31,32,33)	\$996,106	5.9%	\$337	\$1,004,566	5.6%	\$340	\$24,910,759	5.8%	\$358
Other Campus Costs (35,36,51,52,53)	\$1,229,963	7.3%	\$416	\$1,236,732	6.9%	\$418	\$60,583,722	14.1%	\$871
By Program:									
Total Operating Expenditures	15,602,394	100.0%	\$5,275	16,558,496	100.0%	\$5,598	\$364,404,792	100.0%	\$5,239
Bilingual/ESL Education (25)	\$200,155	1.3%	\$68	\$200,155	1.2%	\$68	\$2,264,250	0.6%	\$33
Career & Technology Education (22)	\$1,282,948	8.2%	\$434	\$1,353,686	8.2%	\$458	\$38,264,239	10.5%	\$550
Accelerated Education (24,30)	\$23,180	0.1%	\$8	\$23,180	0.1%	\$8	\$6,382,933	1.8%	\$92
Gifted & Talented Education (21)	\$150,082	1.0%	\$51	\$150,082	0.9%	\$51	\$4,672,778	1.3%	\$67
Regular Education (11)	12,017,237	77.0%	\$4,063	12,839,458	77.5%	\$4,341	\$262,370,448	72.0%	\$3,772
Special Education (23)	\$1,928,792	12.4%	\$652	\$1,991,935	12.0%	\$673	\$49,573,430	13.6%	\$713
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$876,714	0.2%	\$13

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	55	2.0%	2.0%	7.0%	16.0%
Career & Technical Education	1,149	42.0%	61.5%	16.6%	21.4%
Gifted & Talented Education	736	26.9%	11.1%	22.2%	7.5%
Special Education	130	4.8%	8.1%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	3.2	1.7%	0.8%	3.2%	7.5%
Career & Technical Education	16.0	8.3%	10.4%	2.9%	3.9%
Compensatory Education	0.5	0.3%	0.9%	0.6%	3.6%
Gifted & Talented Education	6.0	3.1%	1.8%	4.2%	2.0%
Regular Education	109.4	56.3%	64.5%	65.5%	70.4%
Special Education	21.3	11.0%	10.7%	11.0%	9.7%
Other	37.8	19.5%	10.9%	12.6%	2.9%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
'@' Includes TAKS(Accommodated).
'?' 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.

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**COPPELL HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2009-2010**

**BRAD HUNT
PRINCIPAL**

MISSION STATEMENT:

The mission of Coppell High School, a unified educational community embracing a common vision, is to develop self-reliant learners who maximize their potential in an ever changing global society through the utilization of community resources and relevant, customized educational opportunities that foster problem solving, critical thinking and character development.

COPPELL HIGH SCHOOL CAMPUS IMPROVEMENT PLAN

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.

- Expand Content Mastery program to include students with 504 accommodation plans or other at-risk students
- Monitor the delivery of instruction to ensure alignment with CISD curriculum
- Utilize CBA data to inform instruction
- Utilize recommendations from CHS Strategic Plan pilot teams regarding limiting curriculum to reflect appropriate rigor and increased student relevance
- Meet regularly with curriculum directors to develop concept-based curriculum units with aligned assessments

Performance Objective 2: Sustain district-wide PreK-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas. – (Strategy 3, Plan 7).

- Utilize strategies and resources received through district professional development on “Research-Based Best Practices”
- Monitor the implementation of Research-Based Best Practices & RtI process
- Embed Lexile-based instructional tools to support content area literacy
- Literacy coach will meet with departments/teams to plan for specific and regular use of content area reading strategies.
- Provide professional development focused on teachers facilitating instruction and student learning
- Implement strategies and resources from professional development focused on teachers facilitating instruction and student learning

Performance Objective 3: Increase the achievement of student groups on TAKS to reflect

- Analyze assessment data to determine target areas for instruction
- Develop and monitor implementation of instructional target area action plans
- Analyze TAKS-M and TAKS-Alt data to target instruction and accelerate learning
- Refine departmental and campus-based tutoring programs to provide concept-specific remediation and enrichment.

Performance Objective 4: Continue assessment and evaluation program that provides information about individual students and measures students’ continuous academic growth. (Strategy 3, Plan 10A, B, C).

- Meet regularly with curriculum directors to develop and refine classroom assessments
- Content teams will meet during Professional Learning Conference (PLC) to review and create common assessment
- Content teams will meet during PLC to review student performance on common assessments and plan curriculum adjustments based on the data.

STRATEGIC OBJECTIVE/GOAL 2: THE DISTRICT WILL DEMONSTRATE EDUCATIONAL EXCELLENCE.

Performance Objective 1: Establish learning environments most appropriate for the implementation of 21st century learning skills.

- Align LOTE opportunities to reflect future trends in a multilingual society and enhance student participation
- Determine and utilize assessments of oral language proficiency in languages other than English to meet oral proficiency standards

- Explore opportunities for the implementation of problem/project-based learning such as service learning
- Expand opportunities for small learning communities throughout the school day and formalize a time line for the implementation of a small learning communities (SLC) structure; Engineering Academy/Humanities
- Offer content specific staff development session emphasizing the use of hands on learning activities
- Offer additional staff development on learning environments for 21st century learning as a part of PLC expectations; PD360
- Create “virtual lab” to provide on-line learning opportunities; Rosetta Stone, E2020 & Advanced Academics
- Integrate the use of Smartboards, mobile labs and other technology into instruction

Performance Objective 2: Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.

- Provide staff development on strategies for incorporating the CTE Curriculum Matrix
- Continue to increase student career certification opportunities
- Expand the Engineering Expo

Performance Objective 3: Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.

- Provide training for administrators regarding highly qualified guidelines
- Embed the “Ten Characteristics of Extraordinary Teachers” in all faculty meetings
- Increase availability and circulation of professional reading materials –career periodicals, journal articles, etc.

Performance Objective 4: Improve the K-12 gifted and talented program to the level of “recognized” according to the State of Texas GT criteria.

- Develop a strategic plan based on the program evaluation

Performance Objective 5: Increase the number of students served in the least restrictive environment through a continuum of services.

- Establish parameters for each campus (K-12) to ensure that students are served in the least restrictive environment
- Expand specialized programs to meet the unique needs of students that require specialized instruction
- Implement Applied Behavior Analysis programming in specialized programs (PA, ABC’s, LS, SL) to improve social interaction and communication

STRATEGIC OBJECTIVE/GOAL 3: EACH STUDENT WILL CONSISTENTLY DEMONSTRATE IDENTIFIED CISD CHARACTER TRAITS WITHIN THEIR SCHOOL AND COMMUNITY.

Performance Objective 1: Seamlessly integrate character education into Coppell ISD curriculum

- Implement CHS Mentor Program implementation plan
- Recognize student service and importance to building character; implement recognition program at graduation
- Implementation of Project Wisdom and Rachel’s Challenge

Performance Objective 2: Establish consistent safe and drug-free school programs district-wide.

- Continue to publicize safe and drug free programs.; Enhance Red Ribbon Week activities
- Consistently implement a relational aggression prevention program
- Student generated Public Service Announcements on KCBY and in The Sidekick

STRATEGIC OBJECTIVE/GOAL 4: ALL STUDENTS WILL ANNUALLY PARTICIPATE IN MEANINGFUL SERVICE ACTIVITIES WITHIN THEIR COMMUNITY.

Performance Objective 1: Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.

- Continue tracking student participation in SL projects

- Identify SL projects that best align with written curriculum and following the STARS model
- Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills. Increase Staff Dev on Service Learning to teachers.
- Improve club information available on website including but not limited to service opportunities
- Create a plan for requiring and recognizing service hours for graduation

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.

- Provide training on developing post-secondary outcomes (SPP13) as a part of the transition supplement
- Organize and provide transition information to parents through Transition Expo
- Provide staff development focusing on continuous process of transition planning and links to student IEP goals/objectives reflecting standards set forth in SPP indicator 13 and 14
- Collect and analyze post-secondary outcome data as required by SPP indicator 13 & 14 standards
- Refine Registration EXPOs for all levels- MS to HS; HS-Postsecondary

Performance Objective 2: Improve access to student information through electronic database and management systems.

- Provide training on new Special Education data-based system
- Provide additional college/career counseling and planning

SUMMARY:

Coppell ISD is a suburban school district with an enrollment of 9,900 students located just north of the Dallas-Fort Worth Airport serving the students of the communities of Coppell and Valley Ranch. Coppell ISD has nine (9) elementary schools, three (3) middle schools, one (1) alternative campus and two (2) high schools. For information about the district achievements and the student demographics, please visit the district website at <http://www.coppellisd.com> or on the TEA website at <http://www.tea.state.tx.us/perfreport/aeis/>

The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. For the 2009-2010 school year, the members of this team chose the strategic objectives listed above which are completely aligned with the district's five-year strategic plan.

CAMPUS SITE-BASED DECISION-MAKING COMMITTEE

2009 - 2010 COMMITTEE MEMBERS

CAMPUS ADMINISTRATION

Brad Hunt, Principal
Leanne Dorhout, Associate Principal
Gina Peddy, Dean of Instruction
Montie Parker, Intervention Services
Donna Carpenter, District Liason

FACULTY AND STAFF

Darci Andrade, ESL
Debra Fruithandler, Counseling
Yvette Carson, ELA
Ann Clark, Fine Arts
Lex Ann Seifert, Library
Paulan Daily, Math
John Harris, Social Studies
Linda Jurca, SpEd
Arresha Robinson, PE
Sally Urquhart, Science
Jeremy Varnell, LOTE
Mike Yakubovsky, CTE

PARENT/BUSINESS/COMMUNITY

Alyssa Khor
Cari Mercer
Debbie Russell

STUDENT REPRESENTATIVES

Taylor Monce, Junior
Precious Femi-Ogunyemi, Senior

CISD Need Assessment for Campus Improvement Plans 2009-2010

Reading/ELA TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	98%	93%	99%	89%				
2008-2009 Results	99%	96%	99%	95%	82%	80%		
Improvement Status	1%	3%		6%				
2009-2010 Goals								

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
The TAKS scores for ELA usually range in the mid to high 90's; however, in 07-08 the scores for our economically disadvantaged dropped to 89. The teachers implemented an individualized concept specific
2
3

CISD Need Assessment for Campus Improvement Plans 2009-2010

Math TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	93%	75%	95%	77%				
2008-2009 Results	95%	82%	96%	79%	77%	70%		
Improvement Status	2%	7%	1%	2%				
2009-2010 Goals								

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
The math teachers began incorporating spiraling questions into all of their lessons throughout the school year. This made a huge difference.
Teachers offered tutorials for students who had struggled with the math TAKS in past. Students attended either morning or afternoon tutorials and received specific feedback from the teacher regarding strengths
Two weeks prior to the TAKS test, the math teachers incorporated a TAKS focus of the day into their lesson. This activity was incorporated in all levels of math.

CISD Need Assessment for Campus Improvement Plans 2009-2010

Writing TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	N/A							
2008-2009 Results	N/A							
Improvement Status								
2009-2010 Goals								

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1
2
3

CISD Need Assessment for Campus Improvement Plans 2009-2010

Science TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	93%	74%	95%	75%				
2008-2009 Results	95%	80%	97%	78%	66%	59%		
Improvement Status	2%	6%	2%	3%				
2009-2010 Goals								

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
Teachers analyzed test questions and then determined which questions were "commonly missed" and then they discussed why these questions were frequently missed questions. Students began to learn how to
Two weeks prior to the TAKS test, teachers had a TAKS focus of the day question which they presented to the class and then discussed.
Students who had not previously passed TAKS were invited to attend tutorials either before or afterschool. Students would analyze previous tests and discuss possible answer choices.

CISD Need Assessment for Campus Improvement Plans 2009-2010

Social Studies TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	99%	90%	99%	96%				
2008-2009 Results	99%	98%	100%	96%	91%	95%		
Improvement Status		8%	1%					
2009-2010 Goals								

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
Teachers held group tutoring sessions. One teacher took each grade level and tutored all students who had not previously passed TAKS. This allowed all students to hear the same explanation and to have a contact
Students who had not passed TAKS were required to attend tutorials.
Teachers reported feedback from the tutorial sessions back to the parents. This allowed all stakeholders to be involved in the process.

Attendance: Discuss your attendance rate, concerns and celebrations

The attendance rate for CHS is about 97%. At CHS we are proud of our attendance rate. The staff, students, and parents work collaboratively to ensure the success of our students.

Attendance: List any actions and resources

Our attendance office and the Assistant Principals do an outstanding job of monitoring student attendance and following up with both students and parents when students are absent. The staff at CHS is also good about communicating with both students and parents about work missed when a student is absent.

Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations

CHS has a low drop-out rate of .2%.

Dropouts: List any actions and resources

The registrar's office does a great job of monitoring and ensuring students placement when they withdraw from CHS. This is crucial in the success of our low dropout rate.

Retention (if applicable): Discuss your retention concerns and celebrations

Retention: List any actions and resources

Coppell ISD District Improvement Plan 2009-2010

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 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	Expand Content Mastery Program to include students with 504 accommodation plans or other at-risk students	504; At-risk	Special Education Department, Rtl Specialists, CHS Administrators and Counselors	September 2009	June 2010	504 Accommodations, Rtl materials	Grade reports	
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the delivery of instruction to ensure alignment with CISD curriculum	All	Curriculum Team, Campus Admin, and Teachers on Special Assignment (TOSAs)	August 2009	June 2010	PLC, CBA preview process, TEKS, Forethought documents, Rigor/Relevance Framework	Forethought lesson plans, Instructional Snapshots/campus visits	
Campus observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction	All	Curriculum Team, Campus Admin and Teachers	August 2009	June 2010	Achievement Series data	Forethought lesson plans and campus visits	
Strategic Plan Update feedback (teachers, parents,) Principal's Advisory Council feedback (students)	Utilize recommendations from CHS Strategic Plan pilot teams regarding limiting curriculum to reflect appropriate rigor and increased student relevance	Core content areas (ELA, Math, Science, SS, LOTE)	Campus Admin, Strategic Plan team leaders	August 2009	June 2010	TOSA, Dept Chairs, Principal Advisory Councils Science, Social Studies, Math and Languages Other than English, (LOTE) Directors Local Funds	Curriculum Unit Plans, Instructional Snapshots and Walkthrough	

Coppell ISD District Improvement Plan 2009-2010

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 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	Meet regularly with curriculum directors to develop concept-based curriculum units with aligned assessments	All instructional areas	TOSAs, Dept Chairs, instructional staff, Curriculum Directors, Intervention Services Directors	September 2009	April 2010	TOSAs, Dept Chairs, ELA, Science, Social Studies, Math and Languages Other than English, (LOTE), Fine Arts, Health/PE, and Intervention Services Directors, Director of Assessment	Curriculum Unit Plans, Forethought assessment resources	

Coppell ISD District Improvement Plan 2009-2010

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 2:	Sustain district-wide PreK-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Utilize strategies and resources received through district professional development on "Research-Based Best Practices such as differentiated instruction, brain-based instruction, cultural literacy, writing rigorous assessment items, 5E Model, role of literacy in learning, Inquiry Based Unit Design, etc. and Response to Intervention (RtI) process"	CHS instructional staff	Director of Staff Development	August 2009	June 2010	Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, AP standards, and local funds, Comp Ed = \$2000	Documentation of CISD staff development offerings, Eduphoria records, on-line and paper evaluations Formal and informal walk-throughs Forethought lesson plans PLC summaries	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 2:	Sustain district-wide PreK-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Monitor the implementation of Research-Based Best Practices & RtI process	CHS instructional staff	Curriculum Team, Intervention Services, Campus Admin and TOSAs	August 2009	June 2010	Curriculum Department, Intervention Services, Campus Admin, Counselors	Instructional Snapshots, Forethought lesson plans, PST meeting minutes, PLC summaries	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc., SRI reports, Read 180 reports Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings	Embed Lexile-based instructional tools to support content area literacy	ELA, Social Studies and Science teachers	CHS Instructional Team; TOSAs, Literacy Coach	August 2009	June 2010	Curriculum Directors, Intervention Services Lexile.com Local Funds	Instructional Snapshots, Forethought lesson plans, PST meeting minutes, PLC summaries, curriculum documents, website resources, campus communications	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 2:	Sustain district-wide PreK-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Qualitative data such as surveys (staff and student), department meetings PLC summaries, etc.	Provide professional development focused on teachers facilitating instruction and student learning		CHS Instructional Team; TOSAs, Dept Chairs, Librarians, Integration Specialist, Literacy Coach	August 2009	May 2010	Professional Development Director, Curriculum Directors, Intervention Services	Documentation of development offerings, Eduphoria records, on-line and paper evaluations PLC summaries, website resources, campus communications	
Qualitative data such as surveys (staff and student), department meetings PLC summaries, etc.	Implement strategies and resources from professional development focused on teachers facilitating instruction and student learning	All	CHS Instructional Team; TOSAs, Dept Chairs, Librarians, Integration Specialist, Literacy Coach	August 2009	May 2010	Professional Development Director, Curriculum Directors, Intervention Services	Instructional Snapshots, Forethought lesson plans, PST meeting minutes, PLC summaries, curriculum documents, website resources, campus communications	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 3:	Increase performance for each student group in each subject assessed by TAKS to reflect: <ul style="list-style-type: none"> • no more than a 5% variance between groups and • at least 10% gain in commended performance 							
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report							
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 Assessments, TAKS Summary Report	Analyze assessment data to determine target areas for instruction	All	Curriculum Directors, Assessment Director, campus administrators, and teachers	August 2009	June 2010	TAKS and local assessment data, Tetradata, Achievement Series	Data conference/PLC summaries Instructional target area action plan	
AEIS Report and Local Assessments, TAKS Summary Report	Develop and monitor implementation of instructional target area action plans	All	Curriculum Directors, Assessment Director, Campus Administrators, Teachers	August 2009	June 2010	Instructional target area action plan, Tetradata, Achievement Series, Campus leadership team	Forethought lesson plans, District level walk throughs, campus visits, use of instructional target area action plan	
AEIS, TAKS Summary Report	Analyze TAKS-M and TAKS-Alt data to target instruction and accelerate learning	Special Ed	Dir. of Intervention Services, Directors of Special Education, Campus Administrators, Sp. Ed Teachers	August 2009	June 2010	TAKS Alt and TAKS-M data Local Assessment Data	IEP Progress ARD Committee Reports	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 3:	Increase performance for each student group in each subject assessed by TAKS to reflect: <ul style="list-style-type: none"> • no more than a 5% variance between groups and • at least 10% gain in commended performance 							
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS, TAKS Summary Report, tutoring attendance logs, student grades	Refine departmental and campus-based tutoring programs to provide concept-specific remediation and enrichment.		TOSAs and Departmental teachers	August 2009	June 2010	Curriculum Directors, Director of Assessment, Intervention Services, Counselors Local Funds Comp Ed = \$4000	departmental/team procedures and schedules	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 4:	Continue assessment and evaluation programs that provide information about individual students and measures students' continuous academic growth.							
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
Student grades, attendance, campus and State assessments results, Principal's Advisory Council, PLC Summaries	Meet regularly with curriculum directors and to develop and refine classroom assessments	All	TOSAs, Dept Chairs, Curriculum Department, teachers	June 2010	June 2010	Director of Assessment, Intervention Services, Campus Admin, Counselors	PLC summaries, Forethought resources	
Student grades, attendance, campus and State assessments results, Principal's Advisory Council, PLC Summaries	Content teams will meet during Professional Learning Conference (PLC) to review and create common assessment	All	TOSAs, Dept Chairs, Team Leaders, teachers	June 2010	June 2010	Curriculum Department, Director of Assessment, Intervention Services, Campus Admin, Counselors	Data conference/PLC summaries, Forethought resources	
Student grades, attendance, campus and State assessments results, Principal's Advisory Council, PLC Summaries	Content teams will meet during PLC to review student performance on common assessments and plan curriculum adjustments based on the data.	All	TOSAs, Dept Chairs, Team Leaders, teachers	August 2009	June 2010	Curriculum Department, Director of Assessment, Intervention Services, Campus Admin, Counselors	Data conference/PLC summaries, Forethought resources	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 1:	Establish learning environments most appropriate for the implementation of 21st century learning skills .							
Summative Evaluation:	International Baccalaureate Diploma Program (IBDP) Authorization Certification, College Board Advanced Placement (AP) Report, Dual Credit Enrollment Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CHS evaluation of foreign language offerings, 21 st century learning research	Align LOTE opportunities to reflect future trends in a multilingual society and enhance student participation	8-12	Language Other than English (LOTE) Director, Secondary Admin, LOTE teachers	June 2009	June 2010	21 st Century Learning Framework, LOTE professional organizations, LOTE local budget	LOTE course offerings and curriculum	
Local assessment data	Determine and utilize assessments of oral language proficiency in languages other than English to meet oral proficiency standards	8-12	LOTE Director	August 2009	June 2010	LOTE teachers, assessment models, LOTE local budget, local rubrics, AP National rubric	Determined oral language proficiency assessment and results	
21 st century learning research	Explore opportunities for the implementation of problem/project-based learning such as service learning	PreK-12	Curriculum Team, Campus Admin, Teachers	August 2009	June 2010	21 st century learning research, PLC studies, Service Learning curriculum, Local Funds	Evaluation of pilot programs	
21 st century learning research	Expand opportunities for small learning communities throughout the school day (flexible scheduling, mentoring program,	9 -12 students and staff	Campus Admin, Curriculum Team	August 2009	June 2010	Small Learning Community (SLC) and Professional Learning Community studies (PLC) Local Funds	Master schedules, meeting agendas, reflective feedback	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 1:	Establish learning environments most appropriate for the implementation of 21st century learning skills .							
Summative Evaluation:	International Baccalaureate Diploma Program (IBDP) Authorization Certification, College Board Advanced Placement (AP) Report, Dual Credit Enrollment Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CHS Strategic Plan pilot and site-visit feedback (teacher and parent); Principal's Advisory Council (students)	Formalize a time line for the implementation of a small learning communities (SLC) structure	All	Campus Admin; Strategic Plan Committee	August 2009	Dec 2010	CHS Strategic Plan pilot and site-visit feedback, Principal's Advisory Council (students), Small Learning Community (SLC) and Professional Learning Community studies (PLC) Local Funds	planning agendas, published time line	
student grades, attendance, campus and State assessments results, Principal's Advisory Council, PLC Summaries	Offer content specific staff development session emphasizing the use of hands on learning activities	All	CHS Instructional Team; TOSAs, Dept Chairs, Librarians, Integration Specialist, Literacy Coach	August 2009	May 2010	Professional Development Director, Curriculum Directors, Intervention Services Funds, Local Funds	Documentation of development offerings, Eduphoria records, on-line and paper evaluations PLC summaries, website resources, campus communications	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 1:	Establish learning environments most appropriate for the implementation of 21st century learning skills .							
Summative Evaluation:	International Baccalaureate Diploma Program (IBDP) Authorization Certification, College Board Advanced Placement (AP) Report, Dual Credit Enrollment Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student grades, attendance, campus and State assessments results, Principal's Advisory Council, PLC Summaries	Offer additional staff development on learning environments for 21st century learning as a part of PLC expectations		CHS Instructional Team; TOSAs, Dept Chairs, Librarians, Integration Specialist, Literacy Coach	August 2009	May 2010	Professional Development Director, Curriculum Directors, Intervention Services Funds, Local Funds	Documentation of development offerings, Eduphoria records, on-line and paper evaluations PLC summaries, website resources, campus communications	
Student grades, attendance, campus and State assessments results	Create a "virtual lab" to provide on-line learning opportunities; Rosetta Stone, E2020 and Advanced Academics		Lab facilitators, Lead Counselor, Associate Principal	August 2009	June 2009	Campus visits; vendor training	Grade reports, lab reports, student feedback	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective Goal 2	The district will demonstrate educational excellence							
Performance Objective 2	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.							
Summative Evaluation:	Performance Based Monitoring Assessment System (PBMAS), student enrollment, certification results, Perkins Evaluation Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CTE Program Evaluation	Provide staff development on strategies to help transition to new CTE Curriculum. Performance brochure to help incorporate CTE Curriculum Matrix	8-12	CTE Coordinator	August 2009	August 2010	ICLE Guides, CTE Coord., Perkins Grant, CTE Reading Strategies committee	Reflective evaluations by trained instructors	
TEA's CTE Program Evaluation	Continue to increase student career certification opportunities	8-12	CTE Coordinator	August 2009	August 2010	CTE Coord, CTE Instructors, Perkins Grant	Course catalog and syllabi	
CTE Program Evaluation	Expand Engineering Expo	9-12	CHS Engineering Team	August 2009	November 2009	CTE Coord, Engineering Booster Club	Attendance, evaluations	

Coppell High School Campus Improvement Plan 2009-2010

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, TExES Scores							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
No Child Left Behind (NCLB)	Provide training for administrators regarding highly qualified guidelines	All	Ex. Director of Human Resources	September 2009	May 2010	Printed materials	Agendas, sign-in sheets	
CHS Instructional team discussions and observations	Embed the "Ten Characteristics of Extraordinary Teachers" in all staff communication	All	CHS Instructional Team	August 2009	June 2010	Local Funds	Campus communication (memos, newsletters, website, portal)	
CHS Instructional team discussions, staff feedback	Increase availability and circulation of professional reading materials –career periodicals, journal articles, etc.	All	CHS Instructional Team, Librarians, TOSA	August 2009	June 2010	Local Funds	Professional resource inventory, Circulation reports, campus communication	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 4	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 Strategic Plan							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
State GT Plan	Develop a strategic plan based on the program evaluation	GT evaluation team	Director of Advanced Academics	August 2009	June 2010	GT Team members, CISD GT Program Evaluation	Agendas, action plans	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 5	Increase the number of students served in the least restrictive environment through a continuum of services.							
Summative Evaluation:	AEIS Report, Admission, Review and Dismissal (ARD) Committee paperwork, Individual Education 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
PEIMS, Local Assessment	Establish parameters for each campus (K-12) to ensure that students are served in the least restrictive environment	Special Ed	Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2009	June 2010	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators, Local Funds	ARD committee reports , PEIMS Report	
Local assessment, Faculty Survey, Parent Survey	Expand specialized programs to meet the unique needs of students that require specialized instruction	Special Ed	Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2009	June 2010	SPED, Local Funds	ARD committee reports, IEP Progress	
Local assessment data	Implement Applied Behavior Analysis programming in specialized programs (PA, ABC's, LS, SL) to improve social interaction and communication	K-12 Special Ed	Dir. Of Intervention Services, Director of Elementary Special Education, Lead Speech Pathologist, Speech Pathologist	August 2009	June 2010	Training; Material (books, manuals, etc.) SPED, Local Funds	Teacher input, Student Performance, IEP Progress	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 3	Each student will consistently demonstrate identified CISD character traits within the school and community.							
Performance Objective 1:	Seamlessly integrate character education into Coppell ISD curriculum.							
Summative Evaluation:	Assessment results, Character Ed Program recommendation							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CHS Strategic Plan pilot and site-visit feedback (teacher and parent); Principal's Advisory Council (students)	Implement CHS Mentor Program implementation plan MAP		Campus Admin; Strategic Plan Committee	August 2009	May 2010	CHS Strategic Plan pilot and site-visit feedback, Principal's Advisory Council (students), Local Funds	planning agendas, published time line	
Principal's Advisory Council (students)	Recognize student service and importance to building character; expand CHS Rocks recognition program		Campus Admin, Principal's Advisory Council	August 2009	June 2010	Principal's Advisory Council, Red Jackets, local funds	Newsletters, posted recognition, students wearing I Rock CHS t-shirts	
CHS Strategic Plan	Implementation of Project Wisdom and Rachel's Challenge		Associate Principal, Red Jackets, Student Leadership Team	August 2009	June 2010	Red Jackets, Student Leadership Team, RST	Discipline referrals, student feedback	

Coppell High School Campus Improvement Plan 2009-2010

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	Formative Evaluation	Documented
Community feedback, current events, student survey	Continue to publicize safe and drug free programs.; Enhance Red Ribbon Week activities	All	Dir. Student Services, Dir Communications & Public Relations, Counselors, Student Organizations	August 2009	June 2010	Website, newsletters, Get Connected Committee, Local Resources (Police, Assistance League, YMCA/ Care) Region 10 Texas Drug & Alcohol Survey	Newsletters, newspapers, campus & community feedback, student survey (6-12)	
Discipline Referrals, Anecdotal campus reports	Consistently implement a relational aggression prevention program <ul style="list-style-type: none"> • Bullying • Dating/Relational violence 	All	Dir. Student Services, Counselors, Teen Leadership teachers	August 2009	June 2010	Support materials, Teen Leadership curriculum, School Resource Officers (SROs)	Curriculum documents, counselor & nurse feedback, discipline data	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.							
Performance Objective 1:	Continue to 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
Campus input	Continue tracking student participation in SL projects	All	District Service-Learning Director	August 2009	May 2010	Campus SL Leaders, Campus staff, Documentation of SL hours, campus listing of Projects, SL participation form	SL participation form, Report of SL projects	
Community needs, Teacher input, student voice	Identify SL projects that best align with written curriculum and follow the LEADERS model	All	Service-Learning Director, Curriculum Team	August 2009	June 2010	Curriculum plans, <u>Project WILD</u> , <u>Complete Guide to Service Learning</u> , Campus SL Leaders, Local funds, SL grant	Report of SL projects	
Service Learning teacher input	Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills. Increase Staff Dev on Service Learning to teachers.	All	SL Director, Campus SL Leaders	August 2009	June 2010	SL grant, Staff Dev. Director, Region 10	Agendas, Documentation of training	
Parent, student input	Improve club information available on website including but not limited to service opportunities	All	Assoc. Principal, Club sponsors, Integration Specialist	September 2009	April 2010	District Webmaster, Webmastering class, Cowboy Tech Force, Student Leaders	Updated websites; increased student participation in club activities	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.							
Performance Objective 1:	Continue to 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
CHS Strategic Plan	Create a plan for requiring and recognizing service hours for graduation	All	Campus SL Leaders, Campus Admin	August 2009	June 2010	District Service Learning Director, CHS Student Leadership, Student Org, Parent Org, Service Learning Grant	CHS Board of Trustees approved plan	
CHS Strategic Plan	Recognize service hours as part of graduation ceremony	Seniors	Campus SL Leaders, Campus Admin	August 2009	June 2010	District Service Learning Director, CHS Student Leadership, Student Org, Parent Org, Service Learning Grant	Graduation ceremony	

Coppell High School Campus Improvement Plan 2009-2010

Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals. (IEP)							
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans. (IEP Students)							
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
Faculty input specific to skills needed	Provide training on developing post-secondary outcomes (SPP13) as a part of the transition supplement	Special Ed	Transition Administrator ,SE staff	August 2009	June 2010	Region 10 Transition ARD Supplement TEA Training Tools	Teacher Documentation IEP updates	
Parent Survey, Faculty input specific to skills needed	Organize and provide transition information to parents through Transition Expo	Special Ed	Transition Administrator	August 2009	June 2010	Region 10 ARC of Dallas Adult Service Providers	Attendee Survey, Feedback from Presenters	
Faculty input specific to skills needed	Provide staff development focusing on continuous process of transition planning and links to student IEP goals/objectives reflecting standards set forth in SPP indicator 13 and 14	Special Ed	Transition Administrator ,SE staff	August 2009	June 2010	Training Materials, Transition Administrator, Campus Administration	Coordinated IEP document	
AEIS, Texas Effectiveness Student Teacher Input (TES)	Collect and analyze post-secondary outcome data as required by SPP indicator 13 & 14 standards	Special Ed	Transition Administrator	August 2009	June 2010	TES Surveys, Transition Administrator, SE Staff	TES Analysis	
Parent feedback; student feedback to counselors	Refine Registration EXPOS for all levels- MS to HS; HS- Postsecondary	Grades 8-11	Counselors, Dean of Instruction, Director	November 2009	April 2010	PTSO, CGA, SECA, Secondary Education, Director of Advanced Academics ,North Lake Dual Credit Office, local funds	planning agendas, event evaluation	

Coppell High School Campus Improvement Plan 2009-2010

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:	Eduphoria posting of training dates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Faculty Survey, Parent Survey	Provide training on new Special Education data-based system	Special Ed	Director of Intervention Services, Directors of Special Education, Appraisal Staff, Special Education Teachers	June 2009	June 2010	SPED	Meeting agenda, handouts, feedback from campus staff; review of information of database	
Parent feedback; student feedback to counselors	Provide additional college/career counseling and planning	All	Lead Counselor; Campus Admin, Counselors	August 2009	June 2010	Electronic system such as Naviance; Local funds	Electronic system usage summary, counselor logs	

Coppell High School Campus Improvement Plan 2009-2010

APPENDIX

Needs Assessment:

AEIS =Academic Excellence Indicator System, CBA's =Curriculum Based Assessment, DR=Discipline Report, FS=Faculty Survey, O=Other (specify), PS=Parent Survey, PBMAS=Performance Based Monitoring Assessment System, SS=Student Survey

Special Populations (Sp. Pop):

ABC's=Academics, Behavior, Communication & Social Skills

AP=Advanced Placement

AR=At Risk

CTE=Career and Technical Education

E=Ethnicity

ESL=English as a Second Language

GT=Gifted and Talented

IEP =Individual Education Plan

IBDP=International Baccalaureate Diploma Program

ICLE=International Center for Leadership in Education

LASSO=Language Acquisition and Social Skills Opportunities

LOTE=Language Other than English

LS=Life Skills

MAP=My Advisory Period

PA=Practical Academics

PLC=Professional Learning Communities

PST =Promoting Success Teams

RST=Ready, Set, Teach

SE=Special Education

SLC=Service Learning Community

SL=Structured Learning

SPP =State Performance Plan

TES=Texas Effectiveness Student Teacher

TOSA=Teachers on Special Assignment

YMCA/CARE=Chemical Awareness Resource Education

Committees: AC=Assessment, CC=Curriculum, LCO=Legislative/Campus Oversight, PC=Parent and Community, PD=Prof Dev

Federal Funds: T1=Title 1, TITLE II=Title 2, TITLE IID-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	1
04	POSSESSED CONTROLLED SUBSTANCE	14
05	POSSESSED ALCOHOLIC BEVERAGE	8
06	ABUSE OF VOLATILE CHEMICALS	1
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAIATION 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 EMPLOYEE / VOLUNTEER	1
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED CIGARETTE OR TOBACCO PRODUCT	7
34	SCHOOL-RELATED GANG VIOLENCE	0
35	FALSE ALARM / FALSE REPORT	1
36	FELONY CONTROLLED SUBSTANCE VIOLATION	2
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	11
46	AGGRAVATED ROBBERY	
47	MANSLAUGHTER	
48	CRIMINALLY NEGLIGENT HOMICIDE	
TOTAL Student Violent and Criminal Incidents for the 2008-2009 School Year		45

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: NEW TECH H S AT COPPELL

Campus #: 057922003

2009 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Mathematics

Commended on Science

Commended on Social Studies

Comparable Improvement: Reading/ELA

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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
2008-09 Campus Performance

Section I - Page 2
Total Students: 272
Grade Span: 09 - 10
School Type: Secondary

District Name: COPPELL ISD
Campus Name: NEW TECH H S AT COPPELL
Campus #: 057922003

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDE SELECTED TAKS(Accommodated))														
Reading/ELA	2009	96%	> 99%	98%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
Mathematics	2009	89%	98%	92%	98%	> 99%	92%	99%	*	> 99%	98%	99%	90%	> 99%
Science	2009	83%	97%	92%	98%	*	92%	99%	*	> 99%	99%	98%	*	> 99%
Soc Studies	2009	98%	> 99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
All Tests	2009	84%	97%	89%	99%	> 99%	92%	99%	*	> 99%	98%	99%	91%	> 99%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))														
Reading/ELA	2009	34%	64%	28%	53%	43%	38%	55%	*	56%	50%	57%	55%	36%
	2008	34%	64%	-	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	31%	65%	26%	49%	33%	29%	47%	*	70%	50%	47%	30%	21%
	2008	28%	61%	-	*	*	*	*	*	*	*	*	*	*
Science	2009	26%	51%	19%	36%	*	15%	39%	*	35%	46%	23%	*	11%
	2008	22%	47%	-	*	*	*	*	*	*	*	*	*	*
Soc Studies	2009	44%	75%	50%	81%	*	50%	87%	*	76%	88%	74%	*	67%
	2008	36%	64%	-	*	*	*	*	*	*	*	*	*	*
All Tests	2009	16%	42%	10%	30%	29%	16%	29%	*	47%	30%	31%	27%	< 1%
	2008	15%	40%	-	*	*	*	*	*	*	*	*	*	*
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)														
Reading/ELA	2009	87%	98%	94%	> 99%	> 99%	> 99%	99%	*	> 99%	99%	> 99%	> 99%	> 99%
	2008	86%	98%	-	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	80%	96%	82%	91%	83%	79%	92%	*	98%	91%	92%	64%	86%
	2008	78%	96%	-	*	*	*	*	*	*	*	*	*	*
Science	2009	78%	95%	85%	92%	*	92%	94%	*	88%	94%	90%	*	> 99%
	2008	74%	94%	-	*	*	*	*	*	*	*	*	*	*
Soc Studies	2009	93%	99%	97%	99%	*	93%	> 99%	*	> 99%	99%	> 99%	*	> 99%
	2008	91%	99%	-	*	*	*	*	*	*	*	*	*	*
All Tests	2009	72%	93%	76%	90%	71%	80%	90%	*	95%	89%	90%	55%	86%
	2008	69%	93%	-	*	*	*	*	*	*	*	*	*	*
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)														
Reading/ELA	2009	87%	98%	93%	> 99%	> 99%	> 99%	99%	*	> 99%	99%	> 99%	> 99%	> 99%
Mathematics	2009	80%	95%	81%	91%	83%	79%	92%	*	98%	91%	92%	64%	86%
Science	2009	76%	94%	84%	92%	*	92%	94%	*	88%	94%	90%	*	> 99%
Soc Studies	2009	92%	99%	96%	99%	*	93%	> 99%	*	> 99%	99%	> 99%	*	> 99%
All Tests	2009	71%	93%	74%	90%	71%	80%	90%	*	95%	89%	90%	55%	86%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 272
Grade Span: 09 - 10
School Type: Secondary

District Name: COPPELL ISD
Campus Name: NEW TECH H S AT COPPELL
Campus #: 057922003

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	272	100.0%	48,810	9,915	4,728,204
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	1.1%	4.2%
Kindergarten	0	0.0%	0.0%	6.8%	7.7%
Grade 1	0	0.0%	0.0%	6.6%	8.0%
Grade 2	0	0.0%	0.0%	7.2%	7.9%
Grade 3	0	0.0%	0.0%	7.9%	7.8%
Grade 4	0	0.0%	0.0%	7.7%	7.5%
Grade 5	0	0.0%	0.0%	7.8%	7.5%
Grade 6	0	0.0%	0.0%	8.0%	7.3%
Grade 7	0	0.0%	0.1%	8.2%	7.3%
Grade 8	0	0.0%	0.1%	8.1%	7.3%
Grade 9	136	50.0%	25.7%	8.3%	8.2%
Grade 10	136	50.0%	26.9%	7.5%	7.0%
Grade 11	0	0.0%	24.2%	7.7%	6.4%
Grade 12	0	0.0%	23.0%	7.0%	5.8%
Ethnic Distribution: African American	7	2.6%	7.6%	5.4%	14.2%
Hispanic	25	9.2%	16.1%	11.6%	47.9%
White	196	72.1%	71.1%	60.4%	34.0%
Native American	1	0.4%	0.6%	0.4%	0.4%
Asian/Pac. Islander	43	15.8%	4.6%	22.2%	3.6%
Economically Disadvantaged	14	5.1%	19.0%	9.3%	56.7%
Limited English Proficient (LEP)	0	0.0%	1.9%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	0	-	3.2%	0.6%	2.1%
At-Risk	47	17.3%	32.3%	22.0%	48.3%
Mobility (2007-08)	-	-	13.1%	7.9%	19.8%
Number of Students per Teacher	15.5	n/a	14.6	13.6	14.4

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 272
 Grade Span: 09 - 10
 School Type: Secondary

District Name: COPPELL ISD
 Campus Name: NEW TECH H S AT COPPELL
 Campus #: 057922003

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.3	19.0
Grade 1	-	-	18.1	19.0
Grade 2	-	-	18.3	19.3
Grade 3	-	-	19.2	19.3
Grade 4	-	-	18.5	19.7
Grade 5	-	-	20.9	22.1
Grade 6	-	-	22.1	21.5
Mixed Grades	-	-	-	21.8
Secondary: English/Language Arts	27.8	20.4	19.8	19.8
Foreign Languages	24.2	20.9	21.0	21.1
Mathematics	16.8	19.8	21.8	19.6
Science	27.2	20.4	21.4	20.5
Social Studies	30.2	21.8	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 272
Grade Span: 09 - 10
School Type: Secondary

District Name: COPPELL ISD
Campus Name: NEW TECH H S AT COPPELL
Campus #: 057922003

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	19.5	100.0%	100.0%	100.0%	100.0%
Professional Staff:	19.5	100.0%	92.3%	78.3%	62.9%
Teachers	17.6	90.3%	80.3%	64.4%	50.7%
Professional Support	0.9	4.5%	7.4%	8.5%	8.4%
Campus Admin. (School Leader.)	1.0	5.1%	4.6%	3.7%	2.8%
Educational Aides:	0.0	0.0%	7.7%	4.9%	9.7%
Total Minority Staff:	2.0	10.3%	8.9%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.5%	1.6%	9.7%
Hispanic	1.0	5.7%	4.5%	3.3%	22.1%
White	15.6	88.6%	91.8%	93.6%	66.7%
Native American	0.0	0.0%	0.4%	0.3%	0.3%
Asian/Pacific Islander	1.0	5.7%	0.7%	1.2%	1.3%
Males	7.6	43.1%	40.3%	18.9%	22.9%
Females	10.0	56.9%	59.7%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	4.0	22.7%	5.2%	4.9%	7.3%
1-5 Years Experience	6.0	34.1%	27.0%	32.1%	30.5%
6-10 Years Experience	4.0	22.7%	20.3%	22.4%	20.0%
11-20 Years Experience	2.0	11.4%	27.9%	25.9%	23.7%
Over 20 Years Experience	1.6	9.0%	19.6%	14.6%	18.6%
			Campus	District	State
Average Years Experience of Teachers:		7.0 yrs.	12.2 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		1.4 yrs.	6.2 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$48,558	\$42,278	\$45,928	\$40,372
1-5 Years Experience		\$49,534	\$43,369	\$46,527	\$42,463
6-10 Years Experience		\$49,922	\$45,575	\$47,524	\$45,035
11-20 Years Experience		\$54,076	\$49,919	\$51,898	\$49,083
Over 20 Years Experience		\$58,810	\$57,861	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$50,754	\$48,436	\$50,180	\$47,159
Professional Support		\$59,440	\$55,848	\$57,603	\$55,819
Campus Administration (School Leadership)		\$91,078	\$72,051	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	4.7	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 272
Grade Span: 09 - 10
School Type: Secondary

District Name: COPPELL ISD
Campus Name: NEW TECH H S AT COPPELL
Campus #: 057922003

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$358,896	100.0%	-	\$1,036,463	100.0%	-	\$304,978,746	100.0%	\$6,332
Instruction (11,95)	\$225,423	62.8%	-	\$902,990	87.1%	-	\$204,434,930	67.0%	\$4,244
Instructional-Related Services (12,13)	\$91,612	25.5%	-	\$91,612	8.8%	-	\$9,071,017	3.0%	\$188
Instructional Leadership (21)	\$0	0.0%	-	\$0	0.0%	-	\$3,278,829	1.1%	\$68
School Leadership (23)	\$33,938	9.5%	-	\$33,938	3.3%	-	\$20,044,627	6.6%	\$416
Support Services-Student (31,32,33)	\$7,923	2.2%	-	\$7,923	0.8%	-	\$16,586,844	5.4%	\$344
Other Campus Costs (35,36,51,52,53)	\$0	0.0%	-	\$0	0.0%	-	\$51,562,499	16.9%	\$1,070
By Program:									
Total Operating Expenditures	\$226,249	100.0%	-	\$898,973	100.0%	-	\$251,780,661	100.0%	\$5,227
Bilingual/ESL Education (25)	\$0	0.0%	-	\$0	0.0%	-	\$1,904,878	0.8%	\$40
Career & Technology Education (22)	\$0	0.0%	-	\$0	0.0%	-	\$27,891,089	11.1%	\$579
Accelerated Education (24,30)	\$0	0.0%	-	\$0	0.0%	-	\$6,905,694	2.7%	\$143
Gifted & Talented Education (21)	\$0	0.0%	-	\$0	0.0%	-	\$3,781,366	1.5%	\$79
Regular Education (11)	\$226,249	100.0%	-	\$898,973	100.0%	-	\$181,105,277	71.9%	\$3,760
Special Education (23)	\$0	0.0%	-	\$0	0.0%	-	\$28,966,510	11.5%	\$601
Other (26,28,29)	\$0	0.0%	-	\$0	0.0%	-	\$1,225,847	0.5%	\$25

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	1.8%	7.0%	16.0%
Career & Technical Education	263	96.7%	63.3%	16.6%	21.4%
Gifted & Talented Education	84	30.9%	13.6%	22.2%	7.5%
Special Education	12	4.4%	9.4%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	0.7%	3.2%	7.5%
Career & Technical Education	2.2	12.6%	10.6%	2.9%	3.9%
Compensatory Education	0.0	0.0%	1.0%	0.6%	3.6%
Gifted & Talented Education	0.0	0.0%	3.0%	4.2%	2.0%
Regular Education	3.9	22.4%	68.7%	65.5%	70.4%
Special Education	0.7	4.1%	9.0%	11.0%	9.7%
Other	10.7	60.9%	7.2%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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.

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New Tech High @ Coppell
CAMPUS IMPROVEMENT PLAN
2009- 2010

TABITHA BRANUM
DIRECTOR

CISD MISSION STATEMENT:

The mission of the Coppell Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.

- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.

CAMPUS SITE-BASED COMMITTEE

2008 - 09 COMMITTEE MEMBERS

STAFF:

**TABITHA BRANUM
KRISTEN BROWN
GRETCHEN PACE
CARIE SPANNAGEL
BRANDY OSTERBERGER
MIKE BURNS
KAY NEUSE**

PARENTS:

**JEAN AINSWORTH
KATHY LONBORG
KRISTY RACZ
BOB MALISH**

LEARNERS:

**ELLIOT BELL
SLOANE ANSELL**



COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008-2009 Results	99.5%	N/A	100%	100%	100%	N/A	N/A	97%	99.5%	100%
Improvement Status										
2009-2010 Goals	100%	N/A	100%	100%	100%	N/A	N/A	100%	100%	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Continue to increase rigor of fiction and non-fiction selections.
		2. Increase volume of reading sources on particular topic area, for example...triplet reading passages.
		3. Increase in use of Triplet and Document-Based Questioning in Humanities program.

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008-2009 Results	91%	N/A	92%	80%	85%	N/A	N/A	71%	91%	100%
Improvement Status										
2009-2010 Goals	100%	N/A	100%	100%	100%	N/A	N/A	100%	100%	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Algebraic Reasoning scored as low objective for campus. Facilitators will attend Laying the Foundation to address.
		2. Audit of PBL Units to be conducted to review for sequencing, rigor, and coverage.
		3. Differentiation of scaffolding activities needed to address learners needs in mathematics.

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008-2009 Results	92%	N/A	94%	92%	100%	N/A	N/A	72%	92%	100%
Improvement Status										
2009-2010 Goals	100%	N/A	100%	100%	100%	N/A	N/A	100%	100%	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Facilitator training is needed in IPC TEKS tested in 10 th and 11 th grade. Facilitators will attend Dana Center Training to address TAKS tested objectives not currently in curriculum.
		2. Learners performed below expectation on scientific process. NTH@C asserts this is due to challenges in finding time to scaffold projects with labs, etc. Each facilitator set goal to engage learners in hands-on lab twice weekly. Facilitators will attend Laying the Foundation training to address low performance.
		3. At-Risk 8 th to 9 th grade learners coming to NTH@C will receive targeted intervention from facilitators to remediate gaps.

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008-2009 Results	99%	N/A	100%	93%	100%	N/A	N/A	95%	99%	100%
Improvement Status										
2009-2010 Goals	100%	N/A	100%	100%	100%	N/A	N/A	100%	100%	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. 81% of NTH@C Learners scored commended on Social Studies TAKS. Facilitators will continue to embed primary source documents, maps, graphs and charts into PBL units to improve commended and met standard scores to 100%.
		2
		3

		Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources
		<p>NTH@C had an outstanding attendance rate for the 2008-2009 school year finishing in the 99th percentile for attendance. The school does need to continue to proactively educate parents on the importance of leaving their learners in school and scheduling appointments out of school. NTH@C will also initiate a full-year exemption practice. A learner's full year of attendance will be used to determine 2nd semester final exam exemptions rather than just the 1st semester.</p>

		Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources
		<p>NTH@C is only in its 2nd year. We did identify a potential drop-out and worked closely with central administration as well as Turning Point to develop an individualized program to meet his/her needs. The individual is performing well and accelerating course completion in hopes of returning 2nd semester.</p>

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources
		<p>Retention affects NTH@C in multiple ways. We are always working on our course retention rate. We had 90% of our course failures successfully complete a summer school course to maintain their on-track graduation plan. We are still not satisfied and will develop a list of RtI Interventions will use throughout this school year. Our goal is to have 100% successful course completion.</p> <p>In addition to course retention, NTH@C must worry about learner retention to our school. I am pleased with our retention rate for the 2008-2009 school year as it was less than 8% in both grade levels. However, I think we can do more to reduce this rate. We will begin to study our recruitment practices to ensure we are fully educating and informing public on NTH@C education structure. We will also implement more parent meetings, Director's Dialogue sessions throughout the school year to help support our freshmen learners.</p>

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	PBL Unit Evaluations, Benchmark Unit Assessments, Formative Assessments							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
New grade level introduced.	Horizontally and Vertically align new junior-level courses.	All	Tabitha Branum, Jr. Facilitators	June 2009	July 2010	Staff Development, PBL Workshops	Written Scope & Sequence	
New grade level introduced.	Write PBL Units for all junior level courses	All	Tabitha Branum, Jr. Facilitators	August 2009	June 2010	Staff Development, PBL Workshops, Curriculum Directors	Completion of PBL Units	
Campus Observations and Discussions	Revise 9 th and 10 th grade PBL Units as needed	All	Tabitha Branum, Facilitators	August 2009	June 2010	PBL Refresher, Curriculum Directors	Revised PBL Units, Formative and Summative Assessment	
CBA data, campus & community feedback, learner feedback	Monitor the delivery of instruction to ensure alignment with CISD curriculum	All	Tabitha Branum, Kristen Brown, Curriculum Directors	August 2009	June 2010	PBL Refreshers, MoM staff development, Curriculum Department walk-throughs and reviews	Observation Results, Goal-Setting & Goal Achievement	
TAKS Data, EOC Data	Write Summative Unit Assessments to use for performance comparisons	All	Campus Administration, Curriculum Directors	August 2009	June 2010	WebCCat, CBA	Assessment Performance, TAKS & EOC Performance	

Strategic Objective/Goal 2:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective __3__:	Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.							
Summative Evaluation:	Document assessment results; Documented cumulative evidence of learner 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 data, TAKS, EOC Data	Provide initial/advanced training in: Research-Based Practices such as Differentiation, Brain-Based Instruction, Pre-ap/AP Strategies, 21 st Century Learning. Response to Intervention	All Staff	Staff Development Director, Director-NTH@C, Curriculum Staff	June 2009	July 2010	PD360, Staff Development Workshops, AP Institute, Region 10	Completion of staff development, walk-throughs & observations, Learner feedback, summative evaluation data	
Community Feedback	Revise & Communicate Learning Outcome Definitions and adjust rubrics accordingly	All Staff	Tabitha Branum, Facilitators	June 2009	August 2009	New Tech Network, Other Schools	Completion of Revise Outcomes, Completion of Rubrics	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective __4__:	Expand campus business partnerships with the local and global community.							
Summative Evaluation:	100% placement of juniors in job shadowing experience; Meeting Agendas							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community/Campus Feedback and Needs	Actively Recruit Job Shadowing Hosts and Create Database to store information	All	Gretchen Pace, Director of Service Learning/CTE	June 2009	July 2010	Director, Chamber of Commerce	100% Placement, Creation of Database	
Partner Feedback	Revise structure for Business Advisory Board	All	Tabitha Branum	August 2009	June 2010	Advisory Board, New Tech Network	Agenda, Business Advisory Feedback	
Graduation Requirement	Develop protocol and procedures for Senior Internship	All	Tabitha Branum, Curriculum Director for CTE	August 2009	June 2010	New Tech Network, Learners, Parents, Community	Completed Protocol, Agenda for communication to stakeholders	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective __5__:	Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.							
Summative Evaluation:	Document assessment results; Documented cumulative evidence of learner growth and progress over time; Learner Portfolio							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS , TAKS & EOC Data	Provide during and after school tutoring to target instruction and accelerate learning as appropriate	All	Tabitha Branum, Facilitators	June 2009	July 2010	Compensatory Ed Funds, Campus Funds, Bus Transportation	Survey, Data Results	
Survey/Results	Restructure Networking program to allow for learner goal-setting, personal data review	All	Facilitators, Counselor	June 2009	August 2009	New Tech Network, Mentoring Programs	Survey Results, Increase in learner achievement.	
Survey Results	Create Wednesday programs to address time management, project management, oral presentation skills, and other NTH@C Learning Outcomes.	All	Facilitators, Parent Volunteers	August 2009	June 2010	PTSO and Campus Budget	Survey Results from parents and learners.	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective __6__:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Integration of authentic, real-world experiences in PBL units.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Learner Feedback	Rewrite PBL Units to address authenticity and real-world connections.	All	Facilitators, Tabitha Branum	June 2009	July 2010	Curriculum Directors, Community , Business Advisory Board	PBL Units, Learner Feedback, PBL Audit	
Community and Learner Feedback	Incorporate opportunities for learners to connect to the global community using technology tools such as distance learning, podcasting, on line courses, etc.	All	Director of Advanced Academics, Tabitha Branum, Executive Director of Technology	August 2009	June 2010	Curriculum Directors, Executive Director of Technology, Staff Development Director	Survey Feedback, Incorporation of technology structures in PBL Units	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective __1__:	Promote, embed and create a culture incorporating positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Assessment results, Character Ed program recommendation							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Strategic Plan	Incorporate Character Traits into NTH@C Rules to Live By (Trust Card)	All	Tabitha Branum, Facilitators, Networking Groups	June 2009	July 2010	CISD character education program, counselor, Networking	Discussions, Rules To Live By Additions	
Campus Feedback	Rewrite PBL Units addressing character traits when applicable	All	Tabitha Branum, Facilitators	August 2009	June 2010	CISD character education program, curriculum directors	PBL Unit Revisions	
Learner Feedback	Develop protocol and then use Commendation Reports as available in PeBL	All	Facilitators	August 2009	June 2010	CISD character education program, site-based committee	Number of commendation reports generated as a result of character traits	
Graduation Requirement	Develop local and global opportunities to fulfill learners community service graduation requirement	All	Tabitha Branum, Counselor	August 2009	June 2010	Community Service and Service Learning Training	Learner Survey	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective __1__:	Establish consistent safe and drug free school program.							
Summative Evaluation:	Learner feedback and post-instruction assessment.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Learner Feedback, Discipline Referrals	Develop a program alongside CARE to implement campus-wide at NTH@C.	All	Tabitha Branum, Counselors	June 2009	July 2010	PEIMS data, SRO, Counselor	Discipline Referrals, Learner Surveys, Parent Surveys	
Discipline Referrals	Implement program similar to CARE for all parents and learners.	All	Tabitha Branum, Counselors	August 2009	June 2010	PEIMS Data, SRO, Counselor	Discipline Referrals, Feedback	
Community Feedback	Research and recommend program to address maturing New Tech Population (similar to Shattered Dreams)	All	Tabitha Branum, Facilitators, Parent Volunteers	August 2009	June 2010	Campus Funds, PTSO Funds, Assistance League	Survey Feedback	

Strategic Objective/Goal 4 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective _1_ :	Ensure the availability of resources necessary for learners to create digital portfolios.							
Summative Evaluation:	Protocol and procedures for digital portfolio							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Graduation Requirement	Develop requirements for Senior Digital Portfolio	All	Tabitha Branum, Counselor	June 2009	July 2010	New Technology Network, Other schools completing similar requirement	Creation of Digital Portfolio Requirement	
Graduation Requirement	Communicate standards for Digital Portfolio to all stakeholders	All	Tabitha Branum	August 2009	June 2010	Tabitha Branum, Counselor	Agenda Meetings, Eblasts	
Graduation Requirement	Recruit Digital Portfolio/Project assessors	All	Tabitha Branum, Counselor	August 2009	June 2010	Tabitha Branum, Counselor, Parent Volunteers	Database of assessors	

Strategic Objective/Goal 4 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective _2_ :	Ensure the availability of resources necessary for learners to complete PBL, and ease of access to online collaboration							
Summative Evaluation:	Software and Hardware utilized to promote PBL and online collaboration							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Learner Feedback	Develop NTH@C Blogspot	All	Tabitha Branum, Facilitators	June 2009	July 2010	Staff Time, PTSO Volunteers	Number of hits on NTH@C Blogspot	

Strategic Objective/Goal 4 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective _2_ :	Ensure the availability of resources necessary for learners to complete PBL, and ease of access to online collaboration							
Summative Evaluation:	Software and Hardware utilized to promote PBL and online collaboration							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Learner Feedback	Develop and implement methodology for virtual collaboration	All	Tabitha Branum, Executive Director for Technology, DP I and II Faciliators	August 2009	June 2010	Campus Funds, Education Foundation, Technology Matching Funds	Learner Feedback, Increase in learner performance in Professional Ethics and Responsibility	
Staff and Learner Feedback	Utilization of 21 st Century Softwares to complete PBL Units	All	Tabitha Branum, Executive Director of Technology, Facilitators	August 2009	June 2010	Campus Funds, Education Foundation, Technology Matching Funds	Learner Feedback, Increase in learner performance in Professional Ethics and Responsibility, Project Performance	
Campus Observation	Develop new strategies to incorporate and use video wall as an instructional/communication device for character traits, school outcomes, etc.	All	Tabitha Branum, Facilitators	August 2009	June 2010	Site Visits	Video Wall Products	

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAIATION 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 EMPLOYEE / VOLUNTEER	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED 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	1
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENCE HOMICIDE	0
TOTAL Student Violent and Criminal Incidents for the 2008-2009 School Year		1

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: DALLAS COUNTY JJAEP

Campus #: 057922007

2009 Accountability Rating: Not Rated: Other

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 4
Grade Span: 09 - 11
School Type: Secondary

District Name: COPPELL ISD
Campus Name: DALLAS COUNTY JJAEP
Campus #: 057922007

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Attendance Rate														
2007-08	95.5%	96.9%	-	*	-	*	*	*	-	*	*	-	*	-
2006-07	95.5%	97.0%	-	*	*	*	*	-	-	*	-	-	*	-
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)														
2007-08	0.3%	0.1%	-	*	-	-	-	*	-	*	-	-	*	-
2006-07	0.4%	0.1%	-	*	*	-	-	-	-	*	-	-	*	-
Annual Dropout Rate (Gr 9-12)														
2007-08	3.2%	0.5%	-	*	-	*	*	-	-	*	*	-	*	-
2006-07	3.9%	0.2%	-	*	*	*	*	-	-	*	-	-	*	-
COLLEGE READINESS INDICATORS														
AP/IB Results														
Tested														
2008	20.9%	41.0%	-	*	-	-	*	-	-	*	-	n/a	n/a	n/a
2007	20.0%	38.6%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
Examinees >= Criterion														
2008	50.1%	73.9%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2007	50.5%	84.8%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
Scores >= Criterion														
2008	46.0%	67.2%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2007	46.8%	76.1%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 4
Grade Span: 09 - 11
School Type: Secondary

District Name: COPPELL ISD
Campus Name: DALLAS COUNTY JJAEP
Campus #: 057922007

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	4	100.0%	-	9,915	4,728,204
Students By Grade: Early Childhood Education	0	0.0%	-	0.1%	0.3%
Pre-Kindergarten	0	0.0%	-	1.1%	4.2%
Kindergarten	0	0.0%	-	6.8%	7.7%
Grade 1	0	0.0%	-	6.6%	8.0%
Grade 2	0	0.0%	-	7.2%	7.9%
Grade 3	0	0.0%	-	7.9%	7.8%
Grade 4	0	0.0%	-	7.7%	7.5%
Grade 5	0	0.0%	-	7.8%	7.5%
Grade 6	0	0.0%	-	8.0%	7.3%
Grade 7	0	0.0%	-	8.2%	7.3%
Grade 8	0	0.0%	-	8.1%	7.3%
Grade 9	1	25.0%	-	8.3%	8.2%
Grade 10	1	25.0%	-	7.5%	7.0%
Grade 11	2	50.0%	-	7.7%	6.4%
Grade 12	0	0.0%	-	7.0%	5.8%
Ethnic Distribution: African American	0	0.0%	-	5.4%	14.2%
Hispanic	3	75.0%	-	11.6%	47.9%
White	1	25.0%	-	60.4%	34.0%
Native American	0	0.0%	-	0.4%	0.4%
Asian/Pac. Islander	0	0.0%	-	22.2%	3.6%
Economically Disadvantaged	3	75.0%	-	9.3%	56.7%
Limited English Proficient (LEP)	0	0.0%	-	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	1	20.0%	-	0.6%	2.1%
At-Risk	4	100.0%	-	22.0%	48.3%
Mobility (2007-08)	5	100.0%	-	7.9%	19.8%
Number of Students per Teacher	-	n/a	-	-	-

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 4
 Grade Span: 09 - 11
 School Type: Secondary

District Name: COPPELL ISD
 Campus Name: DALLAS COUNTY JJAEP
 Campus #: 057922007

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	-	-
Grade 1	-	-	-	-
Grade 2	-	-	-	-
Grade 3	-	-	-	-
Grade 4	-	-	-	-
Grade 5	-	-	-	-
Grade 6	-	-	-	-
Mixed Grades	-	-	-	-
Secondary: English/Language Arts	-	-	-	-
Foreign Languages	-	-	-	-
Mathematics	-	-	-	-
Science	-	-	-	-
Social Studies	-	-	-	-

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 4
Grade Span: 09 - 11
School Type: Secondary

District Name: COPPELL ISD
Campus Name: DALLAS COUNTY JJAEP
Campus #: 057922007

STAFF INFORMATION	-----Campus-----	Campus	District	State
	Count	Percent	Group	
Total Staff:	-	100.0%	-	100.0%
Professional Staff:	-	-	-	-
Teachers	-	-	-	-
Professional Support	-	-	-	-
Campus Admin. (School Leader.)	-	-	-	-
Educational Aides:	-	-	-	-
Total Minority Staff:	-	-	-	-
Teachers By Ethnicity and Sex:				
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Native American	-	-	-	-
Asian/Pacific Islander	-	-	-	-
Males	-	-	-	-
Females	-	-	-	-
Teachers by Years of Experience:				
Beginning Teachers	-	-	-	-
1-5 Years Experience	-	-	-	-
6-10 Years Experience	-	-	-	-
11-20 Years Experience	-	-	-	-
Over 20 Years Experience	-	-	-	-
		Campus	Campus	District
			Group	State
Average Years Experience of Teachers:	-	yrs.	-	yrs.
Average Years Experience of Teachers with District:	-	yrs.	-	yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-		-	-
1-5 Years Experience	-		-	-
6-10 Years Experience	-		-	-
11-20 Years Experience	-		-	-
Over 20 Years Experience	-		-	-
Average Actual Salaries (regular duties only):				
Teachers	-		-	-
Professional Support	-		-	-
Campus Administration (School Leadership)	-		-	-
Contracted Instructional Staff (not incl. above):	-		-	-

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 4
Grade Span: 09 - 11
School Type: Secondary

District Name: COPPELL ISD
Campus Name: DALLAS COUNTY JJAEP
Campus #: 057922007

ACTUAL OPERATING EXPENDITURE INFORMATION
(2007-08)

	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	-	-	-	-	-	-	-	-	-
Instruction (11,95)	-	-	-	-	-	-	-	-	-
Instructional-Related Services (12,13)	-	-	-	-	-	-	-	-	-
Instructional Leadership (21)	-	-	-	-	-	-	-	-	-
School Leadership (23)	-	-	-	-	-	-	-	-	-
Support Services-Student (31,32,33)	-	-	-	-	-	-	-	-	-
Other Campus Costs (35,36,51,52,53)	-	-	-	-	-	-	-	-	-
By Program:									
Total Operating Expenditures	-	-	-	-	-	-	-	-	-
Bilingual/ESL Education (25)	-	-	-	-	-	-	-	-	-
Career & Technology Education (22)	-	-	-	-	-	-	-	-	-
Accelerated Education (24,30)	-	-	-	-	-	-	-	-	-
Gifted & Talented Education (21)	-	-	-	-	-	-	-	-	-
Regular Education (11)	-	-	-	-	-	-	-	-	-
Special Education (23)	-	-	-	-	-	-	-	-	-
Other (26,28,29)	-	-	-	-	-	-	-	-	-

PROGRAM INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	-	7.0%	16.0%
Career & Technical Education	0	0.0%	-	16.6%	21.4%
Gifted & Talented Education	0	0.0%	-	22.2%	7.5%
Special Education	0	0.0%	-	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	-	-	-	-	-
Career & Technical Education	-	-	-	-	-
Compensatory Education	-	-	-	-	-
Gifted & Talented Education	-	-	-	-	-
Regular Education	-	-	-	-	-
Special Education	-	-	-	-	-
Other	-	-	-	-	-

'?' 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.

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2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: COPPELL MIDDLE EAST

Campus #: 057922042

2009 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Attendance (2007-08)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Social Studies

Comparable Improvement: Mathematics

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 741
Grade Span: 06 - 08
School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard Grade 6 (English)															
Reading	2009	93%	99%	97%	99%	> 99%	> 99%	> 99%	*	96%	> 99%	98%	> 99%	97%	88%
	2008	94%	99%	98%	99%	> 99%	> 99%	99%	*	96%	98%	99%	91%	94%	88%
Mathematics	2009	82%	96%	92%	96%	71%	> 99%	96%	*	98%	96%	96%	> 99%	87%	88%
	2008	83%	97%	92%	99%	92%	96%	99%	*	> 99%	98%	99%	90%	94%	94%
All Tests	2009	80%	96%	91%	95%	73%	> 99%	96%	*	96%	96%	95%	> 99%	84%	88%
	2008	81%	96%	91%	97%	92%	96%	99%	*	96%	96%	98%	82%	88%	81%
TAKS Met 2009 Standard Grade 7															
Reading	2009	87%	98%	94%	97%	> 99%	94%	98%	*	95%	95%	98%	60%	94%	85%
	2008	88%	99%	94%	99%	95%	> 99%	99%	*	98%	98%	> 99%	91%	97%	> 99%
Mathematics	2009	82%	97%	91%	> 99%	> 99%	> 99%	99%	*	> 99%	> 99%	99%	*	> 99%	> 99%
	2008	80%	97%	92%	> 99%	> 99%	> 99%	99%	*	> 99%	> 99%	99%	> 99%	> 99%	> 99%
Writing	2009	94%	> 99%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	93%	99%	97%	99%	90%	> 99%	99%	*	> 99%	98%	> 99%	90%	97%	> 99%
All Tests	2009	76%	95%	88%	96%	> 99%	94%	97%	*	95%	95%	98%	60%	94%	85%
	2008	74%	96%	88%	97%	86%	> 99%	99%	*	98%	96%	99%	85%	94%	> 99%
TAKS Met 2009 Standard Grade 8 First Administration Only															
Reading	2009	95%	> 99%	98%	> 99%	> 99%	> 99%	99%	*	> 99%	99%	> 99%	> 99%	> 99%	*
	2008	95%	> 99%	98%	> 99%	> 99%	> 99%	99%	*	> 99%	99%	> 99%	92%	> 99%	*
Mathematics	2009	82%	98%	93%	> 99%	> 99%	> 99%	99%	*	> 99%	> 99%	99%	> 99%	> 99%	*
	2008	79%	99%	90%	> 99%	91%	> 99%	> 99%	*	> 99%	> 99%	99%	> 99%	> 99%	*
@ Science	2009	73%	93%	88%	94%	88%	82%	96%	*	95%	93%	94%	64%	84%	*
	2008	69%	94%	*	93%	92%	83%	95%	*	93%	93%	94%	60%	88%	*
@ Soc Studies	2009	92%	99%	98%	> 99%	> 99%	95%	> 99%	*	> 99%	99%	> 99%	93%	> 99%	*
	2008	91%	99%	95%	98%	92%	96%	99%	*	> 99%	99%	97%	94%	94%	*
@ All Tests	2009	67%	92%	84%	93%	88%	82%	94%	*	95%	93%	93%	64%	84%	*
	2008	64%	93%	*	93%	75%	83%	95%	*	93%	93%	92%	63%	88%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 2
Total Students: 741
Grade Span: 06 - 08
School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009	91%	99%	97%	99%	> 99%	98%	99%	*	97%	98%	99%	90%	97%	86%
	2008	91%	99%	97%	99%	98%	> 99%	> 99%	*	98%	99%	> 99%	94%	96%	92%
Mathematics	2009	82%	96%	94%	98%	89%	> 99%	98%	*	99%	99%	98%	> 99%	96%	95%
	2008	80%	97%	92%	99%	98%	99%	> 99%	*	> 99%	99%	99%	97%	98%	96%
Writing	2009	93%	99%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	93%	99%	97%	99%	90%	> 99%	99%	*	> 99%	98%	> 99%	90%	97%	> 99%
Science	2009	78%	95%	89%	94%	88%	82%	96%	*	95%	93%	94%	64%	84%	*
	2008	74%	94%	83%	93%	92%	83%	95%	*	93%	93%	94%	60%	88%	*
Soc Studies	2009	93%	99%	98%	> 99%	> 99%	95%	> 99%	*	> 99%	99%	> 99%	93%	> 99%	*
	2008	91%	99%	95%	98%	92%	96%	99%	*	> 99%	99%	97%	94%	94%	*
All Tests	2009	74%	94%	89%	95%	85%	93%	96%	*	96%	95%	95%	74%	88%	83%
	2008	72%	94%	87%	96%	87%	93%	97%	*	96%	95%	97%	75%	90%	85%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDE SELECTED TAKS(Accommodated))															
Reading/ELA	2009	96%	> 99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Mathematics	2009	89%	98%	96%	99%	89%	> 99%	> 99%	*	99%	99%	99%	> 99%	97%	95%
Writing	2009	97%	> 99%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Science	2009	83%	97%	89%	94%	88%	82%	96%	*	95%	93%	94%	64%	84%	*
Soc Studies	2009	98%	> 99%	> 99%	> 99%	> 99%	95%	> 99%	*	> 99%	99%	> 99%	93%	> 99%	*
All Tests	2009	84%	97%	92%	97%	85%	95%	98%	*	98%	97%	97%	81%	92%	91%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	34%	64%	53%	67%	51%	60%	71%	*	66%	62%	73%	43%	52%	9%
	2008	34%	64%	54%	72%	49%	62%	76%	*	69%	67%	77%	41%	52%	19%
Mathematics	2009	31%	65%	41%	65%	39%	54%	67%	*	73%	65%	66%	41%	46%	36%
	2008	28%	61%	40%	65%	39%	46%	68%	*	74%	65%	66%	38%	49%	54%
Writing	2009	34%	64%	49%	63%	22%	48%	69%	*	63%	52%	74%	< 1%	44%	15%
	2008	33%	63%	51%	64%	60%	52%	70%	*	55%	54%	77%	30%	39%	22%
Science	2009	26%	51%	41%	52%	35%	36%	56%	*	57%	53%	51%	21%	22%	*
	2008	22%	47%	37%	49%	8%	52%	50%	*	53%	54%	44%	20%	35%	*
Soc Studies	2009	44%	75%	62%	74%	82%	64%	71%	*	88%	75%	73%	71%	69%	*
	2008	36%	64%	55%	57%	25%	58%	56%	*	67%	60%	53%	31%	53%	*
All Tests	2009	16%	42%	27%	43%	22%	31%	45%	*	51%	41%	45%	22%	23%	< 1%
	2008	15%	40%	29%	46%	20%	36%	49%	*	52%	45%	48%	23%	29%	11%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 3
Total Students: 741
Grade Span: 06 - 08
School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS-M Met 2009 Standard (Sum of All Grades Tested)															
Reading/ELA	2009	82%	81%	91%	92%	*	80%	> 99%	*	*	90%	*	92%	*	*
Mathematics	2009	69%	60%	80%	57%	*	> 99%	33%	*	*	58%	*	57%	80%	*
Writing	2009	72%	82%	80%	*	*	*	*	*	*	*	*	*	*	*
Science	2009	51%	47%	56%	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2009	64%	48%	67%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2009	57%	59%	66%	56%	*	83%	43%	*	*	54%	*	56%	67%	*
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	98%	93%	96%	88%	96%	98%	*	95%	95%	98%	74%	93%	82%
	2008	86%	98%	92%	97%	91%	96%	99%	*	96%	96%	99%	86%	94%	81%
Mathematics	2009	80%	96%	92%	98%	88%	99%	98%	*	99%	98%	98%	90%	95%	96%
	2008	78%	96%	90%	99%	95%	97%	99%	*	> 99%	98%	99%	88%	96%	96%
Writing	2009	92%	99%	96%	> 99%	> 99%	> 99%	99%	*	> 99%	99%	> 99%	88%	> 99%	> 99%
	2008	91%	98%	95%	99%	90%	> 99%	99%	*	> 99%	98%	> 99%	93%	97%	> 99%
Science	2009	78%	95%	89%	94%	88%	82%	96%	*	95%	93%	94%	64%	84%	*
	2008	74%	94%	83%	93%	92%	83%	95%	*	93%	93%	94%	60%	88%	*
Soc Studies	2009	93%	99%	98%	> 99%	> 99%	95%	> 99%	*	> 99%	99%	> 99%	93%	> 99%	*
	2008	91%	99%	95%	98%	92%	96%	99%	*	> 99%	99%	97%	94%	94%	*
All Tests	2009	72%	93%	86%	93%	79%	91%	95%	*	94%	92%	95%	59%	85%	78%
	2008	69%	93%	83%	95%	85%	89%	97%	*	94%	93%	96%	70%	90%	78%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	98%	92%	96%	88%	96%	98%	*	95%	95%	98%	80%	92%	80%
Mathematics	2009	80%	95%	91%	97%	86%	99%	97%	*	99%	96%	98%	80%	94%	96%
Writing	2009	91%	99%	96%	99%	> 99%	> 99%	99%	*	> 99%	98%	> 99%	80%	> 99%	> 99%
Science	2009	76%	94%	88%	93%	83%	83%	95%	*	95%	93%	93%	61%	82%	*
Soc Studies	2009	92%	99%	97%	99%	94%	96%	99%	*	> 99%	98%	99%	83%	97%	*
All Tests	2009	71%	93%	85%	93%	77%	90%	94%	*	94%	91%	95%	52%	83%	76%
TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)															
All Tests	2009	84%	85%	> 99%	88%	*	*	*	*	*	88%	*	88%	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 4
Total Students: 741
Grade Span: 06 - 08
School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.1%	98.5%	100.0%	96.8%	99.1%	*	97.7%	98.7%	98.3%	100.0%	97.3%	77.8%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	92.9%	95.1%	93.5%	87.2%	96.1%	*	97.1%	93.6%	96.7%	45.8%	89.2%	69.4%
Not on TAKS	7.7%	2.9%	6.5%	3.5%	6.5%	9.6%	3.0%	*	0.6%	5.2%	1.7%	54.2%	8.1%	8.3%
TAKS(Acc) Only	2.3%	1.1%	1.8%	0.9%	2.2%	2.1%	0.9%	*	0.0%	1.3%	0.6%	14.6%	1.8%	0.0%
TAKS-M Only	3.3%	0.9%	2.4%	1.6%	2.2%	3.2%	1.6%	*	0.6%	2.3%	0.8%	25.0%	2.7%	5.6%
TAKS-Alt Only	0.8%	0.4%	0.6%	0.3%	0.0%	1.1%	0.2%	*	0.0%	0.5%	0.0%	4.2%	0.9%	0.0%
Combination	1.3%	0.5%	1.4%	0.7%	2.2%	3.2%	0.2%	*	0.0%	1.0%	0.3%	10.4%	2.7%	2.8%
By Acct Status														
Acct System	87.3%	94.4%	89.9%	94.0%	89.1%	90.4%	95.4%	*	93.6%	91.8%	96.4%	56.3%	86.5%	63.9%
Non-Acct System	11.2%	4.4%	9.6%	4.5%	10.9%	6.4%	3.7%	*	4.1%	7.0%	1.9%	43.8%	10.8%	13.9%
Mobile	4.7%	2.2%	3.8%	1.7%	6.5%	0.0%	0.9%	*	3.5%	2.6%	0.8%	0.0%	5.4%	8.3%
Non-Acct Test	6.4%	2.3%	5.6%	2.8%	4.3%	6.4%	2.8%	*	0.6%	4.4%	1.1%	43.8%	5.4%	5.6%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.5%	1.1%	0.9%	1.5%	0.0%	3.2%	0.9%	*	2.3%	1.3%	1.7%	0.0%	2.7%	22.2%
Absent	0.1%	0.1%	0.0%	0.3%	0.0%	0.0%	0.5%	*	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.8%	0.7%	0.7%	0.0%	2.1%	0.0%	*	1.8%	0.5%	0.8%	0.0%	1.8%	13.9%
Other	0.4%	0.2%	0.1%	0.5%	0.0%	1.1%	0.5%	*	0.6%	0.8%	0.3%	0.0%	0.9%	8.3%
Hurricane Ike	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	3,132,150	7,035	802	749	46	94	436	2	171	388	361	48	111	36
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	99.1%	98.7%	100.0%	98.8%	100.0%	*	94.3%	98.5%	98.9%	100.0%	100.0%	75.7%
By Program														
TAKS (1 or more)	90.9%	95.7%	93.2%	95.9%	90.7%	91.4%	97.8%	*	94.3%	94.9%	96.9%	63.2%	96.7%	73.0%
Not on TAKS	7.5%	3.0%	6.1%	2.8%	9.3%	7.4%	2.2%	*	0.0%	3.6%	2.0%	36.8%	3.3%	2.7%
TAKS(Acc)	2.7%	1.0%	2.5%	1.1%	3.7%	1.2%	1.1%	*	0.0%	1.3%	0.8%	14.0%	1.1%	0.0%
TAKS-M Only	2.9%	1.2%	1.6%	1.2%	5.6%	2.5%	0.9%	*	0.0%	1.5%	0.8%	15.8%	1.1%	0.0%
TAKS-Alt Only	0.7%	0.4%	0.4%	0.4%	0.0%	2.5%	0.2%	*	0.0%	0.5%	0.3%	5.3%	1.1%	0.0%
Combination	1.2%	0.4%	0.8%	0.1%	0.0%	1.2%	0.0%	*	0.0%	0.3%	0.0%	1.8%	0.0%	2.7%
By Acct Status														
Acct System	87.1%	93.9%	90.4%	92.6%	83.3%	90.1%	95.6%	*	88.7%	92.3%	93.0%	70.2%	90.0%	73.0%
Non-Acct System	11.3%	4.7%	9.2%	6.0%	16.7%	8.6%	4.4%	*	5.7%	6.2%	5.9%	29.8%	10.0%	2.7%
Mobile	5.1%	2.4%	4.1%	3.7%	9.3%	2.5%	2.6%	*	5.7%	3.1%	4.5%	0.0%	6.7%	2.7%
Non-Acct Test	6.2%	2.3%	5.1%	2.3%	7.4%	6.2%	1.8%	*	0.0%	3.1%	1.4%	29.8%	3.3%	0.0%
Not Tested	1.6%	1.3%	0.9%	1.3%	0.0%	1.2%	0.0%	*	5.7%	1.5%	1.1%	0.0%	0.0%	24.3%
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%
LEP Exempt	0.9%	1.1%	0.6%	1.2%	0.0%	1.2%	0.0%	*	5.0%	1.3%	1.1%	0.0%	0.0%	24.3%
Other	0.5%	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%	*	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%
Total Count	3,075,682	7,040	874	748	54	81	453	1	159	390	358	57	90	37

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 5
Total Students: 741
Grade Span: 06 - 08
School Type: Middle

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

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) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA	2009	49%	70%	64%	*	*	*	*	*	*	*	*	*	*
	2008	53%	80%	67%	> 99%	*	*	*	*	> 99%	*	*	*	*
Mathematics	2009	37%	52%	48%	*	*	*	*	*	*	*	*	*	*
	2008	36%	54%	54%	86%	*	*	*	*	*	*	*	*	*
Average TGI Growth														
Reading/ELA	2009	0.52	1.00	0.79	0.60	*	*	*	*	*	0.52	*	*	*
	2008	0.58	1.08	0.79	1.17	*	1.29	1.22	*	0.93	1.05	1.40	0.77	0.92
Mathematics	2009	0.38	0.51	0.64	0.49	0.53	*	*	*	0.47	0.51	*	0.69	*
	2008	0.34	0.76	0.67	1.15	*	*	0.98	*	1.35	0.98	*	*	*
Student Success Initiative														
Grade 5 Reading (English and Spanish)														
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 6														
	2009	46%	*	*	*	*	*	*	*	*	*	*	*	*
	2008	55%	*	67%	*	*	*	*	*	*	*	*	*	*
Grade 8 Reading														
Students Requiring Accelerated Instruction														
	2009	6%	1%	3%	< 1%	< 1%	< 1%	1%	*	< 1%	1%	< 1%	< 1%	*
	2008	6%	1%	3%	1%	< 1%	< 1%	1%	*	2%	2%	1%	8%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	97%	> 99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	97%	> 99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
	2009	18%	3%	7%	< 1%	< 1%	< 1%	1%	*	< 1%	< 1%	1%	< 1%	< 1%
	2008	21%	1%	11%	< 1%	9%	< 1%	< 1%	*	< 1%	< 1%	1%	< 1%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	87%	99%	96%	> 99%	> 99%	> 99%	99%	*	> 99%	> 99%	99%	> 99%	> 99%
	2008	86%	99%	94%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
TAKS Failers Promoted by Grade Placement Committee														
	2008	90.5%	100.0%	92.0%	*	-	-	*	-	-	*	-	*	-
English Language Learners Progress Measure (2011 Preview)														
	2008-09	76%	94%	87%	92%	*	88%	*	*	94%	93%	90%	*	88%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 741
Grade Span: 06 - 08
School Type: Middle

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

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	741	100.0%	34,823	9,915	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	1.1%	4.2%
Kindergarten	0	0.0%	0.0%	6.8%	7.7%
Grade 1	0	0.0%	0.0%	6.6%	8.0%
Grade 2	0	0.0%	0.0%	7.2%	7.9%
Grade 3	0	0.0%	0.0%	7.9%	7.8%
Grade 4	0	0.0%	0.0%	7.7%	7.5%
Grade 5	0	0.0%	7.5%	7.8%	7.5%
Grade 6	253	34.1%	30.2%	8.0%	7.3%
Grade 7	258	34.8%	31.2%	8.2%	7.3%
Grade 8	230	31.0%	30.2%	8.1%	7.3%
Grade 9	0	0.0%	0.9%	8.3%	8.2%
Grade 10	0	0.0%	0.0%	7.5%	7.0%
Grade 11	0	0.0%	0.0%	7.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	45	6.1%	9.6%	5.4%	14.2%
Hispanic	96	13.0%	23.2%	11.6%	47.9%
White	432	58.3%	58.5%	60.4%	34.0%
Native American	3	0.4%	0.5%	0.4%	0.4%
Asian/Pac. Islander	165	22.3%	8.1%	22.2%	3.6%
Economically Disadvantaged	107	14.4%	25.1%	9.3%	56.7%
Limited English Proficient (LEP)	32	4.3%	3.7%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	10	1.3%	2.1%	0.6%	2.1%
At-Risk	114	15.4%	25.7%	22.0%	48.3%
Mobility (2007-08)	75	9.6%	10.7%	7.9%	19.8%
Number of Students per Teacher	13.1	n/a	15.2	13.6	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	4.7%	2.6%	-	-	20.8%	11.7%
Grade 1	-	-	1.4%	5.5%	-	-	10.9%	10.5%
Grade 2	-	-	0.9%	3.2%	-	-	1.5%	4.7%
Grade 3	-	-	0.2%	2.5%	-	-	2.4%	3.0%
Grade 4	-	-	0.3%	1.3%	-	-	0.0%	1.3%
Grade 5	-	1.6%	0.3%	1.9%	-	1.1%	0.0%	2.4%
Grade 6	0.9%	0.4%	0.6%	0.9%	0.0%	0.9%	0.0%	1.6%
Grade 7	0.0%	0.6%	0.1%	1.4%	0.0%	1.3%	0.0%	2.2%
Grade 8	0.0%	1.0%	0.1%	1.7%	4.8%	2.0%	1.6%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 741
 Grade Span: 06 - 08
 School Type: Middle

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

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.3	19.0
Grade 1	-	-	18.1	19.0
Grade 2	-	-	18.3	19.3
Grade 3	-	-	19.2	19.3
Grade 4	-	-	18.5	19.7
Grade 5	-	22.8	20.9	22.1
Grade 6	21.9	23.3	22.1	21.5
Mixed Grades	-	29.4	-	21.8
Secondary: English/Language Arts	17.5	20.7	19.8	19.8
Foreign Languages	23.5	22.8	21.0	21.1
Mathematics	21.6	20.5	21.8	19.6
Science	20.7	23.2	21.4	20.5
Social Studies	23.0	23.7	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 741
Grade Span: 06 - 08
School Type: Middle

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

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	66.5	100.0%	100.0%	100.0%	100.0%
Professional Staff:	63.7	95.8%	88.7%	78.3%	62.9%
Teachers	56.7	85.2%	77.6%	64.4%	50.7%
Professional Support	4.0	6.1%	7.2%	8.5%	8.4%
Campus Admin. (School Leader.)	3.0	4.5%	3.9%	3.7%	2.8%
Educational Aides:	2.8	4.2%	11.3%	4.9%	9.7%
Total Minority Staff:	6.8	10.2%	13.9%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	1.0	1.8%	4.0%	1.6%	9.7%
Hispanic	2.0	3.5%	6.6%	3.3%	22.1%
White	53.7	94.7%	88.3%	93.6%	66.7%
Native American	0.0	0.0%	0.3%	0.3%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.9%	1.2%	1.3%
Males	15.1	26.6%	22.2%	18.9%	22.9%
Females	41.6	73.4%	77.8%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	4.9	8.6%	7.4%	4.9%	7.3%
1-5 Years Experience	24.8	43.7%	29.7%	32.1%	30.5%
6-10 Years Experience	10.0	17.6%	21.1%	22.4%	20.0%
11-20 Years Experience	14.0	24.7%	24.8%	25.9%	23.7%
Over 20 Years Experience	3.0	5.3%	17.0%	14.6%	18.6%
			Campus	District	State
Average Years Experience of Teachers:		8.1 yrs.	10.8 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		4.5 yrs.	6.6 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$47,302	\$42,246	\$45,928	\$40,372
1-5 Years Experience		\$46,388	\$43,422	\$46,527	\$42,463
6-10 Years Experience		\$47,756	\$45,493	\$47,524	\$45,035
11-20 Years Experience		\$52,246	\$49,334	\$51,898	\$49,083
Over 20 Years Experience		\$60,784	\$57,965	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$48,919	\$47,712	\$50,180	\$47,159
Professional Support		\$55,728	\$54,264	\$57,603	\$55,819
Campus Administration (School Leadership)		\$75,857	\$70,398	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	1.4	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 741
Grade Span: 06 - 08
School Type: Middle

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

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$4,447,542	100.0%	\$6,035	\$4,558,203	100.0%	\$6,185	\$194,920,752	100.0%	\$5,939
Instruction (11,95)	\$3,437,351	77.3%	\$4,664	\$3,542,591	77.7%	\$4,807	\$138,003,968	70.8%	\$4,205
Instructional-Related Services (12,13)	\$134,978	3.0%	\$183	\$140,399	3.1%	\$191	\$7,104,080	3.6%	\$216
Instructional Leadership (21)	\$124,650	2.8%	\$169	\$124,650	2.7%	\$169	\$2,602,204	1.3%	\$79
School Leadership (23)	\$361,010	8.1%	\$490	\$361,010	7.9%	\$490	\$14,226,990	7.3%	\$433
Support Services-Student (31,32,33)	\$250,618	5.6%	\$340	\$250,618	5.5%	\$340	\$11,101,726	5.7%	\$338
Other Campus Costs (35,36,51,52,53)	\$138,935	3.1%	\$189	\$138,935	3.0%	\$189	\$21,881,784	11.2%	\$667
By Program:									
Total Operating Expenditures	\$4,308,607	100.0%	\$5,846	\$4,415,797	100.0%	\$5,992	\$172,635,012	100.0%	\$5,260
Bilingual/ESL Education (25)	\$66,511	1.5%	\$90	\$66,511	1.5%	\$90	\$1,944,743	1.1%	\$59
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$2,059,708	1.2%	\$63
Accelerated Education (24,30)	\$7,838	0.2%	\$11	\$21,573	0.5%	\$29	\$5,798,879	3.4%	\$177
Gifted & Talented Education (21)	\$132,454	3.1%	\$180	\$132,454	3.0%	\$180	\$4,726,716	2.7%	\$144
Regular Education (11)	\$3,239,436	75.2%	\$4,395	\$3,332,891	75.5%	\$4,522	\$128,664,625	74.5%	\$3,920
Special Education (23)	\$862,368	20.0%	\$1,170	\$862,368	19.5%	\$1,170	\$29,205,054	16.9%	\$890
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$235,287	0.1%	\$7

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	24	3.2%	3.2%	7.0%	16.0%
Career & Technical Education	68	9.2%	17.9%	16.6%	21.4%
Gifted & Talented Education	211	28.5%	11.0%	22.2%	7.5%
Special Education	52	7.0%	9.4%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	0.9	1.5%	1.2%	3.2%	7.5%
Career & Technical Education	0.5	0.9%	1.9%	2.9%	3.9%
Compensatory Education	1.0	1.8%	1.5%	0.6%	3.6%
Gifted & Talented Education	2.9	5.1%	3.3%	4.2%	2.0%
Regular Education	28.9	51.0%	72.8%	65.5%	70.4%
Special Education	8.6	15.1%	11.3%	11.0%	9.7%
Other	14.0	24.6%	7.9%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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 Middle School East
CAMPUS IMPROVEMENT PLAN
2009- 2010

LAURA SPRINGER
PRINCIPAL

CISD MISSION STATEMENT:

The mission of the Coppell Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

Performance Objective 1: Align the written, taught and assessed curriculum.

- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 13:** Ensure equitable distribution of highly qualified teachers.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.

- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.

CAMPUS SITE-BASED COMMITTEE

2008 – 09 COMMITTEE MEMBERS

BRIDGET BELL - PARENT

EDDIE BEAL - COUNSELOR

ROCHELLE COWAN - TEACHER

JENNIFER FAUST - TEACHER

KATE GABRIEL - TEACHER

MANDY GODDARD - TEACHER

BRANDON MCGILL – ASSISTANT PRINCIPAL

ALICIA MONTGOMERY - TEACHER

MANDY OWENS - TEACHER

CHRISTINE ROCHMAN – ASSISTANT PRINCIPAL

LAURA SPRINGER - PRINCIPAL



COPPELL INDEPENDENT SCHOOL DISTRICT

CAMPUS NEEDS ASSESSMENT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	99%	98%	99%	96%	94%	93%	97%	100%
2008-2009 Results	99%	100%	99%	97%	92%	89%	97%	100%
Improvement Status	-	+2	-	+1	-2	-4	-	-
2009-2010 Goals	100%							

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.

1 Vast improvement with our low level learners due to our Literacy Coach working through our Read 180 program.

2 Individual tutorial program provided before and after school was really beneficial to our students.

3 The implementation and use of our Word Walls made a major difference for our low level learners.

Math TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	99%	98%	99%	98%	97%	89%	96%	100%
2008-2009 Results	98%	89%	98%	96%	97%	90%	96%	100%
Improvement Status	-1	-9	-1	-2	-	+1	-	-
2009-2010 Goals	100%							

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.

1 Used part of our Title I funds to hire a math tutor for the year that was a part of the staff. We were able to offer some great one on one tutorials to help our kids be successful.

2 Had double block math classes to help with learning concepts for our low level learners. This helped us target our students that needed that extra boost with a slower pace.

3 Really need to target our African American kids and work on their gaps through a detailed study of the data from their testing.

Writing TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	99%	90%	99%	97%	100%	86%	97%	100%
2008-2009 Results	100%	100%	100%	100%	100%	88%	100%	100%
Improvement Status	+1	+10	+1	+3	-	+2	+3	-
2009-2010 Goals								

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1 Our campus teachers have done an excellent job of teaching writing and preparing our students for their test.
2 One of our strengths is our teacher training program to prepare our teachers to work with our students on writing.
3

Science TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	93%	92%	95%	88%		60%	81%	100%
2008-2009 Results	94%	88%	96%	86%		67%	77%	100%
Improvement Status	+1	-4	+1	-2		+7	-4	-
2009-2010 Goals	95%							

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.

1 We have conducted a data analysis study of our students in lower grades to narrow the scope of concepts that we must improve on in the classroom.

2 Moved teachers to different grade levels to help shake the team up and provide different incentives to improve instruction.

3 Purchased data analysis books with Title money and Gizmo software to help increase the ability to reach our Econ. Disadvantaged learner.

Social Studies TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	98%	92%	99%	94%		94%	88%	100%
2008-2009 Results	99%	100%	100%	100%		93%	97%	100%
Improvement Status	+1	+8	+1	+6		-1	+9	-
2009-2010 Goals								

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.

1 Co-teach team in this department is one of the strongest in the district and they prepared our low level learners for success.

2 We kept our low level learners with the same teacher for two years in a row. Looping helped in this subject area with our students success.

3

Campus Improvement Plan for 2009-2010

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Unit plans, Forethought lesson plans, Performance Series Data 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	Implement written curriculum documents to align with research-based best practices Including ELPS	All	Campus Administration and teachers	June 2009	July 2010	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Forethought	Curriculum Unit Plans, Instructional Snapshots	
CBA data, campus & community feedback, CBA data/local assessment comparison and Performance Series	Monitor the delivery of instruction to ensure alignment with CISD curriculum, including ELPS	All	Campus Administration and TESA groups	August 2009	June 2010	Content planning time, CBA preview process, TEKS, Forethought documents, Rigor/Relevance Framework	Forethought lesson plans, Instructional Snapshots/campus walkthroughs	
Campus observations, CBA data/local assessment comparison and Performance Series	Utilize CBA data and/or growth model data such as Performance Series to inform instruction	All	Campus Administration and Dept. Heads	August 2009	June 2010	Achievement Series data and Performance Series Data	Forethought lesson plans and campus walkthroughs	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk throughs, evaluations of campus needs assessments and disaggregation of walk through data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Provide initial/advanced training in: <ul style="list-style-type: none"> • Research-Based Best Practices such as Differentiated Instruction, Brain-Based Instruction, Pre AP Strategies, Thinking Maps, Problem /Project Based Learning (PBL), 21st Century Literacy,, Concept –Base Instruction, Inquiry Based Instruction , etc. • Response to Intervention (Rtl) process • ELPS Co-Teach Model of Instruction 	All	Campus Administration	June 2009	July 2010	PD360, Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, AP standards, Title I (\$10,000), III, local funds, Director of Staff Development	Documentation of CISD staff development offerings, Eduphoria records, Walk Throughs, Campus Needs Assessment on-line and paper evaluations TESA walkthroughs	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk throughs, evaluations of campus needs assessments and disaggregation of walk through data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Provide schedules for teachers to participate in TESA (Teacher Expectation Student Achievement) and feedback time to implement strategies with our students.	All	Campus Administration and TESA trained teaching staff	June 2009	July 2010	TESA Manual and training guide for using tried methods to improve instruction for the at-risk learner	Campus walk-throughs and feedback documentation shared between staff members	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc.	As a Title I Campus provide additional opportunities to supplement training and improve instruction for targeted populations	All CISD Instructional Staff of Title I Campuses, Director of School Improvement Curriculum Directors and Campus Administration	Title I Campus Administrators	June 2009	July 2010	Title I Funds (\$4600)	Campus Needs Assessment and Documentation of Additional Staff Opportunities	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk throughs, evaluations of campus needs assessments and disaggregation of walk through data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc.	Monitor the implementation of Research-Based Best Practices & Response to Intervention (RTI) Process	Instructional Staff	RTI Specialist, and Campus Administrators	June 2009	July 2010	Curriculum Department, Intervention Services, Campus Admin, Counselors and IDEA Stimulus Funding	Curriculum Instructional Walk-Throughs, Forethought lesson plans, PST meeting minutes and campus staff development planning	
Campus feedback	Implement a book study on the book "Fair Isn't Always Equal" by Rick Wormeli to enhance assessment strategies and practices	Instructional Staff	Campus Administration and trained teaching instructors	June 2009	July 2010	Campus Administration and Title I funding for reading materials (\$2500)	Campus walk-throughs , lesson plans, and campus staff development	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students and stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Provide targeted instruction for students to help them understand the various assessment measures, including providing technology to allow them to understand, track and take responsibility for their individual performance and progress.	All	Campus Administration	August 2009	June 2010	Title I funding, (\$2500) Classroom visits, announcements, teachers, campus administration, counselors	Campus newsletters, agendas, handouts and portal	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 4:	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increase in campus partnerships included in their CAMPUS IMPROVEMENT PLAN							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback	Use businessmen and women as mentors in our building for at-risk students	At-risk students	Counselor and Campus Administration	June 2009	July 2010	Business partnerships and counselors	Feedback from mentor and student for effectiveness	
Business Partnership	Identify specific partnership needs and opportunities for mentorships on campus	All	Counselors and team leaders	August 2009	June 2010	Business partnerships with school liason	Documentation of meetings and activities held with mentors	
Community and campus feedback	Recruit businesses and organizations that can meet the needs that were identified on our campus. Allow them to present in our classrooms to inspire our students to achieve.	All	Counselors and Principal	August 2009	June 2010	Administrators, staff	Documentation of activities held with partners	
Parent Involvement	Host a food night at local restaurants and fast food establishments to support our school programs and their business.	All	Campus Administration and PTO	August 2009	June 2010	Business Owners and partnerships	Documentation of activities held and how many students were involved	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Conduct a campus book study of 21 st century learning methods to be incorporated into the classroom	All Instructional Staff	Campus administration and leadership team	June 2009	July 2010	Director of Staff Development, administrators, teachers, books and Title I funds (\$1000)	District and campus staff development plans	
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration	All	Campus Principal	August 2009	June 2010	Principals, teachers, I-team leader, Title I funds (\$2000)	Observation of innovative classroom structures	
Campus and Community Feedback	Utilize grading rubrics that address 21 st century learning skills (oral and written communication, collaboration, technology literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Teachers	August 2009	June 2010	Curriculum Directors, Campus administrators, teachers	Updated grading rubrics	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Fund and require ongoing staff development targeted to <ul style="list-style-type: none"> • Real world application • Service Learning • Differentiation inside/outside the classroom • Project-based, problem-based teaching/learning 	All	Campus administration	June 2009	July 2010	Director of staff development, campus administrators, teachers, Comp. Ed. Funding (\$5000)	Staff development offerings in Eduphoria and in (CIP) campus improvement plan	
Community and Campus Feedback	Access parent talent pool at the beginning of the year or as needed to determine assets.	All	Campus Principal	August 2009	June 2010	Principals, teachers, PTOs, parents and guardians	Campus improvement plans. PTO, Lists of parent assets	
Community and Campus Feedback	Incorporate opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, on line courses, etc.	All	Campus Principal and I-team Coordinator	August 2009	June 2010	I Team, teachers,	Lesson plans and Campus Improvement Plans	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback	Enhance service learning: Provide ongoing updates of current and completed projects across the district on the district website Improve quality and quantity of service learning projects	All	Campus Service Learning Director	August 2009	June 2010	Director over service learning, campus administrators, teachers, class time	Postings on website, other evidence of service learning activities	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 8:	Expand the Career and Technology programs to increase opportunities to all CISD students.							
Summative Evaluation:	PBMAS, student enrollment, student certification, CTE program evaluations							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student recruitment into CTE programs of study	<ul style="list-style-type: none"> Provide an in school event (Passport) for all eight grade students to prepare for selection of courses for four year plan. Follow up with an evening event to include parent participation 	8 th graders	CTE Coordinator and Campus Administration	June 2009	July 2010	CTE Coordinator, Perkins Grant., Middle School BCIS instructor, Counselors,	Student survey in reflection activities; Student four year plans	
Student placement into CTE Programs of Study	Train teachers and counselors in career and college planning software	8 th graders	CTE Coordinator and Campus Principal	August 2009	June 2010	CTE Coordinator, Perkins Grant, Bridges	Agendas, documentation of training	
CTE Program Evaluation; Job Forecast tools	Evaluate new computer programs for electives such as Computer graphics to prepare students for the 21 st Century.	All	CTE Coordinator and Campus Principal	August 2009	June 2010	CTE Coordinator, Counselors, and Campus Administration	CTE program outlines, agendas, course guides	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 9:	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
Summative Evaluation:	The CISD GT Program Guide reflects an array of learning opportunities for gifted and talented students both within the school day as well as out of school options.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
GT State Plan Standards	Implement the Texas Performance Standards Projects as part of GT Curriculum and Assessment	GT	Director of Advanced Academics and GT Faculty	September 2009	May 2010	GT Faculty and TEA Website for Performance Standards Project	Curriculum Documents and Student Projects	
2009 Program Evaluation	Increase opportunities for students to work on independent research projects on topics of interest	GT	Director of Advanced Academics and GT Faculty	September 2009	May 2010	GT Faculty	Curriculum Documents	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 10:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Sp.Ed. Permanent folder review; instructional snapshots; department meetings	Provide initial and ongoing training in Standards-Based IEPs	Special Ed	Directors of Special Education Lead Diagnostician Lead Speech Pathologist Special Education Team Leaders	August 2009	June 2010	Special Education Teachers, Director of Special Education, Lead diagnostician, Lead Speech Pathologist, Special Education Team Leaders, Region 10, Special Education Local and Federal Funds, Special Education Data Management System	ARD committee reports, IEP Progress	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 11:	Implement the requirements and purposes of IDEA by meeting State and Federal targets							
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Full and Individual Evaluations (FIE), Annual Performance Report (APR)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
State Performance Plan (SPP) Indicators Referral Logs Child Find Logs	Provide training on State and Federal timelines/ guidelines	Special Education	Directors of Special Education Lead Diagnostician Lead Speech Pathologist	July 2009	June 2010	Intervention Services Personnel, Region 10, SpEd Local and Federal funds	Documentation of Intervention Services staff development Eduphoria records	
State Performance Plan (SPP) Indicators Referral Logs Child Find Logs	Implement tracking system to monitor timelines established by State and Federal guidelines	Special Education	Directors of Special Education, Diagnosticians Speech Pathologists Instructional Services Personnel Related Services Personnel	July 2009	June 2010	Intervention Services Personnel, Region 10, Regional Day School Program for the Deaf (RDSPD) Personnel, SpEd Local and Federal funds, Contract Services	ARD Committee paperwork FIE reports Referral Logs Child Find Logs	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 12:	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> • Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services • Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services. 							
Summative Evaluation:	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, Special Education Referral Reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Reports PEIMS Reports PBMAS Reports SpEd Referral Reports	Provide training on disproportionate representation in Special Education	All	Directors of Special Education Curriculum Department Diagnosticians Speech Pathologists	July 2009	June 2010	Intervention Services Personnel, Region 10, Curriculum Department, Campus Administrators, Promoting Success Teams (PST), SpEd Local and Federal Funds	PST Reports SpEd Referral Reports Documentation of CISD staff development Eduphoria records Agendas	
AEIS Reports PEIMS Reports PBMAS Reports SpEd Referral Reports	Provide school and district-wide training in the administration of assessment tools and methods that consider the student's culture and background	All	Directors of Special Education Curriculum Department Diagnosticians Speech Pathologists, Campus Administration	July 2009	June 2010	Intervention Services Personnel, Region 10, Curriculum Department, Campus Administrators, Promoting Success Teams (PST), SpEd Local and Federal Funds	PST Reports SpEd Referral Reports Documentation of CISD staff development Eduphoria records Agendas	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 12:	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> • Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services • Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services. 							
Summative Evaluation:	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, Special Education Referral Reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
SpEd Reports	Advise students on graduation plan options	SpEd	Case Managers ARD Committee Members Counselors Transition Coordinator	July 2009	June 2010	Case Managers, ARD Committee Members, Counselors, Transition Coordinator	ARD Document Graduation Plan Academic Achievement Records (AAR)	
Surveys	Provide training to special education staff on transition and graduation plan options (all levels)	SpEd	Directors of Special Ed, Transition Coordinator	July 2009	June 2010	Directors of Special Ed, Transition Coordinator, Region X	Documentation of CISD staff development Eduphoria records On-line and paper evaluations	
PEIMS	Provide training on Positive Behavioral Supports at campus level	All	Campus Administration Directors of Special Education Intervention Specialists	August 2009	June 2010	Incident codes per campus, Positive behavior support plan template, Campus staff, Intervention Specialist/LSSP Region 10 (School wide PBS)	Documentation of CISD staff development Eduphoria records On-line and paper evaluations	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 13:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates	Create a culture that encourages teacher retention	All	Assistant Superintendent of Curriculum and Instruction and Executive Director of HR	July 2009	June 2010	Campus Administrators, SFSF (\$284,761 – salaries for 5 teachers)	Teacher Retention Rates	

Strategic Objective/Goal 2 :	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906							
Summative Evaluation:	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input	Research and compile list of resources and recommend best practices for character education	All	Director of Student Services	August 2009	June 2010	Director of Student Services (Counselors)	Posting of list on website and/or Portal	
Campus input	Promote our "Company Concept" as we use a mixture of all grade levels to promote respect and pride in CMS East in once a month meetings.	All	Campus Administration and all faculty	August 2009	June 2010	Company Committee and Title I funds (\$1000)	Campus Culture and character growth	
Campus input	Promote and initiate the "Stars" program for on-line lessons on character development and drug and alcohol abuse	All	Campus Administration and I-team director	September 2009	June 2010	Comp Ed funding,(\$2000) Stars and Kid-College directors, Counselors	End of year survey through Aim for Success	
Campus input	Continue the Aim for Success program to teach abstinence based program.	7 th and 8 th grade students	PTO, Campus Administration, Counselors	August 2009	June 2010	PTO Program Committee, Counselors	Aim for Success survey	

Strategic Objective/Goal 2 :	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 2:	Embed Character Education within the CISD Curriculum, including through service learning projects, in order to reach all students							
Summative Evaluation:	Documentation of campus character education program within each Campus Improvement Plan							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community/ Campus feedback	Seamlessly integrate (campus-developed) Character Ed. program into existing school practices especially our company times	All	Counselors, classroom teachers, assistant principals, principals	August 2009	June 2010	Counselor visits, announcements, assemblies, company time, discipline programs	Campus visits	
Community/ Campus feedback	Provide resources that demonstrate a correlation between Character Ed. and Service Learning	All	Service Learning Campus Coordinator	August 2009	June 2010	Service Learning resources, service learning campus lead teachers	Informal student interviews; post-project reflections	
Campus/service learning coordinator feedback	Integrate Service Learning and other character ed. projects into existing content area curriculum where appropriate	All	Campus Director of Service Learning and Classroom teachers	August 2009	June 2010	CISD curriculum writers, Department Heads	Classroom visits, curriculum documents	

Strategic Objective/Goal 2 :	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 3:	Create a culture where positive character qualities are demonstrated daily							
Summative Evaluation:	Documentation on shared community/CISD website							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community/campus Feedback	Review existing campus programs and modify as needed to ensure that the result is a culture of character	All	Campus administrator	August 2009	June 2010	Site-based or other existing committees representative of the school's community	Goals, mission statements or bylaws of each committee posted	
Community/campus Feedback	Provide students with opportunities that foster character development outside of the campus and within the community		Campus administrator	August 2009	June 2010	Site-based or other existing committees representative of the school's community	Publicized list of student opportunities	
Community/campus Feedback	Develop and maintain a campus character website under the umbrella of the community website www.coppellcares.com	All	Campus administrator and/or faculty club sponsor	August 2009	June 2010	Student committee with broad representation from student community	Postings on the website are up-to-date	
Community/campus feedback	Identify, develop and implement extracurricular character programs that are relevant to student life through our club time once a month	All	Campus Administration and faculty	August 2009	June 2010	Student committee	Publicized list of student extracurricular opportunities	

Strategic Objective/Goal 2 :	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 3:	Create a culture where positive character qualities are demonstrated daily							
Summative Evaluation:	Documentation on shared community/CISD website							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community/campus Feedback	Implement Star sportsmanship Program for entire campus to create a culture of caring relationships	All	Campus Administrator	August 2009	June 2010	Comp. Ed funding (\$7500) and campus staff	Computer feedback and activity tracking for each team	

Strategic Objective/Goal 2 :	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 4:	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
Discipline Referrals, Anecdotal campus reports	Provide staff training on drug and relationship abuse awareness, detection and prevention	Secondary Staff	Dir. Student Services, Counselors, campus administrators and SRO	June 2009	July 2010	PEIMS data, SROs, Counselors, parents and Campus Administrators	Discipline Referrals, Anecdotal campus reports	
Discipline Referrals, Anecdotal campus reports	Implement the Learning through Sports program with Star Mentors and programs to enhance respect for each student's body and mind.	All	Counselors, Teachers, and Campus Administration	August 2009	June 2010	Support materials, School Resource Officers (SROs), Title IV and Title 1	Curriculum documents, counselor & nurse feedback, discipline data	

Strategic Objective/Goal 2 :	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 5:	Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.							
Summative Evaluation:	All student suspensions will be a maximum of 3 days.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Discipline Data Validation Indicator #1: Length of Student's Out-Of-School Suspension This indicator identifies districts with students reported as suspended out-of-school (OSS) for more than the three school days allowed under TEC §37.005.	Utilize the following until a Due Process Hearing or a JJAEP Intake Conference can be held, the principal or other appropriate administrator will place the student in one of the following: <ol style="list-style-type: none"> 1. Another appropriate classroom 2. In-school suspension Coppell ISD Alternative Education Campus	All	Director of Student Services will provide ongoing training for campus administrators. PEIMS coordinator based on Chapter 37 TEC.	Aug. 2008 Jan. 2009	May 2009	Director of Student Services will provide ongoing training for campus administrators and the PEIMS coordinator based on Chapter 37 TEC. Dates/times/location will be provided for additional trainings occurring at our regional service center. The first training occurred August 2008 and will occur every August of each consecutive school year.	All suspensions monitored for student information; reports run quarterly within student information system to track consecutive days of suspension will show no student suspended more than 3 consecutive days.	

Strategic Objective/Goal 3:	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21 st Century technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Integration Specialist meetings to review current standards and levels	Define and communicate technology proficiency levels to all East staff.	All	Integration Specialist	July 2009	June 2010	TEA Technology Applications, Texas STaR Chart, Long Range Plan for Technology	Posting of expectation and documentation on CISD website and/or staff portal	
Survey of surrounding districts; meetings with department and/or campus personnel	Create and implement an assessment to determine technology integration and establish baseline proficiency levels of East staff.	All	Curriculum Department; Integration Specialist;	July 2009	June 2010	Data collection and planning time for Integration Specialists, Business Partnerships	Developed assessment product	
Meetings with department and/or campus personnel	All East staff members will develop annual technology goals using a proficiency objectives document.	All	Integration Specialist; Principals	July 2009	June 2010	Staff members, proficiency objectives document, annual review materials	Evaluations by supervisor and/or principal, annual goals documentation	
Meetings with department and/or campus personnel	Train all staff on how to use the proficiency objectives document.	All	Integration Specialist	July 2009	June 2010	Trainers, facilitators, Eduphoria Workshop, Materials	Eduphoria Transcripts, District and Campus visits	

Strategic Objective/Goal 3:	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21 st Century technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with department and/or campus personnel	Annually assess and evaluate staff proficiencies using developed assessment.	All	Integration Specialists; Principals	July 2009	June 2010	Proficiency objectives document, I-Team, supervisor and/or principal	District and Campus level walk-throughs/ campus visits, Evaluations by trained faculty and staff	
Meetings with department and/or campus personnel	Utilize online learning resources to increase differentiated staff development.	All	Integration Specialists;	July 2009	June 2010	Technology Dept. Staff Development Director	Online resources, Eduphoria transcripts, District level site visits, Follow up reflective discussions	
Meetings with department and/or campus personnel	Develop and provide differentiated 21 st Century Training to accommodate all staff member's technology levels.	All	Integration Specialists;	July 2009	June 2010	I-Team, Curriculum Team, Trainers, Materials (books, manuals, resources, etc.) Staff Development Director	Meeting handouts, Eduphoria transcripts, Follow up reflective discussions	

Strategic Objective/Goal 3:	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 3:	Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.							
Summative Evaluation:	District energy report, online auction data and report for disposal of technology equipment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with department and/or campus personnel	Analyze the use of consumables throughout the campus and establish a campus-wide system for recycling	All	Campus administration, Integration technology specialist	July 2009	June 2010	Various online resources, Third-party vendors, Purchasing, Dep PC Techs, Campus staff, Third-party vendor for disposal artment/Campus staff,	Focus group meetings, Compiled research data and reports	

Strategic Objective/Goal 3:	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 4:	Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.							
Summative Evaluation:	District/Campus websites, Staff/Parent portal resources and content, Security audit report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with district and campus staff; Parent survey	Promote the use of Web pages for our staff members to communicate their information to students and their parents	All	Executive Director of Technology; Director of PR and Communications; Webmaster	July 2009	June 2010	District and campus staff, Survey Monkey, CISD website policy resources	Staff and community feedback, District, campus and teacher website content, Survey results	
Meetings with department and/or campus personnel; Parent survey	Assess the existing staff and parent portal frameworks including all components and resources.	All	Executive Director of Technology; District and Campus Staff; Community	July 2009	June 2010	District and campus staff, Survey Monkey, Bond \$	Staff and community feedback, Survey results, Recommendation report, Staff and parent portal content	
Campus survey	Create and implement a Twitter account for East to communicate to staff members	Staff	Principal and Integration specialist	August 2009	June 2010	District and campus web use	Staff feedback	
Campus survey	Perform on-line web based announcements through a web cam daily at school	All	Principal, staff, and integration specialist	August 2009	June 2010	Integration specialist; Campus technology team; student input	Student and teacher survey	

Strategic Objective/Goal 3:	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 5:	Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.							
Summative Evaluation:	District and campus technology inventory reports (Follett Destiny Asset), Bond project reports and expenditures							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with department and/or campus personnel;	Be the trial campus for the desktop virtualization testing through the director of technology	All	Executive Director of Technology and campus administration	August 2009	June 2010	Various online resources and literature, Network Engineers, PC Techs, Integration Specialists, Third-party vendors	Beta testing at defined campuses and departments	
Meetings with department and/or campus personnel; Review published research literature;	Research the use and effectiveness of NetBooks as a possible alternative to the traditional laptop for staff and students.	All	Executive Director of Technology; Integration Specialist, Campus Administration	July 2009	June 2010	Various online resources and literature, Network Engineers, PC Techs, Integration Specialists	Compiled research on NetBooks, Meetings with third-party vendor, Focus group meetings, Beta testing product at defined campuses	

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAIATION 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 EMPLOYEE / VOLUNTEER	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED 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	3
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENCE HOMICIDE	0
TOTAL	Student Violent and Criminal Incidents for the 2008-2009 School Year	3

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: COPPELL MIDDLE NORTH

Campus #: 057922044

2009 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2007-08)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

Commended on Social Studies

Comparable Improvement: Mathematics

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 827
Grade Span: 06 - 08
School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard Grade 6 (English)															
Reading	2009	93%	99%	98%	99%	> 99%	> 99%	99%	*	98%	99%	99%	> 99%	> 99%	*
	2008	94%	99%	98%	98%	> 99%	96%	98%	*	> 99%	97%	> 99%	88%	> 99%	*
Mathematics	2009	82%	96%	93%	97%	90%	95%	97%	*	98%	98%	96%	> 99%	85%	> 99%
	2008	83%	97%	94%	98%	> 99%	92%	98%	*	> 99%	97%	98%	87%	88%	*
All Tests	2009	80%	96%	92%	96%	90%	95%	96%	*	96%	97%	95%	> 99%	86%	> 99%
	2008	81%	96%	94%	97%	> 99%	92%	96%	*	> 99%	95%	98%	81%	88%	*
TAKS Met 2009 Standard Grade 7															
Reading	2009	87%	98%	96%	99%	> 99%	> 99%	98%	*	> 99%	98%	> 99%	90%	> 99%	*
	2008	88%	99%	96%	99%	> 99%	94%	99%	*	> 99%	99%	99%	> 99%	88%	*
Mathematics	2009	82%	97%	93%	96%	55%	92%	98%	*	> 99%	96%	95%	90%	44%	*
	2008	80%	97%	92%	95%	90%	89%	95%	*	98%	95%	95%	64%	75%	*
Writing	2009	94%	> 99%	98%	> 99%	91%	> 99%	> 99%	*	> 99%	99%	> 99%	> 99%	> 99%	*
	2008	93%	99%	97%	99%	> 99%	> 99%	99%	*	> 99%	99%	99%	88%	> 99%	*
All Tests	2009	76%	95%	90%	95%	55%	92%	96%	*	> 99%	95%	95%	80%	44%	*
	2008	74%	96%	89%	93%	91%	89%	93%	*	98%	93%	94%	59%	75%	*
TAKS Met 2009 Standard Grade 8 First Administration Only															
Reading	2009	95%	> 99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
	2008	95%	> 99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
Mathematics	2009	82%	98%	94%	98%	88%	94%	98%	*	98%	98%	98%	*	71%	*
	2008	79%	99%	93%	99%	82%	> 99%	99%	*	> 99%	99%	99%	90%	89%	*
@ Science	2009	73%	93%	88%	95%	56%	94%	96%	*	96%	95%	95%	62%	43%	*
	2008	69%	94%	*	95%	75%	95%	95%	*	> 99%	94%	95%	60%	80%	*
@ Soc Studies	2009	92%	99%	98%	99%	89%	94%	99%	*	> 99%	98%	> 99%	92%	86%	*
	2008	91%	99%	97%	99%	> 99%	94%	> 99%	*	> 99%	99%	99%	93%	> 99%	*
@ All Tests	2009	67%	92%	85%	93%	56%	84%	95%	*	96%	93%	93%	62%	38%	*
	2008	64%	93%	*	94%	75%	95%	95%	*	> 99%	94%	95%	60%	80%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 2
Total Students: 827
Grade Span: 06 - 08
School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009	91%	99%	98%	99%	> 99%	> 99%	99%	*	99%	99%	> 99%	96%	> 99%	> 99%
	2008	91%	99%	98%	99%	> 99%	97%	99%	*	> 99%	99%	> 99%	95%	96%	*
Mathematics	2009	82%	96%	94%	97%	76%	94%	98%	*	99%	98%	97%	95%	69%	> 99%
	2008	80%	97%	95%	97%	90%	94%	97%	*	99%	97%	97%	79%	84%	*
Writing	2009	93%	99%	98%	> 99%	91%	> 99%	> 99%	*	> 99%	99%	> 99%	> 99%	> 99%	*
	2008	93%	99%	97%	99%	> 99%	> 99%	99%	*	> 99%	99%	99%	88%	> 99%	*
Science	2009	78%	95%	89%	95%	56%	94%	96%	*	96%	95%	95%	62%	43%	*
	2008	74%	94%	88%	95%	75%	95%	95%	*	> 99%	94%	95%	60%	80%	*
Soc Studies	2009	93%	99%	98%	99%	89%	94%	99%	*	> 99%	98%	> 99%	92%	86%	*
	2008	91%	99%	97%	99%	> 99%	94%	> 99%	*	> 99%	99%	99%	93%	> 99%	*
All Tests	2009	74%	94%	90%	95%	67%	91%	96%	*	97%	95%	95%	77%	61%	86%
	2008	72%	94%	89%	95%	87%	92%	95%	*	99%	94%	96%	67%	81%	*
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDE SELECTED TAKS(Accommodated))															
Reading/ELA	2009	96%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Mathematics	2009	89%	98%	97%	98%	86%	94%	99%	*	99%	98%	98%	95%	79%	> 99%
Writing	2009	97%	> 99%	98%	> 99%	91%	> 99%	> 99%	*	> 99%	99%	> 99%	> 99%	> 99%	*
Science	2009	83%	97%	89%	95%	56%	94%	96%	*	96%	95%	95%	62%	43%	*
Soc Studies	2009	98%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
All Tests	2009	84%	97%	92%	96%	73%	92%	98%	*	98%	96%	96%	81%	68%	86%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	34%	64%	55%	74%	46%	60%	76%	*	81%	71%	78%	35%	43%	50%
	2008	34%	64%	61%	75%	52%	63%	76%	*	82%	73%	79%	42%	44%	*
Mathematics	2009	31%	65%	42%	65%	24%	52%	64%	*	83%	68%	63%	38%	24%	57%
	2008	28%	61%	44%	62%	38%	56%	58%	*	84%	64%	60%	36%	24%	*
Writing	2009	34%	64%	49%	71%	45%	71%	67%	*	90%	59%	83%	30%	44%	*
	2008	33%	63%	54%	69%	55%	81%	66%	*	81%	65%	74%	25%	14%	*
Science	2009	26%	51%	44%	54%	22%	61%	51%	*	69%	59%	50%	15%	< 1%	*
	2008	22%	47%	39%	52%	< 1%	47%	52%	*	70%	52%	52%	27%	20%	*
Soc Studies	2009	44%	75%	66%	67%	33%	67%	65%	*	81%	71%	62%	23%	< 1%	*
	2008	36%	64%	59%	59%	8%	56%	57%	*	81%	62%	55%	29%	20%	*
All Tests	2009	16%	42%	28%	47%	20%	31%	45%	*	63%	45%	49%	16%	16%	29%
	2008	15%	40%	30%	45%	19%	45%	42%	*	65%	46%	45%	25%	8%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 3
Total Students: 827
Grade Span: 06 - 08
School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS-M Met 2009 Standard (Sum of All Grades Tested)															
Reading/ELA	2009	82%	81%	88%	83%	*	*	> 99%	*	*	91%	*	83%	*	*
Mathematics	2009	69%	60%	80%	55%	60%	*	60%	*	*	56%	*	55%	*	*
Writing	2009	72%	82%	78%	*	*	*	*	*	*	*	*	*	*	*
Science	2009	51%	47%	61%	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2009	64%	48%	75%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2009	57%	59%	73%	50%	20%	*	67%	*	*	50%	*	50%	*	*
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	98%	94%	98%	> 99%	94%	98%	*	99%	97%	99%	73%	90%	> 99%
	2008	86%	98%	95%	98%	97%	94%	98%	*	99%	97%	99%	81%	89%	*
Mathematics	2009	80%	96%	93%	96%	76%	90%	97%	*	99%	96%	96%	78%	64%	> 99%
	2008	78%	96%	93%	96%	87%	91%	96%	*	99%	95%	96%	66%	79%	*
Writing	2009	92%	99%	97%	99%	91%	> 99%	99%	*	> 99%	99%	> 99%	94%	> 99%	*
	2008	91%	98%	97%	98%	> 99%	> 99%	98%	*	> 99%	98%	98%	80%	> 99%	*
Science	2009	78%	95%	89%	95%	56%	94%	96%	*	96%	95%	95%	62%	43%	*
	2008	74%	94%	88%	95%	75%	95%	95%	*	> 99%	94%	95%	60%	80%	*
Soc Studies	2009	93%	99%	98%	99%	89%	94%	99%	*	> 99%	98%	> 99%	92%	86%	*
	2008	91%	99%	97%	99%	> 99%	94%	> 99%	*	> 99%	99%	99%	93%	> 99%	*
All Tests	2009	72%	93%	87%	93%	67%	84%	95%	*	97%	92%	94%	52%	52%	86%
	2008	69%	93%	86%	94%	87%	91%	93%	*	98%	92%	95%	56%	79%	*
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	98%	94%	98%	97%	94%	98%	*	99%	97%	99%	75%	90%	88%
Mathematics	2009	80%	95%	93%	96%	74%	90%	97%	*	98%	96%	96%	73%	64%	88%
Writing	2009	91%	99%	96%	99%	83%	> 99%	99%	*	> 99%	98%	> 99%	89%	> 99%	*
Science	2009	76%	94%	89%	94%	45%	94%	95%	*	96%	92%	95%	47%	43%	*
Soc Studies	2009	92%	99%	97%	98%	82%	94%	99%	*	> 99%	97%	> 99%	82%	86%	*
All Tests	2009	71%	93%	86%	92%	59%	84%	94%	*	96%	91%	94%	47%	52%	75%
TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)															
All Tests	2009	84%	85%	93%	> 99%	*	*	> 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
2008-09 Campus Performance

Section I - Page 4
Total Students: 827
Grade Span: 06 - 08
School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.4%	99.8%	100.0%	100.0%	99.6%	*	100.0%	99.8%	99.7%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	93.4%	96.1%	85.3%	92.8%	96.6%	*	98.1%	94.7%	97.6%	46.4%	88.2%	77.8%
Not on TAKS	7.7%	2.9%	5.9%	3.7%	14.7%	7.2%	3.1%	*	1.9%	5.0%	2.1%	53.6%	11.8%	22.2%
TAKS(Acc) Only	2.3%	1.1%	2.1%	1.8%	0.0%	5.8%	1.8%	*	0.6%	2.3%	1.3%	26.8%	8.8%	0.0%
TAKS-M Only	3.3%	0.9%	1.9%	1.1%	11.8%	0.0%	0.7%	*	0.6%	1.8%	0.3%	16.1%	0.0%	11.1%
TAKS-Alt Only	0.8%	0.4%	0.7%	0.4%	0.0%	0.0%	0.4%	*	0.6%	0.5%	0.3%	5.4%	2.9%	11.1%
Combination	1.3%	0.5%	1.1%	0.4%	2.9%	1.4%	0.2%	*	0.0%	0.5%	0.3%	5.4%	0.0%	0.0%
By Acct Status														
Acct System	87.3%	94.4%	90.4%	96.0%	88.2%	94.2%	96.0%	*	98.1%	94.7%	97.4%	55.4%	91.2%	77.8%
Non-Acct System	11.2%	4.4%	9.0%	3.8%	11.8%	5.8%	3.6%	*	1.9%	5.0%	2.4%	44.6%	8.8%	22.2%
Mobile	4.7%	2.2%	3.8%	0.7%	0.0%	0.0%	1.1%	*	0.0%	0.7%	0.8%	0.0%	0.0%	0.0%
Non-Acct Test	6.4%	2.3%	4.7%	3.1%	11.8%	5.8%	2.5%	*	1.9%	4.3%	1.6%	44.6%	8.8%	22.2%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.5%	1.1%	0.6%	0.2%	0.0%	0.0%	0.4%	*	0.0%	0.2%	0.3%	0.0%	0.0%	0.0%
Absent	0.1%	0.1%	0.1%	0.2%	0.0%	0.0%	0.4%	*	0.0%	0.2%	0.3%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	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	0.4%	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	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	3,132,150	7,035	862	818	34	69	552	2	161	438	380	56	34	9
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	99.4%	99.9%	100.0%	100.0%	100.0%	*	99.3%	99.8%	100.0%	100.0%	100.0%	100.0%
By Program														
TAKS (1 or more)	90.9%	95.7%	94.4%	96.6%	85.0%	95.4%	97.3%	*	97.3%	94.7%	98.7%	61.6%	86.2%	60.0%
Not on TAKS	7.5%	3.0%	5.0%	3.3%	15.0%	4.6%	2.7%	*	2.0%	5.1%	1.3%	38.4%	13.8%	40.0%
TAKS(Acc)	2.7%	1.0%	1.5%	1.8%	2.5%	4.6%	1.7%	*	0.7%	2.4%	1.0%	20.5%	10.3%	0.0%
TAKS-M Only	2.9%	1.2%	1.6%	1.3%	12.5%	0.0%	0.9%	*	0.7%	2.2%	0.3%	15.1%	3.4%	20.0%
TAKS-Alt Only	0.7%	0.4%	0.6%	0.2%	0.0%	0.0%	0.2%	*	0.7%	0.4%	0.0%	2.7%	0.0%	20.0%
Combination	1.2%	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	87.1%	93.9%	90.8%	95.4%	77.5%	96.9%	96.3%	*	95.9%	93.8%	97.4%	65.8%	89.7%	60.0%
Non-Acct System	11.3%	4.7%	8.8%	4.5%	22.5%	3.1%	3.7%	*	3.4%	6.0%	2.6%	34.2%	10.3%	40.0%
Mobile	5.1%	2.4%	3.9%	1.7%	10.0%	0.0%	1.4%	*	1.4%	1.3%	1.8%	1.4%	0.0%	0.0%
Non-Acct Test	6.2%	2.3%	4.0%	2.9%	12.5%	3.1%	2.4%	*	2.0%	4.6%	0.8%	32.9%	10.3%	40.0%
Not Tested	1.6%	1.3%	0.6%	0.1%	0.0%	0.0%	0.0%	*	0.7%	0.2%	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%	0.0%
LEP Exempt	0.9%	1.1%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.5%	0.2%	0.1%	0.1%	0.0%	0.0%	0.0%	*	0.7%	0.2%	0.0%	0.0%	0.0%	0.0%
Total Count	3,075,682	7,040	893	842	40	65	587	2	148	452	389	73	29	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
2008-09 Campus Performance

Section I - Page 5
Total Students: 827
Grade Span: 06 - 08
School Type: Middle

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

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) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA	2009	49%	70%	69%	67%	*	*	60%	*	*	60%	*	*	*
	2008	53%	80%	76%	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	37%	52%	53%	47%	*	*	67%	*	*	25%	67%	*	20%
	2008	36%	54%	58%	68%	*	*	55%	*	*	71%	67%	*	*
Average TGI Growth														
Reading/ELA	2009	0.52	1.00	0.78	1.35	*	*	1.24	*	*	1.29	*	*	*
	2008	0.58	1.08	0.91	1.11	*	*	0.88	*	*	0.82	*	0.54	*
Mathematics	2009	0.38	0.51	0.60	0.34	*	*	0.56	*	*	0.16	0.48	*	0.01
	2008	0.34	0.76	0.65	0.86	1.18	*	0.70	*	*	1.02	0.75	*	*
Student Success Initiative														
Grade 5 Mathematics (English and Spanish)														
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 6														
	2009	21%	*	8%	*	*	*	*	*	*	*	*	*	*
	2008	22%	*	< 1%	*	*	*	*	*	*	*	*	*	*
Grade 8 Reading														
Students Requiring Accelerated Instruction														
	2009	6%	1%	2%	1%	< 1%	< 1%	1%	*	< 1%	1%	< 1%	< 1%	< 1%
	2008	6%	1%	2%	< 1%	< 1%	< 1%	< 1%	*	< 1%	< 1%	< 1%	< 1%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	97%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	97%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
	2009	18%	3%	7%	3%	13%	6%	3%	*	2%	3%	3%	*	29%
	2008	21%	1%	8%	1%	18%	< 1%	1%	*	< 1%	1%	1%	10%	11%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	87%	99%	96%	99%	88%	94%	99%	*	> 99%	99%	99%	*	71%
	2008	86%	99%	96%	99%	82%	> 99%	99%	*	> 99%	99%	99%	90%	89%
TAKS Failers Promoted by Grade Placement Committee														
	2008	90.5%	100.0%	-	*	*	-	*	-	-	*	-	*	*
English Language Learners Progress Measure (2011 Preview)														
	2008-09	76%	94%	89%	87%	*	80%	*	*	89%	> 99%	80%	*	*

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Performance

Section I - Page 6
 Total Students: 827
 Grade Span: 06 - 08
 School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Attendance Rate														
2007-08	95.5%	96.9%	96.3%	96.9%	97.0%	96.5%	96.7%	*	98.1%	96.8%	97.1%	96.4%	95.7%	*
2006-07	95.5%	97.0%	96.8%	97.5%	98.2%	96.9%	97.3%	*	98.6%	97.4%	97.6%	97.1%	97.7%	*
Annual Dropout Rate (Gr 7-8)														
(Standard Accountability Indicator)														
2007-08	0.3%	0.1%	0.0%	0.2%	0.0%	0.0%	0.2%	*	0.0%	0.0%	0.4%	1.9%	0.0%	0.0%
2006-07	0.4%	0.1%	0.0%	0.2%	0.0%	0.0%	0.2%	*	0.0%	0.0%	0.4%	0.0%	0.0%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 827
Grade Span: 06 - 08
School Type: Middle

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

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	827	100.0%	34,665	9,915	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	1.1%	4.2%
Kindergarten	0	0.0%	0.0%	6.8%	7.7%
Grade 1	0	0.0%	0.0%	6.6%	8.0%
Grade 2	0	0.0%	0.0%	7.2%	7.9%
Grade 3	0	0.0%	0.0%	7.9%	7.8%
Grade 4	0	0.0%	0.0%	7.7%	7.5%
Grade 5	0	0.0%	7.4%	7.8%	7.5%
Grade 6	269	32.5%	28.5%	8.0%	7.3%
Grade 7	266	32.2%	32.2%	8.2%	7.3%
Grade 8	292	35.3%	31.8%	8.1%	7.3%
Grade 9	0	0.0%	0.0%	8.3%	8.2%
Grade 10	0	0.0%	0.0%	7.5%	7.0%
Grade 11	0	0.0%	0.0%	7.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	34	4.1%	7.3%	5.4%	14.2%
Hispanic	72	8.7%	17.9%	11.6%	47.9%
White	557	67.4%	67.6%	60.4%	34.0%
Native American	2	0.2%	0.5%	0.4%	0.4%
Asian/Pac. Islander	162	19.6%	6.7%	22.2%	3.6%
Economically Disadvantaged	35	4.2%	19.2%	9.3%	56.7%
Limited English Proficient (LEP)	10	1.2%	2.9%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	6	0.7%	1.4%	0.6%	2.1%
At-Risk	93	11.2%	22.2%	22.0%	48.3%
Mobility (2007-08)	37	4.3%	10.2%	7.9%	19.8%
Number of Students per Teacher	13.2	n/a	15.5	13.6	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	4.7%	2.6%	-	-	20.8%	11.7%
Grade 1	-	-	1.4%	5.5%	-	-	10.9%	10.5%
Grade 2	-	-	0.9%	3.2%	-	-	1.5%	4.7%
Grade 3	-	-	0.2%	2.5%	-	-	2.4%	3.0%
Grade 4	-	-	0.3%	1.3%	-	-	0.0%	1.3%
Grade 5	-	0.6%	0.3%	1.9%	-	1.0%	0.0%	2.4%
Grade 6	0.0%	0.3%	0.6%	0.9%	0.0%	0.8%	0.0%	1.6%
Grade 7	0.0%	0.3%	0.1%	1.4%	0.0%	1.2%	0.0%	2.2%
Grade 8	0.0%	0.6%	0.1%	1.7%	0.0%	3.2%	1.6%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 827
 Grade Span: 06 - 08
 School Type: Middle

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

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.3	19.0
Grade 1	-	-	18.1	19.0
Grade 2	-	-	18.3	19.3
Grade 3	-	-	19.2	19.3
Grade 4	-	-	18.5	19.7
Grade 5	-	23.5	20.9	22.1
Grade 6	23.0	23.4	22.1	21.5
Mixed Grades	-	22.6	-	21.8
Secondary: English/Language Arts	20.2	21.0	19.8	19.8
Foreign Languages	21.7	23.0	21.0	21.1
Mathematics	23.3	20.8	21.8	19.6
Science	23.0	23.1	21.4	20.5
Social Studies	22.3	23.8	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 827
Grade Span: 06 - 08
School Type: Middle

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

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	76.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	70.6	92.9%	88.7%	78.3%	62.9%
Teachers	62.6	82.4%	77.3%	64.4%	50.7%
Professional Support	5.0	6.6%	7.4%	8.5%	8.4%
Campus Admin. (School Leader.)	3.0	3.9%	4.0%	3.7%	2.8%
Educational Aides:	5.4	7.1%	11.3%	4.9%	9.7%
Total Minority Staff:	6.4	8.4%	11.2%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	4.0	6.4%	3.5%	1.6%	9.7%
Hispanic	0.0	0.0%	4.9%	3.3%	22.1%
White	58.6	93.6%	90.0%	93.6%	66.7%
Native American	0.0	0.0%	0.4%	0.3%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.1%	1.2%	1.3%
Males	16.0	25.6%	23.4%	18.9%	22.9%
Females	46.6	74.4%	76.6%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	5.0	8.0%	5.3%	4.9%	7.3%
1-5 Years Experience	21.5	34.4%	31.8%	32.1%	30.5%
6-10 Years Experience	17.0	27.2%	22.2%	22.4%	20.0%
11-20 Years Experience	11.1	17.7%	23.9%	25.9%	23.7%
Over 20 Years Experience	8.0	12.8%	16.9%	14.6%	18.6%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		9.0 yrs.	10.9 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		4.7 yrs.	6.7 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$45,439	\$42,742	\$45,928	\$40,372
1-5 Years Experience		\$46,181	\$43,616	\$46,527	\$42,463
6-10 Years Experience		\$47,337	\$45,817	\$47,524	\$45,035
11-20 Years Experience		\$51,972	\$49,484	\$51,898	\$49,083
Over 20 Years Experience		\$58,869	\$58,077	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$49,083	\$47,898	\$50,180	\$47,159
Professional Support		\$52,893	\$54,098	\$57,603	\$55,819
Campus Administration (School Leadership)		\$77,585	\$70,189	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	1.7	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 827
Grade Span: 06 - 08
School Type: Middle

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

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$4,799,879	100.0%	\$5,728	\$4,909,127	100.0%	\$5,858	\$190,200,318	100.0%	\$5,725
Instruction (11,95)	\$3,795,862	79.1%	\$4,530	\$3,905,110	79.5%	\$4,660	\$136,372,923	71.7%	\$4,105
Instructional-Related Services (12,13)	\$130,805	2.7%	\$156	\$130,805	2.7%	\$156	\$6,490,516	3.4%	\$195
Instructional Leadership (21)	\$143,203	3.0%	\$171	\$143,203	2.9%	\$171	\$2,241,308	1.2%	\$67
School Leadership (23)	\$362,225	7.5%	\$432	\$362,225	7.4%	\$432	\$13,272,247	7.0%	\$400
Support Services-Student (31,32,33)	\$232,980	4.9%	\$278	\$232,980	4.7%	\$278	\$11,139,929	5.9%	\$335
Other Campus Costs (35,36,51,52,53)	\$134,804	2.8%	\$161	\$134,804	2.7%	\$161	\$20,683,395	10.9%	\$623
By Program:									
Total Operating Expenditures	\$4,665,075	100.0%	\$5,567	\$4,774,323	100.0%	\$5,697	\$167,613,037	100.0%	\$5,045
Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,949,815	1.2%	\$59
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,545,136	0.9%	\$47
Accelerated Education (24,30)	\$4,045	0.1%	\$5	\$4,045	0.1%	\$5	\$5,318,395	3.2%	\$160
Gifted & Talented Education (21)	\$212,578	4.6%	\$254	\$212,578	4.5%	\$254	\$4,947,283	3.0%	\$149
Regular Education (11)	\$3,508,055	75.2%	\$4,186	\$3,617,303	75.8%	\$4,317	\$125,742,467	75.0%	\$3,785
Special Education (23)	\$940,397	20.2%	\$1,122	\$940,397	19.7%	\$1,122	\$27,922,807	16.7%	\$841
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$187,134	0.1%	\$6

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	3	0.4%	2.7%	7.0%	16.0%
Career & Technical Education	97	11.7%	16.5%	16.6%	21.4%
Gifted & Talented Education	294	35.6%	13.5%	22.2%	7.5%
Special Education	63	7.6%	9.2%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	1.2%	3.2%	7.5%
Career & Technical Education	1.0	1.6%	2.1%	2.9%	3.9%
Compensatory Education	1.5	2.4%	1.5%	0.6%	3.6%
Gifted & Talented Education	7.8	12.5%	3.9%	4.2%	2.0%
Regular Education	27.9	44.5%	74.5%	65.5%	70.4%
Special Education	9.8	15.7%	10.2%	11.0%	9.7%
Other	14.6	23.3%	6.5%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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 Middle School North
CAMPUS IMPROVEMENT PLAN
2009- 2010

LYNN OJEDA
PRINCIPAL

CISD MISSION STATEMENT:

The mission of the Coppell Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 13:** Ensure equitable distribution of highly qualified teachers.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.

- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.

CAMPUS SITE-BASED COMMITTEE

2008 - 09 COMMITTEE MEMBERS

CAMPUS LEADERSHIP TEAM

JUNERIA BERGES

RYAN LAM

SUE STRICKLAND

SUSIE POWELL

ANDREA ARMSTRONG

BONNIE DALTON

LYNN HEVRON

DEAN BOYKIN

DUANE MASSENGIL

HAYLEY BROADHEAD

KATHY SOLES

DELANA ATTAWAY

LAURA WILLIAMS

PAIGE PARK

LAURIE KIRK

JAIMIE GRAVES

LYNN COOPER

PEGGIE SMOTHERMAN

TERRY MCCOWN

6 th Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	98/79	100/50	98/81	96/62	100/56		88/38	93/43		100/94
2008-2009 Results	99/71	100/40	99/75	100/52	100/43		91/09	94/38		100/96
Improvement Status	+1/-8	-/-10	+1/-6	+4/-10	-/-13		+3/-29	+1/-5		-/+2
2009-2010 Goals										

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 The Leadership Team met to review TAKS results with a focus on sub-populations and commended score percentages. The team focused on following student group performance over the two years to determine any trends from grade level to next grade level change in results.
		2 The leadership team observed that students fell in performance from 6 th to 7 th grade and named physically developmental changes as a contributing factor. Additionally the team attributed a change in 7 th grade reading due to the increased focus on writing. Furthermore, in 7 th grade extra-curricular involvement increases. Team leaders will focus on helping students navigate these challenges and being responsive in their teaching through the focus of the four professional learning pathways for this year: AP Strategies, Differentiation, Problem Based Learning, and Inquiry learning. An additional focus will be the implementation of TALA strategies.
		3 The leadership team felt there has been a gap between where we end in 6 th grade and where we begin in 7 th grade resulting in a need for better vertical alignment at the campus level. The leadership team feels that teachers will be better able to serve all students by having access to data for lesson planning and student intervention.

7th Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	98/58	100/30	98/58	95/58	89/22		90/20	90/24		100/83
2008-2009 Results	99/64	100/33	98/66	100/50	100/40		82/12	100/43		99/86
Improvement Status	+1/+6	-/+3	-/+8	+5/-8			-8/-8	+10/+19		-1/+3
2009-2010 Goals										

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
	1	
	2	
	3	

8th Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	100/84	100/57	100/88	95/60	100/60		94/44	98/59	100/86	100/95
2008-2009 Results	100/80	100/45	100/78	100/72	100/29		100/38	100/36	100/80	100/94
Improvement Status	-/-4	-/-12	-/-10	+5/+12	-/-31		+6/-6	+2/-23	-/+6	-/-1
2009-2010 Goals										
		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.								
		1								
		2								
		3								

6th Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	95/74	80/60	96/72	88/62	78/33		71/31	68/36		100/94
2008-2009 Results	97/69	90/27	97/70	95/42	85/27	100/60	69/23	78/28		100/91
Improvement Status	+21/-5	+10/-33	+1/-2	+7/-20	+7/-6		-2/-8	+10/-8		-/-3
2009-2010 Goals										

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1
		2
		3

7th Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	93/48	90/30	92/44	89/53	78/11		55/15	73/07		99/90
2008-2009 Results	96/65	55/17	98/64	92/54	44/20		75/31	56/19		100/91
Improvement Status	+3/+17	-35/-13	+6/+20	+3/+1	-34/+9		+20/+16	-17/+12		+1/+1
2009-2010 Goals										

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.		
		1
		2
		3

8th Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	97/60	79/21	98/58	95/45	100/0		69/25	89/25	99/67	100/87
2008-2009 Results	99/58	88/27	99/56	95/42	75/13		92/25	90/29	99/59	100/86
Improvement Status	+2/-2	+9/+6	+1/-2	-/-3	-25/+13		+23/-	+1/+4	-/-8	-/-1
2009-2010 Goals										

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.		
		1
		2
		3

7TH Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	98/67	100/55	97/65	100/76	100/13		80/20	93/32		99/90
2008-2009 Results	100/67	91/42	100/63	100/65	100/40		94/18	92/23		100/88
Improvement Status	+2/+1	-9/-7	+3/-2	-/-11	-/+27		+14/-2	-/-9		+1/-2
2009-2010 Goals										

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1
		2
		3

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	95/53	77/08	95/52	95/47	100/40		60/27	74/14	96/61	100/83
2008-2009 Results	95/54	56/22	96/51	94/61			62/15	79/24	94/57	100/81
Improvement Status	-/-1	-21/+14	+1/-1	-1/+14			+2/-12	-5/+10	-2/-4	-/-2
2009-2010 Goals										

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1
		2
		3

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99/59	100/14	100/57	94/56	100/20		93/29	98/23	100/62	100/84
2008-2009 Results	99/67	89/33	99/64	94/67			92/23	93/24	98/74	100/90
Improvement Status	-/+8	-11/+19	-1/+7	-/+9			+1/-6	-5/+1	-2/+12	-/+6
2009-2010 Goals										

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.		
		1
		2
		3

Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources

		This year's data will arrive with the Texas School Report Card.

		Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources
		This year's data will arrive with the Texas School Report Card.

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources
		This year's data will arrive with the Texas School Report Card.

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught, and assessed curriculum.							
Summative Evaluation:	Unit plans, lesson plans, curriculum based assessments, performance series data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
TAKS data & results	Departments will engage in vertical articulation of the curriculum grades 6-8.	All	Department Heads	June 2009	July 2010	Curriculum Action Committee	Unit and lesson plans, Dialogue, Observations, staff feed back	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood – 12 TEKS aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development completed, Eduphoria records, On-line/paper evaluations, walk-throughs, PDAS							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
District feedback for 21 st century learning skills	Staff will continue training and implement best practices from the following pathways of professional learning to engage students in learning: -Problem based learning -Inquiry learning -Differentiation -AP strategies -TALA strategies	All	Department Chairs	June 2009	July 2010	Curriculum Action Committee Department Chairs Interdisciplinary team leaders	Lesson and unit plans, student products, training certificates	
Counselor feedback	Monitor the RTI process at the campus level	All	Counselors RTI Specialist	August 2009	June 2010	Susie Powell Andrea Armstrong Laurin Mosty	RTI folders and paperwork are in order	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2 :	Sustain district-wide Early Childhood – 12 TEKS aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development completed, Eduphoria records, On-line/paper evaluations, walk-throughs, PDAS							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Disaggregated Data	Improve the implementation of Cougar Academy to reduce achievement gaps of all students	All	Counselors RTI Specialist	August 2009	June 2010	Susie Powell Andrea Armstrong Laurin Mosty Comp Ed Funds (\$3,451.84)	Cougar Academy Results.	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3 :	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Communication documents to parents, teachers, students, and stake holders.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community feedback and new district policy	Staff will share assessment plan with parents through course syllabi, Curriculum Night, individual and team conferences.	All	Principal	June 2009	July 2010	Lynn Ojeda Staff District assessment plan	Dialogue and observations with staff, students, and parents	
Staff feedback	Staff will participate in professional learning from author Rick Wormeli's <u>Fair is Not Always Equal: Assessing & Grading in the Differentiated Classroom.</u>	All	Principal	August 2009	June 2010	Lynn Ojeda Text	Staff feedback Admin. Observations of plan in action	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 4 :	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increase of partnerships.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community feedback	Staff will explore options for global partnerships.	All	Department Heads	June 2009	July 2010	Curriculum Action Committee Donna Casto	Report/list of possible partnerships	
Community feedback	Staff will seek to expand local partnerships with the school.	All	TBD	August 2009	June 2010	Teacher Community Committee	List of local community partnerships with description	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6 :	Integrate 21 st Century Learning Skills within the district.							
Summative Evaluation:	Teacher walk-throughs, observations, lesson and unit plans.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _6_:	Integrate 21 st Century Learning Skills within the district.							
Summative Evaluation:	Teacher walk-throughs, observations, lesson and unit plans.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher and community feedback, Prior Commended TAKS scores	Implement teaching strategies that promote 21 st Century learning skills such as Problem Based Learning, Inquiry Learning, TALA Strategies, AP strategies, and Differentiation that allows for student interest and choice.	All	Assistant Principal	June 2009	July 2010	Ryan Lam Leadership Team Michelle King Curriculum Directors Curriculum Action Team	PDAS Lesson and Unit Plans Observations	
Teacher feedback	6 th grade math students in Math and Pre AP Math will utilize the Connected Math program that is based on problem solving, discovery, inquiry and critical thinking.	All	6 th grade math team	August 2009	June 2010	Kay Neuse Curriculum Action Team	PDAS Lesson and Unit Plans Observations, Student and staff feedback	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7 :	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of service learning lessons and speaker presentations.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Leadership Team feedback	Create a pool of parent and community guest speakers to connect content areas with real world applications.	All	Gary Hayden	June 2009	July 2010	Curriculum Action committee	List of speakers who presented, staff feedback	
Leadership team feedback	Utilize service learning projects as a mean to connect learning in school to real world applications – solving real world problems.	All	Service Learning Campus Liaison	August 2009	June 2010	Character Action Committee Mickey Pangrac	Student products, staff and student feedback	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 9 :	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
Summative Evaluation:	Documentation of student participation in competitive events, calendar.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Leadership Team and Community feedback	Increase the number of GT/all students competing in academic competitions by promotion of events, informing staff of opportunities, and increasing the # of staff sponsors/coaches.	All	GT Coordinator	June 2009	July 2010	Student Community Action Committee Todd Kettler Julie Bottom	Number of students in events, number of staff sponsors, staff and student feedback.	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _9_:	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
Summative Evaluation:	Documentation of student participation in competitive events, calendar.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Leadership Team feedback	Create a campus calendar of academic events to avoid scheduling conflict and increase participation options.	All	TBD	August 2009	June 2010	Student Community Action Committee	Completed calendar	
Principal observation	Additional ELAR staff will become certified in ESOL to promote better services to our LEP students and to increase the number of LEP students served on our campus.	All	Lynn Ojeda	August 2009	June 2010	Jill Haltom Region X Ryan Lam Teresa Tate Curriculum Action Committee	Number of ESOL students will increase on the campus next year.	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 11 :	Implement the requirements and purposes of IDEA by meeting State and Federal targets.							
Summative Evaluation:	ARDs, IEPs, FIEs, APRs							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Principal Observations	Monitor guidelines and timelines at the campus level.	All	Diagnostician	June 2009	July 2010	Cindy Schlatz Emily Vadner	Review of SpEd paperwork & files calendar	
Special Education Team Leader feedback	Maintain and refine Co-teach arrangement by providing time for Co-Teachers to plan for upcoming six weeks instruction.	All	Special Education Team Leader	August 2009	June 2010	Emily Vadner Campus funds for subs	Co-teacher feedback, lesson plans	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 12 :	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> Reduce by 20% the number of In-School (ISS) placements for students receiving special education services. 							
Summative Evaluation:	PEIMS reports, AEIS report, Special Education referral reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Admin. Team feedback	Seek alternatives at the campus to ISS.	All	Special Education Team Leader	June 2009	July 2010	Emily Vadner Diagnostician Special Education Team Research	Track number of Special Education students assigned to ISS setting and compare to previous year's data.	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 13:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates	Create a culture that encourages teacher retention	All	Assistant Superintendent of Curriculum and Instruction and Executive Director of HR	July 2009	June 2010	Campus Administrators, SFSF (\$278,393 – salaries for 5 teachers)	Teacher Retention Rates	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Community and student feedback in the form of a survey							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher feedback	Utilize the media class to produce and broadcast campus-wide messages promoting “Cougar Character” and school pride.	All	Media Teacher	June 2009	July 2010	Abby Roberts media class students Ryan Lam Donna Casto Character Action Committee Various on-line resources	Media broadcasts observed, recordings, staff and student feedback	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Community and student feedback in the form of a survey							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
	Implement campus School Spirit Tuesdays practice; staff and students wear school, district, campus clubs and organizations t-shirts to highlight opportunities on the campus for student-connectedness.	All	Principal	August 2009	June 2010	Campus activity fund, school announcements, staff, Gandy Ink, Lynn Ojeda Student Community Action Committee	Observations of spirit wear and staff & student feedback	
	Promote atmosphere of school pride and spirit by participating in campus and community events such as: Home Coming Parade, Staff presence at student activities, PTO Activities. Develop incentive program to increase staff attendance and participation.	All	Principal	August 2009	June 2010	Student Community Action Committee	Staff, student, community feedback, observations, staff attendance of after school functions	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 2:	Embed Character Education within the CISD Curriculum in order to reach all students.							
Summative Evaluation:	Documentation of character education program for the campus.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and Campus feedback	Staff will incorporate the study of real-life examples of character and the consequences of given character traits through contemporary and historic figures into learning experiences.	All	All teachers	June 2009	July 2010	Leadership Team Character Action Committee Various on-line and library resources Lynn Hevron	List of figures discussed, sample lessons	
Community and Campus feedback	Students will have monthly character traits embedded into the core and encore content areas as an avenue for building-wide themes of character throughout the year. For example, students will participate in setting character goals through journal writing.	All	Assistant Principal	August 2009	June 2010	Ryan Lam Department Chairs Character Action Committee	Student products	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective <u>3</u> :	Create a culture where positive character qualities are demonstrated daily.							
Summative Evaluation:	Recognition Program report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Leadership Team Feedback	Each grade level will establish a system to recognize students for demonstrating character traits character traits based on "Cougar Character" cards.	All	Julie Bottom	June 2009	July 2010	Leadership team Campus Activity Fund, PTO Character Action Committee	Number of students recognized, staff, student, & community feedback , Wall of recognition, announcements	
Leadership Team feedback	Create a program in which staff and students may nominate one another for character recognition and celebrate successes publically.	All	Assistant Principal	August 2009	June 2010	Ryan Lam Julie Bottom Character Action Committee GEMS committee PTO Extra Mile Committee	Number of students recognized, staff, student, & community feedback , Number of GEMS nominations, Number of Extra Mile (PTO) nominations	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective <u>4</u>:	Focus integration of service learning into curriculum as a means of authentic character development.							
Summative Evaluation:	Overview of campus service learning projects							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and campus feedback	Interdisciplinary teams will plan and implement a service learning project for the year that will incorporate the core courses.	All	Campus Service Learning Liaison Interdisciplinary team leaders	June 2009	July 2010	Mickey Pangrac Character Action Committee	Student products, service learning outcomes, student and community feedback	
Community and campus feedback	Utilize the Integrated Research class setting to promote the identification, study, planning, and implementation of service learning as embedded into the curriculum.	All	Campus Service Learning Liaison	August 2009	June 2010	Mickey Pangrac Character Action Committee GT coordinator	Student products, service learning outcomes, student and community feedback	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective <u>5</u>:	Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.							
Summative Evaluation:	PEIMS records							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher and community feedback	The campus administrative team will provide an alternative classroom setting on campus for a student awaiting placement for an alternative off campus setting so that student suspension will not exceed 3 days.	All	Administrators	June 2009	July 2010	Lynn Ojeda Ryan Lam Sue Strickland	Attendance records, PEIMS discipline records,	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective __1__ :	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.							
Summative Evaluation:	Documentation of staff participation in training, lesson and unit plans							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and campus feedback	Utilize technology resources available to staff in order to increase student engagement in learning and in the classroom. Staff development in technology will be provided during the professional learning period. One administrator will supervise professional learning on the campus and will serve as a facilitator in planning, programming, and training. Follow up sessions for implementation will occur to determine level of application.	All	Assistant Principal	June 2009	July 2010	Sue Strickland Donna Casto Leadership Team Technology resources including lap tops, Smartboards, and district and web-based applications Technology Action Committee Staff development	Lesson plans will reflect the use of technology as a tool for student engagement. Student feedback will be positive and indicate that technology is an integral part of the learning process. Admin. Professional learning liaison will observe and provide feedback to Leadership Team.	
CBA data AEIS-IT	Utilize technology resources so that staff may access data on student performance and make data-driven decisions in order to differentiate instruction and thus meet the needs of all learners.	All	Leadership Team	August 2009	June 2010	Monica Uphoff Performance Series Technology Action Committee	Data will be considered in teacher lesson planning and team interventions for struggling students.	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective <u>2</u> :	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.							
Summative Evaluation:	Report of grants obtained and technology purchased.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher feedback	Staff members will write grants for technology to increase student access to 21 st Century Global classrooms.	All	All teachers	June 2009	July 2010	Lynn Hevron PTO Technology Action Committee	Grants will be submitted.	
Community and campus feedback	Campus will participate in the district's matching funds program in order to equip classrooms with 21 st Century Global classroom technology.	All	Donna Casto	August 2009	June 2010	Campus Activity fund, fund-raising, PTO Technology Action Committee	Technology will be purchased and installed on the campus.	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 4 :	Enhance Coppell ISD Communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via reliable and dynamic infrastructure.							
Summative Evaluation:	Communication documents to parents, staff, and students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent feedback	The campus will increase effective communication to parents via technology including training on Portal and Blackboard access and stream-lining the design of black board pages for ease of information sharing.	All	Integrated Technology Specialist	June 2009	July 2010	Department Heads Teachers CTA PTO Newsletter coordinator Technology Action Committee	Training documents are shared via registration, schedule pick up, Curriculum Night, and on-line. Parent feedback indicates technology access to staff and student information is user-friendly. Staff blackboard pages are updated and similar to facilitate parent use.	
Counselor and parent feedback	Campus counselors will develop an Assessment Information page for parents to access on the school website. Parents will receive communication on how to access the new information electronically.	All	Counselors	August 2009	June 2010	Susie Powell Andrea Armstrong Donna Casto CHS posting of similar information	Training documents are shared via registration, schedule pick up, Curriculum Night, and on-line. Parent feedback indicates technology access to staff and student information is user-friendly.	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 4 :	Enhance Coppell ISD Communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via reliable and dynamic infrastructure.							
Summative Evaluation:	Communication documents to parents, staff, and students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent feedback	Parents will receive a weekly North eNews update from the principal.	All	Principal	August 2009	June 2010	Lynn Ojeda Email blasts Microsoft Word, Eduphoria	Parent feedback is positive due to increased and regular access to important campus information and events.	

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAIATION 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 EMPLOYEE / VOLUNTEER	1
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED CIGARETTE OR TOBACCO PRODUCT	1
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	3
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENCE HOMICIDE	0
TOTAL Student Violent and Criminal Incidents for the 2008-2009 School Year		5

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: COPPELL MIDDLE WEST

Campus #: 057922043

2009 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2007-08)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

Commended on Social Studies

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 851
Grade Span: 06 - 08
School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard Grade 6 (English)															
Reading	2009	93%	99%	98%	> 99%	> 99%	96%	> 99%	*	> 99%	> 99%	99%	> 99%	> 99%	*
	2008	94%	99%	98%	99%	> 99%	95%	99%	*	96%	98%	99%	86%	94%	70%
Mathematics	2009	82%	96%	94%	97%	92%	96%	97%	*	> 99%	97%	98%	> 99%	96%	*
	2008	83%	97%	93%	97%	67%	> 99%	98%	*	98%	97%	96%	89%	88%	90%
All Tests	2009	80%	96%	93%	97%	92%	93%	97%	*	> 99%	97%	97%	> 99%	96%	*
	2008	81%	96%	92%	95%	69%	95%	97%	*	95%	95%	95%	79%	82%	60%
TAKS Met 2009 Standard Grade 7															
Reading	2009	87%	98%	96%	98%	88%	> 99%	98%	*	98%	98%	98%	93%	89%	> 99%
	2008	88%	99%	94%	99%	94%	> 99%	99%	*	> 99%	99%	99%	92%	> 99%	> 99%
Mathematics	2009	82%	97%	93%	96%	82%	92%	97%	*	> 99%	97%	96%	80%	94%	83%
	2008	80%	97%	91%	99%	88%	> 99%	> 99%	*	98%	99%	98%	> 99%	89%	> 99%
Writing	2009	94%	> 99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	93%	99%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
All Tests	2009	76%	95%	90%	95%	71%	92%	96%	*	98%	95%	95%	79%	83%	83%
	2008	74%	96%	88%	98%	81%	> 99%	99%	*	98%	98%	98%	92%	89%	> 99%
TAKS Met 2009 Standard Grade 8 First Administration Only															
Reading	2009	95%	> 99%	99%	99%	94%	> 99%	> 99%	*	98%	99%	99%	> 99%	95%	*
	2008	95%	> 99%	98%	> 99%	> 99%	97%	> 99%	*	> 99%	> 99%	99%	> 99%	94%	*
Mathematics	2009	82%	98%	95%	96%	76%	92%	99%	*	96%	98%	95%	> 99%	80%	*
	2008	79%	99%	91%	98%	93%	93%	99%	*	> 99%	98%	98%	> 99%	83%	*
@ Science	2009	73%	93%	89%	92%	58%	80%	96%	*	96%	93%	90%	80%	76%	*
	2008	69%	94%	*	93%	80%	87%	94%	*	> 99%	94%	92%	60%	72%	*
@ Soc Studies	2009	92%	99%	98%	98%	89%	> 99%	> 99%	*	98%	99%	98%	89%	90%	*
	2008	91%	99%	96%	99%	> 99%	> 99%	99%	*	> 99%	99%	99%	88%	> 99%	*
@ All Tests	2009	67%	92%	86%	91%	58%	80%	96%	*	93%	91%	90%	72%	71%	80%
	2008	64%	93%	*	92%	80%	83%	93%	*	> 99%	94%	90%	56%	67%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 2
Total Students: 851
Grade Span: 06 - 08
School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009	91%	99%	97%	99%	96%	99%	99%	*	99%	99%	99%	97%	97%	> 99%
	2008	91%	99%	97%	99%	98%	99%	99%	*	99%	99%	99%	89%	98%	82%
Mathematics	2009	82%	96%	94%	97%	83%	95%	98%	*	99%	98%	97%	93%	93%	87%
	2008	80%	97%	93%	98%	86%	97%	99%	*	99%	99%	97%	96%	89%	94%
Writing	2009	93%	99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	93%	99%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Science	2009	78%	95%	89%	92%	58%	80%	96%	*	96%	93%	90%	80%	76%	*
	2008	74%	94%	87%	93%	80%	87%	94%	*	> 99%	94%	92%	60%	72%	*
Soc Studies	2009	93%	99%	98%	98%	89%	> 99%	> 99%	*	98%	99%	98%	89%	90%	*
	2008	91%	99%	96%	99%	> 99%	> 99%	99%	*	> 99%	99%	99%	88%	> 99%	*
All Tests	2009	74%	94%	90%	94%	71%	88%	96%	*	97%	94%	94%	81%	84%	88%
	2008	72%	94%	87%	95%	77%	92%	97%	*	97%	96%	94%	74%	80%	71%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDE SELECTED TAKS(Accommodated))															
Reading/ELA	2009	96%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	97%	98%	> 99%
Mathematics	2009	89%	98%	97%	98%	89%	97%	99%	*	> 99%	98%	98%	97%	95%	93%
Writing	2009	97%	> 99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Science	2009	83%	97%	90%	92%	58%	80%	96%	*	96%	93%	90%	80%	76%	*
Soc Studies	2009	98%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	99%	> 99%	94%	> 99%	*
All Tests	2009	84%	97%	93%	95%	75%	91%	97%	*	99%	95%	95%	86%	87%	94%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	34%	64%	56%	72%	46%	55%	76%	*	77%	68%	77%	56%	52%	7%
	2008	34%	64%	59%	76%	59%	60%	80%	*	74%	73%	78%	44%	48%	24%
Mathematics	2009	31%	65%	45%	66%	30%	44%	68%	*	83%	67%	65%	41%	42%	40%
	2008	28%	61%	43%	64%	26%	42%	66%	*	79%	69%	59%	37%	35%	59%
Writing	2009	34%	64%	53%	72%	50%	48%	76%	*	77%	68%	78%	46%	40%	9%
	2008	33%	63%	52%	72%	38%	67%	73%	*	83%	66%	78%	50%	47%	60%
Science	2009	26%	51%	46%	57%	16%	32%	65%	*	59%	61%	53%	27%	29%	*
	2008	22%	47%	39%	52%	40%	20%	55%	*	65%	61%	43%	20%	11%	*
Soc Studies	2009	44%	75%	64%	78%	47%	56%	85%	*	77%	80%	75%	44%	48%	*
	2008	36%	64%	57%	73%	60%	47%	75%	*	89%	83%	64%	19%	33%	*
All Tests	2009	16%	42%	31%	50%	17%	30%	53%	*	61%	49%	52%	23%	27%	6%
	2008	15%	40%	30%	47%	20%	27%	50%	*	56%	50%	45%	19%	15%	12%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 3
Total Students: 851
Grade Span: 06 - 08
School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS-M Met 2009 Standard (Sum of All Grades Tested)															
Reading/ELA	2009	82%	81%	93%	92%	*	*	*	*	*	89%	*	92%	*	*
Mathematics	2009	69%	60%	82%	85%	*	*	86%	*	*	80%	*	85%	*	*
Writing	2009	72%	82%	82%	*	*	*	*	*	*	*	*	*	*	*
Science	2009	51%	47%	64%	> 99%	*	*	*	*	*	*	> 99%	*	*	*
Soc Studies	2009	64%	48%	67%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2009	57%	59%	73%	82%	*	*	75%	*	*	75%	> 99%	82%	*	*
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	98%	94%	97%	84%	96%	98%	*	97%	96%	97%	74%	92%	93%
	2008	86%	98%	94%	99%	93%	96%	99%	*	99%	98%	99%	88%	95%	82%
Mathematics	2009	80%	96%	93%	97%	82%	94%	98%	*	99%	97%	96%	87%	93%	81%
	2008	78%	96%	92%	97%	84%	96%	98%	*	99%	99%	96%	86%	89%	94%
Writing	2009	92%	99%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	91%	98%	96%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Science	2009	78%	95%	89%	92%	58%	80%	96%	*	96%	93%	90%	80%	76%	*
	2008	74%	94%	87%	93%	80%	87%	94%	*	> 99%	94%	92%	60%	72%	*
Soc Studies	2009	93%	99%	98%	98%	89%	> 99%	> 99%	*	98%	99%	98%	89%	90%	*
	2008	91%	99%	96%	99%	> 99%	> 99%	99%	*	> 99%	99%	99%	88%	> 99%	*
All Tests	2009	72%	93%	87%	92%	66%	87%	95%	*	95%	93%	92%	67%	84%	76%
	2008	69%	93%	85%	95%	75%	89%	97%	*	97%	95%	94%	73%	81%	72%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	98%	94%	97%	84%	96%	98%	*	98%	96%	97%	79%	92%	94%
Mathematics	2009	80%	95%	93%	96%	82%	92%	98%	*	99%	97%	96%	86%	94%	82%
Writing	2009	91%	99%	97%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Science	2009	76%	94%	89%	92%	58%	81%	96%	*	96%	93%	91%	85%	76%	*
Soc Studies	2009	92%	99%	97%	98%	89%	> 99%	> 99%	*	98%	99%	98%	90%	90%	*
All Tests	2009	71%	93%	87%	92%	67%	86%	94%	*	96%	92%	92%	67%	84%	76%
TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)															
All Tests	2009	84%	85%	79%	< 1%	< 1%	*	*	*	*	*	< 1%	< 1%	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 4
Total Students: 851
Grade Span: 06 - 08
School Type: Middle

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.3%	98.5%	100.0%	93.5%	99.6%	*	97.0%	98.4%	98.5%	100.0%	98.6%	66.7%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	93.4%	95.6%	87.5%	90.3%	97.6%	*	94.5%	94.8%	96.4%	59.7%	95.9%	61.5%
Not on TAKS	7.7%	2.9%	5.7%	2.9%	12.5%	3.2%	2.0%	*	2.4%	3.6%	2.2%	40.3%	2.7%	5.1%
TAKS(Acc) Only	2.3%	1.1%	1.8%	0.8%	5.4%	1.1%	0.6%	*	0.0%	1.1%	0.5%	11.3%	1.4%	0.0%
TAKS-M Only	3.3%	0.9%	2.1%	0.7%	1.8%	1.1%	0.6%	*	0.6%	1.1%	0.2%	9.7%	1.4%	0.0%
TAKS-Alt Only	0.8%	0.4%	0.6%	0.4%	3.6%	0.0%	0.2%	*	0.0%	0.2%	0.5%	4.8%	0.0%	0.0%
Combination	1.3%	0.5%	1.2%	1.1%	1.8%	1.1%	0.7%	*	1.8%	1.1%	1.0%	14.5%	0.0%	5.1%
By Acct Status														
Acct System	87.3%	94.4%	90.7%	92.8%	85.7%	82.8%	95.4%	*	92.1%	93.3%	92.2%	69.4%	85.1%	41.0%
Non-Acct System	11.2%	4.4%	8.5%	5.7%	14.3%	10.8%	4.2%	*	4.8%	5.2%	6.3%	30.6%	13.5%	25.6%
Mobile	4.7%	2.2%	3.5%	3.6%	5.4%	8.6%	2.6%	*	3.6%	2.5%	4.9%	1.6%	12.2%	23.1%
Non-Acct Test	6.4%	2.3%	4.7%	2.1%	8.9%	2.2%	1.7%	*	1.2%	2.7%	1.5%	29.0%	1.4%	2.6%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.5%	1.1%	0.7%	1.5%	0.0%	6.5%	0.4%	*	3.0%	1.6%	1.5%	0.0%	1.4%	33.3%
Absent	0.1%	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	0.9%	0.8%	0.5%	1.5%	0.0%	6.5%	0.4%	*	3.0%	1.6%	1.5%	0.0%	1.4%	33.3%
Other	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%
Hurricane Ike	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	3,132,150	7,035	922	857	56	93	542	1	165	446	411	62	74	39
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	99.2%	98.1%	98.1%	95.4%	100.0%	*	93.4%	98.0%	98.3%	100.0%	100.0%	56.8%
By Program														
TAKS (1 or more)	90.9%	95.7%	94.6%	94.9%	92.5%	88.5%	97.8%	*	89.8%	94.1%	95.7%	56.3%	89.2%	45.9%
Not on TAKS	7.5%	3.0%	4.5%	3.3%	5.7%	6.9%	2.2%	*	3.6%	3.8%	2.7%	43.8%	10.8%	10.8%
TAKS(Acc)	2.7%	1.0%	1.3%	0.8%	0.0%	2.3%	0.7%	*	0.6%	0.7%	1.0%	10.9%	3.1%	0.0%
TAKS-M Only	2.9%	1.2%	1.7%	1.2%	3.8%	3.4%	0.4%	*	1.2%	2.0%	0.2%	15.6%	4.6%	8.1%
TAKS-Alt Only	0.7%	0.4%	0.4%	0.6%	1.9%	0.0%	0.4%	*	1.2%	0.2%	1.0%	7.8%	1.5%	0.0%
Combination	1.2%	0.4%	0.7%	0.7%	0.0%	1.1%	0.7%	*	0.6%	0.9%	0.5%	9.4%	1.5%	2.7%
By Acct Status														
Acct System	87.1%	93.9%	91.3%	92.9%	83.0%	85.1%	96.7%	*	88.6%	92.1%	93.7%	65.6%	83.1%	45.9%
Non-Acct System	11.3%	4.7%	7.7%	5.3%	15.1%	10.3%	3.3%	*	4.8%	5.9%	4.6%	34.4%	16.9%	10.8%
Mobile	5.1%	2.4%	4.2%	2.7%	9.4%	4.6%	2.0%	*	1.2%	2.9%	2.4%	0.0%	6.2%	0.0%
Non-Acct Test	6.2%	2.3%	3.9%	2.6%	5.7%	5.7%	1.3%	*	3.6%	2.9%	2.2%	34.4%	10.8%	10.8%
Not Tested	1.6%	1.3%	0.8%	1.9%	1.9%	4.6%	0.0%	*	6.6%	2.0%	1.7%	0.0%	0.0%	43.2%
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%
LEP Exempt	0.9%	1.1%	0.5%	1.8%	1.9%	4.6%	0.0%	*	6.0%	2.0%	1.4%	0.0%	0.0%	40.5%
Other	0.5%	0.2%	0.1%	0.1%	0.0%	0.0%	0.0%	*	0.6%	0.0%	0.2%	0.0%	0.0%	2.7%
Total Count	3,075,682	7,040	961	857	53	87	548	3	166	443	414	64	65	37

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 5
Total Students: 851
Grade Span: 06 - 08
School Type: Middle

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

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) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA	2009	49%	70%	67%	86%	*	*	*	*	*	*	*	*	*
	2008	53%	80%	72%	83%	*	*	*	*	80%	*	*	*	*
Mathematics	2009	37%	52%	55%	50%	43%	*	*	*	50%	50%	*	*	*
	2008	36%	54%	55%	65%	57%	*	83%	*	71%	60%	*	43%	*
Average TGI Growth														
Reading/ELA	2009	0.52	1.00	0.84	1.11	*	*	*	*	1.45	*	*	*	*
	2008	0.58	1.08	0.91	1.05	*	*	1.45	*	0.93	*	*	*	*
Mathematics	2009	0.38	0.51	0.67	0.47	0.43	*	0.52	*	0.37	0.59	*	*	*
	2008	0.34	0.76	0.62	0.91	0.72	*	1.23	*	1.08	0.80	*	0.55	*
Student Success Initiative														
Grade 8 Reading														
Students Requiring Accelerated Instruction														
	2009	6%	1%	2%	1%	6%	< 1%	1%	*	2%	1%	1%	< 1%	5%
	2008	6%	1%	2%	< 1%	< 1%	3%	< 1%	*	< 1%	< 1%	1%	< 1%	6%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	97%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	97%	> 99%	99%	> 99%	> 99%	> 99%	99%	*	> 99%	> 99%	99%	90%	> 99%
TAKS Failers Promoted by Grade Placement Committee														
	2008	88.5%	*	-	*	-	-	*	-	-	-	*	*	-
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
	2009	18%	3%	6%	4%	24%	8%	2%	*	4%	4%	5%	< 1%	20%
	2008	21%	1%	10%	2%	7%	7%	1%	*	< 1%	2%	2%	< 1%	17%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	87%	99%	97%	98%	76%	96%	> 99%	*	98%	99%	96%	> 99%	89%
	2008	86%	99%	95%	99%	> 99%	93%	99%	*	> 99%	> 99%	98%	> 99%	89%
TAKS Failers Promoted by Grade Placement Committee														
	2008	90.5%	100.0%	-	*	*	*	*	-	-	-	*	*	*
English Language Learners Progress Measure (2011 Preview)														
	2008-09	76%	94%	93%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
Attendance Rate														
	2007-08	95.5%	96.9%	96.6%	97.0%	96.5%	96.8%	96.8%	*	97.9%	97.2%	96.8%	95.4%	96.0%
	2006-07	95.5%	97.0%	96.7%	97.2%	96.5%	97.4%	97.0%	*	98.2%	97.2%	97.2%	96.1%	96.2%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 851
Grade Span: 06 - 08
School Type: Middle

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

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	851	100.0%	36,119	9,915	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	1.1%	4.2%
Kindergarten	0	0.0%	0.0%	6.8%	7.7%
Grade 1	0	0.0%	0.0%	6.6%	8.0%
Grade 2	0	0.0%	0.0%	7.2%	7.9%
Grade 3	0	0.0%	0.0%	7.9%	7.8%
Grade 4	0	0.0%	0.0%	7.7%	7.5%
Grade 5	0	0.0%	7.7%	7.8%	7.5%
Grade 6	276	32.4%	28.8%	8.0%	7.3%
Grade 7	293	34.4%	31.5%	8.2%	7.3%
Grade 8	282	33.1%	31.1%	8.1%	7.3%
Grade 9	0	0.0%	0.9%	8.3%	8.2%
Grade 10	0	0.0%	0.0%	7.5%	7.0%
Grade 11	0	0.0%	0.0%	7.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	61	7.2%	9.3%	5.4%	14.2%
Hispanic	87	10.2%	18.7%	11.6%	47.9%
White	537	63.1%	62.6%	60.4%	34.0%
Native American	1	0.1%	0.5%	0.4%	0.4%
Asian/Pac. Islander	165	19.4%	8.8%	22.2%	3.6%
Economically Disadvantaged	75	8.8%	19.9%	9.3%	56.7%
Limited English Proficient (LEP)	31	3.6%	3.3%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	13	1.5%	1.2%	0.6%	2.1%
At-Risk	100	11.8%	23.7%	22.0%	48.3%
Mobility (2007-08)	73	8.2%	10.1%	7.9%	19.8%
Number of Students per Teacher	13.1	n/a	15.6	13.6	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	4.7%	2.6%	-	-	20.8%	11.7%
Grade 1	-	-	1.4%	5.5%	-	-	10.9%	10.5%
Grade 2	-	-	0.9%	3.2%	-	-	1.5%	4.7%
Grade 3	-	-	0.2%	2.5%	-	-	2.4%	3.0%
Grade 4	-	-	0.3%	1.3%	-	-	0.0%	1.3%
Grade 5	-	0.7%	0.3%	1.9%	-	2.1%	0.0%	2.4%
Grade 6	0.8%	0.3%	0.6%	0.9%	0.0%	1.6%	0.0%	1.6%
Grade 7	0.4%	0.5%	0.1%	1.4%	0.0%	0.9%	0.0%	2.2%
Grade 8	0.4%	0.6%	0.1%	1.7%	0.0%	2.8%	1.6%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 851
 Grade Span: 06 - 08
 School Type: Middle

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

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.3	19.0
Grade 1	-	-	18.1	19.0
Grade 2	-	-	18.3	19.3
Grade 3	-	-	19.2	19.3
Grade 4	-	-	18.5	19.7
Grade 5	-	24.0	20.9	22.1
Grade 6	21.4	23.3	22.1	21.5
Mixed Grades	-	26.0	-	21.8
Secondary: English/Language Arts	18.2	20.5	19.8	19.8
Foreign Languages	17.3	23.8	21.0	21.1
Mathematics	22.6	20.5	21.8	19.6
Science	23.6	23.0	21.4	20.5
Social Studies	22.7	23.9	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 851
Grade Span: 06 - 08
School Type: Middle

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

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	79.4	100.0%	100.0%	100.0%	100.0%
Professional Staff:	72.4	91.2%	89.3%	78.3%	62.9%
Teachers	64.9	81.7%	78.1%	64.4%	50.7%
Professional Support	4.5	5.7%	7.6%	8.5%	8.4%
Campus Admin. (School Leader.)	3.0	3.8%	3.6%	3.7%	2.8%
Educational Aides:	7.0	8.8%	10.7%	4.9%	9.7%
Total Minority Staff:	5.0	6.3%	11.3%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	1.0	1.5%	3.8%	1.6%	9.7%
Hispanic	0.0	0.0%	4.4%	3.3%	22.1%
White	61.9	95.4%	90.0%	93.6%	66.7%
Native American	1.0	1.5%	0.5%	0.3%	0.3%
Asian/Pacific Islander	1.0	1.5%	1.3%	1.2%	1.3%
Males	10.8	16.6%	22.8%	18.9%	22.9%
Females	54.1	83.4%	77.2%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	5.0	7.7%	6.6%	4.9%	7.3%
1-5 Years Experience	20.3	31.4%	29.7%	32.1%	30.5%
6-10 Years Experience	17.0	26.2%	22.2%	22.4%	20.0%
11-20 Years Experience	15.1	23.2%	24.5%	25.9%	23.7%
Over 20 Years Experience	7.5	11.5%	17.0%	14.6%	18.6%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		9.3 yrs.	10.8 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		5.0 yrs.	6.4 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$45,523	\$42,777	\$45,928	\$40,372
1-5 Years Experience		\$45,988	\$44,280	\$46,527	\$42,463
6-10 Years Experience		\$47,310	\$46,159	\$47,524	\$45,035
11-20 Years Experience		\$50,541	\$49,607	\$51,898	\$49,083
Over 20 Years Experience		\$61,372	\$59,706	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$49,128	\$48,521	\$50,180	\$47,159
Professional Support		\$54,939	\$54,649	\$57,603	\$55,819
Campus Administration (School Leadership)		\$80,569	\$73,100	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	3.8	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 851
Grade Span: 06 - 08
School Type: Middle

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

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$5,052,691	100.0%	\$5,923	\$5,230,078	100.0%	\$6,131	\$199,303,719	100.0%	\$5,773
Instruction (11,95)	\$3,977,668	78.7%	\$4,663	\$4,140,752	79.2%	\$4,854	\$141,819,219	71.2%	\$4,108
Instructional-Related Services (12,13)	\$129,266	2.6%	\$152	\$131,093	2.5%	\$154	\$7,341,863	3.7%	\$213
Instructional Leadership (21)	\$142,324	2.8%	\$167	\$142,324	2.7%	\$167	\$2,789,386	1.4%	\$81
School Leadership (23)	\$415,873	8.2%	\$488	\$415,873	8.0%	\$488	\$14,421,657	7.2%	\$418
Support Services-Student (31,32,33)	\$259,090	5.1%	\$304	\$259,090	5.0%	\$304	\$12,077,416	6.1%	\$350
Other Campus Costs (35,36,51,52,53)	\$128,470	2.5%	\$151	\$140,946	2.7%	\$165	\$20,854,178	10.5%	\$604
By Program:									
Total Operating Expenditures	\$4,924,221	100.0%	\$5,773	\$5,087,703	100.0%	\$5,964	\$177,879,026	100.0%	\$5,152
Bilingual/ESL Education (25)	\$169,528	3.4%	\$199	\$169,528	3.3%	\$199	\$2,451,819	1.4%	\$71
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,968,352	1.1%	\$57
Accelerated Education (24,30)	\$7,381	0.1%	\$9	\$25,287	0.5%	\$30	\$4,962,178	2.8%	\$144
Gifted & Talented Education (21)	\$176,774	3.6%	\$207	\$176,774	3.5%	\$207	\$6,078,820	3.4%	\$176
Regular Education (11)	\$3,731,576	75.8%	\$4,375	\$3,877,152	76.2%	\$4,545	\$133,073,765	74.8%	\$3,855
Special Education (23)	\$838,962	17.0%	\$984	\$838,962	16.5%	\$984	\$29,222,610	16.4%	\$846
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$121,482	0.1%	\$4

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	23	2.7%	3.0%	7.0%	16.0%
Career & Technical Education	73	8.6%	19.1%	16.6%	21.4%
Gifted & Talented Education	278	32.7%	11.8%	22.2%	7.5%
Special Education	66	7.8%	8.9%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	2.0	3.1%	1.2%	3.2%	7.5%
Career & Technical Education	0.8	1.3%	2.3%	2.9%	3.9%
Compensatory Education	1.1	1.8%	1.0%	0.6%	3.6%
Gifted & Talented Education	5.0	7.7%	4.0%	4.2%	2.0%
Regular Education	33.1	51.0%	75.0%	65.5%	70.4%
Special Education	8.8	13.5%	9.7%	11.0%	9.7%
Other	14.1	21.7%	6.8%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
 '?' 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 Independent School District

Coppell Middle School West



West is the Best!

A National Blue Ribbon School

Campus Improvement Plan 2009-2010

Vernon Edin
Principal

Mission Statement:

The mission of the Coppell Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

COPPELL MIDDLE SCHOOL WEST

CAMPUS GOALS AND OBJECTIVES

2009-2010

Coppell Middle School West will continue to focus on providing a nurturing and challenging learning experience which provides students the opportunity to achieve personal success. The faculty and staff will develop and implement customized, innovative, and differentiated instruction for all students. Students will have opportunities for real-world experiences through service learning projects and utilization of character education.

The instructional programs at Coppell Middle School West have been enhanced to meet our students' needs. The GT program will offer a new research and problem solving component. Reading strategies will be taught across the curriculum with the support of the literacy teacher. Ongoing assessments at the campus and district level will provide information about individual student growth. Interventions will begin in the classroom and research based strategies will be used to close achievement gaps.

CISD MISSION STATEMENT:

The mission of the Coppell Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

COPPELL MIDDLE SCHOOL WEST

IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 5:** Integrate 21st century learning skills within the district
- **Performance Objective 6:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 7:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 8:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 9:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 10:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 11:** Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.

COPPELL MIDDLE SCHOOL WEST

CAMPUS IMPROVEMENT PLAN – TITLE I

A CONTINUUM FOR SCHOOL-WIDE PLANNING AND DEVELOPMENT

2009-2010

Title I schools must address the following ten (10) Components:

- **COMPONENT 1:** Conduct a comprehensive needs assessment in order to design and implement a successful campus plan.
- **COMPONENT 2:** Implement school-wide reform strategies that are scientifically research based.
- **COMPONENT 3:** Provide instruction by highly qualified staff.
- **COMPONENT 4:** Provide high quality on-going professional development.
- **COMPONENT 5:** Provide strategies to attract highly qualified teachers to high need students.
- **COMPONENT 6:** Utilize strategies to increase parental involvement.
- **COMPONENT 7:** Ensure smooth transition for students.
- **COMPONENT 8:** Include teachers in decisions regarding the use of assessments.
- **COMPONENT 9:** Implement a plan to ensure that all students master the state's achievement standards and state academic assessments.
- **COMPONENT 10:** Coordinate and integrate federal, state and local services and programs.

**Coppell Middle School West
Site Based Committee
2008-2009**

[Vernon Edin](#) – CMS West Principal
[Jeff Minn](#) – CMS West Asst. Principal / co - chair
[Julie Bailey](#) – Chairperson / 6th grade Math
Beverly Beesley – Art Teacher
Colleen Charnock – 7th grade Math
Lisa Light – Special Education

Kendra Beck – 7th grade Science
Julie Carpenter – Read 180
Stefanie Howell – 8th grade Language Arts
Tim Hill – Community Member
Tonia Clark – Parent
Todd Kettler – District Representative

** 2008-2009 Committee wrote and approved this plan for the 2009-2010 school year.*

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Unit plans, Forethought lesson plans, Performance Series Data 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	Implement written curriculum documents to align with research-based best practices, including ELPS	6-8 grade Science, 6-8 Social Studies, 6-8 Math, 6-8 ELA	Science, Social Studies, Math and ELA Directors, Curriculum Writing Teams	June 2009	July 2010	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Title II, Forethought	Curriculum Unit Plans, Instructional Snapshots	
CBA data, campus & community feedback, CBA data/local assessment comparison and Performance Series	Monitor the delivery of instruction to ensure alignment with CISD curriculum, including ELPS	All	Curriculum Team, Campus Admin,	August 2009	June 2010	Extended planning time, CBA preview process, TEKS, Forethought documents, Rigor/Relevance Framework	Forethought lesson plans, Instructional Snapshots/campus visits	
Campus observations, CBA data/local assessment comparison and Performance Series	Utilize CBA data and/or growth model data to inform instruction	All	Curriculum Team, Campus Admin and Teachers	August 2009	June 2010	Achievement Series data and Performance Series Data	Forethought lesson plans and campus visits	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluation of campus needs assessments, and disaggregation of walk through data. Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
<p>Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc.</p> <p>Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.</p>	<p>Provide opportunity for initial/advanced training in:</p> <ul style="list-style-type: none"> • Research-Based Best Practices such as Customized Learning/Sustained Differentiated Instruction, Brain-Based Instruction, Pre AP Strategies, Thinking Maps, Problem /Project Based Learning (PBL), 21st Century Literacy,, Writing Rigorous Assessment Items,, Concept –Base Instruction, Inquiry Based Instruction , etc. • Response to Intervention (Rtl) process • Co-Teach Model of Instruction 	All CISD instructional staff	Campus Admin.	June 2009	July 2010	PD360, Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, AP standards, Title 1 Funds= \$5000 Compensatory= \$2500	Documentation of CISD staff development offerings, Eduphoria records, Curriculum Department Walk Throughs, Campus Needs Assessment on-line and paper evaluations	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluation of campus needs assessments, and disaggregation of walk through data. Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
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	Campus Admin., Dept. Heads	August 2009	June 2010	PLC documentation and forms, Eduphoria transcripts, local funds,	PLC documentation and forms, Eduphoria transcripts	
PC, Faculty Survey	Implement extended planning time for content collaboration and professional development within the regular school day	All	Campus Admin.	August 2009	June 2010	Master schedule planning	Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood – 12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offerings, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluation of campus improvement plans and disaggregation of walk-through data. Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc	Monitor the implementation of Research-Based Best Practices & Response to Intervention (RTI) Process	Instructional Staff	Curriculum Team, Campus Leadership Team, Intervention Services, RTI Specialist, and Campus Administrators	June 2009	July 2010	Curriculum Department, Intervention Services, Campus Admin, Counselors	Curriculum Instructional Walk-Throughs, Forethought lesson plans, PST meeting minutes	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students and stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community/ Campus feedback	Conduct ongoing, at least annual, seminars to communicate campus assessment plans to partners, with particular attention given to new assessment programs and those that may not be broadly understood by parents.	All	Principal, Campus Testing Coordinator	June 2009	July 2010	Meeting times, facility set ups, Director of Assessment, parent letters, PTO connect	Posting of meeting times on websites and campus newsletters, agendas and handouts	
Campus feedback	Provide targeted instruction for students to help them understand the various assessment measures, including providing technology to allow them to understand, track and take responsibility for their individual performance and progress.	All	Instructional Staff	August 2009	June 2010	Classroom visits, announcements, teachers, campus administration, counselors	Campus newsletters, agendas, handouts and portal	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 4:	Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.							
Summative Evaluation:	Document assessment results; 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 Assessments, TAKS Summary Report	Provide during and after school programs to target instruction and accelerate learning	6-8	Administration team, Dept. Heads	June 2009	July 2010	Local/State Funds, Tutorial Stipend, Bus Transportation Title 1= \$11,000 Compensatory= \$1,000	Survey/Feedback	
AEIS Report	Provide ongoing training and monitor implementation of Reading in the Content Areas	6-8	ELA, Literacy Coach, Campus Administration	June 2009	July 2010	Secondary Literacy Coaches, materials, Title 1= \$5000	District level walk-throughs/campus visits, Forethought lesson plans	
Faculty Survey	Provide opportunity for additional training on progress monitoring	6-8	Campus Administration, Counselors, Co-teachers and partners	June 2009	July 2010	Region 10 ESC, Title 1= \$5000	Meeting agendas, handouts	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 5:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration	All	Campus Admin. and IT	August 2009	June 2010	Principals, teachers, funds for classroom needs	Observation of innovative classroom structures	
Campus and Community Feedback	Implement grading rubrics provided by curriculum directors that address 21 st century learning skills (oral and written communication, collaboration, technology literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Instructional Staff	August 2009	June 2010	Curriculum Directors, Campus administrators, teachers	Updated grading rubrics	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and Campus Feedback	Access parent talent pool at the beginning of the year or as needed to determine assets.	All	Leadership Team	August 2009	June 2010	Principals, teachers, PTOs, parents and guardians	Campus improvement plans. PTO, Lists of parent assets	
Curriculum meetings with campus teams	Provide additional professional development on the integration of the graphing calculator in the mathematics classroom	8 th grade math teachers	Campus Administration, Math Dept. Head	August 2009	June 2010	Texas Instruments graphing calculator, trainers, From Title 1 Funds= \$5000 Compensatory= \$2500	Eduphoria transcripts, Forethought lesson plans, District level walk-throughs/campus visits	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Expand the Career and Technology programs to increase opportunities to all CISD students.							
Summative Evaluation:	Eduphoria posting of training dates; 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
Strategic Plan	Provide opportunities to allow students to explore various career options.	All	Administrators Counselors Teachers	August 2009	June 2010	Administrators, Community members, Other Volunteers	Presenter evaluation.	
Strategic Plan	Develop opportunities for students to explore similar interests through club activities and special interest groups.	All	Club sponsors And group Advisors Campus Admin.	August 2009	June 2010	Teachers, volunteer Club sponsors	List of activities	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 8:	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
Summative Evaluation:	The CISD GT Program Guide reflects an array of learning opportunities for gifted and talented students both within the school day as well as out of school options.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
2009 Program Evaluation	Increase opportunities for students to work on independent research projects on topics of interest.	GT	Director of Advanced Academics, Middle School GT teachers	September 2009	December 2009	GT Faculty	Curriculum documents showing opportunities for independent work	
GT State Plan Standards	Implement the Texas Performance Standards Projects as part of GT Curriculum and Assessment	GT	Director of Advanced Academics and GT Faculty	September 2009	May 2010	GT Faculty and TEA Website for Performance Standards Project	Curriculum Documents and Student Projects	
Registration Report	Increase the number of GT students participating in GT level courses	GT	GT faculty and Counselors	September 2009	May 2010	GT Faculty	Registration Report	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 9:	Implement the requirements and purposes of IDEA by meeting State and Federal targets							
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Full and Individual Evaluations (FIE), Annual Performance Report (APR)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
State Performance Plan (SPP) Indicators Referral Logs Child Find Logs	Utilize tracking system to monitor timelines established by State and Federal guidelines	Special Education	Diagnosticians, Special Ed. Staff	July 2009	June 2010	Intervention Services Personnel, Region 10, Regional Day School Program for the Deaf (RDSPD) Personnel, SpEd Local and Federal funds, Contract Services	ARD Committee paperwork FIE reports Referral Logs Child Find Logs	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 10:	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> • Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services • Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services. 							
Summative Evaluation:	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, Special Education Referral Reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PEIMS	Provide training on Positive Behavioral Supports at campus level	All	Campus Administration Directors of Special Education Intervention Specialists	August 2009	June 2010	Incident codes per campus, Positive behavior support plan template, Campus staff, Intervention Specialist/LSSP Region 10 (School wide PBS)	Documentation of CISD staff development Eduphoria records On-line and paper evaluations	
PEIMS	Investigate alternate options to In-School Suspension	SpEd	Campus Administration Directors of Special Education	August 2009	June 2010	Campus Administration, Directors of Special Education, Region 10, Intervention Specialist/LSSP	Input from Administrative staff Input from teachers	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 10:	Improve student performance and program effectiveness by meeting State and Federal standards *Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services							
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
Faculty input specific to skills needed	Attend staff development focusing on continuous process of transition planning and links to student IEP goals/objectives reflecting standards set forth in SPP indicator 13 and 14	Special Ed	Campus Administration, Special Ed. Dept.	August 2009	June 2010	Training Materials, Transition Administrator, Campus Administration	Coordinated IEP document	
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 2009	June 2010	Transition ARD Supplement, Student/Parent Surveys, SPED, Goal-Setting Materials	ARD Supplement, ARD Deliberations/Determinations, Texas Effectiveness Study Analysis	
AEIS, Texas Effectiveness Study, Teacher Input	Increase teacher involvement in transition planning process (data collection, IEP development)	SE	Special Ed. Dept.	August 2009	June 2010	SE Staff, Transition Planning Surveys, Sample IEP goals/objectives	Student IEP, Teacher reflections on involvement in process.	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 11:	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, TExES Scores							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Course enrollment, master schedule	Ensure that 100% of core academic subject area and special ed. teachers are highly qualified on each campus	All	Campus Admin.	August 2009	June 2010	Local funds, certification records	Hiring rosters	

Strategic Objective/Goal 2	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.
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Coppell Middle School West Campus Improvement Plan 2009-2010

Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Assessment results, Character Ed Program recommendation							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus/ Grade level Teams input	Support current PreK-12 character education through Teams advisory program (Character Ed. lessons determined by grade level needs)	All	All Staff	August 2009	June 2010	Current CISD character education program, counselors, Advisory programs	Professional discussions, lesson plans, advisory activities	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 2:	Embed Character Education within the CISD Curriculum in order to reach all students.							
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
Community/ Campus feedback	Seamlessly integrate (campus-developed) Character Ed. program into existing school practices	All	Librarians, counselors, classroom teachers, assistant principals, principals	August 2009	June 2010	Library time, counselor visits, announcements, assemblies, advisory time, discipline programs	Campus visits	
Campus and community feedback	Embed the assessment of character traits into existing grading practices such as report card comments and project rubrics	All	Classroom teachers	August 2009	June 2010	Curriculum directors, Director of Student Services, Rubrics for assessing character traits	Report card documents	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.
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Coppell Middle School West Campus Improvement Plan 2009-2010

Performance Objective 3:	Create a culture where positive character qualities are demonstrated daily							
Summative Evaluation:	Documentation on shared community/CISD website							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Docu mented
Community/ campus Feedback	Review existing campus committees and programs and modify as needed to ensure that the result is a culture of character	All	Campus administrator	August 2009	June 2010	Site-based or other existing committees representative of the school's community	Goals, mission statements or bylaws of each committee posted	
Community/ campus Feedback	Provide students with opportunities that foster character development outside of the campus and within the community through student clubs and activities	All	Campus administrator, Club sponsors	August 2009	June 2010	Site-based or other existing committees representative of the school's community	Publicized list of student opportunities	
Community feedback, current events, student survey	Continue to publicize safe and drug free programs.	All	Campus Admin., Counselors	August 2009	June 2010	Website, newsletters, Get Connected Committee, Title IV, Local Resources (Police, Assistance League, YMCA/ Care) Region 10 Texas Drug & Alcohol Survey	Newsletters, newspapers, campus & community feedback, student survey	
Discipline Referrals, Anecdotal campus reports	Consistently implement a relational aggression prevention program <ul style="list-style-type: none"> • Bullying 	All	Campus Admin., Counselors	August 2009	June 2010	Support materials, School Resource Officers (SROs), PTO	Discipline data, counselor feedback, bully reports	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 4:	Focus integration of service learning into curriculum as a means of authentic character development							
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
Service Learning teacher input	Provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills. Increase Staff Dev on Service Learning to teachers.	All	Administration, Campus SL Leaders	August 2009	June 2010	SL grant, Staff Dev. Director, Region 10	Agendas, Documentation of training	
Community/Campus feedback	Develop reflection methods within appropriate content areas which guide students to recognize Character Traits	All	Curriculum Directors, Classroom teachers, Service Learning Coordinator	August 2009	June 2010	List of Character Education best practices and resources, instructional specialists, content curriculum writers	CISD curriculum documents, lesson plans, classroom visits	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.
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Coppell Middle School West Campus Improvement Plan 2009-2010

Performance Objective 5:	Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.							
Summative Evaluation:	All student suspensions will be a maximum of 3 days.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Discipline Data Validation Indicator #1: Length of Student's Out-Of-School Suspension This indicator identifies districts with students reported as suspended out-of-school (OSS) for more than the three school days allowed under TEC §37.005.	Until a Due Process Hearing or a JJAEP Intake Conference can be held, the principal or other appropriate administrator will place the student in one of the following: <ol style="list-style-type: none"> 1. Another appropriate classroom 2. In-school suspension Coppell ISD Alternative Education Campus	All	Campus Administration	Aug. 2009	May 2010	Director of Student Services will provide ongoing training for campus administrators and the PEIMS coordinator based on Chapter 37 TEC. Dates/times/location will be provided for additional trainings occurring at our regional service center. The first training occurred August 2008 and will occur every August of each consecutive school year.	All suspensions monitored for student information; reports run quarterly within student information system to track consecutive days of suspension will show no student suspended more than 3 consecutive days.	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 3	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills							
Summative Evaluation:	Communication reports, PTO reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Strategic Plan, Campus feedback, AEIS Report	Provide training to staff on the implementation and best practice of SMART Boards within the classroom.	All	Campus Admin.	August 2009	June 2010	Outside consultants, in-district presenters.	Documentation of CISD staff development Eduphoria records On-line and paper evaluations	

Coppell Middle School West Campus Improvement Plan 2009-2010

Strategic Objective/Goal 3	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 2:	Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.							
Summative Evaluation:	Communication reports, PTO reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report, Parent/Campus feedback	Utilize a variety of communications to inform parents of strategies being implemented to create learning environments that promote student success	All	Campus Admin.	August 2009	June 2010	Title 1 Funds: \$500	PTO minutes, communication samples	

Coppell Middle School West Campus Improvement Plan 2009-2010

APPENDIX

Needs Assessment:

AEIS =Academic Excellence Indicator System, CBA's =Curriculum Based Assessment, DR=Discipline Report, FS=Faculty Survey, O=Other (specify), PS=Parent Survey, PBMAS=Performance Based Monitoring Assessment System, SS=Student Survey

Special Populations (Sp. Pop):

ABC's=Academics, Behavior, Communication & Social Skills

AP=Advanced Placement

AR=At Risk

E=Ethnicity

ESL=English as a Second Language

GT=Gifted and Talented

IE =Individual Education Plan

IBDP=International Baccalaureate Diploma Program

ICLE=International Center for Leadership in Education

LASSO=Language Acquisition and Social Skills Opportunities

LOTE=Language Other than English

LS=Life Skills

PA=Practical Academics

PLC=Professional Learning Communities

PST =Promoting Success Teams

SE=Special Education

SL=Service Learning

SL=Structured Learning

[SPP](#) =State Performance Plan

TES=Texas Effectiveness Student Teacher

TOSA=Teachers on Special Assignment

YMCA/CARE=Chemical Awareness Resource Education

Committees: AC=Assessment, CC=Curriculum, LCO=Legislative/Campus Oversight, PC=Parent and Community, PD=Prof Dev

Federal Funds: T1=Title 1, TITLE II=Title 2, TITLE IID-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAIATION 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 EMPLOYEE / VOLUNTEER	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED 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	5
46	AGGRAVATED ROBBERY	0
47	MANSLAUGHTER	0
48	CRIMINALLY NEGLIGENCE HOMICIDE	0
TOTAL Student Violent and Criminal Incidents for the 2008-2009 School Year		5

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: AUSTIN EL

Campus #: 057922103

2009 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Science

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 541
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard															
Grade 3 (English) First Administration Only															
Reading	2009	90%	> 99%	98%	98%	*	> 99%	98%	*	94%	96%	> 99%	> 99%	93%	> 99%
	2008	89%	99%	95%	99%	*	> 99%	> 99%	*	95%	98%	> 99%	> 99%	> 99%	92%
Mathematics	2009	86%	97%	96%	92%	*	92%	91%	*	94%	90%	94%	> 99%	73%	79%
	2008	85%	96%	93%	93%	*	92%	93%	*	95%	96%	89%	75%	> 99%	91%
All Tests	2009	82%	97%	94%	91%	*	92%	91%	*	88%	88%	94%	> 99%	73%	79%
	2008	80%	95%	89%	92%	*	92%	93%	*	91%	95%	89%	75%	> 99%	83%
TAKS Met 2009 Standard															
Grade 4 (English)															
Reading	2009	86%	97%	96%	95%	*	93%	96%	*	86%	93%	97%	> 99%	88%	67%
	2008	85%	97%	93%	99%	*	> 99%	> 99%	*	> 99%	96%	> 99%	*	86%	*
Mathematics	2009	88%	96%	97%	91%	*	> 99%	90%	*	86%	93%	88%	82%	> 99%	83%
	2008	87%	97%	93%	94%	*	> 99%	94%	*	> 99%	96%	93%	*	86%	*
Writing	2009	92%	99%	98%	98%	*	93%	99%	*	> 99%	97%	> 99%	> 99%	88%	83%
	2008	93%	98%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	*
All Tests	2009	78%	94%	92%	89%	*	93%	88%	*	86%	90%	88%	82%	88%	67%
	2008	77%	95%	87%	94%	*	> 99%	94%	*	> 99%	96%	93%	*	86%	*
TAKS Met 2009 Standard															
Grade 5 (English) First Administration Only															
Reading	2009	85%	97%	97%	95%	83%	88%	98%	*	> 99%	96%	95%	> 99%	87%	*
	2008	85%	98%	94%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	*
Mathematics	2009	86%	95%	96%	88%	33%	83%	96%	*	92%	89%	88%	> 99%	57%	*
	2008	86%	97%	94%	97%	*	> 99%	> 99%	*	> 99%	97%	98%	*	80%	*
@ Science	2009	85%	97%	97%	97%	83%	94%	98%	*	> 99%	98%	95%	88%	> 99%	*
	2008	82%	96%	92%	94%	60%	> 99%	95%	*	94%	94%	93%	*	83%	*
@ All Tests	2009	73%	92%	93%	87%	33%	83%	92%	*	92%	88%	86%	89%	60%	*
	2008	72%	93%	87%	94%	60%	> 99%	95%	*	94%	94%	93%	*	83%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 4
Total Students: 541
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.6%	99.0%	100.0%	98.4%	100.0%	*	95.3%	98.8%	99.3%	100.0%	100.0%	88.0%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	94.6%	95.8%	100.0%	95.1%	96.2%	*	93.0%	93.5%	98.5%	70.6%	97.5%	84.0%
Not on TAKS	7.7%	2.9%	5.1%	3.3%	0.0%	3.3%	3.8%	*	2.3%	5.3%	0.7%	29.4%	2.5%	4.0%
TAKS(Acc) Only	2.3%	1.1%	1.3%	1.6%	0.0%	0.0%	2.2%	*	2.3%	2.4%	0.7%	14.7%	0.0%	0.0%
TAKS-M Only	3.3%	0.9%	1.8%	0.7%	0.0%	3.3%	0.0%	*	0.0%	1.2%	0.0%	5.9%	2.5%	4.0%
TAKS-Alt Only	0.8%	0.4%	0.4%	0.7%	0.0%	0.0%	1.1%	*	0.0%	1.2%	0.0%	5.9%	0.0%	0.0%
Combination	1.3%	0.5%	1.0%	0.3%	0.0%	0.0%	0.5%	*	0.0%	0.6%	0.0%	2.9%	0.0%	0.0%
By Acct Status														
Acct System	87.3%	94.4%	90.6%	92.8%	81.3%	95.1%	95.7%	*	81.4%	92.3%	93.4%	76.5%	92.5%	84.0%
Non-Acct System	11.2%	4.4%	8.9%	6.2%	18.8%	3.3%	4.3%	*	14.0%	6.5%	5.8%	23.5%	7.5%	4.0%
Mobile	4.7%	2.2%	4.4%	3.9%	18.8%	0.0%	2.2%	*	11.6%	2.4%	5.8%	2.9%	5.0%	0.0%
Non-Acct Test	6.4%	2.3%	4.3%	2.3%	0.0%	3.3%	2.2%	*	2.3%	4.1%	0.0%	20.6%	2.5%	4.0%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested														
Absent	1.5%	1.1%	0.5%	1.0%	0.0%	1.6%	0.0%	*	4.7%	1.2%	0.7%	0.0%	0.0%	12.0%
LEP Exempt	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.9%	0.8%	0.4%	1.0%	0.0%	1.6%	0.0%	*	4.7%	1.2%	0.7%	0.0%	0.0%	12.0%
Hurricane Ike	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%
Hurricane Ike	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	3,132,150	7,035	294	306	16	61	185	1	43	169	137	34	40	25
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	99.6%	97.7%	100.0%	93.2%	100.0%	*	95.1%	97.8%	97.6%	100.0%	96.0%	77.8%
By Program														
TAKS (1 or more)	90.9%	95.7%	93.9%	97.3%	100.0%	90.9%	100.0%	*	95.1%	97.0%	97.6%	93.8%	92.0%	74.1%
Not on TAKS	7.5%	3.0%	5.3%	0.4%	0.0%	2.3%	0.0%	*	0.0%	0.7%	0.0%	6.3%	4.0%	3.7%
TAKS(Acc)	2.7%	1.0%	2.0%	0.4%	0.0%	2.3%	0.0%	*	0.0%	0.7%	0.0%	6.3%	4.0%	3.7%
TAKS-M Only	2.9%	1.2%	1.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TAKS-Alt Only	0.7%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.2%	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	87.1%	93.9%	88.0%	91.4%	76.9%	88.6%	94.2%	*	90.2%	88.1%	95.1%	93.8%	76.0%	66.7%
Non-Acct System	11.3%	4.7%	11.8%	6.2%	23.1%	4.5%	5.8%	*	4.9%	9.7%	2.4%	6.3%	20.0%	11.1%
Mobile	5.1%	2.4%	5.6%	5.8%	23.1%	2.3%	5.8%	*	4.9%	9.0%	2.4%	0.0%	16.0%	7.4%
Non-Acct Test	6.2%	2.3%	5.0%	0.4%	0.0%	2.3%	0.0%	*	0.0%	0.7%	0.0%	6.3%	4.0%	3.7%
Not Tested														
Absent	1.6%	1.3%	0.5%	2.3%	0.0%	6.8%	0.0%	*	4.9%	2.2%	2.4%	0.0%	4.0%	22.2%
LEP Exempt	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%
Other	0.9%	1.1%	0.4%	2.3%	0.0%	6.8%	0.0%	*	4.9%	2.2%	2.4%	0.0%	4.0%	22.2%
Other	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,075,682	7,040	321	257	13	44	137	2	61	134	123	16	25	27

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 5
Total Students: 541
Grade Span: KG - 05
School Type: Elementary

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

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) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA	2009	49%	70%	44%	*	*	*	*	*	*	*	*	*	*
	2008	53%	80%	56%	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	37%	52%	66%	25%	*	*	20%	*	*	*	*	*	*
	2008	36%	54%	56%	60%	*	*	*	*	*	75%	*	*	*
Average TGI Growth														
Reading/ELA	2009	0.52	1.00	0.77	0.57	*	*	*	*	*	0.57	*	*	*
	2008	0.58	1.08	0.85	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	0.38	0.51	0.89	0.01	*	*	0.02	*	*	*	*	*	*
	2008	0.34	0.76	0.62	0.98	*	*	*	*	*	1.15	*	*	*
Student Success Initiative														
Grade 3 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	10%	1%	3%	2%	*	< 1%	2%	*	6%	4%	< 1%	< 1%	7%
	2008	12%	1%	5%	1%	*	< 1%	< 1%	*	5%	2%	< 1%	< 1%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	94%	> 99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	94%	> 99%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	16%	3%	3%	5%	17%	12%	2%	*	< 1%	4%	5%	< 1%	13%
	2008	15%	2%	6%	< 1%	< 1%	< 1%	< 1%	*	< 1%	< 1%	< 1%	*	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	91%	99%	98%	99%	83%	> 99%	> 99%	*	> 99%	98%	> 99%	> 99%	93%
	2008	92%	99%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	15%	5%	4%	12%	67%	17%	4%	*	8%	11%	12%	< 1%	43%
	2008	15%	3%	7%	3%	*	< 1%	< 1%	*	< 1%	3%	3%	*	20%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	92%	98%	98%	97%	67%	> 99%	98%	*	> 99%	98%	95%	> 99%	93%
	2008	91%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
English Language Learners Progress Measure (2011 Preview)														
	2008-09	76%	94%	95%	97%	*	94%	> 99%	*	> 99%	95%	> 99%	*	89%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Performance

Section I - Page 6
 Total Students: 541
 Grade Span: KG - 05
 School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Attendance Rate														
2007-08	95.5%	96.9%	96.9%	97.1%	95.1%	97.4%	97.2%	*	97.0%	96.9%	97.3%	95.9%	96.8%	97.2%
2006-07	95.5%	97.0%	96.7%	97.6%	97.4%	97.1%	97.7%	*	97.9%	97.8%	97.4%	97.3%	97.1%	97.6%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 541
Grade Span: KG - 05
School Type: Elementary

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

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	541	100.0%	26,786	9,915	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.5%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	2.2%	1.1%	4.2%
Kindergarten	93	17.2%	15.4%	6.8%	7.7%
Grade 1	74	13.7%	16.4%	6.6%	8.0%
Grade 2	73	13.5%	16.7%	7.2%	7.9%
Grade 3	112	20.7%	17.2%	7.9%	7.8%
Grade 4	95	17.6%	16.5%	7.7%	7.5%
Grade 5	94	17.4%	14.2%	7.8%	7.5%
Grade 6	0	0.0%	0.9%	8.0%	7.3%
Grade 7	0	0.0%	0.0%	8.2%	7.3%
Grade 8	0	0.0%	0.0%	8.1%	7.3%
Grade 9	0	0.0%	0.0%	8.3%	8.2%
Grade 10	0	0.0%	0.0%	7.5%	7.0%
Grade 11	0	0.0%	0.0%	7.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	30	5.5%	7.8%	5.4%	14.2%
Hispanic	99	18.3%	19.5%	11.6%	47.9%
White	329	60.8%	60.9%	60.4%	34.0%
Native American	4	0.7%	0.4%	0.4%	0.4%
Asian/Pac. Islander	79	14.6%	11.3%	22.2%	3.6%
Economically Disadvantaged	75	13.9%	17.7%	9.3%	56.7%
Limited English Proficient (LEP)	62	11.5%	8.4%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	0	0.0%	0.1%	0.6%	2.1%
At-Risk	213	39.4%	22.9%	22.0%	48.3%
Mobility (2007-08)	57	12.0%	10.9%	7.9%	19.8%
Number of Students per Teacher	13.4	n/a	15.0	13.6	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	3.4%	2.4%	4.7%	2.6%	33.3%	7.3%	20.8%	11.7%
Grade 1	3.5%	2.0%	1.4%	5.5%	50.0%	9.5%	10.9%	10.5%
Grade 2	0.0%	1.2%	0.9%	3.2%	0.0%	4.3%	1.5%	4.7%
Grade 3	0.0%	0.7%	0.2%	2.5%	0.0%	1.5%	2.4%	3.0%
Grade 4	0.0%	0.1%	0.3%	1.3%	0.0%	1.2%	0.0%	1.3%
Grade 5	0.0%	0.5%	0.3%	1.9%	0.0%	0.6%	0.0%	2.4%
Grade 6	-	0.0%	0.6%	0.9%	-	0.0%	0.0%	1.6%
Grade 7	-	-	0.1%	1.4%	-	-	0.0%	2.2%
Grade 8	-	-	0.1%	1.7%	-	-	1.6%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 541
 Grade Span: KG - 05
 School Type: Elementary

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

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	18.6	19.6	18.3	19.0
Grade 1	17.0	21.1	18.1	19.0
Grade 2	14.5	21.5	18.3	19.3
Grade 3	19.3	21.0	19.2	19.3
Grade 4	18.7	23.0	18.5	19.7
Grade 5	23.5	27.7	20.9	22.1
Grade 6	-	21.5	22.1	21.5
Mixed Grades	-	29.9	-	21.8
Secondary: English/Language Arts	-	-	19.8	19.8
Foreign Languages	-	-	21.0	21.1
Mathematics	-	-	21.8	19.6
Science	-	-	21.4	20.5
Social Studies	-	-	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 541
Grade Span: KG - 05
School Type: Elementary

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

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	49.7	100.0%	100.0%	100.0%	100.0%
Professional Staff:	45.9	92.3%	87.4%	78.3%	62.9%
Teachers	40.4	81.3%	75.2%	64.4%	50.7%
Professional Support	3.5	7.0%	8.7%	8.5%	8.4%
Campus Admin. (School Leader.)	2.0	4.0%	3.4%	3.7%	2.8%
Educational Aides:	3.8	7.7%	12.6%	4.9%	9.7%
Total Minority Staff:	4.0	8.0%	12.3%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.6%	1.6%	9.7%
Hispanic	1.0	2.5%	7.0%	3.3%	22.1%
White	36.4	90.1%	89.2%	93.6%	66.7%
Native American	1.0	2.5%	0.3%	0.3%	0.3%
Asian/Pacific Islander	2.0	4.9%	0.8%	1.2%	1.3%
Males	2.0	4.9%	4.9%	18.9%	22.9%
Females	38.4	95.1%	95.1%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	2.0	4.9%	5.5%	4.9%	7.3%
1-5 Years Experience	11.0	27.2%	30.2%	32.1%	30.5%
6-10 Years Experience	13.8	34.2%	22.8%	22.4%	20.0%
11-20 Years Experience	6.6	16.3%	25.8%	25.9%	23.7%
Over 20 Years Experience	7.0	17.3%	15.7%	14.6%	18.6%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		10.6 yrs.	10.9 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		6.8 yrs.	6.8 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$45,701	\$41,454	\$45,928	\$40,372
1-5 Years Experience		\$46,719	\$44,047	\$46,527	\$42,463
6-10 Years Experience		\$47,398	\$45,817	\$47,524	\$45,035
11-20 Years Experience		\$51,492	\$49,648	\$51,898	\$49,083
Over 20 Years Experience		\$61,252	\$57,895	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$50,195	\$47,927	\$50,180	\$47,159
Professional Support		\$52,323	\$52,630	\$57,603	\$55,819
Campus Administration (School Leadership)		\$71,056	\$69,829	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	5.9	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 541
Grade Span: KG - 05
School Type: Elementary

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

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,877,299	100.0%	\$5,778	\$2,933,832	100.0%	\$5,891	\$144,091,087	100.0%	\$5,813
Instruction (11,95)	\$2,358,342	82.0%	\$4,736	\$2,413,294	82.3%	\$4,846	\$109,895,412	76.3%	\$4,434
Instructional-Related Services (12,13)	\$81,499	2.8%	\$164	\$82,881	2.8%	\$166	\$6,087,333	4.2%	\$246
Instructional Leadership (21)	\$73,178	2.5%	\$147	\$73,178	2.5%	\$147	\$1,855,538	1.3%	\$75
School Leadership (23)	\$215,817	7.5%	\$433	\$216,016	7.4%	\$434	\$9,264,601	6.4%	\$374
Support Services-Student (31,32,33)	\$148,463	5.2%	\$298	\$148,463	5.1%	\$298	\$6,736,092	4.7%	\$272
Other Campus Costs (35,36,51,52,53)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$10,252,111	7.1%	\$414
By Program:									
Total Operating Expenditures	\$2,877,299	100.0%	\$5,778	\$2,933,810	100.0%	\$5,891	\$132,346,058	100.0%	\$5,339
Bilingual/ESL Education (25)	\$216,202	7.5%	\$434	\$216,202	7.4%	\$434	\$5,295,429	4.0%	\$214
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,598	0.0%	\$0
Accelerated Education (24,30)	\$7,726	0.3%	\$16	\$21,274	0.7%	\$43	\$5,080,198	3.8%	\$205
Gifted & Talented Education (21)	\$76,102	2.6%	\$153	\$76,102	2.6%	\$153	\$2,447,825	1.8%	\$99
Regular Education (11)	\$2,281,200	79.3%	\$4,581	\$2,324,163	79.2%	\$4,667	\$97,116,518	73.4%	\$3,918
Special Education (23)	\$296,069	10.3%	\$595	\$296,069	10.1%	\$595	\$22,404,490	16.9%	\$904
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	66	12.2%	8.2%	7.0%	16.0%
Career & Technical Education	0	0.0%	0.0%	16.6%	21.4%
Gifted & Talented Education	38	7.0%	7.3%	22.2%	7.5%
Special Education	50	9.2%	7.8%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	3.0	7.4%	3.9%	3.2%	7.5%
Career & Technical Education	0.0	0.0%	0.0%	2.9%	3.9%
Compensatory Education	0.0	0.0%	3.7%	0.6%	3.6%
Gifted & Talented Education	1.0	2.5%	1.7%	4.2%	2.0%
Regular Education	33.3	82.5%	80.8%	65.5%	70.4%
Special Education	3.1	7.6%	9.8%	11.0%	9.7%
Other	0.0	0.0%	0.0%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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.



Austin Elementary
CAMPUS IMPROVEMENT PLAN
2009- 2010

LAURIE O'NEILL
PRINCIPAL

CISD MISSION STATEMENT:

The mission of the Coppel Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 13:** Ensure equitable distribution of highly qualified teachers.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.

- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.

CAMPUS SITE-BASED COMMITTEE 2009-2010 COMMITTEE MEMBERS

**LAURIE O'NEILL
KINSEY WEEGER
TIM WU**

**ANNE BECKMAN
HOLLY SNYDER
IRENE EDWARDS**

**AMY LAPLANTE
KIM TRIPI
ALICIA MCGURK**

**JEAN GUIDRY
DAVID BARNETT
TRACEY WALLACE**



COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99.6%	90%	99%	100%	95%	100%	100%	99%		100%
2008-2009 Results	98.0%	92.0%	98%	98%	95%	100%	100%	96%		100%
Improvement Status	(1.6)	2.0	(1.0)	(2.0)	-	-	-	(3.0)		
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%		100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Overall Reading scores are excellent. African American sub pop and Hispanic sub pop must be closely monitored.
		2
		3

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	96%	78%	95%	97%	94%	-	92%	-		100%
2008-2009 Results	93%	85%	93%	97%	92%*		84%	82%		100%
Improvement Status	(3.0)	7.0	(2.0)	-	(2.0)		(8.0)			
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%		100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1Celebrate: African American sub pop increased.
		2 As data is collected from CBAs and other forms of assessment, we must pay more attention to the Special Ed. Students and ensure that the correct State test is administered in the spring
		3 As data is collected from all forms of assessment, administrators/teachers must disaggregate the data immediately so all students are receiving the intervention from the start.

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	100%	100%	100%	100%	100%	*	*			
2008-2009 Results	98%	100%	99%	93%	88%	83%	100%	96%		100%
Improvement Status	(2.0)	-	(1.0)	(7.0)	(12.0)					
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%		100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Early identification of students who are Economically Disadvantaged students and also students in the Hispanic sub pop– as forms of assessment are administered during the year, those students will be closely monitored for improvement by administrators, PST and intervention will begin immediately to close the learning gap.
		2
		3

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	93.5%	60%	95%	100%	83%					
2008-2009 Results	97%	83%	98%	94%	100%	*	88%	91%		100%
Improvement Status	3.5	23.0	3.0	(6.0)	17.0					
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%		100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Increase for All Students of 3.5%. Outstanding gains for the African American and Economically Disadvantaged sub pops!
		2 Continuous focus for improvement in all sub pops. Closely monitor all sub pops as assessment is conducted and disaggregated to instructional staff.
		3

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	N/A									
2008-2009 Results										
Improvement Status										
2009-2010 Goals										

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1
		2
		3

		Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources
		Austin's attendance rate is 97.6% as compared to the state average of 95.5%

		Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources
		N/A

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources
		Celebrations: Austin Elementary received the Exemplary rating from TEA for the 2008 – 2009 school year. Six retentions: <i>Kinder- 1; 1st Grade – 3; 2nd Grade – 1; 5th Grade – 1.</i>

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1__:	Align the written, taught, and assessed curriculum.							
Summative Evaluation:	Performance Series Assessments, Forethought lesson plans, Unit Plans							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Classroom observations/follow up discussions	Implement written curriculum to align with best teaching practices	All	Principal/AP/Curriculum Coordinators/ Literacy Coach	June 2009	July 2010	Marzano's book: Classroom Instruction that Works	Instructional snapshots, unit plans, Book Study Discussion	
CBA data; Campus/Community Feedback	Monitor instructional delivery to ensure alignment with CISD; Data Daze	All	Principal/AP/ Curriculum Coordinators/ Literacy Coach/Team Leaders	August 2009	June 2010	Book Study- Test Talk <i>Integrating Test Preparation</i> by Melton	Forethought lesson plans; classroom visits; Book Study discussion	
Utilize a variety of intervention methods	Horizontal/Vertical Team meetings; IEPs; Parent Conferences; Small group instruction; Literacy Library; ESL program; Dyslexia program; GT program; PST; Continued use of Shared/Guided Reading	All	Principal/AP/All Staff	August 2009	June 2010	Grade level meetings; Team Leader Meetings; PST; Comp Ed. Funds; Title I funds	Data from formal and informal assessments	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.						
Performance Objective 2_:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.						
Summative Evaluation:	Teacher lesson plans; Visual displays of student work; Unit plans						
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation
Enhance Student Learning Experiences	Implement use of Thinking Maps... Tools for Learning.	All	All	June 2009	July 2010	School Budget; Administrators; Comp Ed Funds	Student work; classroom observations; discussion
Improve teacher capacity to more effectively engage students	PLCs meet two times per month for 50 min. each to focus on the different types of Thinking Maps	All	All	August 2009	June 2010	School Budget; Administrators	Teacher collaboration; formal/informal discussion; classroom visits; sign-in rosters; notes from meetings
Thinking Maps Education for Parents	Four informational meetings for educating parents regarding different types of Thinking Maps	All	Administrators	August 2009	June 2010	School budget; Administrators	Sign-in rosters; newsletters; notes from meetings

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.						
Performance Objective 3 :	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.						
Summative Evaluation:	Parent meetings; PTO Newsletter						
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation
SBRC Education Plan for Teachers	Collectively brainstorm positive attributes of SBRC; Viewing of 3 videos on SBRC followed with discussion; Team meeting to discuss rubrics on SBRC	All	Principal/Asst. Principal	June 2009	July 2010	School Budget; Administrators	Positive attributes displayed in faculty lounge; Sign in roster; formal/informal discussions
SBRC Education Plan for Parents	Four focus meetings during school year for parent questions/input; View 1 of 3 videos on SBRC at PTO meeting; Post SBRC power point on Austin website; PTO Newsletter to share information	All	Principal/Asst. Principal IT Specialist	August 2009	June 2010	School Budget; Administrators; PTO Newsletter; IT Specialist	Sign-in rosters; Newsletters; Power point

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 13:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates	Create a culture that encourages teacher retention	All	Assistant Superintendent of Curriculum and Instruction and Executive Director of HR	July 2009	June 2010	Campus Administrators, SFSF (\$222,592 – salaries for 4 teachers)	Teacher Retention Rates	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development & demonstration of positive character traits (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Community feedback; campus observations, surveys of all stakeholders (teachers, administrators, students, parents).							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Input	Research/compile list of resources & recommend best practices for character education	All	Principal/AP/Counselor/ Team Leaders	June 2009	July 2010	School General Fund Budget; Title I School Funds; Comp Ed Funds	Listing of resources on school website; list given also to teachers & parents	
Survey staff development needs	Provide staff development on character education through a variety of formats (faculty meetings; grade level meetings; teaching lessons to students & modeling for teachers	All	Principal/AP/Counselor/ All Staff	August 2009	June 2010	Counselor; School General Funds; Title I School Funds; Comp Ed Funds	Completed surveys	
Community survey	Disseminate character traits program information to community	All	Principal/AP/Counselor	August 2009	June 2010	Counselor; School General Funds; Title I funds	Character traits program information visible throughout the school	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to asses student demonstration of those traits.							
Performance Objective 3 :	Create a culture where positive character qualities are demonstrated daily.							
Summative Evaluation:	Classroom observations; Lunch with the Principal; Staff and Community Feedback							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Input	Assess the existing culture of Austin	All	Principal	June 2009	July 2010	<i>Don't Teach the Canaries Not to Sing</i> by Robert Ramsey	In-service sign in sheets	
Campus Input	Provide teachers with opportunities to create a school culture that works for all staff	All	All	August 2009	June 2010	<i>Don't Teach the Canaries Not to Sing</i> by Robert Ramsey; Team Building Activities; School Budget	Classroom observations; social outings; informal student interviews; Brag Board; Teacher recognition	
Campus Input	Provide students with opportunities to create a school culture that works for all students; Promote Fridays as Spirit Days; Austin posters created to be displayed at football/baseball games promoting student pride in Austin	All	All	August 2009	June 2010	School wide assemblies; Spirit Days; Announcements; School Budget; Comp Ed Funds; Title I funds	Classroom observations; Observations at assemblies; parent input; teacher input; student recognition	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 2 :	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.							
Summative Evaluation:	All local policies & procedures reflect current standards and recommendations by TASB and all network services are up 100% of the time.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Review current inventory of software/hardware	Compile current inventory of all items at Austin relating to Technology.	All	Principal/AP/ IT Specialist	June 2009	July 2010	Survey; Physical Inventory; Purchasing	Technology inventory reports	
Meetings with staff and parents	Identify and prioritize minimum technology needs for Austin	All	Principal/AP/IT Specialist	August 2009	June 2010	School Budget; purchasing	Staff and community feedback; recommendations from staff and community.	
Campus Input	Determine staff development needs as it relates to technology	All	Principal/AP/IT Specialist	August 2009	June 2010	Formal/informal discussions; surveys	Compiled survey results; feedback from meetings	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective ___1_:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.							
Summative Evaluation:	All local policies & procedures reflect current standards and recommendations by TASB and all network services are up 100% of the time.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Input	Assessment of technology proficiencies of staff.	All	Principal/AP/ IT Specialist	June 2009	July 2010	School Budget; Administrators; IT Specialist	Complied survey results; feedback from grade level meetings	
Campus Input	Develop teacher application for determining where to best place current / future inventory of Smartboards	All	Principal/IT Specialist/Technology Department	Aug. 2009	July 2010	School Budget; PTO Write a Check; Matching Funds	Selection of teachers; Placement of Smartboards in classrooms	
Campus Plan	Develop differentiated staff development plan for teachers at Austin.	All	Principal/AP/IT Specialist	August 2009	June 2010	Administrators, IT Specialist; GT Specialist; School Budget	Staff Development Plan	
Faculty Survey	Evaluate progress of staff development plan for teachers at Austin.	All	Principal/AP/IT Specialist	August 2009	June 2010	Formal/informal discussions; surveys; School Budget	Classroom Observations; Compiled survey results; feedback from meetings	

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAALIATION 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 EMPLOYEE / VOLUNTEER	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED 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 2008-2009 School Year	0

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: COTTONWOOD CREEK EL

Campus #: 057922109

2009 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2007-08)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

Comparable Improvement: Mathematics

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 471
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard															
Grade 3 (English) First Administration Only															
Reading	2009	90%	> 99%	97%	99%	*	86%	> 99%	*	> 99%	> 99%	97%	> 99%	*	*
	2008	89%	99%	97%	95%	*	86%	96%	*	94%	90%	> 99%	> 99%	*	> 99%
Mathematics	2009	86%	97%	96%	99%	*	> 99%	98%	*	> 99%	> 99%	97%	> 99%	*	*
	2008	85%	96%	94%	92%	*	71%	92%	*	> 99%	92%	92%	> 99%	*	> 99%
All Tests	2009	82%	97%	94%	98%	*	86%	98%	*	> 99%	> 99%	95%	> 99%	*	*
	2008	80%	95%	93%	88%	*	71%	88%	*	94%	85%	92%	> 99%	*	> 99%
TAKS Met 2009 Standard															
Grade 4 (English)															
Reading	2009	86%	97%	95%	95%	*	> 99%	98%	*	88%	93%	97%	*	*	*
	2008	85%	97%	95%	98%	*	> 99%	> 99%	*	> 99%	> 99%	97%	*	*	*
Mathematics	2009	88%	96%	96%	95%	*	83%	96%	*	94%	95%	94%	*	*	*
	2008	87%	97%	96%	98%	*	> 99%	98%	*	> 99%	> 99%	97%	*	*	*
Writing	2009	92%	99%	97%	99%	*	> 99%	> 99%	*	94%	98%	> 99%	*	*	*
	2008	93%	98%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
All Tests	2009	78%	94%	92%	91%	*	83%	94%	*	88%	88%	94%	*	*	*
	2008	77%	95%	90%	97%	*	> 99%	98%	*	> 99%	> 99%	94%	*	*	*
TAKS Met 2009 Standard															
Grade 5 (English) First Administration Only															
Reading	2009	85%	97%	95%	97%	*	> 99%	96%	*	> 99%	97%	97%	*	*	*
	2008	85%	98%	97%	97%	*	> 99%	96%	*	> 99%	95%	> 99%	89%	*	*
Mathematics	2009	86%	95%	95%	99%	*	> 99%	98%	*	> 99%	97%	> 99%	*	*	*
	2008	86%	97%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
@ Science	2009	85%	97%	94%	96%	*	88%	98%	*	91%	92%	> 99%	83%	*	*
	2008	82%	96%	93%	99%	*	> 99%	98%	*	> 99%	98%	> 99%	> 99%	*	*
@ All Tests	2009	73%	92%	88%	93%	*	88%	94%	*	91%	89%	97%	83%	*	*
	2008	72%	93%	90%	96%	*	> 99%	95%	*	> 99%	93%	> 99%	89%	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 2
Total Students: 471
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009	91%	99%	97%	98%	*	> 99%	99%	*	95%	97%	99%	93%	*	67%
	2008	91%	99%	98%	99%	*	> 99%	99%	*	> 99%	99%	99%	> 99%	*	> 99%
Mathematics	2009	82%	96%	96%	97%	*	95%	97%	*	98%	97%	97%	> 99%	*	83%
	2008	80%	97%	95%	97%	*	91%	97%	*	> 99%	97%	96%	> 99%	*	> 99%
Writing	2009	93%	99%	97%	99%	*	> 99%	> 99%	*	94%	98%	> 99%	*	*	*
	2008	93%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
Science	2009	78%	95%	94%	96%	*	88%	98%	*	91%	92%	> 99%	83%	*	*
	2008	74%	94%	93%	99%	*	> 99%	98%	*	> 99%	98%	> 99%	> 99%	*	*
All Tests	2009	74%	94%	93%	95%	*	90%	96%	*	93%	93%	97%	88%	*	50%
	2008	72%	94%	92%	95%	*	91%	95%	*	> 99%	96%	95%	> 99%	*	> 99%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDE SELECTED TAKS(Accommodated))															
Reading/ELA	2009	96%	> 99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	> 99%
Mathematics	2009	89%	98%	98%	> 99%	*	> 99%	99%	*	> 99%	99%	> 99%	> 99%	*	> 99%
Writing	2009	97%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
Science	2009	83%	97%	96%	96%	*	88%	98%	*	91%	92%	> 99%	83%	*	*
All Tests	2009	84%	97%	97%	98%	*	95%	99%	*	98%	97%	> 99%	94%	*	75%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	34%	64%	53%	61%	*	45%	64%	*	63%	56%	67%	50%	*	17%
	2008	34%	64%	51%	58%	*	45%	61%	*	61%	59%	58%	35%	*	< 1%
Mathematics	2009	31%	65%	57%	69%	*	65%	68%	*	77%	70%	69%	64%	*	50%
	2008	28%	61%	49%	59%	*	50%	59%	*	69%	59%	59%	76%	*	50%
Writing	2009	34%	64%	49%	56%	*	50%	54%	*	63%	48%	68%	*	*	*
	2008	33%	63%	43%	64%	*	57%	64%	*	78%	69%	59%	*	*	*
Science	2009	26%	51%	60%	68%	*	63%	70%	*	73%	65%	71%	50%	*	*
	2008	22%	47%	58%	69%	*	63%	71%	*	80%	71%	68%	50%	*	*
All Tests	2009	16%	42%	35%	45%	*	43%	43%	*	55%	40%	51%	38%	*	13%
	2008	15%	40%	29%	40%	*	32%	41%	*	47%	41%	39%	24%	*	< 1%
TAKS-M Met 2009 Standard (Sum of All Grades Tested)															
Reading/ELA	2009	82%	81%	> 99%	83%	*	*	*	*	*	*	*	83%	*	*
Mathematics	2009	69%	60%	90%	67%	*	*	*	*	*	57%	*	67%	*	*
Writing	2009	72%	82%	93%	*	*	*	*	*	*	*	*	*	*	*
Science	2009	51%	47%	50%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2009	57%	59%	75%	67%	*	*	*	*	*	57%	*	67%	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 3
Total Students: 471
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	98%	96%	97%	*	90%	99%	*	95%	96%	98%	89%	*	50%
	2008	86%	98%	96%	98%	*	95%	99%	*	97%	97%	99%	> 99%	*	> 99%
Mathematics	2009	80%	96%	95%	97%	*	95%	97%	*	98%	97%	97%	> 99%	*	86%
	2008	78%	96%	94%	96%	*	91%	95%	*	> 99%	96%	95%	89%	*	> 99%
Writing	2009	92%	99%	97%	97%	*	86%	> 99%	*	94%	95%	> 99%	67%	*	60%
	2008	91%	98%	96%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
Science	2009	78%	95%	94%	96%	*	88%	98%	*	91%	92%	> 99%	83%	*	*
	2008	74%	94%	93%	99%	*	> 99%	98%	*	> 99%	98%	> 99%	> 99%	*	*
All Tests	2009	72%	93%	92%	94%	*	82%	96%	*	93%	92%	96%	84%	*	40%
	2008	69%	93%	90%	94%	*	91%	94%	*	97%	93%	94%	90%	*	> 99%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	98%	96%	97%	71%	90%	99%	*	96%	95%	98%	88%	*	50%
Mathematics	2009	80%	95%	95%	96%	71%	95%	97%	*	98%	95%	97%	88%	*	88%
Writing	2009	91%	99%	96%	97%	*	86%	> 99%	*	94%	95%	> 99%	71%	*	60%
Science	2009	76%	94%	93%	95%	*	88%	98%	*	91%	90%	> 99%	78%	*	*
All Tests	2009	71%	93%	91%	93%	57%	82%	96%	*	93%	90%	96%	76%	*	40%
TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)															
All Tests	2009	84%	85%	> 99%	> 99%	*	*	> 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
2008-09 Campus Performance

Section I - Page 4
Total Students: 471
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.7%	96.2%	100.0%	86.7%	100.0%	*	89.1%	95.1%	97.5%	100.0%	60.0%	50.0%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	94.7%	89.8%	57.1%	80.0%	95.4%	*	81.8%	86.1%	94.3%	45.2%	60.0%	40.0%
Not on TAKS	7.7%	2.9%	5.1%	6.4%	42.9%	6.7%	4.6%	*	7.3%	9.0%	3.3%	54.8%	0.0%	10.0%
TAKS(Acc) Only	2.3%	1.1%	1.4%	0.8%	0.0%	0.0%	0.6%	*	1.8%	0.7%	0.8%	6.5%	0.0%	5.0%
TAKS-M Only	3.3%	0.9%	1.9%	2.3%	42.9%	0.0%	1.2%	*	1.8%	2.8%	1.6%	19.4%	0.0%	0.0%
TAKS-Alt Only	0.8%	0.4%	0.6%	2.3%	0.0%	3.3%	1.7%	*	3.6%	3.5%	0.8%	19.4%	0.0%	0.0%
Combination	1.3%	0.5%	0.8%	1.1%	0.0%	3.3%	1.2%	*	0.0%	2.1%	0.0%	9.7%	0.0%	5.0%
By Acct Status														
Acct System	87.3%	94.4%	90.4%	86.1%	57.1%	70.0%	91.9%	*	80.0%	84.0%	88.5%	51.6%	60.0%	40.0%
Non-Acct System	11.2%	4.4%	9.3%	10.2%	42.9%	16.7%	8.1%	*	9.1%	11.1%	9.0%	48.4%	0.0%	10.0%
Mobile	4.7%	2.2%	4.3%	4.5%	0.0%	10.0%	4.6%	*	1.8%	3.5%	5.7%	0.0%	0.0%	0.0%
Non-Acct Test	6.4%	2.3%	4.7%	5.6%	42.9%	6.7%	3.5%	*	7.3%	7.6%	3.3%	48.4%	0.0%	10.0%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.5%	1.1%	0.3%	3.8%	0.0%	13.3%	0.0%	*	10.9%	4.9%	2.5%	0.0%	40.0%	50.0%
Absent	0.1%	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	0.9%	0.8%	0.2%	3.0%	0.0%	13.3%	0.0%	*	7.3%	4.2%	1.6%	0.0%	40.0%	40.0%
Other	0.4%	0.2%	0.0%	0.8%	0.0%	0.0%	0.0%	*	3.6%	0.7%	0.8%	0.0%	0.0%	10.0%
Hurricane Ike	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	3,132,150	7,035	302	266	7	30	173	1	55	144	122	31	5	20
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	99.6%	99.1%	*	92.0%	100.0%	*	100.0%	98.4%	100.0%	100.0%	*	83.3%
By Program														
TAKS (1 or more)	90.9%	95.7%	95.0%	96.1%	*	88.0%	96.9%	*	97.3%	93.4%	99.1%	70.8%	*	66.7%
Not on TAKS	7.5%	3.0%	4.7%	3.0%	*	4.0%	3.1%	*	2.7%	4.9%	0.9%	29.2%	*	16.7%
TAKS(Acc)	2.7%	1.0%	1.6%	0.9%	*	0.0%	1.2%	*	0.0%	0.8%	0.9%	8.3%	*	0.0%
TAKS-M Only	2.9%	1.2%	1.3%	1.3%	*	4.0%	0.6%	*	2.7%	2.5%	0.0%	12.5%	*	16.7%
TAKS-Alt Only	0.7%	0.4%	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
Combination	1.2%	0.4%	0.9%	0.9%	*	0.0%	1.2%	*	0.0%	1.6%	0.0%	8.3%	*	0.0%
By Acct Status														
Acct System	87.1%	93.9%	90.5%	94.8%	*	88.0%	95.0%	*	97.3%	92.6%	97.2%	70.8%	*	66.7%
Non-Acct System	11.3%	4.7%	8.9%	4.3%	*	4.0%	5.0%	*	2.7%	5.7%	2.8%	29.2%	*	16.7%
Mobile	5.1%	2.4%	4.5%	1.3%	*	0.0%	1.9%	*	0.0%	0.8%	1.8%	0.0%	*	0.0%
Non-Acct Test	6.2%	2.3%	3.7%	3.0%	*	4.0%	3.1%	*	2.7%	4.9%	0.9%	29.2%	*	16.7%
Not Tested	1.6%	1.3%	0.4%	0.9%	*	8.0%	0.0%	*	0.0%	1.6%	0.0%	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%
LEP Exempt	0.9%	1.1%	0.3%	0.9%	*	8.0%	0.0%	*	0.0%	1.6%	0.0%	0.0%	*	16.7%
Other	0.5%	0.2%	0.0%	0.0%	*	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
Total Count	3,075,682	7,040	312	231	4	25	161	4	37	122	109	24	4	12

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 5
Total Students: 471
Grade Span: KG - 05
School Type: Elementary

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

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) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA	2009	49%	70%	66%	*	*	*	*	*	*	*	*	*	*
	2008	53%	80%	61%	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	37%	52%	53%	57%	*	*	*	*	*	*	*	*	*
	2008	36%	54%	64%	*	*	*	*	*	*	*	*	*	*
Average TGI Growth														
Reading/ELA	2009	0.52	1.00	0.71	*	*	*	*	*	*	*	*	*	*
	2008	0.58	1.08	0.88	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	0.38	0.51	0.66	0.79	*	*	*	*	*	*	*	*	*
	2008	0.34	0.76	0.65	*	*	*	*	*	*	*	*	*	*
Student Success Initiative														
Grade 3 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	10%	1%	3%	1%	*	14%	< 1%	*	< 1%	< 1%	3%	< 1%	*
	2008	12%	1%	4%	5%	*	14%	4%	*	6%	10%	< 1%	< 1%	* < 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	94%	> 99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	* > 99%
	2008	94%	> 99%	99%	99%	*	> 99%	98%	*	> 99%	97%	> 99%	> 99%	* > 99%
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	16%	3%	6%	3%	*	< 1%	4%	*	< 1%	3%	3%	*	* > 99%
	2008	15%	2%	3%	3%	*	< 1%	4%	*	< 1%	5%	< 1%	11%	* > 99%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	91%	99%	99%	99%	*	> 99%	98%	*	> 99%	97%	> 99%	*	* > 99%
	2008	92%	99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	* > 99%
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	15%	5%	5%	1%	*	< 1%	2%	*	< 1%	3%	< 1%	*	* > 99%
	2008	15%	3%	4%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%	< 1%	< 1%	* > 99%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	92%	98%	98%	99%	*	> 99%	98%	*	> 99%	97%	> 99%	*	* > 99%
	2008	91%	99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	* > 99%
English Language Learners Progress Measure (2011 Preview)														
	2008-09	76%	94%	92%	75%	*	86%	*	*	75%	63%	> 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
 2008-09 Campus Performance

Section I - Page 6
 Total Students: 471
 Grade Span: KG - 05
 School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Attendance Rate														
2007-08	95.5%	96.9%	96.8%	97.9%	*	98.3%	97.9%	*	97.6%	97.9%	97.8%	97.6%	*	98.4%
2006-07	95.5%	97.0%	96.9%	97.9%	98.7%	97.8%	97.9%	*	97.8%	98.0%	97.8%	97.8%	97.8%	97.1%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 471
Grade Span: KG - 05
School Type: Elementary

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

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	471	100.0%	25,154	9,915	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.7%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	1.7%	1.1%	4.2%
Kindergarten	73	15.5%	15.4%	6.8%	7.7%
Grade 1	57	12.1%	16.4%	6.6%	8.0%
Grade 2	81	17.2%	17.0%	7.2%	7.9%
Grade 3	92	19.5%	16.9%	7.9%	7.8%
Grade 4	92	19.5%	16.8%	7.7%	7.5%
Grade 5	76	16.1%	13.4%	7.8%	7.5%
Grade 6	0	0.0%	1.8%	8.0%	7.3%
Grade 7	0	0.0%	0.0%	8.2%	7.3%
Grade 8	0	0.0%	0.0%	8.1%	7.3%
Grade 9	0	0.0%	0.0%	8.3%	8.2%
Grade 10	0	0.0%	0.0%	7.5%	7.0%
Grade 11	0	0.0%	0.0%	7.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	16	3.4%	8.4%	5.4%	14.2%
Hispanic	48	10.2%	17.6%	11.6%	47.9%
White	302	64.1%	64.2%	60.4%	34.0%
Native American	1	0.2%	0.6%	0.4%	0.4%
Asian/Pac. Islander	104	22.1%	9.3%	22.2%	3.6%
Economically Disadvantaged	16	3.4%	19.6%	9.3%	56.7%
Limited English Proficient (LEP)	42	8.9%	7.1%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	0	0.0%	0.2%	0.6%	2.1%
At-Risk	92	19.5%	26.1%	22.0%	48.3%
Mobility (2007-08)	20	5.2%	11.5%	7.9%	19.8%
Number of Students per Teacher	13.0	n/a	15.0	13.6	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	6.5%	2.0%	4.7%	2.6%	0.0%	11.8%	20.8%	11.7%
Grade 1	0.0%	2.2%	1.4%	5.5%	0.0%	7.7%	10.9%	10.5%
Grade 2	0.0%	0.7%	0.9%	3.2%	0.0%	2.2%	1.5%	4.7%
Grade 3	0.0%	0.9%	0.2%	2.5%	0.0%	1.5%	2.4%	3.0%
Grade 4	0.0%	0.3%	0.3%	1.3%	0.0%	0.6%	0.0%	1.3%
Grade 5	0.0%	0.4%	0.3%	1.9%	0.0%	2.1%	0.0%	2.4%
Grade 6	-	0.0%	0.6%	0.9%	-	3.4%	0.0%	1.6%
Grade 7	-	-	0.1%	1.4%	-	-	0.0%	2.2%
Grade 8	-	-	0.1%	1.7%	-	-	1.6%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 471
 Grade Span: KG - 05
 School Type: Elementary

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

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	18.3	19.1	18.3	19.0
Grade 1	17.9	20.8	18.1	19.0
Grade 2	20.2	21.1	18.3	19.3
Grade 3	18.3	21.6	19.2	19.3
Grade 4	18.0	21.1	18.5	19.7
Grade 5	18.9	25.1	20.9	22.1
Grade 6	-	22.2	22.1	21.5
Mixed Grades	-	24.2	-	21.8
Secondary: English/Language Arts	-	-	19.8	19.8
Foreign Languages	-	-	21.0	21.1
Mathematics	-	-	21.8	19.6
Science	-	-	21.4	20.5
Social Studies	-	-	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 471
Grade Span: KG - 05
School Type: Elementary

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

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	45.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:	40.1	88.9%	86.8%	78.3%	62.9%
Teachers	36.1	80.1%	74.6%	64.4%	50.7%
Professional Support	2.0	4.4%	8.6%	8.5%	8.4%
Campus Admin. (School Leader.)	2.0	4.4%	3.6%	3.7%	2.8%
Educational Aides:	5.0	11.1%	13.2%	4.9%	9.7%
Total Minority Staff:	1.0	2.2%	11.0%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	1.0	2.8%	3.3%	1.6%	9.7%
Hispanic	0.0	0.0%	4.0%	3.3%	22.1%
White	35.1	97.2%	90.5%	93.6%	66.7%
Native American	0.0	0.0%	0.5%	0.3%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.6%	1.2%	1.3%
Males	2.0	5.5%	4.8%	18.9%	22.9%
Females	34.1	94.5%	95.2%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	5.7%	4.9%	7.3%
1-5 Years Experience	14.0	38.7%	29.6%	32.1%	30.5%
6-10 Years Experience	6.0	16.6%	24.1%	22.4%	20.0%
11-20 Years Experience	11.1	30.8%	24.9%	25.9%	23.7%
Over 20 Years Experience	5.0	13.8%	15.8%	14.6%	18.6%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		11.1 yrs.	10.6 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		6.2 yrs.	6.7 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$42,340	\$45,928	\$40,372
1-5 Years Experience		\$46,227	\$44,570	\$46,527	\$42,463
6-10 Years Experience		\$47,867	\$46,599	\$47,524	\$45,035
11-20 Years Experience		\$52,201	\$50,656	\$51,898	\$49,083
Over 20 Years Experience		\$59,423	\$58,910	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$50,166	\$48,703	\$50,180	\$47,159
Professional Support		\$55,929	\$52,906	\$57,603	\$55,819
Campus Administration (School Leadership)		\$76,715	\$70,092	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	7.5	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 471
Grade Span: KG - 05
School Type: Elementary

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

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,513,883	100.0%	\$5,649	\$2,577,480	100.0%	\$5,792	\$147,893,440	100.0%	\$5,843
Instruction (11,95)	\$2,046,289	81.4%	\$4,598	\$2,109,661	81.8%	\$4,741	\$111,594,044	75.5%	\$4,409
Instructional-Related Services (12,13)	\$64,179	2.6%	\$144	\$64,179	2.5%	\$144	\$6,099,289	4.1%	\$241
Instructional Leadership (21)	\$68,113	2.7%	\$153	\$68,113	2.6%	\$153	\$1,747,870	1.2%	\$69
School Leadership (23)	\$234,765	9.3%	\$528	\$234,795	9.1%	\$528	\$9,732,213	6.6%	\$385
Support Services-Student (31,32,33)	\$100,537	4.0%	\$226	\$100,732	3.9%	\$226	\$7,122,929	4.8%	\$281
Other Campus Costs (35,36,51,52,53)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$11,597,095	7.8%	\$458
By Program:									
Total Operating Expenditures	\$2,513,883	100.0%	\$5,649	\$2,570,865	100.0%	\$5,777	\$135,541,825	100.0%	\$5,355
Bilingual/ESL Education (25)	\$80,975	3.2%	\$182	\$80,975	3.1%	\$182	\$2,343,725	1.7%	\$93
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$305	0.0%	\$0
Accelerated Education (24,30)	\$559	0.0%	\$1	\$559	0.0%	\$1	\$4,761,867	3.5%	\$188
Gifted & Talented Education (21)	\$80,358	3.2%	\$181	\$80,358	3.1%	\$181	\$3,015,010	2.2%	\$119
Regular Education (11)	\$2,068,363	82.3%	\$4,648	\$2,125,345	82.7%	\$4,776	\$102,173,320	75.4%	\$4,037
Special Education (23)	\$283,628	11.3%	\$637	\$283,628	11.0%	\$637	\$23,247,228	17.2%	\$918
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$370	0.0%	\$0

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	42	8.9%	6.5%	7.0%	16.0%
Career & Technical Education	0	0.0%	0.0%	16.6%	21.4%
Gifted & Talented Education	68	14.4%	6.9%	22.2%	7.5%
Special Education	44	9.3%	9.0%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	1.0	2.8%	2.0%	3.2%	7.5%
Career & Technical Education	0.0	0.0%	0.0%	2.9%	3.9%
Compensatory Education	0.0	0.0%	3.3%	0.6%	3.6%
Gifted & Talented Education	1.0	2.8%	1.4%	4.2%	2.0%
Regular Education	30.0	83.0%	83.2%	65.5%	70.4%
Special Education	4.1	11.5%	10.1%	11.0%	9.7%
Other	0.0	0.0%	0.0%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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.



Cottonwood Creek Elementary
CAMPUS IMPROVEMENT PLAN
2009- 2010

DR. ANDRA PENNY
PRINCIPAL

CISD MISSION STATEMENT:

The mission of the Coppel Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 13:** Ensure equitable distribution of highly qualified teachers.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.

- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.

CAMPUS SITE-BASED COMMITTEE

2009 - 10 COMMITTEE MEMBERS

KATY COOPER, ASSISTANT PRINCIPAL
 GINA OLSEN, KINDERGARTEN TEACHER
 DEBBIE HEAD, FIRST GRADE TEACHER
 ROXANN KRAUTKRAMER, SECOND GRADE TEACHER—PARENT
 LACI BRIDGES, THIRD GRADE TEACHER
 HEATHER RICH, FOURTH GRADE TEACHER
 BRIAN CHOATE, FIFTH GRADE TEACHER
 KELLY ROLLETT, CLASSROOM TEACHER
 MECHELLE BRYSON, CENTRAL ADMINISTRATION
 DEB KRENEK, PTO REPRESENTATIVE



COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99%	N/A	99%	100%	N/A	100%	96%	87%	N/A	100%
2008-2009 Results	97%	N/A	99%	95%	N/A	63%	89%	87%	N/A	100%
Improvement Status	- 2%	N/A	----	-5%	N/A	-37%	-7%	---	N/A	-----
2009-2010 Goals	100%	N/A	100%	100%	N/A	95%	98%	97%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		Coordinate efforts between Literacy Coach and Rtl Specialist to customize instruction to meet the individuals learning needs of students.
		Implementing Power Groups based upon disaggregated data to address learning gaps in all students.

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	96%	N/A	96%	90%	N/A	100%	90%	94%	N/A	100%
2008-2009 Results	97%	N/A	97%	95%	N/A	86%	100%	88%	N/A	100%
Improvement Status	+1%	N/A	+1%	+5%	N/A	-14%	+10%	-6%	N/A	----
2009-2010 Goals	100%	N/A	100%	100%	N/A	97%	98%	97%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Implementing Power Groups based upon disaggregated data to address learning gaps in all students.
		2
		3

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	100%	N/A	100%	100%	N/A	N/A	100%	N/A	N/A	100%
2008-2009 Results	97%	N/A	100%	86%	N/A	N/A	67%	N/A	N/A	100%
Improvement Status	-3%	N/A	-----	-14%	N/A	N/A	-33%	N/A	N/A	----
2009-2010 Goals	100%	N/A	100%	97%	N/A	N/A	90%	N/A	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Improving the implementation of Write from the Beginning program to address the writing needs of all students.
		2 Implementing Power Groups based upon disaggregated data to address learning gaps in all students.
		3

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99%	N/A	98%	100%	N/A	N/A	100%	80%	N/A	100%
2008-2009 Results	96%	N/A	98%	88%	N/A	N/A	83%	75%	N/A	100%
Improvement Status	-3%	N/A	----	-12%	N/A	N/A	-27%	-5%	N/A	----
2009-2010 Goals	100%	N/A	100%	95%	N/A	N/A	96%	90%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Improve the utilization of CBA data to drive instruction.
		2
		3

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	N/A									
2008-2009 Results	N/A									
Improvement Status	N/A									
2009-2010 Goals	N/A									

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1
		2
		3

		Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources
		2007-2008 school year: 96.17%
		2008-2009 school year: 95.97%
		As a campus we are trying to eliminate the number of tardies and absences. This year we will celebrate students who excel in being on time with a Buckaroo celebration breakfast. (this will occur once a 4 week period)
		We will also have class awards for perfect attendance. (per 4 weeks)

		Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources
		N/A

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1,6,7:	Align the written, taught, and assessed curriculum. (2) Sustain district-wide Pre-K-12 TEKS aligned curriculum and assessment with research based instructional practices that enhance all curricular areas. (6) Integrate 21 st century learning skills within the district. (7) Increase Connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS summary report , classroom data (formative and summative), Thinking Map portfolio							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
21 st century learning CISD strategic plan Campus observations and discussions	Implement Thinking Map in our campus PLC (staff) -book study -blog on FB -site visits	All	Staff, Administration	August 2009	June 2010	Books for book studies Thinking Maps Manual	- Book study discussions/reflection - 9 wk ½ day grade level PLCs - Face book CCE group blogging over discussion posts - monitor and analyze	
AEIS report 08-09 21 st century learning TAKS Rdg (LEP) scores 08-09	Incorporate Thinking Maps to build rigor in the classroom and engage all students. (ESL, MTA, GT, etc.)	All	Staff, Administration ESL (Newcomer teacher)	August 2009	June 2010	ESL certification of all CCE teachers ELL Thinking Maps training	Thinking Map portfolios, TAKS data 100% of faculty ESL certification	
AEIS report 08-09 CBA (Performance Series data)	Provide small group tutoring to targeted students in reading and math Grades 3-5	All	Classroom teachers, admin, and tutor	Jan. 2010	April 2010	Comp. Ed funds used for small group pull-out tutoring (total amount \$2373.14)	Teacher observations Weekly assessments	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1,6,7:	Align the written, taught, and assessed curriculum. (2) Sustain district-wide Pre-K-12 TEKS aligned curriculum and assessment with research based instructional practices that enhance all curricular areas. (6) Integrate 21 st century learning skills within the district. (7) Increase Connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS summary report , classroom data (formative and summative), Thinking Map portfolio							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
<p>Staff meetings/team leader meetings, blogging on specific topics, discussions in PLC's</p> <p>AEIS report and local assessment data</p> <p>21st century learning</p> <p>CISD Strategic Plan</p>	<p>Provide training in:</p> <ol style="list-style-type: none"> 1) Thinking Maps based on teacher's needs 2) Brain based instruction 3) RTI 4) More teachers trained as TM TOT 5) TM parent night: provide activities to engage our parents in TM 6) TEPSA (fall conference on engagement) 7) Increase Parental Involvement 8) SBRC 	All	CCE staff	August 2009	June 2010	<p>Training that occurs in and/or out of district, book studies, outside consultants (Thinking Maps)</p> <p>-Utilize PD360, staff meetings, school visits to Keller ISD (Bluebonnet Elem.), Coppell ISD TOT Thinking Maps training, FB CCE group blog</p>	<p>Documentation of staff development, Eduphoria, reflections from book studies</p> <p>CCE Facebook blog over discussion topics</p> <p>TOT documentation</p> <p>Parent survey</p>	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 13:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates	Create a culture that encourages teacher retention	All	Assistant Superintendent of Curriculum and Instruction and Executive Director of HR	July 2009	June 2010	Campus Administrators, SFSF (\$217,944 – salaries for 4 teachers)	Teacher Retention Rates	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 2,3,4:	Embed Character Education within the CISD Curriculum in order to reach all students. (3) Create a culture where positive character qualities are demonstrated daily. (4) Focus integration of service learning into curriculum as a means of authentic character development							
Summative Evaluation:	Grade level service learning projects and surveys							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input CISD Strategic Plan	Integrate character development through service learning projects	All	Classroom teachers	June 2009	July 2010	Current CISD character education program Service learning committee	Grade level service learning projects Documentation of character ed. Evidence of student participation displayed on bulletin boards	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 2,3,4:	Embed Character Education within the CISD Curriculum in order to reach all students. (3) Create a culture where positive character qualities are demonstrated daily. (4) Focus integration of service learning into curriculum as a means of authentic character development							
Summative Evaluation:	Grade level service learning projects and surveys							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input and feedback	Increase the effectiveness of bullying and anti-drug programs on our campus	All	Classroom teachers, administration, counselor , students	June 2009	June 2010	Counselor School House Bullies lessons	Guidance lessons Student/staff survey Red Ribbon Week lesson plans (activities)	
Campus input and feedback 09-10 discipline issues regarding bullying	Increase the effectiveness of bullying program with our faculty	All	Classroom teachers, counselor, administration	August 2009	June 2010	Counselor School House Bullies Manual/ DVD	10% decrease in discipline issues Teacher survey	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 2,3,4:	Embed Character Education within the CISD Curriculum in order to reach all students. (3) Create a culture where positive character qualities are demonstrated daily. (4) Focus integration of service learning into curriculum as a means of authentic character development							
Summative Evaluation:	Grade level service learning projects and surveys							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input	Incorporate Project Wisdom on the Dr. Penny show	All	Administration , classroom teachers	August 2009	June 2010	Project Wisdom manual	Artifacts of completed assignments in Project Wisdom Manual	
Staff and Parent input Parent concern on cyber safety	Increase Cyber Safety awareness	All	All CCE staff, administration, and parents	August 2009	June 2010	Parent training in the fall	Parent/ staff input inventory from training (surveys)	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective (4) :	Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.							
Summative Evaluation:	PDAS evaluations, walkthroughs, discussion on blogs, and Thinking Map folders on T share.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
21 st century learning Technology TEKS CISD Strategic Plan	Provide a more technology enriched learning environment	All	All CCE staff IT teacher	August 2009	July 2010	Purchase of smart boards for the classroom (matching funds grant)	PDAS—walkthroughs Staff survey	
Campus observations and discussions	Increase knowledge of TM through FB blog	All	All CCE staff, parents, administration	August 2009	June 2010	Teacher/parent discussions on Thinking Maps and how they are being incorporated in the classrooms at CCE	Facebook blog	
Campus observations and discussions	Sharing of TM thru online folders and staff web pages	All	All CCE staff	August 2009	June 2010	School wires staff web pages T-share (for Thinking Maps)	Staff Portal Staff web pages	

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAIATION 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 EMPLOYEE / VOLUNTEER	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED 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 2008-2009 School Year		0

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: DENTON CREEK EL

Campus #: 057922111

2009 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2007-08)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

Comparable Improvement: Reading/ELA & Mathematics

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 486
Grade Span: EE - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard															
Grade 3 (English) First Administration Only															
Reading	2009	90%	> 99%	98%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*	
	2008	89%	99%	97%	99%	*	> 99%	98%	*	> 99%	98%	> 99%	*	*	*
Mathematics	2009	86%	97%	95%	97%	71%	> 99%	> 99%	*	> 99%	95%	> 99%	*	*	*
	2008	85%	96%	93%	99%	*	> 99%	98%	*	> 99%	98%	> 99%	*	*	*
All Tests	2009	82%	97%	93%	97%	71%	> 99%	> 99%	*	> 99%	95%	> 99%	*	*	*
	2008	80%	95%	91%	99%	*	> 99%	98%	*	> 99%	98%	> 99%	*	*	*
TAKS Met 2009 Standard															
Grade 4 (English)															
Reading	2009	86%	97%	95%	99%	*	> 99%	98%	*	> 99%	> 99%	98%	*	*	*
	2008	85%	97%	96%	99%	*	> 99%	> 99%	*	94%	> 99%	97%	*	*	*
Mathematics	2009	88%	96%	97%	99%	*	> 99%	> 99%	*	> 99%	97%	> 99%	*	*	*
	2008	87%	97%	96%	97%	*	> 99%	95%	*	> 99%	97%	97%	*	*	*
Writing	2009	92%	99%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2008	93%	98%	98%	99%	*	> 99%	98%	*	> 99%	> 99%	97%	*	*	*
All Tests	2009	78%	94%	90%	98%	*	> 99%	98%	*	> 99%	97%	98%	*	*	*
	2008	77%	95%	91%	96%	*	> 99%	95%	*	94%	97%	94%	*	*	*
TAKS Met 2009 Standard															
Grade 5 (English) First Administration Only															
Reading	2009	85%	97%	95%	99%	*	88%	> 99%	*	> 99%	97%	> 99%	*	*	*
	2008	85%	98%	95%	98%	*	92%	> 99%	*	96%	96%	> 99%	> 99%	> 99%	80%
Mathematics	2009	86%	95%	94%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2008	86%	97%	97%	98%	*	90%	98%	*	> 99%	98%	97%	*	*	*
@ Science	2009	85%	97%	93%	99%	*	88%	> 99%	*	> 99%	97%	> 99%	*	*	*
	2008	82%	96%	93%	93%	*	82%	94%	*	> 99%	94%	93%	71%	20%	*
@ All Tests	2009	73%	92%	88%	99%	*	88%	> 99%	*	> 99%	97%	> 99%	*	*	*
	2008	72%	93%	88%	90%	*	67%	94%	*	96%	90%	90%	71%	20%	80%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 2
Total Students: 486
Grade Span: EE - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009	91%	99%	97%	99%	> 99%	95%	99%	*	> 99%	99%	99%	> 99%	86%	88%
	2008	91%	99%	98%	99%	> 99%	> 99%	> 99%	*	97%	99%	99%	> 99%	> 99%	> 99%
Mathematics	2009	82%	96%	96%	99%	79%	> 99%	> 99%	*	> 99%	97%	> 99%	80%	86%	> 99%
	2008	80%	97%	96%	98%	> 99%	> 99%	97%	*	> 99%	98%	99%	> 99%	90%	> 99%
Writing	2009	93%	99%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2008	93%	99%	98%	99%	*	> 99%	98%	*	> 99%	> 99%	97%	*	*	*
Science	2009	78%	95%	93%	99%	*	88%	> 99%	*	> 99%	97%	> 99%	*	*	*
	2008	74%	94%	92%	93%	*	82%	94%	*	> 99%	94%	93%	71%	20%	*
All Tests	2009	74%	94%	93%	98%	79%	95%	99%	*	> 99%	97%	99%	83%	71%	88%
	2008	72%	94%	93%	95%	88%	93%	96%	*	97%	95%	95%	85%	64%	> 99%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDE SELECTED TAKS(Accommodated))															
Reading/ELA	2009	96%	> 99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Mathematics	2009	89%	98%	98%	99%	86%	> 99%	> 99%	*	> 99%	98%	> 99%	80%	86%	> 99%
Writing	2009	97%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
Science	2009	83%	97%	96%	99%	*	88%	> 99%	*	> 99%	97%	> 99%	*	*	*
All Tests	2009	84%	97%	97%	99%	86%	95%	> 99%	*	> 99%	97%	> 99%	83%	71%	88%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	34%	64%	55%	72%	71%	68%	69%	*	79%	68%	77%	80%	29%	50%
	2008	34%	64%	49%	63%	50%	33%	68%	*	66%	60%	67%	55%	36%	29%
Mathematics	2009	31%	65%	57%	77%	71%	77%	75%	*	84%	77%	78%	80%	43%	75%
	2008	28%	61%	48%	62%	13%	48%	60%	*	77%	64%	59%	60%	20%	33%
Writing	2009	34%	64%	46%	70%	*	63%	69%	*	77%	56%	83%	*	*	*
	2008	33%	63%	45%	66%	*	33%	68%	*	67%	57%	76%	*	*	*
Science	2009	26%	51%	58%	72%	*	63%	64%	*	90%	79%	64%	*	*	*
	2008	22%	47%	58%	70%	*	73%	76%	*	63%	78%	60%	29%	20%	*
All Tests	2009	16%	42%	36%	58%	64%	55%	53%	*	68%	55%	61%	50%	29%	38%
	2008	15%	40%	29%	42%	13%	11%	45%	*	52%	43%	41%	23%	9%	14%
TAKS-M Met 2009 Standard (Sum of All Grades Tested)															
Reading/ELA	2009	82%	81%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	69%	60%	90%	*	*	*	*	*	*	*	*	*	*	*
Writing	2009	72%	82%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2009	51%	47%	50%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2009	57%	59%	79%	60%	*	*	*	*	*	60%	*	60%	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 3
Total Students: 486
Grade Span: EE - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	98%	96%	99%	> 99%	96%	98%	*	> 99%	98%	99%	88%	75%	88%
	2008	86%	98%	96%	98%	89%	> 99%	99%	*	97%	98%	99%	93%	> 99%	> 99%
Mathematics	2009	80%	96%	95%	98%	79%	> 99%	99%	*	> 99%	97%	> 99%	71%	86%	> 99%
	2008	78%	96%	95%	97%	> 99%	96%	96%	*	> 99%	97%	98%	87%	82%	> 99%
Writing	2009	92%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2008	91%	98%	97%	99%	*	> 99%	98%	*	> 99%	> 99%	97%	*	*	*
Science	2009	78%	95%	93%	99%	*	88%	> 99%	*	> 99%	97%	> 99%	*	*	*
	2008	74%	94%	92%	93%	*	82%	94%	*	> 99%	94%	93%	71%	20%	*
All Tests	2009	72%	93%	90%	97%	79%	96%	98%	*	> 99%	95%	99%	63%	63%	88%
	2008	69%	93%	91%	95%	78%	93%	95%	*	97%	94%	95%	75%	64%	> 99%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	98%	96%	98%	> 99%	96%	98%	*	98%	98%	99%	82%	75%	88%
Mathematics	2009	80%	95%	95%	98%	80%	> 99%	99%	*	98%	96%	> 99%	73%	88%	> 99%
Writing	2009	91%	99%	97%	99%	*	> 99%	98%	*	> 99%	98%	> 99%	80%	*	*
Science	2009	76%	94%	92%	99%	> 99%	88%	> 99%	*	> 99%	97%	> 99%	*	*	*
All Tests	2009	71%	93%	89%	96%	80%	96%	97%	*	98%	94%	99%	55%	63%	88%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 4
Total Students: 486
Grade Span: EE - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.5%	97.9%	100.0%	100.0%	100.0%	-	93.1%	97.7%	98.2%	100.0%	100.0%	66.7%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	93.4%	95.4%	93.3%	95.8%	97.7%	-	91.7%	93.0%	98.2%	45.5%	88.9%	66.7%
Not on TAKS	7.7%	2.9%	5.8%	2.5%	6.7%	4.2%	2.3%	-	1.4%	4.7%	0.0%	54.5%	11.1%	0.0%
TAKS(Acc) Only	2.3%	1.1%	1.5%	0.4%	0.0%	0.0%	0.8%	-	0.0%	0.8%	0.0%	9.1%	0.0%	0.0%
TAKS-M Only	3.3%	0.9%	1.8%	1.2%	6.7%	0.0%	0.8%	-	1.4%	2.3%	0.0%	27.3%	0.0%	0.0%
TAKS-Alt Only	0.8%	0.4%	0.7%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	0.5%	1.1%	0.8%	0.0%	4.2%	0.8%	-	0.0%	1.6%	0.0%	18.2%	11.1%	0.0%
By Acct Status														
Acct System	87.3%	94.4%	89.8%	93.8%	93.3%	91.7%	98.5%	-	86.1%	93.0%	94.7%	54.5%	77.8%	53.3%
Non-Acct System	11.2%	4.4%	9.6%	4.1%	6.7%	8.3%	1.5%	-	6.9%	4.7%	3.5%	45.5%	22.2%	13.3%
Mobile	4.7%	2.2%	4.4%	2.1%	0.0%	4.2%	0.0%	-	5.6%	0.8%	3.5%	0.0%	11.1%	13.3%
Non-Acct Test	6.4%	2.3%	5.2%	2.1%	6.7%	4.2%	1.5%	-	1.4%	3.9%	0.0%	45.5%	11.1%	0.0%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested														
Absent	1.5%	1.1%	0.5%	2.1%	0.0%	0.0%	0.0%	-	6.9%	2.3%	1.8%	0.0%	0.0%	33.3%
LEP Exempt	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.9%	0.8%	0.4%	1.7%	0.0%	0.0%	0.0%	-	5.6%	1.6%	1.8%	0.0%	0.0%	26.7%
Hurricane Ike	0.4%	0.2%	0.0%	0.4%	0.0%	0.0%	0.0%	-	1.4%	0.8%	0.0%	0.0%	0.0%	6.7%
Total Count														
	3,132,150	7,035	335	241	15	24	130	0	72	128	113	11	9	15
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	99.6%	95.8%	100.0%	96.7%	99.3%	*	87.8%	94.7%	97.3%	100.0%	92.9%	38.9%
By Program														
TAKS (1 or more)	90.9%	95.7%	94.5%	90.5%	66.7%	93.3%	93.2%	*	87.8%	86.8%	95.5%	46.2%	78.6%	38.9%
Not on TAKS	7.5%	3.0%	5.1%	5.3%	33.3%	3.3%	6.1%	*	0.0%	7.9%	1.8%	53.8%	14.3%	0.0%
TAKS(Acc)	2.7%	1.0%	1.5%	1.1%	0.0%	3.3%	1.4%	*	0.0%	0.7%	1.8%	11.5%	0.0%	0.0%
TAKS-M Only	2.9%	1.2%	1.9%	3.4%	25.0%	0.0%	4.1%	*	0.0%	5.9%	0.0%	34.6%	14.3%	0.0%
TAKS-Alt Only	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.2%	0.4%	0.9%	0.8%	8.3%	0.0%	0.7%	*	0.0%	1.3%	0.0%	7.7%	0.0%	0.0%
By Acct Status														
Acct System	87.1%	93.9%	90.0%	88.6%	66.7%	90.0%	93.2%	*	82.4%	83.6%	95.5%	50.0%	78.6%	38.9%
Non-Acct System	11.3%	4.7%	9.7%	7.2%	33.3%	6.7%	6.1%	*	5.4%	11.2%	1.8%	50.0%	14.3%	0.0%
Mobile	5.1%	2.4%	5.0%	2.7%	0.0%	3.3%	1.4%	*	5.4%	3.3%	1.8%	3.8%	0.0%	0.0%
Non-Acct Test	6.2%	2.3%	4.0%	4.5%	33.3%	3.3%	4.8%	*	0.0%	7.9%	0.0%	46.2%	14.3%	0.0%
Not Tested														
Absent	1.6%	1.3%	0.5%	4.2%	0.0%	3.3%	0.7%	*	12.2%	5.3%	2.7%	0.0%	7.1%	61.1%
LEP Exempt	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%
Other	0.9%	1.1%	0.4%	4.2%	0.0%	3.3%	0.7%	*	12.2%	5.3%	2.7%	0.0%	7.1%	61.1%
Hurricane Ike	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count														
	3,075,682	7,040	339	264	12	30	147	1	74	152	112	26	14	18

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 6
Total Students: 486
Grade Span: EE - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Student Success Initiative (continued)														
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
2009	15%	5%	6%	1%	*	< 1%	< 1%	*	< 1%	< 1%	3%	*	*	*
2008	15%	3%	4%	2%	*	10%	2%	*	< 1%	2%	3%	*	*	*
TAKS Cumulative Met Standard (First and Second Administrations)														
2009	92%	98%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
2008	91%	99%	99%	99%	*	> 99%	98%	*	> 99%	98%	> 99%	*	*	*
TAKS Failers Promoted by Grade Placement Committee														
2008	84.0%	*	100.0%	*	-	*	*	-	-	*	*	*	*	-
2007	77.5%	*	*	-	-	-	-	-	-	-	-	-	-	-
English Language Learners Progress Measure (2011 Preview)														
2008-09	76%	94%	94%	91%	*	80%	*	*	94%	93%	88%	*	*	85%
Attendance Rate														
2007-08	95.5%	96.9%	96.9%	97.1%	97.2%	97.0%	97.0%	*	97.4%	97.1%	97.1%	97.2%	97.2%	96.8%
2006-07	95.5%	97.0%	97.0%	97.3%	97.3%	96.5%	97.2%	*	97.9%	97.3%	97.4%	97.5%	96.7%	96.3%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 486
Grade Span: EE - 05
School Type: Elementary

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

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	486	100.0%	28,289	9,915	4,728,204
Students By Grade:					
Early Childhood Education	4	0.8%	0.5%	0.1%	0.3%
Pre-Kindergarten	30	6.2%	2.7%	1.1%	4.2%
Kindergarten	67	13.8%	15.5%	6.8%	7.7%
Grade 1	65	13.4%	15.9%	6.6%	8.0%
Grade 2	79	16.3%	16.7%	7.2%	7.9%
Grade 3	75	15.4%	17.1%	7.9%	7.8%
Grade 4	87	17.9%	16.6%	7.7%	7.5%
Grade 5	79	16.3%	14.5%	7.8%	7.5%
Grade 6	0	0.0%	0.6%	8.0%	7.3%
Grade 7	0	0.0%	0.0%	8.2%	7.3%
Grade 8	0	0.0%	0.0%	8.1%	7.3%
Grade 9	0	0.0%	0.0%	8.3%	8.2%
Grade 10	0	0.0%	0.0%	7.5%	7.0%
Grade 11	0	0.0%	0.0%	7.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	24	4.9%	9.9%	5.4%	14.2%
Hispanic	52	10.7%	27.3%	11.6%	47.9%
White	254	52.3%	52.3%	60.4%	34.0%
Native American	1	0.2%	0.4%	0.4%	0.4%
Asian/Pac. Islander	155	31.9%	10.2%	22.2%	3.6%
Economically Disadvantaged	27	5.6%	25.0%	9.3%	56.7%
Limited English Proficient (LEP)	73	15.0%	12.3%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	0	0.0%	0.1%	0.6%	2.1%
At-Risk	114	23.5%	28.5%	22.0%	48.3%
Mobility (2007-08)	42	9.6%	12.3%	7.9%	19.8%
Number of Students per Teacher	14.4	n/a	15.3	13.6	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	0.0%	2.3%	4.7%	2.6%	100.0%	11.1%	20.8%	11.7%
Grade 1	1.5%	1.8%	1.4%	5.5%	20.0%	6.9%	10.9%	10.5%
Grade 2	0.0%	1.5%	0.9%	3.2%	33.3%	3.6%	1.5%	4.7%
Grade 3	1.3%	1.0%	0.2%	2.5%	22.2%	1.0%	2.4%	3.0%
Grade 4	0.0%	0.5%	0.3%	1.3%	0.0%	0.6%	0.0%	1.3%
Grade 5	0.0%	0.5%	0.3%	1.9%	0.0%	1.5%	0.0%	2.4%
Grade 6	-	0.0%	0.6%	0.9%	-	0.0%	0.0%	1.6%
Grade 7	-	-	0.1%	1.4%	-	-	0.0%	2.2%
Grade 8	-	-	0.1%	1.7%	-	-	1.6%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 486
 Grade Span: EE - 05
 School Type: Elementary

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

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	22.0	19.5	18.3	19.0
Grade 1	19.6	19.8	18.1	19.0
Grade 2	18.8	20.6	18.3	19.3
Grade 3	18.7	20.9	19.2	19.3
Grade 4	21.6	20.7	18.5	19.7
Grade 5	19.7	23.8	20.9	22.1
Grade 6	-	20.0	22.1	21.5
Mixed Grades	-	29.7	-	21.8
Secondary: English/Language Arts	-	-	19.8	19.8
Foreign Languages	-	-	21.0	21.1
Mathematics	-	-	21.8	19.6
Science	-	-	21.4	20.5
Social Studies	-	-	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 486
Grade Span: EE - 05
School Type: Elementary

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

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	42.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	38.3	90.6%	87.3%	78.3%	62.9%
Teachers	33.8	79.9%	75.4%	64.4%	50.7%
Professional Support	2.5	5.9%	8.4%	8.5%	8.4%
Campus Admin. (School Leader.)	2.0	4.7%	3.6%	3.7%	2.8%
Educational Aides:	4.0	9.4%	12.7%	4.9%	9.7%
Total Minority Staff:	3.0	7.1%	14.7%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.7%	1.6%	9.7%
Hispanic	1.0	3.0%	7.5%	3.3%	22.1%
White	31.8	94.1%	88.4%	93.6%	66.7%
Native American	0.0	0.0%	0.1%	0.3%	0.3%
Asian/Pacific Islander	1.0	3.0%	1.4%	1.2%	1.3%
Males	3.0	8.9%	5.2%	18.9%	22.9%
Females	30.8	91.1%	94.8%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	1.0	3.0%	5.0%	4.9%	7.3%
1-5 Years Experience	10.0	29.5%	27.9%	32.1%	30.5%
6-10 Years Experience	4.4	13.1%	23.4%	22.4%	20.0%
11-20 Years Experience	13.1	38.6%	26.0%	25.9%	23.7%
Over 20 Years Experience	5.3	15.8%	17.7%	14.6%	18.6%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		12.8 yrs.	11.3 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		6.0 yrs.	6.8 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$45,379	\$42,147	\$45,928	\$40,372
1-5 Years Experience		\$46,245	\$44,389	\$46,527	\$42,463
6-10 Years Experience		\$47,393	\$46,908	\$47,524	\$45,035
11-20 Years Experience		\$52,402	\$50,514	\$51,898	\$49,083
Over 20 Years Experience		\$62,083	\$58,115	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$51,244	\$48,886	\$50,180	\$47,159
Professional Support		\$59,459	\$53,258	\$57,603	\$55,819
Campus Administration (School Leadership)		\$74,845	\$71,709	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	5.2	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 486
Grade Span: EE - 05
School Type: Elementary

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

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,678,464	100.0%	\$5,141	\$2,757,835	100.0%	\$5,293	\$164,053,089	100.0%	\$5,786
Instruction (11,95)	\$2,173,045	81.1%	\$4,171	\$2,247,977	81.5%	\$4,315	\$124,805,715	76.1%	\$4,402
Instructional-Related Services (12,13)	\$97,443	3.6%	\$187	\$99,443	3.6%	\$191	\$6,520,883	4.0%	\$230
Instructional Leadership (21)	\$72,101	2.7%	\$138	\$72,101	2.6%	\$138	\$2,012,169	1.2%	\$71
School Leadership (23)	\$206,782	7.7%	\$397	\$209,221	7.6%	\$402	\$10,915,102	6.7%	\$385
Support Services-Student (31,32,33)	\$129,093	4.8%	\$248	\$129,093	4.7%	\$248	\$8,159,746	5.0%	\$288
Other Campus Costs (35,36,51,52,53)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$11,639,474	7.1%	\$411
By Program:									
Total Operating Expenditures	\$2,678,464	100.0%	\$5,141	\$2,753,396	100.0%	\$5,285	\$151,246,164	100.0%	\$5,334
Bilingual/ESL Education (25)	\$170,125	6.4%	\$327	\$170,125	6.2%	\$327	\$7,423,603	4.9%	\$262
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Accelerated Education (24,30)	\$2,308	0.1%	\$4	\$2,308	0.1%	\$4	\$6,324,145	4.2%	\$223
Gifted & Talented Education (21)	\$60,293	2.3%	\$116	\$60,293	2.2%	\$116	\$2,359,746	1.6%	\$83
Regular Education (11)	\$2,044,000	76.3%	\$3,923	\$2,118,932	77.0%	\$4,067	\$111,834,956	73.9%	\$3,944
Special Education (23)	\$401,738	15.0%	\$771	\$401,738	14.6%	\$771	\$23,303,714	15.4%	\$822
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	69	14.2%	11.5%	7.0%	16.0%
Career & Technical Education	0	0.0%	0.0%	16.6%	21.4%
Gifted & Talented Education	56	11.5%	7.4%	22.2%	7.5%
Special Education	28	5.8%	8.2%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	1.4	4.2%	4.5%	3.2%	7.5%
Career & Technical Education	0.0	0.0%	0.0%	2.9%	3.9%
Compensatory Education	0.0	0.0%	3.1%	0.6%	3.6%
Gifted & Talented Education	1.0	3.0%	0.9%	4.2%	2.0%
Regular Education	27.0	79.8%	82.5%	65.5%	70.4%
Special Education	4.4	13.0%	8.9%	11.0%	9.7%
Other	0.0	0.0%	0.0%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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.



Denton Creek Elementary

CAMPUS IMPROVEMENT PLAN

2009- 2010

NAME

BRYAN MCLAIN

CISD MISSION STATEMENT:

The mission of the Coppel Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 13:** Ensure equitable distribution of highly qualified teachers.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.

- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.

CAMPUS SITE-BASED COMMITTEE 2008 - 09 COMMITTEE MEMBERS

**CYNTHIA ALANIZ, MARTHA BROWN, TIM D'AMICO, KATHY FLATT, COURTNEY JENNINGS, BARBARA LARSEN, CHERYL MELTON,
STACI CORDELL, DEBRA HART, DEBBIE BURGESS, MICHELLE PARK, KAREN REED, BRYAN MCLAIN**



COPPELL INDEPENDENT SCHOOL DISTRICT

CAMPUS NEEDS ASSESSMENT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	99	80	99	100	100	89	97	100
2008-2009 Results	99	100	99	80	100	99	95	100
Improvement Status	-	+20	-	-20	-	+10	-2	-
2009-2010 Goals	100	100	100	100	100	100	100	100

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.

1. Positive gain in the special ed program in the areas of instruction and appropriate assessments given to students.

2. Sub-populations are small, so the impact can be great in regard to ratings. Specific attention needs to be given to all sub-populations to maintain and/or improve scores.

3. LEP scores were maintained without the pull-out ESL model.

Math TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	97	-	96	60	-	88	89	100
2008-2009 Results	98	71	99	-	-	-	85	100
Improvement Status	+1	-	+3	-	-	-	-4	-
2009-2010 Goals	100	100	100	100	100	100	100	100

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.

1. Continue to focus attention on sub-populations in order to maintain and/or improve scores.

2. An RtI tutor worked with at-risk students on math skills and many of them were successful, but additional support is needed for these students.

3. Continue to focus on increasing the number of students receiving a commended score.

Writing TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	99	100	98	-	-	-	86	100
2008-2009 Results	99	-	100	-	-	-	83	100
Improvement Status	-	-	+2	-	-	-	-3	-
2009-2010 Goals	100	100	100	100	100	100	100	100

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.

1. Continue to focus on increasing the number of students receiving a high commended score.
2. Quality instruction is occurring as high scores are being maintained.
3. Continue to focus attention on sub-populations in order to maintain and/or improve scores.

Science TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	91	-	98	60	-	88	82	100
2008-2009 Results	99	-	100	-	-	-	80	100
Improvement Status	+8	-	+2	-	-	-	-2	-
2009-2010 Goals	100	100	100	100	100	100	100	100

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.

1. Substantial growth was made in Science due to quality instruction and additional professional development provided for teachers.
2. Continue to focus attention on sub-populations in order to maintain and/or improve scores.
3. Continue to focus on increasing the number of students receiving a commended score.

Social Studies TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008-2009 Results	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Improvement Status	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2009-2010 Goals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.								
1. N/A								
2. N/A								
3. N/A								

Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources

97.3% Denton Creek has very few attendance problems. Almost all of our students get to school on time and attend school every day. One truancy case was taken to court last year and the child's attendance and academic scores improved immediately as a result. When children are repetitively absent or tardy, letters are sent home to remind the parents of attendance laws, CISD expectations and the impact on students. Follow-up phone calls are made if necessary.

Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources

N/A

Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources

Seven students were retained at Denton Creek due to excessive absences or for academic reasons. Parents were included in the decision-making process.

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	AEIS & TAKS Summary Report, Pilot Report from CPAA							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report	Target and monitor sub-groups who scored below 100% on TAKS – Reading, Math, Writing, & Science	3-5	3-5 Teachers	August 2009	June 2010	TAKS data Performance Series data AEIS data	Benchmark assessments & TAKS results	
AEIS Report	Customized tutoring for not meeting standards on TPRI, Performance Series, or TAKS objectives in core subject areas	K-5	All Teachers	August 2009	June 2010	Literacy Coach RTI Specialist State Comp Ed money – \$3560.00	Tutoring plans. Assessment results	
New program based on student need/District feedback	Pilot program for students	PK & K	Classroom teachers	August 2009	June 2010	CPAA program Teresa Tate Monica Uphoff	CPAA Assessment Results	
AEIS Report	Analyze assessment data to determine to accelerate learning	All	Campus administration & classroom teachers	August 2009	June 2010	TAKS data, TPRI, Performance Series	TAKS results & Assessment results	
AEIS Report	Analyze TELPAS data to determine areas of focus for ELL students	ELL students	ESL Facilitator Classroom Teachers	August 2009	June 2010	TELPAS data, TPRI results, Performance Series data	TELPAS results	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective __3_:	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Documentation of information opportunities							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and/or campus feedback	Conduct meetings to educate K-3 parents about SBRC	Parents in K-3	K-3 Staff Administrators	August 2009	June 2010	Curriculum Directors, Dr. Bryson	Postings of meetings in newsletters and campus website, agendas	
Campus feedback	Provide instruction for students in understanding the SBRC	Students in K-3	K-3 Staff	August 2009	June 2010	Administrators, Curriculum Directors, K-3 Teachers	Lesson plans	
Parent Survey	Collaborate with PTO to provide more opportunities for parent involvement	All	Classroom Teachers, Administration	August 2009	June 2010	Parents & Time	Documented hours from parent volunteers	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective __6_:	Integrate 21 st century learning skills within the district.							
Summative Evaluation:	Documentation of staff development, lesson plans research findings of an IB school and begin the application process to become an "IB" school.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Conduct a book study on the book " <u>Working on the Work</u> "	All	K-5 Staff Administrators	September 2009	June 2010	Campus Administrators, books	Meeting dates, agendas	
Campus feedback	Provide information and resources to share about 21 st century learners	All	Administrators Staff	August 2009	June 2010	PD360, Administrators, Curriculum Directors, Staff Development Director		
Community feedback	Implement a Dual Immersion Kindergarten Program	Bilingual students	Administrators Dual Immersion Teacher	August 2009	June 2010	ESL Director, ESL Campus Facilitator	Forethought Lesson Plans TELPAS data	
Strategic Plan	Research an elementary IB program	All	Administrators All staff	August 2009	June 2010	Curriculum Directors, IB website, Grant	PLC logs IB training dates/agendas	
Strategic Plan	Attend training about an IB school in Houston	All	Administrators IB advisory committee	August 2009	June 2010	IB website, Grant	Dates of trainings Agendas	
Strategic Plan	Visit IB elementary schools	All	Administrators K-5 Staff	August 2009	June 2010	Curriculum Directors, Grant	Dates of site visits	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _7_:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences and authentic classroom instruction.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Utilize podcasting to make real world connections and global distribution	All	K-5 Staff Integration specialist	August 2009	June 2010	Dr. Tim Tyson, Integration Specialist	Lesson plans Podcasts	
Community and campus feedback	Implement innovative uses of the Smart Board in the classroom	All	K-5 Staff Integration specialist	August 2009	June 2010	Dr. Tim Tyson, Integration Specialist	Lesson plans Smart Board	
Campus feedback	Teachers will blog weekly with their students	All	K-5 Classroom Teachers	August 2009	June 2010	Dr. Tim Tyson, Integration Specialist	Teacher blogs	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 13:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates	Create a culture that encourages teacher retention	All	Assistant Superintendent of Curriculum and Instruction and Executive Director of HR	July 2009	June 2010	Campus Administrators, SFSF (\$222,079 – salaries for 4 teachers)	Teacher Retention Rates	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective __3__:	Create a culture where positive character qualities are demonstrated daily.							
Summative Evaluation:	Number of signatures in the Good Citizen Book							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Implement a Good Citizenship Book for students to sign when demonstrating positive character traits.	All	Administration K-5 Staff	August 2009	June 2010	Character traits curriculum, Principal	Signatures in the "GOOD KID" citizen book	
Campus feedback	We will continue to educate our students about Bullying. One way we will do this is through the use of our "DC 25" Expectations that are used campus-wide.	All	Administration Counselor	August 2009	June 2010	DC 25 List	Fewer office referrals documented	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective __1__ :	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st century technology skills.							
Summative Evaluation:	Documented staff development and evidence of staff growth and progress in achieving 21 st Century technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Provide differentiated 21 st campus technology training to accommodate all staff member's technology levels	All	Administrators Integration specialist Campus technology teacher	August 2009	June 2010	Dr. Tim Tyson, Technology dept., Integration Specialist	Training dates agendas	
Campus feedback	Train staff about blogging and how to create a blog	All	Administrators	August 2009	June 2010	Dr Tim Tyson, Integration Specialist, Campus technology	Staff development agenda	
Campus feedback	Create a classroom blog	All	K-5 Staff	August 2009	June 2010	Dr. Tim Tyson, Integration Specialist, Campus technology	Teacher blogs	

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAIATION 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 EMPLOYEE / VOLUNTEER	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED 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 NEGLIGENCE HOMICIDE	0
TOTAL	Student Violent and Criminal Incidents for the 2008-2009 School Year	0

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: LAKESIDE EL

Campus #: 057922107

2009 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2007-08)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 542
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard															
Grade 3 (English) First Administration Only															
Reading	2009	90%	> 99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	> 99%
	2008	89%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Mathematics	2009	86%	97%	97%	98%	*	88%	98%	*	> 99%	96%	> 99%	> 99%	*	89%
	2008	85%	96%	95%	96%	*	> 99%	96%	*	> 99%	97%	94%	91%	*	*
All Tests	2009	82%	97%	96%	98%	*	88%	98%	*	> 99%	96%	> 99%	> 99%	*	89%
	2008	80%	95%	93%	96%	*	> 99%	96%	*	> 99%	97%	94%	91%	*	*
TAKS Met 2009 Standard															
Grade 4 (English)															
Reading	2009	86%	97%	98%	98%	*	> 99%	98%	*	92%	96%	> 99%	86%	*	*
	2008	85%	97%	96%	99%	*	*	98%	*	> 99%	> 99%	97%	> 99%	*	*
Mathematics	2009	88%	96%	97%	98%	*	> 99%	98%	*	> 99%	98%	97%	> 99%	*	*
	2008	87%	97%	97%	99%	*	*	98%	*	> 99%	> 99%	97%	> 99%	*	*
Writing	2009	92%	99%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2008	93%	98%	98%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
All Tests	2009	78%	94%	94%	95%	*	> 99%	97%	*	92%	94%	97%	88%	*	*
	2008	77%	95%	93%	99%	*	*	98%	*	> 99%	> 99%	97%	> 99%	*	*
TAKS Met 2009 Standard															
Grade 5 (English) First Administration Only															
Reading	2009	85%	97%	97%	99%	*	> 99%	99%	*	> 99%	98%	> 99%	*	*	*
	2008	85%	98%	98%	> 99%	> 99%	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Mathematics	2009	86%	95%	97%	99%	*	> 99%	99%	*	> 99%	> 99%	98%	*	*	*
	2008	86%	97%	98%	98%	83%	80%	> 99%	*	> 99%	95%	> 99%	83%	*	*
@ Science	2009	85%	97%	96%	98%	*	> 99%	97%	*	> 99%	> 99%	95%	> 99%	*	*
	2008	82%	96%	96%	98%	83%	> 99%	98%	*	> 99%	96%	> 99%	90%	*	*
@ All Tests	2009	73%	92%	92%	96%	*	> 99%	94%	*	> 99%	98%	93%	> 99%	*	*
	2008	72%	93%	93%	97%	83%	80%	98%	*	> 99%	94%	> 99%	80%	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 3
Total Students: 542
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	98%	98%	99%	*	> 99%	> 99%	*	98%	99%	> 99%	96%	*	> 99%
	2008	86%	98%	97%	99%	> 99%	> 99%	99%	*	> 99%	99%	99%	96%	> 99%	> 99%
Mathematics	2009	80%	96%	96%	99%	*	95%	99%	*	> 99%	98%	99%	> 99%	*	92%
	2008	78%	96%	95%	98%	80%	> 99%	98%	*	> 99%	98%	97%	97%	> 99%	> 99%
Writing	2009	92%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
	2008	91%	98%	97%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Science	2009	78%	95%	96%	98%	*	> 99%	97%	*	> 99%	> 99%	95%	> 99%	*	*
	2008	74%	94%	96%	98%	83%	> 99%	98%	*	> 99%	96%	> 99%	90%	*	*
All Tests	2009	72%	93%	93%	97%	*	95%	98%	*	98%	97%	98%	96%	*	92%
	2008	69%	93%	92%	97%	80%	> 99%	97%	*	> 99%	97%	97%	90%	> 99%	> 99%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	98%	98%	99%	*	> 99%	> 99%	*	98%	99%	> 99%	96%	*	> 99%
Mathematics	2009	80%	95%	96%	99%	*	95%	99%	*	> 99%	98%	99%	> 99%	*	92%
Writing	2009	91%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	*	*
Science	2009	76%	94%	95%	98%	*	> 99%	97%	*	> 99%	> 99%	95%	> 99%	*	*
All Tests	2009	71%	93%	92%	97%	*	95%	98%	*	98%	97%	98%	96%	*	92%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 4
Total Students: 542
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.7%	99.6%	*	100.0%	100.0%	-	97.8%	99.3%	100.0%	100.0%	*	92.3%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	95.6%	98.2%	*	100.0%	98.0%	-	97.8%	97.3%	99.2%	82.6%	*	92.3%
Not on TAKS	7.7%	2.9%	4.0%	1.5%	*	0.0%	2.0%	-	0.0%	2.0%	0.8%	17.4%	*	0.0%
TAKS(Acc) Only	2.3%	1.1%	1.2%	1.1%	*	0.0%	1.5%	-	0.0%	1.3%	0.8%	13.0%	*	0.0%
TAKS-M Only	3.3%	0.9%	1.2%	0.0%	*	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	*	0.0%
TAKS-Alt Only	0.8%	0.4%	0.3%	0.0%	*	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	*	0.0%
Combination	1.3%	0.5%	0.9%	0.4%	*	0.0%	0.5%	-	0.0%	0.7%	0.0%	4.3%	*	0.0%
By Acct Status														
Acct System	87.3%	94.4%	92.0%	98.2%	*	95.5%	98.5%	-	97.8%	97.3%	99.2%	87.0%	*	92.3%
Non-Acct System	11.2%	4.4%	7.9%	1.5%	*	4.5%	1.5%	-	0.0%	2.0%	0.8%	13.0%	*	0.0%
Mobile	4.7%	2.2%	4.3%	0.4%	*	4.5%	0.0%	-	0.0%	0.0%	0.8%	0.0%	*	0.0%
Non-Acct Test	6.4%	2.3%	3.5%	1.1%	*	0.0%	1.5%	-	0.0%	2.0%	0.0%	13.0%	*	0.0%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	*	0.0%
Not Tested	1.5%	1.1%	0.3%	0.4%	*	0.0%	0.0%	-	2.2%	0.7%	0.0%	0.0%	*	7.7%
Absent	0.1%	0.1%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	*	0.0%
LEP Exempt	0.9%	0.8%	0.2%	0.4%	*	0.0%	0.0%	-	2.2%	0.7%	0.0%	0.0%	*	7.7%
Other	0.4%	0.2%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	*	0.0%
Hurricane Ike	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	*	0.0%
Total Count	3,132,150	7,035	315	274	4	22	203	0	45	150	124	23	3	13
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	99.6%	99.6%	100.0%	100.0%	100.0%	-	97.3%	100.0%	99.1%	97.2%	100.0%	88.9%
By Program														
TAKS (1 or more)	90.9%	95.7%	94.8%	95.7%	92.3%	94.1%	96.3%	-	94.6%	94.2%	97.4%	69.4%	85.7%	66.7%
Not on TAKS	7.5%	3.0%	4.7%	3.9%	7.7%	5.9%	3.7%	-	2.7%	5.8%	1.7%	27.8%	14.3%	22.2%
TAKS(Acc)	2.7%	1.0%	1.5%	1.6%	0.0%	0.0%	2.1%	-	0.0%	1.4%	1.7%	11.1%	0.0%	0.0%
TAKS-M Only	2.9%	1.2%	1.6%	1.2%	7.7%	5.9%	0.5%	-	0.0%	2.2%	0.0%	8.3%	14.3%	11.1%
TAKS-Alt Only	0.7%	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.2%	0.4%	0.8%	1.2%	0.0%	0.0%	1.1%	-	2.7%	2.2%	0.0%	8.3%	0.0%	11.1%
By Acct Status														
Acct System	87.1%	93.9%	90.7%	93.8%	76.9%	88.2%	95.2%	-	94.6%	95.0%	92.3%	80.6%	71.4%	77.8%
Non-Acct System	11.3%	4.7%	8.4%	5.9%	23.1%	11.8%	4.8%	-	2.7%	5.0%	6.8%	16.7%	28.6%	11.1%
Mobile	5.1%	2.4%	4.0%	3.5%	15.4%	5.9%	2.6%	-	2.7%	1.4%	6.0%	0.0%	14.3%	0.0%
Non-Acct Test	6.2%	2.3%	3.9%	2.3%	7.7%	5.9%	2.1%	-	0.0%	3.6%	0.9%	16.7%	14.3%	11.1%
Not Tested	1.6%	1.3%	0.5%	0.4%	0.0%	0.0%	0.0%	-	2.7%	0.0%	0.9%	2.8%	0.0%	11.1%
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%
LEP Exempt	0.9%	1.1%	0.3%	0.4%	0.0%	0.0%	0.0%	-	2.7%	0.0%	0.9%	2.8%	0.0%	11.1%
Other	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,075,682	7,040	320	256	13	17	189	0	37	139	117	36	7	9

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Performance

Section I - Page 6
 Total Students: 542
 Grade Span: KG - 05
 School Type: Elementary

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

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 (2011 Preview)														
2008-09	76%	94%	97%	> 99%	*	> 99%	*	*	> 99%	> 99%	> 99%	*	*	> 99%
Attendance Rate														
2007-08	95.5%	96.9%	97.0%	97.2%	95.2%	96.8%	97.2%	-	97.7%	97.3%	97.1%	97.2%	94.6%	97.4%
2006-07	95.5%	97.0%	97.0%	97.1%	98.5%	96.3%	96.9%	*	97.9%	97.1%	97.1%	97.3%	97.6%	97.9%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 542
Grade Span: KG - 05
School Type: Elementary

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

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	542	100.0%	26,586	9,915	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.6%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	1.1%	1.1%	4.2%
Kindergarten	91	16.8%	16.7%	6.8%	7.7%
Grade 1	83	15.3%	16.7%	6.6%	8.0%
Grade 2	92	17.0%	17.0%	7.2%	7.9%
Grade 3	91	16.8%	16.7%	7.9%	7.8%
Grade 4	90	16.6%	17.1%	7.7%	7.5%
Grade 5	95	17.5%	12.6%	7.8%	7.5%
Grade 6	0	0.0%	1.4%	8.0%	7.3%
Grade 7	0	0.0%	0.0%	8.2%	7.3%
Grade 8	0	0.0%	0.0%	8.1%	7.3%
Grade 9	0	0.0%	0.0%	8.3%	8.2%
Grade 10	0	0.0%	0.0%	7.5%	7.0%
Grade 11	0	0.0%	0.0%	7.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	11	2.0%	6.3%	5.4%	14.2%
Hispanic	51	9.4%	15.5%	11.6%	47.9%
White	375	69.2%	69.2%	60.4%	34.0%
Native American	0	0.0%	0.5%	0.4%	0.4%
Asian/Pac. Islander	105	19.4%	8.5%	22.2%	3.6%
Economically Disadvantaged	15	2.8%	13.9%	9.3%	56.7%
Limited English Proficient (LEP)	49	9.0%	6.3%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	0	0.0%	0.1%	0.6%	2.1%
At-Risk	144	26.6%	22.6%	22.0%	48.3%
Mobility (2007-08)	33	7.7%	10.1%	7.9%	19.8%
Number of Students per Teacher	14.2	n/a	15.5	13.6	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	3.8%	1.9%	4.7%	2.6%	25.0%	12.4%	20.8%	11.7%
Grade 1	0.0%	1.8%	1.4%	5.5%	0.0%	4.8%	10.9%	10.5%
Grade 2	0.0%	0.8%	0.9%	3.2%	0.0%	2.9%	1.5%	4.7%
Grade 3	0.0%	0.6%	0.2%	2.5%	0.0%	0.7%	2.4%	3.0%
Grade 4	0.0%	0.2%	0.3%	1.3%	0.0%	0.5%	0.0%	1.3%
Grade 5	1.4%	0.4%	0.3%	1.9%	0.0%	0.4%	0.0%	2.4%
Grade 6	-	0.3%	0.6%	0.9%	-	0.0%	0.0%	1.6%
Grade 7	-	-	0.1%	1.4%	-	-	0.0%	2.2%
Grade 8	-	-	0.1%	1.7%	-	-	1.6%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 542
 Grade Span: KG - 05
 School Type: Elementary

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

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	18.2	19.8	18.3	19.0
Grade 1	20.0	20.3	18.1	19.0
Grade 2	18.5	20.6	18.3	19.3
Grade 3	18.2	21.0	19.2	19.3
Grade 4	18.2	20.5	18.5	19.7
Grade 5	19.2	25.6	20.9	22.1
Grade 6	-	21.4	22.1	21.5
Mixed Grades	-	27.8	-	21.8
Secondary: English/Language Arts	-	36.8	19.8	19.8
Foreign Languages	-	-	21.0	21.1
Mathematics	-	?	21.8	19.6
Science	-	15.0	21.4	20.5
Social Studies	-	-	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 542
Grade Span: KG - 05
School Type: Elementary

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

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	44.5	100.0%	100.0%	100.0%	100.0%
Professional Staff:	41.5	93.3%	86.5%	78.3%	62.9%
Teachers	38.0	85.4%	74.7%	64.4%	50.7%
Professional Support	0.5	1.1%	8.4%	8.5%	8.4%
Campus Admin. (School Leader.)	3.0	6.7%	3.5%	3.7%	2.8%
Educational Aides:	3.0	6.7%	13.5%	4.9%	9.7%
Total Minority Staff:	4.0	9.0%	10.3%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.8%	1.6%	9.7%
Hispanic	3.0	7.9%	4.2%	3.3%	22.1%
White	34.0	89.5%	91.5%	93.6%	66.7%
Native American	0.0	0.0%	0.3%	0.3%	0.3%
Asian/Pacific Islander	1.0	2.6%	1.2%	1.2%	1.3%
Males	1.0	2.6%	3.9%	18.9%	22.9%
Females	37.0	97.4%	96.1%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	4.7%	4.9%	7.3%
1-5 Years Experience	12.0	31.5%	28.2%	32.1%	30.5%
6-10 Years Experience	10.0	26.3%	22.3%	22.4%	20.0%
11-20 Years Experience	9.0	23.8%	27.9%	25.9%	23.7%
Over 20 Years Experience	7.0	18.4%	16.8%	14.6%	18.6%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		11.0 yrs.	11.3 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		6.0 yrs.	7.1 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$41,989	\$45,928	\$40,372
1-5 Years Experience		\$45,927	\$43,946	\$46,527	\$42,463
6-10 Years Experience		\$47,376	\$45,562	\$47,524	\$45,035
11-20 Years Experience		\$51,825	\$49,420	\$51,898	\$49,083
Over 20 Years Experience		\$58,263	\$57,608	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$49,980	\$48,045	\$50,180	\$47,159
Professional Support		\$50,252	\$54,108	\$57,603	\$55,819
Campus Administration (School Leadership)		\$73,038	\$70,630	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):	0.0		0.5	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 542
Grade Span: KG - 05
School Type: Elementary

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

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,671,677	100.0%	\$5,486	\$2,701,509	100.0%	\$5,547	\$143,065,658	100.0%	\$5,648
Instruction (11,95)	\$2,203,184	82.5%	\$4,524	\$2,230,991	82.6%	\$4,581	\$105,592,471	73.8%	\$4,169
Instructional-Related Services (12,13)	\$48,411	1.8%	\$99	\$50,436	1.9%	\$104	\$5,922,792	4.1%	\$234
Instructional Leadership (21)	\$75,010	2.8%	\$154	\$75,010	2.8%	\$154	\$1,611,246	1.1%	\$64
School Leadership (23)	\$215,185	8.1%	\$442	\$215,185	8.0%	\$442	\$9,282,401	6.5%	\$366
Support Services-Student (31,32,33)	\$129,887	4.9%	\$267	\$129,887	4.8%	\$267	\$7,339,020	5.1%	\$290
Other Campus Costs (35,36,51,52,53)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$13,317,728	9.3%	\$526
By Program:									
Total Operating Expenditures	\$2,671,677	100.0%	\$5,486	\$2,699,484	100.0%	\$5,543	\$129,116,627	100.0%	\$5,097
Bilingual/ESL Education (25)	\$82,632	3.1%	\$170	\$82,632	3.1%	\$170	\$3,281,383	2.5%	\$130
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Accelerated Education (24,30)	\$1,925	0.1%	\$4	\$1,925	0.1%	\$4	\$5,150,086	4.0%	\$203
Gifted & Talented Education (21)	\$82,357	3.1%	\$169	\$82,357	3.1%	\$169	\$2,595,950	2.0%	\$102
Regular Education (11)	\$2,106,216	78.8%	\$4,325	\$2,133,631	79.0%	\$4,381	\$99,382,756	77.0%	\$3,924
Special Education (23)	\$398,547	14.9%	\$818	\$398,939	14.8%	\$819	\$18,705,973	14.5%	\$738
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$479	0.0%	\$0

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	44	8.1%	5.9%	7.0%	16.0%
Career & Technical Education	0	0.0%	0.0%	16.6%	21.4%
Gifted & Talented Education	78	14.4%	8.1%	22.2%	7.5%
Special Education	42	7.7%	8.1%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	1.0	2.6%	2.3%	3.2%	7.5%
Career & Technical Education	0.0	0.0%	0.0%	2.9%	3.9%
Compensatory Education	0.0	0.0%	2.9%	0.6%	3.6%
Gifted & Talented Education	1.0	2.6%	1.5%	4.2%	2.0%
Regular Education	34.0	89.4%	84.6%	65.5%	70.4%
Special Education	2.0	5.4%	8.6%	11.0%	9.7%
Other	0.0	0.0%	0.0%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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.

Team Lakeside
Going For Gold



Campus Improvement Plan
CISD DISTRICT IMPROVEMENT PLAN
2009-2010

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 13:** Ensure equitable distribution of highly qualified teachers.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.

CAMPUS SITE-BASED COMMITTEE 2008 - 09 COMMITTEE MEMBERS

**GEMA HALL
STACI CORDELL
STACIE NICHOLS
JENNIFER MCLAUGHLIN
NATALIE SMITH
JERENE RAY
KARI BONNER
DEBBIE ETHERIDGE
MAUREEN SALMON
AMANDA STONE**



COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99%	99%	99%	99%	99%	N/A	100%	100%	N/A	100%
2008-2009 Results	99%	N/A	99%	99%	N/A	100%	96%	100%	N/A	100%
Improvement Status	0%	N/A	0%	0%	N/A	N/A	-4%	0%	N/A	0%
2009-2010 Goals									N/A	

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.		
		1 Although we did very well in most areas, we do see a slight drop in the passing rate for our Special Education students. We need to evaluate how we are making testing decisions for our students with Special Needs. We also need to look at our instruction/acceleration for these students. Thinking Maps will be implemented in our CIP to address the need for more intervention.
		2
		3

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	98%	80%	98%	99%	99%	N/A	96%	90%	N/A	100%
2008-2009 Results	98%	N/A	99%	95%	N/A	92%	100%	100%	N/A	100%
Improvement Status	0%	N/A	+1%	-4%	N/A	N/A	+4%	10%	N/A	0%
2009-2010 Goals									N/A	

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Our Math scores are strong, but we do have a lower passing rate with our African American population. We need to investigate and research to determine the cause of this discrepancy. We must find ways to ensure that these students are engaged in the learning process.
		2 Our passing rate for at-risk students has increased by 10%. We need to continue providing effective interventions to our struggling students.
		3

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99%	N/A	99%	N/A	N/A	100%	100%	100%	N/A	100%
2008-2009 Results	99%	N/A	99%	99%	N/A	N/A	89%	100%	N/A	100%
Improvement Status	0%	N/A	0%	N/A	N/A	N/A	-11%	0%	N/A	0%
2009-2010 Goals									N/A	

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 In writing, we are seeing percentage drops across the board. We will increase the use of Thinking Maps in regards to the writing process.
		2
		3

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	98%	83%	98%	99%	N/A	N/A	100%	100%	N/A	100%
2008-2009 Results	98%	N/A	97%	99%	N/A	N/A	100%	100%	N/A	100%
Improvement Status	0%	N/A	-1%	0%	N/A	N/A	0%	0%	N/A	0%
2009-2010 Goals									N/A	

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Our Science scores have remained consistent for the most part. There is a lower passing rate with our African American population which needs to be addressed.
		2
		3

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008-2009 Results	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Improvement Status	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2009-2010 Goals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.		
		1 N/A
		2
		3

		Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources
		95.5% - Overall, our attendance rate is good. We will continue to send letters and make phone calls to parents when their child is regularly tardy and/or absent. Unexcused absences will be utilized more so at the elementary level this next year as well.

		Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources
		N/A

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources
		We had a total of 5 students (4 students in kinder and 1 student in 1 st grade) who were retained for the 09-10 school year. This is not quite 1% of our student population. This is evidence that early intervention is working and that we need to continue to utilize highly effective instruction to ensure student achievement.

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of staff development, Eduphoria, walkthroughs, faculty meeting summary notes							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS report, CBA's, TAKS Summary Reports, etc.	Train campus staff to utilize Thinking Maps in all subject areas as a natural part of daily instruction.	All	Campus administration Teachers	August 2009	June 2010	Campus/District Thinking Maps trainers Time allotted at faculty meetings for training Engaging the Future Grant	Faculty meeting agendas Staff sign in sheets	
Writing folder reviews Team leader meetings Grade level meetings Faculty meetings	Develop and promote a year 1 implementation plan for Thinking Maps school-wide.	All	Campus Administration Team Leaders Teachers	August 2009	June 2010	Thinking Maps training manual Campus/District Thinking Maps trainers Site-visits to "Thinking Campuses" Engaging the Future Grant	Announcement scripts Displayed thinking maps Teacher lesson plans	
AEIS Report, TAKS Summary Reports Faculty Feedback	Implement a full inclusion model for our English as Second Language (ESL) learners.	ESL Students	Campus Admin ESL Facilitator	August 2009	June 2010	ESL Facilitators ESL Certified Teachers	Lesson Plans Schedules	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of staff development, Eduphoria, walkthroughs, faculty meeting summary notes							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Faculty/Parent Feedback	Continue to research the benefits of standards-based reporting.	Grades K-5	Campus Administration Teachers	August 2009	June 2010	District /Campus Administration Articles/books regarding standards-based District standards-based committee members	Meeting agendas KWL charts Staff Thinking Maps Article/Book reflections	
AEIS Report, TAKS Summary Reports, CBA's	Develop a myriad of resources to support Rtl interventions.	All	Campus Admin Rtl Specialist PST Team Teachers	August 2009	June 2010	Curriculum Dept Books, manuals, websites Rtl Specialists	PST meeting minutes, intervention plans	
AEIS Report	Develop a consistent progress monitoring system for Rtl process	All	Campus Admin Rtl Specialist PST Team Teachers	August 2009	June 2010	Campus Admin Curriculum Dept. Rtl Specialist	Progress Monitoring Assessment Data, PST Meeting Minutes	
AEIS Report, Campus Feedback	Implement a campus-wide vocabulary program focusing on one word per week.	All	Campus Admin Teachers	September 2009	June 2010	Campus Admin Lakeside Live	Lakeside Live Scripts Lesson Plans	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Communicate with parents and other stakeholders using campus and teacher websites, newsletters and blogs							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent/Teacher Feedback	Conduct brown bag luncheons with parents to communicate standards-based reporting.	Grades 4-5	Campus Administration	Jan 2010	June 2010	Campus Administration Standards-based reporting tools	Luncheon agendas/sign in sheets	
Parent /Teacher Feedback	Communicate with parents at Curriculum Night to inform them of Performance Series assessments.	Grades 2-5	Grades 2-5 Teachers	September 2009	September 2010	District Administration Campus Administration	Copy of written communication	
Parent/Teacher Feedback	Communicate standards-based reporting via district video.	Grades K-3	K-3 Teachers	September 2009	September 2009	District Video Teachers Curriculum Night	Curriculum Night Agenda	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback, AEIS Data	Utilizing Professional Learning Communities (PLC's), conduct various book studies to increase staff awareness and knowledge level of 21 st century best practices such as Thinking Maps, standards-based reporting, student engagement, etc.	All	Campus Administration Team Leaders Teachers	August 2009	June 2010	Books (<u>Draw Your Thinking, Show Your Thinking, Map Your Thinking</u> , etc.) District/Campus Administration Engaging the Future Grant	PLC planning documentation PLC meeting agendas or minutes PDAS Evaluations	
Campus Feedback	Develop specific campus committees (Curriculum, Character, and Technology) to address each strategy of the district Strategic Plan as it applies to the 21 st century learner.	All	Campus Administration Committee Members	August 2009	June 2010	Strategic Plan Campus/District Administration	Meeting Agendas Meeting Reflections	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Lesson plans showing real world experience and service learning							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report, TAKS Data, Campus Feedback	Embed the utilization of visual representation through Thinking Maps in daily classroom instruction.	All	Campus Admin Teachers Thinking Maps Trainers	August 2009	June 2010	Thinking Maps Trainer Engaging the Future Grant	Lesson Plans Classroom Displays	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 8:	Expand the Career and Technology programs to increase opportunities to all CISD students.							
Summative Evaluation:								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Staff & Community Input	Initiate a Career Day in each grade level.	All	Team Leaders Teachers Counselor	September 2009	June 2010	Lakeside Parents	Lesson Plans	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 9:	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
Summative Evaluation:	The GT program reflects an array of learning opportunities for the gifted and talented students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
2009 Program Evaluation	Increase opportunities for students to complete independent projects	GT	GT specialist GT Cluster teachers	June 2009	July 2010	GT specialist GT Cluster teachers	Work samples	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 13:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates	Create a culture that encourages teacher retention	All	Assistant Superintendent of Curriculum and Instruction and Executive Director of HR	July 2009	June 2010	Campus Administrators, SFSF (\$227,113 – salaries for 4 teachers)	Teacher Retention Rates	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Demonstration of character traits by Lakeside Students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Research and compile list of resources and recommendations for best practices of character education	All	Counselor	June 2009	July 2010	Director of counselors Books/Articles regarding best practices of character education	Posting of list on campus website	
Campus Feedback	Brainstorm a list of character traits based on Ron Clark's Essential 55 and post school-wide.	All	Counselor Team Leaders	September 2009	June 2010	Ron Clark's Essential 55	Posters displayed	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 2:	Embed Character Education within the CISD Curriculum in order to reach all students.							
Summative Evaluation:	Documentation of character education program							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus and Community Feedback	Integrate character education into existing school practices	All	All faculty and staff	June 2009	July 2010	Counselor Announcements Assemblies	Lesson plans Assembly agendas	

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Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 3:	Create a culture where positive character qualities are demonstrated daily.							
Summative Evaluation:	Lakeside Website							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Review existing and required campus committees and programs	All	Campus administration	June 2009	July 2010	Faculty	Goals of committees	
Campus Feedback	Develop and maintain campus character website (www.coppelcares.com)	All	Counselor I-Team	August 2009	June 2010	Student committee Website	website	
Discipline referrals Anecdotal campus reports	Increase the effectiveness of bullying and antidrug programs	All	Counselor	June 2009	July 2010	SRO Counselor	Discipline referrals Anecdotal campus reports	
Campus Feedback	Review character traits through Essential 55 on the morning announcements	All	Counselor	August 2009	June 2010	Ron Clark's Essential 55 Counselor	Announcements	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 4:	Focus integration of service learning into curriculum as a means of authentic character development.							
Summative Evaluation:	Post program assessment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Develop a method of display for current service learning projects occurring throughout the campus.	All	Teachers Service Learning Campus Reps	September 2009	June 2010	Service Learning Campus Reps	Displayed materials Pictures	
Campus Feedback	Conduct 1 additional service learning project per year involving multiple grade levels	All	Teachers Service Learning Campus Reps	September 2009	June 2010	Service Learning Campus Reps	Documented hours of project	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21 st Century technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Train staff on the use of IPODs and how they can be implemented in the classroom.	All	I-Team	September 2009	June 2010	I-Team Campus Admin IPod Carts	Lesson Plans Training sign-in sheets	
Campus Feedback	Provide training on Smart Boards and the various ways they can be utilized in classroom instruction.	All	I-Team	September 2009	June 2010	I-Team Smart Boards	Lesson Plans Training sign-in sheets	
AEIS Data, Campus Feedback	Implement the use of Smart Boards with at-risk students.	At-Risk Students	I-Team Admin	September 2009	June 2010	I-Team Smart Boards State Comp Ed Funds \$1402.31	Lesson Plans Walk-Throughs	

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAIATION 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 EMPLOYEE / VOLUNTEER	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED 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 NEGLIGENCE HOMICIDE	0
TOTAL	Student Violent and Criminal Incidents for the 2008-2009 School Year	0

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: MOCKINGBIRD EL

Campus #: 057922105

2009 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 546
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2009 Standard														
Grade 3 (English) First Administration Only														
Reading	2009	90%	> 99%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	89%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
Mathematics	2009	86%	97%	94%	97%	*	85%	98%	*	> 99%	98%	95%	> 99%	71%
	2008	85%	96%	95%	95%	*	> 99%	96%	*	93%	97%	93%	*	92%
All Tests	2009	82%	97%	93%	97%	*	85%	98%	*	> 99%	98%	95%	> 99%	71%
	2008	80%	95%	93%	95%	*	> 99%	96%	*	93%	97%	93%	> 99%	92%
TAKS Met 2009 Standard														
Grade 4 (English)														
Reading	2009	86%	97%	96%	97%	*	93%	> 99%	*	> 99%	97%	98%	*	71%
	2008	85%	97%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*
Mathematics	2009	88%	96%	97%	99%	*	> 99%	98%	*	> 99%	> 99%	98%	*	> 99%
	2008	87%	97%	96%	99%	*	> 99%	> 99%	*	> 99%	97%	> 99%	*	*
Writing	2009	92%	99%	98%	99%	*	> 99%	98%	*	> 99%	> 99%	98%	*	> 99%
	2008	93%	98%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*
All Tests	2009	78%	94%	91%	96%	*	93%	98%	*	> 99%	97%	95%	*	71%
	2008	77%	95%	93%	99%	*	> 99%	> 99%	*	> 99%	97%	> 99%	*	*
TAKS Met 2009 Standard														
Grade 5 (English) First Administration Only														
Reading	2009	85%	97%	95%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
	2008	85%	98%	97%	95%	63%	> 99%	97%	*	> 99%	96%	94%	71%	82%
Mathematics	2009	86%	95%	95%	97%	> 99%	86%	> 99%	*	95%	98%	96%	*	90%
	2008	86%	97%	97%	96%	57%	> 99%	98%	*	> 99%	93%	98%	> 99%	73%
@ Science	2009	85%	97%	94%	98%	> 99%	> 99%	> 99%	*	90%	98%	98%	> 99%	> 99%
	2008	82%	96%	95%	91%	71%	86%	97%	*	89%	96%	87%	67%	82%
@ All Tests	2009	73%	92%	88%	95%	> 99%	86%	> 99%	*	86%	96%	94%	> 99%	90%
	2008	72%	93%	90%	87%	38%	86%	95%	*	89%	89%	86%	63%	64%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 2
Total Students: 546
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009	91%	99%	97%	99%	91%	98%	> 99%	*	> 99%	99%	99%	> 99%	92%	> 99%
	2008	91%	99%	98%	99%	80%	> 99%	> 99%	*	> 99%	99%	99%	92%	93%	> 99%
Mathematics	2009	82%	96%	97%	98%	> 99%	95%	99%	*	> 99%	99%	98%	> 99%	92%	83%
	2008	80%	97%	96%	97%	71%	> 99%	99%	*	98%	97%	97%	> 99%	85%	94%
Writing	2009	93%	99%	98%	99%	*	> 99%	98%	*	> 99%	> 99%	98%	*	> 99%	*
	2008	93%	99%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	*	*
Science	2009	78%	95%	94%	98%	> 99%	> 99%	> 99%	*	90%	98%	98%	> 99%	> 99%	*
	2008	74%	94%	95%	91%	71%	86%	97%	*	89%	96%	87%	67%	82%	*
All Tests	2009	74%	94%	93%	97%	91%	93%	99%	*	97%	98%	96%	> 99%	83%	83%
	2008	72%	94%	92%	94%	53%	97%	97%	*	93%	95%	93%	79%	78%	88%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDE SELECTED TAKS(Accommodated))															
Reading/ELA	2009	96%	> 99%	99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
Mathematics	2009	89%	98%	98%	99%	> 99%	95%	99%	*	> 99%	99%	99%	> 99%	92%	83%
Writing	2009	97%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	*
Science	2009	83%	97%	96%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
All Tests	2009	84%	97%	97%	99%	> 99%	95%	99%	*	> 99%	99%	99%	> 99%	92%	83%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	34%	64%	53%	70%	36%	59%	77%	*	68%	70%	71%	50%	50%	25%
	2008	34%	64%	52%	58%	20%	53%	64%	*	57%	50%	65%	23%	26%	38%
Mathematics	2009	31%	65%	59%	73%	64%	54%	76%	*	79%	79%	67%	78%	58%	50%
	2008	28%	61%	52%	63%	14%	47%	69%	*	75%	71%	57%	60%	37%	38%
Writing	2009	34%	64%	46%	75%	*	69%	79%	*	71%	68%	80%	*	71%	*
	2008	33%	63%	48%	64%	*	40%	67%	*	82%	61%	67%	*	*	*
Science	2009	26%	51%	59%	60%	17%	43%	67%	*	65%	54%	65%	50%	30%	*
	2008	22%	47%	57%	57%	14%	43%	63%	*	61%	59%	54%	33%	27%	*
All Tests	2009	16%	42%	36%	53%	18%	41%	56%	*	60%	55%	51%	46%	38%	25%
	2008	15%	40%	31%	38%	13%	19%	43%	*	45%	34%	41%	14%	15%	13%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 3
Total Students: 546
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	98%	96%	99%	91%	98%	> 99%	*	> 99%	99%	99%	> 99%	92%	> 99%
	2008	86%	98%	97%	98%	80%	> 99%	99%	*	> 99%	98%	99%	89%	93%	> 99%
Mathematics	2009	80%	96%	95%	98%	> 99%	95%	98%	*	> 99%	98%	98%	92%	92%	83%
	2008	78%	96%	95%	97%	71%	> 99%	99%	*	98%	97%	97%	> 99%	85%	94%
Writing	2009	92%	99%	97%	99%	*	> 99%	98%	*	> 99%	> 99%	98%	*	> 99%	*
	2008	91%	98%	98%	99%	*	> 99%	98%	*	> 99%	97%	> 99%	*	*	*
Science	2009	78%	95%	94%	98%	> 99%	> 99%	> 99%	*	90%	98%	98%	> 99%	> 99%	*
	2008	74%	94%	95%	91%	71%	86%	97%	*	89%	96%	87%	67%	82%	*
All Tests	2009	72%	93%	91%	97%	91%	93%	98%	*	97%	97%	96%	92%	83%	83%
	2008	69%	93%	91%	93%	53%	97%	96%	*	93%	93%	93%	72%	78%	88%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	98%	96%	99%	91%	98%	> 99%	*	> 99%	99%	99%	> 99%	92%	> 99%
Mathematics	2009	80%	95%	95%	98%	> 99%	95%	98%	*	> 99%	98%	98%	92%	92%	83%
Writing	2009	91%	99%	97%	99%	*	> 99%	98%	*	> 99%	> 99%	98%	*	> 99%	*
Science	2009	76%	94%	93%	98%	> 99%	> 99%	> 99%	*	90%	98%	98%	> 99%	> 99%	*
All Tests	2009	71%	93%	90%	97%	91%	93%	98%	*	97%	97%	96%	92%	83%	83%
TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)															
All Tests	2009	84%	85%	89%	> 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
2008-09 Campus Performance

Section I - Page 4
Total Students: 546
Grade Span: KG - 05
School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.6%	98.3%	100.0%	100.0%	99.3%	-	95.2%	97.9%	98.6%	100.0%	92.3%	75.0%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	93.6%	95.8%	100.0%	100.0%	95.3%	-	94.0%	94.4%	97.3%	58.8%	92.3%	75.0%
Not on TAKS	7.7%	2.9%	5.4%	2.4%	0.0%	0.0%	4.0%	-	1.2%	3.5%	1.4%	41.2%	0.0%	0.0%
TAKS(Acc) Only	2.3%	1.1%	1.7%	1.0%	0.0%	0.0%	2.0%	-	0.0%	2.1%	0.0%	17.6%	0.0%	0.0%
TAKS-M Only	3.3%	0.9%	1.8%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
TAKS-Alt Only	0.8%	0.4%	0.0%	1.4%	0.0%	0.0%	2.0%	-	1.2%	1.4%	1.4%	23.5%	0.0%	0.0%
Combination	1.3%	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	87.3%	94.4%	89.6%	93.1%	84.6%	95.3%	96.6%	-	86.7%	93.0%	93.2%	76.5%	92.3%	60.0%
Non-Acct System	11.2%	4.4%	9.7%	5.2%	15.4%	4.7%	2.7%	-	8.4%	4.9%	5.5%	23.5%	0.0%	15.0%
Mobile	4.7%	2.2%	4.2%	3.8%	15.4%	4.7%	0.7%	-	7.2%	3.5%	4.1%	0.0%	0.0%	15.0%
Non-Acct Test	6.4%	2.3%	4.8%	1.4%	0.0%	0.0%	2.0%	-	1.2%	1.4%	1.4%	23.5%	0.0%	0.0%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.5%	1.1%	0.5%	1.7%	0.0%	0.0%	0.7%	-	4.8%	2.1%	1.4%	0.0%	7.7%	25.0%
Absent	0.1%	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	0.9%	0.8%	0.3%	1.7%	0.0%	0.0%	0.7%	-	4.8%	2.1%	1.4%	0.0%	7.7%	25.0%
Other	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%
Hurricane Ike	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	3,132,150	7,035	334	288	13	43	149	0	83	142	146	17	26	20
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	99.5%	97.8%	100.0%	100.0%	99.4%	*	90.6%	97.6%	97.9%	100.0%	93.3%	73.9%
By Program														
TAKS (1 or more)	90.9%	95.7%	94.9%	95.9%	100.0%	100.0%	96.4%	*	90.6%	93.7%	97.9%	73.7%	93.3%	73.9%
Not on TAKS	7.5%	3.0%	4.6%	1.8%	0.0%	0.0%	3.0%	*	0.0%	3.9%	0.0%	26.3%	0.0%	0.0%
TAKS(Acc)	2.7%	1.0%	1.2%	1.1%	0.0%	0.0%	1.8%	*	0.0%	2.4%	0.0%	15.8%	0.0%	0.0%
TAKS-M Only	2.9%	1.2%	1.6%	0.4%	0.0%	0.0%	0.6%	*	0.0%	0.8%	0.0%	5.3%	0.0%	0.0%
TAKS-Alt Only	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.2%	0.4%	1.0%	0.4%	0.0%	0.0%	0.6%	*	0.0%	0.8%	0.0%	5.3%	0.0%	0.0%
By Acct Status														
Acct System	87.1%	93.9%	90.7%	92.3%	100.0%	97.0%	93.5%	*	83.0%	89.8%	94.4%	73.7%	90.0%	69.6%
Non-Acct System	11.3%	4.7%	8.5%	5.5%	0.0%	3.0%	6.0%	*	7.5%	7.9%	3.5%	26.3%	3.3%	4.3%
Mobile	5.1%	2.4%	4.1%	4.1%	0.0%	3.0%	3.6%	*	7.5%	4.7%	3.5%	5.3%	3.3%	4.3%
Non-Acct Test	6.2%	2.3%	3.5%	1.5%	0.0%	0.0%	2.4%	*	0.0%	3.1%	0.0%	21.1%	0.0%	0.0%
Not Tested	1.6%	1.3%	0.5%	2.2%	0.0%	0.0%	0.6%	*	9.4%	2.4%	2.1%	0.0%	6.7%	26.1%
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%
LEP Exempt	0.9%	1.1%	0.3%	1.8%	0.0%	0.0%	0.0%	*	9.4%	2.4%	1.4%	0.0%	6.7%	21.7%
Other	0.5%	0.2%	0.0%	0.4%	0.0%	0.0%	0.6%	*	0.0%	0.0%	0.7%	0.0%	0.0%	4.3%
Total Count	3,075,682	7,040	325	271	15	33	168	2	53	127	144	19	30	23

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 5
Total Students: 546
Grade Span: KG - 05
School Type: Elementary

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

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) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA	2009	49%	70%	56%	*	*	*	*	*	*	*	*	*	*
	2008	53%	80%	67%	67%	*	*	*	*	*	*	*	*	*
Mathematics	2009	37%	52%	51%	83%	*	*	*	*	*	*	*	*	*
	2008	36%	54%	60%	67%	*	*	*	*	*	*	*	*	*
Average TGI Growth														
Reading/ELA	2009	0.52	1.00	0.87	*	*	*	*	*	*	*	*	*	*
	2008	0.58	1.08	1.03	1.16	*	*	*	*	*	*	*	*	*
Mathematics	2009	0.38	0.51	0.55	1.15	*	*	*	*	*	*	*	*	*
	2008	0.34	0.76	0.73	0.67	*	*	*	*	*	*	*	*	*
Student Success Initiative														
Grade 3 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	10%	1%	3%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%	< 1%	< 1%	< 1%
	2008	12%	1%	3%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%	< 1%	< 1%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	94%	> 99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	94%	> 99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	16%	3%	6%	< 1%	< 1%	< 1%	< 1%	*	< 1%	< 1%	< 1%	*	< 1%
	2008	15%	2%	4%	5%	38%	< 1%	3%	*	< 1%	4%	6%	29%	18%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	91%	99%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
	2008	92%	99%	> 99%	97%	63%	> 99%	> 99%	*	> 99%	98%	96%	86%	82%
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	15%	5%	6%	3%	< 1%	14%	< 1%	*	5%	2%	4%	*	10%
	2008	15%	3%	4%	7%	43%	14%	3%	*	< 1%	7%	7%	< 1%	27%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	92%	98%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
	2008	91%	99%	99%	98%	71%	> 99%	> 99%	*	> 99%	98%	98%	> 99%	82%
English Language Learners Progress Measure (2011 Preview)														
	2008-09	76%	94%	94%	95%	*	90%	> 99%	*	96%	91%	> 99%	*	78%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Performance

Section I - Page 6
 Total Students: 546
 Grade Span: KG - 05
 School Type: Elementary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Attendance Rate														
2007-08	95.5%	96.9%	96.9%	97.0%	97.1%	97.1%	96.9%	*	96.9%	96.9%	97.0%	96.1%	96.4%	97.3%
2006-07	95.5%	97.0%	97.0%	97.2%	97.0%	97.0%	97.2%	*	97.4%	97.2%	97.1%	97.1%	96.8%	96.9%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 546
Grade Span: KG - 05
School Type: Elementary

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

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	546	100.0%	27,864	9,915	4,728,204
Students By Grade: Early Childhood Education	0	0.0%	0.6%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	2.6%	1.1%	4.2%
Kindergarten	80	14.7%	15.7%	6.8%	7.7%
Grade 1	80	14.7%	16.0%	6.6%	8.0%
Grade 2	98	17.9%	16.4%	7.2%	7.9%
Grade 3	105	19.2%	16.8%	7.9%	7.8%
Grade 4	83	15.2%	16.4%	7.7%	7.5%
Grade 5	100	18.3%	14.6%	7.8%	7.5%
Grade 6	0	0.0%	0.7%	8.0%	7.3%
Grade 7	0	0.0%	0.0%	8.2%	7.3%
Grade 8	0	0.0%	0.0%	8.1%	7.3%
Grade 9	0	0.0%	0.0%	8.3%	8.2%
Grade 10	0	0.0%	0.0%	7.5%	7.0%
Grade 11	0	0.0%	0.0%	7.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution: African American	22	4.0%	9.7%	5.4%	14.2%
Hispanic	72	13.2%	28.7%	11.6%	47.9%
White	281	51.5%	51.3%	60.4%	34.0%
Native American	1	0.2%	0.4%	0.4%	0.4%
Asian/Pac. Islander	170	31.1%	9.9%	22.2%	3.6%
Economically Disadvantaged	55	10.1%	25.9%	9.3%	56.7%
Limited English Proficient (LEP)	64	11.7%	11.3%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	0	0.0%	0.1%	0.6%	2.1%
At-Risk	138	25.3%	27.4%	22.0%	48.3%
Mobility (2007-08)	37	8.0%	12.1%	7.9%	19.8%
Number of Students per Teacher	14.7	n/a	15.5	13.6	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	7.4%	2.5%	4.7%	2.6%	25.0%	10.7%	20.8%	11.7%
Grade 1	0.0%	2.2%	1.4%	5.5%	12.5%	6.5%	10.9%	10.5%
Grade 2	0.0%	1.3%	0.9%	3.2%	0.0%	4.3%	1.5%	4.7%
Grade 3	0.0%	0.8%	0.2%	2.5%	0.0%	1.6%	2.4%	3.0%
Grade 4	0.0%	0.6%	0.3%	1.3%	0.0%	0.9%	0.0%	1.3%
Grade 5	0.0%	0.3%	0.3%	1.9%	0.0%	1.3%	0.0%	2.4%
Grade 6	-	0.5%	0.6%	0.9%	-	0.0%	0.0%	1.6%
Grade 7	-	0.0%	0.1%	1.4%	-	-	0.0%	2.2%
Grade 8	-	0.0%	0.1%	1.7%	-	0.0%	1.6%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 546
 Grade Span: KG - 05
 School Type: Elementary

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

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	20.0	20.0	18.3	19.0
Grade 1	19.8	19.7	18.1	19.0
Grade 2	19.5	20.2	18.3	19.3
Grade 3	21.0	20.9	19.2	19.3
Grade 4	17.2	20.4	18.5	19.7
Grade 5	24.9	23.6	20.9	22.1
Grade 6	-	20.3	22.1	21.5
Mixed Grades	-	27.6	-	21.8
Secondary: English/Language Arts	-	11.0	19.8	19.8
Foreign Languages	-	-	21.0	21.1
Mathematics	-	11.0	21.8	19.6
Science	-	11.0	21.4	20.5
Social Studies	-	11.0	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 546
Grade Span: KG - 05
School Type: Elementary

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

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	44.7	100.0%	100.0%	100.0%	100.0%
Professional Staff:	41.7	93.3%	86.7%	78.3%	62.9%
Teachers	37.2	83.2%	75.2%	64.4%	50.7%
Professional Support	2.5	5.6%	7.9%	8.5%	8.4%
Campus Admin. (School Leader.)	2.0	4.5%	3.7%	3.7%	2.8%
Educational Aides:	3.0	6.7%	13.3%	4.9%	9.7%
Total Minority Staff:	0.0	0.0%	14.6%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.8%	1.6%	9.7%
Hispanic	0.0	0.0%	7.9%	3.3%	22.1%
White	37.2	100.0%	88.0%	93.6%	66.7%
Native American	0.0	0.0%	0.1%	0.3%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.3%	1.2%	1.3%
Males	2.0	5.4%	4.8%	18.9%	22.9%
Females	35.2	94.6%	95.2%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	4.3%	4.9%	7.3%
1-5 Years Experience	8.0	21.5%	28.7%	32.1%	30.5%
6-10 Years Experience	7.0	18.8%	23.6%	22.4%	20.0%
11-20 Years Experience	16.6	44.6%	25.6%	25.9%	23.7%
Over 20 Years Experience	5.6	15.0%	17.9%	14.6%	18.6%
			Campus	District	State
Average Years Experience of Teachers:		13.3 yrs.	11.4 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		6.5 yrs.	6.9 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$42,061	\$45,928	\$40,372
1-5 Years Experience		\$46,509	\$44,360	\$46,527	\$42,463
6-10 Years Experience		\$47,159	\$46,867	\$47,524	\$45,035
11-20 Years Experience		\$51,890	\$50,336	\$51,898	\$49,083
Over 20 Years Experience		\$59,727	\$58,669	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$51,018	\$48,939	\$50,180	\$47,159
Professional Support		\$56,441	\$53,541	\$57,603	\$55,819
Campus Administration (School Leadership)		\$74,845	\$71,550	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	1.1	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 546
Grade Span: KG - 05
School Type: Elementary

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

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,854,342	100.0%	\$5,709	\$2,941,291	100.0%	\$5,883	\$156,662,489	100.0%	\$5,690
Instruction (11,95)	\$2,357,037	82.6%	\$4,714	\$2,440,874	83.0%	\$4,882	\$117,974,808	75.3%	\$4,285
Instructional-Related Services (12,13)	\$86,434	3.0%	\$173	\$89,546	3.0%	\$179	\$6,194,308	4.0%	\$225
Instructional Leadership (21)	\$77,270	2.7%	\$155	\$77,270	2.6%	\$155	\$2,090,084	1.3%	\$76
School Leadership (23)	\$208,857	7.3%	\$418	\$208,857	7.1%	\$418	\$10,453,138	6.7%	\$380
Support Services-Student (31,32,33)	\$124,674	4.4%	\$249	\$124,674	4.2%	\$249	\$8,206,859	5.2%	\$298
Other Campus Costs (35,36,51,52,53)	\$70	0.0%	\$0	\$70	0.0%	\$0	\$11,743,292	7.5%	\$427
By Program:									
Total Operating Expenditures	\$2,854,272	100.0%	\$5,709	\$2,938,565	100.0%	\$5,877	\$144,131,481	100.0%	\$5,235
Bilingual/ESL Education (25)	\$111,031	3.9%	\$222	\$111,031	3.8%	\$222	\$6,365,494	4.4%	\$231
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$11,542	0.0%	\$0
Accelerated Education (24,30)	\$6,119	0.2%	\$12	\$19,502	0.7%	\$39	\$6,166,579	4.3%	\$224
Gifted & Talented Education (21)	\$83,140	2.9%	\$166	\$83,140	2.8%	\$166	\$1,859,304	1.3%	\$68
Regular Education (11)	\$2,227,208	78.0%	\$4,454	\$2,298,063	78.2%	\$4,596	\$107,392,183	74.5%	\$3,901
Special Education (23)	\$426,774	15.0%	\$854	\$426,829	14.5%	\$854	\$22,336,379	15.5%	\$811
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	63	11.5%	10.4%	7.0%	16.0%
Career & Technical Education	0	0.0%	0.1%	16.6%	21.4%
Gifted & Talented Education	96	17.6%	7.4%	22.2%	7.5%
Special Education	36	6.6%	8.1%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	0.7	2.0%	4.4%	3.2%	7.5%
Career & Technical Education	0.0	0.0%	0.0%	2.9%	3.9%
Compensatory Education	0.0	0.0%	2.3%	0.6%	3.6%
Gifted & Talented Education	1.0	2.7%	0.8%	4.2%	2.0%
Regular Education	32.0	86.1%	83.4%	65.5%	70.4%
Special Education	3.4	9.2%	9.0%	11.0%	9.7%
Other	0.0	0.0%	0.0%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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.



MOCKINGBIRD ELEMENTARY
CAMPUS IMPROVEMENT PLAN
2009- 2010

PAM MITCHELL
PRINCIPAL

CISD MISSION STATEMENT:

The mission of the Coppel Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

MOCKINGBIRD ELEMENTARY'S CAMPUS IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: WE WILL EFFECTIVELY DELIVER A RIGOROUS AND RELEVANT CURRICULUM USING TECHNOLOGY, ASSESSMENT DATA AND OTHER EFFECTIVE INSTRUCTIONAL STRATEGIES TO ENGAGE ALL LEARNERS IN MEANINGFUL LEARNING EXPERIENCES.

- **Performance Objective 1:** Align the written, taught, and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district.
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets.
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards.
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services.
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 13:** Ensure equitable distribution of highly qualified teachers.

STRATEGIC OBJECTIVE/GOAL 2: WE WILL IDENTIFY THE CISD CHARACTER TRAITS TO BE INTEGRATED THROUGHOUT THE DISTRICT AND DEVELOP MEANS TO ASSESS STUDENT DEMONSTRATION OF THOSE TRAITS.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: WE WILL INCREASE EFFICIENCY IN THE DISTRICT OPERATIONS AND EDUCATIONAL DELIVERY SYSTEM THROUGH THE USE OF TECHNOLOGY, AND FURTHER DEVELOP BUSINESS AND COMMUNITY PARTNERSHIPS IN ORDER TO BEST ACHIEVE OUR MISSION AND OBJECTIVES.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.

**CAMPUS SITE-BASED COMMITTEE
2009-2010 COMMITTEE MEMBERS**

**PAM MITCHELL, PRINCIPAL
DEBBIE YOUNGS, ASSISTANT PRINCIPAL
JILL HALTOM, DIRECTOR OF ELA/READING
JONI TAYLOR, KINDERGARTEN
MARIE SUMRALL, FIRST GRADE
LISA RUTH, SECOND GRADE
CARLA LASATER, THIRD GRADE
CRYSTAL WHEATLEY, FOURTH GRADE
CHELSEA HAWKINS, FIFTH GRADE
TERESE KITTS, ART
KAYLEA SCHULTZ, PARENT
JESSICA VEGA, PARENT
BILL HIGHTOWER, COMMUNITY MEMBER**



COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	97.7	80	98.6	100	95.8	94.1	88.9	91.1	NA	100
2008-2009 Results	99.3	92.4	100	97.7	91.7	100	100	98	NA	100
Improvement Status	+1.6	+12.4	+1.4	-2.3	-4.1	+5.9	+11.1	+6.9	NA	0
2009-2010 Goals	99.5	93	100	99	95	100	100	98	NA	100

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Continue to close the gap between African American students and Economically Disadvantaged students.
		2. Increase efforts with Hispanic and Economically Disadvantaged populations.
		3. Celebrate the significant gains in African-American, SPED, LEP, and At-Risk categories.

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	96.1	66.7	97.7	100	85	94.1	82.4	85.7	NA	100
2008-2009 Results	97.1	100	98.2	90.7	83.3	80	92.3	88.2	NA	100
Improvement Status	+1	+33.3	+0.5	-9.3	-1.7	-14.1	+9.9	+2.5	NA	0
2009-2010 Goals	98	100	99	95	85	94	92	89	NA	100

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Continue to work on closing the gap for the Hispanic, Economically Disadvantaged, LEP, and At-Risk students.
		2. Celebrate gains made by our African-American population, along with commendable gains in our SPED and At-Risk categories.
		3. Although we are increasing efforts in all areas, we are seeing more gains in reading than math.

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99	100	98.4	100	100	100	80	88	NA	100
2008-2009 Results	99	100	98	100	100	100	100	93	NA	100
Improvement Status	0	0	-0.4	0	0	0	+20	+5	NA	0
2009-2010 Goals	99	100	99	100	100	100	100	95	NA	100

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Continue to work toward closing the gap for our At-Risk population.
		2. Impressive SPED gains.

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	92	71	95.1	86	83	NA	67	77	NA	97
2008-2009 Results	97	100	96.1	100	100	100	100	100	NA	100
Improvement Status	+5	+29	+1	+14	+17	NA	+33	+23	NA	+3
2009-2010 Goals	98	100	97	100	100	100	100	100	NA	100

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Mockingbird has made tremendous gains in all populations, with the greatest being in SPED, African-American, and At-Risk.
		2. Of the given populations, the White and GT populations were already had high percentages, which accounts for the limited improvement status in these populations.

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2008-2009 Results	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Improvement Status	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2009-2010 Goals	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.		
		1. NA
		2. NA
		3. NA

		Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources
	97%	<ol style="list-style-type: none"> 1. The first round of attendance letters went to students in October who were approaching and/or beyond the state's 90% rule as of October 13, 2008. 2. The second attendance letter was sent to all students throughout the year as they approached the 18th day of absence, per the state's 90% rule. 3. Parent conferences, both in person and on the phone, were conducted to explain the state's attendance laws and the importance of having the student in school. 4. A student name was sent to the Director of Student Services after the child had missed too many days, per the 90% rule. 5. At the end of the year, six students had missed more than 90% of the days in school. Four of those were due to health reasons (multiple surgeries, Leukemia, and heart conditions). One of the remaining two had only one unexcused absence, and the other child had only two unexcused absences. Since CISD does not address attendance issues until there are 10 unexcused absences, per the documents sent by Debra Hart, I felt comfortable in our attendance issues this year.

		Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources
		NA

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources
		<p>Four children were retained in kindergarten for not meeting grade level standards. Parents, the teacher, counselor and administrators were in agreement.</p> <p>One student was retained in first grade for not meeting grade level standards.</p> <p>All five children are in the Rtl process.</p>

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Performance Objective 1:	Align the written, taught, and assessed curriculum.							
Summative Evaluation:	Unit plans, lesson plans on Forethought, Performance Series Data, 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 and discussions	Create Project/Problem Based Learning (PBL) projects in a draft form to align with curriculum documents to be implemented in 2010-2011.	All	Campus administrators, instructional staff	August 2009	June 2010	District PBL Leadership Team, PBL practice resources by authors such as Barbara Levin, Linda Torp, etc., local funding, Title I funding	Curriculum unit plans, instructional snapshots, lesson plans, PBL drafts	Walkthrough forms, Forethought lesson plans
Campus observations and discussions, discussions with staff at New Tech High	Review the created PBL unit drafts with staff at New Tech High to ensure validity.	All	Campus administrators, instructional staff, staff from New Tech High	August 2009	June 2010	District PBL Leadership Team, instructional staff, campus administrators, staff at New Tech High	PBL drafts, staff discussions	Revised PBL unit drafts
Campus observations, CBA data/local assessment comparison and Performance Series	Utilize CBA data and growth model data to inform instruction and plan PBL units.	All	Campus administrators, instructional staff	August 2009	June 2010	Assessment data	Lesson plans, classroom observations	Forethought lesson plans
Campus feedback	Conduct school-wide book study over PBL.	All	Campus administrators	August 2009	June 2010	Campus administrators, books, Title I Funds, \$1,000.00	Campus staff development plans	Agenda, sign-in sheets
Campus feedback	Observe through site visits 21 st Century schools utilizing PBL.	All	Campus administrators	August 2009	June 2010	Engaging the Future Grant, campus administrators, instructional staff, subs	Document site visits, PBL Campus Team presentation to staff	Meeting agendas, sign-in sheets, travel itinerary

Strategic Objective/Goal 1:	WE WILL EFFECTIVELY DELIVER A RIGOROUS AND RELEVANT CURRICULUM USING TECHNOLOGY, ASSESSMENT DATA AND OTHER EFFECTIVE INSTRUCTIONAL STRATEGIES TO ENGAGE ALL LEARNERS IN MEANINGFUL LEARNING EXPERIENCES.							
Performance Objective 1:	Align the written, taught, and assessed curriculum.							
Summative Evaluation:	Unit plans, lesson plans on Forethought, Performance Series Data, 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 feedback	Create a physical learning environment that fosters and supports technological literacy and collaboration.	All	Campus administrators	August 2009	June 2010	Campus administrators, instructional staff, Engaging the Future Grant, Title I Funds, \$2,000.00	Observation of PBL utilizing innovative classroom structures	Environment observations
Campus and/or community feedback	Create assessment rubrics that address 21 st Century learning skills in PBL (oral and written communication, collaboration, technological literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Campus administrators	August 2009	June 2010	Campus administrators, instructional staff	Assessment rubrics	Assessment rubrics

Strategic Objective/Goal 1:	WE WILL EFFECTIVELY DELIVER A RIGOROUS AND RELEVANT CURRICULUM USING TECHNOLOGY, ASSESSMENT DATA AND OTHER EFFECTIVE INSTRUCTIONAL STRATEGIES TO ENGAGE ALL LEARNERS IN MEANINGFUL LEARNING EXPERIENCES.							
Performance Objective 2:	Sustain TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development offering(s), Eduphoria records, on-line, paper evaluations, walkthroughs, evaluations of campus needs and disaggregation of walkthrough data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
<ul style="list-style-type: none"> ▪ Quantitative data, such as AEIS, TAKS Summary Reports, district assessment data, TELPAS data ▪ Qualitative data, such as surveys, assessment folder reviews, team leader meetings 	Provide training in: <ul style="list-style-type: none"> ▪ Research-based best practices, such as differentiated instruction, brain-based instruction, cultural literacy, writing rigorous assessment items, 5E Model, role of literacy in learning, Inquiry Based Unit Design, PBL, etc. ▪ Response to Intervention process (Rtl) ▪ Co-Teach Model of Instruction 	All	Campus administrators	August 2009	June 2010	CISD Staff Development Director, Curriculum team, outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, Title I funds, \$500.00	Documentation of CISD staff development offerings, Eduphoria records, on-line and paper evaluations, campus needs assessment	Eduphoria records, walkthrough forms, less plans

Strategic Objective/Goal 1:	WE WILL EFFECTIVELY DELIVER A RIGOROUS AND RELEVANT CURRICULUM USING TECHNOLOGY, ASSESSMENT DATA AND OTHER EFFECTIVE INSTRUCTIONAL STRATEGIES TO ENGAGE ALL LEARNERS IN MEANINGFUL LEARNING EXPERIENCES.							
Performance Objective 2:	Sustain TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development offering(s), Eduphoria records, on-line, paper evaluations, walkthroughs, evaluations of campus needs and disaggregation of walkthrough data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
<ul style="list-style-type: none"> ▪ Quantitative data, such as AEIS, TAKS Summary Reports, district assessment data, TELPAS data ▪ Qualitative data, such as surveys, assessment folder reviews, team leader meetings 	Provide training and improve instruction for targeted populations, such as LEP and GT	Instructional staff	Campus administrators	August 2009	June 2010	Director of School Improvement, Curriculum Directors, Title I Funds, \$6,000.00	Campus Needs Assessment and Documentation of Additional Staff Opportunities	Agendas, sign-in sheets
<ul style="list-style-type: none"> ▪ District Assessments, Classroom Assessments 	Provide tutoring for students not meeting standards on benchmark data	Grades 3-5	Campus administrators, instructional staff	August 2009	June 2010	Campus administrators, Counselor/SCE - \$2,000.00	TAKS, progress monitoring data	Eduphoria lesson plans, tutorial schedule, Rtl process
<ul style="list-style-type: none"> ▪ TAKS 	Provide tutoring for students scoring 2200 and below	Grades 4-5	Campus administrators, instructional staff	August 2009	June 2010	Campus administrators, Counselor/SCE - \$2,756.46	TAKS, progress monitoring data	Eduphoria lesson plans, tutorial schedule, Rtl process

Strategic Objective/Goal 1:	WE WILL EFFECTIVELY DELIVER A RIGOROUS AND RELEVANT CURRICULUM USING TECHNOLOGY, ASSESSMENT DATA AND OTHER EFFECTIVE INSTRUCTIONAL STRATEGIES TO ENGAGE ALL LEARNERS IN MEANINGFUL LEARNING EXPERIENCES.							
Performance Objective 2:	Sustain TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development offering(s), Eduphoria records, on-line, paper evaluations, walkthroughs, evaluations of campus needs and disaggregation of walkthrough data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
<ul style="list-style-type: none"> District assessments, Classroom assessments, SBRC 	Provide targeted intensive intervention for students not meeting grade level standards	Grades K-2	Classroom teacher, Literacy Coach	August 2009	June 2010	Campus Administrators	Progress monitoring	Assessment data, Rtl process
<ul style="list-style-type: none"> Quantitative data, such as AEIS, TAKS Summary Reports, district assessment data, TELPAS data Qualitative data, such as surveys, assessment folder reviews, team leader meetings 	Implement Research-Based Best Practices and Response to Intervention (Rtl)	Instructional staff	Campus administrators	August 2009	June 2010	Curriculum department, intervention services, campus administrators, counselor, curriculum team, Director of School Improvement, Intervention Services, Rtl Specialist, and IDEA Stimulus Funding	Walkthroughs, lesson plans, PST meeting minutes	Walkthrough forms, Forethought lesson plans, PST meeting minutes

Strategic Objective/Goal 1:	WE WILL EFFECTIVELY DELIVER A RIGOROUS AND RELEVANT CURRICULUM USING TECHNOLOGY, ASSESSMENT DATA AND OTHER EFFECTIVE INSTRUCTIONAL STRATEGIES TO ENGAGE ALL LEARNERS IN MEANINGFUL LEARNING EXPERIENCES.							
Performance Objective 2:	Sustain TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development offering(s), Eduphoria records, on-line, paper evaluations, walkthroughs, evaluations of campus needs and disaggregation of walkthrough data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
<ul style="list-style-type: none"> ▪ Campus, district, and state assessments 	Implement Research-Based Best Practices, such as differentiated instruction, brain-based instruction, cultural literacy, writing rigorous assessment items, 5E Model, role of literacy in learning, Inquiry Based Unit Design	All	Campus administrators, Campus PBL team	August 2009	June 2010	Campus administrators, District PBL Liaison, District PBL Team, Campus PBL Team, Title I Funds, \$6,140.00, SCE \$1,500.00	Walkthroughs, lesson plans	Walkthrough forms, Forethought lesson plans

Strategic Objective/Goal 1:	WE WILL EFFECTIVELY DELIVER A RIGOROUS AND RELEVANT CURRICULUM USING TECHNOLOGY, ASSESSMENT DATA AND OTHER EFFECTIVE INSTRUCTIONAL STRATEGIES TO ENGAGE ALL LEARNERS IN MEANINGFUL LEARNING EXPERIENCES.							
Performance Objective 3:	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students,, and stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and/or campus feedback	Conduct ongoing meetings to inform parents in K-5 about the SBRC and district assessment plans.	Parents in K-5	K-5 Instructional staff, campus administrators	August 2009	June 2010	Campus administrators, K-5 instructional staff	Posting of meeting times on websites, campus newsletters, agendas	Agendas, sign-in sheets
Campus feedback	Provide targeted instruction for students in understanding SBRC and district assessment plans.	Students in K-5	K-5 Instructional staff	August 2009	June 2010	Classroom visits, K-5 instructional staff, campus administrators, literacy coach, Director of School Improvement	Student reflections and/or student-teacher conferences	Forethought lesson plans

Strategic Objective/Goal 1:	WE WILL EFFECTIVELY DELIVER A RIGOROUS AND RELEVANT CURRICULUM USING TECHNOLOGY, ASSESSMENT DATA AND OTHER EFFECTIVE INSTRUCTIONAL STRATEGIES TO ENGAGE ALL LEARNERS IN MEANINGFUL LEARNING EXPERIENCES.							
Performance Objective 4:	Expand educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increase in campus partnerships included in the campus improvement plan							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and campus feedback	Recruit businesses and organizations that can meet campus needs.	All	Campus administrators, Site-Based Committee	August 2009	June 2010	Administrators, staff	Documentation of activities held with partners	Agendas, schedules

Strategic Objective/Goal 1:	WE WILL EFFECTIVELY DELIVER A RIGOROUS AND RELEVANT CURRICULUM USING TECHNOLOGY, ASSESSMENT DATA AND OTHER EFFECTIVE INSTRUCTIONAL STRATEGIES TO ENGAGE ALL LEARNERS IN MEANINGFUL LEARNING EXPERIENCES.							
Performance Objective 5:	Integrate 21 st century learning skills within the PBL projects.							
Summative Evaluation:	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus and/or community feedback	Create assessment rubrics that address 21 st century learning skills (oral and written communication, collaboration, technological literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Instructional staff	August 2009	June 2010	Campus administrators, District PBL Team, Campus PBL Team, SBRC Rubrics	Assessment rubrics	Assessments

Strategic Objective/Goal 1:	EFFECTIVELY DELIVER A RIGOROUS AND RELEVANT CURRICULUM USING TECHNOLOGY, ASSESSMENT DATA AND OTHER EFFECTIVE INSTRUCTIONAL STRATEGIES TO ENGAGE ALL LEARNERS IN MEANINGFUL LEARNING EXPERIENCES.							
Performance Objective 6:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning, and authentic classroom instruction.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Meet with current, and if possible, previous student advisory councils to gain their input into the instruction, climate, and physical environment at Mockingbird.	Current, and possibly previous, Student Advisory Councils	Principal, Student Advisory Council staff liaison	August 2009	June 2010	Advisory Council, principal, liaison, staff	Notes from meetings, meeting dates	Agendas
Campus feedback	Create at least one PBL project during the spring semester for review.	All	Campus administrators, Campus PBL Leadership Team	January 2010	June 2010	Campus administrators, District PBL Leadership Team, Campus PBL Leadership Team, NTH@C staff, District Liaison	Review feedback from panel	Created PBL draft

Strategic Objective/Goal 1:	EFFECTIVELY DELIVER A RIGOROUS AND RELEVANT CURRICULUM USING TECHNOLOGY, ASSESSMENT DATA AND OTHER EFFECTIVE INSTRUCTIONAL STRATEGIES TO ENGAGE ALL LEARNERS IN MEANINGFUL LEARNING EXPERIENCES.							
Performance Objective 13:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates	Create a culture that encourages teacher retention	All	Assistant Superintendent of Curriculum and Instruction and Executive Director of HR	July 2009	June 2010	Campus Administrators, SFSF (\$226,023 – salaries for 4 teachers)	Teacher Retention Rates	

Strategic Objective/Goal 2:	INTEGRATE THE CISD CHARACTER TRAITS INTO PBL PROJECTS AND DEVELOP MEANS TO ASSESS STUDENT DEMONSTRATION OF THOSE TRAITS.							
Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906							
Summative Evaluation:	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc., on demonstration of character traits by CISD students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Integration of Service Learning and Character Education	Continue documentation and celebration of student participation in service learning projects.	All	Instructional staff, campus service learning leader	August 2009	June 2010	Campus service learning leader, instructional staff, documentation of service learning projects, parent volunteers	Reports of service learning projects, lesson plans	Completed reports
Integration of Service Learning and Character Education	Allow for reflection at the completion of a service learning project to guide students to recognize the character traits utilized in the project.	All	Instructional staff	August 2009	June 2010	Instructional staff, students	Lesson plans	Lesson plans
Integration of Service Learning and Character Education	Integrate service learning into created PBL unit drafts.	All	Instructional staff, campus service learning leader	August 2009	June 2010	Instructional staff, students, campus service learning leader	Lesson plans	Lesson plans
Integration of Service Learning and Character Education	Continue education on the prevention of bullying.	All	Counselor, instructional staff	August 2009	June 2010	Counselor, instructional staff	Lesson plans from counselor	Lesson plans

Strategic Objective/Goal 3:	WE WILL INCREASE EFFICIENCY IN THE DISTRICT OPERATIONS AND EDUCATIONAL DELIVERY SYSTEM THROUGH THE USE OF TECHNOLOGY, AND FURTHER DEVELOP BUSINESS AND COMMUNITY PARTNERSHIPS IN ORDER TO BEST ACHIEVE OUR MISSION AND OBJECTIVES.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development that addresses 21 st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21 st Century technology skills							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with staff members	Develop and provide differentiated 21 st century staff development to support the creation of PBL unit drafts.	All	Campus IT specialists, Campus PBL Team	June 2009	July 2010	I-Team, trainers, books, manuals, Title I Funds, \$500.00	Eduphoria transcripts, agendas	Agendas

Strategic Objective/Goal 3:	WE WILL INCREASE EFFICIENCY IN THE DISTRICT OPERATIONS AND EDUCATIONAL DELIVERY SYSTEM THROUGH THE USE OF TECHNOLOGY, AND FURTHER DEVELOP BUSINESS AND COMMUNITY PARTNERSHIPS IN ORDER TO BEST ACHIEVE OUR MISSION AND OBJECTIVES.							
Performance Objective 2:	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools, such as wikis, blogs, and social networking.							
Summative Evaluation:	All local policies and procedures reflect current standards and recommendations by TASB and all network services are up to 100% of the time.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Research available technology to support PBL unit drafts.	All	Campus IT Specialist	June 2009	July 2010	IT Specialist, instructional staff	Research notes	Meeting minutes
Campus feedback	Integrate technology into PBL unit drafts.	All	Campus IT Specialist, instructional staff	August 2009	June 2010	IT Specialist, instructional staff, lesson plans, students	Lesson plans, PBL unit drafts	Created PBL unit drafts

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAIATION 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 EMPLOYEE / VOLUNTEER	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED 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 2008-2009 School Year	0

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: PINKERTON EL

Campus #: 057922101

2009 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2007-08)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 360
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: PINKERTON EL
Campus #: 057922101

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard															
Grade 3 (English) First Administration Only															
Reading	2009	90%	> 99%	98%	> 99%	> 99%	*	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2008	89%	99%	98%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
Mathematics	2009	86%	97%	95%	97%	80%	*	97%	*	> 99%	96%	97%	*	*	*
	2008	85%	96%	95%	98%	*	> 99%	> 99%	*	*	95%	> 99%	*	80%	*
All Tests	2009	82%	97%	93%	97%	80%	*	98%	*	> 99%	96%	97%	*	*	*
	2008	80%	95%	94%	98%	*	> 99%	> 99%	*	*	95%	> 99%	*	83%	*
TAKS Met 2009 Standard															
Grade 4 (English)															
Reading	2009	86%	97%	95%	94%	67%	*	> 99%	*	> 99%	96%	93%	*	71%	*
	2008	85%	97%	96%	94%	*	*	95%	*	*	93%	95%	80%	80%	*
Mathematics	2009	88%	96%	97%	88%	33%	*	> 99%	*	> 99%	91%	86%	*	57%	*
	2008	87%	97%	97%	94%	*	*	93%	*	*	90%	> 99%	*	> 99%	*
Writing	2009	92%	99%	97%	96%	83%	*	> 99%	*	> 99%	96%	97%	*	71%	*
	2008	93%	98%	98%	94%	*	*	93%	*	*	90%	> 99%	*	80%	*
All Tests	2009	78%	94%	90%	88%	33%	*	> 99%	*	> 99%	91%	86%	*	57%	*
	2008	77%	95%	93%	88%	*	*	88%	*	*	83%	95%	80%	60%	*
TAKS Met 2009 Standard															
Grade 5 (English) First Administration Only															
Reading	2009	85%	97%	95%	98%	> 99%	*	> 99%	*	> 99%	97%	> 99%	*	90%	*
	2008	85%	98%	97%	98%	*	*	> 99%	*	*	96%	> 99%	*	> 99%	*
Mathematics	2009	86%	95%	95%	90%	63%	*	95%	*	> 99%	89%	91%	*	70%	*
	2008	86%	97%	96%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	*	> 99%	*
@ Science	2009	85%	97%	95%	93%	88%	*	98%	*	> 99%	92%	96%	*	80%	*
	2008	82%	96%	96%	96%	*	*	96%	*	*	96%	97%	*	67%	*
@ All Tests	2009	73%	92%	90%	87%	63%	*	93%	*	> 99%	84%	91%	*	60%	*
	2008	72%	93%	92%	95%	*	*	96%	*	*	92%	97%	*	67%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 3
Total Students: 360
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: PINKERTON EL
Campus #: 057922101

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	98%	96%	97%	89%	82%	99%	*	> 99%	97%	98%	83%	86%	> 99%
	2008	86%	98%	96%	98%	89%	> 99%	98%	*	> 99%	97%	99%	89%	94%	*
Mathematics	2009	80%	96%	94%	94%	63%	73%	99%	*	> 99%	94%	93%	> 99%	81%	80%
	2008	78%	96%	95%	97%	88%	> 99%	97%	*	> 99%	93%	> 99%	78%	94%	*
Writing	2009	92%	99%	96%	96%	83%	*	> 99%	*	> 99%	96%	97%	*	71%	*
	2008	91%	98%	97%	94%	*	*	93%	*	*	90%	> 99%	> 99%	80%	*
Science	2009	78%	95%	95%	93%	88%	*	98%	*	> 99%	92%	96%	*	80%	*
	2008	74%	94%	96%	96%	*	*	96%	*	*	96%	97%	*	67%	*
All Tests	2009	72%	93%	91%	92%	63%	73%	98%	*	> 99%	92%	93%	83%	76%	80%
	2008	69%	93%	91%	93%	78%	> 99%	94%	*	> 99%	89%	97%	78%	71%	*
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	98%	96%	97%	90%	82%	99%	*	> 99%	97%	98%	88%	86%	> 99%
Mathematics	2009	80%	95%	94%	94%	65%	73%	99%	*	> 99%	94%	93%	> 99%	82%	80%
Writing	2009	91%	99%	96%	96%	86%	*	> 99%	*	> 99%	96%	97%	*	75%	*
Science	2009	76%	94%	94%	93%	88%	*	98%	*	> 99%	92%	96%	*	80%	*
All Tests	2009	71%	93%	91%	93%	65%	73%	98%	*	> 99%	92%	93%	88%	77%	80%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 4
Total Students: 360
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: PINKERTON EL
Campus #: 057922101

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.7%	99.5%	100.0%	91.7%	100.0%	*	100.0%	100.0%	98.9%	100.0%	100.0%	85.7%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	94.6%	96.8%	95.7%	91.7%	97.5%	*	96.4%	96.8%	96.7%	44.4%	95.5%	85.7%
Not on TAKS	7.7%	2.9%	5.1%	2.7%	4.3%	0.0%	2.5%	*	3.6%	3.2%	2.2%	55.6%	4.5%	0.0%
TAKS(Acc) Only	2.3%	1.1%	1.2%	1.1%	0.0%	0.0%	0.8%	*	3.6%	0.0%	2.2%	22.2%	0.0%	0.0%
TAKS-M Only	3.3%	0.9%	1.9%	1.1%	4.3%	0.0%	0.8%	*	0.0%	2.1%	0.0%	22.2%	4.5%	0.0%
TAKS-Alt Only	0.8%	0.4%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	0.5%	1.2%	0.5%	0.0%	0.0%	0.8%	*	0.0%	1.1%	0.0%	11.1%	0.0%	0.0%
By Acct Status														
Acct System	87.3%	94.4%	90.3%	91.9%	82.6%	91.7%	94.2%	*	89.3%	92.6%	91.2%	44.4%	95.5%	71.4%
Non-Acct System	11.2%	4.4%	9.6%	7.6%	17.4%	0.0%	5.8%	*	10.7%	7.4%	7.7%	55.6%	4.5%	14.3%
Mobile	4.7%	2.2%	4.8%	5.4%	13.0%	0.0%	4.1%	*	7.1%	5.3%	5.5%	11.1%	0.0%	14.3%
Non-Acct Test	6.4%	2.3%	4.5%	2.2%	4.3%	0.0%	1.7%	*	3.6%	2.1%	2.2%	44.4%	4.5%	0.0%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested														
Absent	1.5%	1.1%	0.3%	0.5%	0.0%	8.3%	0.0%	*	0.0%	0.0%	1.1%	0.0%	0.0%	14.3%
LEP Exempt	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.9%	0.8%	0.3%	0.5%	0.0%	8.3%	0.0%	*	0.0%	0.0%	1.1%	0.0%	0.0%	14.3%
Hurricane Ike	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%
Hurricane Ike	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	3,132,150	7,035	291	185	23	12	121	1	28	94	91	9	22	7
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	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)	90.9%	95.7%	95.4%	94.6%	87.5%	92.9%	96.2%	*	83.3%	91.7%	97.6%	47.1%	87.0%	-
Not on TAKS	7.5%	3.0%	4.3%	5.4%	12.5%	7.1%	3.8%	*	16.7%	8.3%	2.4%	52.9%	13.0%	-
TAKS(Acc)	2.7%	1.0%	1.2%	1.2%	0.0%	0.0%	1.5%	*	0.0%	1.2%	1.2%	11.8%	0.0%	-
TAKS-M Only	2.9%	1.2%	1.8%	3.6%	12.5%	7.1%	2.3%	*	0.0%	6.0%	1.2%	35.3%	13.0%	-
TAKS-Alt Only	0.7%	0.4%	0.2%	0.6%	0.0%	0.0%	0.0%	*	16.7%	1.2%	0.0%	5.9%	0.0%	-
Combination	1.2%	0.4%	1.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	-
By Acct Status														
Acct System	87.1%	93.9%	90.1%	89.8%	50.0%	92.9%	94.6%	*	83.3%	88.1%	92.7%	41.2%	69.6%	-
Non-Acct System	11.3%	4.7%	9.8%	10.2%	50.0%	7.1%	5.4%	*	16.7%	11.9%	7.3%	58.8%	30.4%	-
Mobile	5.1%	2.4%	5.1%	4.8%	37.5%	0.0%	1.5%	*	0.0%	3.6%	4.9%	5.9%	17.4%	-
Non-Acct Test	6.2%	2.3%	4.1%	5.4%	12.5%	7.1%	3.8%	*	16.7%	8.3%	2.4%	52.9%	13.0%	-
Not Tested														
Absent	1.6%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	-
LEP Exempt	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	-
Other	0.9%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	-
Other	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	-
Total Count	3,075,682	7,040	279	167	16	14	130	1	6	84	82	17	23	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
2008-09 Campus Performance

Section I - Page 5
Total Students: 360
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: PINKERTON EL
Campus #: 057922101

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) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA	2009	49%	70%	46%	*	*	*	*	*	*	*	*	*	*
	2008	53%	80%	60%	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	37%	52%	59%	40%	*	*	*	*	40%	*	*	*	*
	2008	36%	54%	56%	*	*	*	*	*	*	*	*	*	*
Average TGI Growth														
Reading/ELA	2009	0.52	1.00	0.76	*	*	*	*	*	*	*	*	*	*
	2008	0.58	1.08	0.87	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	0.38	0.51	0.64	0.77	*	*	*	*	0.77	*	*	*	*
	2008	0.34	0.76	0.73	*	*	*	*	*	*	*	*	*	*
Student Success Initiative														
Grade 3 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	10%	1%	3%	< 1%	< 1%	*	< 1%	*	< 1%	< 1%	< 1%	*	*
	2008	12%	1%	3%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%	< 1%	*	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	94%	> 99%	99%	> 99%	> 99%	*	> 99%	*	> 99%	> 99%	> 99%	*	*
	2008	94%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
TAKS Failers Promoted by Grade Placement Committee														
	2008	65.2%	*	*	*	*	-	-	-	-	*	-	*	-
	2007	53.6%	*	*	-	-	-	-	-	-	-	-	-	-
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 4														
	2009	26%	*	*	*	*	*	*	*	*	*	*	*	*
	2008	14%	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	16%	3%	5%	2%	< 1%	*	< 1%	*	< 1%	3%	< 1%	*	10%
	2008	15%	2%	4%	2%	*	*	< 1%	*	*	4%	< 1%	*	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	91%	99%	98%	98%	> 99%	*	> 99%	*	> 99%	97%	> 99%	*	90%
	2008	92%	99%	99%	> 99%	*	*	> 99%	*	*	> 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
2008-09 Campus Performance

Section I - Page 6
Total Students: 360
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: PINKERTON EL
Campus #: 057922101

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Student Success Initiative (continued)														
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
2009	15%	5%	5%	10%	38%	*	5%	*	< 1%	11%	9%	*	30%	*
2008	15%	3%	4%	< 1%	*	*	< 1%	*	*	< 1%	< 1%	*	< 1%	*
TAKS Cumulative Met Standard (First and Second Administrations)														
2009	92%	98%	98%	95%	75%	*	> 99%	*	> 99%	94%	96%	*	90%	*
2008	91%	99%	99%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	*	> 99%	*
TAKS Met Standard (Failed in Previous Year)														
Retained in Grade 5														
2009	72%	*	*	*	*	*	*	*	*	*	*	*	*	*
2008	71%	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Measure (2011 Preview)														
2008-09	76%	94%	93%	92%	*	80%	*	*	> 99%	86%	> 99%	*	*	> 99%
Attendance Rate														
2007-08	95.5%	96.9%	96.8%	97.6%	97.0%	97.3%	97.7%	*	97.4%	97.6%	97.5%	97.1%	96.7%	*
2006-07	95.5%	97.0%	96.8%	97.1%	95.9%	96.4%	97.3%	*	97.6%	97.2%	97.1%	97.6%	94.6%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 360
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: PINKERTON EL
Campus #: 057922101

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	360	100.0%	24,896	9,915	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.8%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	2.7%	1.1%	4.2%
Kindergarten	65	18.1%	15.8%	6.8%	7.7%
Grade 1	54	15.0%	16.1%	6.6%	8.0%
Grade 2	55	15.3%	15.8%	7.2%	7.9%
Grade 3	62	17.2%	16.7%	7.9%	7.8%
Grade 4	58	16.1%	15.8%	7.7%	7.5%
Grade 5	66	18.3%	13.9%	7.8%	7.5%
Grade 6	0	0.0%	2.6%	8.0%	7.3%
Grade 7	0	0.0%	0.0%	8.2%	7.3%
Grade 8	0	0.0%	0.0%	8.1%	7.3%
Grade 9	0	0.0%	0.0%	8.3%	8.2%
Grade 10	0	0.0%	0.0%	7.5%	7.0%
Grade 11	0	0.0%	0.0%	7.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	41	11.4%	12.2%	5.4%	14.2%
Hispanic	38	10.6%	17.2%	11.6%	47.9%
White	215	59.7%	59.7%	60.4%	34.0%
Native American	4	1.1%	0.6%	0.4%	0.4%
Asian/Pac. Islander	62	17.2%	10.3%	22.2%	3.6%
Economically Disadvantaged	52	14.4%	23.0%	9.3%	56.7%
Limited English Proficient (LEP)	25	6.9%	8.3%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	0	0.0%	0.2%	0.6%	2.1%
At-Risk	78	21.7%	26.7%	22.0%	48.3%
Mobility (2007-08)	20	7.3%	12.3%	7.9%	19.8%
Number of Students per Teacher	13.6	n/a	14.9	13.6	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	11.8%	1.9%	4.7%	2.6%	20.0%	10.0%	20.8%	11.7%
Grade 1	2.8%	2.5%	1.4%	5.5%	25.0%	6.7%	10.9%	10.5%
Grade 2	4.0%	1.0%	0.9%	3.2%	0.0%	2.6%	1.5%	4.7%
Grade 3	0.0%	1.0%	0.2%	2.5%	0.0%	2.0%	2.4%	3.0%
Grade 4	0.0%	0.3%	0.3%	1.3%	0.0%	1.3%	0.0%	1.3%
Grade 5	0.0%	0.7%	0.3%	1.9%	0.0%	0.6%	0.0%	2.4%
Grade 6	-	0.2%	0.6%	0.9%	-	1.6%	0.0%	1.6%
Grade 7	-	-	0.1%	1.4%	-	-	0.0%	2.2%
Grade 8	-	-	0.1%	1.7%	-	-	1.6%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 360
 Grade Span: KG - 05
 School Type: Elementary

District Name: COPPELL ISD
 Campus Name: PINKERTON EL
 Campus #: 057922101

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	16.3	19.3	18.3	19.0
Grade 1	16.9	20.9	18.1	19.0
Grade 2	17.8	22.2	18.3	19.3
Grade 3	20.7	21.7	19.2	19.3
Grade 4	18.4	22.1	18.5	19.7
Grade 5	21.6	25.2	20.9	22.1
Grade 6	-	23.6	22.1	21.5
Mixed Grades	-	26.3	-	21.8
Secondary: English/Language Arts	-	-	19.8	19.8
Foreign Languages	-	-	21.0	21.1
Mathematics	-	-	21.8	19.6
Science	-	-	21.4	20.5
Social Studies	-	-	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 360
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: PINKERTON EL
Campus #: 057922101

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	32.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	31.0	96.9%	86.9%	78.3%	62.9%
Teachers	26.5	82.8%	74.7%	64.4%	50.7%
Professional Support	2.5	7.8%	8.7%	8.5%	8.4%
Campus Admin. (School Leader.)	2.0	6.2%	3.5%	3.7%	2.8%
Educational Aides:	1.0	3.1%	13.1%	4.9%	9.7%
Total Minority Staff:	0.0	0.0%	9.8%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.9%	1.6%	9.7%
Hispanic	0.0	0.0%	3.7%	3.3%	22.1%
White	26.5	100.0%	92.2%	93.6%	66.7%
Native American	0.0	0.0%	0.4%	0.3%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.8%	1.2%	1.3%
Males	2.0	7.5%	4.5%	18.9%	22.9%
Females	24.5	92.5%	95.5%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	1.0	3.8%	6.4%	4.9%	7.3%
1-5 Years Experience	7.0	26.4%	31.8%	32.1%	30.5%
6-10 Years Experience	9.0	34.0%	23.3%	22.4%	20.0%
11-20 Years Experience	6.5	24.5%	24.3%	25.9%	23.7%
Over 20 Years Experience	3.0	11.3%	14.2%	14.6%	18.6%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		9.5 yrs.	10.3 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		5.8 yrs.	6.5 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$45,379	\$41,047	\$45,928	\$40,372
1-5 Years Experience		\$46,356	\$44,259	\$46,527	\$42,463
6-10 Years Experience		\$47,088	\$46,004	\$47,524	\$45,035
11-20 Years Experience		\$50,914	\$49,369	\$51,898	\$49,083
Over 20 Years Experience		\$57,857	\$57,932	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$48,988	\$47,640	\$50,180	\$47,159
Professional Support		\$54,402	\$51,727	\$57,603	\$55,819
Campus Administration (School Leadership)		\$63,786	\$69,615	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):	0.0		1.3	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 360
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: PINKERTON EL
Campus #: 057922101

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$1,918,498	100.0%	\$6,189	\$1,974,086	100.0%	\$6,368	\$128,860,217	100.0%	\$5,874
Instruction (11,95)	\$1,479,477	77.1%	\$4,773	\$1,532,466	77.6%	\$4,943	\$96,372,550	74.8%	\$4,393
Instructional-Related Services (12,13)	\$82,036	4.3%	\$265	\$82,036	4.2%	\$265	\$5,308,625	4.1%	\$242
Instructional Leadership (21)	\$49,916	2.6%	\$161	\$49,916	2.5%	\$161	\$1,831,800	1.4%	\$84
School Leadership (23)	\$193,625	10.1%	\$625	\$196,064	9.9%	\$632	\$8,321,254	6.5%	\$379
Support Services-Student (31,32,33)	\$113,444	5.9%	\$366	\$113,604	5.8%	\$366	\$6,286,838	4.9%	\$287
Other Campus Costs (35,36,51,52,53)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$10,739,150	8.3%	\$490
By Program:									
Total Operating Expenditures	\$1,918,498	100.0%	\$6,189	\$1,973,926	100.0%	\$6,368	\$116,934,614	100.0%	\$5,331
Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$2,748,898	2.4%	\$125
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,598	0.0%	\$0
Accelerated Education (24,30)	\$6,724	0.4%	\$22	\$13,987	0.7%	\$45	\$4,150,888	3.5%	\$189
Gifted & Talented Education (21)	\$71,615	3.7%	\$231	\$71,615	3.6%	\$231	\$1,887,672	1.6%	\$86
Regular Education (11)	\$1,582,841	82.5%	\$5,106	\$1,631,006	82.6%	\$5,261	\$87,840,966	75.1%	\$4,004
Special Education (23)	\$257,318	13.4%	\$830	\$257,318	13.0%	\$830	\$20,303,618	17.4%	\$926
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$974	0.0%	\$0

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	24	6.7%	8.0%	7.0%	16.0%
Career & Technical Education	0	0.0%	0.0%	16.6%	21.4%
Gifted & Talented Education	41	11.4%	6.1%	22.2%	7.5%
Special Education	24	6.7%	8.8%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	0.5	1.9%	2.2%	3.2%	7.5%
Career & Technical Education	0.0	0.0%	0.0%	2.9%	3.9%
Compensatory Education	0.0	0.0%	3.1%	0.6%	3.6%
Gifted & Talented Education	1.0	3.8%	1.4%	4.2%	2.0%
Regular Education	24.0	90.6%	83.5%	65.5%	70.4%
Special Education	1.0	3.8%	9.8%	11.0%	9.7%
Other	0.0	0.0%	0.0%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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.



Pinkerton Elementary
CAMPUS IMPROVEMENT PLAN
2009- 2010

KRISTI MIKKELSEN
PRINCIPAL

CISD MISSION STATEMENT:

The mission of the Coppel Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 13:** Ensure equitable distribution of highly qualified teachers.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.

CAMPUS SITE-BASED COMMITTEE

2009 - 10 COMMITTEE MEMBERS

KRISTI MIKKELSEN-PRINCIPAL
DR. MONICA UPHOFF -DISTRICT
GINGER DENTON-TEACHER
TRACEY KLING-TEACHER
BRENDA STERLING-TEACHER
LISA ROWE-TEACHER

DANA McMILLIN- ASSISTANT PRINCIPAL
TAMMY HOLLINGSWORTH- PARENT
NICOLE SCOTT-TEACHER
TAMI MARTINS-TEACHER
MATT BESCHONER-TEACHER
KATHY KIRKLEY-COUNSELOR



COPPELL INDEPENDENT SCHOOL DISTRICT

CAMPUS NEEDS ASSESSMENT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	98	88	98	99	94	na	80	100	100
2008-2009 Results	97	89	99	82	86	100	83	91	100
Improvement Status	-1	+1	+1	-17	-8	na	+3	-9	same
2009-2010 Goals									

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.

1. Subgroups' scores are lower.

2. The number of students in AA, Econ. Dis., At-Risk, and Hispanic are increasing each year.

3. Decrease in the number of students passing reading in the Hispanic, Econ. Dis., and At-Risk population.

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	97	88	98	99	94	na	60	96	100
2008-2009 Results	94	63	99	73	81	na	100	72	100
Improvement Status	-3	-25	+1	-26	-13	na	+40	-24	same
2009-2010 Goals									

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1. AA, Hispanic, Econ Dis., and At-Risk scores decreased, which impacted all students overall passing rate.
2. AA, Hispanic, Econ Dis., and At-Risk population is increasing.
3. Special Ed. students increased their passing rate significantly.

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	94	na	93	na	80	na	100	na	100
2008-2009 Results	96	83	100	na	71	na	na	75	100
Improvement Status	+2	na	+7	na	-9	na	na	na	same
2009-2010 Goals									

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1. Scores for writing increased, with the exception of econ disadvantaged population
2. At-Risk population is increasing.
3. The variance in performance is greater than 5% when comparing subgroups.

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results	96	na	96	na	67	na	na	80	100
2008-2009 Results	93	88	98	na	80	na	na	85	100
Improvement Status	-3	na	+2	na	+13	na	na	+5	same
2009-2010 Goals									

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1. Science scores went up for subgroups.
2. Number of AA students is increasing.
3. All students score went down 3 percentage points; however, Econ. Disadvantaged group and At-Risk group increased their scores.

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	GT
2007-2008 Results									
2008-2009 Results									
Improvement Status									
2009-2010 Goals									

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1
2
3

Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources

05-06= 97.3% (ADA Report)
06-07=97.05% (ADA Report)
07-08= 97.34% (ADA Report)
08-09=97.13% (ADA Report)

Our attendance percentages have remained consistent for the last four years.

Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources

NA

Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources

08-09 School year

Kindergarten-1 student

First Grade- 3 students

Second Grade-0

Third Grade-0

Fourth Grade-0

Fifth Grade-1

The percentage of students retained was 1.3%. (This was based on our enrollment of 367 students.) The fifth grader was retained due to not meeting standard on TAKS for all three administrations. The younger students were retained due to a combination of lacking maturity and academic performance.

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluations of campus needs assessments and disaggregation of walk through data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Input	Implement Handwriting without Tears Writing Program to kindergarten students and send first grade teachers for training to support campus writing goals	K,1 students	K, 1 teachers, Literacy Specialist, Campus Admin.	August 2009	June 2010	\$1500 SCE, Training, Materials	Observation/Implementation; Lesson Plans	
TAKS	Provide after-school tutoring and homework help for at-risk students	All	All staff	September 2009	May 2010	Tutor; \$8610 Title funds	Tutoring rosters	
Teacher Input	Provide training to staff on write From the Beginning Day 2	All Staff	Campus Admin; WFTB Trainer	August 2009	August 2009	Write From the Beginning Binder; Trainer; \$500 SCE	Sign-in sheet	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluations of campus needs assessments and disaggregation of walk through data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
TAKS; Campus Feedback	Provide opportunities for staff to attend trainings and conferences tailored to at-risk students	All Staff	Campus Admin	August 2009	June 2010	\$3700 Title Funds	Training certificates	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students and stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent and teacher feedback	Communicate standards-based grading and reporting system to parents at Curriculum Night	All	K-3 Teachers	September 2009	September 2009	Drafts of Report Card, District SBRC videos	Curriculum Night Agenda	
DIP	Communicate Performance Series assessments to parents of students in grades 2-5 at Curriculum Night	2-5 grade parents	2-5 grade Teachers	September 2009	September 2009	Performance Series Handout	Curriculum Night Agenda	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Provide teachers with 45 minutes of weekly extended planning time	All staff	Campus Admin	September 2009	May 2010	PLC Log, Meeting agendas	Campus Schedule	
Campus Feedback	Implement daily Enrichment/Intervention time	All	All staff	September 2009	May 2010	Lesson Plans	Campus Schedule	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 9:	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
Summative Evaluation:	The CISD GT Program Guide reflects an array of learning opportunities for gifted and talented students both within the school day as well as out of school options.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
2009 Program Evaluation	Increase opportunities for students to work on independent research projects on topics of interest.	GT	Director of Advanced Academics, Elementary GT teachers; Middle School GT teachers	September 2009	December 2009	GT Faculty	Curriculum documents showing opportunities for independent work	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 12:	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> • Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services • Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services. 							
Summative Evaluation:	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, Special Education Referral Reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PEIMS	Provide training on Positive Behavioral Supports at campus level	All	Campus Administration; Directors of Special Education; Intervention Specialists	August 2009	June 2010	Incident codes per campus, Positive behavior support plan template, Campus staff, Intervention Specialist/LSSP Region 10 (School wide PBS)	Documentation of CISD staff development Eduphoria records On-line and paper evaluations	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 13:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates	Create a culture that encourages teacher retention	All	Assistant Superintendent of Curriculum and Instruction and Executive Director of HR	July 2009	June 2010	Campus Administrators, SFSF (\$226,519 – salaries for 4 teachers)	Teacher Retention Rates	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 2:	Embed Character Education within the CISD Curriculum, including through service learning projects, in order to reach all students							
Summative Evaluation:	Documentation of campus character education program within each Campus Improvement Plan							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Provide weekly Encore time for all grade levels through Guidance, HLT enrichment and Library Media activities	All	Counselor; GT Specialist; Library/ Media Specialist	September 2009	May 2010	Lesson Plans	Campus Schedule	
Campus Feedback	Implement campus-wide Cowboy Camp Clubs based on student-interest and teacher talents	All	All staff	October 2009	May 2010	Cowboy Camp Opportunities Syllabus	Weekly Club Plans; Campus Schedule, Observations	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 3:	Create a culture where positive character qualities are demonstrated daily							
Summative Evaluation:	Documentation on shared community/CISD website							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Highlight Quantum Learning's Key to Character and Project Wisdom into daily announcements.	All	Counselor; Campus Admin	August 2009	June 2010	Quantum Learning Manual; Words of Wisdom Lesson; Key Posters	Daily Announcements	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 4:	Focus integration of service learning into curriculum as a means of authentic character development.							
Summative Evaluation:	Campus service learning report.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Continue with development of Pinkerton Patch (school-wide garden)	All	Classroom Teachers	August 2009	June 2010	Education Foundation Grant	Garden	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21 st Century technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
TAKS	Provide technology-based curriculum and intervention programs such as Raz-Kids and Education City	All	K-5 Teachers	August 2009	June 2010	\$2540 Title funds; web-based programs	Walk-throughs; Lesson Plans;	
Campus Feedback	Provide Web-X training on Education City	All	K-5 teachers	August 2009	August 2010	Computer phone line for web-x training	Training roster	
Campus Feedback	Purchase additional Smartboards for classrooms	All	Campus Admin	September 2009	May 2010	Engaging the Future Grant; Matching Funds	Grant and Matching Funds Applications	
Campus Feedback	Provide additional training for Smartboards	All	Instructional Technologist	September 2009	May 2010	District IT Trainer; Smartboard software	Training roster; walkthrough observations	
Campus Feedback	Continue with classroom implementation of Student Response Systems	All	Instructional Technologist	September 2009	May 2010	Campus IT Trainer; Turning Point Student Response Systems	Training roster; walkthrough observations	

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAALIATION 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 EMPLOYEE / VOLUNTEER	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED 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 2008-2009 School Year		0

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: TOWN CENTER EL

Campus #: 057922108

2009 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2007-08)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 544
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard															
Grade 3 (English) First Administration Only															
Reading	2009	90%	> 99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	> 99%
	2008	89%	99%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
Mathematics	2009	86%	97%	96%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	> 99%
	2008	85%	96%	94%	99%	80%	> 99%	> 99%	*	> 99%	98%	> 99%	> 99%	88%	*
All Tests	2009	82%	97%	94%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	> 99%
	2008	80%	95%	93%	99%	80%	> 99%	> 99%	*	> 99%	98%	> 99%	> 99%	88%	*
TAKS Met 2009 Standard															
Grade 4 (English)															
Reading	2009	86%	97%	95%	99%	> 99%	> 99%	99%	*	> 99%	98%	> 99%	> 99%	> 99%	> 99%
	2008	85%	97%	95%	99%	*	> 99%	99%	*	> 99%	98%	> 99%	*	> 99%	*
Mathematics	2009	88%	96%	96%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	87%	97%	96%	98%	*	> 99%	97%	*	> 99%	> 99%	96%	*	> 99%	*
Writing	2009	92%	99%	97%	98%	> 99%	92%	> 99%	*	95%	98%	98%	> 99%	93%	89%
	2008	93%	98%	98%	99%	*	> 99%	99%	*	> 99%	98%	> 99%	*	> 99%	*
All Tests	2009	78%	94%	91%	97%	> 99%	92%	99%	*	95%	97%	98%	> 99%	93%	89%
	2008	77%	95%	91%	96%	*	> 99%	95%	*	> 99%	96%	96%	*	> 99%	*
TAKS Met 2009 Standard															
Grade 5 (English) First Administration Only															
Reading	2009	85%	97%	95%	95%	90%	91%	97%	*	92%	94%	96%	*	87%	*
	2008	85%	98%	97%	99%	> 99%	> 99%	98%	*	> 99%	98%	> 99%	*	*	*
Mathematics	2009	86%	95%	95%	93%	80%	92%	95%	*	92%	93%	93%	*	80%	*
	2008	86%	97%	96%	96%	80%	86%	98%	*	> 99%	98%	95%	> 99%	*	*
@ Science	2009	85%	97%	93%	97%	> 99%	75%	> 99%	*	> 99%	> 99%	94%	> 99%	80%	*
	2008	82%	96%	96%	98%	> 99%	> 99%	97%	*	> 99%	98%	97%	86%	*	*
@ All Tests	2009	73%	92%	87%	89%	80%	75%	92%	*	92%	91%	87%	> 99%	67%	*
	2008	72%	93%	91%	93%	80%	86%	94%	*	> 99%	94%	92%	71%	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 3
Total Students: 544
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	98%	95%	99%	> 99%	97%	99%	*	> 99%	99%	99%	> 99%	97%	95%
	2008	86%	98%	96%	> 99%	> 99%	> 99%	> 99%	*	> 99%	99%	> 99%	> 99%	> 99%	> 99%
Mathematics	2009	80%	96%	95%	99%	> 99%	97%	> 99%	*	98%	99%	99%	> 99%	95%	89%
	2008	78%	96%	95%	98%	93%	> 99%	98%	*	> 99%	99%	98%	95%	94%	> 99%
Writing	2009	92%	99%	96%	98%	> 99%	92%	> 99%	*	95%	98%	98%	> 99%	93%	89%
	2008	91%	98%	97%	99%	*	> 99%	99%	*	> 99%	98%	> 99%	*	> 99%	*
Science	2009	78%	95%	93%	97%	> 99%	75%	> 99%	*	> 99%	> 99%	94%	> 99%	80%	*
	2008	74%	94%	96%	98%	> 99%	> 99%	97%	*	> 99%	98%	97%	86%	*	*
All Tests	2009	72%	93%	91%	98%	> 99%	89%	99%	*	96%	98%	97%	> 99%	87%	84%
	2008	69%	93%	91%	97%	93%	> 99%	96%	*	> 99%	96%	97%	86%	94%	> 99%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	98%	95%	99%	> 99%	97%	99%	*	> 99%	99%	99%	> 99%	97%	95%
Mathematics	2009	80%	95%	94%	99%	> 99%	97%	> 99%	*	98%	99%	99%	> 99%	95%	89%
Writing	2009	91%	99%	95%	98%	> 99%	92%	> 99%	*	95%	98%	98%	> 99%	93%	89%
Science	2009	76%	94%	91%	96%	> 99%	75%	> 99%	*	93%	> 99%	93%	86%	81%	*
All Tests	2009	71%	93%	90%	97%	> 99%	89%	99%	*	95%	98%	97%	94%	87%	84%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 4
Total Students: 544
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.7%	99.0%	100.0%	100.0%	100.0%	*	94.9%	99.4%	98.7%	100.0%	100.0%	86.4%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	93.6%	97.5%	100.0%	100.0%	98.0%	*	93.2%	97.5%	97.5%	70.6%	97.4%	86.4%
Not on TAKS	7.7%	2.9%	5.8%	1.6%	0.0%	0.0%	2.0%	*	1.7%	1.9%	1.3%	29.4%	2.6%	0.0%
TAKS(Acc) Only	2.3%	1.1%	1.5%	0.3%	0.0%	0.0%	0.5%	*	0.0%	0.6%	0.0%	5.9%	0.0%	0.0%
TAKS-M Only	3.3%	0.9%	2.0%	1.0%	0.0%	0.0%	1.0%	*	1.7%	0.6%	1.3%	17.6%	2.6%	0.0%
TAKS-Alt Only	0.8%	0.4%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	0.5%	0.8%	0.3%	0.0%	0.0%	0.5%	*	0.0%	0.6%	0.0%	5.9%	0.0%	0.0%
By Acct Status														
Acct System	87.3%	94.4%	89.4%	96.5%	94.7%	100.0%	97.5%	*	91.5%	96.8%	96.2%	76.5%	97.4%	86.4%
Non-Acct System	11.2%	4.4%	9.8%	2.5%	5.3%	0.0%	2.5%	*	3.4%	2.5%	2.5%	23.5%	2.6%	0.0%
Mobile	4.7%	2.2%	4.4%	1.3%	5.3%	0.0%	1.0%	*	1.7%	1.3%	1.3%	0.0%	0.0%	0.0%
Non-Acct Test	6.4%	2.3%	4.9%	1.3%	0.0%	0.0%	1.5%	*	1.7%	1.3%	1.3%	23.5%	2.6%	0.0%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested														
Absent	1.5%	1.1%	0.3%	1.0%	0.0%	0.0%	0.0%	*	5.1%	0.6%	1.3%	0.0%	0.0%	13.6%
LEP Exempt	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.9%	0.8%	0.3%	1.0%	0.0%	0.0%	0.0%	*	5.1%	0.6%	1.3%	0.0%	0.0%	13.6%
Hurricane Ike	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%
Hurricane Ike	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	3,132,150	7,035	300	314	19	36	199	1	59	157	157	17	39	22
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	100.0%	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)	90.9%	95.7%	94.9%	96.4%	100.0%	100.0%	95.4%	-	100.0%	95.3%	97.7%	63.0%	94.1%	100.0%
Not on TAKS	7.5%	3.0%	5.0%	3.6%	0.0%	0.0%	4.6%	-	0.0%	4.7%	2.3%	37.0%	5.9%	0.0%
TAKS(Acc)	2.7%	1.0%	1.3%	0.7%	0.0%	0.0%	0.9%	-	0.0%	1.3%	0.0%	7.4%	0.0%	0.0%
TAKS-M Only	2.9%	1.2%	1.7%	0.7%	0.0%	0.0%	0.9%	-	0.0%	0.7%	0.8%	7.4%	5.9%	0.0%
TAKS-Alt Only	0.7%	0.4%	0.2%	1.4%	0.0%	0.0%	1.8%	-	0.0%	2.0%	0.8%	14.8%	0.0%	0.0%
Combination	1.2%	0.4%	1.0%	0.7%	0.0%	0.0%	0.9%	-	0.0%	0.7%	0.8%	7.4%	0.0%	0.0%
By Acct Status														
Acct System	87.1%	93.9%	90.1%	94.7%	100.0%	100.0%	93.6%	-	96.3%	92.7%	96.9%	66.7%	94.1%	85.7%
Non-Acct System	11.3%	4.7%	9.9%	5.3%	0.0%	0.0%	6.4%	-	3.7%	7.3%	3.1%	33.3%	5.9%	14.3%
Mobile	5.1%	2.4%	4.7%	2.1%	0.0%	0.0%	2.3%	-	3.7%	3.3%	0.8%	0.0%	0.0%	14.3%
Non-Acct Test	6.2%	2.3%	4.2%	3.2%	0.0%	0.0%	4.1%	-	0.0%	4.0%	2.3%	33.3%	5.9%	0.0%
Not Tested														
Absent	1.6%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	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%
Other	0.9%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,075,682	7,040	299	281	14	21	219	0	27	150	131	27	17	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
 2008-09 Campus Performance

Section I - Page 6
 Total Students: 544
 Grade Span: KG - 05
 School Type: Elementary

District Name: COPPELL ISD
 Campus Name: TOWN CENTER EL
 Campus #: 057922108

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 (2011 Preview)														
2008-09	76%	94%	92%	97%	*	89%	*	*	> 99%	> 99%	95%	*	92%	95%
Attendance Rate														
2007-08	95.5%	96.9%	96.9%	97.3%	98.0%	97.5%	97.3%	-	97.4%	97.2%	97.4%	96.8%	97.3%	96.3%
2006-07	95.5%	97.0%	96.9%	97.5%	97.8%	96.8%	97.5%	-	98.2%	97.5%	97.6%	97.1%	96.6%	95.5%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 544
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	544	100.0%	24,877	9,915	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.6%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	1.9%	1.1%	4.2%
Kindergarten	69	12.7%	14.8%	6.8%	7.7%
Grade 1	87	16.0%	15.4%	6.6%	8.0%
Grade 2	70	12.9%	16.2%	7.2%	7.9%
Grade 3	86	15.8%	16.4%	7.9%	7.8%
Grade 4	117	21.5%	17.8%	7.7%	7.5%
Grade 5	115	21.1%	14.7%	7.8%	7.5%
Grade 6	0	0.0%	2.1%	8.0%	7.3%
Grade 7	0	0.0%	0.0%	8.2%	7.3%
Grade 8	0	0.0%	0.0%	8.1%	7.3%
Grade 9	0	0.0%	0.0%	8.3%	8.2%
Grade 10	0	0.0%	0.0%	7.5%	7.0%
Grade 11	0	0.0%	0.0%	7.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	32	5.9%	8.6%	5.4%	14.2%
Hispanic	58	10.7%	17.2%	11.6%	47.9%
White	349	64.2%	64.4%	60.4%	34.0%
Native American	3	0.6%	0.5%	0.4%	0.4%
Asian/Pac. Islander	102	18.8%	9.4%	22.2%	3.6%
Economically Disadvantaged	60	11.0%	21.1%	9.3%	56.7%
Limited English Proficient (LEP)	50	9.2%	7.2%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	0	0.0%	0.2%	0.6%	2.1%
At-Risk	151	27.8%	26.4%	22.0%	48.3%
Mobility (2007-08)	27	6.1%	11.4%	7.9%	19.8%
Number of Students per Teacher	14.5	n/a	15.1	13.6	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	1.6%	2.2%	4.7%	2.6%	0.0%	13.8%	20.8%	11.7%
Grade 1	0.0%	2.2%	1.4%	5.5%	0.0%	6.3%	10.9%	10.5%
Grade 2	0.0%	0.8%	0.9%	3.2%	0.0%	1.4%	1.5%	4.7%
Grade 3	0.0%	0.9%	0.2%	2.5%	0.0%	2.1%	2.4%	3.0%
Grade 4	0.0%	0.5%	0.3%	1.3%	0.0%	0.6%	0.0%	1.3%
Grade 5	0.0%	1.0%	0.3%	1.9%	0.0%	2.4%	0.0%	2.4%
Grade 6	-	0.4%	0.6%	0.9%	-	2.5%	0.0%	1.6%
Grade 7	-	-	0.1%	1.4%	-	-	0.0%	2.2%
Grade 8	-	-	0.1%	1.7%	-	-	1.6%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 544
 Grade Span: KG - 05
 School Type: Elementary

District Name: COPPELL ISD
 Campus Name: TOWN CENTER EL
 Campus #: 057922108

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	17.3	19.3	18.3	19.0
Grade 1	17.1	21.0	18.1	19.0
Grade 2	17.3	21.3	18.3	19.3
Grade 3	21.5	21.7	19.2	19.3
Grade 4	19.8	21.1	18.5	19.7
Grade 5	19.8	24.3	20.9	22.1
Grade 6	-	22.2	22.1	21.5
Mixed Grades	-	25.7	-	21.8
Secondary: English/Language Arts	-	-	19.8	19.8
Foreign Languages	-	-	21.0	21.1
Mathematics	-	-	21.8	19.6
Science	-	-	21.4	20.5
Social Studies	-	-	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 544
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	44.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:	43.1	97.7%	85.9%	78.3%	62.9%
Teachers	37.6	85.3%	74.1%	64.4%	50.7%
Professional Support	3.5	7.9%	8.2%	8.5%	8.4%
Campus Admin. (School Leader.)	2.0	4.5%	3.6%	3.7%	2.8%
Educational Aides:	1.0	2.3%	14.1%	4.9%	9.7%
Total Minority Staff:	2.0	4.5%	10.7%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	1.0	2.7%	2.9%	1.6%	9.7%
Hispanic	0.0	0.0%	4.0%	3.3%	22.1%
White	36.6	97.3%	90.9%	93.6%	66.7%
Native American	0.0	0.0%	0.7%	0.3%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.5%	1.2%	1.3%
Males	0.0	0.0%	4.6%	18.9%	22.9%
Females	37.6	100.0%	95.4%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	6.0	16.0%	5.5%	4.9%	7.3%
1-5 Years Experience	10.0	26.6%	28.9%	32.1%	30.5%
6-10 Years Experience	6.6	17.4%	22.9%	22.4%	20.0%
11-20 Years Experience	12.0	32.0%	25.6%	25.9%	23.7%
Over 20 Years Experience	3.0	8.0%	17.1%	14.6%	18.6%
			Campus	District	State
Average Years Experience of Teachers:		9.0 yrs.	11.1 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		4.6 yrs.	7.3 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$46,244	\$41,267	\$45,928	\$40,372
1-5 Years Experience		\$46,437	\$44,256	\$46,527	\$42,463
6-10 Years Experience		\$47,395	\$46,166	\$47,524	\$45,035
11-20 Years Experience		\$52,216	\$50,372	\$51,898	\$49,083
Over 20 Years Experience		\$56,344	\$58,297	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$49,215	\$48,490	\$50,180	\$47,159
Professional Support		\$53,079	\$52,606	\$57,603	\$55,819
Campus Administration (School Leadership)		\$70,767	\$70,066	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	6.6	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 544
Grade Span: KG - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: TOWN CENTER EL
Campus #: 057922108

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,602,513	100.0%	\$5,174	\$2,674,729	100.0%	\$5,318	\$141,964,128	100.0%	\$5,803
Instruction (11,95)	\$2,100,475	80.7%	\$4,176	\$2,171,629	81.2%	\$4,317	\$107,256,859	75.6%	\$4,384
Instructional-Related Services (12,13)	\$79,933	3.1%	\$159	\$80,690	3.0%	\$160	\$5,915,712	4.2%	\$242
Instructional Leadership (21)	\$67,965	2.6%	\$135	\$67,965	2.5%	\$135	\$1,658,309	1.2%	\$68
School Leadership (23)	\$201,418	7.7%	\$400	\$201,723	7.5%	\$401	\$9,118,054	6.4%	\$373
Support Services-Student (31,32,33)	\$152,722	5.9%	\$304	\$152,722	5.7%	\$304	\$6,744,204	4.8%	\$276
Other Campus Costs (35,36,51,52,53)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$11,270,990	7.9%	\$461
By Program:									
Total Operating Expenditures	\$2,602,513	100.0%	\$5,174	\$2,674,729	100.0%	\$5,318	\$130,094,755	100.0%	\$5,317
Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$2,315,327	1.8%	\$95
Career & Technology Education (22)	\$0	0.0%	\$0	\$305	0.0%	\$1	\$0	0.0%	\$0
Accelerated Education (24,30)	\$3,351	0.1%	\$7	\$3,351	0.1%	\$7	\$4,863,894	3.7%	\$199
Gifted & Talented Education (21)	\$76,915	3.0%	\$153	\$76,915	2.9%	\$153	\$2,047,608	1.6%	\$84
Regular Education (11)	\$2,190,085	84.2%	\$4,354	\$2,261,996	84.6%	\$4,497	\$98,331,061	75.6%	\$4,019
Special Education (23)	\$332,162	12.8%	\$660	\$332,162	12.4%	\$660	\$22,536,089	17.3%	\$921
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$776	0.0%	\$0

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	47	8.6%	6.7%	7.0%	16.0%
Career & Technical Education	0	0.0%	0.0%	16.6%	21.4%
Gifted & Talented Education	101	18.6%	6.5%	22.2%	7.5%
Special Education	29	5.3%	9.1%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	0.6	1.5%	2.1%	3.2%	7.5%
Career & Technical Education	0.0	0.0%	0.0%	2.9%	3.9%
Compensatory Education	0.0	0.0%	3.3%	0.6%	3.6%
Gifted & Talented Education	1.0	2.7%	1.5%	4.2%	2.0%
Regular Education	34.0	90.4%	82.9%	65.5%	70.4%
Special Education	2.0	5.4%	10.2%	11.0%	9.7%
Other	0.0	0.0%	0.0%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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.



Town Center Elementary
CAMPUS IMPROVEMENT PLAN
2009- 2010

PENNY TRAMEL
PRINCIPAL

CISD MISSION STATEMENT:

The mission of the Coppel Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 13:** Ensure equitable distribution of highly qualified teachers.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.

CAMPUS SITE-BASED COMMITTEE 2008 - 09 COMMITTEE MEMBERS

**LISA HANSEN
LAUREN TORTI
MICAH JANIK
SHANNON EDWARDS
JEAN BOYD**

**ANGIE BROOKS
CHANTEL KASTROUNIS
JENNIFER LARRIVIERE
KIM BECKER**

**GEMA HALL
PENNY TRAMEL
STACY BENGE
BETSY WILCOX**



COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99%	100%	100%	N/A	N/A	N/A	100%	97%		100%
2008-2009 Results	99%	100%	99%	97%	97%	100%	100%	98%		100%
Improvement Status	+1%	0	+1%	+3%	+3%	0	0	+2%		0
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%		100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Need to monitor our at-risk and Hispanic sub-groups appropriately
		2 Continue to implement hands-on, best practice strategies with students
		3 Incorporate more inquiry based- guided reading discussions

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99%	93%	99%	100%	94%	N/A	95%	97%		100%
2008-2009 Results	99%	100%	100%	97%	95%	94%	100%	97%		100%
Improvement Status	+1%	0	0	+3%	+5%	+6%	0	+3%		0
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%		100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Focused on individualized plans for the Hispanic and economically disadvantaged population
		2 Monitor all at-risk closely and provide intervention to close the gap for students with deficits

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99%	N/A	99%	100%	100%	N/A	100%	100%		100%
2008-2009 Results	98%	100%	100%	92%	93%	100%	100%	93%		96%
Improvement Status	+2%	0	0	+8%	+7%	0	0	+7%		+4%
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%		100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Have GT specialists confer with classroom teacher on writing progress of gifted learners
		2 Lack of vocabulary inhibits students from understanding concepts
		3 At risk had lack of home support and previous year's performance wasn't factored into grade placement

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	98%	100%	97%	100%	n/a	N?A	100%	90%		100%
2008-2009 Results	97%	100%	100%	77%	87%	80%	100%	82%		100%
Improvement Status	+3%	0	0	+23%	+13%	+20%	0	+18%		0
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%		100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Ensure Hispanic, at-risk, and economically disadvantaged students are taught appropriate vocabulary and given hands on lab experiences to build background with science concepts.
		2 Students came to us with limited lab experience and understanding of science processes. (100% of the students with a deficit were new students to Town Center this year and teachers felt they didn't have hands on opportunities in previous grades.)

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results										
2008-2009 Results										
Improvement Status										
2009-2010 Goals										

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1
		2
		3

		Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources
		Our attendance rate is 97.71% for this school year. We monitor attendance from the office and teachers monitor from the classroom level.

		Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources
		N/A

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources
		The children we retained truly need another year in order to ensure they have success in succeeding grades.

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _1_:	Align the written, taught, and assessed curriculum.							
Summative Evaluation:	Unit plans, Forethought lesson plans, Performance Series Data, and CBA's (curriculum-based assessments)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Observations & discussions	Utilize the district's K-5 science, social studies, and math curriculum alignment.	K-5	Directors, Administrators, and Teachers	August 2009	June 2010	Staff development resources such as books, general campus funds, Title II funds	Lesson Plans, Walkthroughs, PDAS Observations, Local Assessments, Instructional Snapshots	
AEIS Data; CBA Data	Utilize CBA data for K-1 and growth model data for 2-5 to inform instruction	All	Teachers, Campus Administrators	August 2009	June 2010	Performance Series data; local funds for substitutes for assessment and data analysis	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits	
AEIS Data; CBA Data	Monitor the planning and delivery of mathematical concepts, measurement, and probability and statistics	All	Campus Administrators	August 2009	June 2010	Performance Series data, CBA's	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits	
AEIS Data; CBA Data; Best Practice Research	Collaborate with district directors to assure alignment of Engineering Models to support student development in areas of need indicated by data analysis	K-5	Campus administration, Classroom teachers	August 2009	June 2010	Meeting time, Curriculum Directors	Meeting notes, Scope and sequence plan	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _1_:	Align the written, taught, and assessed curriculum.							
Summative Evaluation:	Unit plans, Forethought lesson plans, Performance Series Data, and CBA's (curriculum-based assessments)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Data; CBA Data	Implement Engineering Models that support students development in targeted areas such as mathematical concepts, measurement, probability and statistics, earth and physical science	K-5	Classroom teachers, Community Volunteers; Campus Admin.	October 2009	June 2010	Engineering Kits, PTO funds, Stimulus funds, campus funds	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits	
AEIS Data; CBA Data	Accelerate mathematical development by teaching at least 1/3 of the TEKS from the succeeding grade level, using benchmark data to ensure appropriate developmental progress	All	Classroom teachers; campus administration	August 2009	June 2010	6 th Grade Math materials, Director K-5 Curriculum, Director of Mathematics, Vertical Planning time	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits, AEIS Data, CBA Data	
AEIS Data; CBA Data	Monitor the planning and delivery of language arts objectives such as apply critical thinking and literary elements, as well as, basic understanding through guided reading groups, shared inquiry groups, and student projects and presentations	All	Campus Administrators	August 2009	June 2010	Junior Great Books materials, Classroom libraries; campus funds, PTO funds, SCE funds	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2 :	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of teacher staff development and information meeting agendas, Eduphoria records, PD-360 records, PDAS evaluations, walkthroughs.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Participate in research-based best practices and training such as Thinking Maps, Inquiry-Based Learning, Project Based Learning, 21 st Century Literacy practices including both reading such as Junior Great Books and The American Reading Company, and writing with things such as (Abydos) New Jersey Writing, as well as, Brain Gym, RTI Process, Co-Teach for teachers not previously trained, and Authentic Assessment	Staff	Campus Administration, Director of Staff Development	June 2009	June 2010	PTO funds, grant funds, Title 1 (\$6300)Funds \$, Stimulus Funds, Outside Consultants, Region 10	Documentation of staff development in Eduphoria, Staff development certificates, Training agendas, PO's	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Purchase engineering kits, American Reading Company kits, & technology equipment for sp. ed. co-teach sections to support campus pilot	K-5 students, Sp. Ed.	Campus Administration, District Directors	August 2009	October 2009	Stimulus Funds, District Directors	Purchase Order	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Utilize district Title 1 Funds to research STEM School initiative	Staff	Campus Administration, District Directors	August 2009	June 2010	Title 1 Funds(\$1200), District Directors, Outside Consultant	Research compiled	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2 :	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of teacher staff development and information meeting agendas, Eudphoria records, PD-360 records, PDAS evaluations, walkthroughs, Forethought lesson plans.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Utilize district Title 1 Funds to train teachers and parents with needed information for our STEM school initiative	Staff Parents	Campus Administration, Staff, District Directors	August 2009	May 2010	Title 1 Funds (\$2000), District Directors, Outside Consultant	Meeting Agendas, Information sent home	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Train teachers in Brain Gym	All Staff	Campus Administration, PE Teacher	August 2009	August 2009	Outside Consultant, Title 1 Funds (\$300)	Eduphoria records	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Provide math/science teachers time to become acquainted with Engineering Kits to plan effectively	Math/ Science Staff; Sp. Ed. Teacher, Librarian, ESL Facilitator	Campus Administration	Sept. 2009	Oct. 2009	Title 1 Funds (\$1250)	Lesson Plans, Sign-in sheets, Planning notes	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Provide designated LA teachers and librarian time to become acquainted with the Am. Rdg. Co. libraries	Designated LA teachers; Librarian; Sp. Ed. Teacher, ESL Facilitator	Campus Administration	Sept. 2009	Oct. 2009	Title 1 Budget (\$1250)	Lesson Plans, Sign-in sheets, Planning notes	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs	Implement GT Performance Standards in the GT classroom and in general ed. classrooms with GT students	GT, 1-5	GT Specialists, Classroom teachers	Sept. 2009	June 2010	Director of GT	GT teacher lesson plans, Classroom teacher lesson plans, Walkthroughs, PDAS evaluations	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of teacher staff development and information meeting agendas, Eudphoria records, PD-360 records, PDAS evaluations, walkthroughs, Forethought lesson plans.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs	Participate in refinement and implementation of standard-based report cards for grades K-3	K-3 Staff	Staff	August 2009	June 2010	Director of Curriculum and Instruction	District sign-in sheets and meeting minutes	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs	Participate in a standards-based and grade advisory committee	All	K-3 Representative(s)	August 2009	June 2010	Director of Curriculum and Instruction	District sign-in sheets and meeting minutes	
Survey results on Standards-based reporting from parents and teachers	Participate in district Standards-based Reporting Training	Instructional Staff	K-3 Teachers	August 2009	June 2010	Director of Curriculum and Instruction and Director of Staff Development	District sign-in sheets, Eduphoria records	
Survey results on Standards-based reporting from parents and teachers	Participate in the development of rubrics for Standards-based Reporting	Instructional Staff	K-3 Teachers	August 2009	June 2010	Director of Curriculum and Instruction and Director of Staff Development	Rubrics, District sign-in sheets, Eduphoria records	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _3_:	We will communicate assessment plans to parents and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, students, and stakeholders and electronic data in programs such as Forethought							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Survey results on Standards-based reporting from parents and teachers	Communicate and describe to parents campus assessment plans including the new Performance Series, additions to the reporting on TAKS at appropriate grades and use of rubrics	K-5	Directors, Administrators, and Teachers	August 2009	June 2010	Staff development resources such as books, general campus funds, Title II funds	Lesson Plans, Walkthroughs, PDAS Observations, Local Assessments, Curriculum Night Power Points	
AEIS Data; CBA Data	Utilize CBA data for K-1, CBA and Performance Series data for 2 nd grade; Performance Series growth model data for 3-5 to inform instruction	All	Teachers, Campus Administrators	August 2009	June 2010	Performance Series data; local funds for substitutes for assessment and data analysis	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits	
AEIS Data; CBA Data	Monitor the planning and delivery of mathematical concepts, measurement, and probability and statistics	All	Campus Administrators	August 2009	June 2010	Performance Series data, CBA's	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits	
Campus/Community Feedback; AEIS Data; CBA Data	Teachers will conference with parents in the fall and spring to review individual student progress	K-5; GT, Sp. Ed., ESL	Staff; Campus Administration	Oct. 2009	May 2010	SCE Funds	Conference Schedules	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	We will communicate assessment plans to parents and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, students, and stakeholders and electronic data in programs such as Forethought and our Town Center Twitter account							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Data; CBA Data	Provide targeted instruction for students to help them understand the various assessment measures, including providing technology to allow them to understand, track and take responsibility for their individual performance and progress. We will do this through goal setting, tutoring, small and large group instruction, and conferencing with students and parents.	All	Campus Administration; Staff	Aug. 2009	June 2010	Funds for classroom teachers to have conferencing time with parents, Performance Series, District CBA's for K and 1 and Science CBA's for K-5	Conferencing Schedules, Data in Performance Series, CBA reporting sheets	
Campus/Community Feedback; AEIS Data, CBA Data	Follow assessment plans in the curriculum handbook(s) and in Forethought (work with the director of science on incorporating engineering kits into the science scope and sequence)	All	Campus Administration, Staff	Aug. 2009	June 2010	Director of Science, Scope and Sequence documents	Lesson plans in Forethought, Engineering Scope and Sequence developed	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 4:	Expand district educational and business partnerships with the local and global community							
Summative Evaluation:	Documentation of increase in campus partnerships included in campus CIP							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus/Community Feedback	Expand campus partnership with Baylor Medical Center in Grapevine to include them in a Texan Town job or club	2 nd -5 th Grades	Campus Administration; Texan Town City Manager	August 2009	May 2010	Baylor Grapevine Staff, Texan Town Funds as needed for job or club	Fall/Winter/Spring Texan Town Catalog sessions	
Campus Feedback from Title 1 Planning Retreat	Incorporate guest speakers and presentations into a minimum of 7 Texan Town jobs or clubs	K-5	Campus Administration, Texan Town Teacher/Parent Sponsors	August 2009	May 2010	Community Partner Volunteers	Scope and Sequence for Texan Town jobs and clubs	
Campus/Community Feedback	Partner with YMCA staff to offer a Yoga Class for students during Texan Town	2 nd -5 th Grades	Campus Administration	August 2009	May 2010	YMCA Partner Volunteers	Fall/Winter/Spring Texan Town Catalog sessions	
Campus/Community Feedback	Partner with NTH engineering group to enhance the Engineering Club and the Robotics Clubs in Texan Town	3 rd -5 th Grades	Campus Administration, Club sponsors	August 2009	May 2010	Michael Yakubovsky and NTH engineering students, Engineering kits purchased with Stimulus Funds	Scope and Sequence for Engineering and Robotics Clubs	
Campus Feedback from Title 1 Planning Retreat	Partner with Morriss Elem. staff to effectively implement parts of the STEM program	K-5	Campus Administration, Staff	June 2009	June 2010	Debbie Skinner and Rick Sandlin Stimulus Funds for campus site visits	Summaries from visits and conversations	
Community Feedback and Campus Feedback from Title 1 Retreat	Utilize community partners in the classroom and school	K-5	All Staff, Campus Administration	August 2009	June 2010	Community Volunteers	Lesson plans documenting visits, pictures	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _5_:	Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation							
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
Community and Campus Feedback	Utilize curriculum literature, on-line resources, and district training and guidance on implementing assessment programs that target Obj. 5 skills	All	Campus Administration, All Staff	August 2009	June 2010	Director of Staff Development, Director of Curriculum K-12, Director of Elementary Curriculum K-5, Stimulus Funds	Lesson plans, Meeting agendas	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _6_:	Integrate 21 st Century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings and teacher walkthroughs, district snapshots, and use of grading rubrics, as well as site visit and program notes							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Participate in campus research dealing with 21 st Century skills for learners	All	Director of Staff Development and All Staff	August 2009	June 2010	Books and resources as needed for 21 st Century literacy, Project-based learning, and Authentic Assessment	Campus Staff Development Plan, Meeting agendas	
Community and Campus Feedback	Participate in training on information/resources to share and educate about 21 st Century Skills for learners	All	All Staff, Campus Administration	August 2009	June 2010	Director of Staff Development	Eduphoria records, Meeting agendas	
Campus Feedback	Visit 21 st Century art and library programs	Art, PE, Music, and Library teachers and Campus Admin.	Campus Administration, Specials teachers	August 2009	June 2010	Campus Funds Title 1 Funds (\$500)	Summaries from visits and any program notes	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _6_:	Integrate 21 st Century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings and teacher walkthroughs, district snapshots, and use of grading rubrics, as well as site visit and program notes							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration with things such as an updated science lab and library	All	Campus Administration, All Staff	August 2009	June 2010	Campus Funds, District Matching Funds, Grant monies when possible, PTO Funds, Bond money, Stimulus Funds for clear towers and vocal booths for podcasting	Observations and pictures of innovative classroom structures	
Campus Feedback	Utilize updated snapshot and walkthrough forms	All	Administrators and Directors	Sept. 2009	May 2010	New walkthrough form, technology	Walkthroughs and snapshot forms	
Community and Campus Feedback	Collaborate in the creation of grading rubrics for report card standards	K-3	Curriculum Directors, Campus Admin.	August 2009	June 2010	Curriculum Directors	Updated grading rubrics	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _7_:	Increase connections between real world experiences and authentic classroom instruction							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning, and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Participate in staff development targeted at real world application Service Learning and Project-based Learning	All	Director of Service Learning, Campus Admin., and Service Learning Campus reps	August 2009	June 2010	Resources for Project-based Learning, District Staff Dev. Opportunities, Stimulus Funds	Eduphoria records, Faculty Meeting Agendas	
Campus Feedback	Extend the use of campus technology to connect to the global community and expand learning opportunities with the use of technology such as Twitter, podcasting, Wiki's, Skype, blogging, etc.	All	Campus Admin., Staff	August 2009	June 2010	Campus Funds, District Matching Funds, Grant monies when possible, PTO Funds, Integration Specialist	Lesson plans, Equipment checkout records	
Campus and Community Feedback	Establish a Service Learning bulletin board to highlight quality service learning happening on campus	All	Campus Admin., Staff	August 2009	June 2010	Bulletin Board materials	Pictures of the bulletin board	
Campus Feedback	Write curriculum and lesson plans for Texan Town jobs and clubs as appropriate	3-5	Campus Admin., Staff	August 2009	Oct. 2010	Vertical team meetings, Staff Development time	Meeting Agendas, Curriculum, Lesson Plans	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _7_:	Increase connections between real world experiences and authentic classroom instruction							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning, and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Provide time for specials teachers to meet with classroom teachers in order to plan effective integration of curriculum	All	Campus Admin., Staff	August 2009	June 2010	Campus budget	Agendas, Lesson Plans	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _8_:	Expand Career and Technology programs to increase opportunities to all Town Center students							
Summative Evaluation:	Texan Town offerings and career and technology connections							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
District data on student placement	Plan an ongoing career display, students can see throughout the year and an elementary Career Day	All	Counselor	August 2009	June 2010	Display supplies	Pictures and a list of careers highlighted in Texan Town, classrooms, and school wide	
District data on student placement	Counselor will participate in any training offered on strengthening career awareness in students	All	Counselor; Director of Cur. And Instruction; Director of Staff Development	August 2009	June 2010	Directors of Curriculum and Instruction and Staff Development	Eduphoria records, Sign-in sheets	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _9_:	Expand program options and the learning continuum to reinforce strengths, needs, and interest of students served in all special needs programs.							
Summative Evaluation:	Town Center GT students and at-risk students will have opportunities to participate in a variety of learning choices both within and outside of the school day.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
2009 Program Evaluation	Increase opportunities for students to work on independent research projects on topics of interest and choice	GT, Sp. Ed., K-5	GT Teacher, Instructional Staff	Sept. 2009	June 2010	Director of Advanced Academics	Lesson plans	
Campus Feedback	100% of our classroom teachers, including the Sp. Ed. co-teach teacher will be GT certified or endorsed.	GT, Sp. Ed., K-5	Campus Admin., Teachers	Sept. 2009	June 2010	GT Training, Director of Staff Dev., Director of Advanced Academics	Eduphoria records	
Campus Feedback	Utilize equipment such as Kindles and online resources to enhance and expand the learning options for students.	GT, Sp. Ed., K-5	Campus Admin., Staff	Sept. 2009	June 2010	Hardware, Software, Title 1 Funds (\$7330), PTO Funds, Activity Funds	Purchase orders	
Campus Feedback, 21 st Century Research	Provide opportunities for inquiry about the world in which students live, science and how it affects the world around us, multi-cultural & environmental awareness, service learning, and innovation	GT, Sp. Ed., K-5	Campus Admin., Staff	Sept. 2009	June 2010	Stimulus Funds	Lesson Plans, Walkthroughs	
Campus Feedback, 21 st Century Research	Provide opportunities for students to work in diverse groups cooperatively using a rubric to guide their development in this area	GT, Sp. Ed., K-5	Campus Admin., Staff	Sept. 2009	June 2010	Rubrics	Progress documented on rubrics	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _9_:	Expand program options and the learning continuum to reinforce strengths, needs, and interest of students served in all special needs programs.							
Summative Evaluation:	Town Center GT students and at-risk students will have opportunities to participate in a variety of learning choices both within and outside of the school day.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback, 21 st Century Research	Provide opportunities for students to develop listening, speaking, and presentation skills using rubrics to determine their development in these areas	GT, Sp. Ed., K-5	Campus Admin., Staff	Sept. 2009	June 2010	Rubrics	Progress documented on rubrics	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _10_:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	ARD (Annual Review and Dismissal) Committee Paperwork, IEP's (Individual Education Plans)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Sp. Ed. permanent folder review; instructional snapshots; department meetings	Special ed. teacher and diagnostician will attend training on writing IEP's.	Sp. Ed. students	Director of Elementary Special Education	August 2009	May 2010	Director of Elementary Special Education	IEP's and ARD paperwork	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _11_:	Implement the requirements and purposes of IDEA by meeting State and Federal targets							
Summative Evaluation:	ARD (Annual, Review, and Dismissal) Committee Paperwork, IEP 's(Individual Education Plans), and FIE (Full and Individual Evaluations, APR (Annual Performance Report information							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
State Performance Plan (SPP) Indicators, Referral Logs, Child Find Logs	Participate in training on State and Federal timelines/guidelines	Sp. Ed.	Directors of Special Education, Lead Diagnostician and Speech Teachers	July 2009	June 2010	Intervention Services Personnel, Region 10, Sp. Ed. Local and Federal Funds	Eduphoria records	
State Performance Plan (SPP) Indicators, Referral Logs, Child Find Logs	Implement tracking system to monitor timelines established by State and Federal guidelines	Sp. Ed.	Directors of Special Education, Lead Diagnostician and Speech Teachers, LSSP's, Intervention Services Personnel, Related Services Personnel	Aug. 2009	June 2010	Intervention Services, Sp. Ed. Local and Federal Funds	IEP's, ARD paperwork	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _12_:	Improve student performance and program effectiveness by meeting State and Federal standards for students in special populations under IDEA							
Summative Evaluation:	Number of campus ISS incidents and progress reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
District discipline data	Continue to implement individualized behavior plans for special ed. and 504 students to ensure Town Center supports the district initiative of complying with State and Federal standards	All	Campus Admin., Staff, District Behavior Specialists, Director of Elementary Sp. Ed.	August 2009	June 2010	Directors of Sp. Ed., Behavior Specialists, Diagnosticians	Campus Discipline Data	
AEIS Reports, PEIMS Reports, PBMAS Reports, Sp. Ed. Referral Reports	Participate in school-wide training in the administration of assessment tools and methods that consider the student's culture and background	All	Directors of Sp. Ed., Curriculum Dept., Diagnostician and Speech Teacher, ESL Facilitator	July 2009	June 2010	Intervention Services Personnel, Region 10, Cur. Dept., Campus Admin., PST (Promoting Success Team), Local Sp. Ed. and Federal Funds	PST Reports, Sp. Ed. Referral Reports, Eduphoria records, Agendas, Other documentation of CISD staff dev.	
AEIS Reports, CBA data	Maintain co-teach sections where possible and include co-teach teacher in all training in which regular classroom teachers participate	Sp. Ed.	Campus Admin., Sp. Ed. Teacher, Classroom Co-Teach Teachers	August 2009	June 2010	Staff Development Funds, Stimulus Funds	Eduphoria Records, Schedule	
PEIMS	Provide training on positive behavioral supports to continue to support the district in positive behavior modification of sp. ed. students	Sp. Ed.	Campus Admin., Diagnostician, Director of Elementary Sp. Ed.	August 2009	Sept. 2009	Behavior Specialists, Director of Elementary Sp. Ed.	PEIMS data	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 13:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates	Create a culture that encourages teacher retention	All	Assistant Superintendent of Curriculum and Instruction and Executive Director of HR	July 2009	June 2010	Campus Administrators, SFSF (\$217,848 – salaries for 4 teachers)	Teacher Retention Rates	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective __1__:	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906							
Summative Evaluation:	Data gathered from central office visits to campus, community feedback on demonstration of character traits by CISD students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Input	Participate in staff development on character education through a variety of formats	All	Director of Staff Development, Campus Admin.	June 2009	July 2010	Director of Staff Development	District Survey Results, Eduphoria reports, Agendas	
Community and Campus Input	Support the district character program by displaying character traits in the school and communicating traits through a variety of means to parents and students, and teaching students the traits	All	Counselor, Classroom Teachers	August 2009	June 2010	Director of Student Services, Counselors	Traits displayed, Counselor lesson plans	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective _2_ :	Embed Character Education within the CISD curriculum in order to reach all students							
Summative Evaluation:	Data gathered from central office visits to campus, community feedback on demonstration of character traits by CISD students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Distribute docking stations to teachers to enhance teacher's ability to utilize Quantum Learning music strategies in management and character development of students	All	Campus Admin., Integration Specialist, Staff, Counselor	August 2009	June 2010	Presentation on the 8 Keys of Excellence from Quantum Learning Training	Snapshots, Walkthroughs, Agendas	
Community and Campus Input	Implement reflection methods designed by the district within appropriate content areas which guide students to recognize Character Traits	All	Curriculum Directors, Campus Admin., Staff including Counselor	August 2009	June 2010	Student reflections, Counselor	Lesson plans, Walkthroughs, Snapshot visits	
Community and Campus Input	Utilize district provided resources that demonstrate a correlation between Character Ed. and Service Learning	All	Curriculum Directors, Director of Service Learning, SL Campus Team, Staff	August 2009	June 2010	CISD curriculum writer's, Curriculum Directors	Reflections	
Community and Campus Input	Integrate Service Learning and other character ed. projects into existing content area curriculum where appropriate	All	Curriculum Directors, Director of Service Learning, SL Campus Team, Staff	August 2009	June 2010	CISD curriculum writer's, Curriculum Directors	Lesson plans, Curriculum documents	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective __2__:	Embed Character Education within the CISD curriculum in order to reach all students							
Summative Evaluation:	Data gathered from central office visits to campus, community feedback on demonstration of character traits by CISD students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and Campus Input	Embed the assessment of character traits into existing grading practices	All	Classroom teachers	August 2009	June 2010	Curriculum Directors, Director of Student Services, Rubrics for assessing character traits	Report card documentation	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective __3__:	Create a culture where positive character qualities are demonstrated daily							
Summative Evaluation:	Data gathered from central office visits to campus, community feedback on demonstration of character traits by Town Center students, Texan Bucks earned by individuals and classes							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and Campus Input	Teach effective strategies to counteract bullying and provide ongoing, consistent small group intervention for students who bully or who are bullied. (When a student is identified, they will be in a group for the remainder of the year to promote a true change in behavior.)	All	Counselor, Campus Administration	August 2009	June 2010	Counselor, Bullying materials	Discipline data, Group data from counselor	
Community, Parent, and Campus Input	Increase the number of students receiving Gold, Silver, and Bronze Presidential Service Awards by 5 students in each category	All	Campus Administration, All Staff	Aug. 2009	June 2010	Funds for awards	Campus notebook tracking service hours for students	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective __4__:	Focus integration of service learning into curriculum a means of authentic character development							
Summative Evaluation:	Teacher lesson plans, student participation in service learning activities							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Integration of Service-Learning and Character Education	Create more efficient documentation of student participation in Service Learning projects and celebrate service hours for each grade and for individuals as they progress toward a Presidential Service Award	All	Service Learning Campus Team, Staff, Student Council	August 2009	June 2010	Campus SL Leaders, Campus Staff, Documentation of Service Learning Projects	Spreadsheet of student service hours, List of service projects, Track how many beads of service are given out to students, List of students who receive a Gold, Silver, or Bronze Presidential Service Awards at the end of the year	
Community and Campus Input	Continue to have students participate in service reflections after each service project or job/club rotation in Texan Town	All	Service Learning Campus Team, Staff, Student Council	August 2009	June 2010	Campus SL Leaders, Campus Staff, Documentation of Service Learning Projects	Student reflection forms	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective _5_:	Meet Chapter 37 guidelines: Student suspension needs to be a maximum of 3 days							
Summative Evaluation:	Data gathered from central office visits to campus, community feedback on demonstration of character traits by CISD students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
District Discipline Data	Campus administrators will participate in administrator training on appropriate suspension procedures	All	Director of Student Services	August 2009	Jan. 2010	Director of Student Services	Sign-in sheets or Eduphoria records	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective __1__ :	Increase Town Center staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21 st Century technology skills							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with department and/or campus personnel	Continue staff training on how to use the proficiency objectives document	All	Integration Specialists, All Staff, Campus Administration	June 2009	July 2010	Trainers, Staff Development Opportunities, Materials	Eduphoria records, campus visits	
Meetings with department and/or campus personnel	Participate in district developed assessment to evaluate staff proficiencies. (Continue to participate in the STAR Chart Assessment by the state if possible in addition to CISD's assessment)	All	Integration Specialists, All Staff, Campus Admin.	August 2009	June 2010	Proficiency objectives document, I-Team, Campus Administration	Walkthrough data, District Snapshot data, PDAS evaluations, Technology goal completion	
Meetings with department and/or campus personnel	Utilize online learning resources to increase differentiated staff development	All	Integration Specialists, All Staff, Campus Admin.	June 2009	June 2010	PD360, Staff Development	Online resources, Eduphoria reports	
Meetings with department and/or campus personnel	Attend differentiated 21 st Century workshops to accommodate all staff members technology levels	All	Integration Specialists, All Staff, Campus Administration	June 2009	June 2010	Staff Development Opportunities, PD360, I-Team	Eduphoria records, Certificates, Conference registrations	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective _2_:	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wiles, blogs, and social networking.							
Summative Evaluation:	All local policies and procedures reflect current standards and recommendations by TASB and all network services are up 100% of the time							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Continue to obtain technology hardware and software for teachers to implement with students to enhance and make efficient students interactions with a wide variety of technology	All	Campus Administration, Integration Specialist	Sept. 2009	May 2010	District Technology Department, Stimulus Funds for towers and roamers	Purchase orders of technology ordered, Websites housing student products, blogs, etc.	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective _3_ :	Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.							
Summative Evaluation:	District energy report, recycling checks, conservation procedures							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Implement a school-wide ink cartridge recycling program and include parents in the recycling opportunity	All	Campus Green Team, All Staff, Cindy Schroeder, Campus Administration	August 2009	June 2010	Online resources such as Tidbits Newsletter to publicize recycling opportunity to parents, Teacher newsletters	Recycling checks to indicate the amount of cartridges recycled	
Campus Feedback	Implement a school-wide paper and ink conservation for printer use and conservation for copier use	All	All Staff, Campus Administration, Integration Specialist	August 2009	June 2010	Various online resources, Green Team, Integration Specialist	Documented procedures, reduction in paper consumption	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective __4__ :	Enhance the Coppel ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.							
Summative Evaluation:	Campus websites, Staff/Parent portal resources and content, Security audit report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Establish Campus Vision for Website	Review the use and effectiveness of TC's website content to determine the need for enhancements and/or modifications	All	Campus Administration, Integration Specialist, SBDM Team	June 2009	July 2010	Campus staff, CISD policy resources	Staff feedback, Campus and teacher websites	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective _5_ :	Participate in the districts replacement schedule to meet the instructional and technological needs of all staff and students							
Summative Evaluation:	Campus technology inventory reports, Bond project reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Review of campus inventory and usage, Campus Feedback, District inventory	Continue to add to the rich technological resources on campus as indicated by teacher usage and demand and participate in district replacement schedule as appropriate to replace inefficient equipment	All	Campus Administration, Executive Director of Technology	June 2009	July 2010	PTO Funds, District Matching Funds	Purchase orders, Inventories	

TOWN CENTER ELEMENTARY
CAMPUS IMPROVEMENT PLAN EXECUTIVE SUMMARY
2009-2010

Town Center Elementary has a dynamic, highly proficient teaching staff, who continues to be on the cutting edge with their use of best practice and technology to enhance instruction and learning. According to our 2008-2009 enrollment, our student demographics are composed of 6% African American, 11% Hispanic, 19% Asian, and 64% Caucasian. 12% of our population is LEP and 10% of our population is Economically Disadvantaged.

Our goal is to develop the whole child increasing the odds that every child will reach their potential. We do this by providing in the area of academic development, a stimulating, engaging, rigorous curriculum connected to relevant things in a child's world with many opportunities for inquiry and innovation; for social and emotional development we provide leadership and listening, speaking, and presenting opportunities, service learning involvement, and lessons that foster skills in working collaboratively with individuals who are similar and those who are diverse. This is to begin nurturing collaborative social skills and the ability for students to get along and work with others who may see things differently and who don't always agree is a critical skill in the 21st Century, whether you are a stay at home mom working with other parents in the PTO or an executive working with different department heads.

In alignment with our district strategic plan, parent input, campus data, and teacher and student input, we plan to focus on the district goal areas in the following manner:

Goal 1 states that a rigorous curriculum will be delivered using data, technology, and effective instructional strategies in a meaningful way that engages learners. We will accomplish this by participating in benchmarking to ensure adequate progress for every child, and by implementing inquiry based engineering lessons to promote relevancy in learning and help children make connections in the world that surrounds them every day to math, science and technology. We will also offer an additional resource to our language arts balanced literacy program by supplementing with the American Reading Company's literature and working with a modified 100 Book Challenge Program to promote intrinsic motivation to be life-long readers of non-fiction literature as well as appreciating the other genres of literature. Much like the country of Finland works to have a culture of readers through having libraries in their malls and gifting every newborn with a set of books, we will practice an abundance mentality with literature and the world it offers readers. We will continue to use the best practices currently in place for a balanced reading program.

Goal 2 is about developing the character of children. We will address this through leadership opportunities, cooperative group work, Texan Town curriculum that includes service learning, Quantum Learning strategies, and promoting Bronze, Silver, and Gold Presidential Service Awards to students and parents. We will also address Bullying through our counseling program and emphasize a true change in behavior through intense, long term intervention.

Goal 3 is about efficiency in operations and educational delivery using technology and increasing business partners to ensure educational excellence. This goal will be addressed by promoting a school wide ink cartridge recycling program and a school-wide paper and ink conservation incentive. Since Town Center is at an advanced tech level on three indicators on the state STaR Chart Criteria and at the target tech level for one of the criteria, we will continue to obtain technological resources and promote teacher training so that teachers and administrators can continue to incorporate technology into the vision, instruction, and student learning proficiencies required to be highly successful. We will actively seek to utilize community resources to provide students with enhanced learning opportunities and career awareness.

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAIATION 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 EMPLOYEE / VOLUNTEER	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED 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 NEGLIGENCE HOMICIDE	0
TOTAL	Student Violent and Criminal Incidents for the 2008-2009 School Year	0

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: VALLEY RANCH EL

Campus #: 057922110

2009 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Attendance (2007-08)

Commended on Reading/ELA

Commended on Writing

Commended on Mathematics

Commended on Science

Comparable Improvement: Reading/ELA

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 539
Grade Span: EE - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: VALLEY RANCH EL
Campus #: 057922110

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard															
Grade 3 (English) First Administration Only															
Reading	2009	90%	> 99%	94%	> 99%	> 99%	*	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	> 99%
	2008	89%	99%	93%	98%	*	*	> 99%	*	97%	> 99%	96%	*	*	89%
Mathematics	2009	86%	97%	91%	> 99%	> 99%	*	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	> 99%
	2008	85%	96%	90%	98%	*	*	> 99%	*	> 99%	> 99%	96%	*	*	> 99%
All Tests	2009	82%	97%	88%	> 99%	> 99%	*	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	> 99%
	2008	80%	95%	86%	96%	*	*	> 99%	*	97%	> 99%	93%	*	*	89%
TAKS Met 2009 Standard															
Grade 4 (English)															
Reading	2009	86%	97%	92%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2008	85%	97%	92%	95%	*	86%	95%	*	> 99%	96%	94%	*	> 99%	*
Mathematics	2009	88%	96%	93%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2008	87%	97%	93%	95%	*	86%	> 99%	*	> 99%	92%	97%	*	> 99%	*
Writing	2009	92%	99%	95%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2008	93%	98%	96%	95%	*	86%	> 99%	*	> 99%	92%	97%	*	> 99%	*
All Tests	2009	78%	94%	83%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2008	77%	95%	85%	93%	*	86%	95%	*	> 99%	92%	94%	*	> 99%	*
TAKS Met 2009 Standard															
Grade 5 (English) First Administration Only															
Reading	2009	85%	97%	90%	99%	80%	> 99%	> 99%	*	> 99%	> 99%	97%	*	> 99%	*
	2008	85%	98%	91%	> 99%	> 99%	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	*
Mathematics	2009	86%	95%	88%	99%	83%	> 99%	> 99%	*	> 99%	> 99%	97%	*	> 99%	*
	2008	86%	97%	92%	94%	> 99%	*	85%	*	> 99%	97%	89%	83%	> 99%	*
@ Science	2009	85%	97%	89%	96%	83%	> 99%	96%	*	97%	97%	95%	*	> 99%	*
	2008	82%	96%	86%	95%	80%	*	93%	*	> 99%	97%	93%	> 99%	> 99%	*
@ All Tests	2009	73%	92%	80%	96%	83%	> 99%	96%	*	97%	97%	95%	*	> 99%	*
	2008	72%	93%	80%	91%	83%	*	82%	*	> 99%	95%	86%	88%	> 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
2008-09 Campus Performance

Section I - Page 2
Total Students: 539
Grade Span: EE - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: VALLEY RANCH EL
Campus #: 057922110

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009	91%	99%	94%	> 99%	94%	> 99%	> 99%	*	> 99%	> 99%	99%	> 99%	> 99%	> 99%
	2008	91%	99%	95%	98%	90%	92%	98%	*	> 99%	99%	98%	> 99%	> 99%	92%
Mathematics	2009	82%	96%	92%	> 99%	93%	> 99%	> 99%	*	> 99%	> 99%	99%	> 99%	> 99%	> 99%
	2008	80%	97%	93%	97%	70%	92%	98%	*	> 99%	98%	97%	91%	93%	92%
Writing	2009	93%	99%	95%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2008	93%	99%	96%	95%	*	86%	> 99%	*	> 99%	92%	97%	*	> 99%	*
Science	2009	78%	95%	90%	96%	83%	> 99%	96%	*	97%	97%	95%	*	> 99%	*
	2008	74%	94%	86%	95%	80%	*	93%	*	> 99%	97%	93%	> 99%	> 99%	*
All Tests	2009	74%	94%	86%	99%	94%	> 99%	98%	*	99%	99%	98%	> 99%	> 99%	> 99%
	2008	72%	94%	86%	95%	60%	92%	94%	*	> 99%	97%	93%	92%	93%	92%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDE SELECTED TAKS(Accommodated))															
Reading/ELA	2009	96%	> 99%	97%	> 99%	94%	> 99%	> 99%	*	> 99%	> 99%	99%	> 99%	> 99%	> 99%
Mathematics	2009	89%	98%	96%	> 99%	93%	> 99%	> 99%	*	> 99%	> 99%	99%	> 99%	> 99%	> 99%
Writing	2009	97%	> 99%	> 99%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	*	*	*
Science	2009	83%	97%	92%	99%	83%	> 99%	> 99%	*	> 99%	> 99%	97%	*	> 99%	*
All Tests	2009	84%	97%	93%	> 99%	94%	> 99%	> 99%	*	> 99%	> 99%	99%	> 99%	> 99%	> 99%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	34%	64%	38%	71%	75%	75%	66%	*	72%	65%	76%	63%	63%	75%
	2008	34%	64%	36%	63%	50%	62%	57%	*	68%	64%	62%	55%	57%	31%
Mathematics	2009	31%	65%	45%	79%	47%	50%	74%	*	89%	77%	82%	> 99%	61%	78%
	2008	28%	61%	40%	71%	40%	62%	60%	*	85%	67%	74%	64%	57%	69%
Writing	2009	34%	64%	31%	63%	*	*	50%	*	70%	55%	70%	*	*	*
	2008	33%	63%	29%	63%	*	57%	67%	*	71%	50%	74%	*	40%	*
Science	2009	26%	51%	46%	74%	50%	60%	71%	*	82%	84%	66%	*	57%	*
	2008	22%	47%	44%	65%	60%	*	50%	*	80%	61%	71%	38%	83%	*
All Tests	2009	16%	42%	22%	57%	50%	33%	51%	*	63%	50%	63%	63%	42%	60%
	2008	15%	40%	20%	46%	30%	31%	38%	*	58%	43%	50%	38%	43%	31%
TAKS-M Met 2009 Standard (Sum of All Grades Tested)															
Reading/ELA	2009	82%	81%	94%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	69%	60%	83%	*	*	*	*	*	*	*	*	*	*	*
Writing	2009	72%	82%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2009	51%	47%	50%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2009	57%	59%	67%	> 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
2008-09 Campus Performance

Section I - Page 3
Total Students: 539
Grade Span: EE - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: VALLEY RANCH EL
Campus #: 057922110

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	98%	91%	> 99%	94%	> 99%	> 99%	*	> 99%	> 99%	99%	> 99%	> 99%	> 99%
	2008	86%	98%	91%	97%	90%	92%	97%	*	99%	98%	97%	92%	> 99%	85%
Mathematics	2009	80%	96%	91%	> 99%	93%	> 99%	> 99%	*	> 99%	> 99%	99%	> 99%	> 99%	> 99%
	2008	78%	96%	90%	97%	70%	92%	98%	*	> 99%	98%	97%	93%	93%	92%
Writing	2009	92%	99%	94%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	*	*	*
	2008	91%	98%	94%	95%	*	86%	> 99%	*	> 99%	93%	97%	*	> 99%	*
Science	2009	78%	95%	90%	96%	83%	> 99%	96%	*	97%	97%	95%	*	> 99%	*
	2008	74%	94%	86%	95%	80%	*	93%	*	> 99%	97%	93%	> 99%	> 99%	*
All Tests	2009	72%	93%	84%	99%	94%	> 99%	98%	*	99%	99%	98%	> 99%	> 99%	> 99%
	2008	69%	93%	82%	94%	60%	92%	92%	*	99%	95%	92%	86%	93%	85%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	98%	92%	> 99%	94%	> 99%	> 99%	*	> 99%	> 99%	99%	> 99%	> 99%	> 99%
Mathematics	2009	80%	95%	91%	> 99%	94%	> 99%	> 99%	*	> 99%	> 99%	99%	> 99%	> 99%	> 99%
Writing	2009	91%	99%	94%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	*	*	*
Science	2009	76%	94%	88%	96%	83%	> 99%	96%	*	97%	97%	95%	> 99%	> 99%	*
All Tests	2009	71%	93%	83%	99%	94%	> 99%	98%	*	99%	99%	98%	> 99%	> 99%	> 99%
TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)															
All Tests	2009	84%	85%	87%	> 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
2008-09 Campus Performance

Section I - Page 4
Total Students: 539
Grade Span: EE - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: VALLEY RANCH EL
Campus #: 057922110

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.7%	99.1%	100.0%	92.9%	100.0%	*	99.2%	98.2%	100.0%	100.0%	100.0%	85.7%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	92.8%	96.5%	100.0%	92.9%	95.2%	*	96.9%	93.7%	99.2%	57.1%	95.8%	78.6%
Not on TAKS	7.7%	2.9%	6.6%	2.6%	0.0%	0.0%	4.8%	*	2.3%	4.5%	0.8%	42.9%	4.2%	7.1%
TAKS(Acc) Only	2.3%	1.1%	1.2%	0.4%	0.0%	0.0%	0.0%	*	0.8%	0.9%	0.0%	7.1%	0.0%	0.0%
TAKS-M Only	3.3%	0.9%	3.0%	0.9%	0.0%	0.0%	1.6%	*	0.8%	1.8%	0.0%	14.3%	4.2%	7.1%
TAKS-Alt Only	0.8%	0.4%	0.2%	0.9%	0.0%	0.0%	1.6%	*	0.8%	0.9%	0.8%	14.3%	0.0%	0.0%
Combination	1.3%	0.5%	1.0%	0.4%	0.0%	0.0%	1.6%	*	0.0%	0.9%	0.0%	7.1%	0.0%	0.0%
By Acct Status														
Acct System	87.3%	94.4%	87.1%	91.7%	88.9%	85.7%	93.7%	*	91.6%	88.3%	94.9%	57.1%	79.2%	71.4%
Non-Acct System	11.2%	4.4%	12.5%	7.4%	11.1%	7.1%	6.3%	*	7.6%	9.9%	5.1%	42.9%	20.8%	14.3%
Mobile	4.7%	2.2%	6.0%	4.8%	11.1%	7.1%	1.6%	*	5.3%	5.4%	4.2%	0.0%	16.7%	7.1%
Non-Acct Test	6.4%	2.3%	5.8%	2.6%	0.0%	0.0%	4.8%	*	2.3%	4.5%	0.8%	42.9%	4.2%	7.1%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.5%	1.1%	0.3%	0.9%	0.0%	7.1%	0.0%	*	0.8%	1.8%	0.0%	0.0%	0.0%	14.3%
Absent	0.1%	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	0.9%	0.8%	0.1%	0.9%	0.0%	7.1%	0.0%	*	0.8%	1.8%	0.0%	0.0%	0.0%	14.3%
Other	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%
Hurricane Ike	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	3,132,150	7,035	280	229	18	14	63	3	131	111	118	14	24	14
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	99.5%	97.9%	100.0%	94.4%	100.0%	*	96.8%	98.0%	97.9%	100.0%	100.0%	78.9%
By Program														
TAKS (1 or more)	90.9%	95.7%	92.8%	94.3%	100.0%	83.3%	95.7%	*	94.6%	93.9%	94.7%	63.2%	88.9%	68.4%
Not on TAKS	7.5%	3.0%	6.6%	3.6%	0.0%	11.1%	4.3%	*	2.2%	4.0%	3.2%	36.8%	11.1%	10.5%
TAKS(Acc)	2.7%	1.0%	2.1%	0.5%	0.0%	0.0%	1.4%	*	0.0%	1.0%	0.0%	5.3%	0.0%	0.0%
TAKS-M Only	2.9%	1.2%	2.0%	2.1%	0.0%	11.1%	2.9%	*	0.0%	1.0%	3.2%	21.1%	11.1%	10.5%
TAKS-Alt Only	0.7%	0.4%	0.0%	0.5%	0.0%	0.0%	0.0%	*	1.1%	1.0%	0.0%	5.3%	0.0%	0.0%
Combination	1.2%	0.4%	0.9%	0.5%	0.0%	0.0%	0.0%	*	1.1%	1.0%	0.0%	5.3%	0.0%	0.0%
By Acct Status														
Acct System	87.1%	93.9%	88.0%	89.2%	76.9%	72.2%	92.8%	*	91.4%	87.9%	90.5%	68.4%	77.8%	68.4%
Non-Acct System	11.3%	4.7%	11.9%	8.8%	23.1%	22.2%	7.2%	*	5.4%	10.1%	7.4%	31.6%	22.2%	10.5%
Mobile	5.1%	2.4%	5.5%	5.7%	23.1%	11.1%	2.9%	*	4.3%	7.1%	4.2%	0.0%	11.1%	0.0%
Non-Acct Test	6.2%	2.3%	5.9%	3.1%	0.0%	11.1%	4.3%	*	1.1%	3.0%	3.2%	31.6%	11.1%	10.5%
Not Tested	1.6%	1.3%	0.6%	2.1%	0.0%	5.6%	0.0%	*	3.2%	2.0%	2.1%	0.0%	0.0%	21.1%
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%
LEP Exempt	0.9%	1.1%	0.5%	1.0%	0.0%	5.6%	0.0%	*	1.1%	0.0%	2.1%	0.0%	0.0%	10.5%
Other	0.5%	0.2%	0.0%	1.0%	0.0%	0.0%	0.0%	*	2.2%	2.0%	0.0%	0.0%	0.0%	10.5%
Total Count	3,075,682	7,040	287	194	13	18	69	1	93	99	95	19	18	19

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 5
Total Students: 539
Grade Span: EE - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: VALLEY RANCH EL
Campus #: 057922110

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) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA	2009	49%	70%	41%	*	*	*	*	*	*	*	*	*	*
	2008	53%	80%	50%	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	37%	52%	44%	*	*	*	*	*	*	*	*	*	*
	2008	36%	54%	56%	*	*	*	*	*	*	*	*	*	*
Average TGI Growth														
Reading/ELA	2009	0.52	1.00	0.57	*	*	*	*	*	*	*	*	*	*
	2008	0.58	1.08	0.74	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	0.38	0.51	0.47	*	*	*	*	*	*	*	*	*	*
	2008	0.34	0.76	0.53	*	*	*	*	*	*	*	*	*	*
Student Success Initiative														
Grade 3 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	10%	1%	7%	< 1%	< 1%	*	< 1%	*	< 1%	< 1%	< 1%	*	< 1%
	2008	12%	1%	8%	2%	*	*	< 1%	*	3%	< 1%	4%	*	11%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	94%	> 99%	96%	> 99%	> 99%	*	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
	2008	94%	> 99%	97%	> 99%	*	*	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	16%	3%	12%	4%	33%	< 1%	< 1%	*	3%	< 1%	8%	*	14%
	2008	15%	2%	10%	< 1%	< 1%	*	< 1%	*	< 1%	< 1%	< 1%	< 1%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	91%	99%	94%	99%	83%	> 99%	> 99%	*	> 99%	> 99%	97%	*	> 99%
	2008	92%	99%	96%	> 99%	> 99%	*	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	15%	5%	12%	1%	17%	< 1%	< 1%	*	< 1%	< 1%	3%	*	< 1%
	2008	15%	3%	8%	6%	< 1%	*	15%	*	< 1%	3%	11%	17%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	92%	98%	95%	99%	83%	> 99%	> 99%	*	> 99%	> 99%	97%	*	> 99%
	2008	91%	99%	96%	98%	> 99%	*	96%	*	> 99%	> 99%	96%	> 99%	> 99%
English Language Learners Progress Measure (2011 Preview)														
	2008-09	76%	94%	87%	> 99%	*	*	*	*	> 99%	> 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
 2008-09 Campus Performance

Section I - Page 6
 Total Students: 539
 Grade Span: EE - 05
 School Type: Elementary

District Name: COPPELL ISD
 Campus Name: VALLEY RANCH EL
 Campus #: 057922110

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Attendance Rate														
2007-08	95.5%	96.9%	96.7%	97.3%	96.9%	97.1%	97.1%	*	97.5%	97.3%	97.3%	97.3%	96.6%	96.9%
2006-07	95.5%	97.0%	96.8%	97.2%	96.9%	96.9%	97.2%	*	97.4%	97.1%	97.3%	97.1%	97.1%	96.8%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 539
Grade Span: EE - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: VALLEY RANCH EL
Campus #: 057922110

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	539	100.0%	24,168	9,915	4,728,204
Students By Grade:					
Early Childhood Education	8	1.5%	0.8%	0.1%	0.3%
Pre-Kindergarten	39	7.2%	5.6%	1.1%	4.2%
Kindergarten	86	16.0%	13.9%	6.8%	7.7%
Grade 1	89	16.5%	15.0%	6.6%	8.0%
Grade 2	95	17.6%	15.3%	7.2%	7.9%
Grade 3	82	15.2%	15.7%	7.9%	7.8%
Grade 4	66	12.2%	16.3%	7.7%	7.5%
Grade 5	74	13.7%	15.4%	7.8%	7.5%
Grade 6	0	0.0%	1.4%	8.0%	7.3%
Grade 7	0	0.0%	0.3%	8.2%	7.3%
Grade 8	0	0.0%	0.2%	8.1%	7.3%
Grade 9	0	0.0%	0.0%	8.3%	8.2%
Grade 10	0	0.0%	0.0%	7.5%	7.0%
Grade 11	0	0.0%	0.0%	7.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	42	7.8%	15.6%	5.4%	14.2%
Hispanic	34	6.3%	50.4%	11.6%	47.9%
White	147	27.3%	27.3%	60.4%	34.0%
Native American	6	1.1%	0.4%	0.4%	0.4%
Asian/Pac. Islander	310	57.5%	6.2%	22.2%	3.6%
Economically Disadvantaged	62	11.5%	54.8%	9.3%	56.7%
Limited English Proficient (LEP)	121	22.4%	21.2%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	0	0.0%	0.3%	0.6%	2.1%
At-Risk	148	27.5%	43.2%	22.0%	48.3%
Mobility (2007-08)	39	11.3%	16.7%	7.9%	19.8%
Number of Students per Teacher	13.2	n/a	14.8	13.6	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	3.3%	2.7%	4.7%	2.6%	25.0%	11.1%	20.8%	11.7%
Grade 1	3.0%	3.9%	1.4%	5.5%	50.0%	9.6%	10.9%	10.5%
Grade 2	3.4%	2.5%	0.9%	3.2%	0.0%	3.6%	1.5%	4.7%
Grade 3	0.0%	1.8%	0.2%	2.5%	0.0%	2.3%	2.4%	3.0%
Grade 4	3.4%	0.8%	0.3%	1.3%	0.0%	0.8%	0.0%	1.3%
Grade 5	0.0%	1.3%	0.3%	1.9%	0.0%	2.7%	0.0%	2.4%
Grade 6	-	0.0%	0.6%	0.9%	-	0.0%	0.0%	1.6%
Grade 7	-	-	0.1%	1.4%	-	0.0%	0.0%	2.2%
Grade 8	-	-	0.1%	1.7%	-	-	1.6%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 539
 Grade Span: EE - 05
 School Type: Elementary

District Name: COPPELL ISD
 Campus Name: VALLEY RANCH EL
 Campus #: 057922110

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	20.3	19.0	18.3	19.0
Grade 1	17.3	18.9	18.1	19.0
Grade 2	18.6	19.2	18.3	19.3
Grade 3	16.5	19.7	19.2	19.3
Grade 4	16.5	19.7	18.5	19.7
Grade 5	19.1	21.8	20.9	22.1
Grade 6	-	23.0	22.1	21.5
Mixed Grades	-	21.7	-	21.8
Secondary: English/Language Arts	-	20.6	19.8	19.8
Foreign Languages	-	12.8	21.0	21.1
Mathematics	-	19.9	21.8	19.6
Science	-	19.2	21.4	20.5
Social Studies	-	20.5	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 539
Grade Span: EE - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: VALLEY RANCH EL
Campus #: 057922110

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	50.2	100.0%	100.0%	100.0%	100.0%
Professional Staff:	46.2	92.0%	87.0%	78.3%	62.9%
Teachers	40.7	81.1%	74.2%	64.4%	50.7%
Professional Support	3.5	7.0%	8.7%	8.5%	8.4%
Campus Admin. (School Leader.)	2.0	4.0%	4.2%	3.7%	2.8%
Educational Aides:	4.0	8.0%	13.0%	4.9%	9.7%
Total Minority Staff:	5.0	10.0%	28.8%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	4.6%	1.6%	9.7%
Hispanic	3.0	7.4%	19.9%	3.3%	22.1%
White	36.7	90.2%	73.8%	93.6%	66.7%
Native American	0.0	0.0%	0.0%	0.3%	0.3%
Asian/Pacific Islander	1.0	2.5%	1.6%	1.2%	1.3%
Males	0.0	0.0%	7.4%	18.9%	22.9%
Females	40.7	100.0%	92.6%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	2.0	4.9%	5.6%	4.9%	7.3%
1-5 Years Experience	12.9	31.6%	36.1%	32.1%	30.5%
6-10 Years Experience	14.0	34.4%	22.4%	22.4%	20.0%
11-20 Years Experience	7.1	17.4%	21.3%	25.9%	23.7%
Over 20 Years Experience	4.8	11.7%	14.6%	14.6%	18.6%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		9.9 yrs.	9.9 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		4.9 yrs.	6.6 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$47,229	\$40,379	\$45,928	\$40,372
1-5 Years Experience		\$46,388	\$43,228	\$46,527	\$42,463
6-10 Years Experience		\$47,226	\$45,027	\$47,524	\$45,035
11-20 Years Experience		\$51,674	\$49,171	\$51,898	\$49,083
Over 20 Years Experience		\$61,917	\$56,872	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$49,451	\$46,733	\$50,180	\$47,159
Professional Support		\$51,988	\$51,956	\$57,603	\$55,819
Campus Administration (School Leadership)		\$76,614	\$67,657	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	2.0	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 539
Grade Span: EE - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: VALLEY RANCH EL
Campus #: 057922110

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,905,556	100.0%	\$6,195	\$3,007,756	100.0%	\$6,413	\$142,167,978	100.0%	\$6,279
Instruction (11,95)	\$2,358,798	81.2%	\$5,029	\$2,455,663	81.6%	\$5,236	\$103,548,548	72.8%	\$4,573
Instructional-Related Services (12,13)	\$82,838	2.9%	\$177	\$86,005	2.9%	\$183	\$5,869,080	4.1%	\$259
Instructional Leadership (21)	\$84,800	2.9%	\$181	\$84,800	2.8%	\$181	\$2,180,926	1.5%	\$96
School Leadership (23)	\$220,313	7.6%	\$470	\$222,481	7.4%	\$474	\$9,999,163	7.0%	\$442
Support Services-Student (31,32,33)	\$158,807	5.5%	\$339	\$158,807	5.3%	\$339	\$6,701,853	4.7%	\$296
Other Campus Costs (35,36,51,52,53)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$13,868,408	9.8%	\$613
By Program:									
Total Operating Expenditures	\$2,905,556	100.0%	\$6,195	\$3,006,317	100.0%	\$6,410	\$126,614,271	100.0%	\$5,592
Bilingual/ESL Education (25)	\$256,360	8.8%	\$547	\$256,360	8.5%	\$547	\$10,831,964	8.6%	\$478
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$8,113	0.0%	\$0
Accelerated Education (24,30)	\$8,498	0.3%	\$18	\$28,750	1.0%	\$61	\$10,614,292	8.4%	\$469
Gifted & Talented Education (21)	\$72,259	2.5%	\$154	\$72,259	2.4%	\$154	\$1,458,238	1.2%	\$64
Regular Education (11)	\$2,010,081	69.2%	\$4,286	\$2,090,492	69.5%	\$4,457	\$83,056,381	65.6%	\$3,668
Special Education (23)	\$558,358	19.2%	\$1,191	\$558,456	18.6%	\$1,191	\$20,645,283	16.3%	\$912
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	117	21.7%	19.7%	7.0%	16.0%
Career & Technical Education	0	0.0%	0.0%	16.6%	21.4%
Gifted & Talented Education	60	11.1%	5.6%	22.2%	7.5%
Special Education	43	8.0%	9.2%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	3.2	8.0%	9.5%	3.2%	7.5%
Career & Technical Education	0.0	0.0%	0.0%	2.9%	3.9%
Compensatory Education	0.0	0.0%	5.2%	0.6%	3.6%
Gifted & Talented Education	1.0	2.5%	1.5%	4.2%	2.0%
Regular Education	31.9	78.3%	73.2%	65.5%	70.4%
Special Education	4.6	11.3%	10.6%	11.0%	9.7%
Other	0.0	0.0%	0.0%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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.



CAMPUS IMPROVEMENT PLAN

2009- 2010

CYNTHIA ARTERBERY
PRINCIPAL

MISSION STATEMENT:

The mission of the Coppel Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 13:** Ensure equitable distribution of highly qualified teachers.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.

Updated December 8, 2009

- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
 - **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
 - **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
 - **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
 - **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.
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CAMPUS SITE-BASED COMMITTEE

2009-2010 COMMITTEE MEMBERS

**CYNTHIA ARTERBERY, ANGIE HUX, BETH MEADOR, JODI CARTER, DEBBIE LUKERT, JEANNIE SANCHEZ,
KATHLEEN WINFREY, PARRISH NOLAN, EMILY JAMES, SANDY BURRELL, ERIN RAITH**



Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	98%	90%	98%	92%	100%	89%	75%	77%	N/A	100%
2008-2009 Results	100%	91.5%	100%	100%	100%	100%	--	100%	N/A	100%
Improvement Status	2%	1.5%	2%	8%	Same	11%	--	23%	N/A	same
2009-2010 Goals	100%	95%	100%	100%	100%	100%	90%	100%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
	1	Continue with small group guided reading and frequent assessment for continued improvement.
	2	Continue interventions such as literacy, Read 180 and PST.
	3	

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	97%	70%	98%	92%	93%	78%	75%	40%	N/A	95%
2008-2009 Results	99%	79.5%	100%	100%	89.5%	100%	100%	93%	N/A	100%
Improvement Status	2%	9.5%	2%	8%	-3.5%	22%	25%	53%	N/A	5%
2009-2010 Goals	100%	90%	100%	100%	95%	100%	100%	95%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1
		Continue and implement use of intervention programs such as Key Math, FAST math, Gizmos
		2
		Continue monitoring student progress using benchmark data (CBA, PA series) and through PST
		3

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	95%	50%	100%	86%	100%	--	--	14%	N/A	94%
2008-2009 Results	100%	--	100%	--	--	--	--	100%	N/A	100%
Improvement Status	5%	--	Same	--	--	--	--	86%	N/A	6%
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
	1	Continue with writing workshop by Erik Cork.
	2	
		Continue Write Traits, the use of thinking maps, and Write From the Beginning.
	3	Monitor assessment data for (CBA, Perf Series)

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	95%	80%	93%	100%	100%	--	29%	20%	N/A	83%
2008-2009 Results	96%	86%	96%	100%	100%	--	--	--	N/A	100%
Improvement Status	1%	6%	3%	same	same	--	--	--	N/A	17%
2009-2010 Goals	98%	100%	97%	100%	100%	--	--	88%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1
		Continue FOSS kits, Gizmo, High Touch/High Tech, and Inquiry-based learning
		2
		Monitor student progress through assessment data and use of PST
		3

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	N/A									
2008-2009 Results	N/A									
Improvement Status	N/A									
2009-2010 Goals	N/A									

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.		
		1
		2
		3

Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources		
		<p>Valley Ranch attendance rate was 97%. In order to ensure that our students are arriving at school on time and attending school on a regular basis, attendance /notifications of policy violations are sent out to parents twice a 9 weeks. Our staff works very diligently sending emails or making phone calls to students' parents that are not adhering to the tardy/absence policy. We have held parent conferences and attendance meetings to try and remedy the situation. This year, VRE sent one case to truancy court for excessive absences. For future reference/reminders, VRE teachers will review the attendance/tardy policy at curriculum night to hopefully deter these types of situations.</p>

Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources		
		N/A

Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources		
		<p>Valley Ranch Elementary had retained 5 students in the 07-08 school year from K-2 grades. Each of these students have progressed well, with the exception of one student that is now receiving SPED services.</p> <p>For the 08-09 school year,our PST committee, along with parents have decided to retain 5 students, all from grades K-1st, along with 2-5th grade students based on Grade Placement Committee decisions. The students will remain in the PST process and be monitored very closely for progress.</p>

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Unit plans, Forethought lesson plans, Performance Series Data 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 discussions	Implement campus-wide study of project-based learning	K-5 students, Administration, All staff	Campus Staff, Curriculum Directors All Staff Administration	June 2009	July 2010	PBL Book studies: \$1220, Foundation Grant, PBL manipulatives and supplies: \$4500, Stimulus grant, Monthly campus studies, monthly team studies; \$80 Foundation Grant, Staff development with New Tech High ; PBL authors visit , Stimulus Grant	Curriculum Unit Plans, Instructional Snapshots, lesson plans	
Campus observations, CBA data/local assessment comparison and Performance Series	Utilize CBA data and/or growth model, K/1 new math assessment data to inform instruction	All staff K-5 teachers	Curriculum Team, Campus Admin and Teachers	August 2009	June 2010	Achievement Series data and Performance Series Data, K/1 math assessment	Forethought lesson plans and campus visits, team meetings, PST meetings	

Updated December 8, 2009

District initiative Campus decision	Implement investigations math program	K-5	Staff, Administration, Curriculum Directors, Administration	June 2009	July 2010	Resources and manipulatives: local funds Region X trainings Forethought scope and sequence	Assessment spreadsheet, lesson plans	
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Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood – 12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offerings, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluation of campus improvement plans and disaggregation of walk-through data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide Early Childhood – 12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offerings, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluation of campus improvement plans and disaggregation of walk-through data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc	Monitor the implementation of Research-Based Best Practices & Response to Intervention (RTI) Process	Instructional Staff	Curriculum Team, Director of School Improvement, Intervention Services, RTI Specialist, and Campus Administrators	June 2009	July 2010	Curriculum Department, Intervention Services, Campus Admin, Counselors and IDEA Stimulus Funding, Key Math, Read Naturally, usage of Rtl database (Oct) Read 180, 3-5 weekly tutoring: \$2,500, Comp Ed funds	Curriculum Instructional Walk-Throughs, Forethought lesson plans, PST meeting minutes, AP to attend Administrative Rtl conference, sending a teacher team to TEPISA's conference on engagement, increased progress monitoring, pre and post tests to indicate academic improvement	
Research-based application	Implement ESL model to enhance student learning	All staff, ESL facilitator	ESL facilitator, all staff, ESL Director, Curriculum Directors	June 2009	July 2010	Staff trainings, Curriculum Directors	Number of staff ESL certified, number of student exits from ESL, increase ELL student performance	
Research-based strategies, 21 st century learning	Enhance technology materials and teaching methods in the classroom to address the needs of at-risk students, LEP, and retained students	PreK-5 students	ITeam, campus Technology and Curriculum team, administration, curriculum directors. ESL facilitator	August 2009	June 2010	Extending RAZ kids: \$1,318.35 Comp Ed Funds Key Math: Local Funds Classroom supplies: \$2,811.55, Comp. Ed Funds	Student progress reports, growth model using PS series, report cards, classroom progress monitoring	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students and stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Provide targeted instruction for students to help them understand the various assessment measures, including providing technology to allow them to understand, track and take responsibility for their individual performance and progress.	All	Campus Principals	August 2009	June 2010	Classroom visits, announcements, teachers, campus administration, counselors, PS series reports, CISD video explanations on website	Campus newsletters, agendas, handouts and portal, progress monitoring of programs such as Read Naturally and Key Math	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 4:	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increase in campus partnerships included in their CAMPUS IMPROVEMENT PLAN							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and campus feedback	Expand partnerships to include Irving Partnerships , New Tech, and other schools studying PBL	All	Administration, Staff, Students	August 2009	June 2010	Administrators, staff, administration meetings with corporations, teams for site visits	Documentation of activities held with partners	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 5:	Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.							
Summative Evaluation:	Document assessment results							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Participate in the gathering of feedback and input from teachers at all grade levels, using both quantitative (survey) and qualitative (focus group) approaches, to promote faculty involvement and support of this type of assessment	All	VRE intern, All teachers	August 2009	June 2010	Campus survey	Focus group attendance sheets and minutes and survey results	

Strategic Objective/Goal :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Observe through site visits 21 st century schools	All	Assistant Superintendent of Curriculum and Instruction	August 2009	June 2010	Curriculum Directors, teachers, subs	Documentation of visits and of sharing information gained in visits	
Campus and Community Feedback	Create grading rubrics that address 21 st century learning skills (oral and written communication, collaboration, technology literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Curriculum Directors, campus teams	August 2009	June 2010	Curriculum Directors, Campus administrators, teachers, New Tech speaker, District liaison	Updated grading rubrics	

Strategic Objective/Goal :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration	All	Administration, IT, and librarian , all staff	August 2009	June 2010	Principals, teachers, funds for classroom needs: \$9,810, Title I, Literacy supplies: \$381.65, Comp Ed	Observation of innovative classroom structures, library upgrade	
Campus Feedback	Participate in ongoing staff development targeted to <ul style="list-style-type: none"> • Real world application • Service Learning • Differentiation inside/outside the classroom • Project-based, problem-based teaching/learning 	All	Administration All PreK-5 teachers, Campus committees and leaders	June 2009	July 2010	Director of staff development, campus administrators, teachers, PD360, Team to Title I conference: Title I funds: \$4,000 Substitutes for mid-year planning: Title I: \$3,000 Site Visits: \$2,000, Stimulus Grant Substitutes, once a 9 weeks: \$1,500, Stimulus funds	Staff development offerings in Eduphoria and in (CIP) campus improvement plan, Individualized Teacher Department Plan	
Community and Campus Feedback	Access parent talent pool at the beginning of the year or as needed to determine assets.	All	Principals, teachers	August 2009	June 2010	Principals, teachers, PTOs, parents and guardians, parent survey given at curriculum night Parent Involvement: \$130, Title I	Campus improvement plans. PTO, Lists of parent assets, curriculum night sign in sheet	

Strategic Objective/Goal :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and Campus Feedback	Align concept-based instruction with real world application.	All	Campus staff, Administration, Curriculum Director Liaison	August 2009	June 2010	Grant manager: \$2,000, Educ. Foundation Funds, Hightouch/High tech: \$3,510, Title I	Information in Forethought, staff development offerings	
Community and Campus Feedback	Incorporate opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, on line courses, etc.	All	Director of Advanced Academics	August 2009	June 2010	Parent involvement survey, ITeam trainings, Speaker for M/Sci night: \$1,000, Title I	Lesson plans and Campus Improvement Plans, Friday Live	
Community Feedback	Implement campus-wide service learning project	All	Director over Service Learning, VRE service learning coordinators	August 2009	June 2010	Director over service learning, campus administrators, teachers, class time, partnership with the YMCA, Service Learning Grant	Postings on website, other evidence of service learning activities	
Campus feedback, Stimulus money	Apply for Engaging the Future Grant Application	PreK-5	Administrators, All staff PreK-5, district liaison	August 2009	September 2009	Federal Stimulus money, feedback from campus staff and liaison, campus CIP	Approval of grant funding, implementation of grant, evaluation	
21 st century learning skills	Construction of VRE Greenhouse	All students, gen ed and SPED K-5	All students, All staff, Community partners, All parents	August 2009	July 2010	Dad's club Funding and support, parent involvement surveys	student centered products, ongoing learning and evaluation	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 9:	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
Summative Evaluation:	The CISD GT Program Guide reflects an array of learning opportunities for gifted and talented students both within the school day as well as out of school options.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
2009 Program Evaluation	Implement GT Scope and Sequence of Skills	GT	Director of Advanced Academics and GT Committee	September 2009	December 2009	GT Committee Members	Copy of Revised Scope and Sequence	
GT State Plan Standards	Implement a Standards Based Report Card to report student mastery of skills in the scope and sequence	GT	Director of Advanced Academics and GT Committee	November 2009	March 2010	GT Committee Members	Copy of GT Reports Cards	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 9:	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
Summative Evaluation:	The CISD GT Program Guide reflects an array of learning opportunities for gifted and talented students both within the school day as well as out of school options.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
GT State Plan Standards	Implement the Texas Performance Standards Projects as part of GT Curriculum and Assessment	GT	Director of Advanced Academics and GT Faculty	September 2009	May 2010	GT Faculty and TEA Website for Performance Standards Project	Curriculum Documents and Student Projects	
GT State Plan Standards	Develop a program to cultivate reading and writing talents.	GT and Advanced Academic Students	Director of Advanced Academics; Director of Language Arts	September 2009	May 2010	GT Faculty	Program Description and Learning Opportunities	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 10:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 10:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Sp.Ed. Permanent folder review; instructional snapshots; department meetings	Attend initial and ongoing training in Standards-Based IEPs	Special Ed	Directors of Special Education Lead Diagnostician Lead Speech Pathologist Special Education Team Leaders	August 2009	June 2010	Special Education Teachers, Director of Special Education, Lead diagnostician, Lead Speech Pathologist, Special Education Team Leaders, Region 10, Special Education Local and Federal Funds, Special Education Data Management System	ARD committee reports, IEP Progress	
SPED student numbers and student need	Expand Co-teach to 3 rd grade to better meet student IEPs	3 rd grade teachers, SPED teachers	Campus Special Education teachers, SPED director	August 2009	July 2010	Co Teach Training, Co-planning with teachers	IEP data collection, IEP progress reports, gen ed progress and report cards	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 11:	Implement the requirements and purposes of IDEA by meeting State and Federal targets							
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Full and Individual Evaluations (FIE), Annual Performance Report (APR)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
State Performance Plan (SPP) Indicators Referral Logs Child Find Logs	Implement new data base for writing standards-based IEPs	Special Education Ages 0-21	Directors of Special Education, Diagnosticians Speech Pathologists Licensed Specialists in School Psychology Instructional Services Personnel Related Services Personnel	October 2009	June 2010	Intervention Services Personnel, Region 10, Regional Day School Program for the Deaf (RDSPD) Personnel, SpEd Local and Federal funds, Contract Services, September training	ARD Committee paperwork FIE reports Referral Logs Child Find Logs	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 13:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates	Create a culture that encourages teacher retention	All	Assistant Superintendent of Curriculum and Instruction and Executive Director of HR	July 2009	June 2010	Campus Administrators, SFSF (\$216,635 – salaries for 4 teachers)	Teacher Retention Rates	

Updated December 8, 2009

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906							
Summative Evaluation:	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD students							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher and admin , and staff recommendations	Establish a Student Leadership Team	Grades 2-5 students	Teachers, admin	August 2009	June 2010	Teachers recommendation, interview process	Group meetings once a 9 weeks	
Collaboration	Establish campus administrative team	ESL facilitator, literacy, GT, AP, Princ, counselor	Administration	August 2009	June 2010	Student growth data, Curriculum and student focused discussion	Group minutes, group meetings once a 9 weeks	
Teachers' input	Provide overview of VRE discipline plan	All	All campus staff, admin, and counselors	Aug 2009	June 2010	Campus schedule, overview of 2008-2009's discipline referrals	-grade level input on policies beforehand	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 2:	Embed Character Education within the CISD Curriculum, including through service learning projects, in order to reach all students							
Summative Evaluation:	Documentation of campus character education program within each Campus Improvement Plan							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community/ Campus feedback	Seamlessly integrate (campus-developed) Character Ed. program into existing school practices	All	Librarians, counselors, classroom teachers, assistant principals, principals	August 2009	June 2010	Library time, counselor visits, announcements, assemblies, advisory time, discipline programs, Project Wisdom character program, Quantum Learning Strategies	Campus visits	
Campus/service learning coordinator feedback	Integrate Service Learning and other character ed. projects into existing content area curriculum where appropriate	All	Curriculum Directors, Director of Service Learning	August 2009	June 2010	CISD curriculum writers, Curriculum Directors, imbed self evaluation rubrics into classroom projects	Classroom visits, curriculum documents, PBL studies	
Student interest	Expand campus clubs/service	K-5	K-5 teachers, admin, all staff	August 2009	June 2010	Watt Watchers, K-5 clubs, recycling, safety patrol, local funding	Energy report	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 3:	Create a culture where positive character qualities are demonstrated daily							
Summative Evaluation:	Documentation on shared community/CISD website							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community/campus feedback	Identify, develop and implement extracurricular character programs that are relevant to student life	All	Sponsor of student committee	August 2009	June 2010	Student committee, Drama, science and scrabble after school clubs, Math Olympiad	Publicized list of student extracurricular opportunities	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 4:	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
<i>Discipline Referrals, Anecdotal campus reports</i>	Increase the effectiveness of the relational aggression prevention program <ul style="list-style-type: none"> • Bullying • violence 	All	Dir. Student Services, Counselors, Teen Leadership teachers	August 2009	June 2010	Support materials, Teen Leadership curriculum, School Resource Officers (SROs), Title IV	Curriculum documents, counselor & nurse feedback, discipline data	
<i>Counselor's meetings and discussions</i>	Expand Quantum Learning (8 Keys of Knowledge) and Project Wisdom into current guidance sessions	Counselor K-5 staff and students	Counselor	August 2009	June 2010	Support texts, counselor meetings and discussion	Student and teacher feedback	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21 st Century technology skills.							
Needs Assessment	Action steps	Sp. Pop	Person(s) Responsible	Time line Start	Timelin e End	Resources Human/Material/Fiscal	Formative Evaluation	Docu ment ed
Meetings with department and/or campus personnel	All CISD staff members will develop annual technology goals using a proficiency objectives document.	All	Integration Specialists; Principals	July 2009	June 2010	Staff members, proficiency objectives document, annual review materials	Evaluations by supervisor and/or principal, annual goals documentation	
Meetings with department and/or campus personnel	Utilize online learning resources to increase differentiated staff development.	All	Integration Specialists; Staff Development Director	July 2009	June 2010	Bond \$/M&O, I-Team, Technology Dept, PD 360	Online resources, Eduphoria transcripts, District level site visits, Follow up reflective discussions	
Meetings with department and/or campus personnel	Develop and provide differentiated 21 st Century Training to accommodate all staff member's technology levels.	All	Integration Specialists; Staff Development Director	July 2009	June 2010	I-Team, Curriculum Team, Trainers, Materials (books, manuals, resources, etc.) PD360	Meeting handouts, Eduphoria transcripts, Follow up reflective discussions	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 4:	Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.							
Summative Evaluation:	District/Campus websites, Staff/Parent portal resources and content, Security audit report							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Time line Start	Timeli ne End	Resources Human/Material/ Fiscal	Formative Evaluation	Docum ented
Meetings with district and campus staff; Review District policy and guidelines for website posting/content; Survey surrounding districts; Parent survey for standards-based reporting	Review and update VRE website and staff websites.	All	Executive Director of Technology; ITeam, All teachers PreK-5	July 2009	June 2010	District and campus staff, Survey Monkey, CISD website policy resources	Staff and community feedback, District, campus and teacher website content, Survey results	

Updated December 8, 2009

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAALIATION 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 EMPLOYEE / VOLUNTEER	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED 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 NEGLIGENCE HOMICIDE	0
TOTAL	Student Violent and Criminal Incidents for the 2008-2009 School Year	0

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

2008-09 Academic Excellence Indicator System

District Name: COPPELL ISD

Campus Name: WILSON EL

Campus #: 057922106

2009 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Writing

Commended on Science

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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
2008-09 Campus Performance

Section I - Page 1
Total Students: 456
Grade Span: PK - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard															
Grade 3 (English) First Administration Only															
Reading	2009	90%	> 99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	89%	99%	97%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	> 99%
Mathematics	2009	86%	97%	94%	97%	*	88%	> 99%	*	> 99%	97%	97%	> 99%	93%	91%
	2008	85%	96%	93%	98%	*	> 99%	> 99%	*	93%	97%	> 99%	*	> 99%	> 99%
All Tests	2009	82%	97%	93%	97%	*	88%	> 99%	*	> 99%	97%	97%	> 99%	93%	91%
	2008	80%	95%	91%	98%	*	> 99%	> 99%	*	93%	97%	> 99%	*	> 99%	> 99%
TAKS Met 2009 Standard															
Grade 3 (Spanish) First Administration Only															
Reading	2009	84%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2008	83%	*	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	79%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2008	78%	*	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2009	75%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2008	73%	*	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2009 Standard															
Grade 4 (English)															
Reading	2009	86%	97%	95%	92%	*	70%	97%	*	93%	86%	> 99%	*	70%	56%
	2008	85%	97%	94%	96%	*	> 99%	97%	*	> 99%	96%	97%	*	86%	> 99%
Mathematics	2009	88%	96%	96%	92%	*	80%	95%	*	93%	86%	> 99%	*	70%	67%
	2008	87%	97%	96%	98%	*	> 99%	> 99%	*	> 99%	> 99%	97%	*	86%	> 99%
Writing	2009	92%	99%	97%	98%	*	89%	> 99%	*	> 99%	97%	> 99%	*	88%	88%
	2008	93%	98%	98%	98%	*	> 99%	97%	*	> 99%	96%	> 99%	*	> 99%	> 99%
All Tests	2009	78%	94%	90%	91%	*	70%	95%	*	93%	84%	> 99%	*	60%	56%
	2008	77%	95%	91%	95%	*	> 99%	94%	*	> 99%	92%	97%	*	86%	> 99%
TAKS Met 2009 Standard															
Grade 5 (English) First Administration Only															
Reading	2009	85%	97%	94%	92%	*	90%	95%	*	85%	84%	> 99%	*	82%	63%
	2008	85%	98%	95%	96%	*	83%	> 99%	*	*	97%	96%	*	78%	*
Mathematics	2009	86%	95%	94%	97%	*	90%	> 99%	*	92%	97%	97%	*	82%	75%
	2008	86%	97%	97%	98%	*	92%	> 99%	*	*	> 99%	96%	*	89%	*
@ Science	2009	85%	97%	95%	95%	*	89%	98%	*	92%	97%	94%	*	82%	75%
	2008	82%	96%	92%	94%	*	92%	95%	*	*	94%	93%	67%	89%	*
@ All Tests	2009	73%	92%	87%	89%	*	80%	93%	*	85%	85%	94%	*	75%	50%
	2008	72%	93%	90%	92%	*	83%	95%	*	*	91%	93%	67%	78%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 2
Total Students: 456
Grade Span: PK - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009	91%	99%	97%	96%	> 99%	92%	98%	*	95%	93%	> 99%	75%	89%	83%
	2008	91%	99%	97%	98%	86%	96%	99%	*	> 99%	99%	98%	> 99%	91%	93%
Mathematics	2009	82%	96%	96%	95%	> 99%	84%	98%	*	95%	92%	98%	75%	81%	77%
	2008	80%	97%	96%	98%	86%	96%	> 99%	*	97%	99%	98%	> 99%	91%	93%
Writing	2009	93%	99%	97%	98%	*	89%	> 99%	*	> 99%	97%	> 99%	*	88%	88%
	2008	93%	99%	98%	98%	*	> 99%	97%	*	> 99%	96%	> 99%	*	> 99%	> 99%
Science	2009	78%	95%	95%	95%	*	89%	98%	*	92%	97%	94%	*	82%	75%
	2008	74%	94%	92%	94%	*	92%	95%	*	*	94%	93%	67%	89%	*
All Tests	2009	74%	94%	91%	93%	> 99%	82%	97%	*	95%	90%	97%	73%	79%	73%
	2008	72%	94%	90%	96%	78%	96%	96%	*	97%	95%	97%	73%	91%	93%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDE SELECTED TAKS(Accommodated))															
Reading/ELA	2009	96%	> 99%	99%	98%	> 99%	95%	> 99%	*	97%	97%	> 99%	88%	95%	93%
Mathematics	2009	89%	98%	98%	96%	> 99%	87%	99%	*	95%	93%	99%	88%	84%	83%
Writing	2009	97%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%	> 99%
Science	2009	83%	97%	95%	95%	*	89%	98%	*	92%	97%	94%	*	82%	75%
All Tests	2009	84%	97%	96%	95%	> 99%	87%	98%	*	95%	93%	98%	82%	84%	83%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	34%	64%	50%	66%	40%	39%	74%	*	71%	66%	66%	63%	35%	27%
	2008	34%	64%	47%	68%	43%	50%	72%	*	76%	64%	73%	> 99%	26%	33%
Mathematics	2009	31%	65%	54%	58%	40%	29%	60%	*	84%	58%	59%	50%	24%	13%
	2008	28%	61%	49%	64%	43%	46%	65%	*	83%	64%	64%	67%	35%	40%
Writing	2009	34%	64%	42%	62%	*	44%	64%	*	71%	53%	72%	*	38%	13%
	2008	33%	63%	43%	52%	*	57%	46%	*	82%	46%	56%	*	14%	40%
Science	2009	26%	51%	59%	65%	*	22%	71%	*	77%	70%	59%	*	27%	25%
	2008	22%	47%	58%	76%	*	67%	82%	*	*	82%	70%	56%	56%	*
All Tests	2009	16%	42%	31%	42%	< 1%	21%	44%	*	58%	42%	42%	45%	16%	7%
	2008	15%	40%	27%	47%	33%	35%	46%	*	62%	49%	44%	45%	17%	13%
TAKS-M Met 2009 Standard (Sum of All Grades Tested)															
Reading/ELA	2009	82%	81%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	69%	60%	89%	*	*	*	*	*	*	*	*	*	*	*
Writing	2009	72%	82%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2009	51%	47%	50%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2009	57%	59%	73%	80%	*	*	*	*	*	*	*	80%	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 3
Total Students: 456
Grade Span: PK - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	98%	95%	95%	> 99%	90%	97%	*	95%	93%	98%	71%	88%	81%
	2008	86%	98%	95%	97%	89%	96%	97%	*	> 99%	99%	95%	85%	92%	94%
Mathematics	2009	80%	96%	95%	93%	> 99%	83%	97%	*	92%	91%	96%	71%	80%	72%
	2008	78%	96%	94%	97%	89%	93%	99%	*	97%	99%	95%	85%	88%	88%
Writing	2009	92%	99%	97%	99%	*	90%	> 99%	*	> 99%	97%	> 99%	> 99%	90%	89%
	2008	91%	98%	96%	96%	*	> 99%	94%	*	> 99%	96%	97%	*	> 99%	> 99%
Science	2009	78%	95%	95%	95%	*	89%	98%	*	92%	97%	94%	*	82%	75%
	2008	74%	94%	92%	94%	*	92%	95%	*	*	94%	93%	67%	89%	*
All Tests	2009	72%	93%	90%	92%	> 99%	78%	96%	*	92%	89%	95%	65%	75%	66%
	2008	69%	93%	88%	94%	78%	93%	96%	*	97%	95%	94%	62%	88%	88%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	98%	95%	95%	> 99%	90%	97%	*	95%	93%	98%	76%	88%	82%
Mathematics	2009	80%	95%	94%	93%	> 99%	83%	97%	*	92%	91%	96%	76%	81%	73%
Writing	2009	91%	99%	97%	99%	*	90%	> 99%	*	> 99%	97%	> 99%	> 99%	90%	89%
Science	2009	76%	94%	93%	94%	*	90%	98%	*	92%	94%	94%	67%	77%	78%
All Tests	2009	71%	93%	89%	91%	83%	78%	96%	*	92%	88%	95%	67%	74%	67%
TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)															
All Tests	2009	84%	85%	87%	88%	*	*	83%	*	*	*	80%	88%	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 4
Total Students: 456
Grade Span: PK - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.9%	99.6%	98.6%	100.0%	97.9%	99.2%	*	97.5%	100.0%	97.2%	100.0%	97.7%	92.3%
By Test Version														
TAKS (1 or more)	90.8%	95.9%	93.0%	91.0%	85.7%	87.5%	91.2%	*	95.0%	90.4%	91.6%	32.0%	84.1%	82.1%
Not on TAKS	7.7%	2.9%	6.4%	7.7%	14.3%	10.4%	8.0%	*	2.5%	9.6%	5.6%	68.0%	13.6%	10.3%
TAKS(Acc) Only	2.3%	1.1%	1.8%	3.6%	0.0%	4.2%	4.0%	*	2.5%	5.3%	1.9%	32.0%	6.8%	5.1%
TAKS-M Only	3.3%	0.9%	2.4%	2.3%	14.3%	4.2%	1.6%	*	0.0%	2.6%	1.9%	20.0%	6.8%	5.1%
TAKS-Alt Only	0.8%	0.4%	0.4%	1.4%	0.0%	2.1%	1.6%	*	0.0%	0.9%	1.9%	12.0%	0.0%	0.0%
Combination	1.3%	0.5%	0.6%	0.5%	0.0%	0.0%	0.8%	*	0.0%	0.9%	0.0%	4.0%	0.0%	0.0%
By Acct Status														
Acct System	87.3%	94.4%	88.6%	90.0%	71.4%	79.2%	93.6%	*	95.0%	90.4%	89.7%	44.0%	86.4%	76.9%
Non-Acct System	11.2%	4.4%	10.9%	8.6%	28.6%	18.8%	5.6%	*	2.5%	9.6%	7.5%	56.0%	11.4%	15.4%
Mobile	4.7%	2.2%	4.8%	2.3%	14.3%	8.3%	0.0%	*	0.0%	1.8%	2.8%	0.0%	0.0%	5.1%
Non-Acct Test	6.4%	2.3%	5.1%	6.3%	14.3%	10.4%	5.6%	*	2.5%	7.9%	4.7%	56.0%	11.4%	10.3%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.5%	1.1%	0.5%	1.4%	0.0%	2.1%	0.8%	*	2.5%	0.0%	2.8%	0.0%	2.3%	7.7%
Absent	0.1%	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	0.9%	0.8%	0.3%	1.4%	0.0%	2.1%	0.8%	*	2.5%	0.0%	2.8%	0.0%	2.3%	7.7%
Other	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%
Hurricane Ike	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	3,132,150	7,035	303	221	7	48	125	1	40	114	107	25	44	39
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	98.7%	99.6%	97.0%	100.0%	96.9%	96.8%	-	96.7%	96.0%	97.9%	100.0%	96.6%	76.0%
By Program														
TAKS (1 or more)	90.9%	95.7%	94.7%	89.4%	70.0%	90.6%	88.9%	-	96.7%	88.1%	90.7%	28.6%	89.7%	68.0%
Not on TAKS	7.5%	3.0%	4.9%	7.6%	30.0%	6.3%	7.9%	-	0.0%	7.9%	7.2%	71.4%	6.9%	8.0%
TAKS(Acc)	2.7%	1.0%	1.7%	3.5%	20.0%	3.1%	3.2%	-	0.0%	3.0%	4.1%	33.3%	3.4%	4.0%
TAKS-M Only	2.9%	1.2%	1.4%	2.0%	0.0%	3.1%	2.4%	-	0.0%	3.0%	1.0%	19.0%	3.4%	4.0%
TAKS-Alt Only	0.7%	0.4%	0.0%	2.0%	10.0%	0.0%	2.4%	-	0.0%	2.0%	2.1%	19.0%	0.0%	0.0%
Combination	1.2%	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	87.1%	93.9%	90.4%	89.9%	90.0%	81.3%	90.5%	-	96.7%	90.1%	89.7%	52.4%	79.3%	60.0%
Non-Acct System	11.3%	4.7%	8.8%	7.1%	10.0%	15.6%	6.3%	-	0.0%	5.9%	8.2%	47.6%	17.2%	16.0%
Mobile	5.1%	2.4%	4.8%	2.0%	0.0%	9.4%	0.8%	-	0.0%	1.0%	3.1%	0.0%	10.3%	8.0%
Non-Acct Test	6.2%	2.3%	3.6%	5.1%	10.0%	6.3%	5.6%	-	0.0%	5.0%	5.2%	47.6%	6.9%	8.0%
Not Tested	1.6%	1.3%	0.5%	3.0%	0.0%	3.1%	3.2%	-	3.3%	4.0%	2.1%	0.0%	3.4%	24.0%
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%
LEP Exempt	0.9%	1.1%	0.5%	3.0%	0.0%	3.1%	3.2%	-	3.3%	4.0%	2.1%	0.0%	3.4%	24.0%
Other	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,075,682	7,040	325	198	10	32	126	0	30	101	97	21	29	25

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 5
Total Students: 456
Grade Span: PK - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

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) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA	2009	49%	70%	50%	*	*	*	*	*	*	*	*	*	*
	2008	53%	80%	64%	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	37%	52%	58%	*	*	*	*	*	*	*	*	*	*
	2008	36%	54%	54%	*	*	*	*	*	*	*	*	*	*
Average TGI Growth														
Reading/ELA	2009	0.52	1.00	0.89	*	*	*	*	*	*	*	*	*	*
	2008	0.58	1.08	0.89	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	0.38	0.51	0.76	*	*	*	*	*	*	*	*	*	*
	2008	0.34	0.76	0.65	*	*	*	*	*	*	*	*	*	*
Student Success Initiative														
Grade 3 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	10%	1%	4%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%	< 1%	< 1%	< 1%
	2008	12%	1%	4%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%	*	< 1%	< 1%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	94%	> 99%	99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	> 99%	> 99%	> 99%
	2008	94%	> 99%	98%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%	*	> 99%	> 99%
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	16%	3%	7%	8%	*	10%	5%	*	15%	16%	< 1%	*	18%
	2008	15%	2%	6%	4%	*	17%	< 1%	*	*	3%	4%	*	22%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	91%	99%	98%	97%	*	> 99%	97%	*	92%	94%	> 99%	*	91%
	2008	92%	99%	99%	98%	*	92%	> 99%	*	*	> 99%	96%	*	89%
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
	2009	15%	5%	7%	3%	*	10%	< 1%	*	8%	3%	3%	*	18%
	2008	15%	3%	4%	2%	*	8%	< 1%	*	*	< 1%	4%	*	11%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	92%	98%	97%	97%	*	90%	> 99%	*	92%	97%	97%	*	82%
	2008	91%	99%	98%	98%	*	92%	> 99%	*	*	> 99%	96%	*	89%
English Language Learners Progress Measure (2011 Preview)														
	2008-09	76%	94%	91%	91%	*	87%	> 99%	*	> 99%	83%	96%	*	86%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Performance

Section I - Page 6
 Total Students: 456
 Grade Span: PK - 05
 School Type: Elementary

District Name: COPPELL ISD
 Campus Name: WILSON EL
 Campus #: 057922106

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Attendance Rate														
2007-08	95.5%	96.9%	96.8%	97.1%	97.6%	96.6%	97.1%	*	97.8%	97.4%	96.8%	96.8%	96.6%	97.1%
2006-07	95.5%	97.0%	96.9%	97.6%	97.3%	97.7%	97.4%	*	97.9%	97.8%	97.3%	96.9%	97.9%	97.9%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 1
Total Students: 456
Grade Span: PK - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	456	100.0%	25,036	9,915	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.4%	0.1%	0.3%
Pre-Kindergarten	38	8.3%	2.9%	1.1%	4.2%
Kindergarten	55	12.1%	16.2%	6.8%	7.7%
Grade 1	70	15.4%	16.4%	6.6%	8.0%
Grade 2	73	16.0%	16.5%	7.2%	7.9%
Grade 3	74	16.2%	16.6%	7.9%	7.8%
Grade 4	76	16.7%	16.3%	7.7%	7.5%
Grade 5	70	15.4%	13.7%	7.8%	7.5%
Grade 6	0	0.0%	0.9%	8.0%	7.3%
Grade 7	0	0.0%	0.0%	8.2%	7.3%
Grade 8	0	0.0%	0.0%	8.1%	7.3%
Grade 9	0	0.0%	0.0%	8.3%	8.2%
Grade 10	0	0.0%	0.0%	7.5%	7.0%
Grade 11	0	0.0%	0.0%	7.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	14	3.1%	9.2%	5.4%	14.2%
Hispanic	138	30.3%	32.4%	11.6%	47.9%
White	228	50.0%	50.1%	60.4%	34.0%
Native American	3	0.7%	0.4%	0.4%	0.4%
Asian/Pac. Islander	73	16.0%	8.0%	22.2%	3.6%
Economically Disadvantaged	123	27.0%	32.6%	9.3%	56.7%
Limited English Proficient (LEP)	123	27.0%	14.2%	7.6%	16.9%
Students w/Disciplinary Placements (2007-08)	0	0.0%	0.1%	0.6%	2.1%
At-Risk	162	35.5%	32.6%	22.0%	48.3%
Mobility (2007-08)	36	10.3%	12.9%	7.9%	19.8%
Number of Students per Teacher	13.0	n/a	15.1	13.6	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus			Campus	Campus		
		Group	District	State		Group	District	State
Kindergarten	6.3%	2.7%	4.7%	2.6%	16.7%	13.4%	20.8%	11.7%
Grade 1	1.7%	2.5%	1.4%	5.5%	0.0%	8.2%	10.9%	10.5%
Grade 2	3.4%	1.8%	0.9%	3.2%	0.0%	4.5%	1.5%	4.7%
Grade 3	0.0%	0.6%	0.2%	2.5%	0.0%	1.9%	2.4%	3.0%
Grade 4	0.0%	0.6%	0.3%	1.3%	0.0%	1.7%	0.0%	1.3%
Grade 5	1.9%	0.5%	0.3%	1.9%	0.0%	2.2%	0.0%	2.4%
Grade 6	-	0.0%	0.6%	0.9%	-	5.3%	0.0%	1.6%
Grade 7	-	-	0.1%	1.4%	-	-	0.0%	2.2%
Grade 8	-	-	0.1%	1.7%	-	-	1.6%	3.3%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2008-09 Campus Profile

Section II - Page 2
 Total Students: 456
 Grade Span: PK - 05
 School Type: Elementary

District Name: COPPELL ISD
 Campus Name: WILSON EL
 Campus #: 057922106

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	13.7	19.5	18.3	19.0
Grade 1	17.7	19.0	18.1	19.0
Grade 2	20.6	19.2	18.3	19.3
Grade 3	20.2	19.3	19.2	19.3
Grade 4	18.5	19.3	18.5	19.7
Grade 5	22.3	23.0	20.9	22.1
Grade 6	-	20.8	22.1	21.5
Mixed Grades	-	24.6	-	21.8
Secondary: English/Language Arts	-	11.0	19.8	19.8
Foreign Languages	-	-	21.0	21.1
Mathematics	-	-	21.8	19.6
Science	-	11.0	21.4	20.5
Social Studies	-	11.0	22.4	21.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 3
Total Students: 456
Grade Span: PK - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	45.6	100.0%	100.0%	100.0%	100.0%
Professional Staff:	40.6	89.0%	86.4%	78.3%	62.9%
Teachers	35.1	77.0%	74.6%	64.4%	50.7%
Professional Support	3.5	7.7%	8.1%	8.5%	8.4%
Campus Admin. (School Leader.)	2.0	4.4%	3.8%	3.7%	2.8%
Educational Aides:	5.0	11.0%	13.6%	4.9%	9.7%
Total Minority Staff:	6.0	13.2%	18.7%	11.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.9%	1.6%	9.7%
Hispanic	5.0	14.2%	11.9%	3.3%	22.1%
White	30.1	85.8%	83.6%	93.6%	66.7%
Native American	0.0	0.0%	0.2%	0.3%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.3%	1.2%	1.3%
Males	1.0	2.8%	4.7%	18.9%	22.9%
Females	34.1	97.2%	95.3%	81.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	1.0	2.8%	5.8%	4.9%	7.3%
1-5 Years Experience	13.0	37.0%	29.7%	32.1%	30.5%
6-10 Years Experience	4.7	13.3%	22.4%	22.4%	20.0%
11-20 Years Experience	10.1	28.8%	25.4%	25.9%	23.7%
Over 20 Years Experience	6.3	18.0%	16.6%	14.6%	18.6%
			Campus Group	District	State
Average Years Experience of Teachers:		11.7 yrs.	11.1 yrs.	10.8 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:		6.9 yrs.	6.8 yrs.	5.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$47,129	\$43,390	\$45,928	\$40,372
1-5 Years Experience		\$46,745	\$44,176	\$46,527	\$42,463
6-10 Years Experience		\$47,748	\$46,409	\$47,524	\$45,035
11-20 Years Experience		\$51,459	\$50,316	\$51,898	\$49,083
Over 20 Years Experience		\$61,993	\$58,782	\$60,648	\$57,325
Average Actual Salaries (regular duties only):					
Teachers		\$50,997	\$48,622	\$50,180	\$47,159
Professional Support		\$53,153	\$53,591	\$57,603	\$55,819
Campus Administration (School Leadership)		\$69,248	\$70,670	\$75,210	\$68,891
Contracted Instructional Staff (not incl. above):		0.0	2.8	0.0	2,034.5

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2008-09 Campus Profile

Section II - Page 4
Total Students: 456
Grade Span: PK - 05
School Type: Elementary

District Name: COPPELL ISD
Campus Name: WILSON EL
Campus #: 057922106

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,637,924	100.0%	\$6,628	\$2,721,400	100.0%	\$6,838	\$136,526,791	100.0%	\$6,091
Instruction (11,95)	\$2,111,004	80.0%	\$5,304	\$2,194,480	80.6%	\$5,514	\$100,817,351	73.8%	\$4,498
Instructional-Related Services (12,13)	\$93,088	3.5%	\$234	\$93,088	3.4%	\$234	\$5,296,724	3.9%	\$236
Instructional Leadership (21)	\$81,301	3.1%	\$204	\$81,301	3.0%	\$204	\$1,864,206	1.4%	\$83
School Leadership (23)	\$190,792	7.2%	\$479	\$190,792	7.0%	\$479	\$9,366,332	6.9%	\$418
Support Services-Student (31,32,33)	\$161,739	6.1%	\$406	\$161,739	5.9%	\$406	\$6,956,147	5.1%	\$310
Other Campus Costs (35,36,51,52,53)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$12,226,031	9.0%	\$545
By Program:									
Total Operating Expenditures	\$2,637,924	100.0%	\$6,628	\$2,721,400	100.0%	\$6,838	\$123,367,860	100.0%	\$5,504
Bilingual/ESL Education (25)	\$259,301	9.8%	\$652	\$259,301	9.5%	\$652	\$7,135,736	5.8%	\$318
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Accelerated Education (24,30)	\$6,122	0.2%	\$15	\$21,473	0.8%	\$54	\$6,065,945	4.9%	\$271
Gifted & Talented Education (21)	\$75,307	2.9%	\$189	\$75,307	2.8%	\$189	\$2,697,601	2.2%	\$120
Regular Education (11)	\$1,728,863	65.5%	\$4,344	\$1,795,424	66.0%	\$4,511	\$87,992,556	71.3%	\$3,926
Special Education (23)	\$568,331	21.5%	\$1,428	\$569,895	20.9%	\$1,432	\$19,476,022	15.8%	\$869
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	122	26.8%	13.7%	7.0%	16.0%
Career & Technical Education	0	0.0%	0.0%	16.6%	21.4%
Gifted & Talented Education	56	12.3%	7.5%	22.2%	7.5%
Special Education	46	10.1%	8.4%	6.7%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	6.0	17.1%	6.1%	3.2%	7.5%
Career & Technical Education	0.0	0.0%	0.0%	2.9%	3.9%
Compensatory Education	0.0	0.0%	2.8%	0.6%	3.6%
Gifted & Talented Education	1.0	2.8%	1.3%	4.2%	2.0%
Regular Education	23.7	67.4%	80.8%	65.5%	70.4%
Special Education	4.4	12.6%	9.0%	11.0%	9.7%
Other	0.0	0.0%	0.0%	12.6%	2.9%

'@' Includes TAKS(Accommodated).
'?' 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.



Wilson Elementary
CAMPUS IMPROVEMENT PLAN
2009- 2010

DEANA D. HARRELL
PRINCIPAL

CISD MISSION STATEMENT:

The mission of the Coppel Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

Summary:

W.H. Wilson Elementary is a recognized campus serving 505 students in grades Pre-Kindergarten through Fifth Grade, which includes a section of bilingual Pre-Kindergarten, First Grade, Second Grade and Third Grade. A dual immersion program is in place in Kindergarten and Fourth Grade. The faculty and staff strive not only to help the diverse student population meet minimum standards set forth by the State, but to individualize each student's education by supporting and encouraging the student's interests and creating opportunities for students to excel in the fine arts and participate in service learning. Parents and community partnerships are an essential part of Wilson's vision as we work "Together for Children."

The Campus Improvement Plan for 2009-2010 focuses on excellence for all students. Wilson will use a variety of differentiation strategies to tailor instruction to meet specific learning needs that will engage all learners. We will continue our commitment to refining and implementing instructional Best Practices in all content areas.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 13:** Ensure equitable distribution of highly qualified teachers.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 3:** Focus integration of service learning into curriculum as a means of authentic character development.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills

- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.

CAMPUS SITE-BASED COMMITTEE

2008 - 09 COMMITTEE MEMBERS

DEANA HARRELL
BRENDA CRAVEN
ARACELY OCEGUEDA
COLLEEN WHITE
MEGAN RITZEL
TERRI RUTLEDGE
ERIC HANSON
LINDSAY MONTELEONE



COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	97%	100%	97%	93%	88%	94%	92%	86%	NA	100%
2008-2009 Results	96%	100%	98%	92%	89%	75%	70%	77%	NA	100%
Improvement Status	-1%	-----	+1%	-1%	+1%	-19%	-22%	-9%	NA	-----
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%	NA	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Struggling to meet the learning needs of our economically disadvantaged population. Will need to examine the interventions available and revise them to better meet the learning needs of this population.
		2. Continue to be strong in the performance of our GT population. Will compare TAKS data to the EOY MAP data for our campus.
		3. Had difficulty meeting the needs of all of our special education students this year with the number of special programs on campus and the shifting that had to occur to meet those needs. Will have to re-examine the special education teacher's case loads.

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	96%	100%	98%	90%	85%	88%	85%	84%	NA	100%
2008-2009 Results	95%	100%	98%	84%	81%	77%	75%	81%	NA	100%
Improvement Status	-1%	-----	-----	-6%	-4%	-11%	-10%	-3%	NA	-----
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%	NA	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Our Hispanic scores decreased slightly. This is not due to the addition of our Bilingual Third Grade section.
		2. Our Economically Disadvantaged and LEP scores also decreased. We need to monitor the process for students being granted exemptions and need to have a thorough review of the data available before making testing decisions for LEP students.
		3. The Investigations mathematics curriculum needs to be implemented with consistency across all grade levels.

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	96%	100%	94%	100%	100%	100%	0%	91%	NA	100%
2008-2009 Results	98%	100%	100%	89%	88%	89%	100%	94%	NA	100%
Improvement Status	+2%	-----	+6%	-11%	-12%	-11%	100%	+3%	NA	-----
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%	NA	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Our TAKS writing numbers improved significantly this year. Implementation of Write from the Beginning has been constant in the building for 2 years now and may have contributed.
		2. With 4 th grade going to a self-contained model next year, it will be important that the experienced writing teachers share their successes with the teachers who have never taught writing.
		3. Need to review the interventions possible for students who attend READ 180 and spend the majority of the LA instructional time in the course. It does not have a strong writing component and we need to have an intervention plan to make that successful.

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	94%	-0-	95%	93%	89%	80%	67%	67%	NA	100%
2008-2009 Results	95%	100%	98%	89%	82%	78%	66%	80%	NA	100%
Improvement Status	+1%	-----	+3%	-4%	-7%	-2%	-1%	+13%	NA	-----
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%	NA	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. At-risk scores went up as a whole, but there was a decline in both our Hispanic and Economically Disadvantaged groups.
		2. We will need to continue to implement and refine our science note booking practices.
		3. We need to look at intervention practices for students who are at-risk.

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2008-2009 Results	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Improvement Status	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2009-2010 Goals	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.

		Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources
	97%	<p>Our attendance rate held steady this year. We filed truancy for students who were in violation of state attendance laws.</p> <p>We sent attendance and tardy letters to students who were at risk for exceeding the state's 90% rule at the end of each nine weeks. In addition, we made phone calls and had parent conferences to discuss ways to help improve specific students' problems with attendance and tardies.</p>

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources
		<p>We have nine retentions in the building for the 2008-2009 school year. Four of those are students in Kindergarten. One is a student without a foundational language who will be moving from an English-speaking 4th grade to the dual immersion 4th grade in the fall. The other retentions are student who have not met benchmarks this year, have received interventions and continue to struggle.</p>

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed 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
CBA data, campus & community feedback, CBA data/local assessment comparison, RTI data	Monitor the deliver of instruction to ensure alignment with CISD curriculum	All	Campus Administration	June 2009	July 2010	Extended planning time, Performance Series data review process, TEKS, Forethought documents, Rigor/Relevance Framework, CISD Curriculum Handbook	Forethought lesson plans, Classroom walk-throughs, Agendas from teacher/administration meetings, PST meetings and RTI data	
Observations, CBA data/local assessment comparison	Utilize Performance Series and local assessment data to inform instruction	All	Campus Administration and Instructional Staff	August 2009	June 2010	Performance Series Data	Forethought lesson plans, Classroom walk-throughs, and Agendas from teacher/administration meetings, PST meetings and RTI data	
TAKS data, CBAs, AEIS data	Intervene with targeted students to increase academic performance	Identified students	Classroom teachers, Campus Title 1 Teacher, Tutor, Homework Help Center Staff	September 2009	May 2010	Grade level scheduled intervention time, \$28,100 T1, \$7000 SCE, \$6500 T1	Increased student achievement as indicated on report cards, CBAs and TAKS tests	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed 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
TELPAS data, Observations, CBA data/local assessment comparison	Implementation of the English Language Proficiency Standards	All	Campus Administration, Instructional Staff, ESL /Bilingual Facilitator	August 2009	June 2010	Path to Proficiency, an extension of Thinking Maps, TEKS, and ELPS	Forethought lesson plans, Classroom walk-throughs, Oral language proficiency testing data, district benchmark tests and 2010 TELPAS data.	
Observations, CBA data/local assessment comparison, TAKS scores	Science Lab Requirements for new TEKS	All	Campus Administration and Instructional Staff	August 2009	June 2010	Foss Kits, CISD Curriculum Handbook, Forethought lesson plans, CISD nature park lessons	District Benchmark data and teacher observation and assessment	
Observations, CBA data/local assessment comparison, TAKS scores	Align grade level implementation of the Investigations Mathematics scope and sequence	All	Classroom teachers, Campus Administration	August 2009	June 2010	CISD Curriculum Handbook, CISD mathematics scope and sequence	Forethought lesson plans, student performance through standards based reporting and through teacher observation	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain campus-wide Early Childhood-5 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Align the written, taught and assessed concept-based curriculum, walkthroughs, Forethought lesson planning							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PIEMS information, Quantitative data such as AEIS, TAKS Summary Reports, CBAs, Ruby Payne Student Resource Inventory	Implement Ruby Payne's <u>Strategies for Creating Student Success with Under Resourced Learners</u>	All	Campus Administration	June 2009	July 2010	Under Resourced Learner DVD series, team to attend Ruby Payne 2010 training, \$5120 Title1; \$5000 SCE	Teacher observation, parent conferences, student performance on CBAs and through documentation of students ' achieved standards	
Qualitative data such as surveys, writing folder reviews, grade level meetings, team leader meetings, classroom walk-throughs, etc.	Provide training for staff in Thinking Maps: <i>Pathway to Proficiency</i> to provide additional differentiated strategy options for students through Thinking Maps.	All	Assistant Principal and Trainer of Trainers Staff	August 2009	June 2010	Path to Proficiency notebooks for each teacher, \$2000 Title 1	Forethought lesson plans, student performance through standards based reporting, teacher observation, and administrative walk-throughs	
AEIS data, TAKS data, CBAs, Meetings with grade level teachers, observation	Provide Quantum Learning Training in student engagement	All	Campus Administration	Oct 2009	March 2010	\$2455 SCE to be combined with Coppell Education Foundation Staff Development Grant from Spring of 2009	Increased student engagement, increased student achievement	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain campus-wide Early Childhood-5 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Align the written, taught and assessed concept-based curriculum, walkthroughs, Forethought lesson planning							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, team meetings, team leader meetings, classroom walkthroughs, etc.	Monitor the implementation of Researched-Based Practices and the RtI Process	Instructional staff	Campus Administration	August 2009	June 2010	Curriculum Department, Intervention Services, Counselor	Instructional Snapshots, Forethought lesson plans, PST meeting minutes	
AEIS, Title 1 Requirement	Create a comprehensive plan to assist students transitioning to Pre-Kindergarten and to 6 th Grade	4 year olds and 5 th Grade Students	Campus Administration, Pre-Kindergarten Teacher, 5 th Grade Teachers, Counselor	Dec 2009	June 2010	Elementary Curriculum Director, Middle School Administration	Transition Plan, Meeting Agendas, Parent Information	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	We will communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Documentation of community attendance and feedback, parent conferences and PTO communication through monthly meetings.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Observations, CBA data/local assessment comparison, TAKS scores	Inform parents on Curriculum Night through district presentations and grade level information packets	All	Instructional Staff	June 2009	July 2010	CISD Curriculum Handbook, CISD content area scope and sequences, TEKS, ELPS and SBRCs	Parent conferences, student success through standards based reporting	
Observations, CBA data/local assessment comparison, TAKS scores	Brown Bag Lunch and Dinner on SBRC	All	Instructional staff and campus administration	August 2009	June 2010	Classroom walkthroughs, district support videos on SBRC, Curriculum nights, parent conferences	Parental feedback and conferences, student success through standards based reporting	
Observations, CBA data/local assessment comparison, TAKS scores, RTI documentation	Continue monthly teacher meetings with campus admin.	All	Campus administration	August 2009	June 2010	PST meetings, monthly team meetings	RTI documentation, team minutes agendas	
Observations, CBA data/local assessment comparison, TAKS scores, participants in Dual Immersion program	Meet with Dual Immersion parents re: report cards, assessment data, TELPAS and, Coppell Spanish Language Proficiency Assessment System (CSLPAS)	Dual Immersion students	Instructional staff and campus administration	August 2009	June 2010	IPT tests, CISD Curriculum Handbook, CISD content area scope and sequences, TEKS, ELPS, and TELPAS	Forethought lesson plans, Classroom walk-throughs, Oral language proficiency testing data, district benchmark tests and 2010 TELPAS data.	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	We will communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Documentation of community attendance and feedback, parent conferences and PTO communication through monthly meetings.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PIEMS information concerning LEP students, parent conversations and inquiries, feedback from classroom teachers and staff	Continue quarterly meetings with Parents of English language learners to create a cultural connection between home and school.	Parents of English language learners	ESL/Bilingual/Dual Immersion Facilitator	August 2009	June 2010	Newsletters, community information, district information	Parental involvement in school activities and volunteering. Student achievement in the classroom. Staff feedback	
Qualitative data, TAKS summary reports, teacher and student input along with CBAs	Maintain implementation of student-led conferences two times a year	All	Instructional staff	August 2009	June 2010	Student created portfolios that represent concepts learned, PowerPoint presentations, data binders and other creative student products that show growth over time	Parental feedback, student participation and feedback, teacher observation and assessment, student,	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 4:	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of community attendance and feedback, parent conferences and participation in school activities, PTO							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Conversations with parents and community, TEKS, Teacher requests	Introduce campus resource form to identify parents and community members that could provide information on a career or service to our school community.	All	Instructional staff, campus administration, and PTO	June 2009	July 2010	Parent volunteers, Newsletter requests for help, community information, district information	Utilization of Wilson family resources through volunteers, and vendors, family and Community involvement in career day and other relative curricular activities	
CBA data, campus & community feedback, CBA data/local assessment comparison	Introduce a community partnership with Your Federal Credit Union to begin teaching students about fiscal responsibility through opening savings accounts.	All	Assistant Principal, CISD School Board Liaison, Representative from Your Federal Credit Union	August 2009	June 2010	Student participation in savings accounts through Your Federal Credit Union	Student participation records from Your Federal Credit Union, staff and parental feedback	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 4:	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of community attendance and feedback, parent conferences and participation in school activities, PTO							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
RTI documentation, Teacher referrals, PIEMS data, Ruby Payne Resource Assessment	Utilize IBM partnership for Hispanic Employee Promoting IBM to provide student mentors	At risk students	Assistant Principal, CISD School Board Liaison, IBM Employee	August 2009	June 2010	Student participation in IBM mentor program to increase student achievement.	Student achievement on district CBAs, classroom assessments and overall attitude and performance in school	
LPAC requirement, ESL Parent Meeting conversations, teacher request	Liaison for parent meetings, access resources for parents	All	ESL/Bilingual/Dual Immersion Facilitator	August 2009	June 2010	TEA LPAC district documentation and procedures, Spanish interpretations of documents in English	Parental involvement and feedback, student participation and feedback, teacher observation	
PIEMS LEP information, parent conversations and inquiries, feedback from classroom teachers and staff	Implement the Latino Literacy Project to support parents by providing them with skills and strategies to help their children at home with literacy.	All	ESL/Bilingual/Dual Immersion Facilitator, Trained Staff, and Campus Administration	August 2009	June 2010	Latino Family Literacy Kit providing books in English and Spanish, \$6500 T1, \$2500 T1	Parental involvement and feedback, student participation and feedback, teacher observation and literacy assessments	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 5:	Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.							
Summative Evaluation:	Parental and student feedback on student led conferences							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
SBRC, Observations, CBA data/local assessment comparison, TAKS scores, classroom observations and discussions	Teachers will facilitate student goal setting in student led conferences	All	Instructional Staff and students	June 2009	July 2010	Technology such as the use of iPods in podcasting, PowerPoint presentations	Teacher observation, parent conferences, student performance on CBAs and through documentation of students ' achieved standards	
SBRC, CBA data/local assessment comparison, TAKS scores, AEIS, classroom observations and discussions	Students will create Data Binders or Portfolios to track their progress for the instructional year	All	Instructional Staff and students	August 2009	June 2010	Data binders or Portfolios will be provided for students to track their academic progress throughout the year	Teacher observation, parent conferences, student performance on CBAs and through documentation of students ' achieved standards	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Parent, student and teacher evaluation of implemented programs and activities							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs,	Implement best practices from <i>Model Schools Conference</i> in Atlanta, June 09	All	Leadership Team and campus administration	June 2009	July 2010	Harry Wong DVD, book on The First Days of School, Information on brain research, utilizing the rigor and relevance framework for instruction, critical thinking strategies, using technology to enhance instruction	Test scores, campus climate and culture that support the Rigor, Relevance and Relationships framework	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs,	Create a leadership team, "Forging the Future" to plan for 10-11	All	Staff attending Model Schools Conferences in 09-10 and Team leaders	August 2009	June 2010	Before school meetings, site visits to schools implementing a vertical instruction model, book study, Engaging the Future Grants	Test scores, campus climate and culture that support the Rigor, Relevance and Relationships framework	
Drill Down Technology needs assessment for 21 st Century Schools	Promote Technology Utilization and Integration Plan	All	Technology Integration Specialist, campus administration and instructional staff	August 2009	June 2010	Matching funds, local education money,	Increased proficiency levels in utilizing technology for instruction	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Parent, student and teacher evaluation of implemented programs and activities							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Wilson Dual Immersion survey, parental feedback on 09-10 project, Brown Bag lunch attendance, 19 TAC, chapter 89, Section 89.1205 requires districts to provide bilingual education.	Continue Implementation of Dual Immersion program at Wilson in kinder.	Bilingual, potential reg. ed. students and dual immersion students	Campus Administration Bilingual and Dual immersion staff	August 2009	June 2010	Action research information collected from the teachers implementing the Dual Immersion model in kindergarten <u>Dual Language Essentials</u> by David and Yvonne Freeman	Forethought lesson plans, Classroom walk-throughs, Oral language proficiency testing data in Spanish and English, district benchmark tests and 2010 TELPAS data, Parental and student feedback	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Parent, student and teacher evaluation of implemented programs and activities							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Wilson Dual Immersion survey, parental feedback on 09-10 project, Brown Bag lunch attendance, 19 TAC, chapter 89, Section 89.1205 requires districts to provide bilingual education.	Begin Program planning for first grade Dual Immersion addition in 10-11	Bilingual and dual immersion students	Campus Administration Bilingual and Dual immersion staff	August 2009	June 2010	Action research information collected from the teachers implementing the Dual Immersion model in kindergarten <u>Dual Language Essentials</u> by David and Yvonne Freeman, Site visits and additional training on dual language implementation	Forethought lesson plans, Classroom walk-throughs, Oral language proficiency testing data in Spanish and English, district benchmark tests and 2010 TELPAS data.	
Highly Qualified Report under NCLB	Create a campus interview team to participate in the CISD Job Fair and other staff recruiting opportunities to maintain district and campus philosophical alignment	Instructional staff	Campus Administration	December 2009	June 2010	Campus Committee Members	Job Fair Committee Meetings	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Student participation and achievement as well as documentation of lessons containing real world experiences, service learning and authentic classroom instruction.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
TEKS, 3 rd grade scope and sequence, Rigor, Relevance and Relationship Framework	Continue implementation of the third grade Economics Fair to promote awareness and understanding of a free market economy through buying and selling products	All	Third grade team	June 2009	July 2010	Student created products are created bought and sold to teach an economics unit.	Assessment Rubrics, student understanding of the economic process	
Rigor, Relevance and Relationship Framework	Begin year two of Ranger University.	All	Instructional Staff and campus administration	August 2009	June 2010	Instructional strategies taught through university classes created by staff that reflect real life interests of students, "Trimester" elective schedule	Reflective evaluations by students, staff and parents	
Teacher observation, student involvement	Promote student leadership training	All	Fifth grade instructional staff	August 2009	June 2010	Leaders R US, Student Council Training	Student reflection, Parent participation and attendance, feedback from the community	

008-2009, Ranger Chorale project through attendance requests from Hearthstone Assisted Living in Lewisville, and local malls for performances	Continue Ranger Chorale performances to sing as a service learning project for area assisted living homes and local malls	Ranger Chorale	Music Teacher, Campus Administration	August 2009	June 2010	Spaghetti dinner in the fall to raise money for the choir, PTO support, teacher and staff sponsors.	Student reflection, Parent participation and attendance, feedback from the community	
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Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 8:	Expand the Career and Technology programs to increase opportunities to all CISD students.							
Summative Evaluation:	Student reflections and career goal setting for possible future careers							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
District Strategic Plan	Promote a spring Career Fair to highlight careers for students	All	Counselor	June 2009	July 2010	Wilson resource information collected on careers of Wilson parents. Student goal setting forms	Student goal setting forms and plans for the future	
District Strategic Plan	Promote a partnership with Career and College Mobil Program from TWU	4 th and 5 th grade students and their families	Assistant Principal, CISD School Board Liaison	August 2009	June 2010	Mobil Unit from TWU that visits a campus on a scheduled day for students and parents	Teacher, Student and, parental feedback on the program	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 13:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates	Create a culture that encourages teacher retention	All	Assistant Superintendent of Curriculum and Instruction and Executive Director of HR	July 2009	June 2010	Campus Administrators, SFSF (\$227,679 – salaries for 4 teachers)	Teacher Retention Rates	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Evidence of reduced disciplinary problems characterized by a caring and learning environment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Ruby Payne, resource surveys on students	Integrated counseling lessons targeted to support classroom needs and reduce incidents of bullying	All	Counselor	June 2009	July 2010	Project Wisdom: Helping Students Make Wiser Choices, and C3 Character, Curriculum and Community Program	Student behavior, teacher observation, and growth in student achievement	
Campus Input	Continue tracking student participation in service learning projects	All	Campus Administration and Service Learning Leaders	August 2009	June 2010	Campus staff, Documentation of SL hours, staff listing of projects, SL participation form	SL participation form, Report of SL projects	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 3:	Create a culture where positive character qualities are demonstrated daily.							
Summative Evaluation:	Evidence of reduced disciplinary problems characterized by a caring and learning environment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Staff observation and behavior data collected for PST meetings.	Promote the "Catch you doing good" and Citizens At-Large incentives at Wilson	All	Instructional Staff and Campus Administration	June 2009	July 2010	Wilson Tickets collected weekly, one per grade level, to have breakfast with the counselor, Citizens at large will be named at quarterly spirit assemblies	Behavioral data collected by teachers	
Staff observation and behavior data collected for PST meetings.	Begin Project Wisdom Program shared on Wilson Student led T.V. announcements through WRNG	All	Counselor and WRNG, 5 th grade student morning news team	August 2009	June 2010	Project Wisdom Program	Behavioral data collected by teachers	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 4:	Focus integration of service learning into curriculum as a means of authentic character development.							
Summative Evaluation:	Student generated service learning projects							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
21 st Century Schools	Utilize the Green Team and Student Council through Ranger University to promote recycling and service learning activities	All	Instructional Staff	June 2009	July 2010	Recycling bins for plastics, paper, needs as identified by teachers, staff and students for Student Council	Amounts of recycled paper and plastic to promote future recycling projects, staff climate and culture	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase Wilson staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st century technology skills.							
Summative Evaluation:	Teacher lesson plans and student products that reflect 21 st century learning through technology							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Drill Down Technology needs assessment for 21 st Century Schools	Utilize technology survey with all stakeholders	All	Campus technology specialist, and campus administration	June 2009	July 2010	Matching funds proposal	Products and student performance with technology, integration of technology to be used as a tool for learning as opposed to use for teaching	
Drill Down Technology needs assessment for 21 st Century Schools	Utilize Smart Boards, Student Response Systems, Podcasting and Distance Learning as a campus initiative	All	Campus technology specialist, campus administration, and librarian	August 2009	June 2010	Matching Funds project that provided smart boards, Tandberg Media, (Distance Learning) Training and technology instruction at monthly staff meetings and District Professional development website, IPOD carts	Lesson Plans and student products that reflect teacher and student proficiency in working with new hardware	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase Wilson staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st century technology skills.							
Summative Evaluation:	Teacher lesson plans and student products that reflect 21 st century learning through technology							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Drill Down, Technology needs assessment for 21 st Century Schools	Share Techbytes at faculty meetings	All	Campus technology specialist	October 2009	June 2010	Training and technology instruction at monthly staff meetings	Products and student performance with technology, integration of technology to be used as a tool for learning as opposed to use for teaching	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 2:	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking							
Summative Evaluation:	Student and staff participation in the Wilson Bluebonnet Blog							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student interest and feedback, Grade level TEKS and 21 st Century Learning	Participate in Bluebonnet blogs through the Wilson Library.	All	Campus Librarian	June 2009	July 2010	Bluebonnet books and presentations,	Student and staff participation in the blog project. Circulation of Bluebonnet books read at Wilson	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 3:	Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.							
Summative Evaluation:	The money saved from the campus budget expenses to help replace and reuse materials							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus budget	Utilize paper saving project to reduce paper needs at the campus level through only giving paper notes to the oldest or only child in the family, and use teacher websites to post news letters and documents to the portal	All	Office Staff and Instructional Staff with the support of IT staff.	June 2009	July 2010	Teacher Schoolwires websites	Money saved on paper purchases	
Campus budget	Recycle ink cartridges to replace ink in printers	All	Green team teacher leaders, instructional staff and students	August 2009	June 2010	Ranger University	Money earned will help replace ink cartridges in campus printers	
Campus budget	Participate in a school-wide plastic recycling project as a service learning project/	All	Green team teacher leaders, instructional staff and students	August 2009	June 2010	Ranger University	Money earned for green team projects to promote new projects	

PEIMS CODE	REASON	TOTAL
02	CONDUCT PUNISHABLE AS A FELONY	0
04	POSSESSED CONTROLLED SUBSTANCE	0
05	POSSESSED ALCOHOLIC BEVERAGE	0
06	ABUSE OF VOLATILE CHEMICALS	0
07	PUBLIC LEWDNESS / INDECENT EXPOSURE	0
08	RETAALIATION 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 EMPLOYEE / VOLUNTEER	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE / VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE / VOLUNTEER	0
33	POSSESSED / PURCHASED / USED OR ACCEPTED 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 NEGLIGENCE HOMICIDE	0
TOTAL	Student Violent and Criminal Incidents for the 2008-2009 School Year	0

Note 1: Incident codes for this report were identified by TEA Safe & Secure Division.

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: Students that continued placements for actions occurring outside of Coppell during prior years are not included in this report.

Target Campus Name: COPPELL H S
 Target Campus #: 057922001
 District Name: COPPELL ISD
 Campus Type: Secondary School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% Afr_Amer	% LEP
008901001	BELLVILLE H S	BELLVILLE ISD	67.9	16.9	29.4	10.2	14.8	2.2
014903001	BELTON H S	BELTON ISD	63.3	26.3	34.5	16.9	7.7	2.9
015901001	ALAMO HEIGHTS H S	ALAMO HEIGHTS ISD	65.7	31.1	9.1	7.4	1.7	1.6
021901001	A & M CONS H S	COLLEGE STATION ISD	65.0	13.9	22.0	11.1	12.6	2.0
026901001	CALDWELL H S	CALDWELL ISD	69.1	19.7	27.7	12.6	10.7	2.5
043901001	ALLEN H S	ALLEN ISD	68.3	11.3	11.2	10.0	11.5	2.0
043901002	LOWERY FRESHMAN CENTER	ALLEN ISD	65.2	11.6	13.7	8.1	13.3	2.7
043905002	CENTENNIAL HIGH SCHOOL	FRISCO ISD	68.6	11.5	9.4	11.3	8.8	1.4
043910001	PLANO SR H S	PLANO ISD	65.1	8.4	7.8	10.1	6.6	1.8
043910007	SHEPTON H S	PLANO ISD	62.5	10.9	12.3	11.2	11.2	3.8
043910010	PLANO WEST SENIOR H S	PLANO ISD	63.5	6.9	7.3	8.3	10.2	2.2
045902001	COLUMBUS HIGH SCHOOL	COLUMBUS ISD	66.5	20.3	32.4	9.1	11.4	1.4
045905002	WEIMAR H S	WEIMAR ISD	66.2	21.8	28.7	10.7	12.0	1.9
057916004	PEARCE H S	RICHARDSON ISD	63.2	25.0	22.1	10.8	6.1	4.1
057922001 *	COPPELL H S	COPPELL ISD	65.4	10.1	7.5	7.2	5.6	2.7
075902001	LA GRANGE H S	LA GRANGE ISD	66.4	23.5	33.1	12.0	9.4	2.4
084910001	CLEAR CREEK H S	CLEAR CREEK ISD	66.8	19.9	16.1	17.3	8.5	1.6
084910002	CLEAR LAKE H S	CLEAR CREEK ISD	68.4	13.1	11.1	10.5	4.9	1.7
086901001	FREDERICKSBURG H S	FREDERICKSBURG ISD	65.8	32.3	28.5	9.7	0.6	3.1
094904001	MARION H S	MARION ISD	68.9	24.7	31.1	14.9	3.6	0.2
101907011	CYPRESS WOODS HIGH SCHOO	CYPRESS-FAIRBANKS ISD	64.9	17.4	11.3	8.4	10.8	1.3
101907012	CYPRESS RANCH HIGH SCHOO	CYPRESS-FAIRBANKS ISD	68.2	14.4	7.9	14.0 **	11.4	1.2
101914001	KATY H S	KATY ISD	64.3	26.5	23.9	13.0	6.5	4.3
101914002	TAYLOR H S	KATY ISD	65.6	14.6	10.9	9.3	5.8	3.2
101914007	CINCO RANCH H S	KATY ISD	64.3	15.7	6.9	7.2	5.5	3.5
101915001	KLEIN H S	KLEIN ISD	66.1	15.5	13.8	10.0	8.8	2.7
106901001	CANADIAN H S	CANADIAN ISD	67.5	30.7	25.5	10.5	0.9	4.7
129902001	FORNEY H S	FORNEY ISD	68.3	16.8	18.0	14.9	13.0	1.4
152907001	FRENSHIP H S	FRENSHIP ISD	65.4	26.2	24.7	18.7	5.3	1.0
170902005	OAK RIDGE H S	CONROE ISD	64.4	22.2	20.7	16.3	10.0	2.4
199902002	ROYSE CITY H S	ROYSE CITY ISD	65.4	23.5	30.8	13.7	9.3	1.9
220907004	CENTRAL H S	KELLER ISD	65.9	17.1	13.0	15.7	9.7	1.9
220914001	KENNEDALE H S	KENNEDALE ISD	66.6	15.1	22.1	17.3	14.6	1.6
220916001	BELL H S	HURST-EULESS-BEDFORD ISD	62.2	17.9	29.7	16.7	12.8	3.9
241902001	EAST BERNARD H S	EAST BERNARD ISD	63.0	27.0	31.5	8.2	9.6	0.7
246904001	GEORGETOWN H S	GEORGETOWN ISD	65.6	28.0	28.3	14.5	4.3	4.1
246904004	GEORGETOWN 9TH GRADE	GEORGETOWN ISD	65.5	27.9	30.3	12.6	5.1	0.9
246909003	WESTWOOD H S	ROUND ROCK ISD	64.7	9.4	8.1	9.0	3.9	2.0
246909004	MCNEIL H S	ROUND ROCK ISD	62.3	15.8	13.4	12.8	10.3	2.1
246913003	VISTA RIDGE HIGH SCHOOL	LEANDER ISD	68.8	20.3	16.5	14.4	6.6	1.8
246913004	ROUSE HIGH SCHOOL	LEANDER ISD	63.6	25.9	21.3	12.5 **	7.8	1.6
	Group Average		65.5	17.7	16.9	12.1	8.4	2.3

*** 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.

Target Campus Name: COPPELL H S
 Target Campus #: 057922001
 District Name: COPPELL ISD
 Campus Type: Secondary School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Reading/ELA

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile
BELLVILLE H S	401	2333	2284	2308	-0.22	-0.25	Q4	389	2252	2262	2294	0.61	-0.23	Q3
BELTON H S	1354	2334	2303	2309	0.65	-0.08	Q3	1328	2270	2294	2309	0.51	-0.09	Q2
ALAMO HEIGHTS H S	938	2383	2343	2348	0.79	-0.05	Q2	933	2327	2332	2366	0.30	-0.27	Q3
A & M CONS H S	1592	2412	2357	2371	0.70	-0.15	Q3	1598	2358	2372	2400	0.43	-0.19	Q2
CALDWELL H S	308	2350	2331	2326	-0.02	0.06	Q1	308	2246	2277	2286	0.44	-0.08	Q1
ALLEN H S	2070	2358	2340	2361	1.23	-0.23	Q3	2036	2337	2352	2342	0.91	0.10	Q1
LOWERY FRESHMAN CENT	1003	2452	2377	2338	0.96	0.39	Q1	995	2357	2368	2472	0.35	-0.76	Q4
CENTENNIAL HIGH SCHO	1017	2413	2369	2367	0.94	0.00	Q2	1010	2380	2391	2436	0.86	-0.31	Q3
PLANO SR H S	1124	2376	2392	2414	1.14	-0.23	Q4	1115	2340	2411	2417	0.43	-0.06	Q1
SHEPTON H S	1200	2463	2397	2376	0.32	0.20	Q1	1204	2419	2415	2453	0.34	-0.24	Q3
PLANO WEST SENIOR H	808	2386	2398	2424	0.90	-0.27	Q4	791	2371	2430	2451	0.47	-0.20	Q3
COLUMBUS HIGH SCHOOL	304	2324	2284	2304	0.29	-0.22	Q3	306	2254	2272	2289	0.21	-0.12	Q2
WEIMAR H S	115	2323	2271	2313	-0.25	-0.45	Q4	115	2267	2274	2304	0.37	-0.25	Q3
PEARCE H S	1169	2416	2376	2373	0.65	0.02	Q1	1167	2404	2438	2453	0.86	-0.07	Q1
* COPPELL H S	1767	2439	2404	2397	1.05	0.06	Q1	1759	2441	2453	2496	0.48	-0.32	Q4
LA GRANGE H S	375	2307	2299	2296	0.36	0.04	Q1	374	2266	2281	2305	0.36	-0.15	Q2
CLEAR CREEK H S	1385	2358	2323	2329	0.64	-0.06	Q2	1365	2299	2296	2341	0.39	-0.35	Q4
CLEAR LAKE H S	2184	2406	2364	2366	0.94	-0.02	Q2	2177	2379	2409	2422	1.01	-0.06	Q1
FREDERICKSBURG H S	525	2352	2336	2333	0.59	0.01	Q1	519	2248	2275	2284	0.48	-0.06	Q1
MARION H S	248	2331	2271	2304	0.25	-0.35	Q4	244	2205	2208	2242	0.49	-0.23	Q3
CYPRESS WOODS HIGH S	2189	2380	2374	2360	0.91	0.14	Q1	2162	2337	2369	2384	0.57	-0.12	Q2
CYPRESS RANCH HIGH S	726	2427	2373	2347	1.06	0.26	Q1	715	2337	2359	2371	0.72	-0.07	Q1
KATY H S	1641	2343	2296	2315	0.51	-0.21	Q3	1641	2271	2284	2309	0.36	-0.19	Q2
TAYLOR H S	1641	2377	2337	2343	1.11	-0.06	Q2	1639	2370	2399	2410	0.75	-0.06	Q1
CINCO RANCH H S	1834	2402	2345	2365	1.39	-0.22	Q3	1832	2378	2388	2423	0.64	-0.28	Q3
KLEIN H S	1976	2371	2337	2341	0.49	-0.05	Q2	1980	2326	2344	2368	0.29	-0.17	Q2
CANADIAN H S	118	2340	2274	2308	0.43	-0.35	Q4	117	2261	2259	2302	0.78	-0.32	Q4
FORNEY H S	1163	2346	2312	2318	0.63	-0.06	Q2	1151	2220	2244	2254	0.49	-0.05	Q1
FRENSHIP H S	1092	2359	2304	2327	0.48	-0.24	Q4	1093	2291	2291	2333	0.35	-0.31	Q4
OAK RIDGE H S	1547	2350	2302	2320	0.71	-0.19	Q3	1505	2256	2286	2299	0.43	-0.08	Q2
ROYSE CITY H S	644	2331	2284	2306	0.76	-0.24	Q4	630	2240	2238	2270	0.20	-0.26	Q3
CENTRAL H S	1950	2376	2341	2339	0.95	0.01	Q2	1919	2287	2282	2330	0.49	-0.36	Q4
KENNEDALE H S	530	2321	2289	2297	0.23	-0.09	Q3	530	2219	2241	2256	0.42	-0.10	Q2
BELL H S	1188	2373	2333	2372	0.60	-0.42	Q4	1174	2290	2293	2299	0.43	-0.06	Q1
EAST BERNARD H S	182	2321	2270	2300	0.52	-0.30	Q4	176	2241	2239	2281	0.48	-0.34	Q4
GEORGETOWN H S	1246	2316	2319	2328	0.54	-0.10	Q3	1241	2300	2300	2310	0.18	-0.10	Q2
GEORGETOWN 9TH GRADE	626	2414	2309	2312	0.29	-0.04	Q2	627	2332	2333	2438	0.09	-0.77	Q4
WESTWOOD H S	1602	2432	2399	2390	0.76	0.08	Q1	1595	2429	2433	2481	0.88	-0.36	Q4
MCNEIL H S	1821	2385	2341	2352	0.74	-0.11	Q3	1776	2349	2356	2397	0.46	-0.30	Q3
VISTA RIDGE HIGH SCH	1176	2371	2344	2349	0.54	-0.05	Q2	1165	2299	2292	2336	0.41	-0.35	Q4
ROUSE HIGH SCHOOL	292	2385	2306	2294	0.41	0.12	Q1	293	2284	2272	2372	0.26	-0.74	Q4
Group Average	1056	2378	2341	2348	0.69	-0.07	--	1047	2325	2341	2368	0.48	-0.20	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: NEW TECH H S AT COPPELL
 Target Campus #: 057922003
 District Name: COPPELL ISD
 Campus Type: Secondary School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Hispanic	% Mobility	% Econ	% Afr_Amer	% LEP
010902001	BANDERA H S	BANDERA ISD	74.7	24.0	14.1	39.0	0.1	3.1
011904002	SMITHVILLE H S	SMITHVILLE ISD	73.9	15.3	12.0	36.6	10.2	1.5
014907001	ROGERS H S	ROGERS ISD	75.8	20.4	11.4	39.0	3.0	1.9
026901001	CALDWELL H S	CALDWELL ISD	69.1	19.7	12.6	27.7	10.7	2.5
043901001	ALLEN H S	ALLEN ISD	68.3	11.3	10.0	11.2	11.5	2.0
043904001	FARMERSVILLE H S	FARMERSVILLE ISD	72.6	19.7	16.4	35.7	6.5	3.2
043905002	CENTENNIAL HIGH SCHOOL	FRISCO ISD	68.6	11.5	11.3	9.4	8.8	1.4
043907007	MCKINNEY BOYD HIGH SCHOO	MCKINNEY ISD	70.1	17.0	12.8	13.8	10.0	3.2
043911001	PRINCETON H S	PRINCETON ISD	70.3	23.0	16.6	33.8	4.7	2.9
046902002	SMITHSON VALLEY HIGH SCH	COMAL ISD	73.4	22.0	13.6	13.0	3.0	1.3
057922003 *	NEW TECH H S AT COPPELL	COPPELL ISD	72.1	9.2	7.9 **	5.1	2.6	0.0
061911001	NORTHWEST H S	NORTHWEST ISD	71.9	16.9	15.6	18.4	7.2	2.4
061912001	LAKE DALLAS H S	LAKE DALLAS ISD	72.9	15.2	11.5	22.8	8.6	3.4
070910001	PALMER H S	PALMER ISD	73.8	21.9	20.5	27.8	2.5	2.2
072903001	STEPHENVILLE H S	STEPHENVILLE	74.9	22.0	19.9	29.3	1.6	2.5
080901001	MT VERNON H S	MOUNT VERNON ISD	73.7	17.5	13.6	35.1	7.3	1.9
081904001	TEAGUE H S	TEAGUE ISD	71.1	14.9	15.5	28.3	13.1	1.1
084910002	CLEAR LAKE H S	CLEAR CREEK ISD	68.4	13.1	10.5	11.1	4.9	1.7
094904001	MARION H S	MARION ISD	68.9	24.7	14.9	31.1	3.6	0.2
101907012	CYPRESS RANCH HIGH SCHOO	CYPRESS-FAIRBANKS ISD	68.2	14.4	14.0 **	7.9	11.4	1.2
129902001	FORNEY H S	FORNEY ISD	68.3	16.8	14.9	18.0	13.0	1.4
141901001	LAMPASAS H S	LAMPASAS ISD	73.6	17.9	13.9	33.6	5.4	1.2
143903001	SHINER H S	SHINER ISD	72.7	10.5	5.4	34.5	16.9	0.7
145911002	LEON H S	LEON ISD	74.8	18.9	16.5	39.6	5.0	2.7
147902001	GROESBECK H S	GROESBECK ISD	70.0	15.5	20.8	40.5	13.6	3.0
152906001	LUBBOCK-COOPER HIGH SCHO	LUBBOCK-COOPER ISD	69.6	25.6	20.6	38.3	3.3	1.5
161903001	MIDWAY H S	MIDWAY ISD	71.8	13.3	11.1	16.6	10.9	0.7
161919001	BRUCEVILLE-EDDY H S	BRUCEVILLE-EDDY ISD	75.4	20.9	17.6	40.3	2.1	1.0
166905001	THORNDALE H S	THORNDALE ISD	71.1	24.7	10.1	30.4	3.1	0.5
167901001	GOLDTHWAITE H S	GOLDTHWAITE ISD	73.1	25.8	9.5	35.7	0.5	1.6
170902014	THE WOODLANDS COLLEGE PA	CONROE ISD	74.0	13.5	12.1	9.6	5.7	2.3
174903001	GARRISON H S	GARRISON ISD	74.6	5.3	8.3	35.4	18.7	0.5
199901004	ROCKWALL-HEATH H S	ROCKWALL ISD	71.1	16.7	10.8	20.6	8.5	2.2
220901005	MARTIN H S	ARLINGTON ISD	69.5	11.3	12.3	12.1	12.6	1.5
220902002	RICHLAND H S	BIRDVILLE ISD	69.3	18.7	17.3	26.6	5.9	2.4
220906004	COLLEYVILLE HERITAGE H S	GRAPEVINE-COLLEYVILLE IS	73.0	11.8	10.3	9.9	5.5	2.6
243905002	RIDER H S	WICHITA FALLS ISD	75.9	10.7	11.3	24.1	9.1	0.5
246902001	FLORENCE H S	FLORENCE ISD	74.9	21.6	13.2	38.0	0.3	2.6
246912001	THRALL H S	THRALL ISD	70.6	25.0	6.1	20.6	3.9	1.7
246913003	VISTA RIDGE HIGH SCHOOL	LEANDER ISD	68.8	20.3	14.4	16.5	6.6	1.8
249905001	DECATUR H S	DECATUR ISD	72.3	25.0	15.9	24.9	1.1	2.4
	Group Average		71.1	16.1	13.1	19.0	7.6	1.9

*** 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.

Gold Performance Acknowledgment: Reading/ELA

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile
BANDERA H S	441	2330	2286	2309	-0.23	-0.25	Q3	438	2270	2257	2300	0.40	-0.34	Q4
SMITHVILLE H S	308	2312	2266	2295	0.08	-0.31	Q3	304	2231	2283	2265	0.57	0.19	Q1
ROGERS H S	165	2361	2288	2334	0.69	-0.47	Q4	164	2247	2241	2288	0.40	-0.35	Q4
CALDWELL H S	308	2350	2331	2326	-0.02	0.06	Q1	308	2246	2277	2286	0.44	-0.08	Q2
ALLEN H S	2070	2358	2340	2361	1.23	-0.23	Q3	2036	2337	2352	2342	0.91	0.10	Q1
FARMERSVILLE H S	272	2327	2274	2307	-0.03	-0.34	Q4	262	2257	2271	2299	0.75	-0.20	Q3
CENTENNIAL HIGH SCHO	1017	2413	2369	2367	0.94	0.00	Q1	1010	2380	2391	2436	0.86	-0.31	Q4
MCKINNEY BOYD HIGH S	1767	2387	2343	2349	0.54	-0.07	Q2	1757	2336	2343	2380	0.35	-0.29	Q4
PRINCETON H S	434	2342	2306	2319	0.90	-0.14	Q2	441	2256	2260	2288	0.29	-0.23	Q3
SMITHSON VALLEY HIGH	1224	2370	2338	2341	0.45	-0.03	Q1	1215	2275	2268	2317	0.20	-0.39	Q4
* NEW TECH H S AT COPP	251	2461	2397	2375	1.48	0.19	Q1	250	2461	2398	2494	0.42	-0.74	Q4
NORTHWEST H S	1963	2352	2325	2320	0.87	0.04	Q1	1951	2269	2289	2312	0.41	-0.13	Q2
LAKE DALLAS H S	672	2349	2312	2319	0.54	-0.08	Q2	659	2274	2307	2323	0.40	-0.07	Q1
PALMER H S	203	2343	2291	2320	0.26	-0.32	Q3	205	2230	2239	2265	0.49	-0.20	Q3
STEPHENVILLE H S	636	2336	2285	2311	0.74	-0.27	Q3	635	2271	2275	2307	0.41	-0.24	Q3
MT VERNON H S	262	2357	2324	2328	-0.01	-0.05	Q1	256	2245	2261	2279	0.83	-0.11	Q2
TEAGUE H S	203	2297	2245	2281	0.24	-0.37	Q4	201	2198	2168	2230	0.25	-0.53	Q4
CLEAR LAKE H S	2184	2406	2364	2366	0.94	-0.02	Q1	2177	2379	2409	2422	1.01	-0.06	Q1
MARION H S	248	2331	2271	2304	0.25	-0.35	Q4	244	2205	2208	2242	0.49	-0.23	Q3
CYPRESS RANCH HIGH S	726	2427	2373	2347	1.06	0.26	Q1	715	2337	2359	2371	0.72	-0.07	Q1
FORNEY H S	1163	2346	2312	2318	0.63	-0.06	Q2	1151	2220	2244	2254	0.49	-0.05	Q1
LAMPASAS H S	615	2307	2286	2288	0.32	-0.03	Q1	592	2220	2222	2258	0.26	-0.28	Q3
SHINER H S	175	2317	2301	2309	0.62	-0.06	Q2	173	2268	2270	2292	0.90	-0.15	Q2
LEON H S	136	2300	2267	2279	0.42	-0.13	Q2	131	2227	2216	2258	0.15	-0.36	Q4
GROESBECK H S	237	2298	2247	2282	0.47	-0.37	Q4	229	2217	2230	2253	0.32	-0.17	Q2
LUBBOCK-COOPER HIGH	431	2372	2350	2341	0.88	0.08	Q1	416	2269	2313	2303	0.78	0.10	Q1
MIDWAY H S	1136	2401	2356	2365	0.50	-0.10	Q2	1127	2300	2305	2340	0.25	-0.27	Q3
BRUCEVILLE-EDDY H S	98	2307	2311	2326	0.65	-0.16	Q3	96	2214	2266	2244	0.87	0.22	Q1
THORNDALE H S	113	2327	2275	2308	0.51	-0.35	Q4	112	2257	2265	2280	0.51	-0.11	Q2
GOLDTHWAITE H S	114	2345	2264	2316	-0.16	-0.54	Q4	114	2277	2284	2311	0.78	-0.22	Q3
THE WOODLANDS COLLEG	1553	2413	2382	2374	1.09	0.08	Q1	1541	2365	2375	2414	0.67	-0.29	Q4
GARRISON H S	130	2326	2271	2305	0.22	-0.37	Q4	129	2231	2255	2271	0.64	-0.11	Q2
ROCKWALL-HEATH H S	1254	2363	2308	2332	0.44	-0.26	Q3	1225	2290	2303	2335	0.62	-0.19	Q2
MARTIN H S	2033	2378	2327	2341	0.98	-0.16	Q3	2026	2303	2299	2346	0.35	-0.35	Q4
RICHLAND H S	1223	2362	2325	2333	0.53	-0.09	Q2	1200	2269	2288	2315	0.34	-0.20	Q3
COLLEYVILLE HERITAGE	1506	2415	2373	2378	0.96	-0.07	Q2	1494	2329	2347	2371	0.59	-0.16	Q2
RIDER H S	1017	2336	2296	2312	0.22	-0.17	Q3	1006	2257	2264	2298	0.16	-0.25	Q3
FLORENCE H S	187	2297	2249	2280	0.25	-0.32	Q4	181	2239	2250	2272	0.41	-0.17	Q2
THRALL H S	116	2310	2249	2288	-0.17	-0.42	Q4	116	2212	2228	2235	-0.05	-0.02	Q1
VISTA RIDGE HIGH SCH	1176	2371	2344	2349	0.54	-0.05	Q2	1165	2299	2292	2336	0.41	-0.35	Q4
DECATUR H S	525	2334	2293	2309	0.24	-0.16	Q3	521	2235	2259	2267	0.68	-0.06	Q1
Group Average	733	2369	2330	2339	0.61	-0.10	--	725	2297	2309	2336	0.48	-0.18	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: COPPELL MIDDLE EAST
 Target Campus #: 057922042
 District Name: COPPELL ISD
 Campus Type: Middle School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% Afr_Amer	% LEP
015910056	FRANK TEJEDA MIDDLE SCHO	NORTH EAST ISD	56.9	9.5	32.4	9.9	5.5	1.7
015910057	JOSE M LOPEZ MIDDLE	NORTH EAST ISD	57.8	9.1	28.6	7.8	4.9	3.1
021901202	CYPRESS GROVE INTERMEDIA	COLLEGE STATION ISD	59.9	30.5	14.6	12.8	15.1	2.5
038901041	CHILDRESS J H	CHILDRESS ISD	56.1	51.1	29.8	14.9	12.2	1.9
043905041	STALEY MIDDLE SCHOOL	FRISCO ISD	56.4	28.0	28.1	9.7	10.5	3.7
043905050	SCOGGINS MIDDLE	FRISCO ISD	59.1	15.0	11.6	10.7	15.2	1.6
043907046	DR JACK COCKRILL MIDDLE	MCKINNEY ISD	60.5	24.8	20.1	13.8	16.6	4.3
043910052	FRANKFORD MIDDLE	PLANO ISD	58.8	16.1	13.8	10.0	12.3	5.0
045902041	COLUMBUS JUNIOR HIGH SCH	COLUMBUS ISD	59.6	43.3	23.1	8.0	16.0	3.3
057922042	* COPPELL MIDDLE EAST	COPPELL ISD	58.3	14.4	13.0	9.6	6.1	4.3
061902044	GRIFFIN MIDDLE	LEWISVILLE ISD	58.3	29.6	28.0	11.6	8.4	6.8
061902047	ARBOR CREEK MIDDLE	LEWISVILLE ISD	60.2	15.0	14.0	7.6	10.5	3.3
070911041	RED OAK J H	RED OAK ISD	55.7	29.4	26.2	13.1	16.3	1.8
070911104	RED OAK INT	RED OAK ISD	55.4	35.9	26.7	12.1	16.2	2.3
070912042	EDDIE FINLEY SR SEVENTH	WAXAHACHIE ISD	55.9	47.8	31.7	13.3	12.2	2.2
075902041	LA GRANGE MIDDLE	LA GRANGE ISD	59.9	41.9	27.7	11.2	10.8	3.0
084910043	CLEAR LAKE INT	CLEAR CREEK ISD	57.1	23.6	21.5	9.3	9.6	3.1
084910046	CREEKSIDE INT	CLEAR CREEK ISD	59.7	20.3	23.6	11.5	10.8	2.4
091906042	PINER MIDDLE SCHOOL	SHERMAN ISD	55.5	54.1	25.8	14.8	15.8	7.1
101907051	ARAGON MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	56.8	20.9	24.2	8.5	11.1	3.9
101908044	FAIRMONT JR HIGH	DEER PARK ISD	59.3	22.2	33.0	11.0	2.1	3.7
101914042	WEST MEMORIAL J H	KATY ISD	55.8	31.6	30.8	14.4	9.0	4.8
101914047	GARLAND MCMEANS JR HIGH	KATY ISD	60.9	9.7	13.7	4.9	5.9	2.1
101914050	BECKENDORFF JUNIOR HIGH	KATY ISD	58.6	3.7	17.1	9.9	4.3	3.3
101915046	DOERRE INT	KLEIN ISD	60.7	14.9	17.6	8.2	9.7	1.9
129903102	LUCILLE NASH INTERMEDIAT	KAUFMAN ISD	57.4	57.1	33.2	13.2	5.9	7.1
170902049	C D YORK J H	CONROE ISD	60.9	25.4	24.1	12.7	10.8	4.3
170902077	COX INTERMEDIATE	CONROE ISD	56.4	24.2	24.5	15.9	** 14.1	4.8
178914105	FLOUR BLUFF INT	FLOUR BLUFF ISD	57.7	45.6	32.9	15.6	5.4	1.8
201902041	HENDERSON MIDDLE	HENDERSON ISD	57.3	52.7	24.6	12.9	17.6	4.4
220907114	PARKWOOD HILL INT	KELLER ISD	60.0	17.1	17.0	8.7	9.6	3.4
220908041	ROGENE WORLEY MIDDLE	MANSFIELD ISD	58.8	40.0	26.1	14.5	13.0	8.0
220914041	KENNEDALE J H	KENNEDALE ISD	59.6	35.4	17.8	13.9	16.0	2.4
220916045	HARWOOD J H	HURST-EULESS-BEDFORD ISD	60.0	25.5	15.4	12.0	13.7	3.1
220920105	TANNAHILL INT	WHITE SETTLEMENT ISD	59.3	48.2	29.3	14.1	7.6	5.8
227901059	BAILEY M S	AUSTIN ISD	58.9	13.9	30.2	9.1	4.2	3.2
227901060	SMALL M S	AUSTIN ISD	61.0	18.7	28.1	7.5	4.8	4.1
243905045	ZUNDELOWITZ MIDDLE SCHOO	WICHITA FALLS ISD	58.6	41.4	30.1	10.0	8.1	3.6
246909042	NOEL GRISHAM MIDDLE	ROUND ROCK ISD	59.2	21.0	17.7	10.9	6.7	4.9
246909044	CANYON VISTA MIDDLE	ROUND ROCK ISD	56.3	4.6	6.2	5.1	1.7	4.2
246913042	LEANDER MIDDLE	LEANDER ISD	59.4	43.5	31.6	15.4	5.9	5.6
	Group Average		58.5	25.1	23.2	10.7	9.6	3.7

*** 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 Name: COPPELL MIDDLE EAST
 Target Campus #: 057922042
 District Name: COPPELL ISD
 Campus Type: Middle School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Mathematics

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile
FRANK TEJEDA MIDDLE	1225	2426	2443	2457	1.04	-0.10	Q3	1227	2438	2431	2444	1.50	-0.06	Q1
JOSE M LOPEZ MIDDLE	843	2442	2462	2473	0.65	-0.08	Q3	831	2468	2425	2472	0.89	-0.37	Q4
CYPRESS GROVE INTERM	638	2325	2402	2381	0.85	0.14	Q1	632	2401	2460	2461	0.51	-0.01	Q1
CHILDRESS J H	206	2302	2310	2344	0.45	-0.24	Q4	205	2270	2250	2285	0.40	-0.22	Q3
STALEY MIDDLE SCHOOL	514	2393	2421	2426	0.57	-0.04	Q3	516	2392	2369	2403	1.15	-0.22	Q3
SCOGGINS MIDDLE	478	2377	2439	2415	1.11	0.17	Q1	476	2391	2378	2405	0.82	-0.18	Q2
DR JACK COCKRILL MID	756	2381	2419	2412	0.74	0.04	Q2	759	2385	2363	2383	1.07	-0.14	Q2
FRANKFORD MIDDLE	871	2422	2466	2459	1.36	0.05	Q2	878	2435	2406	2441	0.82	-0.26	Q3
COLUMBUS JUNIOR HIGH	268	2273	2316	2313	0.55	0.03	Q2	270	2274	2191	2284	0.36	-0.67	Q4
* COPPELL MIDDLE EAST	645	2436	2454	2468	0.60	-0.10	Q4	641	2478	2466	2479	0.49	-0.06	Q1
GRIFFIN MIDDLE	569	2345	2378	2381	0.76	-0.03	Q3	564	2312	2275	2323	0.61	-0.37	Q4
ARBOR CREEK MIDDLE	663	2386	2425	2423	0.46	0.01	Q2	660	2380	2384	2394	0.66	-0.03	Q1
RED OAK J H	739	2350	2344	2357	1.18	-0.10	Q4	731	2257	2235	2243	0.61	-0.07	Q1
RED OAK INT	639	2281	2327	2330	0.55	-0.02	Q3	641	2300	2322	2345	0.27	-0.14	Q2
EDDIE FINLEY SR SEVE	388	2398	2290	2355	0.55	-0.52	Q4	392	2398	2294	2303	0.59	-0.09	Q2
LA GRANGE MIDDLE	243	2336	2357	2355	0.65	0.01	Q2	244	2330	2324	2340	0.65	-0.11	Q2
CLEAR LAKE INT	923	2373	2402	2409	1.10	-0.06	Q3	923	2379	2338	2386	0.61	-0.37	Q4
CREKSIDE INT	660	2356	2392	2396	0.73	-0.02	Q3	655	2357	2329	2371	0.69	-0.34	Q4
PINER MIDDLE SCHOOL	661	2345	2367	2358	0.94	0.07	Q1	660	2239	2241	2238	0.62	0.04	Q1
ARAGON MIDDLE SCHOOL	1458	2389	2426	2425	1.13	0.00	Q2	1455	2386	2355	2394	0.61	-0.28	Q3
FAIRMONT JR HIGH	583	2351	2397	2386	0.79	0.08	Q1	582	2345	2320	2356	0.25	-0.26	Q3
WEST MEMORIAL J H	653	2324	2362	2359	0.73	0.03	Q2	654	2297	2270	2304	0.72	-0.22	Q3
GARLAND MCMEANS JR H	1088	2418	2437	2451	0.80	-0.11	Q4	1087	2443	2421	2454	1.23	-0.18	Q3
BECKENDORFF JUNIOR H	1169	2433	2461	2465	1.22	-0.03	Q3	1171	2463	2440	2461	1.27	-0.15	Q2
DOERRE INT	1140	2409	2449	2444	0.84	0.03	Q2	1136	2403	2380	2414	0.85	-0.23	Q3
LUCILLE NASH INTERME	444	2254	2335	2301	0.72	0.23	Q1	442	2308	2359	2356	0.63	0.03	Q1
C D YORK J H	1179	2375	2370	2383	0.94	-0.10	Q4	1181	2319	2256	2308	0.55	-0.45	Q4
COX INTERMEDIATE	447	2321	2415	2381	0.95	0.23	Q1	444	2368	2407	2418	0.63	-0.08	Q1
FLOUR BLUFF INT	611	2285	2356	2337	0.52	0.13	Q1	616	2298	2341	2339	0.67	0.01	Q1
HENDERSON MIDDLE	593	2328	2352	2367	0.20	-0.11	Q4	588	2281	2240	2289	0.34	-0.36	Q4
PARKWOOD HILL INT	940	2330	2410	2388	0.92	0.15	Q1	944	2367	2451	2422	0.77	0.18	Q1
ROGENE WORLEY MIDDLE	744	2356	2333	2367	0.61	-0.27	Q4	746	2286	2232	2281	0.29	-0.43	Q4
KENNEDALE J H	395	2356	2363	2363	1.12	-0.00	Q2	394	2305	2272	2290	0.73	-0.16	Q2
HARWOOD J H	783	2423	2377	2392	1.16	-0.13	Q4	775	2370	2348	2400	0.68	-0.43	Q4
TANNAHILL INT	622	2285	2345	2336	0.55	0.06	Q1	626	2288	2303	2331	0.29	-0.18	Q2
BAILEY M S	1029	2406	2432	2441	0.99	-0.08	Q3	1030	2371	2354	2376	0.77	-0.16	Q2
SMALL M S	961	2393	2426	2424	0.78	0.00	Q2	949	2381	2374	2381	0.75	-0.05	Q1
ZUNDELOWITZ MIDDLE S	477	2352	2371	2386	0.36	-0.11	Q4	479	2329	2293	2333	0.17	-0.33	Q4
NOEL GRISHAM MIDDLE	555	2401	2433	2438	0.83	-0.05	Q3	562	2392	2370	2402	0.46	-0.25	Q3
CANYON VISTA MIDDLE	940	2493	2501	2528	1.02	-0.20	Q4	947	2522	2505	2529	1.10	-0.18	Q2
LEANDER MIDDLE	553	2288	2340	2330	0.76	0.05	Q1	553	2299	2284	2311	0.41	-0.21	Q3
Group Average	699	2374	2403	2406	0.80	-0.03	--	698	2369	2353	2379	0.61	-0.20	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: COPPELL MIDDLE WEST
 Target Campus #: 057922043
 District Name: COPPELL ISD
 Campus Type: Middle School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% Afr_Amer	% LEP
014903043	LAKE BELTON M S	BELTON ISD	63.0	24.6	32.8	16.1	9.4	3.3
020905115	RASCO MIDDLE	BRAZOSPORT ISD	65.1	22.7	27.7	9.9	8.8	1.1
020908041	PEARLAND J H EAST	PEARLAND ISD	63.0	20.9	19.2	12.6	12.3	1.9
020908115	ALEXANDER MIDDLE	PEARLAND ISD	65.4	18.4	13.6	9.2	10.5	1.8
021901041	COLLEGE STATION MIDDLE S	COLLEGE STATION ISD	61.5	15.1	25.8	10.3	12.2	1.7
021901042	A & M CONSOLIDATED MIDDL	COLLEGE STATION ISD	61.8	17.1	29.7	12.8	13.4	2.2
021901202	CYPRESS GROVE INTERMEDIA	COLLEGE STATION ISD	59.9	14.6	30.5	12.8	15.1	2.5
043901042	W E PETE FORD MIDDLE	ALLEN ISD	63.0	16.0	16.3	5.9	12.0	2.9
043901043	WALTER & LOIS CURTIS MID	ALLEN ISD	62.5	13.7	13.4	7.3	11.4	3.7
043905043	CLARK MIDDLE SCHOOL	FRISCO ISD	63.1	11.9	12.5	8.5	12.5	3.6
043907045	LEONARD EVANS JR MIDDLE	MCKINNEY ISD	63.0	19.5	16.2	9.9	13.7	4.8
043910047	SCHIMELPFENIG MIDDLE	PLANO ISD	63.0	7.6	6.0	4.4	5.4	1.5
043910048	HENDRICK MIDDLE	PLANO ISD	61.7	10.4	16.4	9.3	8.9	2.8
043910049	RENNER MIDDLE	PLANO ISD	64.2	8.6	10.2	9.6	9.7	2.1
043914044	DAVIS INTERMEDIATE SCHOO	WYLIE ISD	62.4	17.8	23.9	8.1	15.0	2.6
057922043 *	COPPELL MIDDLE WEST	COPPELL ISD	63.1	10.2	8.8	8.2	7.2	3.6
061902047	ARBOR CREEK MIDDLE	LEWISVILLE ISD	60.2	14.0	15.0	7.6	10.5	3.3
070910041	PALMER MIDDLE	PALMER ISD	65.7	32.1	40.1	14.2	1.1	2.9
084910044	SPACE CENTER INT	CLEAR CREEK ISD	62.3	15.0	18.0	12.1	8.2	3.5
094904041	MARION MIDDLE	MARION ISD	63.8	30.6	40.1	8.0	3.6	2.7
101914044	MEMORIAL PARKWAY J H	KATY ISD	63.5	19.8	18.8	9.7	6.4	5.1
101914046	RODGER & ELLEN BECK J H	KATY ISD	65.6	12.3	6.3	5.7	4.9	3.3
101914047	GARLAND MCMEANS JR HIGH	KATY ISD	60.9	13.7	9.7	4.9	5.9	2.1
101914048	CINCO RANCH JUNIOR HIGH	KATY ISD	61.7	20.1	10.0	6.0	7.0	6.5
101914052	WOODCREEK JUNIOR HIGH	KATY ISD	63.4	18.4	7.4	12.6 **	8.6	3.9
101915042	HILDEBRANDT INT	KLEIN ISD	62.9	23.9	27.7	10.7	10.1	5.1
101915044	STRACK INT	KLEIN ISD	61.4	20.5	20.3	12.6	11.0	1.7
101915046	DOERRE INT	KLEIN ISD	60.7	17.6	14.9	8.2	9.7	1.9
152901064	EVANS M S	LUBBOCK ISD	63.7	27.2	30.4	9.9	6.0	2.1
170902045	WILKERSON INT	CONROE ISD	65.5	20.5	24.4	14.3	9.0	6.1
170902049	C D YORK J H	CONROE ISD	60.9	24.1	25.4	12.7	10.8	4.3
199902041	ROYSE CITY MIDDLE	ROYSE CITY ISD	64.7	25.8	33.7	14.6	7.9	1.3
199902042	ROYSE CITY INTERMEDIATE	ROYSE CITY ISD	61.4	28.8	35.3	15.5 **	7.4	4.2
220907043	HILLWOOD MIDDLE SCHOOL	KELLER ISD	62.9	17.6	16.9	9.1	8.6	3.1
220907045	TRINITY SPRINGS MIDDLE S	KELLER ISD	63.1	16.4	17.4	14.1	13.7	2.6
220907114	PARKWOOD HILL INT	KELLER ISD	60.0	17.0	17.1	8.7	9.6	3.4
220907123	TRINITY MEADOWS INTERMED	KELLER ISD	65.7	18.1	17.7	15.3	9.2	6.9
220916045	HARWOOD J H	HURST-EULESS-BEDFORD ISD	60.0	15.4	25.5	12.0	13.7	3.1
227901060	SMALL M S	AUSTIN ISD	61.0	28.1	18.7	7.5	4.8	4.1
246904042	CHARLES A FORBES MIDDLE	GEORGETOWN ISD	63.1	32.6	40.1	11.2	3.2	3.9
246913043	RUNNING BRUSHY MIDDLE SC	LEANDER ISD	62.1	26.1	31.0	12.4	8.1	3.3
	Group Average		62.6	18.7	19.9	10.1	9.3	3.3

*** 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.

Target Campus Name: COPPELL MIDDLE WEST
 Target Campus #: 057922043
 District Name: COPPELL ISD
 Campus Type: Middle School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile
LAKE BELTON M S	785	2340	2381	2378	0.75	0.01	Q2	775	2331	2307	2336	0.61	-0.19	Q2
RASCO MIDDLE	696	2351	2401	2411	0.78	-0.07	Q3	701	2380	2374	2437	0.31	-0.41	Q4
PEARLAND J H EAST	552	2411	2404	2414	1.42	-0.09	Q3	545	2357	2291	2336	0.32	-0.40	Q4
ALEXANDER MIDDLE	545	2336	2405	2398	0.72	0.04	Q1	546	2398	2440	2455	0.80	-0.10	Q1
COLLEGE STATION MIDD	615	2398	2406	2405	1.19	0.00	Q2	617	2377	2345	2362	0.91	-0.16	Q2
A & M CONSOLIDATED M	536	2414	2421	2425	0.69	-0.03	Q2	542	2403	2385	2400	0.66	-0.11	Q1
CYPRESS GROVE INTERM	638	2325	2402	2381	0.85	0.14	Q1	632	2401	2460	2461	0.51	-0.01	Q1
W E PETE FORD MIDDLE	750	2435	2419	2436	0.72	-0.13	Q4	746	2420	2384	2401	1.38	-0.12	Q1
WALTER & LOIS CURTIS	625	2423	2426	2430	1.36	-0.03	Q2	616	2381	2337	2362	0.71	-0.21	Q3
CLARK MIDDLE SCHOOL	567	2426	2445	2455	1.50	-0.08	Q3	567	2470	2427	2464	0.54	-0.25	Q3
LEONARD EVANS JR MID	1152	2397	2423	2432	0.43	-0.07	Q3	1157	2417	2369	2420	0.59	-0.44	Q4
SCHIMELPFENIG MIDDLE	840	2453	2476	2489	1.12	-0.10	Q4	833	2473	2433	2482	0.94	-0.37	Q4
HENDRICK MIDDLE	714	2433	2457	2464	1.01	-0.06	Q3	710	2452	2428	2454	0.78	-0.19	Q2
RENNER MIDDLE	1051	2449	2479	2483	1.58	-0.04	Q2	1043	2448	2422	2458	0.52	-0.23	Q3
DAVIS INTERMEDIATE S	537	2305	2385	2360	0.73	0.17	Q1	534	2360	2417	2413	0.75	0.03	Q1
* COPPELL MIDDLE WEST	743	2458	2468	2489	1.11	-0.15	Q4	738	2486	2461	2491	0.47	-0.20	Q2
ARBOR CREEK MIDDLE	663	2386	2425	2423	0.46	0.01	Q2	660	2380	2384	2394	0.66	-0.03	Q1
PALMER MIDDLE	202	2328	2379	2363	1.42	0.10	Q1	202	2283	2302	2290	0.60	0.08	Q1
SPACE CENTER INT	997	2412	2442	2445	0.80	-0.02	Q2	1001	2451	2422	2456	1.06	-0.21	Q3
MARION MIDDLE	287	2307	2319	2341	0.42	-0.17	Q4	289	2265	2166	2261	-0.02	-0.75	Q4
MEMORIAL PARKWAY J H	815	2381	2408	2418	0.49	-0.07	Q3	811	2357	2330	2373	0.69	-0.27	Q3
RODGER & ELLEN BECK	1002	2431	2442	2468	0.65	-0.18	Q4	1003	2460	2433	2469	0.59	-0.27	Q3
GARLAND MCMEANS JR H	1088	2418	2437	2451	0.80	-0.11	Q4	1087	2443	2421	2454	1.23	-0.18	Q2
CINCO RANCH JUNIOR H	882	2398	2415	2428	0.96	-0.10	Q4	878	2396	2375	2399	0.86	-0.12	Q2
WOODCREEK JUNIOR HIG	720	2394	2403	2428	0.87	-0.19	Q4	722	2397	2353	2398	0.81	-0.32	Q4
HILDEBRANDT INT	951	2344	2394	2379	0.96	0.11	Q1	957	2322	2294	2330	0.55	-0.21	Q2
STRACK INT	989	2382	2422	2417	1.09	0.04	Q1	976	2362	2328	2373	0.81	-0.31	Q3
DOERRE INT	1140	2409	2449	2444	0.84	0.03	Q2	1136	2403	2380	2414	0.85	-0.23	Q3
EVANS M S	678	2343	2368	2380	0.60	-0.09	Q3	676	2334	2304	2347	0.62	-0.29	Q3
WILKERSON INT	482	2326	2405	2384	0.53	0.14	Q1	505	2397	2396	2457	0.31	-0.39	Q4
C D YORK J H	1179	2375	2370	2383	0.94	-0.10	Q4	1181	2319	2256	2308	0.55	-0.45	Q4
ROYSE CITY MIDDLE	523	2331	2328	2341	0.75	-0.11	Q4	525	2256	2231	2255	0.23	-0.19	Q2
ROYSE CITY INTERMEDI	283	2283	2355	2367	0.36	-0.08	Q3	290	2337	2265	2368	-0.41	-0.67	Q4
HILLWOOD MIDDLE SCHO	905	2405	2402	2409	0.81	-0.05	Q2	900	2374	2336	2363	0.75	-0.18	Q2
TRINITY SPRINGS MIDD	664	2396	2387	2399	1.01	-0.09	Q3	669	2325	2288	2306	0.87	-0.14	Q2
PARKWOOD HILL INT	940	2330	2410	2388	0.92	0.15	Q1	944	2367	2451	2422	0.77	0.18	Q1
TRINITY MEADOWS INTE	803	2327	2416	2381	1.04	0.23	Q1	816	2366	2397	2420	0.43	-0.15	Q2
HARWOOD J H	783	2423	2377	2392	1.16	-0.13	Q4	775	2370	2348	2400	0.68	-0.43	Q4
SMALL M S	961	2393	2426	2424	0.78	0.00	Q2	949	2381	2374	2381	0.75	-0.05	Q1
CHARLES A FORBES MID	570	2355	2378	2386	0.87	-0.07	Q3	570	2375	2344	2376	1.02	-0.29	Q3
RUNNING BRUSHY MIDDL	878	2358	2405	2390	1.21	0.10	Q1	883	2349	2343	2353	0.65	-0.09	Q1
Group Average	731	2385	2413	2416	0.85	-0.03	--	731	2385	2365	2396	0.64	-0.22	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: COPPELL MIDDLE NORTH
 Target Campus #: 057922044
 District Name: COPPELL ISD
 Campus Type: Middle School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Hispanic	% Mobility	% Econ	% Afr_Amer	% LEP
016902041	BLANCO MIDDLE	BLANCO ISD	70.9	25.5	9.4	41.4	2.7	3.2
020905043	LAKE JACKSON INT	BRAZOSPORT ISD	68.1	21.5	10.9	26.5	7.0	1.7
020905115	RASCO MIDDLE	BRAZOSPORT ISD	65.1	22.7	9.9	27.7	8.8	1.1
020908115	ALEXANDER MIDDLE	PEARLAND ISD	65.4	18.4	9.2	13.6	10.5	1.8
043901044	ERECKSON MS	ALLEN ISD	69.7	10.3	7.6	12.5	9.3	3.1
043902041	ANNA MIDDLE SCHOOL	ANNA ISD	67.2	19.7	15.2	37.6	10.7	3.0
043907043	DOWELL MIDDLE	MCKINNEY ISD	70.0	17.6	10.9	15.6	8.5	5.7
043910044	HAGGARD MIDDLE	PLANO ISD	67.0	11.7	8.7	13.9	8.3	1.6
043910049	RENNER MIDDLE	PLANO ISD	64.2	8.6	9.6	10.2	9.7	2.1
043914041	GRADY BURNETT JUNIOR HIG	WYLIE ISD	68.5	17.8	13.3	27.1	10.9	3.2
043914042	AB HARRISON INTERMEDIATE	WYLIE ISD	66.6	20.0	11.0	27.0	10.0	2.4
046902041	SMITHSON VALLEY MIDDLE	COMAL ISD	67.6	25.3	11.8	15.7	4.8	2.6
046902044	SPRING BRANCH MIDDLE	COMAL ISD	70.2	24.9	11.0	15.3	2.2	1.7
057922044	* COPPELL MIDDLE NORTH	COPPELL ISD	67.4	8.7	4.3	4.2	4.1	1.2
061901048	TOM HARPOOL MIDDLE SCHOO	DENTON ISD	67.9	17.2	19.8 **	18.6	10.7	4.8
061912041	LAKE DALLAS MIDDLE	LAKE DALLAS ISD	69.6	19.5	10.1	27.4	7.2	2.5
101907052	GOODSON MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	68.2	18.2	6.5	12.9	7.7	1.3
101907054	SPILLANE MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	69.5	16.5	6.0	9.9	8.1	1.8
101914044	MEMORIAL PARKWAY J H	KATY ISD	63.5	19.8	9.7	18.8	6.4	5.1
101914046	RODGER & ELLEN BECK J H	KATY ISD	65.6	12.3	5.7	6.3	4.9	3.3
101920042	MEMORIAL MIDDLE	SPRING BRANCH ISD	71.3	8.4	6.1	3.6	1.3	5.3
101921043	WILLOW WOOD JUNIOR HIGH	TOMBALL ISD	67.0	18.9	13.0	16.9	7.5	3.9
123905041	CENTRAL MIDDLE	NEDERLAND ISD	68.3	14.0	12.8	41.6	7.7	2.7
152901064	EVANS M S	LUBBOCK ISD	63.7	27.2	9.9	30.4	6.0	2.1
161903041	MIDWAY MIDDLE	MIDWAY ISD	67.1	17.4	12.9	25.3	11.1	0.6
161903106	MIDWAY INT	MIDWAY ISD	66.5	18.6	10.3	25.4	9.7	1.7
170902045	WILKERSON INT	CONROE ISD	65.5	20.5	14.3	24.4	9.0	6.1
170902046	KNOX JUNIOR HIGH SCHOOL	CONROE ISD	69.5	17.5	12.0	13.1	6.9	3.7
199901043	MAURINE CAIN MIDDLE SCHO	ROCKWALL ISD	67.2	21.8	9.9	24.5	8.1	4.0
199902041	ROYSE CITY MIDDLE	ROYSE CITY ISD	64.7	25.8	14.6	33.7	7.9	1.3
220906041	GRAPEVINE MIDDLE	GRAPEVINE-COLLEYVILLE IS	66.9	23.1	11.2	25.3	5.1	6.0
220906043	HERITAGE MIDDLE	GRAPEVINE-COLLEYVILLE IS	67.6	10.0	6.7	11.7	5.3	1.2
220907123	TRINITY MEADOWS INTERMED	KELLER ISD	65.7	18.1	15.3	17.7	9.2	6.9
220918041	WAYSIDE MIDDLE	EAGLE MT-SAGINAW ISD	67.5	24.2	12.7	22.3	5.6	1.2
241902041	EAST BERNARD J H	EAST BERNARD ISD	67.2	24.6	9.0	29.5	8.2	6.0
243905047	MCNIEL J H	WICHITA FALLS ISD	69.9	15.1	9.9	30.8	10.4	0.5
246902041	FLORENCE MIDDLE	FLORENCE ISD	71.1	24.0	11.4	41.7	1.7	2.5
246904040	DOUGLAS BENOLD MIDDLE	GEORGETOWN ISD	70.8	23.0	9.2	27.0	4.3	2.9
246909047	CEDAR VALLEY MIDDLE	ROUND ROCK ISD	66.7	13.1	7.8	10.4	4.9	2.5
246909052	JAMES GARLAND WALSH MIDD	ROUND ROCK ISD	67.1	19.2	15.4 **	13.7	6.1	3.0
246913044	ARTIE L HENRY MIDDLE SCH	LEANDER ISD	68.3	17.5	12.5	17.5	6.5	2.8
	Group Average		67.6	17.9	10.2	19.2	7.3	2.9

*** 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.

Target Campus Name: COPPELL MIDDLE NORTH
 Target Campus #: 057922044
 District Name: COPPELL ISD
 Campus Type: Middle School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Mathematics

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Failer Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Failer Avg TGI	(7) Quar-tile
BLANCO MIDDLE	185	2320	2373	2365	0.49	0.05	Q1	183	2281	2269	2295	0.31	-0.18	Q2
LAKE JACKSON INT	721	2381	2390	2390	1.25	0.00	Q2	717	2350	2318	2339	0.47	-0.19	Q2
RASCO MIDDLE	696	2351	2401	2411	0.78	-0.07	Q3	701	2380	2374	2437	0.31	-0.41	Q4
ALEXANDER MIDDLE	545	2336	2405	2398	0.72	0.04	Q1	546	2398	2440	2455	0.80	-0.10	Q1
ERECKSON MS	822	2453	2433	2456	0.83	-0.18	Q4	809	2428	2390	2415	1.42	-0.21	Q2
ANNA MIDDLE SCHOOL	367	2320	2387	2355	0.75	0.23	Q1	367	2343	2368	2344	1.34	0.20	Q1
DOWELL MIDDLE	977	2413	2452	2452	1.03	-0.01	Q2	980	2424	2398	2435	0.79	-0.30	Q3
HAGGARD MIDDLE	718	2439	2460	2473	1.41	-0.10	Q3	711	2417	2383	2426	0.94	-0.30	Q3
RENNER MIDDLE	1051	2449	2479	2483	1.58	-0.04	Q3	1043	2448	2422	2458	0.52	-0.23	Q2
GRADY BURNETT JUNIOR	455	2339	2344	2350	0.96	-0.05	Q3	455	2307	2279	2297	0.58	-0.15	Q1
AB HARRISON INTERMED	497	2303	2380	2353	0.59	0.18	Q1	496	2344	2419	2395	0.88	0.15	Q1
SMITHSON VALLEY MIDD	648	2402	2434	2437	1.37	-0.02	Q2	647	2369	2370	2379	1.31	-0.02	Q1
SPRING BRANCH MIDDLE	633	2393	2420	2424	0.74	-0.03	Q2	633	2349	2309	2353	0.67	-0.33	Q4
* COPPELL MIDDLE NORTH	728	2447	2476	2481	1.35	-0.03	Q2	728	2466	2461	2473	0.34	-0.04	Q1
TOM HARPOOL MIDDLE S	600	2367	2397	2399	0.83	-0.03	Q2	595	2350	2314	2349	0.79	-0.27	Q3
LAKE DALLAS MIDDLE	756	2340	2375	2377	0.65	-0.02	Q2	756	2321	2336	2327	0.59	0.08	Q1
GOODSON MIDDLE SCHOO	1380	2404	2441	2439	1.00	0.00	Q2	1391	2427	2385	2431	0.56	-0.34	Q4
SPILLANE MIDDLE SCHO	1556	2396	2422	2429	0.70	-0.06	Q3	1565	2388	2341	2393	0.55	-0.37	Q4
MEMORIAL PARKWAY J H	815	2381	2408	2418	0.49	-0.07	Q3	811	2357	2330	2373	0.69	-0.27	Q3
RODGER & ELLEN BECK	1002	2431	2442	2468	0.65	-0.18	Q4	1003	2460	2433	2469	0.59	-0.27	Q3
MEMORIAL MIDDLE	982	2447	2454	2478	2.00	-0.18	Q4	979	2477	2446	2481	1.20	-0.27	Q3
WILLOW WOOD JUNIOR H	721	2391	2366	2395	0.49	-0.23	Q4	722	2369	2312	2345	0.83	-0.32	Q4
CENTRAL MIDDLE	593	2330	2349	2363	0.52	-0.10	Q3	595	2303	2291	2328	0.48	-0.26	Q3
EVANS M S	678	2343	2368	2380	0.60	-0.09	Q3	676	2334	2304	2347	0.62	-0.29	Q3
MIDWAY MIDDLE	820	2397	2384	2401	1.39	-0.14	Q4	816	2316	2286	2307	0.42	-0.17	Q2
MIDWAY INT	786	2335	2399	2394	0.78	0.03	Q1	791	2366	2387	2422	0.80	-0.22	Q2
WILKERSON INT	482	2326	2405	2384	0.53	0.14	Q1	505	2397	2396	2457	0.31	-0.39	Q4
KNOX JUNIOR HIGH SCH	870	2435	2416	2439	0.71	-0.19	Q4	866	2378	2329	2366	0.84	-0.30	Q4
MAURINE CAIN MIDDLE	869	2403	2395	2411	0.82	-0.13	Q4	853	2359	2339	2351	0.83	-0.10	Q1
ROYSE CITY MIDDLE	523	2331	2328	2341	0.75	-0.11	Q4	525	2256	2231	2255	0.23	-0.19	Q2
GRAPEVINE MIDDLE	593	2385	2415	2417	0.90	-0.02	Q2	595	2350	2327	2353	0.45	-0.19	Q2
HERITAGE MIDDLE	759	2413	2435	2449	0.26	-0.10	Q3	765	2427	2400	2442	1.21	-0.28	Q3
TRINITY MEADOWS INTE	803	2327	2416	2381	1.04	0.23	Q1	816	2366	2397	2420	0.43	-0.15	Q2
WAYSIDE MIDDLE	780	2348	2382	2381	0.75	0.01	Q2	776	2296	2286	2303	0.51	-0.06	Q1
EAST BERNARD J H	241	2354	2384	2373	0.84	0.06	Q1	238	2373	2333	2379	0.09	-0.33	Q4
MCNIEL J H	503	2373	2341	2374	1.13	-0.27	Q4	498	2343	2259	2316	0.38	-0.53	Q4
FLORENCE MIDDLE	193	2318	2353	2352	0.60	0.02	Q2	193	2310	2262	2316	0.59	-0.38	Q4
DOUGLAS BENOLD MIDDL	631	2377	2417	2412	1.11	0.04	Q1	634	2397	2375	2403	0.65	-0.22	Q2
CEDAR VALLEY MIDDLE	950	2442	2460	2474	0.52	-0.11	Q4	948	2463	2454	2463	0.70	-0.07	Q1
JAMES GARLAND WALSH	706	2410	2437	2442	1.11	-0.04	Q3	698	2423	2410	2419	0.61	-0.07	Q1
ARTIE L HENRY MIDDLE	1016	2382	2423	2415	1.08	0.05	Q1	1017	2411	2384	2413	0.59	-0.25	Q3
Group Average	705	2387	2412	2418	0.83	-0.05	--	705	2382	2361	2392	0.62	-0.22	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: PINKERTON EL
 Target Campus #: 057922101
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Econ	% Afr_Amer	% Hispanic	% Mobility	% LEP
021902117	ALTON BOWEN ELEMENTARY	BRYAN ISD	60.9	32.2	18.8	18.8	18.0	1.2
043901111	KERR ELEMENTARY SCHOOL	ALLEN ISD	58.4	5.1	7.2	7.4	6.6	5.6
043901114	CARLENA CHANDLER EL	ALLEN ISD	60.0	8.5	15.7	10.6	9.0	13.1
043901115	MARY EVANS EL	ALLEN ISD	59.5	5.4	6.3	8.5	9.2	5.2
043905115	BOALS ELEMENTARY	FRISCO ISD	58.7	7.4	12.2	17.0	4.7	6.9
043905123	TAYLOR ELEMENTARY	FRISCO ISD	58.4	7.5	9.1	11.4	11.3	9.3
043905126	ELLIOTT EL	FRISCO ISD	61.4	15.3	12.3	13.7	10.7	5.9
043907121	GARY AND BOBBYE JACK MIN	MCKINNEY ISD	59.0	25.0	20.4	17.0	11.6	6.8
043907123	JESSE MCGOWEN EL SCHOOL	MCKINNEY ISD	58.6	21.5	14.5	19.2	13.9	4.9
043910116	WELLS EL	PLANO ISD	59.7	12.3	9.1	7.6	11.4	8.1
043910130	ROSE HAGGAR EL	PLANO ISD	61.2	20.5	15.5	11.1	12.7	9.5
043910142	BOGGESS EL SCHOOL	PLANO ISD	60.3	6.3	6.7	8.6	1.8	10.3
043910145	MARTHA HUNT EL	PLANO ISD	58.3	6.3	12.8	10.6	7.9	7.7
057916131	YALE EL	RICHARDSON ISD	60.0	26.6	14.2	15.1	8.8	10.5
057922101	* PINKERTON EL	COPPELL ISD	59.7	14.4	11.4	10.6	7.3	6.9
057922103	AUSTIN EL	COPPELL ISD	60.8	13.9	5.5	18.3	12.0	11.5
061902127	VALLEY RIDGE ELEMENTARY	LEWISVILLE ISD	59.8	17.0	13.4	18.8	8.9	9.1
070912110	MARGARET L FELTY EL	WAXAHACHIE ISD	58.9	44.6	19.8	20.8	17.2	1.7
084910101	CLEAR LAKE CITY EL	CLEAR CREEK ISD	59.1	31.3	11.8	20.1	14.3	10.1
084910111	ARMAND BAYOU EL	CLEAR CREEK ISD	59.9	18.7	7.3	17.9	13.3	10.3
084910116	JOHN F WARD EL	CLEAR CREEK ISD	60.9	16.1	9.4	14.2	9.0	13.1
091906108	WAKEFIELD ELEMENTARY	SHERMAN ISD	59.8	62.7	18.4	18.4	19.4	12.1
094902110	WATTS EL	SCHERTZ-CIBOLO-U CITY IS	58.9	16.3	11.4	24.2	14.2	2.8
101913119	MAPLEBROOK ELEMENTARY	HUMBLE ISD	61.0	14.3	16.8	15.5	11.2	6.6
101914122	ODESSA KILPATRICK ELEMEN	KATY ISD	61.0	3.2	6.2	17.2	7.5	12.0
101915124	BENIGNUS EL	KLEIN ISD	58.1	18.8	8.6	24.9	9.7	11.5
112901107	DOUGLAS INT	SULPHUR SPRINGS ISD	61.3	59.9	13.0	25.7	12.0	5.9
126902110	ANN BROCK ELEMENTARY SCH	BURLESON ISD	59.0	47.1	16.0	23.0	16.0	2.7
129902108	NELL HILL RHEA ELEMENTAR	FORNEY ISD	59.0	33.1	14.2	25.5	12.3	12.9
129902109	MARGARET TAYLOR SMITH EL	FORNEY ISD	59.2	33.7	15.7	23.0	12.3	5.1
170902108	LAMAR EL	CONROE ISD	59.8	29.4	12.0	20.1	20.6	8.8
212905117	RICE ELEMENTARY SCHOOL	TYLER ISD	59.5	28.6	18.7	10.0	17.1	7.7
220902117	FOSTER VILLAGE EL	BIRDVILLE ISD	58.8	59.4	11.1	26.2	20.0	12.4
220907116	BLUEBONNET ELEMENTARY SC	KELLER ISD	61.1	20.4	6.4	18.5	10.9	9.5
220907122	FRIENDSHIP ELEMENTARY	KELLER ISD	59.2	20.7	11.4	16.4	6.9	9.2
220912101	BESS RACE EL	CROWLEY ISD	59.4	39.9	18.3	20.4	17.8	3.9
220914102	JAMES F DELANEY ELEMENTA	KENNEDALE ISD	59.8	36.1	12.7	20.9	15.3	12.9
243905109	FAIN EL	WICHITA FALLS ISD	58.7	52.6	19.9	17.3	19.3	0.8
243905112	FRANKLIN EL	WICHITA FALLS ISD	58.4	47.7	10.7	27.3	20.4	9.5
246909110	KATHY CARAWAY EL	ROUND ROCK ISD	60.3	12.5	6.0	9.6	11.1	8.9
246909114	BRUSHY CREEK EL	ROUND ROCK ISD	60.8	15.8	4.4	19.7	11.4	10.3
Group Average			59.7	23.0	12.2	17.2	12.3	8.3

*** 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.

Target Campus Name: PINKERTON EL
 Target Campus #: 057922101
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Failer Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Failer Avg TGI	(7) Quar-tile
ALTON BOWEN ELEMENTA	120	2379	2377	2377	0.76	-0.01	Q3	120	2354	2380	2395	0.44	-0.08	Q4
KERR ELEMENTARY SCHO	214	2423	2445	2459	0.05	-0.10	Q4	211	2424	2506	2470	0.24	0.23	Q2
CARLENA CHANDLER EL	231	2372	2413	2395	2.37	0.12	Q2	228	2369	2459	2410	0.65	0.34	Q2
MARY EVANS EL	154	2419	2447	2447	0.79	0.01	Q2	152	2415	2516	2458	-	0.39	Q1
BOALS ELEMENTARY	170	2386	2383	2388	0.68	-0.04	Q3	169	2389	2430	2437	0.58	-0.03	Q4
TAYLOR ELEMENTARY	129	2381	2401	2379	1.53	0.13	Q1	132	2400	2487	2452	0.69	0.25	Q2
ELLIOTT EL	125	2381	2408	2375	0.74	0.23	Q1	128	2360	2480	2399	0.96	0.56	Q1
GARY AND BOBBYE JACK	201	2337	2341	2335	1.01	0.03	Q2	201	2344	2406	2385	0.37	0.14	Q3
JESSE MCGOWEN EL SCH	174	2377	2375	2378	0.78	-0.02	Q3	175	2386	2473	2439	1.05	0.27	Q2
WELLS EL	132	2398	2399	2397	0.16	-0.00	Q2	132	2342	2459	2377	1.33	0.53	Q1
ROSE HAGGAR EL	185	2372	2357	2368	0.18	-0.09	Q3	187	2347	2415	2388	0.74	0.20	Q3
BOGGESS EL SCHOOL	133	2413	2420	2419	0.39	-0.01	Q3	134	2403	2454	2453	0.62	0.02	Q3
MARTHA HUNT EL	199	2363	2357	2360	0.95	-0.04	Q3	198	2313	2427	2348	0.60	0.53	Q1
YALE EL	181	2404	2424	2441	0.14	-0.12	Q4	181	2455	2558	2506	-	0.35	Q1
* PINKERTON EL	102	2405	2417	2411	0.93	0.03	Q2	100	2361	2416	2401	0.77	0.08	Q3
AUSTIN EL	171	2376	2375	2373	0.57	0.00	Q2	169	2331	2369	2367	0.01	0.02	Q4
VALLEY RIDGE ELEMENT	211	2345	2346	2344	0.48	0.01	Q2	211	2308	2410	2349	0.96	0.43	Q1
MARGARET L FELTY EL	146	2298	2326	2288	0.85	0.27	Q1	149	2324	2386	2359	0.84	0.21	Q2
CLEAR LAKE CITY EL	140	2332	2356	2328	0.91	0.19	Q1	142	2294	2395	2331	0.56	0.43	Q1
ARMAND BAYOU EL	144	2392	2380	2403	0.48	-0.15	Q4	142	2383	2445	2438	1.40	0.07	Q3
JOHN F WARD EL	190	2384	2384	2389	-	-0.04	Q3	194	2392	2471	2444	0.12	0.20	Q3
WAKEFIELD ELEMENTARY	63	2372	2273	2342	-0.39	-0.51	Q4	62	2304	2300	2314	0.24	-0.11	Q4
WATTS EL	96	2385	2302	2355	0.92	-0.39	Q4	96	2313	2295	2323	0.27	-0.21	Q4
MAPLEBROOK ELEMENTAR	216	2324	2334	2321	0.85	0.08	Q2	217	2343	2437	2387	0.46	0.34	Q2
ODESSA KILPATRICK EL	289	2398	2422	2403	0.23	0.13	Q1	291	2412	2487	2464	1.41	0.17	Q3
BENIGNUS EL	271	2348	2384	2348	1.11	0.25	Q1	273	2348	2476	2394	0.98	0.56	Q1
DOUGLAS INT	226	2270	2313	2283	0.73	0.20	Q1	227	2285	2323	2343	0.46	-0.13	Q4
ANN BROCK ELEMENTARY	109	2270	2263	2258	0.59	0.03	Q2	109	2250	2281	2281	-0.06	0.01	Q4
NELL HILL RHEA ELEME	175	2324	2377	2352	0.72	0.17	Q1	177	2338	2410	2376	0.63	0.23	Q2
MARGARET TAYLOR SMIT	134	2246	2333	2265	1.05	0.46	Q1	134	2257	2409	2286	1.38	0.82	Q1
LAMAR EL	84	2387	2332	2357	1.98	-0.18	Q4	90	2256	2405	2267	1.38	1.00	Q1
RICE ELEMENTARY SCHO	208	2347	2373	2344	0.86	0.19	Q1	211	2335	2397	2378	0.99	0.13	Q3
FOSTER VILLAGE EL	123	2336	2327	2334	1.20	-0.05	Q3	124	2331	2368	2377	0.28	-0.06	Q4
BLUEBONNET ELEMENTAR	126	2380	2368	2351	0.87	0.13	Q2	128	2333	2392	2344	0.61	0.35	Q2
FRIENDSHIP ELEMENTAR	107	2366	2296	2337	0.69	-0.30	Q4	107	2325	2363	2335	0.50	0.20	Q3
BESS RACE EL	293	2297	2331	2320	0.85	0.06	Q2	297	2293	2312	2328	0.26	-0.11	Q4
JAMES F DELANEY ELEM	116	2321	2275	2292	0.86	-0.13	Q4	117	2289	2331	2299	0.90	0.23	Q2
FAIN EL	164	2352	2353	2374	0.51	-0.16	Q4	169	2361	2389	2395	0.85	-0.05	Q4
FRANKLIN EL	144	2324	2338	2339	0.36	-0.01	Q3	147	2363	2437	2410	1.51	0.20	Q3
KATHY CARAWAY EL	156	2400	2388	2402	1.62	-0.10	Q4	157	2354	2413	2394	0.86	0.14	Q3
BRUSHY CREEK EL	195	2393	2394	2400	0.74	-0.05	Q3	198	2359	2451	2407	0.94	0.28	Q2
Group Average	162	2358	2367	2363	0.79	0.03	--	163	2348	2421	2389	0.64	0.23	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: AUSTIN EL
 Target Campus #: 057922103
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Hispanic	% Econ	% Mobility	% LEP	% Afr_Amer
014903111	JOE M PIRTLE EL	BELTON ISD	62.5	19.4	30.3	13.4	7.3	12.6
015901101	CAMBRIDGE EL	ALAMO HEIGHTS ISD	61.5	31.3	16.4	5.8	3.2	2.0
015910135	HUEBNER EL	NORTH EAST ISD	59.4	34.1	12.1	11.3	3.8	3.0
015910136	HARDY OAK EL	NORTH EAST ISD	61.5	26.2	7.5	9.6	5.1	3.8
015910143	WILDERNESS OAK EL	NORTH EAST ISD	59.7	27.4	7.7	4.2	5.0	3.5
043901115	MARY EVANS EL	ALLEN ISD	59.5	8.5	5.4	9.2 **	5.2	6.3
043902101	JOE K BRYANT EL SCHOOL	ANNA ISD	62.5	23.5	41.4	17.4	11.2	11.5
043905126	ELLIOTT EL	FRISCO ISD	61.4	13.7	15.3	10.7 **	5.9	12.3
043910116	WELLS EL	PLANO ISD	59.7	7.6	12.3	11.4	8.1	9.1
043910128	BETHANY EL	PLANO ISD	61.5	6.9	4.6	4.5	11.5	4.4
043910130	ROSE HAGGAR EL	PLANO ISD	61.2	11.1	20.5	12.7	9.5	15.5
043910138	HIGHTOWER EL	PLANO ISD	61.9	6.6	9.2	8.3	8.4	7.2
043910144	WYATT EL	PLANO ISD	61.9	4.3	1.6	3.5	6.7	2.4
043914106	CHERI COX ELEMENTARY	WYLIE ISD	61.6	13.6	21.9	9.1	10.5	11.2
046902114	TIMBERWOOD PARK ELEMENTA	COMAL ISD	59.3	33.6	13.1	14.2 **	4.5	4.5
057916131	YALE EL	RICHARDSON ISD	60.0	15.1	26.6	8.8	10.5	14.2
057922101	PINKERTON EL	COPPELL ISD	59.7	10.6	14.4	7.3	6.9	11.4
057922103	* AUSTIN EL	COPPELL ISD	60.8	18.3	13.9	12.0	11.5	5.5
061902127	VALLEY RIDGE ELEMENTARY	LEWISVILLE ISD	59.8	18.8	17.0	8.9	9.1	13.4
061911113	J LYNDAL HUGHES EL	NORTHWEST ISD	61.7	17.2	26.8	13.2	10.7	14.0
084910111	ARMAND BAYOU EL	CLEAR CREEK ISD	59.9	17.9	18.7	13.3	10.3	7.3
084910116	JOHN F WARD EL	CLEAR CREEK ISD	60.9	14.2	16.1	9.0	13.1	9.4
101907149	WARNER ELEMENTARY SCHOOL	CYPRESS-FAIRBANKS ISD	61.4	19.4	10.9	15.6	8.0	10.0
101913104	FOSTER EL	HUMBLE ISD	62.4	24.5	31.6	15.3	12.2	9.8
101914122	ODESSA KILPATRICK ELEMEN	KATY ISD	61.0	17.2	3.2	7.5	12.0	6.2
129902109	MARGARET TAYLOR SMITH EL	FORNEY ISD	59.2	23.0	33.7	12.3 **	5.1	15.7
170902108	LAMAR EL	CONROE ISD	59.8	20.1	29.4	20.6	8.8	12.0
199901102	HOWARD DOBBS EL	ROCKWALL ISD	59.8	31.0	42.3	12.9	19.3	7.3
220907116	BLUEBONNET ELEMENTARY SC	KELLER ISD	61.1	18.5	20.4	10.9	9.5	6.4
220907122	FRIENDSHIP ELEMENTARY	KELLER ISD	59.2	16.4	20.7	6.9	9.2	11.4
220914102	JAMES F DELANEY ELEMENTA	KENNEDALE ISD	59.8	20.9	36.1	15.3	12.9	12.7
221901150	WARD EL	ABILENE ISD	61.4	20.1	38.1	18.8	5.7	15.3
226903105	BOWIE EL	SAN ANGELO ISD	61.3	31.7	35.1	17.4	2.6	5.4
227901146	ZILKER EL	AUSTIN ISD	61.2	32.4	39.0	11.0	6.6	3.8
227901181	MILLS EL	AUSTIN ISD	60.8	19.5	8.7	4.3	14.5	3.7
246909105	SPICEWOOD EL	ROUND ROCK ISD	61.9	6.2	2.1	4.9	3.5	1.0
246909110	KATHY CARAWAY EL	ROUND ROCK ISD	60.3	9.6	12.5	11.1	8.9	6.0
246909114	BRUSHY CREEK EL	ROUND ROCK ISD	60.8	19.7	15.8	11.4	10.3	4.4
246909130	BLACKLAND PRAIRIE EL	ROUND ROCK ISD	62.3	17.7	8.3	11.4	6.6	8.3
246913115	RUTLEDGE EL	LEANDER ISD	62.0	19.2	15.0	14.1	9.7	5.8
246913116	JIM PLAIN ELEMENTARY	LEANDER ISD	61.8	25.8	28.6	18.3	6.3	8.6
	Group Average		60.9	19.5	17.7	10.9	8.4	7.8

*** 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.

Target Campus Name: AUSTIN EL
 Target Campus #: 057922103
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile
JOE M PIRTLE EL	191	2327	2292	2322	0.35	-0.22	Q4	191	2313	2351	2355	0.38	-0.01	Q4
CAMBRIDGE EL	312	2380	2386	2386	0.57	-0.00	Q3	311	2330	2388	2371	0.69	0.11	Q4
HUEBNER EL	226	2392	2417	2398	1.26	0.13	Q1	224	2377	2479	2423	0.70	0.34	Q2
HARDY OAK EL	288	2436	2466	2449	1.43	0.12	Q2	287	2438	2569	2499	1.36	0.47	Q1
WILDERNESS OAK EL	308	2424	2440	2430	-0.88	0.06	Q2	304	2401	2476	2450	2.31	0.19	Q3
MARY EVANS EL	154	2419	2447	2447	0.79	0.01	Q2	152	2415	2516	2458	-	0.39	Q2
JOE K BRYANT EL SCHO	128	2293	2292	2283	0.72	0.05	Q2	126	2266	2380	2300	1.18	0.54	Q1
ELLIOTT EL	125	2381	2408	2375	0.74	0.23	Q1	128	2360	2480	2399	0.96	0.56	Q1
WELLS EL	132	2398	2399	2397	0.16	-0.00	Q3	132	2342	2459	2377	1.33	0.53	Q1
BETHANY EL	154	2396	2427	2404	0.10	0.15	Q1	153	2399	2524	2455	2.04	0.48	Q1
ROSE HAGGAR EL	185	2372	2357	2368	0.18	-0.09	Q3	187	2347	2415	2388	0.74	0.20	Q3
HIGHTOWER EL	152	2422	2439	2424	-	0.11	Q2	152	2386	2511	2430	0.95	0.55	Q1
WYATT EL	218	2425	2435	2434	1.39	0.00	Q3	220	2445	2533	2500	0.32	0.21	Q3
CHERI COX ELEMENTARY	73	2334	2321	2305	1.28	0.12	Q2	75	2307	2347	2317	0.61	0.22	Q3
TIMBERWOOD PARK ELEM	173	2398	2417	2404	0.84	0.09	Q2	176	2410	2507	2463	0.52	0.32	Q2
YALE EL	181	2404	2424	2441	0.14	-0.12	Q4	181	2455	2558	2506	-	0.35	Q2
PINKERTON EL	102	2405	2417	2411	0.93	0.03	Q2	100	2361	2416	2401	0.77	0.08	Q4
* AUSTIN EL	171	2376	2375	2373	0.57	0.00	Q3	169	2331	2369	2367	0.01	0.02	Q4
VALLEY RIDGE ELEMENT	211	2345	2346	2344	0.48	0.01	Q2	211	2308	2410	2349	0.96	0.43	Q1
J LYNDAL HUGHES EL	142	2306	2335	2301	0.81	0.23	Q1	144	2308	2408	2351	1.09	0.42	Q2
ARMAND BAYOU EL	144	2392	2380	2403	0.48	-0.15	Q4	142	2383	2445	2438	1.40	0.07	Q4
JOHN F WARD EL	190	2384	2384	2389	-	-0.04	Q3	194	2392	2471	2444	0.12	0.20	Q3
WARNER ELEMENTARY SC	273	2380	2416	2382	1.21	0.24	Q1	277	2405	2502	2455	0.95	0.33	Q2
FOSTER EL	154	2330	2328	2328	0.50	-0.01	Q3	153	2364	2422	2412	0.10	0.08	Q4
ODESSA KILPATRICK EL	289	2398	2422	2403	0.23	0.13	Q1	291	2412	2487	2464	1.41	0.17	Q3
MARGARET TAYLOR SMIT	134	2246	2333	2265	1.05	0.46	Q1	134	2257	2409	2286	1.38	0.82	Q1
LAMAR EL	84	2387	2332	2357	1.98	-0.18	Q4	90	2256	2405	2267	1.38	1.00	Q1
HOWARD DOBBS EL	171	2352	2359	2370	1.16	-0.08	Q3	172	2374	2385	2413	0.83	-0.19	Q4
BLUEBONNET ELEMENTAR	126	2380	2368	2351	0.87	0.13	Q1	128	2333	2392	2344	0.61	0.35	Q2
FRIENDSHIP ELEMENTAR	107	2366	2296	2337	0.69	-0.30	Q4	107	2325	2363	2335	0.50	0.20	Q3
JAMES F DELANEY ELEM	116	2321	2275	2292	0.86	-0.13	Q4	117	2289	2331	2299	0.90	0.23	Q3
WARD EL	131	2370	2353	2369	0.85	-0.12	Q4	132	2319	2407	2360	1.21	0.35	Q2
BOWIE EL	121	2360	2344	2365	0.26	-0.15	Q4	118	2336	2283	2379	-0.24	-0.61	Q4
ZILKER EL	129	2389	2398	2400	0.44	-0.02	Q3	126	2345	2375	2393	0.26	-0.09	Q4
MILLS EL	259	2417	2433	2419	1.70	0.09	Q2	261	2396	2450	2442	0.26	0.08	Q4
SPICEWOOD EL	202	2452	2500	2468	1.47	0.22	Q1	203	2460	2558	2525	2.07	0.24	Q3
KATHY CARAWAY EL	156	2400	2388	2402	1.62	-0.10	Q4	157	2354	2413	2394	0.86	0.14	Q4
BRUSHY CREEK EL	195	2393	2394	2400	0.74	-0.05	Q3	198	2359	2451	2407	0.94	0.28	Q2
BLACKLAND PRAIRIE EL	272	2384	2414	2390	1.08	0.17	Q1	272	2349	2455	2391	0.87	0.43	Q1
RUTLEDGE EL	201	2364	2357	2366	0.46	-0.06	Q3	203	2352	2418	2395	0.91	0.15	Q3
JIM PLAIN ELEMENTARY	150	2304	2275	2293	0.52	-0.13	Q4	150	2259	2328	2287	0.49	0.28	Q2
Group Average	172	2381	2390	2385	0.78	0.03	--	173	2366	2448	2410	0.83	0.26	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: MOCKINGBIRD EL
 Target Campus #: 057922105
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Hispanic	% LEP	% Econ	% Mobility	% Afr_Amer
015910126	THOUSAND OAKS EL	NORTH EAST ISD	49.9	42.4	3.7	27.9	18.2	4.9
015910140	CANYON RIDGE EL	NORTH EAST ISD	52.8	32.1	8.2	10.7	14.2	5.6
015910142	BULVERDE CREEK	NORTH EAST ISD	52.0	35.1	5.9	17.7	16.9	6.5
015915180	BEARD EL	NORTHSIDE ISD	49.9	36.2	2.4	6.5	4.1	4.0
020908109	SILVERLAKE EL	PEARLAND ISD	51.2	15.2	14.5	10.1	9.1	17.7
020908114	MAGNOLIA EL	PEARLAND ISD	50.5	30.4	8.7	25.9	14.5	14.5
043901110	BOLIN ELEMENTARY SCHOOL	ALLEN ISD	52.6	11.8	20.8	13.2	9.8	13.5
043905124	MOONEYHAM ELEMENTARY	FRISCO ISD	50.0	19.1	9.3	20.7	13.0	17.9
043907111	SLAUGHTER EL	MCKINNEY ISD	50.1	32.0	19.6	37.7	16.5	14.0
043910129	GULLEDGE EL	PLANO ISD	51.9	9.3	11.6	8.3	10.4	7.4
046902111	MH SPECHT ELEMENTARY SCH	COMAL ISD	51.7	34.8	4.5	15.3	5.3	7.1
046902115	FREIHEIT ELEMENTARY	COMAL ISD	52.3	45.2	2.7	44.2	15.0	1.8
057903112	COUNTRY PLACE EL	CARROLLTON-FARMERS BRANC	51.0	26.4	11.8	35.8	6.6	13.2
057903118	ROSEMADE ELEMENTARY	CARROLLTON-FARMERS BRANC	51.5	21.9	11.8	26.6	8.9	9.3
057909143	ABBETT EL	GARLAND ISD	50.0	27.9	20.8	28.5	9.3	10.3
057922105 *	MOCKINGBIRD EL	COPPELL ISD	51.5	13.2	11.7	10.1	8.0	4.0
057922111	DENTON CREEK EL	COPPELL ISD	52.3	10.7	15.0	5.6	9.6	4.9
084910121	NORTH POINTE EL	CLEAR CREEK ISD	50.9	15.4	15.6	17.3	8.7	7.1
084910124	FALCON PASS EL	CLEAR CREEK ISD	52.3	18.2	8.1	21.2	9.5	10.5
094902112	GREEN VALLEY EL	SCHERTZ-CIBOLO-U CITY IS	50.8	30.1	1.7	15.0	7.1	15.0
094903102	NAVARRO INTERMEDIATE SCH	NAVARRO ISD	51.8	45.5	0.6	37.3	7.0	2.1
101912130	CONDIT EL	HOUSTON ISD	50.1	29.1	16.3	26.6	7.5	4.6
101912251	TWAIN EL	HOUSTON ISD	51.1	20.4	13.7	17.0	8.1	12.6
101913108	OAKS EL	HUMBLE ISD	52.0	30.2	10.9	45.5	13.6	15.0
101914115	JEANETTE HAYES EL	KATY ISD	50.6	17.4	20.1	15.9	4.6	9.5
101915107	BENFER EL	KLEIN ISD	51.9	25.7	13.0	29.4	14.9	11.5
101915109	BRILL EL	KLEIN ISD	50.4	34.2	19.9	31.0	13.3	8.6
101915110	EHRHARDT EL	KLEIN ISD	53.1	25.6	16.5	35.0	13.6	12.7
101915111	LEMM EL	KLEIN ISD	50.7	21.8	10.6	19.5	11.6	12.9
101915113	KRAHN EL	KLEIN ISD	53.1	21.9	10.1	26.1	9.9	13.3
101915114	ROTH EL	KLEIN ISD	51.7	31.7	17.5	40.1	13.7	11.2
101915119	SCHULTZ EL	KLEIN ISD	50.2	29.3	11.2	35.8	19.1	13.4
133903102	STARKEY EL	KERRVILLE ISD	50.1	45.2	13.0	49.3	14.1	3.4
133903109	FRED H TALLY ELEMENTARY	KERRVILLE ISD	52.0	42.5	2.7	48.2	14.6	4.6
170902111	HOUSER ELEMENTARY	CONROE ISD	50.7	30.9	16.4	35.2	16.9	15.4
216901101	STERLING CITY EL	STERLING CITY ISD	51.6	43.7	3.2	41.3	9.5	3.2
220918108	CHISHOLM RIDGE	EAGLE MT-SAGINAW ISD	52.1	29.5	10.0	31.8	18.2	12.4
227901143	PATTON EL	AUSTIN ISD	52.9	25.8	10.9	24.6	10.1	8.7
235902114	VICKERS EL	VICTORIA ISD	49.9	41.5	4.0	43.0	20.1	6.4
246909108	FOREST NORTH EL	ROUND ROCK ISD	50.4	27.2	5.8	38.0	15.4	15.6
246913101	WHITESTONE EL	LEANDER ISD	50.6	42.9	19.3	39.8	13.4	3.4
	Group Average		51.3	28.7	11.3	25.9	12.1	9.7

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

Target Campus Name: MOCKINGBIRD EL
 Target Campus #: 057922105
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile
THOUSAND OAKS EL	205	2365	2379	2367	0.43	0.08	Q2	204	2345	2475	2389	0.99	0.59	Q1
CANYON RIDGE EL	332	2379	2362	2379	0.66	-0.13	Q4	331	2352	2403	2396	0.40	0.06	Q3
BULVERDE CREEK	258	2386	2368	2385	0.80	-0.14	Q4	256	2363	2466	2406	1.00	0.41	Q1
BEARD EL	329	2374	2401	2374	1.33	0.19	Q1	327	2367	2475	2410	0.52	0.43	Q1
SILVERLAKE EL	129	2429	2407	2399	0.67	0.06	Q3	131	2403	2518	2414	0.46	0.76	Q1
MAGNOLIA EL	100	2402	2395	2372	0.40	0.17	Q1	98	2391	2513	2402	1.94	0.80	Q1
BOLIN ELEMENTARY SCH	213	2387	2426	2418	1.55	0.05	Q3	210	2442	2509	2492	2.16	0.15	Q3
MOONEYHAM ELEMENTARY	164	2341	2352	2338	1.44	0.08	Q2	165	2322	2408	2362	0.68	0.33	Q2
SLAUGHTER EL	179	2320	2319	2314	0.46	0.02	Q3	178	2311	2411	2354	0.86	0.41	Q1
GULLEDGE EL	182	2413	2395	2421	0.78	-0.18	Q4	183	2407	2481	2464	0.54	0.13	Q3
MH SPECHT ELEMENTARY	203	2382	2383	2384	0.72	-0.02	Q3	202	2361	2402	2406	0.50	-0.03	Q4
FREIHEIT ELEMENTARY	209	2297	2268	2288	0.54	-0.16	Q4	211	2319	2356	2359	0.80	-0.01	Q4
COUNTRY PLACE EL	89	2365	2377	2361	1.78	0.10	Q2	90	2402	2448	2447	-0.29	0.03	Q3
ROSEMEADE ELEMENTARY	111	2367	2360	2368	1.78	-0.06	Q3	112	2352	2432	2393	0.50	0.28	Q2
ABBETT EL	204	2358	2352	2352	1.07	-0.02	Q3	208	2379	2409	2421	0.84	-0.07	Q4
* MOCKINGBIRD EL	158	2419	2443	2430	-	0.10	Q2	157	2426	2491	2483	1.15	0.08	Q3
DENTON CREEK EL	142	2424	2455	2428	1.22	0.18	Q1	142	2399	2509	2447	0.92	0.43	Q1
NORTH POINTE EL	213	2384	2398	2387	1.08	0.08	Q2	211	2404	2446	2455	0.09	-0.04	Q4
FALCON PASS EL	196	2422	2439	2430	0.07	0.06	Q2	193	2427	2516	2485	0.42	0.24	Q2
GREEN VALLEY EL	113	2381	2300	2351	0.67	-0.37	Q4	113	2352	2338	2363	0.30	-0.18	Q4
NAVARRO INTERMEDIATE	280	2296	2345	2321	0.64	0.15	Q2	284	2306	2353	2339	0.50	0.08	Q3
CONDIT EL	151	2405	2436	2410	1.17	0.18	Q1	151	2371	2490	2418	0.74	0.51	Q1
TWAIN EL	185	2371	2404	2362	1.19	0.27	Q1	187	2388	2480	2442	0.86	0.26	Q2
OAKS EL	156	2297	2251	2290	0.59	-0.28	Q4	153	2301	2325	2339	0.39	-0.12	Q4
JEANETTE HAYES EL	253	2372	2391	2374	0.91	0.11	Q2	252	2389	2486	2444	0.83	0.33	Q2
BENFER EL	178	2343	2322	2340	0.64	-0.12	Q4	179	2359	2382	2404	0.19	-0.13	Q4
BRILL EL	221	2339	2368	2339	1.19	0.21	Q1	222	2325	2415	2368	0.42	0.32	Q2
EHRHARDT EL	187	2340	2370	2342	0.84	0.19	Q1	185	2330	2435	2377	0.61	0.39	Q2
LEMM EL	217	2344	2370	2342	0.77	0.19	Q1	216	2340	2381	2386	0.55	0.00	Q4
KRAHN EL	253	2283	2322	2280	1.17	0.30	Q1	259	2309	2372	2348	0.45	0.16	Q3
ROTH EL	186	2327	2329	2318	0.93	0.07	Q2	184	2328	2389	2367	1.19	0.16	Q3
SCHULTZ EL	262	2353	2356	2347	0.64	0.05	Q3	262	2353	2406	2396	0.84	0.11	Q3
STARKEY EL	137	2363	2350	2361	0.57	-0.08	Q3	138	2360	2451	2405	0.67	0.34	Q2
FRED H TALLY ELEMENT	127	2361	2371	2354	1.06	0.12	Q2	125	2355	2397	2399	0.52	0.02	Q4
HOUSER ELEMENTARY	134	2383	2339	2350	1.20	-0.09	Q4	136	2349	2387	2363	0.42	0.18	Q2
STERLING CITY EL	54	2282	2285	2299	0.12	-0.11	Q4	54	2243	2230	2255	0.26	-0.21	Q4
CHISHOLM RIDGE	182	2312	2340	2308	1.03	0.23	Q1	185	2271	2360	2303	0.31	0.39	Q1
PATTON EL	189	2393	2394	2399	0.90	-0.03	Q3	188	2361	2459	2408	1.29	0.35	Q2
VICKERS EL	157	2341	2313	2337	0.93	-0.16	Q4	158	2325	2385	2364	0.01	0.16	Q3
FOREST NORTH EL	69	2336	2352	2333	1.72	0.11	Q2	66	2286	2450	2322	1.19	0.87	Q1
WHITESTONE EL	195	2291	2286	2285	0.58	-0.00	Q3	197	2290	2339	2334	0.86	0.06	Q3
Group Average	179	2357	2363	2356	0.86	0.04	--	179	2352	2424	2394	0.59	0.21	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: WILSON EL
 Target Campus #: 057922106
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Hispanic	% LEP	% Econ	% Mobility	% Afr_Amer
015910126	THOUSAND OAKS EL	NORTH EAST ISD	49.9	42.4	3.7	27.9	18.2	4.9
015910128	REDLAND OAKS EL	NORTH EAST ISD	48.4	39.6	6.5	23.6	11.8	7.4
015915180	BEARD EL	NORTHSIDE ISD	49.9	36.2	2.4	6.5	4.1	4.0
020908114	MAGNOLIA EL	PEARLAND ISD	50.5	30.4	8.7	25.9	14.5	14.5
043907111	SLAUGHTER EL	MCKINNEY ISD	50.1	32.0	19.6	37.7	16.5	14.0
043914109	DON WHITT ELEMENTARY SCH	WYLIE ISD	48.7	28.4	24.0	26.4	12.1	** 11.9
046901109	KLEIN ROAD EL	NEW BRAUNFELS ISD	50.3	46.2	15.6	43.5	18.0	** 2.2
057903112	COUNTRY PLACE EL	CARROLLTON-FARMERS BRANC	51.0	26.4	11.8	35.8	6.6	13.2
057903118	ROSEMEADE ELEMENTARY	CARROLLTON-FARMERS BRANC	51.5	21.9	11.8	26.6	8.9	9.3
057905217	WILLIAM B TRAVIS ACDMY/V	DALLAS ISD	49.2	30.3	6.8	32.6	2.3	15.9
057909143	ABBETT EL	GARLAND ISD	50.0	27.9	20.8	28.5	9.3	10.3
057909155	JOHN W ARMSTRONG ELEMENT	GARLAND ISD	50.3	30.8	24.5	32.9	14.7	7.8
057922105	MOCKINGBIRD EL	COPPELL ISD	51.5	13.2	11.7	10.1	8.0	4.0
057922106	* WILSON EL	COPPELL ISD	50.0	30.3	27.0	27.0	10.3	3.1
061901110	GINNINGS EL	DENTON ISD	51.2	38.4	24.6	56.7	17.8	8.5
061901113	RYAN ELEMENTARY SCHOOL	DENTON ISD	50.6	41.1	33.5	41.1	10.3	6.0
061914108	OAK POINT EL	LITTLE ELM ISD	49.3	44.9	31.8	49.9	15.4	** 4.2
070908107	J A VITOVSKY EL	MIDLOTHIAN ISD	50.4	41.5	23.6	48.9	18.7	7.1
084910121	NORTH POINTE EL	CLEAR CREEK ISD	50.9	15.4	15.6	17.3	8.7	7.1
088902104	GOLIAD INTERMEDIATE	GOLIAD ISD	48.8	40.3	2.7	47.1	14.7	10.2
101912130	CONDIT EL	HOUSTON ISD	50.1	29.1	16.3	26.6	7.5	4.6
101912251	TWAIN EL	HOUSTON ISD	51.1	20.4	13.7	17.0	8.1	12.6
101914115	JEANETTE HAYES EL	KATY ISD	50.6	17.4	20.1	15.9	4.6	9.5
101915109	BRILL EL	KLEIN ISD	50.4	34.2	19.9	31.0	13.3	8.6
101915111	LEMM EL	KLEIN ISD	50.7	21.8	10.6	19.5	11.6	12.9
101915119	SCHULTZ EL	KLEIN ISD	50.2	29.3	11.2	35.8	19.1	13.4
101915121	KREINHOP ELEMENTARY	KLEIN ISD	49.8	32.4	16.0	31.0	12.5	10.4
101916107	LEO RIZZUTO EL	LA PORTE ISD	49.5	43.7	16.9	31.5	9.2	5.6
133903102	STARKEY EL	KERRVILLE ISD	50.1	45.2	13.0	49.3	14.1	3.4
170902111	HOUSER ELEMENTARY	CONROE ISD	50.7	30.9	16.4	35.2	16.9	15.4
205902102	CLARK EL	GREGORY-PORTLAND ISD	49.6	46.4	4.0	45.7	19.3	2.1
220907103	PARKVIEW EL	KELLER ISD	49.2	24.7	15.8	46.0	20.4	13.3
220907125	CAPROCK EL	KELLER ISD	51.4	33.9	25.9	50.8	11.9	** 9.6
220916118	LAKEWOOD EL	HURST-EULESS-BEDFORD ISD	49.5	20.1	8.0	35.7	14.7	16.4
220918113	PARKVIEW EL	EAGLE MT-SAGINAW ISD	48.5	34.2	5.7	47.0	20.8	** 13.2
227901183	COWAN EL	AUSTIN ISD	48.9	38.4	6.5	27.8	9.0	6.5
231902101	JAMES D GOSSETT EL	RANKIN ISD	51.6	45.3	9.4	53.1	15.6	1.6
235902114	VICKERS EL	VICTORIA ISD	49.9	41.5	4.0	43.0	20.1	6.4
246909108	FOREST NORTH EL	ROUND ROCK ISD	50.4	27.2	5.8	38.0	15.4	15.6
246909119	DOUBLE FILE TRAIL EL	ROUND ROCK ISD	49.0	30.2	7.3	37.3	12.8	15.9
246913101	WHITESTONE EL	LEANDER ISD	50.6	42.9	19.3	39.8	13.4	3.4
	Group Average		50.1	32.4	14.2	32.6	12.9	9.2

*** 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 Name: WILSON EL
 Target Campus #: 057922106
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile
THOUSAND OAKS EL	205	2365	2379	2367	0.43	0.08	Q2	204	2345	2475	2389	0.99	0.59	Q1
REDLAND OAKS EL	143	2368	2380	2370	0.14	0.07	Q2	143	2320	2461	2363	1.40	0.69	Q1
BEARD EL	329	2374	2401	2374	1.33	0.19	Q1	327	2367	2475	2410	0.52	0.43	Q1
MAGNOLIA EL	100	2402	2395	2372	0.40	0.17	Q1	98	2391	2513	2402	1.94	0.80	Q1
SLAUGHTER EL	179	2320	2319	2314	0.46	0.02	Q3	178	2311	2411	2354	0.86	0.41	Q2
DON WHITT ELEMENTARY	77	2346	2383	2314	1.07	0.50	Q1	76	2313	2439	2324	1.15	0.81	Q1
KLEIN ROAD EL	155	2331	2322	2326	1.23	-0.03	Q3	159	2346	2440	2394	0.47	0.32	Q2
COUNTRY PLACE EL	89	2365	2377	2361	1.78	0.10	Q2	90	2402	2448	2447	-0.29	0.03	Q3
ROSEMEADE ELEMENTARY	111	2367	2360	2368	1.78	-0.06	Q4	112	2352	2432	2393	0.50	0.28	Q2
WILLIAM B TRAVIS ACD	114	2502	2541	2524	-	0.10	Q2	117	2510	2593	2578	2.34	0.09	Q3
ABBETT EL	204	2358	2352	2352	1.07	-0.02	Q3	208	2379	2409	2421	0.84	-0.07	Q4
JOHN W ARMSTRONG ELE	196	2363	2340	2361	1.67	-0.15	Q4	194	2383	2384	2429	1.03	-0.27	Q4
MOCKINGBIRD EL	158	2419	2443	2430	-	0.10	Q2	157	2426	2491	2483	1.15	0.08	Q3
* WILSON EL	117	2413	2419	2416	0.58	0.01	Q3	118	2397	2436	2443	0.23	-0.06	Q4
GINNINGS EL	162	2288	2289	2283	0.37	0.03	Q3	161	2329	2344	2375	0.67	-0.20	Q4
RYAN ELEMENTARY SCHO	115	2330	2332	2324	0.87	0.04	Q3	115	2351	2372	2398	0.96	-0.13	Q4
OAK POINT EL	52	2261	2268	2232	1.05	0.27	Q1	52	2252	2364	2263	0.94	0.74	Q1
J A VITOVSKY EL	118	2305	2306	2297	0.23	0.05	Q3	114	2282	2410	2322	0.61	0.60	Q1
NORTH POINTE EL	213	2384	2398	2387	1.08	0.08	Q2	211	2404	2446	2455	0.09	-0.04	Q4
GOLIAD INTERMEDIATE	252	2305	2312	2331	0.35	-0.14	Q4	248	2328	2347	2363	0.11	-0.10	Q4
CONDIT EL	151	2405	2436	2410	1.17	0.18	Q1	151	2371	2490	2418	0.74	0.51	Q1
TWAIN EL	185	2371	2404	2362	1.19	0.27	Q1	187	2388	2480	2442	0.86	0.26	Q2
JEANETTE HAYES EL	253	2372	2391	2374	0.91	0.11	Q2	252	2389	2486	2444	0.83	0.33	Q2
BRILL EL	221	2339	2368	2339	1.19	0.21	Q1	222	2325	2415	2368	0.42	0.32	Q2
LEMM EL	217	2344	2370	2342	0.77	0.19	Q1	216	2340	2381	2386	0.55	0.00	Q4
SCHULTZ EL	262	2353	2356	2347	0.64	0.05	Q3	262	2353	2406	2396	0.84	0.11	Q3
KREINHOP ELEMENTARY	243	2292	2288	2282	0.92	0.03	Q3	237	2278	2351	2312	0.82	0.27	Q2
LEO RIZZUTO EL	191	2321	2314	2318	0.80	-0.04	Q3	203	2289	2340	2326	0.55	0.09	Q3
STARKEY EL	137	2363	2350	2361	0.57	-0.08	Q4	138	2360	2451	2405	0.67	0.34	Q2
HOUSER ELEMENTARY	134	2383	2339	2350	1.20	-0.09	Q4	136	2349	2387	2363	0.42	0.18	Q3
CLARK EL	85	2351	2339	2322	0.90	0.13	Q1	87	2277	2382	2287	0.91	0.69	Q1
PARKVIEW EL	96	2388	2306	2359	-0.18	-0.38	Q4	98	2309	2306	2320	0.78	-0.10	Q4
CAPROCK EL	59	2331	2285	2292	1.24	-0.09	Q4	61	2231	2257	2241	0.70	0.11	Q3
LAKEWOOD EL	231	2322	2371	2347	0.79	0.15	Q1	233	2351	2409	2392	0.64	0.13	Q3
PARKVIEW EL	147	2280	2226	2269	0.31	-0.31	Q4	147	2278	2223	2310	-0.08	-0.59	Q4
COWAN EL	164	2336	2343	2330	0.68	0.08	Q2	164	2317	2400	2356	0.57	0.34	Q2
JAMES D GOSSETT EL	41	2303	2276	2316	0.56	-0.28	Q4	39	2283	2237	2279	0.08	-0.29	Q4
VICKERS EL	157	2341	2313	2337	0.93	-0.16	Q4	158	2325	2385	2364	0.01	0.16	Q3
FOREST NORTH EL	69	2336	2352	2333	1.72	0.11	Q2	66	2286	2450	2322	1.19	0.87	Q1
DOUBLE FILE TRAIL EL	157	2316	2328	2309	0.58	0.12	Q2	160	2273	2355	2301	0.78	0.34	Q2
WHITESTONE EL	195	2291	2286	2285	0.58	-0.00	Q3	197	2290	2339	2334	0.86	0.06	Q3
Group Average	155	2347	2352	2345	0.79	0.05	--	156	2342	2410	2382	0.66	0.20	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: LAKESIDE EL
 Target Campus #: 057922107
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Hispanic	% LEP	% Mobility	% Econ	% Afr_Amer
008901105	WEST END EL	BELLVILLE ISD	67.9	24.1	8.6	6.3	33.7	8.0
015910123	HIDDEN FOREST EL	NORTH EAST ISD	69.6	25.0	2.6	11.0	10.0	1.6
043901104	GENE M REED EL	ALLEN ISD	68.8	13.4	7.4	18.7	22.2	11.0
043901106	MAX O VAUGHAN EL	ALLEN ISD	68.8	12.4	5.3	7.2	19.1	11.6
043905111	SPEARS ELEMENTARY	FRISCO ISD	70.3	12.7	4.5	10.9	8.7	7.7
043905112	SPARKS ELEMENTARY	FRISCO ISD	69.8	10.7	6.3	6.3	3.6	7.0
043905118	BLEDSOE ELEMENTARY	FRISCO ISD	68.3	7.0	3.8	9.8	1.3	7.8
043910141	CENTENNIAL EL	PLANO ISD	68.2	5.8	5.5	9.1	5.7	7.4
043914103	P M AKIN EL	WYLIE ISD	68.7	19.0	8.1	11.9	26.7	9.5
043914108	RITA SMITH ELEMENTARY	WYLIE ISD	67.7	16.3	11.8	8.5	23.4	9.3
057922107	* LAKESIDE EL	COPPELL ISD	69.2	9.4	9.0	7.7	2.8	2.0
061901116	PECAN CREEK ELEMENTARY	DENTON ISD	70.4	14.9	7.7	13.1	21.0	8.6
061902134	TOM HICKS ELEMENTARY	LEWISVILLE ISD	70.2	10.6	4.0	15.6	6.8	6.5
061907102	JAMES A MONACO	AUBREY ISD	70.4	21.0	7.9	12.3 **	29.3	7.0
061911114	KAY GRANGER EL	NORTHWEST ISD	70.3	15.9	6.1	14.1	12.5	8.6
061912103	CORINTH ELEM	LAKE DALLAS ISD	69.2	15.2	5.7	13.4	23.0	10.0
079901114	STEPHEN F AUSTIN EL	LAMAR CISD	69.5	19.9	2.4	5.8	14.2	7.0
079907125	PECAN GROVE EL	FORT BEND ISD	69.6	16.3	4.1	9.3	15.1	9.9
084910118	BROOKWOOD EL	CLEAR CREEK ISD	68.8	6.6	8.0	8.6	6.6	2.3
101907140	ROBISON ELEMENTARY	CYPRESS-FAIRBANKS ISD	68.3	19.5	5.1	7.9	14.2	8.6
101908108	FAIRMONT ELEMENTARY	DEER PARK ISD	70.0	24.1	3.1	6.2	12.7	1.0
101912255	WEST UNIVERSITY EL	HOUSTON ISD	70.5	10.6	7.0	7.2	4.2	2.4
101920102	BUNKER HILL EL	SPRING BRANCH ISD	68.5	10.0	16.0	7.6	4.9	1.4
101921103	LAKWOOD EL	TOMBALL ISD	70.4	13.4	6.6	7.6	8.1	3.8
129902103	L E CLAYBON ELEMENTARY	FORNEY ISD	67.8	22.1	5.8	9.0	26.6	8.0
161903104	SPRING VALLEY EL	MIDWAY ISD	67.8	16.8	3.5	10.9	26.8	11.4
199902104	ANITA SCOTT EL	ROYSE CITY ISD	69.4	23.6	7.7	13.8	34.9	5.4
220907118	BETTE PEROT ELEMENTARY	KELLER ISD	68.9	12.7	5.6	7.5	10.5	8.3
220907124	EAGLE RIDGE ELEMENTARY	KELLER ISD	68.5	12.7	5.3	18.0	6.9	10.2
220908110	WILLIE BROWN ELEMENTARY	MANSFIELD ISD	67.8	15.0	8.3	10.9	19.6	11.6
220918104	BRYSON EL	EAGLE MT-SAGINAW ISD	68.4	26.7	8.3	17.6	24.3	2.8
227901154	DOSS EL	AUSTIN ISD	68.2	16.4	14.3	10.1	14.0	2.2
227901155	HILL EL	AUSTIN ISD	68.3	20.4	8.2	8.1	14.0	3.8
227901184	CLAYTON EL	AUSTIN ISD	70.7	15.7	7.1	6.0	5.2	2.7
227909105	BARTON CREEK EL	EANES ISD	70.0	8.0	1.5	5.2	2.1	0.4
243905111	FOWLER EL	WICHITA FALLS ISD	69.7	13.3	3.7	15.2	34.4	8.3
243905126	WEST FOUNDATION EL	WICHITA FALLS ISD	70.1	14.5	2.6	17.3	23.6	9.5
246909128	GREAT OAKS EL	ROUND ROCK ISD	70.5	9.7	4.5	5.7	4.5	4.3
246909132	CACTUS RANCH EL	ROUND ROCK ISD	68.2	16.3	4.7	8.6	4.3	5.9
246913114	PLEASANT HILL ELEMENTARY	LEANDER ISD	69.5	22.3	2.8	10.3	21.8	5.1
246913121	WESTSIDE EL	LEANDER ISD	69.9	23.0	15.0	12.5 **	15.5	1.2
Group Average			69.2	15.5	6.3	10.1	13.9	6.3

*** 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.

Target Campus Name: LAKESIDE EL
 Target Campus #: 057922107
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile
WEST END EL	55	2349	2332	2347	-0.12	-0.12	Q4	53	2368	2376	2416	0.40	-0.26	Q4
HIDDEN FOREST EL	157	2398	2408	2402	1.49	0.05	Q2	156	2351	2469	2395	0.74	0.50	Q1
GENE M REED EL	261	2354	2367	2380	0.83	-0.09	Q4	263	2333	2373	2370	0.70	0.03	Q4
MAX O VAUGHAN EL	247	2384	2396	2409	0.81	-0.09	Q4	240	2392	2433	2437	0.87	-0.03	Q4
SPEARS ELEMENTARY	210	2419	2417	2421	1.05	-0.03	Q3	212	2414	2500	2462	0.22	0.27	Q2
SPARKS ELEMENTARY	192	2396	2426	2395	1.04	0.20	Q1	192	2381	2507	2422	1.23	0.56	Q1
BLEDSOE ELEMENTARY	195	2424	2450	2424	-	0.18	Q1	194	2433	2521	2481	0.43	0.30	Q2
CENTENNIAL EL	159	2425	2438	2433	-	0.04	Q2	160	2433	2502	2493	1.69	0.10	Q3
P M AKIN EL	109	2342	2314	2313	1.26	0.01	Q2	110	2290	2388	2301	1.52	0.63	Q1
RITA SMITH ELEMENTAR	90	2410	2369	2381	0.89	-0.08	Q3	90	2383	2424	2394	1.71	0.22	Q2
* LAKESIDE EL	168	2430	2443	2439	1.77	0.03	Q2	167	2419	2500	2468	1.12	0.21	Q2
PECAN CREEK ELEMENTA	156	2344	2353	2337	0.23	0.09	Q1	155	2342	2432	2381	1.02	0.35	Q2
TOM HICKS ELEMENTARY	146	2407	2360	2406	-0.68	-0.34	Q4	149	2366	2365	2406	0.06	-0.28	Q4
JAMES A MONACO	65	2387	2405	2391	0.27	0.09	Q2	68	2325	2440	2366	0.56	0.49	Q1
KAY GRANGER EL	139	2358	2346	2350	0.24	-0.04	Q3	142	2320	2427	2351	1.02	0.51	Q1
CORINTH ELEM	131	2371	2331	2342	1.86	-0.08	Q3	131	2290	2347	2300	0.82	0.34	Q2
STEPHEN F AUSTIN EL	185	2383	2381	2385	0.46	-0.03	Q3	186	2364	2437	2410	1.19	0.22	Q2
PECAN GROVE EL	186	2351	2345	2347	1.59	-0.02	Q3	185	2338	2401	2378	0.56	0.15	Q3
BROOKWOOD EL	247	2428	2463	2438	0.81	0.17	Q1	250	2412	2558	2465	0.77	0.59	Q1
ROBISON ELEMENTARY	316	2337	2324	2336	0.76	-0.09	Q4	315	2348	2412	2396	0.62	0.12	Q3
FAIRMONT ELEMENTARY	248	2368	2385	2368	0.80	0.12	Q1	247	2385	2433	2433	0.42	0.02	Q4
WEST UNIVERSITY EL	256	2442	2467	2449	1.28	0.13	Q1	259	2412	2510	2462	1.34	0.34	Q2
BUNKER HILL EL	201	2409	2402	2412	0.19	-0.09	Q3	206	2396	2525	2446	1.42	0.55	Q1
LAKEWOOD EL	146	2403	2309	2374	0.40	-0.48	Q4	147	2336	2339	2347	0.56	-0.06	Q4
L E CLAYBON ELEMENTA	154	2324	2378	2351	1.00	0.17	Q1	155	2370	2386	2413	0.92	-0.15	Q4
SPRING VALLEY EL	118	2390	2373	2361	-	0.09	Q2	119	2311	2402	2322	0.84	0.58	Q1
ANITA SCOTT EL	176	2303	2309	2294	0.32	0.10	Q1	174	2306	2345	2343	0.38	0.05	Q3
BETTE PEROT ELEMENTA	118	2406	2403	2377	0.44	0.20	Q1	119	2401	2384	2412	0.93	-0.20	Q4
EAGLE RIDGE ELEMENTA	101	2347	2296	2318	0.67	-0.16	Q4	101	2343	2376	2354	0.74	0.16	Q3
WILLIE BROWN ELEMENT	141	2414	2384	2384	-	-0.00	Q3	146	2325	2427	2336	1.79	0.66	Q1
BRYSON EL	155	2318	2318	2309	0.51	0.05	Q2	153	2289	2374	2325	0.85	0.35	Q2
DOSS EL	158	2460	2447	2468	0.14	-0.17	Q4	158	2380	2446	2431	0.40	0.15	Q3
HILL EL	206	2425	2463	2436	1.54	0.17	Q1	206	2396	2450	2448	0.43	0.02	Q4
CLAYTON EL	242	2414	2431	2419	0.98	0.07	Q2	244	2374	2447	2418	0.47	0.20	Q2
BARTON CREEK EL	156	2446	2443	2455	0.54	-0.10	Q4	158	2416	2518	2465	-	0.34	Q2
FOWLER EL	190	2366	2365	2391	1.03	-0.19	Q4	190	2351	2404	2387	1.10	0.10	Q3
WEST FOUNDATION EL	157	2356	2379	2384	0.51	-0.05	Q3	159	2333	2389	2372	0.60	0.14	Q3
GREAT OAKS EL	315	2414	2423	2421	1.55	0.00	Q2	317	2401	2463	2450	0.91	0.09	Q3
CACTUS RANCH EL	311	2418	2429	2418	1.10	0.07	Q2	315	2424	2479	2470	1.38	0.07	Q3
PLEASANT HILL ELEMEN	163	2329	2311	2321	0.44	-0.08	Q3	165	2284	2289	2314	0.28	-0.17	Q4
WESTSIDE EL	113	2359	2354	2346	0.49	0.05	Q2	112	2325	2410	2356	0.86	0.38	Q1
Group Average	172	2387	2389	2388	0.76	0.00	--	173	2367	2436	2407	0.79	0.20	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: TOWN CENTER EL
 Target Campus #: 057922108
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% LEP	% Mobility	% Afr_Amer
008901102	O'BRYANT INT	BELLVILLE ISD	64.1	42.2	22.7	12.0	7.6	12.4
015915181	BLATTMAN EL	NORTHSIDE ISD	63.0	5.9	27.4	3.1	8.7	1.8
020905102	A P BEUTEL EL	BRAZOSPORT ISD	65.7	28.2	21.9	6.4	8.6	6.8
020905111	BESS BRANNEN EL	BRAZOSPORT ISD	65.7	24.5	23.7	6.1	12.9	5.7
020908107	RUSTIC OAK EL	PEARLAND ISD	65.7	12.3	16.6	7.4	6.3	8.5
043901105	ALVIS C STORY EL	ALLEN ISD	64.9	14.8	13.5	7.7	6.8	11.6
043905110	SHAWNEE TRAIL ELEMENTARY	FRISCO ISD	63.2	12.9	14.3	7.7	10.0	11.2
043910106	ALDRIDGE EL	PLANO ISD	63.5	16.0	11.2	12.7	12.1	7.5
043910121	CARLISLE EL	PLANO ISD	64.9	12.9	8.6	8.6	11.6	6.5
043910123	BRINKER EL	PLANO ISD	65.5	4.7	4.6	6.4	12.0	7.5
043910125	HEDGCOXE EL	PLANO ISD	62.8	10.4	9.3	5.1	5.2	6.8
043910132	BARKSDALE EL	PLANO ISD	65.1	6.9	7.2	5.6	9.1	7.6
043914101	R F HARTMAN EL	WYLIE ISD	64.4	35.4	26.2	11.4	15.0	7.0
057922108	* TOWN CENTER EL	COPPELL ISD	64.2	11.0	10.7	9.2	6.1	5.9
057922109	COTTONWOOD CREEK EL	COPPELL ISD	64.1	3.4	10.2	8.9	5.2	3.4
061902132	HOMESTEAD ELEMENTARY	LEWISVILLE ISD	65.6	9.8	11.5	8.9	5.9	7.4
061908104	BUTTERFIELD EL	SANGER ISD	65.7	49.4	26.4	10.6	16.9 **	5.9
061911110	W R HATFIELD EL	NORTHWEST ISD	65.2	28.6	19.7	7.2	13.8	10.5
079901120	FROST EL	LAMAR CISD	64.7	8.3	17.4	4.2	11.9	12.8
084910119	WEDGEWOOD EL	CLEAR CREEK ISD	62.7	30.0	20.4	5.6	10.7	11.0
084910123	HENRY BAUERSCHLAG ELEMEN	CLEAR CREEK ISD	64.5	12.5	16.2	7.7	10.0	9.1
101907115	MOORE ELEMENTARY	CYPRESS-FAIRBANKS ISD	64.2	20.4	13.3	7.6	13.2	9.1
101914107	CIMARRON ELEMENTARY	KATY ISD	65.6	25.8	23.0	8.2	14.6	6.9
101914112	HAZEL S PATTISON EL	KATY ISD	63.0	4.2	9.1	11.6	6.7	3.6
101914129	WOODCREEK ELEMENTARY	KATY ISD	65.2	10.5	17.6	5.8	17.2	9.5
101915106	THEISS EL	KLEIN ISD	63.6	13.1	14.1	4.0	13.3	11.2
101921107	WILLOW CREEK EL	TOMBALL ISD	62.7	17.4	18.9	10.9	9.8	8.5
129902107	LEWIS EL	FORNEY ISD	64.4	18.1	18.1	6.3	12.3	12.2
146902105	KIMMIE M BROWN ELEMENTAR	DAYTON ISD	64.6	56.6	25.3	9.3	15.3	9.6
188901121	PARAMOUNT TERRACE EL	AMARILLO ISD	63.1	38.8	26.9	1.9	17.5	8.6
220901146	LITTLE EL	ARLINGTON ISD	63.5	28.5	13.9	7.5	10.7	12.4
220907113	LONE STAR ELEMENTARY	KELLER ISD	63.9	12.5	16.6	9.7	9.2	5.6
220907117	FREEDOM ELEMENTARY SCHOO	KELLER ISD	65.1	15.7	18.2	6.2	10.9	9.1
220912103	DEER CREEK EL	CROWLEY ISD	63.4	36.0	22.6	6.1	18.0	11.1
220916121	SPRING GARDEN EL	HURST-EULESS-BEDFORD ISD	63.5	36.9	17.0	5.4	12.9	12.3
241902101	EAST BERNARD EL	EAST BERNARD ISD	64.9	40.0	27.4	11.5	9.6	7.7
243905107	CROCKETT EL	WICHITA FALLS ISD	64.9	42.5	24.0	5.7	17.2	7.6
243905118	JEFFERSON EL	WICHITA FALLS ISD	65.7	39.7	17.4	2.1	10.7	11.4
246906101	HUTTO ELEMENTARY SCHOOL	HUTTO ISD	63.5	27.7	23.2	3.7	17.1	11.7
246909123	FERN BLUFF EL	ROUND ROCK ISD	64.7	4.9	11.1	5.5	6.6	4.2
246913117	WILLIAM J WINKLEY ELEMEN	LEANDER ISD	65.2	31.2	21.3	5.2	17.9	8.7
	Group Average		64.4	21.1	17.2	7.2	11.4	8.6

*** 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 Name: TOWN CENTER EL
 Target Campus #: 057922108
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile
O'BRYANT INT	206	2355	2330	2347	0.75	-0.14	Q4	217	2332	2377	2371	0.82	0.06	Q3
BLATTMAN EL	154	2400	2417	2404	0.76	0.09	Q1	155	2398	2452	2448	1.16	0.05	Q3
A P BEUTEL EL	91	2396	2390	2367	-	0.17	Q1	91	2333	2408	2343	1.48	0.47	Q1
BESS BRANNEN EL	87	2436	2348	2406	0.19	-0.43	Q4	88	2366	2398	2377	0.32	0.15	Q3
RUSTIC OAK EL	114	2389	2350	2360	0.95	-0.07	Q3	114	2356	2398	2366	0.53	0.23	Q2
ALVIS C STORY EL	285	2339	2373	2361	1.25	0.06	Q2	287	2340	2415	2378	0.87	0.24	Q2
SHAWNEE TRAIL ELEMEN	135	2380	2383	2378	1.45	0.04	Q2	139	2380	2451	2425	0.94	0.21	Q2
ALDRIDGE EL	131	2360	2392	2365	1.34	0.19	Q1	130	2360	2437	2408	1.64	0.20	Q2
CARLISLE EL	163	2416	2373	2417	0.61	-0.32	Q4	161	2397	2513	2449	1.83	0.47	Q1
BRINKER EL	189	2407	2394	2411	1.39	-0.13	Q4	192	2389	2467	2439	0.53	0.21	Q2
HEDGCOXE EL	177	2399	2404	2405	0.51	-0.02	Q2	175	2333	2478	2377	0.73	0.69	Q1
BARKSDALE EL	204	2414	2425	2419	2.54	0.03	Q2	204	2390	2520	2440	1.54	0.54	Q1
R F HARTMAN EL	99	2341	2285	2311	0.70	-0.20	Q4	99	2303	2323	2313	0.51	0.07	Q3
* TOWN CENTER EL	206	2416	2424	2423	1.12	0.01	Q2	208	2387	2453	2430	0.37	0.17	Q2
COTTONWOOD CREEK EL	133	2391	2386	2392	0.59	-0.05	Q3	133	2332	2438	2374	0.79	0.44	Q1
HOMESTEAD ELEMENTARY	177	2376	2367	2372	0.46	-0.04	Q3	182	2344	2406	2386	0.10	0.17	Q2
BUTTERFIELD EL	92	2310	2277	2308	0.23	-0.23	Q4	91	2274	2270	2306	0.47	-0.24	Q4
W R HATFIELD EL	218	2303	2312	2295	0.48	0.10	Q1	219	2274	2390	2309	0.49	0.54	Q1
FROST EL	203	2341	2377	2343	1.07	0.22	Q1	205	2365	2414	2415	0.19	-0.00	Q3
WEDGEWOOD EL	219	2330	2317	2321	0.67	-0.03	Q2	217	2333	2377	2372	0.39	0.04	Q3
HENRY BAUERSCHLAG EL	269	2359	2373	2358	0.98	0.11	Q1	277	2366	2425	2414	0.54	0.08	Q3
MOORE ELEMENTARY	277	2347	2370	2348	0.74	0.15	Q1	283	2372	2451	2424	0.64	0.19	Q2
CIMARRON ELEMENTARY	226	2338	2322	2335	0.71	-0.10	Q4	224	2316	2315	2356	0.28	-0.27	Q4
HAZEL S PATTISON EL	259	2409	2407	2413	0.91	-0.05	Q3	259	2378	2482	2425	0.84	0.37	Q1
WOODCREEK ELEMENTARY	234	2368	2358	2368	0.67	-0.08	Q3	234	2365	2452	2409	1.09	0.29	Q2
THEISS EL	175	2376	2374	2383	0.46	-0.07	Q3	179	2369	2416	2417	0.78	-0.01	Q4
WILLOW CREEK EL	100	2376	2334	2346	0.63	-0.09	Q3	100	2333	2390	2344	1.20	0.33	Q1
LEWIS EL	118	2327	2416	2355	1.25	0.42	Q1	118	2342	2417	2384	0.96	0.23	Q2
KIMMIE M BROWN ELEME	622	2251	2228	2236	0.54	-0.07	Q3	625	2236	2288	2266	0.22	0.16	Q3
PARAMOUNT TERRACE EL	68	2380	2398	2383	0.24	0.11	Q1	68	2352	2443	2399	0.90	0.35	Q1
LITTLE EL	256	2361	2385	2390	0.86	-0.04	Q3	259	2381	2416	2424	0.58	-0.04	Q4
LONE STAR ELEMENTARY	110	2381	2337	2351	1.07	-0.10	Q3	112	2353	2385	2364	1.01	0.15	Q3
FREEDOM ELEMENTARY S	81	2406	2301	2376	0.34	-0.55	Q4	82	2356	2388	2367	0.80	0.15	Q3
DEER CREEK EL	224	2304	2335	2326	0.65	0.05	Q2	222	2292	2318	2324	0.39	-0.05	Q4
SPRING GARDEN EL	202	2335	2364	2364	0.18	-0.00	Q2	203	2349	2363	2388	0.25	-0.16	Q4
EAST BERNARD EL	70	2362	2343	2332	0.67	0.08	Q1	70	2319	2405	2329	1.28	0.55	Q1
CROCKETT EL	159	2348	2326	2366	0.64	-0.28	Q4	161	2320	2332	2354	0.34	-0.14	Q4
JEFFERSON EL	165	2290	2324	2315	0.37	0.05	Q2	166	2303	2333	2337	0.32	-0.04	Q4
HUTTO ELEMENTARY SCH	120	2281	2252	2269	0.72	-0.13	Q4	118	2273	2287	2307	0.14	-0.12	Q4
FERN BLUFF EL	245	2415	2426	2421	-0.33	0.04	Q2	243	2429	2505	2485	1.85	0.16	Q2
WILLIAM J WINKLEY EL	165	2332	2327	2331	0.84	-0.02	Q2	166	2319	2341	2361	0.62	-0.10	Q4
Group Average	176	2352	2351	2353	0.68	-0.02	--	177	2340	2400	2378	0.50	0.16	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: COTTONWOOD CREEK EL
 Target Campus #: 057922109
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Hispanic	% LEP	% Mobility	% Afr_Amer	% Econ
015915181	BLATTMAN EL	NORTHSIDE ISD	63.0	27.4	3.1	8.7	1.8	5.9
016901101	LYNDON B JOHNSON EL	JOHNSON CITY ISD	65.5	28.8	6.5	7.6	0.4	33.5
020905111	BESS BRANNEN EL	BRAZOSPORT ISD	65.7	23.7	6.1	12.9	5.7	24.5
020908107	RUSTIC OAK EL	PEARLAND ISD	65.7	16.6	7.4	6.3	8.5	12.3
043901105	ALVIS C STORY EL	ALLEN ISD	64.9	13.5	7.7	6.8	11.6	14.8
043905110	SHAWNEE TRAIL ELEMENTARY	FRISCO ISD	63.2	14.3	7.7	10.0	11.2	12.9
043910106	ALDRIDGE EL	PLANO ISD	63.5	11.2	12.7	12.1	7.5	16.0
043910121	CARLISLE EL	PLANO ISD	64.9	8.6	8.6	11.6	6.5	12.9
043910123	BRINKER EL	PLANO ISD	65.5	4.6	6.4	12.0	7.5	4.7
043910125	HEDGCOXE EL	PLANO ISD	62.8	9.3	5.1	5.2	6.8	10.4
043910132	BARKSDALE EL	PLANO ISD	65.1	7.2	5.6	9.1	7.6	6.9
043914101	R F HARTMAN EL	WYLIE ISD	64.4	26.2	11.4	15.0	7.0	35.4
046901106	COUNTY LINE ELEMENTARY	NEW BRAUNFELS ISD	63.2	31.6	5.4	18.1	3.4	32.7
057922108	TOWN CENTER EL	COPPELL ISD	64.2	10.7	9.2	6.1	5.9	11.0
057922109	* COTTONWOOD CREEK EL	COPPELL ISD	64.1	10.2	8.9	5.2	3.4	3.4
061902132	HOMESTEAD ELEMENTARY	LEWISVILLE ISD	65.6	11.5	8.9	5.9	7.4	9.8
061911110	W R HATFIELD EL	NORTHWEST ISD	65.2	19.7	7.2	13.8	10.5	28.6
070911103	EASTRIDGE ELEMENTARY	RED OAK ISD	62.5	23.9	2.0	17.0	12.9	35.5
079901120	FROST EL	LAMAR CISD	64.7	17.4	4.2	11.9	12.8	8.3
084910119	WEDGEWOOD EL	CLEAR CREEK ISD	62.7	20.4	5.6	10.7	11.0	30.0
084910123	HENRY BAUERSCHLAG ELEMEN	CLEAR CREEK ISD	64.5	16.2	7.7	10.0	9.1	12.5
101907115	MOORE ELEMENTARY	CYPRESS-FAIRBANKS ISD	64.2	13.3	7.6	13.2	9.1	20.4
101914107	CIMARRON ELEMENTARY	KATY ISD	65.6	23.0	8.2	14.6	6.9	25.8
101914112	HAZEL S PATTISON EL	KATY ISD	63.0	9.1	11.6	6.7	3.6	4.2
101914129	WOODCREEK ELEMENTARY	KATY ISD	65.2	17.6	5.8	17.2	9.5	10.5
101915106	THEISS EL	KLEIN ISD	63.6	14.1	4.0	13.3	11.2	13.1
101916106	LOMAX EL	LA PORTE ISD	64.1	29.6	1.7	10.9	4.6	36.2
101921107	WILLOW CREEK EL	TOMBALL ISD	62.7	18.9	10.9	9.8	8.5	17.4
129902107	LEWIS EL	FORNEY ISD	64.4	18.1	6.3	12.3	12.2	18.1
171901103	HILLCREST EL	DUMAS ISD	65.2	30.4	8.4	11.9	2.6	26.4
220901146	LITTLE EL	ARLINGTON ISD	63.5	13.9	7.5	10.7	12.4	28.5
220906110	SILVER LAKE EL	GRAPEVINE-COLLEYVILLE IS	63.2	24.5	15.9	18.4	7.9	26.9
220907113	LONE STAR ELEMENTARY	KELLER ISD	63.9	16.6	9.7	9.2	5.6	12.5
220907117	FREEDOM ELEMENTARY SCHOO	KELLER ISD	65.1	18.2	6.2	10.9	9.1	15.7
220908118	MARY JO SHEPPARD EL	MANSFIELD ISD	63.1	17.2	7.3	15.6	14.2	30.0
220912103	DEER CREEK EL	CROWLEY ISD	63.4	22.6	6.1	18.0	11.1	36.0
220916121	SPRING GARDEN EL	HURST-EULESS-BEDFORD ISD	63.5	17.0	5.4	12.9	12.3	36.9
246906101	HUTTO ELEMENTARY SCHOOL	HUTTO ISD	63.5	23.2	3.7	17.1	11.7	27.7
246909123	FERN BLUFF EL	ROUND ROCK ISD	64.7	11.1	5.5	6.6	4.2	4.9
246913106	LOIS F GIDDENS EL	LEANDER ISD	62.6	30.4	4.7	8.7	4.3	30.6
246913117	WILLIAM J WINKLEY ELEMEN	LEANDER ISD	65.2	21.3	5.2	17.9	8.7	31.2
	Group Average		64.2	17.6	7.1	11.5	8.4	19.6

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

Target Campus Name: COTTONWOOD CREEK EL
 Target Campus #: 057922109
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Mathematics

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Failer Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Failer Avg TGI	(7) Quar-tile
BLATTMAN EL	154	2400	2417	2404	0.76	0.09	Q1	155	2398	2452	2448	1.16	0.05	Q3
LYNDON B JOHNSON EL	47	2399	2394	2369	1.66	0.18	Q1	47	2320	2451	2331	1.37	0.87	Q1
BESS BRANNEN EL	87	2436	2348	2406	0.19	-0.43	Q4	88	2366	2398	2377	0.32	0.15	Q3
RUSTIC OAK EL	114	2389	2350	2360	0.95	-0.07	Q3	114	2356	2398	2366	0.53	0.23	Q2
ALVIS C STORY EL	285	2339	2373	2361	1.25	0.06	Q2	287	2340	2415	2378	0.87	0.24	Q2
SHAWNEE TRAIL ELEMEN	135	2380	2383	2378	1.45	0.04	Q2	139	2380	2451	2425	0.94	0.21	Q2
ALDRIDGE EL	131	2360	2392	2365	1.34	0.19	Q1	130	2360	2437	2408	1.64	0.20	Q2
CARLISLE EL	163	2416	2373	2417	0.61	-0.32	Q4	161	2397	2513	2449	1.83	0.47	Q1
BRINKER EL	189	2407	2394	2411	1.39	-0.13	Q4	192	2389	2467	2439	0.53	0.21	Q2
HEDGCOXE EL	177	2399	2404	2405	0.51	-0.02	Q2	175	2333	2478	2377	0.73	0.69	Q1
BARKSDALE EL	204	2414	2425	2419	2.54	0.03	Q2	204	2390	2520	2440	1.54	0.54	Q1
R F HARTMAN EL	99	2341	2285	2311	0.70	-0.20	Q4	99	2303	2323	2313	0.51	0.07	Q3
COUNTY LINE ELEMENTA	100	2355	2327	2351	2.28	-0.18	Q4	98	2354	2378	2396	-0.18	-0.12	Q4
TOWN CENTER EL	206	2416	2424	2423	1.12	0.01	Q2	208	2387	2453	2430	0.37	0.17	Q3
* COTTONWOOD CREEK EL	133	2391	2386	2392	0.59	-0.05	Q3	133	2332	2438	2374	0.79	0.44	Q1
HOMESTEAD ELEMENTARY	177	2376	2367	2372	0.46	-0.04	Q3	182	2344	2406	2386	0.10	0.17	Q3
W R HATFIELD EL	218	2303	2312	2295	0.48	0.10	Q1	219	2274	2390	2309	0.49	0.54	Q1
EASTRIDGE ELEMENTARY	72	2273	2223	2244	0.69	-0.16	Q4	71	2243	2289	2253	0.38	0.26	Q2
FROST EL	203	2341	2377	2343	1.07	0.22	Q1	205	2365	2414	2415	0.19	-0.00	Q4
WEDGEWOOD EL	219	2330	2317	2321	0.67	-0.03	Q3	217	2333	2377	2372	0.39	0.04	Q4
HENRY BAUERSCHLAG EL	269	2359	2373	2358	0.98	0.11	Q1	277	2366	2425	2414	0.54	0.08	Q3
MOORE ELEMENTARY	277	2347	2370	2348	0.74	0.15	Q1	283	2372	2451	2424	0.64	0.19	Q2
CIMARRON ELEMENTARY	226	2338	2322	2335	0.71	-0.10	Q4	224	2316	2315	2356	0.28	-0.27	Q4
HAZEL S PATTISON EL	259	2409	2407	2413	0.91	-0.05	Q3	259	2378	2482	2425	0.84	0.37	Q1
WOODCREEK ELEMENTARY	234	2368	2358	2368	0.67	-0.08	Q3	234	2365	2452	2409	1.09	0.29	Q1
THEISS EL	175	2376	2374	2383	0.46	-0.07	Q3	179	2369	2416	2417	0.78	-0.01	Q4
LOMAX EL	189	2335	2355	2330	0.30	0.18	Q1	190	2356	2447	2395	1.26	0.36	Q1
WILLOW CREEK EL	100	2376	2334	2346	0.63	-0.09	Q3	100	2333	2390	2344	1.20	0.33	Q1
LEWIS EL	118	2327	2416	2355	1.25	0.42	Q1	118	2342	2417	2384	0.96	0.23	Q2
HILLCREST EL	123	2332	2361	2350	0.66	0.07	Q1	124	2337	2400	2377	1.00	0.18	Q3
LITTLE EL	256	2361	2385	2390	0.86	-0.04	Q3	259	2381	2416	2424	0.58	-0.04	Q4
SILVER LAKE EL	139	2338	2341	2335	0.30	0.03	Q2	146	2302	2405	2341	0.68	0.45	Q1
LONE STAR ELEMENTARY	110	2381	2337	2351	1.07	-0.10	Q3	112	2353	2385	2364	1.01	0.15	Q3
FREEDOM ELEMENTARY S	81	2406	2301	2376	0.34	-0.55	Q4	82	2356	2388	2367	0.80	0.15	Q3
MARY JO SHEPPARD EL	114	2394	2325	2364	-0.39	-0.29	Q4	113	2364	2409	2374	0.61	0.25	Q2
DEER CREEK EL	224	2304	2335	2326	0.65	0.05	Q2	222	2292	2318	2324	0.39	-0.05	Q4
SPRING GARDEN EL	202	2335	2364	2364	0.18	-0.00	Q2	203	2349	2363	2388	0.25	-0.16	Q4
HUTTO ELEMENTARY SCH	120	2281	2252	2269	0.72	-0.13	Q4	118	2273	2287	2307	0.14	-0.12	Q4
FERN BLUFF EL	245	2415	2426	2421	-0.33	0.04	Q2	243	2429	2505	2485	1.85	0.16	Q3
LOIS F GIDDENS EL	152	2303	2297	2295	0.58	0.01	Q2	151	2309	2377	2352	0.76	0.20	Q2
WILLIAM J WINKLEY EL	165	2332	2327	2331	0.84	-0.02	Q3	166	2319	2341	2361	0.62	-0.10	Q4
Group Average	165	2362	2362	2363	0.76	-0.01	--	166	2352	2416	2392	0.62	0.18	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: VALLEY RANCH EL
 Target Campus #: 057922110
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% LEP	% Econ	% Mobility	% Afr_Amer	% Hispanic
011902103	NEIDIG EL	ELGIN ISD	28.8	23.8	66.2	25.0	19.2	50.8
015910138	ROYAL RIDGE EL	NORTH EAST ISD	27.2	8.9	49.0	21.1	26.6	40.6
015915125	BOONE EL	NORTHSIDE ISD	28.8	4.3	48.3	16.4	5.5	60.7
015915168	LEWIS EL	NORTHSIDE ISD	28.3	2.2	34.9	16.1	9.9	58.2
015915177	CARNAHAN EL	NORTHSIDE ISD	26.7	3.1	51.8	21.8 **	7.6	59.4
015915183	WARD EL	NORTHSIDE ISD	27.3	4.1	41.9	11.6	10.8	58.4
020902108	RANCHO ISABELLA EL	ANGLETON ISD	27.6	37.4	64.4	14.5	13.8	57.2
020908101	E A LAWHON EL	PEARLAND ISD	27.0	41.5	51.2	17.5	8.0	52.1
028902104	PLUM CREEK EL	LOCKHART ISD	28.2	11.8	70.9	18.9	7.8	63.7
028902105	BLUEBONNET EL SCHOOL	LOCKHART ISD	27.9	16.0	64.4	10.9	3.6	66.5
029901101	HARRISON/JEFFERSON/MADIS	CALHOUN COUNTY ISD	28.1	13.3	63.5	17.3	2.9	59.6
043907104	WEBB EL	MCKINNEY ISD	28.5	41.1	66.9	14.0	7.1	62.1
043907105	BURKS EL	MCKINNEY ISD	27.7	42.6	62.8	19.7	11.5	60.6
043910104	SIGLER EL	PLANO ISD	25.9	35.8	63.5	14.5	17.9	49.9
057903124	MCKAMY EL	CARROLLTON-FARMERS BRANC	26.2	20.5	55.6	25.3	30.4	32.1
057909101	BEAVER TECHNOLOGY CENTER	GARLAND ISD	26.9	30.9	50.9	5.2	13.8	45.1
057909115	WATSON TECHNOLOGY CENTER	GARLAND ISD	25.6	31.0	53.3	7.3	19.4	49.0
057910120	DICKINSON EL	GRAND PRAIRIE ISD	25.7	19.4	50.3	13.9	18.1	47.5
057910123	COLIN POWELL EL	GRAND PRAIRIE ISD	28.9	6.5	18.0	9.9	31.0	27.9
057914118	MCKENZIE ELEMENTARY	MESQUITE ISD	25.5	19.5	70.2	14.5	21.9	51.1
057916109	NORTHRICH EL	RICHARDSON ISD	28.7	33.6	59.0	20.2	15.6	50.2
057916116	WALLACE EL	RICHARDSON ISD	27.3	27.6	70.4	26.2	30.2	36.3
057922110 *	VALLEY RANCH EL	COPPELL ISD	27.3	22.4	11.5	11.3	7.8	6.3
061902131	SOUTH RIDGE ELEMENTARY	LEWISVILLE ISD	26.6	39.9	71.3	26.9	16.1	51.7
079901122	WILLIAM VELASQUEZ	LAMAR CISD	27.3	18.7	54.8	18.2	26.1	43.3
101862001	HARMONY SCHOOL OF SCIENC	HARMONY SCHOOL OF SCIENC	26.8	3.8	42.9	0.0	16.8	15.6
101907104	POST ELEMENTARY	CYPRESS-FAIRBANKS ISD	27.2	29.2	59.5	24.1	16.4	50.2
101907113	HORNE ELEMENTARY	CYPRESS-FAIRBANKS ISD	26.8	30.2	51.2	15.1	19.6	41.2
101912353	SCHOOL AT ST GEORGE PLAC	HOUSTON ISD	26.4	37.6	56.4	20.6	18.2	42.8
101914113	LORAIN T GOLBOW EL	KATY ISD	26.8	22.4	48.0	14.9	27.1	40.7
105906113	BLANCO VISTA ELEMENTARY	HAYS CISD	27.6	31.6	62.0	20.1 **	6.0	66.2
110902042	LEVELLAND INTERMEDIATE	LEVELLAND ISD	26.9	3.9	63.3	16.8	5.1	66.5
227822101	HARMONY ELEMENTARY-AUSTI	HARMONY SCHOOL OF SCIENC	26.8	4.0	30.8	10.0	18.7	32.0
227901113	CUNNINGHAM EL	AUSTIN ISD	25.9	15.3	62.8	13.8	14.7	54.9
227901128	PEASE EL	AUSTIN ISD	26.4	3.1	26.0	4.5	22.4	49.2
227901172	KOCUREK EL	AUSTIN ISD	28.1	19.4	64.5	20.2	8.0	62.0
227904104	NORTHWEST EL	PFLUGERVILLE ISD	25.4	25.4	58.0	18.2	17.4	44.1
227904114	CALDWELL ELEMENTARY	PFLUGERVILLE ISD	28.3	31.3	49.6	13.2	16.8	45.5
227904116	HIGHLAND PARK EL	PFLUGERVILLE ISD	27.1	19.9	47.0	18.0	25.6	38.3
246906103	COTTONWOOD CREEK EL	HUTTO ISD	26.6	37.2	64.7	19.9	11.8	60.9
246911102	T H JOHNSON EL	TAYLOR ISD	28.5	12.6	66.9	14.6	14.1	57.0
	Group Average		27.3	21.2	54.8	16.7	15.6	50.4

*** 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 Name: VALLEY RANCH EL
 Target Campus #: 057922110
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Reading/ELA

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile
NEIDIG EL	150	2201	2187	2176	0.50	0.06	Q2	149	2144	2240	2150	0.59	0.60	Q1
ROYAL RIDGE EL	133	2293	2312	2286	0.74	0.18	Q1	135	2279	2309	2314	0.35	-0.03	Q3
BOONE EL	177	2309	2297	2304	0.72	-0.05	Q3	174	2296	2302	2331	-0.06	-0.20	Q4
LEWIS EL	238	2301	2310	2292	0.89	0.12	Q1	242	2280	2356	2313	0.48	0.29	Q1
CARNAHAN EL	130	2314	2319	2304	0.31	0.09	Q2	132	2307	2358	2342	0.68	0.11	Q3
WARD EL	342	2296	2291	2288	0.66	0.02	Q2	344	2269	2344	2303	0.79	0.28	Q2
RANCHO ISABELLA EL	32	2437	2359	2407	-	-0.36	Q4	32	2411	2478	2422	-	0.40	Q1
E A LAWHON EL	86	2334	2261	2302	1.31	-0.31	Q4	84	2311	2408	2323	1.64	0.60	Q1
PLUM CREEK EL	139	2244	2244	2233	0.34	0.08	Q2	140	2271	2342	2309	0.69	0.25	Q2
BLUEBONNET EL SCHOOL	124	2332	2341	2325	0.57	0.12	Q1	123	2344	2400	2384	1.19	0.16	Q2
HARRISON/JEFFERSON/M	194	2323	2308	2316	0.51	-0.06	Q3	193	2325	2395	2367	0.46	0.21	Q2
WEBB EL	119	2320	2291	2312	1.02	-0.15	Q4	108	2344	2366	2384	0.23	-0.13	Q4
BURKS EL	99	2312	2279	2302	0.28	-0.17	Q4	93	2315	2409	2364	0.46	0.32	Q1
SIGLER EL	96	2287	2283	2276	1.24	0.04	Q2	91	2277	2351	2311	1.50	0.30	Q1
MCKAMY EL	90	2294	2308	2286	0.59	0.16	Q1	89	2318	2373	2357	0.62	0.14	Q2
BEAVER TECHNOLOGY CE	184	2385	2401	2391	0.52	0.08	Q2	185	2409	2493	2465	0.66	0.22	Q2
WATSON TECHNOLOGY CE	158	2368	2379	2355	1.23	0.14	Q1	159	2378	2476	2421	1.17	0.37	Q1
DICKINSON EL	118	2321	2302	2310	-0.12	-0.07	Q3	118	2321	2319	2353	0.19	-0.24	Q4
COLIN POWELL EL	177	2328	2348	2322	1.19	0.17	Q1	177	2387	2439	2435	1.40	0.04	Q3
MCKENZIE ELEMENTARY	181	2268	2291	2286	0.45	0.04	Q2	179	2299	2349	2330	0.77	0.14	Q2
NORTHRICH EL	141	2288	2306	2305	0.31	-0.00	Q2	140	2365	2432	2407	0.39	0.17	Q2
WALLACE EL	153	2304	2357	2324	1.14	0.22	Q1	152	2375	2419	2416	0.96	0.04	Q3
* VALLEY RANCH EL	114	2411	2440	2419	2.00	0.14	Q1	114	2449	2527	2508	1.50	0.14	Q2
SOUTHRIDGE ELEMENTAR	148	2326	2336	2315	0.82	0.14	Q1	145	2301	2413	2340	1.36	0.53	Q1
WILLIAM VELASQUEZ	125	2362	2351	2358	1.29	-0.05	Q3	127	2372	2387	2419	-	-0.19	Q4
HARMONY SCHOOL OF SC	157	2365	2385	2386	0.82	-0.02	Q2	159	2391	2372	2421	1.26	-0.36	Q4
POST ELEMENTARY	206	2275	2277	2264	0.81	0.10	Q1	206	2306	2380	2345	0.21	0.29	Q1
HORNE ELEMENTARY	268	2283	2273	2276	0.55	-0.03	Q3	266	2294	2353	2333	0.54	0.15	Q2
SCHOOL AT ST GEORGE	76	2285	2250	2272	1.91	-0.16	Q4	77	2276	2285	2308	0.01	-0.13	Q4
LORAIN T GOLBOW EL	219	2292	2264	2284	0.46	-0.16	Q4	215	2241	2235	2272	-0.36	-0.26	Q4
BLANCO VISTA ELEMENT	114	2221	2200	2205	0.42	-0.05	Q3	134	2178	2207	2196	0.39	0.06	Q3
LEVELLAND INTERMEDIA	323	2259	2228	2246	0.46	-0.13	Q4	321	2257	2292	2288	0.18	0.06	Q3
HARMONY ELEMENTARY-A	167	2358	2348	2382	1.20	-0.24	Q4	168	2335	2340	2356	0.38	-0.08	Q3
CUNNINGHAM EL	137	2264	2249	2253	0.52	-0.03	Q3	140	2242	2241	2269	0.03	-0.18	Q4
PEASE EL	97	2271	2336	2298	0.97	0.27	Q1	96	2325	2408	2363	0.75	0.29	Q1
KOCUREK EL	163	2258	2239	2247	0.51	-0.07	Q3	163	2231	2290	2263	0.43	0.19	Q2
NORTHWEST EL	99	2307	2308	2297	0.84	0.07	Q2	100	2281	2330	2313	0.44	0.13	Q3
CALDWELL ELEMENTARY	159	2286	2261	2277	-0.10	-0.12	Q3	145	2311	2297	2352	0.19	-0.34	Q4
HIGHLAND PARK EL	187	2336	2314	2331	0.51	-0.13	Q3	189	2333	2339	2374	0.67	-0.22	Q4
COTTONWOOD CREEK EL	112	2234	2191	2218	-0.19	-0.20	Q4	111	2200	2216	2222	0.04	-0.05	Q3
T H JOHNSON EL	370	2258	2226	2245	0.46	-0.14	Q4	355	2215	2247	2244	0.33	0.03	Q3
Group Average	156	2298	2292	2292	0.56	-0.01	--	155	2296	2343	2331	0.45	0.09	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Target Campus Name: DENTON CREEK EL
 Target Campus #: 057922111
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% LEP	% Hispanic	% Mobility	% Econ	% Afr_Amer
015910133	STONE OAK EL	NORTH EAST ISD	53.8	10.3	36.2	9.2	8.9	3.0
015910139	ROAN FOREST EL	NORTH EAST ISD	53.5	5.9	30.1	11.7	11.0	5.0
015910140	CANYON RIDGE EL	NORTH EAST ISD	52.8	8.2	32.1	14.2	10.7	5.6
015910142	BULVERDE CREEK	NORTH EAST ISD	52.0	5.9	35.1	16.9	17.7	6.5
020908109	SILVERLAKE EL	PEARLAND ISD	51.2	14.5	15.2	9.1	10.1	17.7
020908114	MAGNOLIA EL	PEARLAND ISD	50.5	8.7	30.4	14.5	25.9	14.5
043901110	BOLIN ELEMENTARY SCHOOL	ALLEN ISD	52.6	20.8	11.8	9.8	13.2	13.5
043910126	MITCHELL EL	PLANO ISD	53.6	11.1	16.8	13.3	21.0	17.7
043910129	GULLEDGE EL	PLANO ISD	51.9	11.6	9.3	10.4	8.3	7.4
046901107	WALNUT SPRINGS EL	NEW BRAUNFELS ISD	53.2	3.7	41.4	11.0	38.2	3.7
046902111	MH SPECHT ELEMENTARY SCH	COMAL ISD	51.7	4.5	34.8	5.3	15.3	7.1
057903112	COUNTRY PLACE EL	CARROLLTON-FARMERS BRANC	51.0	11.8	26.4	6.6	35.8	13.2
057903118	ROSEMEADE ELEMENTARY	CARROLLTON-FARMERS BRANC	51.5	11.8	21.9	8.9	26.6	9.3
057922105	MOCKINGBIRD EL	COPPELL ISD	51.5	11.7	13.2	8.0	10.1	4.0
057922111	* DENTON CREEK EL	COPPELL ISD	52.3	15.0	10.7	9.6	5.6	4.9
061914107	LAKEVIEW EL	LITTLE ELM ISD	53.3	14.1	26.1	14.5	26.0	17.1
084910103	LEAGUE CITY EL	CLEAR CREEK ISD	52.8	23.6	42.2	21.7	45.5	4.0
084910121	NORTH POINTE EL	CLEAR CREEK ISD	50.9	15.6	15.4	8.7	17.3	7.1
084910124	FALCON PASS EL	CLEAR CREEK ISD	52.3	8.1	18.2	9.5	21.2	10.5
094902112	GREEN VALLEY EL	SCHERTZ-CIBOLO-U CITY IS	50.8	1.7	30.1	7.1	15.0	15.0
101907110	MILLSAP ELEMENTARY	CYPRESS-FAIRBANKS ISD	53.5	22.9	33.4	12.7	37.1	8.7
101912116	BRIARGROVE EL	HOUSTON ISD	53.8	16.6	24.4	16.0	21.2	7.7
101912251	TWAIN EL	HOUSTON ISD	51.1	13.7	20.4	8.1	17.0	12.6
101913108	OAKS EL	HUMBLE ISD	52.0	10.9	30.2	13.6	45.5	15.0
101914103	WEST MEMORIAL EL	KATY ISD	51.5	14.9	29.3	22.2	38.5	12.0
101914115	JEANETTE HAYES EL	KATY ISD	50.6	20.1	17.4	4.6	15.9	9.5
101915107	BENFER EL	KLEIN ISD	51.9	13.0	25.7	14.9	29.4	11.5
101915110	EHRHARDT EL	KLEIN ISD	53.1	16.5	25.6	13.6	35.0	12.7
101915111	LEMM EL	KLEIN ISD	50.7	10.6	21.8	11.6	19.5	12.9
101915113	KRAHN EL	KLEIN ISD	53.1	10.1	21.9	9.9	26.1	13.3
101915114	ROTH EL	KLEIN ISD	51.7	17.5	31.7	13.7	40.1	11.2
101919104	JOHN WINSHIP EL	SPRING ISD	53.9	11.7	28.3	15.6	34.6	13.9
133903109	FRED H TALLY ELEMENTARY	KERRVILLE ISD	52.0	2.7	42.5	14.6	48.2	4.6
152907103	NORTH RIDGE EL	FRENSHIP ISD	54.1	5.7	33.5	14.8	32.9	6.7
170902111	HOUSER ELEMENTARY	CONROE ISD	50.7	16.4	30.9	16.9	35.2	15.4
199901109	DORRIS A JONES ELEMENTAR	ROCKWALL ISD	53.3	19.7	31.3	12.1	39.5	11.6
220918108	CHISHOLM RIDGE	EAGLE MT-SAGINAW ISD	52.1	10.0	29.5	18.2	31.8	12.4
227901143	PATTON EL	AUSTIN ISD	52.9	10.9	25.8	10.1	24.6	8.7
246904105	DELL PICKETT EL	GEORGETOWN ISD	53.2	14.7	38.0	16.6	48.6	7.5
246909117	POND SPRINGS EL	ROUND ROCK ISD	54.1	11.3	18.3	7.4	18.1	8.2
246913101	WHITESTONE EL	LEANDER ISD	50.6	19.3	42.9	13.4	39.8	3.4
	Group Average		52.3	12.3	27.3	12.3	25.0	9.9

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

Target Campus Name: DENTON CREEK EL
 Target Campus #: 057922111
 District Name: COPPELL ISD
 Campus Type: Elementary School

Texas Education Agency
 2008-09 Comparable Improvement

Gold Performance Acknowledgment: Reading/ELA and Mathematics

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Failer Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Failer Avg TGI	(7) Quar-tile
STONE OAK EL	197	2419	2427	2424	1.29	0.01	Q3	195	2403	2465	2454	0.67	0.11	Q3
ROAN FOREST EL	327	2386	2419	2388	1.13	0.21	Q1	325	2395	2511	2444	2.43	0.46	Q1
CANYON RIDGE EL	332	2379	2362	2379	0.66	-0.13	Q4	331	2352	2403	2396	0.40	0.06	Q3
BULVERDE CREEK	258	2386	2368	2385	0.80	-0.14	Q4	256	2363	2466	2406	1.00	0.41	Q1
SILVERLAKE EL	129	2429	2407	2399	0.67	0.06	Q2	131	2403	2518	2414	0.46	0.76	Q1
MAGNOLIA EL	100	2402	2395	2372	0.40	0.17	Q1	98	2391	2513	2402	1.94	0.80	Q1
BOLIN ELEMENTARY SCH	213	2387	2426	2418	1.55	0.05	Q3	210	2442	2509	2492	2.16	0.15	Q2
MITCHELL EL	154	2346	2330	2339	0.47	-0.07	Q4	154	2319	2373	2352	0.33	0.16	Q2
GULLEDGE EL	182	2413	2395	2421	0.78	-0.18	Q4	183	2407	2481	2464	0.54	0.13	Q3
WALNUT SPRINGS EL	87	2345	2355	2343	1.40	0.09	Q2	87	2357	2344	2402	0.22	-0.35	Q4
MH SPECHT ELEMENTARY	203	2382	2383	2384	0.72	-0.02	Q3	202	2361	2402	2406	0.50	-0.03	Q4
COUNTRY PLACE EL	89	2365	2377	2361	1.78	0.10	Q2	90	2402	2448	2447	-0.29	0.03	Q3
ROSEMEADE ELEMENTARY	111	2367	2360	2368	1.78	-0.06	Q3	112	2352	2432	2393	0.50	0.28	Q2
MOCKINGBIRD EL	158	2419	2443	2430	-	0.10	Q2	157	2426	2491	2483	1.15	0.08	Q3
* DENTON CREEK EL	142	2424	2455	2428	1.22	0.18	Q1	142	2399	2509	2447	0.92	0.43	Q1
LAKEVIEW EL	101	2373	2293	2343	1.10	-0.37	Q4	99	2314	2390	2324	1.01	0.48	Q1
LEAGUE CITY EL	124	2302	2291	2296	0.54	-0.04	Q3	127	2330	2370	2380	0.67	-0.02	Q4
NORTH POINTE EL	213	2384	2398	2387	1.08	0.08	Q2	211	2404	2446	2455	0.09	-0.04	Q4
FALCON PASS EL	196	2422	2439	2430	0.07	0.06	Q2	193	2427	2516	2485	0.42	0.24	Q2
GREEN VALLEY EL	113	2381	2300	2351	0.67	-0.37	Q4	113	2352	2338	2363	0.30	-0.18	Q4
MILLSAP ELEMENTARY	232	2320	2337	2315	0.67	0.15	Q1	232	2343	2421	2388	0.17	0.24	Q2
BRIARGROVE EL	193	2345	2337	2339	1.69	-0.03	Q3	195	2326	2347	2365	0.34	-0.07	Q4
TWAIN EL	185	2371	2404	2362	1.19	0.27	Q1	187	2388	2480	2442	0.86	0.26	Q2
OAKS EL	156	2297	2251	2290	0.59	-0.28	Q4	153	2301	2325	2339	0.39	-0.12	Q4
WEST MEMORIAL EL	170	2310	2305	2298	1.03	0.03	Q3	166	2287	2325	2320	0.62	0.02	Q3
JEANETTE HAYES EL	253	2372	2391	2374	0.91	0.11	Q2	252	2389	2486	2444	0.83	0.33	Q1
BENFER EL	178	2343	2322	2340	0.64	-0.12	Q4	179	2359	2382	2404	0.19	-0.13	Q4
EHRHARDT EL	187	2340	2370	2342	0.84	0.19	Q1	185	2330	2435	2377	0.61	0.39	Q1
LEMM EL	217	2344	2370	2342	0.77	0.19	Q1	216	2340	2381	2386	0.55	0.00	Q4
KRAHN EL	253	2283	2322	2280	1.17	0.30	Q1	259	2309	2372	2348	0.45	0.16	Q2
ROTH EL	186	2327	2329	2318	0.93	0.07	Q2	184	2328	2389	2367	1.19	0.16	Q2
JOHN WINSHIP EL	133	2330	2303	2321	0.38	-0.13	Q4	134	2319	2352	2355	0.27	0.01	Q3
FRED H TALLY ELEMENT	127	2361	2371	2354	1.06	0.12	Q2	125	2355	2397	2399	0.52	0.02	Q3
NORTH RIDGE EL	216	2375	2386	2373	1.45	0.09	Q2	212	2341	2461	2379	1.67	0.54	Q1
HOUSER ELEMENTARY	134	2383	2339	2350	1.20	-0.09	Q4	136	2349	2387	2363	0.42	0.18	Q2
DORRIS A JONES ELEME	210	2304	2363	2328	0.85	0.24	Q1	214	2299	2353	2335	0.44	0.15	Q2
CHISHOLM RIDGE	182	2312	2340	2308	1.03	0.23	Q1	185	2271	2360	2303	0.31	0.39	Q1
PATTON EL	189	2393	2394	2399	0.90	-0.03	Q3	188	2361	2459	2408	1.29	0.35	Q1
DELL PICKETT EL	252	2319	2307	2315	0.90	-0.06	Q3	248	2311	2343	2354	0.46	-0.08	Q4
POND SPRINGS EL	192	2394	2433	2401	1.60	0.22	Q1	190	2409	2485	2466	0.33	0.13	Q3
WHITESTONE EL	195	2291	2286	2285	0.58	-0.00	Q3	197	2290	2339	2334	0.86	0.06	Q3
Group Average	179	2359	2364	2358	0.92	0.04	--	178	2355	2420	2398	0.61	0.17	--

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

Report of 2006-2007 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2008

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2006- 2007 high school graduates who attended public four-year and two-year higher education in FY 2008. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2007, spring 2008, and summer 2008 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2008, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2008 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.thecb.state.tx.us/Reports/PDF/1497.PDF> . That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
DALLAS								
	A+ ACADEMY							
	057829001 A+ ACADEMY							
		Four-Year Public University	0					
		Two-Year Public Colleges	14	2	0	2	5	4
		Independent Colleges & Universities	1					
		Not Trackable	1					
		Not Found	18					
		Total High School Graduates	34					
	ALPHA CHARTER SCHOOL							
	057832001 ALPHA CHARTER SCHOOL							
		Four-Year Public University	0					
		Two-Year Public Colleges	8	2	2	0	0	3
		Independent Colleges & Universities	0					
		Not Trackable	3					
		Not Found	26					
		Total High School Graduates	37					

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	CARROLLTON-FARMERS BRANCH ISD							
	057903006 CREEKVIEW HIGH SCHOOL							
	Four-Year Public University	112	15	13	19	27	35	3
	Two-Year Public Colleges	153	36	17	15	19	54	12
	Independent Colleges & Universities	16						
	Not Trackable	38						
	Not Found	110						
	Total High School Graduates	429						
	057903003 GRIMES EDUCATION CENTER							
	Four-Year Public University	2						
	Two-Year Public Colleges	28	8	2	2	4	8	4
	Independent Colleges & Universities	1						
	Not Trackable	22						
	Not Found	91						
	Total High School Graduates	144						
	057903007 RANCHVIEW HIGH SCHOOL							
	Four-Year Public University	44	11	13	12	1	5	2
	Two-Year Public Colleges	37	9	7	4	5	7	5
	Independent Colleges & Universities	7						
	Not Trackable	24						
	Not Found	51						
	Total High School Graduates	163						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	057903002 SMITH HIGH SCHOOL							
	Four-Year Public University	100	21	15	26	23	14	1
	Two-Year Public Colleges	139	25	20	15	19	46	14
	Independent Colleges & Universities	14						
	Not Trackable	46						
	Not Found	107						
	Total High School Graduates	406						
	057903001 TURNER HIGH SCHOOL							
	Four-Year Public University	62	13	8	13	14	12	2
	Two-Year Public Colleges	73	8	12	10	9	31	3
	Independent Colleges & Universities	10						
	Not Trackable	79						
	Not Found	89						
	Total High School Graduates	313						
	CEDAR HILL ISD							
	057904001 CEDAR HILL HIGH SCHOOL							
	Four-Year Public University	105	28	23	28	13	11	2
	Two-Year Public Colleges	142	34	28	15	9	47	9
	Independent Colleges & Universities	27						
	Not Trackable	17						
	Not Found	153						
	Total High School Graduates	444						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	COPPELL ISD							
	057922001 COPPELL H S							
	Four-Year Public University	199	19	27	45	42	66	0
	Two-Year Public Colleges	253	34	39	31	43	95	11
	Independent Colleges & Universities	61						
	Not Trackable	31						
	Not Found	156						
	Total High School Graduates	700						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	DALLAS CAN ACADEMY CHARTER							
	057804001 DALLAS CAN! ACADEMY CHARTER							
	Four-Year Public University	0						
	Two-Year Public Colleges	12	2	2	0	1	2	5
	Independent Colleges & Universities	1						
	Not Trackable	5						
	Not Found	77						
	Total High School Graduates	95						
	057804002 DALLAS CAN! ACADEMY CHARTER-OAK CL							
	Four-Year Public University	0						
	Two-Year Public Colleges	20	3	2	1	2	9	3
	Independent Colleges & Universities	1						
	Not Trackable	12						
	Not Found	144						
	Total High School Graduates	177						
	057804004 TEXANS CAN ACADEMY AT PAUL QUINN							
	Four-Year Public University	1						
	Two-Year Public Colleges	17	1	1	1	2	11	1
	Independent Colleges & Universities	5						
	Not Trackable	2						
	Not Found	99						
	Total High School Graduates	124						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

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Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
DALLAS ISD								
	057905003 A MACEO SMITH H S							
	Four-Year Public University	17	7	6	3	1	0	0
	Two-Year Public Colleges	38	12	3	1	3	9	10
	Independent Colleges & Universities	12						
	Not Trackable	11						
	Not Found	97						
	Total High School Graduates	175						
	057905034 BOOKER T WASHINGTON H S							
	Four-Year Public University	25	5	7	3	5	5	0
	Two-Year Public Colleges	36	7	1	3	6	17	2
	Independent Colleges & Universities	9						
	Not Trackable	20						
	Not Found	68						
	Total High School Graduates	158						
	057905001 BRYAN ADAMS H S							
	Four-Year Public University	27	8	9	2	3	2	3
	Two-Year Public Colleges	82	18	9	9	10	28	8
	Independent Colleges & Universities	5						
	Not Trackable	63						
	Not Found	142						
	Total High School Graduates	319						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
	057905023 DAVID W CARTER H S							
	Four-Year Public University	61	32	11	6	7	4	1
	Two-Year Public Colleges	61	9	10	7	4	24	7
	Independent Colleges & Universities	12						
	Not Trackable	21						
	Not Found	125						
	Total High School Graduates	280						
	057905017 H GRADY SPRUCE H S							
	Four-Year Public University	16	11	1	2	0	1	1
	Two-Year Public Colleges	18	3	3	1	1	6	4
	Independent Colleges & Universities	1						
	Not Trackable	26						
	Not Found	76						
	Total High School Graduates	137						
	057905006 HILLCREST H S							
	Four-Year Public University	29	5	5	5	11	3	0
	Two-Year Public Colleges	50	7	9	5	7	15	7
	Independent Colleges & Universities	4						
	Not Trackable	69						
	Not Found	84						
	Total High School Graduates	236						
	057905032 JAMES MADISON H S							
	Four-Year Public University	21	10	3	4	0	2	2
	Two-Year Public Colleges	13	3	1	1	3	2	3
	Independent Colleges & Universities	17						
	Not Trackable	11						
	Not Found	42						
	Total High School Graduates	104						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
	057905008 JUSTIN F KIMBALL H S							
	Four-Year Public University	31	16	7	3	3	0	2
	Two-Year Public Colleges	41	4	2	3	6	12	14
	Independent Colleges & Universities	8						
	Not Trackable	42						
	Not Found	105						
	Total High School Graduates	227						
	057905012 L G PINKSTON H S							
	Four-Year Public University	9	5	2	1	0	0	1
	Two-Year Public Colleges	20	5	0	2	3	7	3
	Independent Colleges & Universities	3						
	Not Trackable	25						
	Not Found	59						
	Total High School Graduates	116						
	057905009 LINCOLN H S							
	Four-Year Public University	50	25	12	5	5	2	1
	Two-Year Public Colleges	44	8	6	10	7	9	4
	Independent Colleges & Universities	20						
	Not Trackable	25						
	Not Found	89						
	Total High School Graduates	228						
	057905005 MOISES MOLINA H S							
	Four-Year Public University	30	13	4	6	2	3	2
	Two-Year Public Colleges	78	16	9	10	13	25	5
	Independent Colleges & Universities	1						
	Not Trackable	73						
	Not Found	132						
	Total High School Graduates	314						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	057905024 NORTH DALLAS H S							
	Four-Year Public University	21	11	4	3	0	2	1
	Two-Year Public Colleges	50	12	5	7	5	16	5
	Independent Colleges & Universities	4						
	Not Trackable	67						
	Not Found	32						
	Total High School Graduates	174						
	057905013 ROOSEVELT H S							
	Four-Year Public University	17	8	2	4	0	0	3
	Two-Year Public Colleges	25	5	4	0	5	10	1
	Independent Colleges & Universities	17						
	Not Trackable	12						
	Not Found	78						
	Total High School Graduates	149						
	057905038 SCH OF GOVT/LAW/LAW ENFORCEMENT							
	Four-Year Public University	25	4	6	7	3	5	0
	Two-Year Public Colleges	32	5	5	3	8	9	2
	Independent Colleges & Universities	14						
	Not Trackable	10						
	Not Found	9						
	Total High School Graduates	90						
	057905039 SCHOOL FOR THE TALENTED & GIFTED							
	Four-Year Public University	12	5	3	1	2	1	0
	Two-Year Public Colleges	3						
	Independent Colleges & Universities	9						
	Not Trackable	4						
	Not Found	15						
	Total High School Graduates	43						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
	057905033 SCHOOL OF BUSINESS & MANAGEMENT							
	Four-Year Public University	34	11	6	8	8	1	0
	Two-Year Public Colleges	40	9	6	6	3	14	2
	Independent Colleges & Universities	7						
	Not Trackable	11						
	Not Found	21						
	Total High School Graduates	113						
	057905037 SCHOOL OF EDUCATION & SOCIAL SERVI							
	Four-Year Public University	14	3	2	4	4	1	0
	Two-Year Public Colleges	18	2	3	3	4	6	0
	Independent Colleges & Universities	4						
	Not Trackable	5						
	Not Found	6						
	Total High School Graduates	47						
	057905036 SCHOOL OF HEALTH PROFESSIONS							
	Four-Year Public University	43	13	12	6	12	0	0
	Two-Year Public Colleges	38	5	9	4	10	10	0
	Independent Colleges & Universities	7						
	Not Trackable	7						
	Not Found	20						
	Total High School Graduates	115						
	057905026 SCHOOL OF SCIENCE & ENGINEERING							
	Four-Year Public University	36	8	8	8	5	4	3
	Two-Year Public Colleges	20	2	1	4	3	8	2
	Independent Colleges & Universities	9						
	Not Trackable	8						
	Not Found	21						
	Total High School Graduates	94						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

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Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	057905015 SEAGOVILLE H S							
	Four-Year Public University	24	12	4	3	2	2	1
	Two-Year Public Colleges	63	9	12	10	8	20	4
	Independent Colleges & Universities	3						
	Not Trackable	10						
	Not Found	82						
	Total High School Graduates	182						
	057905025 SKYLINE H S							
	Four-Year Public University	152	60	29	27	24	9	3
	Two-Year Public Colleges	257	43	51	26	42	74	21
	Independent Colleges & Universities	9						
	Not Trackable	184						
	Not Found	274						
	Total High School Graduates	876						
	057905016 SOUTH OAK CLIFF H S							
	Four-Year Public University	21	9	5	1	3	1	2
	Two-Year Public Colleges	32	5	4	3	7	10	3
	Independent Colleges & Universities	10						
	Not Trackable	17						
	Not Found	102						
	Total High School Graduates	182						
	057905018 SUNSET H S							
	Four-Year Public University	15	5	7	0	0	3	0
	Two-Year Public Colleges	77	15	10	6	14	23	9
	Independent Colleges & Universities	2						
	Not Trackable	77						
	Not Found	137						
	Total High School Graduates	308						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	057905007 THOMAS JEFFERSON H S							
	Four-Year Public University	11	5	3	3	0	0	0
	Two-Year Public Colleges	30	5	3	2	3	13	4
	Independent Colleges & Universities	1						
	Not Trackable	95						
	Not Found	51						
	Total High School Graduates	188						
	057905002 W H ADAMSON H S							
	Four-Year Public University	13	8	3	0	1	0	1
	Two-Year Public Colleges	33	6	6	5	4	8	4
	Independent Colleges & Universities	3						
	Not Trackable	60						
	Not Found	82						
	Total High School Graduates	191						
	057905021 W T WHITE H S							
	Four-Year Public University	62	24	14	12	9	1	2
	Two-Year Public Colleges	104	19	12	11	17	34	11
	Independent Colleges & Universities	7						
	Not Trackable	89						
	Not Found	146						
	Total High School Graduates	408						
	057905014 W W SAMUELL H S							
	Four-Year Public University	7	3	1	3	0	0	0
	Two-Year Public Colleges	30	5	5	3	0	17	0
	Independent Colleges & Universities	2						
	Not Trackable	34						
	Not Found	116						
	Total High School Graduates	189						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

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Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	057905022 WOODROW WILSON H S							
	Four-Year Public University	36	10	7	8	6	5	0
	Two-Year Public Colleges	56	5	11	6	5	18	11
	Independent Colleges & Universities	5						
	Not Trackable	55						
	Not Found	64						
	Total High School Graduates	216						
	DESOTO ISD							
	057906001 DE SOTO H S							
	Four-Year Public University	142	46	32	30	19	11	4
	Two-Year Public Colleges	141	40	21	13	15	41	11
	Independent Colleges & Universities	17						
	Not Trackable	7						
	Not Found	163						
	Total High School Graduates	470						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
	DUNCANVILLE ISD								
	057907001 DUNCANVILLE H S								
		Four-Year Public University	140	36	22	34	30	16	2
		Two-Year Public Colleges	175	38	25	30	23	54	5
		Independent Colleges & Universities	24						
		Not Trackable	48						
		Not Found	191						
		Total High School Graduates	578						
	057907004 P A C E SCHOOL								
		Four-Year Public University	1						
		Two-Year Public Colleges	18	5	1	0	2	9	1
		Independent Colleges & Universities	0						
		Not Trackable	3						
		Not Found	31						
		Total High School Graduates	53						
	EVOLUTION ACADEMY CHARTER SCHOOL								
	057834001 EVOLUTION ACADEMY CHARTER SCHOOL								
		Four-Year Public University	1						
		Two-Year Public Colleges	28	5	1	1	5	7	9
		Independent Colleges & Universities	0						
		Not Trackable	9						
		Not Found	93						
		Total High School Graduates	131						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	FAITH FAMILY ACADEMY OF OAK CLIFF							
	057815001 FAITH FAMILY ACADEMY OF OAK CLIFF							
	Four-Year Public University	2						
	Two-Year Public Colleges	11	1	3	0	1	5	1
	Independent Colleges & Universities	2						
	Not Trackable	2						
	Not Found	24						
	Total High School Graduates	41						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
	GARLAND ISD								
	057909002 GARLAND H S								
		Four-Year Public University	101	16	17	17	27	24	0
		Two-Year Public Colleges	136	30	12	13	25	45	11
		Independent Colleges & Universities	22						
		Not Trackable	41						
		Not Found	152						
		Total High School Graduates	452						
	057909006 GISD EVENING SCH								
		Four-Year Public University	0						
		Two-Year Public Colleges	18	1	2	3	0	9	3
		Independent Colleges & Universities	1						
		Not Trackable	11						
		Not Found	51						
		Total High School Graduates	81						
	057909005 LAKEVIEW CENTENNIAL H S								
		Four-Year Public University	58	28	8	15	2	5	0
		Two-Year Public Colleges	122	35	18	9	17	32	11
		Independent Colleges & Universities	13						
		Not Trackable	28						
		Not Found	142						
		Total High School Graduates	363						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	057909004 N GARLAND H S							
	Four-Year Public University	80	13	12	12	18	22	3
	Two-Year Public Colleges	155	25	18	28	28	47	9
	Independent Colleges & Universities	6						
	Not Trackable	44						
	Not Found	110						
	Total High School Graduates	395						
	057909008 NAAMAN FOREST H S							
	Four-Year Public University	102	17	10	16	28	28	3
	Two-Year Public Colleges	197	27	34	27	25	62	22
	Independent Colleges & Universities	23						
	Not Trackable	38						
	Not Found	114						
	Total High School Graduates	474						
	057909009 ROWLETT H S							
	Four-Year Public University	117	33	17	27	31	8	1
	Two-Year Public Colleges	221	43	38	28	39	56	17
	Independent Colleges & Universities	24						
	Not Trackable	25						
	Not Found	159						
	Total High School Graduates	546						
	057909003 S GARLAND H S							
	Four-Year Public University	64	21	12	18	8	5	0
	Two-Year Public Colleges	174	26	25	25	27	51	20
	Independent Colleges & Universities	18						
	Not Trackable	39						
	Not Found	142						
	Total High School Graduates	437						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	057909010 SACHSE H S							
	Four-Year Public University	95	22	20	22	13	15	3
	Two-Year Public Colleges	221	53	32	20	34	61	21
	Independent Colleges & Universities	21						
	Not Trackable	36						
	Not Found	162						
	Total High School Graduates	535						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
	GRAND PRAIRIE I SD								
	057910002 GRAND PRAIRIE H S								
		Four-Year Public University	58	13	12	16	8	6	3
		Two-Year Public Colleges	127	29	12	14	24	33	15
		Independent Colleges & Universities	12						
		Not Trackable	52						
		Not Found	173						
		Total High School Graduates	422						
	057910046 LLOYD BOZE SECONDARY LEARNING CENT								
		Four-Year Public University	0						
		Two-Year Public Colleges	25	7	5	0	4	4	5
		Independent Colleges & Universities	0						
		Not Trackable	18						
		Not Found	96						
		Total High School Graduates	139						
	057910003 SO GRAND PRAIRIE H S								
		Four-Year Public University	114	24	25	15	21	26	3
		Two-Year Public Colleges	193	38	24	17	38	60	16
		Independent Colleges & Universities	20						
		Not Trackable	38						
		Not Found	194						
		Total High School Graduates	559						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

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Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
	HIGHLAND PARK ISD							
	057911001 HIGHLAND PARK HIGH SCHOOL							
	Four-Year Public University	102	11	8	19	33	30	1
	Two-Year Public Colleges	76	7	6	10	4	46	3
	Independent Colleges & Universities	78						
	Not Trackable	14						
	Not Found	188						
	Total High School Graduates	458						
	HONORS ACADEMY							
	057825010 LEGACY HIGH SCHOOL							
	Four-Year Public University	0						
	Two-Year Public Colleges	10	3	2	0	1	1	3
	Independent Colleges & Universities	0						
	Not Trackable	1						
	Not Found	40						
	Total High School Graduates	51						
	057825006 UNIVERSITY SCHOOL							
	Four-Year Public University	2						
	Two-Year Public Colleges	8	0	3	1	0	4	0
	Independent Colleges & Universities	1						
	Not Trackable	2						
	Not Found	21						
	Total High School Graduates	34						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
	IRVING ISD								
	057912002 IRVING H S								
		Four-Year Public University	26	6	7	4	7	1	1
		Two-Year Public Colleges	93	20	14	14	15	24	6
		Independent Colleges & Universities	18						
		Not Trackable	80						
		Not Found	162						
		Total High School Graduates	379						
	057912003 MACARTHUR H S								
		Four-Year Public University	73	19	12	14	17	7	4
		Two-Year Public Colleges	135	33	27	23	18	26	8
		Independent Colleges & Universities	16						
		Not Trackable	68						
		Not Found	124						
		Total High School Graduates	416						
	057912004 NIMITZ H S								
		Four-Year Public University	60	8	15	13	17	4	3
		Two-Year Public Colleges	93	15	15	13	17	22	11
		Independent Colleges & Universities	17						
		Not Trackable	42						
		Not Found	122						
		Total High School Graduates	334						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
	057912006 THE ACADEMY OF IRVING ISD							
	Four-Year Public University	42	14	2	8	9	8	1
	Two-Year Public Colleges	105	15	17	24	19	21	9
	Independent Colleges & Universities	9						
	Not Trackable	61						
	Not Found	100						
	Total High School Graduates	317						
	LANCASTER ISD							
	057913001 LANCASTER H S							
	Four-Year Public University	58	28	13	10	2	0	5
	Two-Year Public Colleges	92	31	14	8	7	25	7
	Independent Colleges & Universities	23						
	Not Trackable	8						
	Not Found	120						
	Total High School Graduates	301						
	LIFE SCHOOL							
	057807001 LIFE SCHOOL OAK CLIFF							
	Four-Year Public University	12	4	3	4	0	1	0
	Two-Year Public Colleges	28	7	3	3	5	6	4
	Independent Colleges & Universities	2						
	Not Trackable	3						
	Not Found	19						
	Total High School Graduates	64						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
	MESQUITE ISD								
	057914005 HORN HIGH SCHOOL								
		Four-Year Public University	102	20	19	21	25	17	0
		Two-Year Public Colleges	162	40	26	23	24	38	11
		Independent Colleges & Universities	18						
		Not Trackable	15						
		Not Found	147						
		Total High School Graduates	444						
	057914656 MESQUITE ACADEMY								
		Four-Year Public University	1						
		Two-Year Public Colleges	40	13	6	3	2	11	5
		Independent Colleges & Universities	0						
		Not Trackable	16						
		Not Found	134						
		Total High School Graduates	191						
	057914001 MESQUITE HIGH SCHOOL								
		Four-Year Public University	81	17	15	26	13	10	0
		Two-Year Public Colleges	157	34	23	30	25	32	13
		Independent Colleges & Universities	16						
		Not Trackable	42						
		Not Found	186						
		Total High School Graduates	482						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
	057914002 NORTH MESQUITE HIGH SCHOOL							
	Four-Year Public University	65	12	15	17	15	6	0
	Two-Year Public Colleges	145	37	19	15	19	42	13
	Independent Colleges & Universities	14						
	Not Trackable	48						
	Not Found	151						
	Total High School Graduates	423						
	057914004 POTEET HIGH SCHOOL							
	Four-Year Public University	91	14	17	18	23	18	1
	Two-Year Public Colleges	113	24	21	16	21	21	10
	Independent Colleges & Universities	15						
	Not Trackable	26						
	Not Found	80						
	Total High School Graduates	325						
	057914003 WEST MESQUITE HIGH SCHOOL							
	Four-Year Public University	30	10	8	4	4	4	0
	Two-Year Public Colleges	98	24	16	8	17	23	10
	Independent Colleges & Universities	8						
	Not Trackable	34						
	Not Found	118						
	Total High School Graduates	288						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	NORTH HILLS SCHOOL							
	057803041 NORTH HILLS SCHOOL							
	Four-Year Public University	34	3	5	6	8	10	2
	Two-Year Public Colleges	13	2	3	2	2	3	1
	Independent Colleges & Universities	11						
	Not Trackable	5						
	Not Found	11						
	Total High School Graduates	74						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
	RICHARDSON ISD								
	057916005 BERKNER H S								
		Four-Year Public University	128	27	22	21	30	26	2
		Two-Year Public Colleges	199	51	23	27	29	58	11
		Independent Colleges & Universities	44						
		Not Trackable	47						
		Not Found	151						
		Total High School Graduates	569						
	057916002 LAKE HIGHLANDS H S								
		Four-Year Public University	125	23	14	18	25	44	1
		Two-Year Public Colleges	125	21	17	14	12	48	13
		Independent Colleges & Universities	22						
		Not Trackable	46						
		Not Found	149						
		Total High School Graduates	467						
	057916004 PEARCE H S								
		Four-Year Public University	115	14	13	24	35	28	1
		Two-Year Public Colleges	114	13	12	12	23	49	5
		Independent Colleges & Universities	30						
		Not Trackable	41						
		Not Found	133						
		Total High School Graduates	433						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	057916003 RICHARDSON H S							
	Four-Year Public University	80	21	11	19	15	13	1
	Two-Year Public Colleges	124	24	13	20	14	47	6
	Independent Colleges & Universities	20						
	Not Trackable	66						
	Not Found	105						
	Total High School Graduates	395						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
WINFREE ACADEMY								
	057828004	WINFREE ACADEMY CHARTER SCHOOL (GR						
		Four-Year Public University	4					
		Two-Year Public Colleges	25	2	3	6	2	9
		Independent Colleges & Universities	0					
		Not Trackable	2					
		Not Found	48					
		Total High School Graduates	79					
	057828001	WINFREE ACADEMY CHARTER SCHOOL (IR						
		Four-Year Public University	2					
		Two-Year Public Colleges	22	7	3	2	3	6
		Independent Colleges & Universities	3					
		Not Trackable	6					
		Not Found	39					
		Total High School Graduates	72					
	057828002	WINFREE ACADEMY CHARTER SCHOOL (LE						
		Four-Year Public University	1					
		Two-Year Public Colleges	37	5	5	5	5	14
		Independent Colleges & Universities	1					
		Not Trackable	3					
		Not Found	64					
		Total High School Graduates	106					

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
	057828003 WINFREE ACADEMY CHARTER SCHOOL (RI)							
	Four-Year Public University	3						
	Two-Year Public Colleges	16	4	2	2	2	5	1
	Independent Colleges & Universities	0						
	Not Trackable	1						
	Not Found	28						
	Total High School Graduates	48						
	057828005 WINFREE ACADEMY NRH							
	Four-Year Public University	0						
	Two-Year Public Colleges	8	3	0	0	2	1	2
	Independent Colleges & Universities	0						
	Not Trackable	1						
	Not Found	39						
	Total High School Graduates	48						
DAWSON								
	LAMESA ISD							
	058906001 LAMESA H S							
	Four-Year Public University	9	5	0	1	3	0	0
	Two-Year Public Colleges	43	16	4	6	4	8	5
	Independent Colleges & Universities	7						
	Not Trackable	1						
	Not Found	50						
	Total High School Graduates	110						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
DE WITT								
CUERO ISD								
	062901001 CUERO H S							
	Four-Year Public University	46	12	9	10	7	7	1
	Two-Year Public Colleges	54	19	13	7	3	9	3
	Independent Colleges & Universities	11						
	Not Trackable	2						
	Not Found	60						
	Total High School Graduates	173						
YOAKUM ISD								
	062903001 YOAKUM HIGH SCHOOL							
	Four-Year Public University	11	1	2	2	3	3	0
	Two-Year Public Colleges	39	12	4	9	5	8	1
	Independent Colleges & Universities	4						
	Not Trackable	4						
	Not Found	42						
	Total High School Graduates	100						
YORKTOWN ISD								
	062904001 YORKTOWN H S							
	Four-Year Public University	4						
	Two-Year Public Colleges	30	10	3	4	6	5	2
	Independent Colleges & Universities	1						
	Not Trackable	0						
	Not Found	23						
	Total High School Graduates	58						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2007
Enrolled in Texas Public or Independent Higher Education in FY 2008

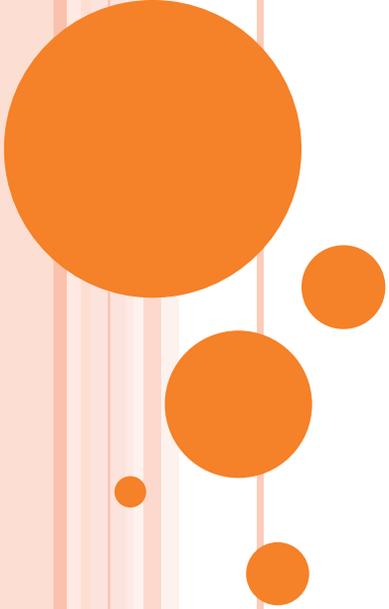
County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5		
DEAF SMITH									
HEREFORD ISD									
059901001 HEREFORD H S									
		Four-Year Public University	46	10	12	8	10	4	2
		Two-Year Public Colleges	58	9	9	11	10	16	3
		Independent Colleges & Universities	6						
		Not Trackable	10						
		Not Found	108						
		Total High School Graduates	228						
DELTA									
COOPER ISD									
060902001 COOPER H S									
		Four-Year Public University	9	2	1	2	3	1	0
		Two-Year Public Colleges	19	4	2	2	10	1	0
		Independent Colleges & Universities	0						
		Not Trackable	2						
		Not Found	40						
		Total High School Graduates	70						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.



COPPELL ISD SAFE SCHOOL SURVEY RESULTS

June 22, 2009

CAVEATS

- **The survey is only a snapshot and is impacted by many variables.**
- **Data should be reviewed in the context of other information at your disposal.**
- **Typically, 1 – 6 percent of students will select the most extreme answer.**
- **Some questions lack specificity and should be considered with this in mind.**



DEMOGRAPHICS

- **Two schools surveyed**
- **1159 students**
- **620 males and 539 females**
- **733 White**
- **64 Black**
- **134 Hispanic**
- **181 Asian–pacific islanders**



GRADES

- **626 ninth graders**
- **193 tenth graders**
- **178 eleventh graders**
- **161 twelfth graders**



GENERAL SCHOOL SAFETY

- **1106 students reported feeling “safe” or “very safe”.**
- **44 reported feeling “unsafe”**
- **Compared with other Region 10 schools
Coppell rates very high in terms of students
feeling safe.**



LEAST SAFE TIMES AND PLACES

- **Least safe area is indicated as “other”.**
- **Restrooms and parking lots indicated as areas where students feel least safe.**
- **Students largely agreed the least safe time during the day is after school.**
- **These findings are consistent with other schools of similar demographics and grades.**



THEFT

- Theft has not been experienced by 707 students.
- 360 students reported being the victim of theft 1 – 3 times.
- 63 students indicated they had been the victim of theft more than three times.
- Compared with other Region 10 schools, those in Coppell experience very little theft.



ROBBERY (THEFT + ASSAULT)

- 1069 students reported having never been the victim of robbery at school**
- 39 students reported having been the victim of robbery 1 – 3 times.**
- 21 reported being the victim of robbery more than 3 times.**
- Again, these are very low numbers compared to other Region 10 schools.**



ASSAULT - CAVEAT

- **Some students may not consider bullying – even that of a physical nature – to be assaultive. Therefore, it may be under-reported.**



ASSAULT

- **994 students indicated they had never been assaulted, threatened or physically hurt at school.**
- **98 indicated they had been assaulted between 1 – 3 times.**
- **34 indicated they had been assaulted more than three times.**
- **Again, these are very low numbers.**



ASSAULT BY THREAT

- **899 students indicated they had never been threatened at school.**
- **163 indicated they had been threatened 1 – 3 times.**
- **77 indicated they had been threatened more than 3 times.**
- **These are very low numbers compared to other Region 10 schools.**



SEXUAL ADVANCE OR SEXUAL ASSAULT CAVEAT

- **The questions regarding sexual advance and/or sexual assault should be viewed through the lens of young people who do not always distinguish between the behaviors described in the instrument.**
- **Remaining conscious of the margin of error (those students who will choose the most extreme answer), educators should use other data at their disposal to interpret these results.**



SEXUAL ADVANCE OR SEXUAL ASSAULT

- 1049 students indicated they had never been victimized in this way at school.
- 40 indicated they had been victimized 1 -3 times in this way at school.
- 35 indicated they had been victimized more than 3 times in this way.



SEXUAL ADVANCE OR SEXUAL ASSAULT

- **When specifically asked whether they had been the victim of sexual assault at school, 1093 students indicated “never”.**
- **41 students indicated they had been victimized in this way.**
- **Educators should consider the fact students may generalize experiences in their life in reporting this information.**



ABUSE PROCESS AND FOLLOW - UP

- 874 students indicated there is a process for reporting abuse at school.
- 854 indicated the school follows up on reports of abuse.
- Just over 200 students indicated there is either no system for reporting abuse or the school does not follow up on reports of abuse.
- Coppell rates very high in this category compared with other Region 10 schools.



WEAPONS

- **853 students indicated they had never seen a weapons at school.**
- **288 indicated they had seen weapons at school.**
- **29 reported having seen a gun. 235 indicated having seen a knife. 134 indicated having seen “other” weapons.**
- **One weapon “incident” can get reported for a long time and by many students.**



FIGHTING

- **255 students indicated they had never seen a fight at school.**
- **680 indicated they had seen 1 – 3 fights.**
- **206 indicated they had seen more than 3 fights.**
- **These numbers are relatively low compared to other Region 10 schools.**
- **Again, one or two fights can be reported by many students.**



BULLYING

- **873 students indicated they had never been bullied at school.**
- **210 indicated they had been bullied “once in awhile”.**
- **51 indicated they had been bullied “frequently” or “daily”.**
- **Though all bullying is a concern, these numbers are very low compared with other Region 10 schools.**



BULLYING CONTINUED...

- 347 students indicate they have never witnessed bullying.**
- 592 indicated they had witnessed bullying once in awhile.**
- 207 indicated they had witnessed bullying frequently or daily.**
- The vast majority of bullying usually entails teasing, practical jokes or trading insults.**



BULLYING CONTINUED...

- **649 students indicated physical characteristics were the primary reason for bullying.**
- **390 indicated race or religion were factors in bullying.**
- **188 indicated handicaps or learning disabilities were reasons for bullying.**
- **825 students indicated the school staff handles bullying “adequately” or “well”.**



BULLYING CONTINUED...

- 133 students indicated the staff does a poor job of handling bullying.**
- 152 indicated staff are largely unaware of bullying.**
- Students overwhelmingly expressed the conviction they want the staff to enforce the rules related to bullying.**



ALCOHOL CONSUMPTION

- **243 students indicated they had used alcohol without their parents' permission in the past 12 months.**
- **902 indicated they had not used alcohol without their parents' permission in the past 12 months.**



ALCOHOL CONSUMPTION

- **Of those who reported they had used alcohol, 100 indicated they had only done so one or two times.**
- **146 indicated they had used alcohol more than three times.**



ILLICIT DRUG USAGE

- 138 students indicated they had illegally used un-prescribed drugs within the past 12 months.
- 1003 indicated they had not used un-prescribed or illicit drugs within the past 12 months.
- 49 indicated they had used inhalants.



ILLICIT DRUG USAGE

- **Of those who reported they had used illicit drugs, 30 indicated they had only done so one or two times.**
- **114 indicated they had used illicit drugs more than three times.**



STUDENT REPORTED PROBLEMS

- In regards to the following issues, only those reporting the item as a “serious” problem are indicated.
- Results are based solely on student impressions.



STUDENT REPORTED PROBLEMS

- Vandalism – 57 students reported as “serious”
- Gangs – 79 students reported as “serious”
- Alcohol use – 337 students reported as “serious”
- Tobacco use – 229 students reported as “serious”
- Drug use – 441 students reported as “serious”
- Drug selling – 228 students reported as “serious”
- Weapons – 74 students reported as “serious”
- Racial conflict – 124 reported as “serious”



NOTED ISSUES FOR DISCUSSION

- **Student self reports of alcohol and drug usage differ markedly from their impressions of others and their usage or participation in the sale of drugs.**
- **Students reporting racial conflict as “serious” have been higher throughout this school year.**
- **These results mirror findings in other Region 10 schools; however, disparity regarding self report of alcohol and drug usage and impressions of other students is unusual.**



MISCELLANEOUS ISSUES

- 137 students indicated they had been bullied while using online websites.
- 895 students indicate they maintain a personal webpage.
- In regards to bullying at school, victims report they are most likely harassed by one person or a group of people.



MISCELLANEOUS ISSUES

- **Students are most likely to seek the help of a teacher when being bullied (310 indicated)**
- **161 indicated they would approach an administrator, 122 indicated a counselor, 38 indicated an SRO and 307 indicated “other”**
- **In regards to student personal web pages, 743 indicated they are private and not open to the general public.**



MISCELLANEOUS ISSUES

- **720 students indicated they have a “trusted adult” at their school they could go to regarding issues of their personal safety.**
- **Of these 365 indicated they would approach a teacher. 255 indicated they would approach an administrator. 162 indicated they would approach a counselor. 33 indicated they would approach an SRO. 209 indicated “other.**





Organization: Coppell ISD

County District: 057922

Campus/Site: N/A

ESC Region: 10

SAS#: NCLBAA09

Vendor ID: 1756005403

School Year: 2008-2009

2008-2009 NCLB Consolidated Federal Grant Application

Compliance Report

PR6000 - Gun-Free Schools District Report

	Amendment #	Version #
	00	01

LEA Report

Help

- Will the LEA request any federal funds in 2009-2010 under the Elementary and Secondary Education Act, as amended? Yes No
- Were any students expelled during 2008-2009 for bringing a firearm (as defined by Title 18 U.S.C., Section 921) to school? Expulsion, for purposes of this report, is defined as removal from the student's regular program due to conduct described in TEC, Section 37.007(e). Yes No

Additional LEA Data (optional)

1000 of 1000

Primary Contact						
First Name	25 of 30	Initial	Last Name	26 of 30	Title	12 of 40
Debra		K	Hart		Director of Student Services	
Telephone	Ext.	Fax	E-Mail	40 of 60	Confirm E-Mail	40 of 60
214-496-8081	8081	214-496-6036	dhart@coppellisd.com		dhart@coppellisd.com	

Copy - Copy Primary Contact Information to Authorized Official.

Certification and Incorporation Statement

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.

Authorized Official						
First Name	22 of 30	Initial	Last Name	17 of 30	Title	10 of 40
Mechelle		S	Bryson, Ed.D.		Director of School Improvement	
Telephone	Ext.	Fax	E-Mail	38 of 60	Confirm E-Mail	38 of 60
214-496-6032	6032	214-496-6036	mbryson@coppellisd.com		mbryson@coppellisd.com	

Submitter Information			
First Name	Last Name	Approval ID	Submit Date and Time
Janet	Bryson	jmbryso1029	10/22/2009 3: 37: 10 PM

Certify and Submit

Only the legally responsible party may submit this report.



Organization: Coppell ISD

County District: 057922

Campus/Site: N/A

ESC Region: 10

SAS#: NCLBAA09

Vendor ID: 1756005403

School Year: 2008-2009

2008-2009 NCLB Consolidated Compliance Report

Compliance Report

PR6200 - Title IX, Sec 9532 Unsafe School Choice

Part 1: LEA Report on Persistently Dangerous Schools

1.	Did the LEA request any federal funds in under the Elementary and Secondary Education Act, as amended?	<input checked="" type="radio"/> Yes <input type="radio"/> No
2.	Were any students transferred from any campus due to the school being identified as persistently dangerous?	<input type="radio"/> Yes <input checked="" type="radio"/> No
3.	If yes, how many students transferred to another campus?	

Part 2: Violent Criminal Incidents

1.	Did the LEA have any violent criminal incidents on any campus in ?	<input type="radio"/> Yes <input checked="" type="radio"/> No
2.	If "yes," how many violent criminal incidents occurred?	
3.	Did the LEA have a victimized student?	<input type="radio"/> Yes <input checked="" type="radio"/> No

4.	Number of Victimized Students Whose Parents Requested a School Transfer under Section 9532	
5.	Number of Victimized Students Who Were Transferred to Another Campus under Section 9532	
If the response to #5 is less than #4, explain the difference.		

6.	Number of Campuses within LEA Boundaries to Which Students Identified in Number 4 Above Transferred	
7.	Number of Campuses outside the LEA Boundaries to Which Students Identified in Number 4 Above Transferred	

Part 3: Program Implementation		Requirement	Compliance Status	Date
--------------------------------	--	-------------	-------------------	------

1.	The district, as a condition of receiving funds under the No Child Left Behind Act, established and implements a policy requiring that:			
<ul style="list-style-type: none"> a student attending a persistently dangerous public elementary school or secondary school (as determined by the Texas Education Agency), or a student who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attends, 				
<p>is offered and allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school.</p> <p>Note: If another campus is not available within the LEA, the policy should provide for other types of services to ensure the safety of the student. In addition, the LEA is encouraged to attempt to secure a cooperative agreement with another LEA to accept transfers when reasonable and appropriate.</p>				
P.L. 107-110, Section 9532]		<input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A		8/16/2005

Explanation of Compliance Status:

Director of Student Services records and documentation.

445 of 500



Organization: Coppell ISD

County District: 057922

Campus/Site: N/A

ESC Region: 10

SAS#: NCLBAA09

Vendor ID: 1756005403

School Year: 2008-2009

2008-2009 NCLB Consolidated Compliance Report

Compliance Report

PR6200 - Title IX, Sec 9532 Unsafe School Choice

Part 3: Program Implementation (Continued)

Program Coordination/Integration (Continued)	Requirement	Compliance Status	Date
<p>2. The LEA notified parents that their student(s) may transfer to a safe public school</p> <ul style="list-style-type: none"> at least within 14 calendar days of the start of the school year for students enrolled in a persistently dangerous school, or Generally, within 14 calendar days of the incident for students who are victims of a violent criminal act. <p>is offered and allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. [P.L. 107-110, Section9532]</p> <p>Explanation of Compliance Status: There were no violent incidents and no school was identified as persistently dangerous.</p>			
		<p><input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A</p>	413 of 500
<p>3. If the district consolidates administrative funds for NCLB programs, the district does not use any other funds under the NCLB programs included in the consolidation for administration for the fiscal year of the consolidation. [P.L. 107-110, Section 9532]</p> <p>Explanation of Compliance Status: The district does not consolidate funds.</p>			
		<p><input type="radio"/> Yes <input type="radio"/> No <input checked="" type="radio"/> N/A</p>	460 of 500
<p>Part 4: Additional LEA Data (Optional)</p>			
			1000 of 1000

Changes to this Year's AEIS:

TAKS Met 2009 Standard with TPM): This indicator shows the percent of students who either met the passing standard or are projected to meet the standard in the next high stakes grade based on the Texas Projection Measure (TPM). This new indicator is summed across grades but reported by subject. Only one year of data (2009) is shown.

TAKS-M Met 2009 Standard (Sum of All Grades Tested) This is a new indicator for the campus, district, and region reports. On the 2007-08 AEIS reports, TAKS-Modified performance was reported at the state-level only. TAKS-M results are summed across grades and reported by subject for all five subjects and for “All Tests Taken.” Only one year, 2009, is shown.

TAKS 2010 Preview: This indicator presents 2009 and 2008 performance built to reflect the changes that will be implemented for the TAKS base indicator in 2010. These are: a) the inclusion of all TAKS (Accommodated) results; b) use of the new vertical scale cut points for grades 3-8 reading and mathematics; c) use of only the first administration results for grade 3; and, d) the use of TAKS (Accommodated) results for the second administration of grades 5 and 8.

TAKS 2011 Preview: This is the same as the 2010 Preview except that it also includes TAKS-M results for all tested grades and subjects.

TAKS-Alt Met 2009 Standard (2011 Preview): This new indicator shows the percent of students passing the TAKS-Alternate tests, summed across both grades and subjects for 2009. This is a preview indicator in anticipation of the use of this measure in the accountability system in 2011.

Participation: This name for this section has been simplified to “TAKS Participation.” The information for 2009 includes a new row for “Hurricane Ike” under both the “Tested” and “Not Tested” heading. This is a count of the students identified with the PEIMS Crisis Code. See the explanation in *Appendix E* in the *Glossary* for more information.

Student Success Initiative: Two years of performance are available for *Students Requiring Accelerated Instruction* and *TAKS Cumulative Met Standard* for all the Student Success Initiative (SSI) grades and subjects. Two years are also available for *TAKS Failers Promoted by Grade Placement Committee*, and *TAKS Met Standard (Failed in Previous Year)* with the exception of grade 8.

English Language Learners (ELL) Progress Measure (2011 Preview): Reporting of this measure resumes with the 2008-09 AEIS reports. The 2008-09 measure uses the TELPAS results and TAKS English reading results. One year of ELL progress is shown. This is a preview indicator in anticipation of the use of this measure in the accountability system in 2011. Therefore, all TAKS (Accommodated) results are included; and TAKSM results are included. See *Appendix H* in the *AEIS Glossary* for more information.

“Mean” changed to “Average”: The labels on the SAT/ACT Results indicator have changed from *Mean* SAT Score to *Average* SAT Score and *Mean* ACT Score to *Average* ACT Score. No change has been made to the methodology.

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

Changes to §TEC 39.051 passed during the 80th Legislative Session (2007) require districts to report performance for selected AEIS indicators disaggregated by bilingual and ESL instructional models. To accommodate this new requirement, a new section, *Section III*, has been added to district AEIS reports. Those districts without bilingual or ESL students will not have a *Section III* in their report. *Section III* is not created at the campus-level. Nine new columns are shown for three indicators required in statute. The indicators are the accountability base indicator, SSI indicators, and the Progress of Prior Year Failers. Districts are required to publish *Section III*.

TAKS Progress Measure: The Texas Projection Measure has been incorporated into the indicator used for charter districts and alternative education campuses evaluated under Alternative Education Accountability (AEA) procedures.

Glossary

for the
Academic Excellence Indicator System
2008-09 Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2009 state accountability system. Districts and campuses are evaluated on performance on the TAKS, 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 *2009 Accountability Manual* available at ritter.tea.state.tx.us/perfreport/account/2009/manual/.

Accountability Subset: This refers to the group of non-mobile students whose performance on the TAKS 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 31, 2008, but moves to another campus before the TAKS 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 31, 2008, but then moved to another district before the TAKS 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 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 *2009 Accountability Manual*. Also see *Mobile, TAKS Participation*, and *Appendix E*.

Adopted Tax Rate (calendar year 2008) (*District Profile only*): This is the locally adopted tax rate set for the 2008 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 2009. 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 2009*)

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 which states, in part:

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

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

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

number of students in grades 9-12 who received credit for at least
one advanced or dual enrollment course in 2007-08

number of students in grades 9-12 who completed at least one course in 2007-08

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 *2009 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 (2006-07). For a list of advanced courses, see *Appendix C*. (*Source: PEIMS, June 2008, June 2007*)

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 (2007-08). See *Appendix B. (Source: PEIMS, March 2009)*

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 rate is 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:

number of dropouts in grades 7 and 8 during the 2007-08 school year

number of grade 7 and 8 students who were in attendance at any time during the 2007-08 school year

(2) *Annual Dropout Rate (Gr 7-12)*. This includes grades 7 through 12. This rate is 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:

number of dropouts in grades 7 through 12 during the 2007-08 school year

number of grade 7-12 students who were in attendance at any time during the 2007-08 school year

(3) *Annual Dropout Rate (Gr 9-12)*. This includes grades 9 through 12. This 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:

number of dropouts in grades 9 through 12 during the 2007-08 school year

number of grade 9-12 students who were in attendance at any time during the 2007-08 school year

For the accountability ratings of 2007 and 2008, the School Leaver Provision was in place to aid in the transition to a more rigorous dropout definition. This provision exempted schools and districts from having their accountability rating lowered due to their annual dropout rate. This provision is no longer in effect for the 2009 ratings. See *Appendix I* of the *2009 Accountability Manual* for more information on the 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, 2007-08* reports, available at <http://www.tea.state.tx.us/index4.aspx?id=4080>. See also *Dropout and Leaver Record*. (Source: PEIMS, Oct. 2007, Oct. 2008 and June 2008)

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:
$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grade students taking at least one AP or IB examination}}{\text{number of non-special education 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grade students}}$$
- (2) *Examinees >= Criterion*. The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB):
$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders with at least one score at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders with at least one AP or IB examination}}$$
- (3) *Scores >= Criterion*. This shows the percent of scores at or above the criterion score (3 on AP or 4 on IB):
$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grade AP \& IB examination scores at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grade AP \& IB examination scores}}$$

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

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 *2009 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board, Aug. 2008, Jan. 2008; The International Baccalaureate Organization, Aug. 2008, Aug. 2007; and PEIMS, Oct. 2008, Oct. 2007*)

ARD: This refers to the Admission, Review, and Dismissal committee that determines the individual education plan for every student served in special education. See also *Special Education and TAKS 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 the 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:

number of students coded as at-risk

total number of students

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

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

- 1) was not advanced from one grade level to the next for one or more school years;
- 2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 4) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with §TEC 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the PEIMS to have dropped out of school;
- 10) is a student of limited English proficiency, 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. 2008; 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:

total number of days students were present in 2007-08

total number of days students were in membership in 2007-08

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 *2009 Accountability Manual*.

Attendance rates are shown for 2007-08 and 2006-07. (*Source: PEIMS, June 2008, June 2007*)

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. 2008*)

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

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

A half-time employee with a reported actual salary of \$30,000 has a full-time equivalent salary of \$60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. (*Source: PEIMS, Oct. 2008*)

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. 2008*)

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. 2008*)

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

Bilingual Education/English as a Second Language Report: Changes to §TEC 39.051 passed during the 80th Legislative Session (2007) require districts to report performance for selected AEIS indicators disaggregated by bilingual and ESL instructional models. To accommodate this new requirement, a new section, *Section III*, shows this performance disaggregated by nine columns for students identified as LEP in 2008-09.

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

The indicators shown are: The TAKS 2009 accountability base indicator; the SSI indicators (measures 1 and 2 only), and the Progress of Prior Year Failers (percent passing only).

Four columns shown in *Section III* are repeated from *Section I*: State, Region, District, and Total LEP.

Section III has been added to district, region, and state AEIS reports. The information is not calculated or reported at the campus level. Only one year of data can be shown, as the BE and ESL instructional model data was first collected during the 2008-09 school year.

For more information on this new section, see the sample in *Appendix I*. See also *TAKS, Student Success Initiative*, and *Progress of Prior Year TAKS Failers*. For definitions of the BE/ESL instructional model types, see the *PEIMS Data Standards*.

Campus Group: Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that campus on six characteristics. Comparison groups are provided so that schools can compare their performance to that of other schools with whom they are demographically similar. 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 2008-09;
- the percent of Hispanic students enrolled for 2008-09;

- the percent of White students enrolled for 2008-09;
- the percent of economically disadvantaged students enrolled for 2008-09;
- the percent of limited English proficient (LEP) students enrolled for 2008-09; and
- the percent of mobile students as determined from 2007-08 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 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 technical, and honors students are included in the calculation;
- 2) subjects in the areas of English language arts, mathematics, science, social studies, foreign language, computer science, business education, career and technical, and self-contained are included in the calculation;
- 3) classes where the number of students served is reported to be zero are not included 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: These indicators are grouped together to help provide a picture of college preparedness at a given high school. They can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education.

The indicators include:

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

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

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

Three values are calculated for this indicator:

- (1) *Eng Lang Arts*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.
 - number of graduates who scored at or above the *College-Ready* criterion for ELA
 - number of graduates (class of 2008) with ELA results to evaluate
- (2) *Mathematics*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

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

number of graduates (class of 2008) 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.

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

number of graduates (class of 2008) with results in both subjects to evaluate

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

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

Performance on the exit-level TAKS includes performance on TAKS (Accommodated).

Schools and districts may qualify for *Gold Performance Acknowledgment* for performance on the College-Ready Graduates indicator (measure 3 above). For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the 2009 *Accountability Manual*. (Sources: TEA Student Assessment Division, *The College Board, Aug. 2008, Aug. 2009, ACT, Inc. Oct. 2008, Oct. 2007; and PEIMS, Oct. 2008, Oct. 2007*)

Commended Performance: See *TAKS Commended*.

Community Services (2007-08) (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 (2007-08). See also *Appendix B*. (Source: *PEIMS, March 2009*)

Comparable Improvement: Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS mathematics and reading/ELA 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 in the first quartile (*i.e.* top 10 schools of the 40 in their campus group), receive *Gold Performance Acknowledgment* for CI.

See Chapter 5 of the *2009 Accountability Manual* for an explanation of *Gold Performance Acknowledgments*. For a detailed explanation of TGI, see *Appendix E* of the *2009 Accountability Manual*. 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 2004-05. They are followed through their expected graduation as the class of 2008. Any student who transferred into the 2004-05 cohort is added to it, and any student who transfers out of the 2004-05 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 public high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked, and students who leave for these reasons are not included in completion rate calculations.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2004-05 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2004-05, but takes 6 years to graduate (*i.e.*, in May 2010) is still part of the 2004-05 cohort; they are not switched to the 2006-07 cohort. This student would be considered a continuing student, and counted as part of the *Continued HS* number for the class of 2008.

Other important information:

- Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Completion rates for classes in which the new dropout definition is being phased in (*i.e.*, classes of 2006, 2007, 2008, and 2009) are not comparable to completion rates for prior classes, nor to each other.
- 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 served grade 9 and either grade 11 or grade 12 in both the first year of the cohort and in the fall following the cohort's expected graduation. Campuses that only serve some of these grades or that have been in existence for fewer than five years do not show a completion rate.

The four student outcomes used in computing the longitudinal rates are:

- (1) *Graduated*. Based on the 2004-05 cohort, this shows the percent who received their high school diploma on time or earlier — by August 31, 2008. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2008

number of students in the 2004-05 cohort*

(2) *Received GED*. Based on the 2004-05 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2008. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED}}{\text{number of students in the 2004-05 cohort}^*}$$

(3) *Continued High School*. Based on the 2004-05 cohort, this shows the percentage still enrolled as students in the fall of the 2008-09 school year. It is calculated as follows: number of students from the cohort who were enrolled for the 2008-09 school year

$$\frac{\text{number of students in the 2004-05 cohort}^*}{\text{number of students from the cohort who were enrolled for the 2008-09 school year}}$$

(4) *Dropped Out (4-yr)*. Based on the 2004-05 cohort, this shows the percentage who dropped out and did not return by the fall of the 2008-09 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2008-09 school year}}{\text{number of students in the 2004-05 cohort}^*}$$

* 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. See the following table (note that the leaver reason codes vary, based on year):

School Year	Leaver reason codes NOT included in the longitudinal rate calculations
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
2006-07	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87
2007-08	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87

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

For the 2008-09 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 rates (class of 2007) are 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 2004-05 cohort who received their high school diplomas by August 31, 2008, those who received GEDs by August 31, 2008, and those who were still enrolled as high school students for the 2008-09 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 2004-05 cohort who received their high school diplomas by August 31, 2008 and those who were still enrolled as high school students for the 2008-09 school year. This rate is used for determining the standard accountability ratings.

Completion rates for districts serving Texas Youth Commission or Texas Juvenile Probation 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, 2007-08*. (Sources: PEIMS, Oct. 2008, June 2008, Oct. 2007, June 2007, Oct. 2006, June 2006, Oct. 2005, June 2005, Oct. 2004, June 2004, June 2003, June 2002, and General Educational Development Information File)

Completion/Student Status Rate: See *Completion Rate*.

Criterion Score: This refers to the scores on the SAT and ACT college admissions tests, the AP and IB tests, and the College-Ready Graduates indicator. For 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 Graduates criterion scores, see *College-Ready Graduates*.

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

Data Quality (District Profile only): The AEIS reports show the percent of errors a district made in two key data submissions: 1) the 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 (*October 2008*).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2008)}}{\text{number of student records in PEIMS submission 1 (fall 2008)}}$$

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

graduate, moved to another Texas public school district, or returned to the district by the end of the school start window (for this year's AEIS report, that was October 24, 2008). Leaver reasons include: graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

number of underreported students

number of grade 7-12 students who were served in the district in the 2007-08 school year

Under the accountability rating system, there have been consequences for districts that exceeded certain thresholds for this measure. For 2009, in order to receive a rating of *Exemplary* or *Recognized*, a district's percent and number of underreported students could not exceed 5.0% or 150, respectively.

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 through the submission of leaver reasons. The leaver record provides 14 possible reasons for leaving school, including one which indicates the student is a dropout (98).

See *Appendix I* of the *2009 Accountability Manual* for information on the dropout definition. See also *Annual Dropout Rate*. (Source: *PEIMS, Oct. 2008*)

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. 2008, Oct. 2007; 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. 2008*)

English Language Learners Progress Measure (2011 Preview): This measure is new for 2008-09. It is a preview indicator in anticipation of its first possible use in the accountability system in 2011. Only one year is available. See *Appendix H* for a detailed description of the methodology for this indicator and for the assessment results used.

Enrollment: See *Total Students*.

Equity Transfers (2007-08) (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 (2007-08). See also *Appendix B*. (Source: *PEIMS, March 2009*)

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. 2008, Oct. 2007; 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 2007-08 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 (2008-09) 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. 2009*)

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 (2007-08). See also *Appendix B*. (Source: *PEIMS, March 2009*)

Gold Performance Acknowledgment: The *Gold Performance Acknowledgment* (GPA)

system acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings. Charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) procedures are also eligible to earn GPAs. Acknowledgment is awarded for high performance on:

- Advanced Course/Dual Enrollment Completion
- AP/IB Examination Results
- Attendance Rate
- College-Ready Graduates (*new for 2009*)
- 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

* Comparable Improvement GPA is not applicable for campuses evaluated under AEA procedures.

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* or *AEA*:

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 or districts labeled *Not Rated* are not evaluated for *Gold Performance Acknowledgment* and are noted as *Not Applicable*.

Any GPAs earned by a district or campus are listed on the cover page of the AEIS reports, following the Accountability Rating. Refer to Chapters 5 and 13 in the *2009 Accountability Manual* for detailed information on the standards for *Gold Performance Acknowledgment*.

See also *Advanced Course/Dual Enrollment Completion*, *AP/IB Results*, *Attendance Rate*, *College-Ready Graduates*, *Comparable Improvement*, *RHSP/DAP Graduates*, *SAT/ACT Results*, *Texas Success Initiative*, and *TAKS*.

Graduates (Class of 2008): In the *Profile* section, this is the total number of graduates (including summer graduates) for the 2007-08 school year, as reported by districts in the fall of 2008. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Special education graduates are students who graduated with a special education graduation type code or who received special education services their entire senior year (as determined by attendance data). Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2008 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 *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. 2008*)

Instructional Expenditure Ratio (2007-08) (*District Profile only*): This measure, required by TEC 44.0071, indicates the percentage of the district's total actual expenditures for the 2007-08 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:

expenditures reported in function codes 11, 12, 13, 31 and object codes 6112 through 6499
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 2009*)

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 2008-09 school year. The instructional staff percent is a district-level-only measure, and is calculated as follows.

total number of hours district staff reported under expenditure
object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31

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. (Source: PEIMS, Oct. 2008)

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

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

See *Appendix I* of the *2009 Accountability Manual* for detailed information on coding leavers. See also *Data Quality*: (Source: PEIMS, Oct. 2008; *Secondary School Completion and Dropouts in Texas Public Schools, 2007-08*, 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 students identified as LEP receive bilingual or English as a second language instruction, although most do. In the *Profile* section of the reports, the percent of LEP students is calculated by dividing the number of LEP 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.

Beginning this year, a new section, *Section III*, was added to district, region and state reports. It shows the performance of current-year LEP students in great detail. See *Bilingual Education/English as a Second Language Report* and *Appendix I*. See also *Campus Group* and *TAKS Participation*. (Source: PEIMS, Oct. 2008)

Met Standard: See *TAKS Met 2009 Standard*.

Mobile: This measure, which is part of the *TAKS 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).

number of mobile students in 2007-08

number of students who were in membership at any time during the 2007-08 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 2008*)

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. 2008*)

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.

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:

number of mobile students who passed each test
number of mobile students tested

These results are shown at <http://titter.tea.state.tx.us/perfreport/aeis/2009/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 2009 and 2008.

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. 2008*)

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 2009, the reported values for reading/ELA and mathematics are calculated as:

number of matched students who failed in 2008 but passed in 2009

number of matched students who failed in 2008

- (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, based on the *Texas Growth Index (TGI)*.

For 2009, the reported values for reading/ELA and mathematics are calculated as:

sum of individual student TGI values for students who failed in 2008

total number of students with TGI values who failed in 2008

For 2009, students included in these measures are those who:

- took the spring 2009 TAKS reading/ELA and/or mathematics tests in grades 4-11, including grade 11 TAKS (Accommodated) tests (progress is not calculated for grade 3 test takers since that is their first TAKS test);
- are part of the 2009 Accountability Subset;
- can be matched to the spring 2008 TAKS administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2008 TAKS administration of reading/ELA and/or mathematics.

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 (<http://ritter.tea.state.tx.us/perfreport/aeis/2009/>). The link below *Progress of Prior Year TAKS Failers* produces a separate report that provides the progress of prior year failers by grade. This indicator is also available in *Section III* of the reports. See also *Texas Growth Index* in this *Glossary*. For a more complete explanation of the *Texas Growth Index*, see *Appendix E* in the *2009 Accountability Manual*. (Source: TEA *Student Assessment Division*)

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

Retention Rates by Grade: The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in the fall of 2008-09 in the same grade as their grade in the last reported six-week period of the prior year (2007-08). It is calculated as follows:

total students not advanced to the next grade

total students advanced to the next grade + total students not advanced to the next grade

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

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2007-08*, available from TEA. (Source: PEIMS, Oct. 2008, June 2008)

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

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

RHSP graduates are students with type codes of 15, 19, 22, 25 or 28; DAP graduates are students with type codes of 17, 20, 23, 26 or 29. 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 *2009 Accountability Manual*. See also *Graduates*. (Source: PEIMS, Oct. 2008, Oct. 2007)

SAT/ACT Results: These include the College Board's SAT Reasoning Test 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) *Average Score*. This shows the average score for the SAT total and the average score for the ACT composite, calculated as follows:

total score (mathematics plus critical reading) for all students who took the SAT

number of students who took the SAT
and

total composite score for all students who took the ACT
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 SAT/ACT Performance Acknowledgment*, see the *2009 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board, Aug. 2008, Jan. 2008; ACT, Inc. (ACT) Oct. 2008, Oct. 2007; and PEIMS, Oct. 2008, Oct. 2007*)

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, elementary schools 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.

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

Special Education: This refers to the population served by programs for students with disabilities. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2008-09 school year, a student in special education may have been administered the TAKS, TAKS (Accommodated), TAKS-Modified, or TAKS-Alternate. Results from TAKS (Accommodated) for certain grades and subjects are included in the TAKS performance shown on the AEIS reports. Campus and district-level performance results of the TAKS-Modified and TAKS-Alternate assessments are shown separately on the 2008-09 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 rates, RHSP/DAP, 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 *TAKS Special Education Assessments* and *TAKS Participation*. (Source: *PEIMS, Oct. 2008, Oct. 2007, 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. 2008*)

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 2008. 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 2008. 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 2008.
 - Business –
 - + real property: commercial and industrial;
 - + real and tangible personal property: utilities; and
 - + personal property: commercial and industrial.

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 GPC:

number of students promoted by their GPC
cumulative number of students who failed all administrations

- (4) *TAKS Met Standard (Failed in Previous Year).* This presents two calculations for students who failed in 2008.

For those who were promoted, the first measure shows the percentage who passed the TAKS in 2009. Using grade 5 reading as an example, the calculation is as follows:

number of students promoted by their GPC who passed grade 6 TAKS reading in 2009

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 2009. Using grade 5 reading as an example, the calculation is as follows:

number of students retained who passed grade 5 TAKS reading in 2009

number of students retained and took grade 5 TAKS reading in 2009

The values include results from both the English and Spanish versions of the TAKS.

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.

Some schools and districts may not have any prior year failers. In these cases, no information is printed for this measure. For grade 8, only one year is available for measures (3) and (4).

This indicator is also shown in *Section III* of the reports. For more information, see TEA’s Student Assessment Division SSI site at

<http://ritter.tea.state.tx.us/student.assessment/resources/ssi/index.html>.

(*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. 2008*)

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 2007-08 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:

number of students with one or more disciplinary placements

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 2008*)

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 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 (first administration only), mathematics (first administration only), 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 assessments are known as the exit-level tests; 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. For more information on TEKS, see the *Texas Essential Knowledge and Skills* website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

For 2008-09, the AEIS report shows the percent passing TAKS in several ways:

- *TAKS Met 2009 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, 5, and 8 reading and grade 5 and 8 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 (Accommodated)*. Performance on the TAKS (Accommodated) is included in the following subjects and grades: English language arts for grade 11; mathematics for grade 11; science for grades 5, 8, 10, and 11; social studies for grades 8, 10, and 11. The symbol @ is shown whenever TAKS (Accommodated) performance is included.
- *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. The symbol @ is shown whenever TAKS (Accommodated) performance is included.
- *Sum of All Grades Tested*. Three indicators are shown which sum TAKS results (by subject) across grades.
 - *TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS (Accommodated))*. 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 and 8 reading and mathematics;
 - Performance on the TAKS (Accommodated) assessments for ELA (grade 11); mathematics (grade 11); science (grades 5, 8, 10, and 11); and social studies (grades 8, 10, and 11).
 - Performance on all TAKS Spanish versions;
 This indicator is also shown in *Section III* of the reports.
 - *TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDES SELECTED TAKS (Accommodated))*. New for 2009, this measure includes students who met the TAKS passing standard and those who failed the standard but met the Texas Projection Measure. Only one year of data is shown. This indicator was evaluated as part of the 2009 state accountability rating system (standard procedures). See the *2009 Accountability Manual* for details on its use. See also *Texas Projection Measure* for more information.
 - *TAKS Commented Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS (Accommodated))*. This measure shows the percent of those students who met the higher “Commented” standard for each subject. See *TAKS Commented* for more information.
 - *TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS (Accommodated)) (2010 Preview)*. This measure provides a preview of the 2010 TAKS accountability indicator for 2010, which will include:
 - performance on all TAKS (Accommodated) tests;
 - performance on TAKS (Accommodated) results for the second administration of grades 5 and 8;
 - performance on only the first administration results for grade 3; and
 - the use of the new vertical scale cut points for the student passing standards for selected grades and subjects in grades 3 – 8 reading and mathematics (English

and Spanish). Note that although there will be no grade 6 Spanish TAKS in 2010, performance on grade 6 Spanish from 2009 was not removed from this indicator.

The prior year data shown (2008) will differ from the 2008 data for the 2010 Preview indicator reported on the 2007-08 AEIS reports. Results differ due to use of the vertical scale cut points, the exclusion of the second administration of grade 3, and the inclusion of second administration grade 5 and 8 TAKS (Accommodated) results.

- *TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS (Accommodated) and TAKS-Modified) (2011 Preview)*. This is the same as the 2010 preview except that it also includes TAKS-M results (including the second administration TAKS-M results for grades 5 and 8). The included TAKS-M results are for all tested grades and subjects. The administration of TAKS-M to all grades and subjects did not occur until 2009, so only one year of 2011 Preview can be shown.

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:
number of students who passed the reading test in grades 3, 4, & 5
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. 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 31, 2008 would not have his performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 31, 2008 would not have his 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 Participation*. (Source: *TEA Student Assessment Division*)

TAKS (Accommodated): This is the same as the general TAKS assessment with certain format accommodations, such as larger font and fewer items per page. It also contains no embedded field-test items. It is administered in all grades and subjects; however, in the section of the AEIS Reports—*TAKS Met 2009 Standard, by grade*—the only TAKS (Accommodated) performance included is for: ELA (grade 11); mathematics (grade 11); science (grades 5, 8, 10, and 11); and social studies (grades 8, 10, and 11). A special symbol “@” indicate the grades that include TAKS (Accommodated) performance. The preview indicator, *TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS (Accommodated)) (2010 Preview)* is also available on the reports. TAKS (Accommodated) performance is not shown separately.

TAKS-Alternate (TAKS-Alt): This assessment is based on alternate academic standards and is designed for students with significant cognitive disabilities.

Performance on TAKS-Alt is shown in *TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)*. It is a new indicator for the 2008-09 AEIS reports, and serves as a preview in anticipation of its use in determining accountability ratings in 2011.

The percent meeting the standard is calculated as:

number of students who passed all the TAKS-Alt tests they took (grades 3-11)
number of students who took one or more TAKS-Alt tests in grades 3-11

Only one year (2009) is shown. Accountability subset rules apply. (Source: *TEA Student Assessment Division*)

TAKS Commented: 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 Commented 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 Commented Performance on reading/ELA, writing, mathematics, social studies, and science. Note that this includes the performance on selected TAKS (Accommodated) tests, the same as those used in determining accountability ratings. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2009 Accountability Manual*.

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 2008, and eventually passed all TAKS tests taken (in the same district) by spring 2009. (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. Note that for the class of 2009, results include performance on the TAKS (Accommodated) tests; however, for the prior year (class of 2008), performance on TAKS (Accommodated) tests is not included.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2009:

- Any student who took the TAKS or TAKS (Accommodated) for the first time in spring 2008.
- All special education students who took the TAKS or TAKS (Accommodated).
- All above students, whether or not they were in the *Accountability Subset* in spring 2008.

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 2008 are not included, even if they took the TAKS and graduated with the class of 2009.

(Source: TEA Student Assessment Division)

TAKS Met 2009 Standard: This refers to the current TAKS passing standard—a scale score of 2100 on each tested subject and grade. For the actual number of test questions (raw score) required to pass each assessment, see *Appendix F*. The student passing standard is set by the State Board of Education.

TAKS-Modified (TAKS-M): This alternate assessment is based on modified academic achievement standards and is designed for students served by special education who meet certain participation requirements. This is a new indicator for 2009 for the campus, district, and region reports. TAKS-M results are available on the 2008-09 AEIS reports, summed across grades in *TAKS-M Met 2009 Standard*. Results are summed across grades and reported by subject for all five subjects and for All Tests Taken. The percent meeting the standard is calculated as:

$$\frac{\text{number of students who passed TAKS-M [subject] test in grades 3-11}}{\text{number of students who took the TAKS-M [subject] test in grades 3-11}}$$

Only one year (2009) is shown. Accountability subset rules apply.

See also the preview indicator, *TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS (Accommodated) and TAKS-Modified) (2011 Preview)*. (Source: TEA Student Assessment Division)

TAKS Participation: This indicator presents the percent of students tested and not tested on each state assessment, as well as the percent of students included and excluded in determining accountability ratings. For 2009, results from the TAKS and selected TAKS (Accommodated) tests were used in determining accountability ratings.

In 2009 there are three reasons for excluding test results from accountability:

- *Mobile.* Students may take the TAKS or TAKS (Accommodated) but be excluded from the results reported because they were not enrolled in the same district or campus by the last Friday in the previous October (shown as *Mobile*).
- *Non-Acct Test.* Performance on excluded TAKS (Accommodated) tests, TAKS-M, and TAKS-Alt is not used in determining accountability ratings.
- *Hurricane Ike.* Performance of students displaced due to Hurricane Ike was removed from the accountability data and not used in determining ratings in 2009.

Other students are not tested. Reasons for not testing are as follows:

- *Absent.* Students may have been absent during every test administration.
- *LEP Exempt.* Students may have received a LEP (Limited English Proficient) exemption for every test and taken only the Texas English Language Proficiency Assessment System (TELPAS) test.
- *Other.* Tests may not be scored due to illness during testing or other test administration irregularities.
- *Hurricane Ike.* Students coded as displaced due to Hurricane Ike who were not tested are shown as a separate category.

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 answer document for every student enrolled in grades 3 through 11. The methodology used to create *TAKS 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 Participation*. (Source: *TEA Student Assessment Division*)

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 Indicator is based on *tests* taken. It sums performance results across grades 3 through 12 and across all subjects. It is calculated as follows:

number of TAKS tests that meet the standard <i>or</i> meet TPM (grade 3-10) <i>or</i> meet TGI (grade 11)	
<i>and</i>	
number of TAKS exit-level retests that meet the standard	number of TAKS tests taken <i>and</i>
	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 2009. Prior year results are provided regardless of

whether the campus or charter operator was evaluated under AEA procedures in the prior year.

- **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 *2009 Accountability Manual*.

TAKS Special Education Assessments: For students receiving special education services, the ARD committee determines which TAKS assessment is appropriate for each student based on his/her individual needs. TAKS, the general assessment option that includes TAKS (Accommodated) for students receiving special education services, is administered to the majority of students in Texas. For students who cannot be appropriately assessed with TAKS and/or TAKS (Accommodated), the TAKS–M and TAKS–Alt are the alternate assessments available to those who meet specific participation requirements.

See *TAKS (Accommodated)*, *TAKS-Alt*, and *TAKS-M*. For more information on these assessments, see the Student Assessment Division website, at <http://www.tea.state.tx.us/index3.aspx?id=3534>.

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. 2008*)

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. 2008*)

Teachers by Program (population served): Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technical education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (*Source: PEIMS, Oct. 2008*)

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. 2008*)

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. Note that TAKS (Accommodated) tests have been included in determining TGI, specifically for 11th grade ELA and mathematics tests, where appropriate.

For a detailed explanation of how TGI is determined and used, refer to *Appendix E* of the *2009 Accountability Manual*.

Texas Projection Measure: The Texas Projection Measure (TPM) is an estimate of whether a student is likely to pass the Texas Assessment of Knowledge and Skills (TAKS) tests at a future grade. This measure is based on (1) a student's current performance on TAKS and (2) the TAKS scores from all students in the campus that a student attends. TPM was used for the first time in the 2009 accountability system for both standard and AEA procedures. See Chapters 3, 4 and 10 in the *2009 Accountability Manual* for an explanation on how it was used to determine ratings.

For more information on the Texas Projection Measure methodology, see the Student Assessment Division's TPM Frequently Asked Questions at http://www.tea.state.tx.us/index3.aspx?id=3288&menu_id3=793

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 of proficiency by subject (English language arts and mathematics) for 2009 and 2008. Results on the *TSI – Higher Education Readiness Component* were evaluated for GPA in the state accountability system.

Performance on exit-level TAKS (Accommodated) tests is included in determining TSI. This indicator is subject to accountability subset rules.

Schools and districts may qualify for *Gold Performance Acknowledgment* for performance on TSI. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2009 Accountability Manual*. (Source: *Division of Student Assessment*)

Total Expenditures by Object (2007-08) (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 2007-08 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 (2007-08). See also *Appendix B. (Source: PEIMS, March 2009)*

Total Operating Expenditures by Function (2007-08): 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 2007-08 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 (2007-08). See also *Appendix B. (Source: PEIMS, March 2009)*

Total Operating Expenditures by Program (2007-08): 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 2007-08 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 & Technical 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 (2007-08). See *Appendix B* for details. (Source: PEIMS, March 2009)

Total Revenues by Source (2007-08) (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 2007-08 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 technical education, programs for educationally disadvantaged children (*Education Consolidation and Improvement Act, and Elementary and Secondary Education Act*), food service programs, and other federal programs (object 5900 series).

Note this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2007-08). See also *Appendix B. (Source: PEIMS, March 2009)*

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. 2008*)

Total Students: This is the total number of public school students who were reported in membership on October 31, 2008, 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. 2008*)

TSI: See *Texas Success Initiative*.

Turnover Rate for Teachers (District Profile only): This percent shows the total FTE count of teachers from the fall of 2007-08 who were subsequently not employed in the district in the fall of 2008-09, divided by the total teacher FTE count for the fall of 2007-08. Social security numbers for teachers employed in the district in the fall of 2007-08 were checked to verify their employment status in the same district in the fall of 2008-09. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (*Source: PEIMS, Oct. 2008, Oct. 2007*)

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 *2009 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 unless otherwise noted.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting.....	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting.....	463-9704
Advanced Courses	Curriculum.....	463-9581
Advanced Placement (AP) Programs	Curriculum.....	463-9581
Charter Schools	Charter Schools.....	463-9575
College Admissions Tests:		
SAT	College Board, Southwestern Regional Office.....	891-8400
ACT	ACT Regional Office.....	345-1949
Copies of AEIS reports http://ritter.tea.state.tx.us/perfreport	
DAEP (Disciplinary Alternative Education Program)	Chapter 37, TEC – Safe Schools.....	463-3070
Distinguished Achievement Program	Curriculum.....	463-9581
Dropout and Completion	Accountability Research.....	475-3523
Gold Performance Acknowledgment	Performance Reporting.....	463-9704
General Inquiry	School Governance and General Inquiries.....	475-3697
JIAEP (Juvenile Justice Alternative Education Program)	Chapter 37, TEC – Safe Schools.....	463-3070
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.....	463-5226
PEIMS	PEIMS Helpline.....	936-7346
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
Special Education		
Testing Issues	Student Assessment.....	463-9536
Other Issues	Special Education.....	463-9414
Statutory (Legal) Issues	Legal Services.....	463-9720
TAKS (all assessments)	Student Assessment.....	463-9536
TAKS Testing Contractor	Pearson Educational Measurement.....	(800) 252-9186
TAT (Technical Assistance Team)		
Methodology for List	Performance Reporting.....	463-9704
Implementation of Team	Program Monitoring and Interventions.....	463-5226
TELPAS	Student Assessment.....	463-9536
Texas Projection Measure	Student Assessment.....	463-9536
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board.....	427-6100

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

Explanation of Performance Section for 2008-09

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.

TAKS (Texas Assessment of Knowledge and Skills) performance is shown by grade.

TAKS performance is also shown summed across grades tested at the school. This is the standard accountability indicator.

For 2009, the other indicators for a typical high school are: Attendance Rate; Annual Dropout Rate; Completion Rate; and the College Readiness Indicators: Advanced Course Completion; Recommended High School Program/DAP; AP/IB Results; Texas Success Initiative – Higher Education Readiness Component; SAT/ACT Results; and College-Ready Graduates.

Where available, both current and prior year data are shown for the indicators. When changes in methodology or standards occur from one year to the next, prior year performance is recomputed to allow for comparison across years.

District Name: SAMPLE ISD
 Campus Name: SAMPLE HIGH SCHOOL
 Campus #: 55555444

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2008-09 Campus Performance

Section I - Page 1
 Total Students: 1,948
 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 2009 Standard (TAKS(Accommodated) INCLUDED for All Subjects) ^ Grade 11															
Eng Lang Arts	2009 2008	93% 91%	89% 86%	92% 90%	89% 86%	88% 78%	85% 85%	97% 94%	* *	89% 89%	86% 80%	92% 91%			
Mathematics	2009 2008	82% 80%	77% 76%	77% 77%	77% 76%	64% 61%	74% 70%	91% 95%	* *	> 99% 89%	76% 74%	78% 78%			
Science	2009 2008	86% 81%	82% 73%	82% 78%	82% 73%	79% 56%	74% 70%	96% 93%	* *	> 99% 89%	83% 74%	81% 73%	40% 12%	83% 61%	21% 29%
Soc Studies	2009 2008	97% 95%	97% 93%	97% 95%	97% 93%	97% 87%	96% 91%	99% > 99%	* *	> 99% 89%	98% 91%	97% 94%	92% 92%	97% 97%	86% 86%
All Tests	2009 2008	76% 72%	69% 64%	68% 68%	69% 64%	57% 48%	64% 58%	89% 87%	* *	89% 89%	67% 63%	72% 66%			
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009 2008	91% 91%	87% 86%	90% 89%	87% 84%	84% 78%	83% 80%	94% 95%	> 99% *	96% 96%	85% 80%	89% 88%			
Mathematics	2009 2008	82% 80%	77% 74%	68% 68%	67% 60%	54% 43%	62% 53%	83% 83%	64% *	96% 89%	68% 58%	66% 62%			
Science	2009 2008	78% 74%	76% 64%	68% 69%	74% 62%	60% 42%	68% 56%	91% 90%	67% *	94% 88%	78% 63%	70% 61%			
Soc Studies	2009 2008	93% 91%	93% 84%	91% 92%	93% 86%	89% 77%	91% 84%	98% 96%	> 99% *	> 99% 88%	94% 85%	92% 86%	70% 48%	95% 77%	68% 50%
All Tests	2009 2008	74% 72%	69% 63%	60% 60%	60% 52%	46% 35%	54% 45%	79% 78%	64% *	92% 86%	61% 50%	59% 54%	36% 34%	60% 52%	14% 13%
Attendance Rate	2007-08 2006-07	95.5% 95.5%	93.1% 94.1%	94.0% 94.0%	89.5% 92.0%	88.4% 91.4%	88.9% 91.5%	90.9% 92.8%	91.3% 94.9%	96.0% 97.2%	89.2% 91.9%	89.7% 92.1%			
Annual Dropout Rate (Gr 9-12)	2007-08 2006-07	3.2% 3.9%	7.5% 9.6%	2.1% 2.4%	7.6% 9.7%	7.6% 11.9%	7.9% 11.0%	7.6% 6.0%	0.0% 0.0%	5.9% 3.3%	7.9% 9.4%	7.3% 9.9%			
Completion/Student Status Rate (Gr 9-12)	Class of 2008														
Graduated		79.1%	63.5%	83.1%	63.6%	64.2%	53.6%	70.0%	* *	100.0%	60.1%	67.3%	63.6%	58.1%	20.8%
Received GED		1.5%	2.5%	1.1%	2.5%	1.0%	3.8%	2.9%	* *	0.0%	3.4%	1.6%	0.0%	1.9%	0.0%
Continued HS		8.9%	11.5%	6.6%	11.6%	10.3%	20.4%	4.8%	* *	0.0%	12.8%	10.3%	9.1%	12.8%	29.2%
Dropped Out (4-yr)		10.5%	22.5%	10.0%	22.3%	24.5%	22.3%	22.2%	* *	0.0%	23.8%	20.8%	27.3%	27.4%	0.0%
	Class of 2007														
Graduated		78.0%	65.7%	84.0%	65.7%	60.8%	58.0%	78.0%	* *	87.5%	65.5%	65.8%	63.6%	58.1%	20.8%
Received GED		2.0%	2.1%	1.1%	2.1%	1.1%	0.9%	4.7%	* *	0.0%	1.3%	2.8%	0.0%	1.9%	0.0%
Continued HS		8.7%	10.6%	5.1%	10.6%	11.1%	15.5%	4.7%	* *	6.3%	11.7%	9.5%	9.1%	12.8%	29.2%
Dropped Out (4-yr)		11.4%	21.7%	8.0%	21.7%	27.0%	25.7%	12.6%	* *	6.3%	21.5%	21.8%	27.3%	27.4%	0.0%
Completion Rate II (w/GED) (AEA Indicator)	Class of 2008														
		89.5%	77.5%	90.0%	77.7%	75.5%	77.7%	77.8%	* *	100.0%	76.2%	79.2%			
		88.6%	78.3%	92.0%	78.3%	73.0%	74.3%	87.4%	* *	93.8%	78.5%	78.2%			
Completion Rate I (w/o GED) (Standard Accountability Indicator)	Class of 2008														
		88.0%	75.0%	89.0%	75.2%	74.5%	73.9%	74.9%	* *	100.0%	72.9%	77.6%			
		86.7%	76.2%	92.0%	76.2%	72.0%	73.5%	82.7%	* *	93.8%	77.2%	75.3%			

For TAKS indicators, an *asterisk* (*) indicates that 0 to 4 students were in this classification.

For TAKS 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 indicators other than TAKS, an *asterisk* (*) indicates that only 1 to 4 students were in this classification.

For indicators other than TAKS, performance at 100% or 0% is not masked. So, if no students drop out, a rate of 0.0% is shown. If all students drop out, a rate of 100% is shown.

College Readiness Indicators

Explanation of Performance Section for 2008-09 (continued)

2008	-														
RHSP/DAP Graduates Class of 2008	81.4%	79.2%	81.5%	79.2%	75.4%	78.9%	82.9%	*	85.7%	76.2%	82.1%	13.2%	75.2%	50.0%	
Class of 2007	77.9%	73.2%	77.3%	73.2%	63.9%	72.2%	79.9%	*	93.3%	64.6%	81.3%	1.9%	65.2%	55.6%	
AP/IB Results Tested															
2008	20.9%	26.1%	10.8%	26.3%	12.6%	17.6%	48.1%	*	50.0%	22.8%	29.3%	n/a	n/a	n/a	
2007	20.0%	27.5%	13.7%	27.6%	13.8%	18.1%	45.2%	*	80.0%	23.8%	30.8%	n/a	n/a	n/a	
Examinees >= Criterion															
2008	50.1%	39.7%	33.6%	39.7%	9.1%	25.0%	51.5	-		/a	n/a	n/a	n/a	n/a	
2007	50.5%	36.5%	41.2%	36.5%	13.5%	24.6%	46.7	-		/a	n/a	n/a	n/a	n/a	
Scores >= Criterion															
2008	46.0%	32.5%	28.3%	32.5%	4.6%	21.1%	39.8	-		/a	n/a	n/a	n/a	n/a	
2007								-		/a	n/a	n/a	n/a	n/a	
Texas Success Initiative (TSI)															
Eng Lang Arts 2009	63%	56%	56%	56%	41%	48%	81%	*	78%	51%	61%	7%	56%	< 1%	
2008	57%	57%	54%	57%	47%	52%	72%	*	67%	46%	67%	4%	40%	6%	
Mathematics 2009	62%	56%	53%	56%	36%	49%	81%	*	89%	54%	58%	9%	56%	7%	
2008	56%	52%	52%	53%	35%	47%	74%	*	78%	51%	54%	8%	39%	6%	
SAT/ACT Results Tested															
Class of 2008	65.0%	61.6%	60.8%	61.6%	71.9%	32.5%	76.5%	?	78.6%	59.8%	63.2%	n/a	n/a	n/a	
Class of 2007	68.2%	56.8%	65.5%	56.8%	63.5%	38.9%	59.9%	?	100.0%	49.2%	62.9%	n/a	n/a	n/a	
At/Above Criterion Class of 2008	27.2%	26.8%	13.0%	26.8%	6.1%	18.9%	45.5	-		/a	n/a	n/a	n/a	n/a	
Class of 2007	27.0%	21.1%	21.5%	21.1%	8.2%	16.3%	30.7	-		/a	n/a	n/a	n/a	n/a	
Average SAT Score Class of 2008	987	971	927	971	817	959	107	-		/a	n/a	n/a	n/a	n/a	
Class of 2007	992	945	976	945	839	921	1013	*	1006	937	952	n/a	n/a	n/a	
Average ACT Score Class of 2008	20.5	19.2	18.9	19.2	15.7	20.1	25.	-		/a	n/a	n/a	n/a	n/a	
Class of 2007								-		/a	n/a	n/a	n/a	n/a	

High schools and district reports show the *College Readiness Indicators* grouped together.

For indicators other than TAKS, 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.

Alternative Education Accountability Indicator

Schools and charter operators rated under the Alternative Education Accountability system have a different TAKS indicator, the TAKS Progress Measure. This measure only appears on reports for those schools and charter operators.

Campus Name: SAMPLE ALTER SCHOOL	200	School Type: Secondary
Campus #: 55555777		

	/	Special Econ
2008	73%	-

Other Indicators

Explanation of Performance Section for 2008-09 (continued)

November 2009

AEIS Glossary

District Name: SAMPLE ISD
Campus Name: SAMPLE EL
Campus #: 999888101

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 1
Total Students: 737
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Student Success Initiative														
Grade 3 Reading (English and Spanish)														
Students Requiring Accelerated Instruction	2009	10%	13%	15%	11%	13%	10%	*	*	*	15%	7%	*	11%
	2008	12%	16%	19%	3%	3%	4%	*	*	*	2%	5%	*	3%
TAKS Cumulative Met Standard (First and Second Administrations)	2009	94%	92%	91%	94%	92%	95%	*	*	*	91%	96%	*	94%
	2008	94%	92%	89%	98%	97%	98%	*	*	*	> 99%	95%	*	98%
TAKS Failers Promoted by Grade Placement Committee	2008	65.2%	58.1%	58.2%	85.7%	-	-	-	-	*	80.0%	100.0%	83.3%	100.0%
	2007	53.6%	35.0%	50.0%	*	*	-	-	-	-	*	-	*	-
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 4	2009	26%	39%	< 1%	*	*	*	*	*	*	*	*	*	*
	2008	14%	13%	< 1%	*	*	*	*	*	*	*	*	*	*
Retained in Grade 3	2009	81%	84%	> 99%	*	*	*	*	*	*	*	*	*	*
	2008	80%	76%	85%	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Measure (2011 Preview)														
	2008-09	76%	69%	71%	62%	*	62%	*	*	*	67%	58%	38%	61%

English Language Learners Progress Measure is new for 2009. It is a preview indicator in anticipation of its first possible use in the accountability system in 2011. Reading performance is shown summed across grades 3 to 11 for current and monitored LEP students.

Elementary and middle schools have a unique indicator, the *Student Success Initiative*, which covers TAKS reading in grade 3 and TAKS reading and mathematics in grades 5 and 8.

For each grade and subject, up to four measures are shown. In this sample, only the performance of 5th graders who were retained is shown. Students who were promoted to 6th grade appear on the middle school report.

For middle schools and junior high schools, the *Annual Dropout Rate* is reported for grades 7 – 8.

District Name: SAMPLE ISD
Campus Name: SAMPLE MIDDLE SCHOOL
Campus #: 5555577

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 7
Total Students: 419
Grade Span: 05 - 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)														
	2007-08	0.3%	0.4%	0.0%	0.9%	0.7%	1.4%	0.0%	*	*	0.5%	1.4%	0.0%	1.3%
	2006-07	0.4%	1.5%	0.3%	1.6%	0.8%	0.9%	3.2%	*	10.0%	1.9%	1.3%	0.9%	0.0%

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-only Indicator

District Name: SAMPLE ISD
District #: 555555

Academic Excellence Indicator System
2008-09 District Performance

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 2009	86%	88%	78%	66%	78%	87%	*	89%	74%	82%	24%	70%	36%	69%
Class of 2008	86%	86%	83%	78%	74%	96%	*	93%	87%	79%	67%	76%	23%	66%

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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
Curricular Activities	General and All	36	6100-6400	All
Central Administration	General and All	41,92 (or 81/Chrt Schools)	6100-6400	All
Plant Maintenance & Operations	General and All	51	6100-6400	All
Security and Monitoring Services	General and All	52	6100-6400	All
Data Processing Services	General and All	53	6100-6400	All
Other Campus Costs***	General and All	35,36,51-53	6100-6400	All
By OBJECT				
TOTAL EXPENDITURES	General and All	All\$	All 6000s	All
Payroll Costs	General and All	All\$	6100	All
Other Operating Costs	General and All	All\$	6200-6400	All
Debt Service	General and All	All\$	6500	All
Capital Outlay	General and All	All\$	6600	All
ACTUAL PROGRAM EXPENDITURE INFORMATION				
By PROGRAM				
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100-6400	Sum of Detail Below
Regular Education**	General and All	11-13,21,23,31-36,51,52, 91+, 92,95,99 ****	6100-6400	11
Special Education**	General and All	11-13,21,23,31-36,51,52, 91+, 92,95,99 ****	6100-6400	23
Accelerated Education**	General and All	11-13,21,23,31-36,51,52, 91+, 92,95,99 ****	6100-6400	24, 30
Career & Technical Education**	General and All	11-13,21,23,31-36,51,52, 91+, 92,95,99 ****	6100-6400	22
Bilingual/ESL Education**	General and All	11-13,21,23,31-36,51,52, 91+, 92,95,99 ****	6100-6400	25
Gifted & Talented Education**	General and All	11-13,21,23,31-36,51,52, 91+, 92,95,99 ****	6100-6400	21
Athletics/Related Activities	General and All	11-13,21,23,31-36,51,52, 91+, 92,95,99 ****	6100-6400	91
Other	General and All	11-13,21,23,31-36,51,52, 91+, 92,95,99 ****	6100-6400	26, 28, 29

continued

ACTUAL REVENUE INFORMATION				
By Source	General and All	n/a	5000s	n/a
TOTAL REVENUES			5710-5719 (less function 91 expenditures)	n/a
Local Tax	General and All	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	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.
- † Function 91 represent tuition transfers for grades not offered, not "Equity Transfers."
- †† Function 91 represent the expenditure amount reported for the cost of reducing property wealth to the required equalized wealth level and payments to charter schools, respectively.
- ††† The 6400 object codes include: 6629, 6631, 6639, 6649, and 6659, which is only applicable to charter schools excluding open enrollment college and university charters. Note that these object codes are not included in the 6600 code series.

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

Advanced Academic Courses

2008-09 Academic Excellence Indicator System

English Language Arts

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

Mathematics

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

Computer Science

A3580100	Computer Science I
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 2007-08 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
M1170158	Dance Technology I
M1170159	Dance Technology II
M1170160	Dance Choreography I
M1170161	Dance Choreography II
M1170162	Dance Choreography III
03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	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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Advanced Languages (Modern or Classical)

A3120400	Japanese IV
A3400400	Italian IV
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
A3450400	Russian IV
A3490400	Chinese IV
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
I3520400	Hindi IV
I3520500	Hindi 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

- All courses shown were for the 2007-08 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.

03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish IV For Span Speakers
03440500	Spanish V
03440550	Spanish V For Span Speakers
03440600	Spanish VI
03440660	Spanish VI For Span Speakers
03440700	Spanish VII
03440770	Spanish VII For Span Speakers
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
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII

- All courses shown were for the 2007-08 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.

03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

- All courses shown were for the 2007-08 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.

2008-09 Campus Comparison Group

November 2009

AEIS Glossary

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Target Campus Name: SAMPLE SCHOOL
 Target Campus #: 999999999
 District Name: SAMPLE ISD
 Campus Type: Middle School

Texas Education Agency
 2008-09 Campus Comparison Group

PAGE 1

Campus Number	Campus Name	District Name	Afr_Amer	% White	% Econ	Mobility	Hispanic	% LEP
022006552	NOVAN MIDDLE	TIYYOON ISD	36.3	35.8	49.3	29.0	20.3	6.9
	LIOL MIDDLE	TIYYOON ISD	56.5	25.2	52.6	27.3	15.1	2.5
	PL MIDDLE	TIYYOON ISD	51.0	27.0	48.8	27.3	16.7	2.6
	JAYTO MIDDLE	TIYYOON ISD	55.5	23.2	48.2	25.6	16.8	2.2
923906051	AUDIO NULPI	DOON ISD	42.2	38.9	56.9	32.5	16.0	2.0
923909562	TLAVIS MID	YO ISD	37.6	35.1	57.2	21.0	25.0	
015916564	HONLY NOTZ	ON ISD	42.8	14.3	58.5	21.4	40.0	
019907562	TOXAS MIDD	TANA	51.9	19.0		19.0	4.0	
019908561	YIBOLTY-OYYAU MIDDLE	YIBOLTY-OYYAU ISD	49.2	49.2		27.2	1.0	
057903567	BUSH MIDDLE	CALLOYTON-FALNOLS BLANC	40.4	17.9	42.7	25.2	14.0	
057956103	WEST INTERMEDIATE	CODAL HIYY ISD	56.7	12.4	58.5	15.3	22.4	3.9
057907561	J HOLNAN LOOD MIDDLE SCH	DUNCANVIYYO ISD	56.2	33.4	30.7	18.4	32.2	6.8
999999999	> SAMPLE SCHOOL	SAMPLE ISD	46.7	20.0	46.5	19.7	25.0	1.2
057907562	WIYYIAN H BYLD MIDDLE SC	DUNCANVIYYO ISD	44.2	6.8	60.3	18.4	32.2	5.2
057907563	G W TONNONOL MIDDLE SCHO	DUNCANVIYYO ISD	54.2	12.9	57.1	19.7	25.0	6.4
057907108	H BOB DANIOY SL INTOLNOD	DUNCANVIYYO ISD	51.8	15.2	55.8	18.4	32.2	5.9
057907110	GLACO L BLANDONBULG INTO	DUNCANVIYYO ISD	57.1	32.2	51.3	19.7	25.0	4.7
057916562	YATO HIGHYANDS J H	LICHALDSON ISD	45.9	8.8	47.8	22.5	20.0	7.7
079907567	HODGOS BOND MIDDLE	FOLT BOND ISD	38.3	19.7	36.5	14.3	37.7	7.2
079907568	YATO OYYPNIA MIDDLE	FOLT BOND ISD	49.2	12.3	45.5	13.9	25.2	4.9
079910561	STAXXOLD MIDDLE	STAXXOLD NSD	38.8	12.6	49.7	16.2	32.2	4.8
	STAXXOLD INTERMEDIATE SC	STAXXOLD NSD	38.7	35.8	58.1	13.7	32.9	6.3
	XUDSON MIDDLE	YONGVIOW ISD	35.8	11.9	59.0	14.8	4.8	0.7
	ODWIN N WOYYS MIDDLE	SPLING ISD	46.0	14.4	65.0	24.2	33.0	8.5
	BANNOY MIDDLE	SPLING ISD	49.1	42.3	59.2	32.2	33.4	5.7
	NALSHAYY J H	NALSHAYY ISD	41.6	41.5	57.4	18.3	15.2	1.9
	PLICO T YOUNG MIDDLE	NALSHAYY ISD	48.4	52.0	61.9	15.0	9.8	0.5
	XASPOL XUNITOL HIGH	XASPOL ISD	39.6	45.5	67.2	14.7	7.7	2.9
621956156	J H LOWO INTERMEDIATE	XASPOL ISD	45.8	29.6	54.6	12.8	7.0	
623910568	VINCONT MIDDLE	BOAUNONT ISD	47.7	46.7	61.6	18.6	18.0	
639909561	CLOCTOTT MIDDLE	PALIS ISD	44.3	55.0	57.9	16.2	7.0	
639909562	TLAVIS J H	PALIS ISD	38.9	43.2	65.2	18.8	5.0	
672902561	DAINGOLFIOYD J H	DAINGOLFIOYD-YONO STAL I	43.5	30.3	67.2	19.0	11.0	
674956562	NITO NOSOS NS	NACOGDOCHOS ISD	35.8	54.4	59.0	18.0	31.0	
676902561	NOWTON MIDDLE	NOWTON ISD	42.1	26.3	48.5	18.2	1.0	
220901052	BALNOTT J H	ALYINGTON ISD	40.0	28.6	64.4	15.7 **	22.0	
220901053	NICHOYS J H	ALYINGTON ISD	36.1	27.5	55.2	30.8	28.0	
220905060	WODGWOOD MIDDLE	POLT MOLTH ISD	37.7	34.1	29.2	27.0	32.0	
220908564	DANNY XONOS MIDDLE	NANSFIOYD ISD	40.6	34.5	27.8	18.5	20.0	
220908205	DOYYA ICONHOWOL INTOLNO	NANSFIOYD ISD	40.3	38.4	7.9	20.2	18.5	4.2
220912562	CLOWYOY MIDDLE	CLOWYOY ISD	39.1			15.7	17.1	3.1
	Group Average		44.6	27.1	51.0	20.8	23.0	4.6

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.

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

*** 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.

2008-09 Comparable Improvement

GPA: The report shows if the target school earned GPA for Comparable Improvement in either reading/ELA, mathematics, or both.

November 2009

AEIS Glossary

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Target Campus Name: SAMPLE SCHOOL
Target Campus #: 999999999
District Name: SAMPLE ISD
Campus Type: Middle School

Texas Education Agency
2008-09 Comparable Improvement:

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Gold Performance Acknowledgment: Reading/ELA

Target Campus
(identified by >)

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2008 Avg Scale Score	(3) 2009 Avg Scale Score	(4) 2009 Est Avg Scale Score	(5) 2008 Failer Avg TGI	(6) 2009 Avg TGI	(7) Quar-tile
NOYAN MIDDLE	7	2294	2297	2287	0.46	-0.56	02	474	2210	2190	2203	0.44	-0.13	04
LANCIOL MIDDLE	7	2279	2279	2282	0.38	-0.04	03	401	2216	2203	2203	0.35	-0.13	03
NANOL MIDDLE	2	2263	2277	2277	0.12	0.04	04	160	2202	2202	2202	0.35	-0.13	04
PAYO AYTO MIDDLE	2	2277	2277	2277	0.03	0.02	02	202	2216	2202	2202	0.35	-0.13	02
AUDIO NULPHY MIDDLE	2	2275	2275	2275	0.08	0.03	03	216	2216	2202	2202	0.35	-0.13	01
TLAVIS MIDDLE	3	2289	2289	2289	0.02	0.02	02	205	2216	2202	2202	0.35	-0.13	04
HONLY NOTZGOL MIDDLE	9	2255	2255	2255	0.07	0.02	02	179	2216	2202	2202	0.35	-0.13	02
TOXAS MIDDLE	6	2318	2318	2318	0.16	0.01	01	225	2216	2202	2202	0.35	-0.13	03
YIBOLTY-OYYAU MIDDLE	5	2303	2303	2303	0.07	0.02	02	240	2216	2202	2202	0.35	-0.13	02
BUSH MIDDLE	5	2343	2343	2343	0.09	0.01	01	279	2216	2202	2202	0.35	-0.13	03
WOST INTERMEDIATE	4	2275	2275	2275	0.21	0.01	01	347	2221	2273	2254	0.62	0.13	01
J HOLNAN LOOD MIDDLE	374	2260	2245	2275	0.01	-0.23	04	375	2211	2200	2204	0.33	-0.06	02
> SAMPLE SCHOOL	543	2281	2321	2316	0.55	0.02	01	534	2296	2268	2300	0.54	-0.18	03
WITYIAN H BYLD NIDDY	5	2288	2288	2288	0.65	0.01	02	510	2206	2206	2206	0.35	-0.13	02
G W TONNONOL MIDDLE	5	2288	2288	2288	0.21	0.01	01	216	2216	2202	2202	0.35	-0.13	01
H BOB DANIOY SL INTO	4	2288	2288	2288	0.99	0.01	01	2265	2216	2202	2202	0.35	-0.13	03
GLACO L BLANDONBULG	3	2288	2288	2288	1.06	0.01	01	2248	2216	2202	2202	0.35	-0.13	01
YATO HIGHYANDS J H	4	2288	2288	2288	0.11	0.01	01	2281	2216	2202	2202	0.35	-0.13	04
HODGOS BOND MIDDLE	14	2288	2288	2288	0.30	0.01	01	2210	2216	2202	2202	0.35	-0.13	03
YATO OYNYPIA MIDDLE	12	2288	2288	2288	0.32	0.01	01	2190	2216	2202	2202	0.35	-0.13	03
STAXXOLD MIDDLE SCHO	3	2288	2288	2288	0.22	0.01	01	2135	2216	2202	2202	0.35	-0.13	01
STAXXOLD INTERMEDIAT	3	2288	2288	2288	0.81	0.01	01	2219	2216	2202	2202	0.35	-0.13	01
XUDSON MIDDLE	406	2299	2347	2336	0.82	0.07	01	403	2266	2266	2266	0.35	-0.13	02
ADWIN N WOYYS MIDDLE	892	2242	2272	2278	0.32	-0.06	03	907	2217	2217	2217	0.35	-0.13	01
MIDDLE	1003	2237	2277	2274	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	01
Y J H	648	2262	2268	2268	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	02
F YOUNG MIDDLE	279	2236	2274	2274	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	04
XUNIOL HIGH	335	2246	2240	2240	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	02
J H LOWO INTERMEDIAT	278	2199	2282	2282	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	04
VINCONT MIDDLE	706	2200	2219	2219	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	04
CLOCTOTT MIDDLE	382	2249	2268	2268	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	02
TLAVIS J H	205	2234	2306	2306	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	04
DAINGOLFIOYD J H	264	2233	2280	2280	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	03
NITO NOSOS NS	488	2232	2284	2284	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	01
NOWTON MIDDLE	184	2234	2264	2264	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	01
BALNOTT J H	780	2292	2294	2294	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	03
NICHOYS J H	596	2275	2277	2277	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	02
WODGWOOD MIDDLE	741	2251	2249	2249	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	04
DANNY XONOS MIDDLE	570	2297	2302	2302	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	03
DOYYA ICONHOWOL INT	610	2250	2294	2294	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	04
CLOWOY MIDDLE	914	2285	2275	2275	0.59	-0.00	02	1012	2204	2204	2204	0.35	-0.13	03
Group Average	537	2252	2280	2283	0.43	-0.03	--	539	2214	2208	2222	0.37	-0.10	--

(1) Number of Matched Students: Those students at each campus whose TAKS results can be found in both current and prior years.

(2) 2008 Average Scale Score: The sum of the prior year scale scores of matched students, divided by the number of matched students.

(3) 2009 Average Scale Score: The sum of the current year scale scores of matched students, divided by the number of matched students.

(4) 2009 Estimated Average Scale Score: The sum of the estimated scale score for matched students, divided by the number of matched students.

(5) 2008 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) 2009 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.

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.

This listing is in campus ID order.

Note: All values are based on students matched from 2009 to 2008. An asterisk indicates less than five students tested.

2008-09 TAKS Participation

November 2009

AEIS Glossary

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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2008-09 Campus Performance

Section I - Page 4
Total Students: 1,948
Grade Span: 09 - 12
School Type: Secondary

This section shows TAKS, TAKS (Accommodated), TAKS-M and/or TAKS-Alt participation rates for all students in grades 3-11.

Tested: The percent of students who took one or more tests on any TAKS assessment.

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.

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 2009 TAKS 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.

LEP Exempt: The percent of students who received a limited English proficiency (LEP) exemption on every test.

Hurricane Ike: The percent of students affected by Hurricane Ike who were not tested.

The **Tested** section is shown two ways:

By Test Version

TAKS (1 or more): This shows the percent of students who were tested on the TAKS only or in combination with TAKS (Accommodated) or TAKS-M.

Not on TAKS: This shows the percent of students who were tested on one or more TAKS (Accommodated), TAKS-M, or TAKS-Alt test only.

By Acct Status

Acct System: This shows the percent of students whose performance on the TAKS and TAKS (Accommodated) was used to determine a school's and district's accountability rating. The performance reported in the 2008-09 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 special education tests not used for accountability.

Hurricane Ike: This includes students affected by Hurricane Ike whose performance was not used for accountability.

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	97.3%	98.8%	94.8%										
By Test Version														
TAKS (1 or more)	90.8%	89.5%	87.1%	87.1%										46.1%
Not on TAKS	7.7%	7.8%	11.1%	7.7%										7.8%
TAKS(Acc) Only	2.3%	1.4%	2.9%	1.4%										0.9%
TAKS-M Only	3.3%	4.3%	5.0%	4.3%										7.0%
TAKS-Alt Only	0.8%	0.8%	0.7%	0.5%										0.0%
Combination	1.3%	1.2%	1.5%	1.4%										0.0%
By Acct Status														
Acct System	87.3%	59.7%	86.6%	78.2%										42.6%
Non-Acct System	11.2%	37.5%	12.6%	16.6%										11.3%
Mobile	4.7%	8.2%	4.8%	6.3%										3.5%
Non-Acct Test	6.4%	4.9%	8.0%	5.7%										7.8%
Hurricane Ike	0.1%	24.4%	0.0%	4.6%										0.0%
Not Tested	1.5%	2.7%	1.2%	5.2%										46.1%
Absent	0.1%	0.2%	0.1%	0.6%										0.9%
LEP Exempt	0.9%	1.4%	0.4%	2.4%										32.2%
Other	0.4%	0.8%	0.6%	1.8%										11.3%
Hurricane Ike	0.0%	0.3%	0.0%	0.3%										1.7%
Total Count	3,132,150	4,023	494	1,519										115
2008 TAKS Participation (Grades 3-11)														
Tested	98.4%	96.9%	98.8%	93.4%	94.7%	91.2%	95.1%	*	91.2%	92.9%	93.8%	95.1%	93.7%	63.2%
By Program														
TAKS (1 or more)	90.9%	88.0%	89.6%	84.1%	85.3%	81.2%	88.3%	16.1%	82.1%	57.3%				
Not on TAKS	7.5%	8.9%	9.6%	8.4%	5.9%	11.7%	5.6%	79.0%	11.6%	6.0%				
TAKS(Acc)	2.7%	3.1%	3.5%	4.1%	0.0%	5.2%	2.7%	36.1%	5.6%	2.6%				
TAKS-M Only	2.9%	3.3%	3.7%	2.7%	2.9%	3.9%	1.3%	23.9%	3.5%	1.7%				
TAKS-Alt Only	0.7%	0.9%	0.5%	0.8%	0.0%	0.7%	0.9%	0.4%	0.0%	0.9%				0.0%
Combination	1.2%	1.5%	1.0%	1.3%	2.4%	0.9%	0.6%	2.9%	1.5%	1.7%				1.7%
By Acct Status														
Acct System	5.2%	5.2%	5.2%	5.2%	8.8%	8.0%	8.8%	37.6%	82.7%	54.7%				
Non-Acct System	2.2%	2.2%	2.2%	2.2%	8.8%	12.2%	8.7%	57.6%	10.9%	8.5%				
Mobile	0.7%	0.7%	0.7%	0.7%	5.9%	4.4%	4.9%	4.4%	3.1%	4.3%				
Non-Acct Test	0.5%	0.5%	0.5%	0.5%	2.9%	7.8%	3.8%	53.2%	7.9%	4.3%				
Hurricane Ike	0.3%	0.3%	0.3%	0.3%	8.8%	7.1%	6.2%	4.9%	6.3%	36.8%				
Not Tested	3.1%	3.1%	3.1%	3.1%	1.1%	1.2%	1.1%	1.4%	1.4%	0.9%				
Absent	0.0%	0.0%	0.0%	0.0%	4.0%	0.4%	0.0%	0.0%	2.2%	29.1%				
LEP Exempt	0.6%	0.6%	0.6%	0.6%	3.7%	3.3%	3.3%	2.9%	2.7%	6.8%				
Other	0.6%	0.6%	0.6%	0.6%										
Total Count	3,075,682	5,105	736	1,853	549	753	510	4	34	959	894	205	914	117

A sum of the percents shown may not equal exactly 100 due to rounding and/or missing information.

TAKS Raw Scores for Spring 2009 Tests

Spring 2009 TAKS Reading (English) Performance Standards

	Standard	Total Points Possible	Number Correct	Percent Correct
Grade 3¹	Panel Recommendation	36	23	64%
	Commended Performance		33	92%
Grade 4	Panel Recommendation	40	28	70%
	Commended Performance		38	95%
Grade 5¹	Panel Recommendation	42	28	67%
	Commended Performance		39	93%
Grade 6	Panel Recommendation	42	27	64%
	Commended Performance		38	90%
Grade 7	Panel Recommendation	48	34	71%
	Commended Performance		45	94%
Grade 8¹	Panel Recommendation	48	33	69%
	Commended Performance		45	94%
Grade 9	Panel Recommendation	42	28	67%
	Commended Performance		37	88%

Spring 2009 TAKS Reading (Spanish) Performance Standards

	Standard	Total Points Possible	Number Correct	Percent Correct
Grade 3¹	Panel Recommendation	36	23	64%
	Commended Performance		33	92%
Grade 4	Panel Recommendation	40	25	63%
	Commended Performance		36	90%
Grade 5¹	Panel Recommendation	42	27	64%
	Commended Performance		37	88%
Grade 6	Panel Recommendation	42	25	60%
	Commended Performance		36	86%

Spring 2009 TAKS English Language Arts Performance Standards²

English Language Arts		Total Points Possible	Number Correct	Percent Correct
Grade 10	Standard	73	48	66%
	Panel Recommendation		64	88%
Grade 11	Panel Recommendation	73	44	60%
	Commended Performance		63	86%

The numbers and percents shown on this table are based on the first administration of the spring 2009 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2009 TAKS Mathematics (English) Performance Standards

	Standard	Total Points Possible	Number Correct	Percent Correct
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 ¹	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	33	59%
	Commended Performance		51	91%
Grade 11	Panel Recommendation	60	34	57%
	Commended Performance		53	88%

Spring 2009 TAKS Mathematics (Spanish) Performance Standards

Mathematics (Spanish)		Total Points Possible	Number Correct	Percent Correct
Grade 3	Standard	40	27	68%
	Panel Recommendation		37	93%
Grade 4	Panel Recommendation	42	27	64%
	Commended Performance		37	88%
Grade 5 ¹	Panel Recommendation	44	30	68%
	Commended Performance		39	89%
Grade 6	Panel Recommendation	46	29	63%
	Commended Performance		40	87%

Spring 2009 TAKS Writing (Spanish) Performance Standards³

Writing (Spanish)		Total Points Possible	Number Correct	Percent Correct
Grade 4	Standard	32	17	53%
	Panel Recommendation		27	84%

The numbers and percents shown on this table are based on the first administration of the spring 2009 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2009 TAKS Writing (English) Performance Standards³

Writing (English)				
	Standard	Total Points Possible	Number Correct	Percent Correct
Grade 4	Panel Recommendation	32	17	53%
	Commended Performance		28	88%
Grade 7	Panel Recommendation	44	25	57%
	Commended Performance		39	89%

Spring 2009 TAKS Social Studies Performance Standards

Social Studies				
	Standard	Total Points Possible	Number Correct	Percent Correct
Grade 8	Panel Recommendation	48	25	52%
	Commended Performance		42	88%
Grade 10	Panel Recommendation	50	29	58%
	Commended Performance		44	88%
Grade 11	Panel Recommendation	55	27	49%
	Commended Performance		49	89%

Spring 2009 TAKS Science (English) Performance Standards

Science (English)				
	Standard	Total Points Possible	Number Correct	Percent Correct
Grade 5	Panel Recommendation	40	30	75%
	Commended Performance		37	93%
Grade 8	Panel Recommendation	50	33	66%
	Commended Performance		44	88%
Grade 10	Panel Recommendation	55	35	64%
	Commended Performance		50	91%
Grade 11	Panel Recommendation	55	30	55%
	Commended Performance		49	89%

Spring 2009 TAKS Science (Spanish) Performance Standards

Science (Spanish)				
	Standard	Total Points Possible	Number Correct	Percent Correct
Grade 5	Panel Recommendation	40	30	75%
	Commended Performance		37	93%

- 1 First administration TAKS and TAKS (Accommodated) 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 2009 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

PBM Special Education Monitoring Results Status

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-5226. The “as of date” for the statuses reported in the 2008-2009 AEIS report is October 1, 2009.

The definitions of each program status category are:

- *Local Interventions Implemented.* The LEA completed a local review process by a specified date as required in 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 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.
- *Year After TEA On-Site Action: Routine Follow-up.* TEA completed an on-site review of the LEA program in the prior year. As a result, the LEA implemented and/or revised a CIP that

- continued throughout the subsequent year. TEA continues to monitor implementation of the CIP.
- *Year After TEA On-Site Action: Noncompliance Follow-up.* TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised a CIP that included actions to address noncompliance with program requirements, and the CIP continued throughout the subsequent year. TEA continues to 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 Stage 4 Intervention 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; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data. appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
 - *On-Site Intervention Assigned.* TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
 - *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 PBM intervention for special education program areas.

Detailed Summary of English Language Learners Progress Measure 2008-09 (Preview of 2011)

Indicator Components	Details	
Assessments	TAKS TAKS (Accommodated) TAKS-M TELPAS	
Subjects, Grades, Test Language	Reading/ELA in grades 3-11 in English (TAKS/TAKS (Accommodated)/TAKS-M) Reading component in grades 3-11 (TELPAS)	
Students	Current and monitored LEP students enrolled in at least their second year in U.S. schools and tested in at least one of the specified assessments. For the assessments and LEP students specified, the performance of students served in special education is included.	
Student Success Initiative TAKS, TAKS (Accommodated), & TAKS-M	Grade 3 – first administration results only: Grades 5 & 8 – first and second administration results.	
Student Passing Standards	TAKS-M passing standards to be applied in 2010-11 TAKS and TAKS (Accommodated) passing standards applied in 2010-11, including a vertical scale adjustment for grades 6 and 8 reading tests.	
Accountability Subset	The district indicator includes test results for students who were enrolled in the district in the fall and tested in the same district in the spring. The campus indicator includes students who were enrolled on the campus in the fall and tested in the same campus in the spring. TELPAS subsets and TAKS subsets are determined independently.	
Texas Projection Measure (TPM)	The TPM is not used in this indicator.	
Progress Criteria	1) <i>Met Standard</i> on the TAKS/TAKS(Accommodated)/TAKS-M test, or 2) Met TELPAS criteria (TELPAS criteria vary depending on years in U.S. schools and whether first time or previous TELPAS tester. See TELPAS Criteria, below.)	
TELPAS Criteria	1 st time tester	Previous tester
1 st Year in U.S. Schools	Not Evaluated	Not Evaluated
2 nd Year in U.S. Schools	<i>Intermediate</i> or higher	At least one level higher than the previous year or <i>Advanced</i> or higher
3 rd Year in U.S. Schools	<i>Advanced</i> or higher	<i>Advanced</i> or higher
4 th or more years in U.S. Schools	<i>Advanced High</i>	<i>Advanced High</i>
Monitored LEP students first or second year after exit from LEP status	N/A (Only TAKS evaluated.)	N/A (Only TAKS evaluated.)

Bilingual Education/English as a Second Language Report

Section III is new for the 2008-09 AEIS reports. It was added to the district, region, and state reports to fulfill statutory requirements.

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

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

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

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

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

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report
2008-09 District Performance Report
For Current Year LEP Students

District Name: Sample ISD
District #: 555999

Section III - Page 1

Indicator:	State	Region 13	District	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	Total LEP
TAKS Met 2009 Standard (Sum of All Grades Tested, Standard Accountability Indicator)				INCLUDES SELECTED TAKS (Accommodated)									
Reading/ELA 2009	91%	92%	97%	79%	89%	79%	*	*	62%	62%	62%	78%	71%
Mathematics 2009	82%	82%	87%	75%	64%	75%	*	*	54%	53%	56%	67%	65%
Writing 2009	93%	93%	93%	87%	*	87%	*	*	74%	83%	70%	87%	82%
Science 2009	78%	78%	87%	54%	29%	54%	*	*	37%	41%	30%	50%	44%
Soc Studies 2009	93%	93%	93%	75%	67%	*	*	*	67%	69%	65%	75%	68%
All Tests 2009	74%	74%	74%	62%	31%	67%	*	*	38%	38%	38%	50%	50%
Student Success Initiative													
Grade 3 Reading (English and Spanish)													
Students Requiring Accelerated Instruction 2009	10%	9%	13%										
TAKS Cumulative Met Standard (First and Second Administrations) 2009	94%	94%	92%	89%	*	89%			14%	14%			17%
Grade 5 Reading (English and Spanish)													
Students Requiring Accelerated Instruction 2009	16%	15%	21%	44%	*	44%	*	*	31%	31%	*	37%	41%
TAKS Cumulative Met Standard (First and Second Administrations) 2009	91%	91%	87%	72%	*	71%	*	*	79%	79%	*	72%	73%
Grade 5 Mathematics (English and Spanish)													
Students Requiring Accelerated Instruction 2009	15%	15%	21%	41%								35%	37%
TAKS Cumulative Met Standard (First and Second Administrations) 2009	92%	92%	87%	71%								81%	75%
Grade 8 Reading													
Students Requiring Accelerated Instruction 2009	6%	5%	10%	*								30%	32%
TAKS Cumulative Met Standard (First and Second Administrations) 2009	97%	98%	94%	*					75%	47%	78%	86%	76%
Grade 8 Mathematics													
Students Requiring Accelerated Instruction 2009	18%	16%	24%	*	*	*	*	*	51%	60%	50%	45%	50%
TAKS Cumulative Met Standard (First and Second Administrations) 2009	87%	89%	82%	*	*	*	*	*	59%	44%	61%	63%	59%
Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)													
Percent of Failers Passing TAKS													
Reading/ELA 2009	48%	42%	32%	*	32%	*	*	*	36%	34%	38%	40%	36%
Mathematics 2009	37%	35%	31%	27%	*	27%	*	*	23%	22%	25%	31%	25%

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

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

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

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

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

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

See the 2008-09 PEIMS Data Standards for complete descriptions of the separate Bilingual Education and ESL instructional models.

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