

Regular
Tuesday, January 17, 2006 7:00 PM

Administration Building
400 East Loop 340
Waco, TX 76705

Agenda

- I. Roll Call, Establishment of Quorum, and Call to Order
Presenter: Mr. Phil Bancale
- II. Opening Ceremony
- III. Review and Approve Listing of Agenda Items
Presenter: Mr. Phil Bancale
- IV. Public Hearing on the 2004-2005 Academic Excellence Indicator System (AEIS) Reports
Presenter: Dr. Sharon M. Shields
- V. Public Participation
Presenter: Mr. Phil Bancale
- VI. Recognition Items
Presenter: Dr. Monte Geren
- VII. Special Reports
 - VII.A. Construction Report
Presenter: Mr. Gary W. Williams and Mr. Cliff Brown
 - VII.B. Legislative Report
Presenter: Dr. Tamra Walthall
 - VII.C. Superintendent's Report
Presenter: Dr. Monte Geren
- VIII. Departmental Reports
 - VIII.A. Update on Public Education Grant (PEG)
Presenter: Dr. Sharon M. Shields
 - VIII.B. Update on School Report Cards (SRC's)
Presenter: Dr. Sharon M. Shields
 - VIII.C. Spring Class Size Report
Presenter: Dr. Sharon M. Shields
- IX. Consider Approval of Consent Agenda Items
 - IX.A. Minutes for Meetings Held
Presenter: Dr. Monte Geren and Ms. Lori Mynarcik
 - IX.B. Personnel Items - Resignations, Contract Recommendations / Renewals, Job Descriptions(s) or Revisions to Job Description(s), and Revisions to Paygrade Chart
Presenter: Mr. Al Bishop
 - IX.C. Textbook Update
Presenter: Ms. Maria Green
 - IX.D. Monthly Budget Analysis Report
Presenter: Mr. Gary W. Williams
 - IX.E. Texas Association of School Boards (TASB) Localized Policy Manual Update 77 Affecting (LOCAL) Policies

Presenter: Mr. Al Bishop

IX.E.1. BBD (LOCAL) Board Members: Training and Orientation

IX.E.2. CPC (LOCAL) Office Management: Records Management

IX.E.3. DAB (LOCAL) Employment Objectives: Objective Criteria for
Personnel Decisions

IX.E.4. DBA (LOCAL) Employment Requirements and Restrictions:
Credentials and Records

IX.E.5. DBD (LOCAL) Employment Requirements and Restrictions:
Conflict of Interest

IX.E.6. DFE (LOCAL) Termination of Contract: Resignation

IX.E.7. EEH (LOCAL) Instructional Arrangements: Homebound
Instruction

IX.E.8. EFAA (LOCAL) Instructional Materials Selection and Adoption:
Textbook Selection and Adoption

IX.E.9. FFA (LOCAL) Student Welfare: Wellness and Health Services

IX.F. Annual Investment Report as of December 31, 2005

Presenter: Mr. Charles Langlotz

IX.G. Resolution Adopting Investment Policy CDA (LOCAL) for the Fiscal
Year 2005-2006

Presenter: Mr. Charles Langlotz

IX.H. Independent Sources of Investment Officer Training for 2005-2006

Presenter: Mr. Charles Langlotz

IX.I. Appointment of Additional Investment Officer

Presenter: Mr. Gary W. Williams

IX.J. Change the Date of the Regular Board Meeting in March to March 28 due
to Spring Break

Presenter: Dr. Monte Geren

IX.K. New Contract for Medicaid Administrative Claiming (MAC)

Presenter: Mr. Gary W. Williams

IX.L. Budget Change Request for Debt Service Fund

Presenter: Mr. Gary W. Williams

IX.M. Budget Change Requests

Presenter: Mr. Gary W. Williams

IX.N. Tax Collection Report

Presenter: Mr. Gary W. Williams

IX.O. Approve Notice and Order of Election for the May 13, 2006 Board
Trustee Election

Presenter: Dr. Monte Geren

IX.P. Approve Contract with the McLennan County Elections Office to Conduct
the May 13, 2006 Board Trustee Election

Presenter: Dr. Monte Geren

X. Action / Discussion Items

X.A. Consider Approval of 2006-2007 School Calendar

Presenter: Dr. Monte Geren

- X.B. Consider Approval of Change Order Number 1 to the Construction Manager Contract for Additions and Renovations for La Vega High School to Delete Alternate #4
Presenter: Dr. Monte Geren
- X.C. Authorize the Superintendent to Appoint a Committee to Consult with the Superintendent or His Designee in the Development of a Multihazard Emergency Operations Plan
Presenter: Dr. Monte Geren and Ms. Kathleen Nesbitt
- X.D. Consider Approval of Revisions to Policy FNAA (LOCAL) Student Distribution of Nonschool Literature, and FNAB (LOCAL) Student Use of School Facilities for Nonschool Purposes
Presenter: Mr. Al Bishop
- X.E. Consider Approval of Revisions to Policy GKD (LOCAL) Nonschool Use of School Facilities, and GKDA (LOCAL) Distribution of Nonschool Literature
Presenter: Mr. Al Bishop
- X.F. Discussion of Budgetary Matters Related to the 2005-2006 and Future Budgets
Presenter: Dr. Monte Geren
- X.G. Consider Approval of the Superintendent's Salary, Benefits, and Contract Renewal
Presenter: Mr. Phil Bancale
- X.H. Report on Board Member Training Credit
Presenter: Mr. Phil Bancale
- XI. Closed Meeting
 - XI.A. Discussion Regarding Personnel Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, Dismissal, Complaint, or Charges
 - XI.B. Confer With Employees of the District to Receive Information or Ask Questions (If Needed)
 - XI.C. Discussion Regarding Student Discipline (If Needed)
 - XI.D. Consultation with the District's Attorney (If Needed)
 - XI.E. Superintendent's Appraisal
Presenter: Mr. Phil Bancale
- XII. Adjournment
- XIII. Supplemental Reading Materials

ROLL CALL, ESTABLISHMENT OF QUORUM, AND CALL TO ORDER

The meeting was called to order at _____ m.

Board of Trustees Members Present: _____

Board of Trustees Members Absent: _____

School Personnel Present: _____

Others Present: _____

BOARD PRESIDENT:

**THE OPENING CEREMONY CONSISTING OF THE PLEDGE OF ALLEGIANCE
TO THE AMERICAN FLAG AND TO THE TEXAS FLAG WILL BE PROVIDED BY:**

(NAME, TITLE, POSITION, LVISD CAMPUS/DEPT.)



PLEDGE TO UNITED STATES FLAG. I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.



PLEDGE TO TEXAS FLAG: Honor the Texas Flag, I pledge allegiance to thee, Texas, one and indivisible.

APPROVE LISTING OF AGENDA ITEMS

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Monte Geren and Board President

Background Information:

Board Members are asked to review the listing of agenda items.

Fiscal Implication:

N/A

Administrative Recommendation:

N/A

Motion:

Second:

For:

Against

Abstain:

PUBLIC HEARING ON 2004-2005 ACADEMIC EXCELLENCE INDICATOR SYSTEM (AEIS) DISTRICT AND CAMPUS REPORTS

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Sharon M. Shields

Background Information:

The Texas Education Agency (TEA) annually disseminates an AEIS Report to all districts. The intent of the AEIS is to inform the public about the educational performance of the district and of each campus in the district in relation to the district, the state, and a comparable group of schools.

PUBLIC DISCUSSION OF THE ANNUAL PERFORMANCE REPORT [AEIS Report] The board of trustees shall hold a hearing for public discussion of the annual performance report (AEIS). The board of trustees shall notify property owners and parents in the district of the hearing. After the hearing, the report shall be widely disseminated within the district. [TEC Section 11.252 (e)]

PUBLIC DISCUSSION OF DISTRICT AND CAMPUS RATINGS. Each campus site-based decision making committee shall hold at least one public meeting annually after the receipt of the annual campus accountability rating (released with the complete data tables in August) for the purpose of discussing the performance of the campus and the campus performance objectives. [TEC Section 11.253 (g)] The confidentiality of the performance results should be evaluated before considering public release of the complete data table.

The AEIS hearing for public discussion must be held within 90 days after the report is received from TEA. The local board of trustees shall disseminate the report by posting it in public places, such as each school office, local businesses, and public libraries.

Each board of trustees shall publish an annual report describing the educational performance of the district and of each campus in the district and include the campus performance objectives and the progress of each campus toward those objectives. The annual report must also include the performance rating of each campus in the district. The report shall include a comparison provided by the Texas Education Agency of a variety of performance, student, staff, and financial information and must include the amount, if any, of the school district's unencumbered surplus fund balance as of the last day of the preceding fiscal year and the percentage of the preceding year's budget that the surplus represents. [TEC Section 39.053 (b)]

The Academic Excellence Indicator System (AEIS) pulls together a wide range of information on the performance of students in each school and district in Texas every year. This information is published in the annual AEIS reports, which was made available in the fall.

Section I. The AEIS report includes the following student performance indicators:

- Results of Texas Assessment of Knowledge and Skills (TAKS); by grade, by subject, and by all grades tested;
- Results of State-Developed Alternative Assessment II (SDAA II);
- Progress of Prior Year TAKS Failers;
- Results of Student Success Initiative;
- Results of Reading Proficiency Tests in English (RPTE);
- Attendance Rates;
- Annual Dropout Rates (grades 7-8 and grades 7-12);
- Completion Rates (4-year longitudinal);
- Completion of Advanced / Dual Enrollment Courses;
- Completion of the Recommended High School Program or Distinguished Achievement Program;
- Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations;

Glossary

for the
Academic Excellence Indicator System
2004-05 Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2005 state accountability system. Districts and campuses are evaluated on performance on the TAKS, SDAA II, completion rate and annual dropout rate. Possible ratings are:

- *Exemplary;*
- *Recognized;*
- *Academically Acceptable;*
- *Academically Unacceptable; and*
- *Not Rated: Data Integrity Issues.*

The above ratings apply to districts (including charter operators) and schools rated under the standard accountability procedures. In addition, schools with insufficient data to rate are given a rating of *Not Rated: Other*.

In 2005, alternative education accountability (AEA) ratings were 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 *2005 Accountability Manual* available at www.tea.state.tx.us/perfreport/account/2005/manual/.

Accountability Subset: This refers to the group of students whose performance on the TAKS and SDAA II is used in determining a school's and district's accountability rating. Specifically, the subsets have been calculated as follows:

Campus-level accountability subset: If a student was in one campus on October 29, 2004, but then moved to another campus before the last TAKS or SDAA II test, that student's performance was taken out of the accountability subset for both campuses, whether the campuses are in the same district or different districts. Campuses are 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 29, 2004, but then moved to another district before the last TAKS or SDAA II test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance was included in that district's results, even though it does not count for either campus. This means that district performance results do not match the sum of the campus performance results.

TAKS/SDAA II Participation, included in the AEIS report, shows what percent of a district's or school's test takers made up the *Accountability Subset*. For additional information on accountability subsets, see Chapter 2 of the *2005 Accountability Manual*. Also see *Mobile Subset, TAKS/SDAA II Participation, and Appendix E*.

Adopted Tax Rate (calendar year 2004) (District Profile only): This is the locally adopted tax rate set for the 2004 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 2005. 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 2005*)

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

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

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

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

number of students in grades 9-12 who received credit for at least
one advanced or dual enrollment course in 2003-04

number of students in grades 9-12 who received credit for at least one course in 2003-04

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 the *2005 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 (2002-03). See also *Appendix C: List of Advanced Courses*. (*Source: PEIMS, June 2004, June 2003*)

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

All Funds: Beginning with the 2004-05 AEIS reports, columns showing financial information broken down by fund type (general fund only and all funds) are now presented. *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, 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 schools only.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2003-04). See *Appendix B*. (*Source: PEIMS, March 2005*)

Annual Dropout Rate: Beginning with 2005, two annual dropout rate indicators are shown:

- (1) *Annual Dropout Rate (Gr 7-8)*. This includes only grades 7 and 8. This is the rate used in determining a campus or district accountability rating under standard procedures. It is calculated as follows:

number of students in grades 7 and 8 who dropped out at any time during the school year

number of students in grades 7 and 8 who were in attendance at any time during the school year

Annual dropout rates for grades 7 and 8 are shown for 2003-04 and 2002-03.

- (2) *Annual Dropout Rate (Gr 7-12)*. This includes grades 7 through 12. This is the rate used in determining a campus or charter operator accountability rating under alternative education accountability (AEA) procedures. It is calculated as follows:

$$\frac{\text{number of students in grades 7-12 who dropped out at any time during the school year}}{\text{number of students in grades 7-12 who were in attendance at any time during the school year}}$$

Annual dropout rates for grades 7 through 12 are shown for 2003-04 and 2002-03.

Note that a cumulative count of students is used in the denominator as well as the numerator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student who enrolled at the school throughout the school year. If the student dropped out, the student was counted as a dropout for the district last attended. Within a district, each dropout is assigned to a campus based on attendance or reported campus of accountability. Students who fail to enroll in school after release from correctional facilities or residential treatment centers are not counted as dropouts for the districts in which the facilities are located if the serving districts are not the students' home districts. Dropout rates for districts serving Texas Youth Commission facilities do not include dropouts from the facilities unless the dropouts have been attributed to the regular campuses through campus of accountability procedures. For a more complete description of dropout rates, see the *Secondary School Completion and Dropouts in Texas Public Schools* reports, available at www.tea.state.tx.us/research/. See also *Dropout and Leaver Record*. (Source: PEIMS, Oct. 2004, June 2004, Oct. 2003, and June 2003)

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 in a given school year. 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):

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP or IB examinees who scored at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP or IB examinees}}$$

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

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

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. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2005 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board*, April 2005, Nov. 2003; *The International Baccalaureate Organization*, Aug. 2004, Aug. 2003; and *PEIMS*, Oct. 2004, Oct. 2003)

ARD: This refers to the Admission, Review, and Dismissal committee that determines the individual education plan for every student in special education. See also *Special Education and TAKS/SDAA II Participation*.

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

$$\frac{\text{number of students coded as at-risk}}{\text{total number of students}}$$

Counts of at-risk students and their performance are shown on the 2004-05 AEIS reports for the first time. A column showing at-risk student performance has been added to 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.

(Source: PEIMS, Oct. 2004)

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 2003-04

total number of days students were in membership in 2003-04

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 *2005 Accountability Manual*.

Attendance rates are shown for 2003-04 and 2002-03. (Source: PEIMS, June 2004, June 2003)

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. 2004)

Average Actual Salaries (regular duties only): For each professional staff type, the total salary is divided by the total FTE count of staff who receive that salary. The total actual salary amount is pay for regular duties only and does not include supplemental payments for coaching, band and orchestra assignments, and club sponsorships. (Source: PEIMS, Oct. 2004)

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. 2004)

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. 2004)

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

Campus Group: Each campus is in 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 Comparable Improvement *Gold Performance Acknowledgment*.

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 2004-05;
- the percent of Hispanic students enrolled for 2004-05;
- the percent of White students enrolled for 2004-05;

- the percent of economically disadvantaged students enrolled for 2004-05;
- the percent of limited English proficient (LEP) students enrolled for 2004-05; and
- the percent of mobile students as determined from 2003-04 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. In the attached example (*Appendix D*), the target school (Sample H S) has 40.5% African American, 20.9% Hispanic, 32.5% White, 35.6% economically disadvantaged, 11.2% limited English proficient, and 21.7% mobile students. Of these features, the most predominant (*i.e.*, the largest) is the percent of African American students, followed by the percent of economically disadvantaged students, the percent of White students, the percent of mobile students, the percent of Hispanic students, and finally, the percent of limited English proficient students. The following steps illustrate the group identification process:

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

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

- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation.
- Districts are not grouped.

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

See *Comparable Improvement* and *Texas Growth Index*.

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

Class Size Averages by Grade and Subject: These values show the average class size for elementary classes (by grade) and for secondary classes (by subject) for selected subjects. Districts do not report actual class size averages. The class size averages are computed by the TEA based on the teacher role and class schedule information reported in the PEIMS 090 record by the district each fall. The following principles are used in deriving the average class sizes:

- 1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technology, and honors students are included in calculation;
- 2) subjects in the areas of English language arts, mathematics, science, social studies, foreign language, computer science, business education, vocational, and self-contained are included in the calculation;
- 3) classes where the number of students served is reported to be zero are not included in the calculation;
- 4) service codes with the "SR" prefix are not included in the calculation;
- 5) only teacher roles coded as "special duty teacher", "teacher", and "substitute teacher" are included in the calculation;
- 6) only class settings coded as "regular class" are included in the calculation;
- 7) missing partial FTE counts are not included in the calculation;
- 8) if a teacher teaches more than one class at the same time, the records are combined into a single class; and
- 9) elementary classes where the number of students exceeds 100 are excluded from the calculation.

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

For elementary classes, the number of records reported for each grade is considered. For example, a teacher teaching a variety of subjects to the same group of fourth graders all day should have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. Average class sizes are calculated by summing all the students served (in a given grade at the campus) and dividing by the sum of the teacher FTE counts for those records. So, for example, a full-time mathematics teacher with five sections of fourth graders, with 20 different students in each, would have an average of $100/5$ or 20 students.

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

College Readiness – Texas Success Initiative: See *Texas Success Initiative (TSI) – Higher Education Readiness Component*.

Commended Performance: See *TAKS Commended Performance*.

Community Services (2003-04) (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).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2003-04). See also *Appendix B. (Source: PEIMS, March 2005)*

Comparable Improvement: Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS mathematics and reading/English language arts tests has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

CI is calculated separately for reading/ELA and mathematics, based on individual student *Texas Growth Index* (TGI) values. The student-level TGI values are aggregated to the campus level to create an average TGI for each campus. The average TGI values for the 40 member group are rank ordered. Schools that fall into the first quartile (*i.e.* top 10 schools of the 40 in their campus group), receive *Gold Performance Acknowledgment* for CI.

For a complete explanation of *Gold Performance Acknowledgments*, refer to *Chapter 5* of the *2005 Accountability Manual*; for a detailed explanation of TGI, see *Appendix E* of the manual, available at www.tea.state.tx.us/perfreport/account/2005/manual/index.html. See also *Campus Group, Texas Growth Index*, and *Appendix D*.

Completion Rate: This indicator shows the status of a group (cohort) of students after four years in high school. The cohort consists of students who first attended ninth grade in 2000-01. They are followed through their expected graduation as the class of 2004. Any student who transferred into the 2000-01 cohort is added to it, and any student who transfers out of the 2000-01 cohort is subtracted from it.

- A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.
- A student who *transfers out of the cohort* is one who, for example, moves to another high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked and are taken out of the cohort.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2000-01 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2000-01, but takes 6 years to graduate (*i.e.*, in May 2006) is still part of the 2000-01 cohort; they are not switched to the 2002-03 cohort.
- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.
- Students who met their high school graduation requirements but failed all or part of the exit-level TAKS test are taken out of the completion rate calculation; they are not in the denominator or the numerator.

This indicator is computed and reported for districts as well as for high schools that have had continuous enrollment in grades 9-12 since at least the 2000-01 school year. Campuses that only serve some of these grades and campuses that have been in existence for fewer than five years have their district's rate substituted.

The four possible student outcomes are:

- (1) *Graduated.* Based on the 2000-01 cohort, this shows the percent who received their high school diploma on time or earlier — by the end of the 2003-04 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by the end of 2003-04}}{\text{number of students in the 2000-01 cohort}^*}$$

- (2) *Received GED*. Based on the 2000-01 cohort, this shows the percentage who received a General Educational Development certificate before March 1, 2005. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED}}{\text{number of students in the 2000-01 cohort}^*}$$

- (3) *Continued High School*. Based on the 2000-01 cohort, this shows the percentage still enrolled as students in the fall of the 2004-05 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2004-05 school year}}{\text{number of students in the 2000-01 cohort}^*}$$

- (4) *Dropped Out (4-yr)*. Based on the 2000-01 cohort, this shows the percentage who dropped out and did not return by the fall of the 2004-05 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2004-05 school year}}{\text{number of students in the 2000-01 cohort}^*}$$

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

For the 2004-05 AEIS reports, the Completion Rate is shown three different ways:

- (1) *Completion /Student Status Rate*. This shows all of the above measures separately. The prior rate (class of 2003) is also shown.
- (2) *Completion Rate II (w/GED)*. This indicator sums together the first three of the above outcomes: the percent of students in the 2000-01 cohort who received their high school diplomas by the end of the 2003-04 school year, those who received GEDs, and those who were still enrolled as high school students for the 2004-05 school year. The rate is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by the end of 2003-04, received GEDs or were enrolled for the 2004-05 school year}}{\text{number of students in the 2000-01 cohort}^*}$$

This rate was used for determining the 2005 accountability ratings, both standard and alternative education accountability. For comparison, the prior rate (class of 2003) is also shown.

- (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 2000-01 cohort who received their high school diplomas by the end of the 2003-04 school year and those who were still enrolled as high school students for the 2004-05 school year. The rate is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by the end of 2003-04 or were enrolled for the 2004-05 school year}}{\text{number of students in the 2000-01 cohort}^*}$$

* 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 leaver reason codes 03, 16, 19, 21, 22, 24, 30, 31, 60, 61, 63, 64, 66, 72, 78, 80, 81, 82, or 83.

Other important information:

- *Completion Rate I* will be used in determining the 2006 accountability ratings under standard procedures; it is provided in this year's report as a preview. *Completion Rate II* will continue to be used for alternative education accountability in the future.
- Completion rates for districts serving Texas Youth Commission facilities do not include students from the facilities unless the students have been attributed to the regular campuses through campus of accountability procedures.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2003-04*. (Source: PEIMS, Oct. 2004, June 2004, Oct. 2003, June 2003, Oct. 2002, June 2002, Oct. 2001, June 2001, Oct. 2000, June 2000, June 1999, June 1998, and General Educational Development Information File)

Criterion Score: This refers to the scores on SAT and ACT college admissions tests and the AP and IB tests. 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. These criterion scores were set by the State Board of Education. Each college and university establishes its own score criteria for admitting or granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results*.

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

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

During the data submission process each district has the ability to run PID Discrepancy Reports that show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the four-year dropout rate and the high school completion rate. The AEIS reports show the PID error rate in PEIMS Student Data, collected in Submission 1 (Oct. 2004).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2004)}}{\text{number of student records in PEIMS submission 1 (fall 2004)}}$$

- (2) *Percent of Underreported Students.* Underreported students are 7th – 12th graders who were enrolled at any time the prior year, whom the district has not accounted for in the current year. In other words, they were not reported as returning to school nor were they reported as a leaver. Leaver reasons include: having graduated or received a GED, having died, having dropped out or having transferred to another school. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of returning students + leavers (incl. overreported leavers) + underreported students}}$$

Note that in some cases districts *overreport* students as leavers. This means that a district might report a student as having left the district but there is no record of the student having been at the district in the prior year. These students are not taken out of the above formula.

Under the accountability rating system, there have been consequences for districts that exceeded certain thresholds for this measure. For 2005, 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 100, respectively. (Source: PEIMS, Oct. 2004, June 2004, Oct. 2003)

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

Dropout: A student is identified as a dropout if he or she is absent without an approved excuse or documented transfer and does not return to school by the fall of the following year, or if he or she completes the school year but fails to re-enroll the following school year.

Dropout counts are obtained from PEIMS records. Districts report the status of all students who were enrolled in grades 7 – 12 in the district during the prior school year in one of two ways: as being currently in school (Enrollment record) or as having left school (Leaver record). The Leaver record provides 30 possible reasons for leaving school. Generally, a school leaver can be put into one of four categories:

- (1) The student graduated or received a GED.
- (2) The student died.
- (3) The student left school with appropriate documentation of continuing education elsewhere.
- (4) The student left school for other reasons.

Many students coded with reasons under the fourth category are considered dropouts. However, before the annual dropout rate is finalized, a statewide reconciliation system is run in which information about reported leavers is merged with statewide enrollment and attendance records, graduation records, and GED records. Students who are found in these files, indicating that they should not be counted as dropouts, are excluded from the annual dropout rate for the school and district. Students not found in those files are considered *official* dropouts. See also *Annual Dropout Rate*. (Source: PEIMS, Oct. 2004, June 2004, Oct. 2003, June 2003, Oct. 2002, and June 2002; and *General Educational Development Information File*)

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. 2004, Oct. 2003; 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. 2004)

Enrollment: See *Total Students*.

Equity Transfers (2003-04) (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 (2003-04). See also *Appendix B*. (Source: PEIMS, March 2005)

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. 2004, Oct. 2003; 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 2003-04 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 (2004-05) 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. 2005)

General Fund: This is a governmental fund used for operations of on-going organizations and activities. Beginning with this year's AEIS reports, 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 (2003-04). See also *Appendix B*. (Source: PEIMS, March 2005)

Gold Performance Acknowledgment: A school or district may qualify for *Gold Performance Acknowledgment* for their students' performance on any of the following 13 indicators:

- Advanced Course/Dual Enrollment Completion
- AP/IB Examination Results
- Attendance Rate
- Commended Performance on TAKS: Reading/English Language Arts
- Commended Performance on TAKS: Mathematics
- Commended Performance on TAKS: Writing
- Commended Performance on TAKS: Science
- Commended Performance on TAKS: Social Studies
- Comparable Improvement: Reading/ English Language Arts (*campus only*)

- Comparable Improvement: Mathematics (*campus only*)
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- TAAS/TASP Equivalency

Schools and districts receive one of three possible categories for each indicator. *Acknowledged* signifies they met the *Gold Performance* standard for the indicator; *Does Not Qualify* signifies that they were evaluated but did not meet the standard for the indicator or that the school or district was *Academically Unacceptable*; *Not Applicable* signifies there were no data to be evaluated for the indicator, usually due to the grades served by the district or campus. Schools labeled as *Not Rated: Other*, or districts labeled *Not Rated: Data Integrity Issues* are not evaluated for *Gold Performance Acknowledgment* and are noted as *Not Applicable*.

Refer to the *2005 Accountability Manual* for detailed information on the standards for *Gold Performance Acknowledgment*. The manual is available on the Division of Performance Reporting's website at www.tea.state.tx.us/perfreport/account/2005/manual/index.html.

See also *Advanced Courses, AP/IB Results, Attendance Rate, Comparable Improvement, RHSP/DAP Graduates, SAT/ACT Results, TAAS/TASP Equivalency, and TAKS Commended Performance*.

Graduates (Class of 2004): In the profile section, this is the total number of graduates (including summer graduates) for the 2003-04 school year, as reported by districts in the fall of 2004. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2004 could be coded with one of the following 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 of the indicators on the performance section of the AEIS report:

- College Admissions 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 TAAS/TASP Equivalency denominator includes some special education graduates, but not all. It excludes those who graduate under an Individual Education Plan (IEP) and are therefore exempt from taking the exit-level TAAS, the performance measure used to create this indicator.
- The RHSP/DAP (Recommended High School Program/Distinguished Achievement Program) indicator includes all graduates, special education and non-special education.

See also *Completion Rate* and *RHSP/DAP Graduates*. (Source: PEIMS, Oct. 2004)

Instructional Expenditure Ratio (2003-04) (*District Profile only*): This measure, required by TEC 44.0071, indicates the percentage of the district's total actual expenditures for the 2003-04

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. (Source: PEIMS, March 2005)

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 2004-05 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. See Appendix A. (Source: PEIMS, Oct. 2004)

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

Leaver Record: In the fall of each year, districts report all 7th through 12th grade students who were enrolled or in attendance at any point during the prior year but who did not re-enroll the following fall. This group of "leavers" includes students such as those who graduated or received a GED, moved to another district, state, or country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

After the data submission process is complete, PEIMS and several other statewide databases are searched to determine if any of the leaver records can appropriately be excluded from consideration as dropouts for accountability ratings purposes. Students' leaver records are excluded from the district and campus list of dropouts if the students:

- have remained enrolled in a public school somewhere in the state, according to the school district attendance and enrollment information provided through PEIMS;
- have received a General Educational Development (GED) certificate and appear on the GED information file at the time the reconciliation procedures are executed;
- graduated from any other district;
- were found to have been ineligible for state Foundation School Program funding;
- were found to have been reported as dropouts from more than one district, and the data cannot confirm which district the students last attended; or
- were identified as a dropout in the past. A student is counted only once as an official dropout in the statewide accountability system, even if the student drops out repeatedly.

See also *Data Quality*. (Source: PEIMS, Oct. 2004, June 2004, Oct. 2003, June 2003, Oct. 2002, and June 2002; *General Educational Development Information File; Secondary School Completion and Dropouts in Texas Public Schools, 2003-04, Texas Education Agency*)

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

See also *Campus Group* and *TAKS/SDAA II Participation*. (Source: PEIMS, Oct. 2004)

Met Standard: This refers to the TAKS passing standard. For a detailed explanation, see *TAKS Panel Recommendation*.

Mobile Subset: See *Accountability Subset*. Note that this calculation is different from that used to determine *Mobility* (below). See also *TAKS/SDAA II Participation* and *Appendix E*.

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

$$\frac{\text{number of mobile students in 2003-04}}{\text{number of students who were in membership at any time during the 2003-04 school year}}$$

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 2004*)

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. 2004*)

Paired Schools: For accountability purposes, schools that reported enrollment but did not have grades in which the state-mandated test was given (*e.g.* K-2 schools) are paired with schools with which they have a “feeder” relationship to determine accountability ratings. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-5), the district would pair these two schools for accountability purposes. This means that the TAKS performance of Navarro Elementary is also used for rating Travis Primary and is reported on the AEIS report for Travis Primary.

Panel Recommendation: See *TAKS Panel Recommendation*.

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

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

Results for this indicator are shown on the state report at www.tea.state.tx.us/perfreport/aeis/2005/state.html. Scroll down to *Performance of Mobile Students* (past TAKS) and click on the link.

The indicator shows performance by subject summed across all grades tested. For purposes of comparison, *Performance of Mobile Students* is shown for 2005 and 2004. This indicator is not available at the region, district, or campus level. See also *Mobility*. (Source: *Division of Student Assessment*)

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. 2004*)

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 2005, the reported values for reading/ELA and mathematics are calculated as:

number of matched students who failed in 2004 but passed in 2005

number of matched students who failed in 2004

Note that these students would have passed the TAKS at the more difficult 2005 (panel recommendation for grades 4-10, and 1 SEM below PR for grade 11) standard.

- (2) *Average TGI Growth.* For students who failed the TAKS in the prior year, this measure shows their average growth (or change) between the prior year and current year.

For 2005, the reported values for reading/ELA and mathematics are calculated as:

sum of individual student TGI values

total number of students with TGI values

For 2005, students included in these measures are those who:

- took the spring 2005 TAKS reading/ELA and/or mathematics tests in grades 4-11 (progress is not calculated for third grade test takers since that is their first TAKS test);
- are part of the *Accountability Subset*;
- can be matched to the spring 2004 TAKS administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2004 TAKS administration of reading/ELA and/or mathematics (using the 2004 student-level passing standard).

Reports for both these measures *by grade* are available for each district and campus on the internet, within the AEIS report that appears on the Division of Performance Reporting's website. To view these reports, access the HTML version of a campus or district report from the AEIS site (www.tea.state.tx.us/perfreport/aeis/2005/). The link below *Progress of Prior Year TAAS Failers* will produce a separate report that provides the progress of prior year failers by grade. See also *Texas Growth Index* in this *Glossary*. For a more complete explanation of the *Texas Growth Index*, see *Appendix E* in the *2005 Accountability Manual*. (Source: TEA Division of Student Assessment)

Reading Proficiency Tests in English (RPTE): See *RPTE Change*.

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 fall of 2004-05 in the same grade as their grade in the last reported six-week period of the prior year (2003-04). 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

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

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades may be found in *Grade-Level Retention in Texas Public Schools, 2003-04*, available from TEA. (Source: PEIMS, Oct. 2004, June 2004)

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 10, 14, 15, 19, or 22; DAP graduates are students with type codes of 09, 16, 17, 20, or 23. 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 *2005 Accountability Manual*. See also *Graduates*. (Source: PEIMS, Oct. 2004, Oct. 2003)

RPTE Change (Reading Proficiency Tests in English): These tests are designed to measure annual growth in the English reading proficiency of second language learners, and are used along with English and Spanish TAKS to provide a comprehensive assessment system for limited English proficient (LEP) students.

The RPTE is constructed with items from different levels of proficiency: *Beginning*, *Intermediate*, and *Advanced*. Beginning in 2005, a new proficiency level, *Advanced High*, was added to the three levels used in 2004. LEP students in Grades 3-12 take the RPTE until they meet state program exit requirements and are classified as non-LEP.

If the students were at the *Beginning*, *Intermediate*, or *Advanced* level in 2004, the AEIS report shows what percent of them scored at each of the four levels in 2005. Students included in the measure are those who:

- took the spring 2004 RPTE anywhere in the state;
- scored at the *Beginning*, *Intermediate* or *Advanced* level on the spring 2004 RPTE;
- took the RPTE in spring 2005; and
- were part of the *Accountability Subset*.

Because the *Advanced High* proficiency level is new in 2005, only one year of RPTE change is shown. (Source: TEA Student Assessment Division)

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

Three values are calculated for this indicator:

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

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

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

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

number of examinees who scored at or above criterion

number of examinees

- (3) *Mean Score*. This shows the average (mean) score for the SAT total and the mean score for the ACT composite, calculated as follows:

total score (math plus verbal) 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

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their SAT/ACT performance and participation. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2005 Accountability Manual*. See also *Criterion Score*. (Source: *The College Board (SAT) April 2005; Nov. 2003; ACT, Inc. (ACT) Oct. 2004, Oct. 2003; and PEIMS, Oct. 2004, Oct. 2003*)

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 (in membership) at the school: *elementary*, *middle* (including junior high school), *secondary*, and both *elementary/secondary* (K-12). Generally speaking, elementaries are PK-5 or PK-6; middle schools are 6-8, and secondary schools are 9-12.

SDAA: See *State-Developed Alternative Assessment II*.

SEM: See *Standard Error of Measurement*.

Special Education: This refers to the population served by programs for students with disabilities. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of their parent(s) or guardian, teacher, administrator, and other concerned parties. A student in special education may take the TAKS or SDAA II tests. If they are exempted from all state administered tests, they must be assessed using a locally-determined alternate assessment (LDAA). Results from LDAA tests are not reported on the AEIS reports.

Other indicators that include the performance of students in special education are: advanced course/dual enrollment completion, attendance rate, annual dropout rates, completion rate, RHSP/DAP, RPTE, TAKS exit-level cumulative pass rate, TAAS/TASP equivalency, and the Texas Success Initiative. Information that would allow the separation of performance of special education students on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the profile section of the report, retention rates are shown separately for special education and non-special education students. See also *State-Developed Alternative Assessment II* and *TAKS/SDAA II Participation*. (Source: *PEIMS, Oct. 2004, Oct. 2003, and TEA Student Assessment Division*)

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. 2004)

Standard Error of Measurement (SEM): A way to understand the standard error of measurement as it relates to tests is the following:

If a single student were to take the same test repeatedly (with no new learning taking place between testings and no memory of questions), the standard deviation of his/her repeated test scores is denoted as the standard error of measurement.

The TAKS transition plan implemented by the State Board of Education uses the standard error of measurement to phase in the student passing standard over three years (2002-03 to 2004-05). For a complete explanation of the plan, see *TAKS Panel Recommendation*. (Source: Student Assessment Division)

Standardized Local Tax Base (comptroller valuation) (District Profile only): The Comptroller conducts a study each year that uniformly evaluates the property values within school district boundaries. Locally assessed values may vary from the Comptroller's study values. The values certified by the Comptroller's Property Tax Division (Comptroller Valuation) are standardized in that they are deemed to be comparable across the state. Note that the values shown are final for tax year 2004. 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 2004. 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 don't 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 2004.
 - *Business* –
 - + real property: commercial and industrial;
 - + real and tangible personal property: utilities; and
 - + personal property: commercial and industrial.
 - *Residential* – real property: single-family, residential; multifamily, residential; and inventory.
 - *Land* – real property: vacant lots and tracts; acreage at market value, and farm and ranch improvements; acreage at productivity value.
 - *Oil and Gas* – real property: oil, gas, and other minerals.
 - *Other* – tangible personal property: other; and intangible personal property.

(Source: Texas Comptroller of Public Accounts, July 2005)

State-Developed Alternative Assessment II (SDAA II): This test assesses special education students in Grades 3-10 who are receiving instruction in the Texas Essential Knowledge and

Skills (TEKS) but for whom TAKS is not an appropriate measure of their academic progress. New for 2005, the State-Developed Alternative Assessment II (SDAA II) assesses more of the Texas Essential Knowledge and Skills (TEKS) than the previous SDAA did; asks questions in more authentic ways; and includes grades 9 and 10 for the first time.

SDAA II tests are given in the areas of reading/ELA, writing, and mathematics. Students are assessed at their appropriate instructional levels, as determined by their Admission, Review, and Dismissal (ARD) committees. The SDAA II is administered on the same schedule as TAKS.

Two indicators are calculated for SDAA II:

- (1) *SDAA II Examinations Met ARD Expectations*: This is a single measure showing the percent of SDAA II tests that met ARD expectations, summed across grades (3rd, 4th, 5th, 6th, 7th, 8th, 9th, or 10th) and subjects (reading/ELA, writing and/or mathematics):

$$\frac{\text{number of SDAA II tests meeting ARD expectations}}{\text{number of SDAA II tests taken}}$$

This indicator is used in determining state accountability ratings for campuses and districts.

- (2) *SDAA II Examinees Met ARD Expectations*: This shows the percent of SDAA II examinees who met ARD expectations on each subject area test, summed across the grades tested:

$$\frac{\text{number of SDAA II examinees meeting ARD expectations, by subject}}{\text{number of SDAA II examinees tested, by subject}}$$

Other important information:

- *All Tests Taken*. The second indicator — (2) above — also shows the percent meeting expectations on *all tests taken*. That is, if a grade 4 student meets expectations on his mathematics and reading tests but fails to meet expectations on the writing test, then he has *not* met expectations on all tests taken.
- *Baseline*. SDAA II does not require student performance to be ‘baselined’ in a prior year. For those students with no prior testing information, their Admission, Review and Dismissal (ARD) committee will set an improvement expectation within the school year. This means that the performance of third graders and other students taking the SDAA II for the first time are included in the results shown.
- *Accountability Subset*. Only those students who were part of the *Accountability Subset* are included. For more information on SDAA II and accountability, refer to the *2005 Accountability Manual*.

See also *Accountability Subset*, and *TAKS/SDAA II Participation*. (Source: *Student Assessment Division*)

Student Enrollment by Program: Students are identified as served in programs and/or courses for Special Education, Career and Technology Education, Bilingual/ESL Education, or Gifted and Talented Education. The percentages do not sum to 100, as a student may be enrolled in more than one of these programs. (Source: *PEIMS, Oct. 2004*)

Student Success Initiative (SSI): In 1999, as part of the mandate for the new TAKS tests, the Texas Legislature included new grade advancement testing requirements. For tests administered in the spring of 2005, students in 3rd grade needed to pass the reading portion of the TAKS in order to be promoted to the 4th grade, and students in 5th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 6th grade. Students were given three opportunities to pass each required test. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC), given the committee members unanimously decided that the student was

likely to perform on grade level after receiving accelerated instruction. The AEIS report shows four measures for this indicator:

- (1) *Students Requiring Accelerated Instruction*. For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the test during the first administration must be provided accelerated instruction in preparation for the second administration:

$$\frac{\text{number of eligible students who did not meet the standard}}{\text{number of eligible students}}$$

The number of eligible students is calculated from the test answer documents and includes all students who were tested, students who should have been tested but were absent, and students who were not tested for other reasons. (The count of *eligible students* does not include students who have a special education or LEP exemption.) Students who were absent during the first administration or were not tested for other reasons are included in the counts of students requiring accelerated instruction.

- (2) *TAKS Cumulative Met Standard*: For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$

The values shown for this measure are the ones used in determining state accountability ratings. In most cases, this value will not match the TAKS performance shown by grade in the first few pages of this AEIS report. The “by grade” results are based on the first administration of each test only.

- (3) *TAKS Failers Promoted by Grade Placement Committee*: This shows the percent of grade 3 students who failed all attempts to pass the reading test but were promoted to the next grade by their grade placement committee:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who failed all administrations of the grade 3 reading TAKS}}$$

Because 2005 is the first year grade 5 students are subject to SSI requirements, this indicator is only available for grade 3.

- (4) *TAKS Met Standard (Failed in Previous Year)*: This presents two calculations for students who failed all administrations of the grade 3 reading test in 2004.

For those who were promoted to fourth grade, the first measure shows the percentage that passed the grade 4 reading test in 2005.

$$\frac{\text{number of students promoted by their GPC who passed grade 4 reading in 2005}}{\text{number of students who were promoted by their GPC and took the grade 4 reading}}$$

For those who were retained in third grade, the second measure shows the percentage that passed the grade 3 reading test in 2005.

$$\frac{\text{number of students retained who passed grade 3 reading in 2005}}{\text{number of students retained and took grade 3 reading}}$$

Because 2005 is the first year grade 5 students are subject to SSI requirements, this indicator is only available for grade 3.

The values include results from both the English and Spanish versions of the TAKS. Note also that the student's standard for passing the TAKS increased in difficulty from 1 SEM below Panel Recommendation (in 2004) to Panel Recommendation (in 2005).

Students in grade 8 will have to pass the reading and mathematics tests beginning in 2007-08. For more information on the Student Success Initiative, go to the website for TEA's Student Assessment Division at www.tea.state.tx.us/student.assessment/.

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. (*Source: PEIMS, Oct. 2004*)

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 2003-04 school year) in the AEIS reports. Disciplinary placement counts are obtained from PEIMS records. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

The following 19 reason codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (*Source: PEIMS, June 2004*)

TAAS (Texas Assessment of Academic Skills): The TAAS was the state-mandated assessment of student performance given to Texas public school students from 1990 through 2002. In 2003 the TAKS (Texas Assessment of Knowledge and Skills) was administered for the first time.

TAAS/TASP Equivalency: This indicator shows the percent of graduates from the class of 2004 who did well enough on the exit-level TAAS to have a 75% likelihood of passing the Texas Academic Skills Program (TASP) test, now called the Texas Higher Education Assessment (THEA). To be counted for this indicator a student must have achieved a Texas Learning Index (TLI) value of X-81 or higher on the TAAS reading test, a TLI of X-77 or higher on the TAAS mathematics test, and a scale score of 1540 or higher on the TAAS writing test.

Test takers included in the *TAAS/TASP Equivalency*:

- All 10th graders who took the exit-level TAAS test for the first time in spring 2002.
- All 11th graders who took the exit-level TAAS test for the first time in October 2002 or spring 2003.
- All 12th graders who took the exit-level TAAS test for the first time in October 2003 or spring 2004.

Test takers NOT included in the *TAAS/TASP Equivalency*:

- Students who were special education (ARD) exempt during all testing periods.
- Students who took the exit-level TAAS but did not get a Texas high school diploma
 - because they dropped out,
 - because they moved out of state, or
 - because they died.

Results of the *TAAS/TASP Equivalency* are also shown for the class of 2003. Note that the *Accountability Subset* does not apply to this indicator.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their TAAS/TASP equivalency. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2005 Accountability Manual*.

This year is the last time this indicator will be reported, as the class of 2004 was the last class in which students were required to pass the exit-level TAAS in order to graduate.

See also *TASP* and *Graduates*. (Source: TEA Student Assessment Division; PEIMS, Oct. 2004, and Oct. 2003)

TAKS (Texas Assessment of Knowledge and Skills): The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. The TAKS is designed to measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. It was first administered in the spring of 2003.

Students are tested during the spring semester of each school year in various subjects. The grades and subjects shown on the AEIS reports (for the *first* administration of the test only) are:

- Grade 3 – reading and mathematics (English and Spanish versions)
(Results for grade 3 reading on subsequent test administrations can be found under *Student Success Initiative*.)
- Grade 4 – reading, mathematics, and writing (English and Spanish versions)
- Grade 5 – reading, mathematics, and science (English and Spanish versions)
(Results for grade 5 reading and mathematics on subsequent test administrations can be found under *Student Success Initiative*.)
- Grade 6 – reading and mathematics (English and Spanish versions)
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading, mathematics, 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. This test is known as the exit-level test; students are required to pass it in order to qualify for graduation from high school. Note that in the spring of 2005, students in grade 11 were required to achieve a score at 1 SEM below Panel Recommendation in order to pass.

Every TAKS test is directly linked to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. Essential knowledge and skills taught at each grade build upon the material learned in previous grades. For more information on TEKS, see the *Texas Essential Knowledge and Skills* website at www.tea.state.tx.us/teks/.

For 2004-05, the AEIS report shows percent passing TAKS in several ways. Below are key definitions:

- *TAKS Met 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. This measure is based on TAKS results of the first administration. 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 report also shows performance by subject summed across all grades tested, which could be any combination of grades 3 through 11, depending on the school or district grade span.

- *TAKS Met Standard (Sum of All Grades Tested) (Accountability Indicator)*: This is the percent used for determining the accountability rating, using the applicable passing standards for 2004-05. Note the following:
 - The passing rate on each test is calculated at Panel Recommendation for grades 3-10.
 - The passing rate on each test is calculated at 1 SEM below Panel Recommendation for grade 11.
 - The measure includes the cumulative passing rate from the first and second administrations for grade 3 reading and grade 5 reading and mathematics.
- *TAKS Met Standard (Sum of All Grades Tested) (Panel Recommendation)*. The passing rate on each test is calculated at Panel Recommendation for grades 3-11. Note that the student passing standard in spring 2006 will be Panel Recommendation for all grades, including grade 11.
- *TAKS Met Standard (Sum of All Grades Tested) (Commended Performance)*. The passing rate on each test is calculated at the Commended Performance level.
- “Sum of all grades tested” refers to the grades tested at the particular school. For example, the percent passing for reading in an elementary school with a grade span of K-5 is calculated as follows:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

See the definition for *TAKS Panel Recommendation* for additional information. For a complete list of standards for each grade and subject see *Appendix F*.

Other important information:

- *Rounding of Met Standard Percent*. TAKS performance on the AEIS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Masking for Very High and Very Low Performance*. Since 2004, more stringent masking rules have applied to results for the TAKS and SDAA II tests. In cases where performance is at or near 100% the value is shown as “>99%.” In cases where performance is at or near 0%, the value is shown as “<1%.” It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act (FERPA)*.
- *TAKS Met Standard for 2004*. Note that for purposes of comparison, all prior year (2004) performance on TAKS has been recomputed to Panel Recommendation for grades 3-10 and 1 SEM below Panel Recommendation for grade 11.
- *Accountability Subset*. Only test takers who were enrolled on the last Friday in the previous October are included. This is referred to as the “October subset” or the *Accountability Subset*. For the district, a student who moved into the district after October 29, 2004 would not have their performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 29, 2004 would not have their performance included at that school, though it would be included at the district level. See *Accountability Subset* for more information.
- *All Tests Taken*. Although “All Tests Taken” is not a measure evaluated for accountability ratings purposes, it is shown on the AEIS report, both “by grade” and “summed across grades.” This value shows the percent of students who passed every test they took. For example, a group of 100 students tested in reading and mathematics at the 3rd grade might have the following results: 90 students passed reading and 80 students passed mathematics. However, only 75 of those students passed BOTH reading and mathematics. For this reason,

while the percent passing reading would be 90%, and the percent passing mathematics would be 80%, the percent passing All Tests Taken would be only 75%, not an average of 80% and 90%. All Tests Taken is always equal to or less than the percent of students who passed any of the individual subject areas. The more tests taken and considered for this measure, the more likely the All Tests Taken value will be lower than any of the individual subject areas.

See also *TAKS/SDAA II Participation*. (Source: TEA Student Assessment Division)

TAKS Commended Performance: This refers to the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that was considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested. Unlike the *Met Standard* level, there is no phase-in period for this standard. For all subjects and grades, a scale score of 2400 or above is commended.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their TAKS Commended Performance on reading/ELA, writing, mathematics, social studies, and science. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2005 Accountability Manual*. For more information see *TAKS* and *TAKS Panel Recommendation*. Also see *Appendix F* for a complete list of standards for each grade and subject.

TAKS Exit-level Cumulative Pass Rate (*District Performance only*): Reported for the first time this year, the TAKS cumulative pass rate shows the percent of students who first took the TAKS exit-level test in spring 2004, and eventually passed all TAKS tests taken (in the same district) by spring 2005. (Students who failed the first time had four additional opportunities to retake and 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. Students in the class of 2005 were the first required to pass the exit-level TAKS to be eligible to receive a high school diploma.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2005:

- Any student who took the test for the first time in spring 2004.
- All special education students who took the test.
- All above students, whether or not they were in the *Accountability Subset*.

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

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested. These students are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who moved out of state, left the country, or died before passing all tests taken. These students are in the denominator but not the numerator. They cannot be removed because they are not specifically identified in the data.
- Students who dropped out of school before passing all tests taken are in the denominator but not the numerator.
- Students who moved into the state after the spring of 2004 are not included, even if they took the TAKS and graduated with the class of 2005.

(Source: TEA Student Assessment Division)

TAKS Met Standard: This refers to the TAKS passing standard. For a detailed explanation, see *TAKS Panel Recommendation* below.

TAKS Panel Recommendation: This refers to the final phased-in passing standard set by the SBOE for the TAKS. In November 2002, the State Board of Education adopted two performance standards for the TAKS: *Met Standard* (i.e. passing) and *Commended*

Performance (i.e. high performance). The Board adopted these standards based on recommendations from approximately 350 educators and citizens who served on TAKS standard-setting panels. Because the new TAKS is more challenging than its predecessor, the Texas Assessment of Academic Skills (TAAS), the Board agreed to a transition plan to phase in *Met Standard* over several years. (*Commended Performance* has no phase-in period.)

The transition plan used the standard error of measurement (SEM) to phase in the panel's recommended passing standards over three years. For 2003, the standard was set at 2 SEM below Panel Recommendation. For 2004, for grades 3 through 10*, the passing standard was set at 1 SEM below Panel Recommendation. For 2005 for grades 3 through 10*, the passing standard was set at Panel Recommendation. In general, this phase-in means that for 2004, students needed to correctly answer one to three fewer questions than for 2005.

* There is a one-year delayed phase-in for the grade 11, exit-level TAKS. This is because the grade 10 tests have been built to be predictors of performance on the grade 11 tests. Therefore, the standards in place when students take the grade 10 TAKS must be extended to grade 11 so that for both years those students are required to meet the same passing standard. TAKS *Met Standard* for the exit-level exam in 2005 will be 1 SEM below Panel Recommendation; in 2006 the standard will be at the Panel Recommendation.

Note that for purposes of comparison, prior year (2004) performance on TAKS has been recomputed to Panel Recommendation for grades 3-10 and 1 SEM below Panel Recommendation for grade 11.

For a complete list of standards for each grade and subject see *Appendix F*. See also *TAKS*.

TAKS/SDAA II Participation: Every student enrolled in a Texas public school in grades 3-11 must be given the opportunity to take the TAKS (Texas Assessment of Knowledge and Skills) or the SDAA II (State-Developed Alternative Assessment II). Although it is the intention to test every student in these grades, there are circumstances under which some students are not tested with either of these assessments. Additionally, the performance of some tested students is not reported on the AEIS reports. The reasons for exclusion are as follows:

- Students may take the test but be excluded from the results reported because they were not enrolled in that district by the last Friday in the previous October (*Mobile Subset*).
- Students may be absent during every test administration.
- Students may receive an ARD (Admission, Review, and Dismissal) exemption for every test. (These students must take a locally-determined alternate assessment.)
- Students may receive a LEP (Limited English Proficient) exemption for every test and take only RPTE and local tests.
- Tests may not be scored due to illness during testing or other test administration irregularities.

The percentages of students participating and not participating in testing are based as much as possible on the total *number of students enrolled* at the time of testing. Districts are required to submit a TAKS or SDAA II answer document for every student enrolled in grades 3 through 11. Students who take subject tests from different assessments (for example, TAKS mathematics and SDAA II reading) will have multiple answer documents. The methodology used to create *TAKS/SDAA II 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/SDAA II Participation*. (Source: *Division of Student Assessment*)

TAKS Passing Standard: See *TAKS Panel Recommendation*.

TAKS Progress Measure (*AEA Campus and AEA Charter Operator Performance only*): This measure is used in determining accountability ratings under alternative education accountability

(AEA) procedures. The TAKS progress measure is based on *tests* taken. It sums performance results across grades 3 through 11 and across all subjects to provide a single measure. It is calculated as follows:

$$\frac{\text{number of TAKS tests that meet the standard or have a TGI} \geq 0 \text{ and} \\ \text{number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken and} \\ \text{number of TAKS exit-level retests that meet the standard}}$$

This measure is only shown on the AEIS reports for AEA campuses and AEA charter operators.

- *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; and 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 11* in the *2005 Accountability Manual*.

TASP: The Texas Academic Skills Program, now called the Texas Higher Education Assessment (THEA), measures reading, writing, and mathematics proficiency. Until 2003, it was required of all persons entering Texas public institutions of higher education for the first time. The TASP was administered by the Texas Higher Education Coordinating Board. See also *TAAS/TASP Equivalency*.

Teachers by Ethnicity and Gender: These are counts of teacher FTEs by the major ethnic groups and by gender. Counts are also expressed as a percent of the total teacher FTEs. (*Source: PEIMS, Oct. 2004*)

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. 2004*)

Teachers by Program (*population served*): Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technology education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (*Source: PEIMS, Oct. 2004*)

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. 2004*)

Texas Growth Index (TGI): The Texas Growth Index (TGI) is an estimate of a student's academic growth on the TAKS tests, over two consecutive years (in consecutive grades). For the state accountability system, it is used to calculate Comparable Improvement in reading/ELA and mathematics for *Gold Performance Acknowledgments*, and to calculate the TAKS Progress Indicator under the alternative education accountability procedures. Average TGI is also one of the measures reported for prior year TAKS failers.

A TGI of zero means that the year-to-year change in average scale score is equal to the average predicted changes as calculated in the 2003 to 2004 base comparison years. A positive TGI

means the group demonstrated growth that is larger than the expected growth for that group. A negative TGI indicates the group grew less than expected.

For a detailed explanation of how TGI is determined and used, refer to *Appendix E* of the *2005 Accountability Manual* at www.tea.state.tx.us/perfreport/account/2005/manual/index.html.

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It began in 2003, after the 77th Legislature replaced the Texas Academic Skills Program (TASP) with the TSI.

The TSI 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. A difference between the previous use of the TASP and the TSI's use of THEA is that with the TSI each institution determines what to do with students who don't pass one or more parts of the test. That is, institutions have the flexibility to determine the best path for individual students to take to become college ready and to demonstrate that they are indeed ready for college-level courses. Also, colleges and universities have the choice of using a number of examinations to determine if a student is college ready.

Students may be exempted from taking a test for the Texas Success Initiative if they have a high enough score on their exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and English language arts with a written composition score of '3' or higher on the writing component. This indicator shows the percent of students who achieved this level or proficiency by subject (English language arts and mathematics) for 2005 and 2004. Beginning in 2006, results on the *TSI – Higher Education Readiness Component* will be evaluated for GPA in the state accountability system. This indicator will replace the *TAAS/TASP Equivalency* acknowledgment.

Total Expenditures by Object (2003-04) (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 2003-04 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 (2003-04). See also *Appendix B*. (Source: *PEIMS, March 2005*)

Total Operating Expenditures by Function (2003-04): 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 2003-04 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.

Some charter schools used function "00" to report expenditure data. This amount will be included in their total operating expenditures. For these charter schools, the sum of the individual functions (listed below) will not sum to the total amount since function "00" is not a line item amount.

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 (2003-04). See also *Appendix B. (Source: PEIMS, March 2005)*

Total Operating Expenditures by Program (2003-04): 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 2003-04

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, but rather a per-student average of the total.

Program codes appear in parentheses.

- *Regular* – costs to provide the basic services for education/instruction to students not in special education (11).
- *Gifted & Talented Education* – the cost to assess students for program placement and provide instructional services beyond the basic educational program, designed to meet the needs of students in gifted and talented programs (21).
- *Career & Technology Education* – the cost to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or homemaking. This may include apprenticeship and job training activities (22).
- *Special Education* – services to students with disabilities. The costs incurred to evaluate, place and provide educational and/or other services to students who have Individual Educational Plans (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students' abilities and/or learning needs (23).
- *Accelerated Education* – the cost to use instructional strategies in accordance with campus/district improvement plans to provide services in addition to those allocated for basic services for instruction, thereby increasing the amount and quality of instructional time for students at risk of dropping out of school and the costs incurred to provide services in support of Title I, Part A schoolwide campuses with at least 40% educationally disadvantaged students. (24, 30).
- *Bilingual/ESL Education* – cost to evaluate, place and provide educational and/or other services that are intended to make the students proficient in the English language, primary language literacy, composition and academic language related to required courses (25).
- *Other* – costs incurred to provide services to students who are separated from the regular classroom to a nondisciplinary or disciplinary alternative education program (26-29).
- *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 (2003-04). See also *Appendix B*. (Source: PEIMS, March 2005)

Total Revenues by Source (2003-04) (*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 2003-04 school year. Per-student revenues are shown for total revenues by source for various groupings of revenue categories. Note that the number shown is not the amount actually received for each and every student, but rather a per-student average of the total.

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

- *Local Tax* – district income from local real and personal property taxes (objects 5710-5719, less functions 91 & 96 expenditures);

- *Other Local and Intermediate* – revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, revenues from intermediate sources (county), and all other local sources (objects 5720-5769);
- *State* – per capita and foundation program entitlements, revenue from other state-funded programs, and revenue from other state agencies. State revenue also includes Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district (object 5800 series); and
- *Federal* – revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as career and technology education, programs for educationally disadvantaged children (*Education Consolidation and Improvement Act, and Elementary and Secondary Education Act*), food service programs, and other federal programs (object 5900 series).

Note this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2003-04). See also *Appendix B. (Source: PEIMS, March 2005)*

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. 2004*)

Total Students: This is the total number of public school students who were reported in membership on October 29, 2004 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. 2004*)

Turnover Rate for Teachers (*District Profile only*): This percent shows the total FTE count of teachers from the fall of 2003-04 who were subsequently not employed in the district in the fall of 2004-05, divided by the total teacher FTE count for the fall of 2003-04. Social security numbers for teachers employed in the district in the fall of 2003-04 were checked to verify their employment status in the same district in the fall of 2004-05. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (*Source: PEIMS, Oct. 2004, Oct. 2003*)

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 accountability ratings is available in the *2005 Accountability Manual*. If, after reading these documents, you have questions about the calculation of AEIS indicators or accountability ratings, contact the **Division of Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below. All telephone numbers are in the (512) area code.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting.....	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting.....	463-9704
Advanced Courses	Curriculum.....	463-9581
Advanced Placement (AP) Programs	Curriculum.....	463-9581
ARD Exemptions		
SDAA	Student Assessment.....	463-9536
Other Issues	Special Education.....	463-9414
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		
On the internet http://www.tea.state.tx.us/perfreport	
On CD	Publications Distribution.....	463-9744
DAEP (Disciplinary Alternative Education Program)		
	Chapter 37 – Safe Schools.....	463-9982
Distinguished Achievement Program	Curriculum.....	463-9581
Gold Performance Acknowledgment	Performance Reporting.....	463-9704
General Inquiry	Interventions and Special Investigations.....	463-9290
JJAEP (Juvenile Justice Alternative Education Program)		
	Chapter 37 – Safe Schools.....	463-9982
Leavers	Accountability Research	475-3523
No Child Left Behind Act	NCLB Program Coordination	463-9374
PEIMS	PEIMS HelpLine	475-3523
Public Hearings	Interventions and Special Investigations.....	463-9290
Recommended High School Program	Curriculum.....	463-9581
Retention Policy	Curriculum.....	463-9581
School Finance	School Financial Audits Division	463-9095
School Report Card	Performance Reporting.....	463-9704
SDAA	Student Assessment.....	463-9536
Special Education	Special Education.....	463-9414
Statutory (Legal) Issues	Legal Services.....	463-9720
TAKS	Student Assessment.....	463-9536
TAKS Testing Contractor	Pearson Educational Measurement.....	(800) 252-9186
Texas Success Initiative (TSI)	THECB.....	427-6100

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

Explanation of Performance Section for 2004-05

Definitions and descriptions of items found in the Performance Section and Profile Section are available in the text portion of the *AEIS Glossary* (preceding pages).

The Academic Excellence Indicator System (AEIS) reports performance on a variety of indicators for Texas public schools. Only district reports show all indicators. Your school's report shows results for the indicators that apply, depending on the school's grade span.

The indicators for a typical high school are: TAKS (Texas Assessment of Knowledge and Skills); SDAA II (State-Developed Alternative Assessment); RPTE (Reading Proficiency Tests in English); Attendance Rate; Completion Rate I & II; Status Rate; Completion Rate I & II; Annual Dropout Rate; Advanced Courses; Recommended High School Program; AP/IB Results; TAAS/TASP Equivalency; Texas Success Initiative – Higher Education Readiness Component; and SAT/ACT Results.

Both current and prior year data are shown for the indicators where available.

Indicator	T E X A S E D U C A T I O N A G E N C Y Academic Excellence Indicator System 2004-05 Campus Performance										Section I - Page 1 Total Students: 2,555 Grade Span: 09 - 12 School Type: Secondary		
	District	State	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disadv	LEP
District Name: SAMPLE ISD Campus Name: SAMPLE HIGH SCHOOL Campus #: 555555444													
Indicators:													
TAKS Met, 2005 Standard Grade II (Apr/II Administration)	90%	88%	86%	88%	83%	97%	*	> 99%	91%	75%	82%	47%	
Eng Lang Arts 2005	84%	86%	85%	81%	81%	90%	*	85%	91%	63%	84%	62%	
Mathematics 2005	78%	81%	78%	83%	76%	93%	*	> 99%	83%	38%	50%		
Science 2005	70%	77%	73%	67%	73%	96%	*	> 99%	79%	60%	65%		
Soc Studies 2005	93%	95%	93%	93%	88%	98%	*	> 99%	92%	92%	92%		
All Tests 2005	71%	69%	64%	59%	60%	88%	*	> 99%	71%	74%	74%		
All Tests 2004	58%	64%	59%	38%	48%	82%	*	79%	56%	40%			
TAKS Met, Standard (Sum of All Grades Tested) (Standard Accountability Indicator)													
Reading/ELA 2005	78%	83%	78%	71%	76%	90%	*	95%	82%	51%	66%		
Reading/ELA 2004	74%	80%	76%	63%	70%	86%	*	87%	79%	43%	57%		
Mathematics 2005	61%	72%	66%	48%	57%	82%	*	90%	61%	44%	52%		
Mathematics 2004	67%	67%	64%	38%	48%	77%	*	90%	55%	18%	44%		
Science 2005	66%	66%	62%	47%	58%	85%	*	91%	61%	43%	53%		
Science 2004	60%	60%	57%	37%	46%	81%	*	96%	26%	23%	43%		
Soc Studies 2005	88%	88%	88%	83%	83%	96%	*	> 99%	88%	76%	82%		
Soc Studies 2004	85%	80%	84%	76%	80%	93%	*	96%	87%	69%	76%		
All Tests 2005	62%	62%	51%	34%	43%	75%	*	83%	51%	27%	39%		
All Tests 2004	58%	58%	44%	29%	36%	68%	*	73%	45%	14%			
SDAA II Examinations (Sum of Grades 3-10) Met ARD Expectations (Standard Accountability & AEA Indicator)	98%	79%	72%	98%	96%	> 99%	*	*	98%	98%			
SDAA II Examinations (Sum of Grades 3-10) Met ARD Expectations													
Reading/ELA 2005	98%	82%	81%	98%	96%	> 99%	*	*	> 99%	98%			
Mathematics 2005	97%	80%	72%	98%	96%	> 99%	*	*	96%	98%			
Writing 2005	67%	65%	67%	34%	37%	67%	*	*	96%	97%			
All Tests 2005	68%	68%	48%	97%	94%	> 99%	*	*	97%	97%			
RPTE Change - Sum of 3-12													
Scored 'Beginning' in 2004	58.9%	58.9%	47.5%	-	41.7%	-	-	*	28.6%	50.0%	0.0%	0.0%	
Beginning 2005	38.2%	38.2%	28.5%	-	50.0%	-	-	*	57.1%	33.3%	0.0%	0.0%	
Intermediate 2005	32.7%	32.7%	28.5%	-	8.3%	-	-	*	14.3%	16.7%	0.0%	0.0%	
Advanced 2005	14.6%	14.6%	13.5%	-	0.0%	-	-	*	0.0%	0.0%	0.0%	0.0%	
Advanced High 2005	4.5%	4.5%	0.0%	-	0.0%	-	-	*	0.0%	0.0%	0.0%	0.0%	
Scored 'Intermediate' in 2004	4.0%	4.0%	0.0%	-	0.0%	-	-	-	*	0.0%	0.0%	0.0%	
Beginning 2005	8.9%	8.9%	33.3%	-	25.0%	-	-	-	*	0.0%	25.0%	25.0%	
Intermediate 2005	30.0%	30.0%	55.6%	-	75.0%	-	-	-	*	0.0%	75.0%	75.0%	
Advanced 2005	41.9%	41.9%	38.2%	-	0.0%	-	-	-	*	0.0%	0.0%	0.0%	
Advanced High 2005	19.2%	19.2%	30.1%	-	0.0%	-	-	-	*	0.0%	0.0%	0.0%	
Scored 'Advanced' in 2004	1.1%	1.1%	0.0%	-	0.0%	-	-	-	0.0%	0.0%	0.0%	0.0%	
Beginning 2005	1.5%	1.5%	0.0%	-	0.0%	-	-	-	4.8%	18.2%	0.0%	0.0%	
Intermediate 2005	8.8%	8.8%	5.5%	-	9.4%	-	-	-	52.4%	72.7%	0.0%	0.0%	
Advanced 2005	46.8%	46.8%	61.7%	-	59.4%	-	-	-	42.9%	9.1%	0.0%	0.0%	
Advanced High 2005	42.9%	42.9%	31.2%	-	31.3%	-	-	-	93.3%	93.5%	0.0%	0.0%	
Attendance Rate													
2003-04	95.7%	95.7%	94.9%	93.4%	92.6%	94.3%	*	97.2%	93.3%	93.5%	93.0%	93.0%	
2002-03	95.6%	95.6%	94.7%	92.9%	92.5%	94.2%	*	96.6%	92.8%	93.0%	93.0%	93.0%	
Annual Dropout Rate (Gr 7-12) (AEA Indicator)													
2003-04	0.9%	0.9%	1.2%	1.6%	2.4%	1.4%	0.0%	0.0%	2.0%	1.2%	1.4%	1.4%	
2002-03	0.9%	0.9%	1.2%	1.7%	1.8%	1.0%	25.0%	2.9%	1.7%	1.8%	1.7%	1.7%	
Advanced Courses/Dual Enrollment Completion													
2003-04	19.9%	19.9%	15.5%	15.8%	12.0%	26.4%	*	41.7%	13.5%	17.9%	7.9%	8.8%	
2002-03	19.7%	19.7%	14.4%	14.6%	10.5%	23.7%	*	38.1%	12.9%	16.2%	7.4%	7.8%	

For TAKS/SDAA II indicators, an asterisk (*) indicates that fewer than 5 students were in this classification, including zero students.

For all other indicators, an asterisk (*) indicates that fewer than 5 students were in this classification, excluding zero students.

For non-TAKS/SDAA II indicators, a dash (-) indicates that no students were in that classification.

Indicators Continued

Explanation of Performance Section for 2004-05 (continued)

Completion/Student Status Rate (Gr 9-12)	84.6%	79.9%	88.4%	79.9%	86.6%	70.7%	80.2%	100.0%	77.1%	82.7%	77.5%	75.3%	27.8%
Class of 2004	84.6%	79.9%	88.4%	79.9%	86.6%	70.7%	80.2%	100.0%	77.1%	82.7%	77.5%	75.3%	27.8%
Graduated	4.2%	4.9%	4.0%	4.9%	0.5%	3.8%	3.9%	0.0%	5.2%	4.6%	1.3%	0.5%	0.9%
Received GED	4.3%	9.4%	4.0%	4.9%	7.7%	13.8%	6.3%	0.0%	11.0%	7.2%	16.3%	12.4%	44.4%
Continued HS	3.9%	5.8%	2.5%	5.8%	5.2%	9.8%	3.6%	0.0%	6.1%	5.5%	5.0%	7.9%	27.8%
Dropped Out (4-yr)													
Class of 2003	84.3%	77.9%	88.3%	78.0%	81.9%	70.6%	81.8%	83.3%	71.1%	85.8%	64.9%	73.4%	33.3%
Graduated	3.2%	4.1%	3.0%	4.1%	2.6%	4.5%	5.9%	0.0%	6.2%	1.8%	2.6%	3.8%	6.7%
Received GED	7.9%	12.8%	3.2%	12.8%	12.4%	17.4%	8.2%	5.6%	17.9%	6.9%	26.0%	16.7%	33.3%
Continued HS	4.5%	5.1%	4.0%	5.2%	3.1%	7.5%	4.1%	11.1%	4.9%	5.5%	6.5%	6.1%	26.7%
Dropped Out (4-yr)													
Completion Rate II (w/GED) (Standard Accountability & AEA Indicator)	96.1%	94.2%	97.5%	94.2%	94.8%	90.2%	96.4%	100.0%	93.9%	94.5%	95.0%	92.1%	72.2%
Class of 2004	96.1%	94.2%	97.5%	94.2%	94.8%	90.2%	96.4%	100.0%	93.9%	94.5%	95.0%	92.1%	72.2%
Class of 2003	95.5%	94.9%	96.1%	94.8%	96.9%	92.5%	95.9%	88.9%	95.1%	94.5%	93.5%	93.9%	73.3%
Completion Rate I (w/o GED)	91.9%	89.3%	92.5%	89.3%	94.3%	86.4%	86.5%	100.0%	88.7%	89.9%	93.8%	87.6%	72.2%
Class of 2004	92.2%	90.8%	92.5%	89.3%	94.3%	88.1%	90.0%	88.9%	89.0%	92.7%	90.9%	90.1%	66.7%
Class of 2003	92.2%	90.8%	92.5%	89.3%	94.3%	88.1%	90.0%	88.9%	89.0%	92.7%	90.9%	90.1%	66.7%
RIISP/DAP Graduates	68.4%	65.6%	63.9%	65.6%	58.2%	61.0%	75.9%	78.6%	57.3%	74.2%	11.4%	52.8%	28.6%
Class of 2004	68.4%	65.6%	63.9%	65.6%	58.2%	61.0%	75.9%	78.6%	57.3%	74.2%	11.4%	52.8%	28.6%
Class of 2003	63.7%	56.3%	61.0%	56.4%	47.8%	51.2%	69.5%	83.3%	47.8%	64.1%	3.8%	46.8%	50.0%
AP/IB Results													
Tested	17.4%	16.6%	14.1%	16.7%	5.8%	9.0%	29.0%	59.3%	16.1%	17.2%	n/a	n/a	n/a
Class of 2004	16.1%	8.4%	9.1%	8.4%	1.1%	5.2%	16.5%	36.0%	7.4%	9.3%	n/a	n/a	n/a
Class of 2003	53.9%	57.4%	38.0%	57.4%	26.7%	69.0%	58.5%	62.5%	65.7%	51.1%	n/a	n/a	n/a
Exam needs >= Criterion	56.0%	60.5%	32.9%	60.5%	*	56.3%	58.3%	88.9%	72.7%	51.2%	n/a	n/a	n/a
Scores >= Criterion	49.3%	50.7%	32.8%	50.7%	18.5%	50.0%	52.0%	67.7%	57.6%	45.0%	n/a	n/a	n/a
Class of 2004	51.4%	50.6%	28.0%	50.6%	11.1%	53.9%	52.6%	54.2%	57.5%	44.6%	n/a	n/a	n/a
Class of 2003	77.3%	75.3%	74.5%	75.3%	61.1%	67.7%	92.3%	78.6%	68.6%	81.0%	*	65.5%	42.9%
TAAS/TASP Equivalency	71.1%	62.9%	68.6%	62.9%	50.6%	54.2%	85.4%	83.4%	58.4%	67.1%	13.0%	48.0%	14.8%
Class of 2004	39%	32%	33%	32%	24%	24%	43%	70%	24%	40%	*	24%	7%
Class of 2003	29%	28%	28%	28%	18%	21%	41%	38%	25%	30%	5%	19%	*
Eng Lang Arts 2005	48%	50%	43%	50%	27%	40%	73%	> 99%	54%	47%	8%	38%	13%
2004	43%	40%	33%	41%	16%	26%	70%	79%	47%	35%	6%	22%	21%
Mathematics 2004													
SAT/ACT Results													
Tested	61.9%	47.5%	57.9%	47.5%	56.1%	20.9%	51.6%	100.0%	47.4%	47.6%	n/a	n/a	n/a
Class of 2004	62.4%	46.0%	58.1%	46.1%	46.4%	26.1%	55.3%	77.8%	45.3%	46.3%	n/a	n/a	n/a
Class of 2003	27.0%	27.1%	19.5%	27.1%	6.4%	19.4%	40.4%	46.2%	26.4%	27.7%	n/a	n/a	n/a
At/Above Criterion	27.0%	25.5%	20.3%	25.5%	2.8%	31.7%	44.9%	38.6%	29.9%	22.0%	n/a	n/a	n/a
Class of 2004	987	970	962	970	787	982	1063	1045	963	976	n/a	n/a	n/a
Class of 2003	989	958	980	958	774	1005	1065	1047	978	943	n/a	n/a	n/a
Mean ACT Score	20.1	18.0	19.6	18.0	15.5	18.0	21.6	21.0	17.5	18.6	n/a	n/a	n/a
Class of 2004	19.9	17.1	19.5	17.1	15.4	17.6	19.4	21.0	16.6	17.4	n/a	n/a	n/a
Class of 2003													

n/a - indicates that the data are not available or are not applicable.

> 99% - This 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%.

A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

For 2004-05, At Risk has been added as a student group to the district, region, and state-level reports.

District-only Indicator

District Name: SAMPLE ISD District #: 555555	Region 04	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disadv	LEP	At Risk
Indicator: TAKS Exit-Level Cumulative Pass Rate Class of 2005	87%	79%	83%	96%	*	100%	87%	87%	71%	85%	65%	77%

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.

Explanation of Performance Section for 2004-05 (continued)

Indicators at Other Grade Levels

Indicator:	T E X A S E D U C A T I O N A G E N C Y Academic Excellence Indicator System 2004-05 Campus Performance										Section I - Page 5 Total Students: 511 Grade Span: PK - 06 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														
2005	13%	18%	15%	32%	31%	38%	*	*	*	38%	26%	*	33%	50%
2004	10%	13%	13%	20%	23%	20%	*	*	*	23%	16%	*	23%	29%
TAKS Cumulative Met Standard (First and Second Administrations)														
2005	93%	89%	92%	81%	86%	74%	*	*	*	67%	96%	*	80%	63%
2004	95%	93%	92%	88%	83%	92%	*	*	*	83%	96%	*	87%	93%
TAKS Failers Promoted by Grade Placement Committee														
2004	48.2%	25.0%	50.0%	*	*	*	-	-	-	*	*	-	*	*
2003	48.2%	25.0%	50.0%	*	*	*	-	-	-	*	*	-	*	*
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 4														
2005	56%	20%	*	*	*	*	*	*	*	71%	56%	*	61%	54%
2004	29%	*	*	*	*	*	*	*	*	53%	67%	*	59%	75%
Retained in Grade 3														
2005	76%	86%	*	*	*	*	*	*	*	71%	56%	*	61%	54%
2004	84%	80%	75%	*	*	*	*	*	*	53%	67%	*	59%	75%
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
2005	25%	36%	34%	62%	65%	63%	*	*	*	71%	56%	*	61%	54%
TAKS Cumulative Met Standard (First and Second Administrations)														
2005	86%	75%	83%	61%	48%	73%	*	*	*	53%	67%	*	59%	75%

Elementary schools have a unique indicator, the *Student Success Initiative*, which covers TAKS reading in grade 3 and TAKS mathematics in grade 5.

The Annual Dropout Rate is also reported for grades 7-8 only, making it a unique indicator for middle and junior high schools.

District Name: SAMPLE ISD
 Campus Name: SAMPLE MIDDLE SCHOOL
 Campus #: 555555777

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2004-05 Campus Performance

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)

2003-04	0.2%	0.6%	0.0%	0.7%	0.0%	1.2%	1.7%	*	0.0%	0.0%	0.3%	0.0%	0.3%	4.0%
2002-03	0.2%	0.3%	0.0%	0.5%	0.5%	0.0%	0.0%	*	5.6%	0.0%	1.0%	0.0%	0.6%	5.3%

Section I - Page 4
 Total Students: 314
 Grade Span: 07 - 08
 School Type: Middle

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

PROFESSIONAL SUPPORT STAFF

002 Art Therapist

005 Associate School Psychologist

006 Audiologist

007 Corrective Therapist

008 Counselor

011 Educational Diagnostician

013 Librarian

015 Music Therapist

016 Occupational Therapist

017 Orientation & Mobility Instructor

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

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 (includes Function 00**)	6100-6400	All
Instruction***	General and All	11,95	6100-6400	All
Instructional-Related Services***	General and All	12,13	6100-6400	All
Instructional Leadership***	General and All	21	6100-6400	All
School Leadership***	General and All	23	6100-6400	All
Support Services – Student***	General and All	31,32,33	6100-6400	All
Student Transportation	General and All	34	6100-6400	All
Food Services	General and All	35	6100-6400	All
Cocurricular Activities	General and All	36	6100-6400	All
Central Administration	General and All	41,92 (or 81/Chrtr Schools)	6100-6400	All
Plant Maintenance & Operations	General and All	51	6100-6400	All
Security and Monitoring Services	General and All	52	6100-6400	All
Data Processing Services	General and All	53	6100-6400	All
Other Campus Costs****	General and All	35,36,51-53	6100-6400	All
BY OBJECT				
TOTAL EXPENDITURES	General and All	All [§]	All 6000s	All
Payroll Costs	General and All	All [§]	6100	All
Other Operating Costs	General and All	All [§]	6200-6400	All
Debt Service	General and All	All [§]	6500	All
Capital Outlay	General and All	All [§]	6600	All
ACTUAL PROGRAM EXPENDITURE INFORMATION				
BY PROGRAM				
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100-6400	Sum of Detail Below
Regular Education	General and All	00,11-13,21,23,31-36,51,52,91 [†] , 92,95,96 [†] ,99	6100-6400	11
Special Education	General and All	00,11-13,21,23,31-36,51,52,91 [†] , 92,95,96 [†] ,99	6100-6400	23
Accelerated Education	General and All	00,11-13,21,23,31-36,51,52,91 [†] , 92,95,96 [†] ,99	6100-6400	24, 30
Career & Technology Education	General and All	00,11-13,21,23,31-36,51,52,91 [†] , 92,95,96 [†] ,99	6100-6400	22
Bilingual/ESL Education	General and All	00,11-13,21,23,31-36,51,52,91 [†] , 92,95,96 [†] ,99	6100-6400	25
Gifted & Talented Education	General and All	00,11-13,21,23,31-36,51,52,91 [†] , 92,95,96 [†] ,99	6100-6400	21
Athletics/Related Activities	General and All	00,11-13,21,23,31-36,51,52,91 [†] , 92,95,96 [†] ,99	6100-6400	91
Other	General and All	00,11-13,21,23,31-36,51,52,91 [†] , 92,95,96 [†] ,99	6100-6400	26-29

continued

ACTUAL REVENUE INFORMATION				
BY SOURCE				
TOTAL REVENUES	General and All	n/a	5000s	n/a
Local Tax	General and All	n/a	5710-5719 (less function 91& 96 expenditures)	n/a
Other Local & Intermediate	General and All	n/a	5720-5769	n/a
State	General and All	n/a	5800	n/a
Federal	General and All	n/a	5900	n/a
EQUITY TRANSFERS ^{††}	General and All	91,96	All 6000s	All

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

** Function '00' amounts reported by charter schools as expenditures are included in the total, but not included in the individual functions; therefore, the sum of the individual items will not sum to the total amount for total operating expenditures.

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

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

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

† Functions 91 and 96 represent tuition transfers for grades not offered, not "Equity Transfers."

†† Functions 91 and 96 represent the expenditure amount reported for the cost of reducing property wealth to the required equalized wealth level and payments to charter schools, respectively.

See the *Financial Resource Guide* (at <http://www.tea.state.tx.us/school.finance/index.html>) for explanations of the fund, function, object, and program codes.

Advanced Academic Courses 2004-05 Academic Excellence Indicator System

English Language Arts

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

Mathematics

A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100100	Mathematical Methods Subsidiary Level
I3100200	Mathematical Studies Subsidiary Level
I3100300	Mathematics Higher Level
I3100400	Advanced Mathematics Subsidiary Level
03101100	Pre-Calculus
03102500	Independent Study in Mathematics (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 2003-04 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	Micro Economics
A3310200	Macro Economics
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

- All courses shown were for the 2003-04 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
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- Dual Enrollment courses are not specifically shown on this list.

Fine Arts

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

- All courses shown were for the 2003-04 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical)

A3410100	French IV Language
A3410200	French V Literature
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Latin Literature)
A3440100	Spanish IV Lang
A3440200	Spanish V Literature
I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII

- All courses shown were for the 2003-04 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.

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
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

- All courses shown were for the 2003-04 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.

2004-05 Campus Comparison Group

PAGE 1

Target Campus Name: SAMPLE EL
 Target Campus #: 55555999
 District Name: SAMPLE ISD
 Campus Type: Elementary School

Texas Education Campus Comparison Group for 2004-05

Campus Number	Campus Name	District Name	% Afr_Amer	% Econ Disadvantaged	% White	% Mobility	% Hi spanic	% LEP
55555999	* SAMPLE EL	SAMPLE ISD	40.5	35.6	32.5	21.7	20.9	11.2
014906109	QFFBMT ELEMENTARY	KIMMFFN ISD	39.7	72.1	21.2	34.6	24.7	22.5
014906113	BFBMBIRF ELEMENTARY	KIMMFFN ISD	43.2	62.1	34.2	31.8	16.7	3.6
014906123	CMFBR CRFFK ELEMENTARY	KIMMFFN ISD	40.4	73.7	37.3	33.1	16.7	4.7
014906131	IDUNB ELEM	FFN ISD	42.4	54.6	32.5	35.4	20.0	8.6
019907111	TQRI NG MBK	RKBNB ISD	41.1	62.8	51.9	21.2	20.0	
020000000	WURKT	FRBT C	37.3	20.4	22.5	20.2	18.0	
020000000	HBM	FRBT C	37.4	20.4	22.5	20.2	18.0	
030000000	DGF ELEMENTARY	CFDPR HMM ISD	38.6	39.5	23.4	17.8	32.1	8.9
030000000	T GUT BMFXBDRF JR ELEME	DUNCBNVMF ISD	41.9	43.1	25.1	20.1	17.0	7.7
057907105	CMINT Q TINTH ELEMENTARY	DUNCBNVMF ISD	42.0	70.0	16.3	20.1	17.0	23.3
057907106	HBNDMFY EL	DUNCBNVMF ISD	44.1	42.5	16.3	20.1	17.0	9.2
057909110	ORICF ELEMENTARY	GRRMBND ISD	36.7	42.6	34.1	15.9	25.5	6.4
057914120	GFNTY ELEMENTARY	NFTQUITF ISD	37.5	27.2	36.6	24.4	33.5	14.0
057914130	HBNTON QBRK ELEMENTARY	NFTQUITF ISD	37.4	37.7	39.9	23.4	17.9	7.7
057916105	NFRRLBN QBRK EL	MICHRDTON ISD	38.9	45.3	46.7	15.8	24.7	22.8
057916134	BBRBRB JORDBN ELEMENTAR	SI CHBRDTON ISD	43.6	34.0	15.7	15.8	24.7	6.6
079907141	TFWBRT EL	FORT BEND ISD	37.9	74.5	35.8	25.7	25.5	17.2
084908103	NIMMFR INTERMEDIATE	HITTCORK ISD	43.4	55.8	13.4	15.9	25.5	6.6
101903144	MBKFBND EL	BMLFF ISD	37.2	54.6	26.5	24.4	33.5	14.8
101913102	M F NONBHN EL	HUNBMF ISD	38.1	74.9	20.0	20.9	40.2	22.1
Campus ID Numbers:	TRBVT EL	THFMDON ISD	37.9	79.9	28.0	28.6	33.0	17.8
This listing is in Campus ID number order.	QBRNFMM EL	GREFNVMF ISD	44.0	70.6	48.5	12.3	6.8	4.5
	BNFMB EL	JBTQFR ISD	42.8	52.6	42.0	17.4	10.2	4.3
	R O TINT INT	BFBUNONT ISD	41.5	74.3	29.7	12.3	27.3	6.0
	CFDPR RIDGF EL	NFXIB ISD	38.7	89.4	19.6	22.8	38.8	8.5
	QBRKDBMF EL	WBCO ISD	36.9	82.4	28.3	28.2	30.6	9.3
	TFNBHB EL	TFNBHB ISD	37.7	87.2	35.9	17.0	27.2	23.1
210904101	THFRROD EL	BRMNGTEN ISD	39.8	55.3	34.2	35.2	20.2	11.2
220901134	JBNF FMMT EL	IRMI NGTOR ISD	38.1	48.3	33.3	33.6	18.6	7.8
220901143	J N FBRFMM EL	BSMNGTOK ISD	40.0	42.9	14.9	23.1	26.5	20.1
220901154	QBRCY EL	BRMNGARN ISD	40.0	36.6	31.8	15.7	20.9	9.4
220905187	J T TTFVNT EL	RONE BORTS ISD	38.5	40.5	41.7	17.8	16.7	5.6
220905216	WOODWY EL	RONE BORTS ISD	38.7	58.9	26.0	18.8	32.6	13.4
220908117	THFMNB JONFT ELEMENTARY	NBNTFIFMD ISD	43.8	32.9	29.3	15.5	21.0	14.2
220912104	NFBDCWRFFK EL	CROWMFY ISD	42.3	43.3	32.0	14.2	23.2	12.0
220912109	J B HBRGRBVF EL	CROWMFY ISD	42.3	38.3	32.0	16.7	21.8	4.4
227901122	NBQMFWOOD EL	BUTTIN ISD	42.0	74.7	20.2	17.3	35.7	8.3
239901101	BMTON EL	BRFNHBN ISD	39.9	71.1	39.5	14.7	19.6	7.6
239901102	BRFNHBN EL	BRFNHBN ISD	36.6	55.2	42.0	9.1	19.5	6.8
Group Average			40.2	54.4	30.4	22.0	24.1	10.9

Percent of students identified as Economically Disadvantaged

Percent of students identified as White

Percent of students identified as African American

Percent of students identified as Hispanic

Percent of students identified as limited English proficient (LEP)

Target Campus (identified by asterisk)

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

*** 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.

2004-05 TAKS/SDAA II Participation

Tested TAKS/SDAA II:
The percent of students who took one or more of the TAKS and/or SDAA II tests.

Section I - Page 3
Total Students: 2,555
Grade Span: 09 - 12
School Type: Secondary

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Performance

Indicator: State Participation
Campus Group
District
2005 TAKS/SDAA II Participation (Grades 3-11)

Indicator	State	District	Campus Group	African American	Native	Asian/Hispanic	Special Education	Economic Disadvantaged	LEP
Tested	97.0%	96.8%	95.4%	94.3%	1%	77.7%			
By Testing Program									
TAKS/SDAA II	90.8%	89.0%	88.6%	88.3%	2%	66.0%			
SDAA II Only	6.2%	7.8%	6.6%	6.0%	8%	11.7%			
By Mobility Status									
Acct. Subset	91.3%	92.1%	89.0%	88.8%	7%	72.8%			
Mobile Subset	5.7%	4.6%	5.7%	5.5%	4%	4.9%			
Not Tested	3.0%	3.2%	4.6%	5.7%	9%	22.3%			
Absent	0.2%	0.3%	0.3%	0.6%	2%	0.0%			
ARD Exempt	0.8%	0.6%	2.5%	1.7%	1%	1.9%			
LEP Exempt	1.0%	0.6%	0.0%	0.4%	6%	6.8%			
Other	1.0%	1.6%	1.5%	3.1%	0%	13.6%			
Total Count	2,931,473	5,894	471	1,973	81	103			

The Tested TAKS/SDAA II section is shown two ways:

By Testing Program

TAKS/SDAA II: This shows the percent of students who were tested on the TAKS only or on a combination of TAKS and SDAA II.

SDAA II Only: This shows the percent of students who were tested on the SDAA II only.

By Mobility Status

Acct Subset: This shows the percent of students whose performance on the TAKS and /or SDAA II was used to determine a school's and district's accountability rating. The performance reported in the 2004-05 AEIS reports is based on this subset of non-mobile students.

Mobile Subset: The percent of students in the grades tested who enrolled in the district or campus after late October (the fall PEIMS submission date).

LEP Exempt: The percent of students who received a limited English proficiency (LEP) exemption on every test.

Total Count: This represents the number of students who were in school during the spring TAKS/SDAA II 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.

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.

ARD Exempt: The percent of students who received a special education exemption on every test.

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.

A sum of the percents shown may not equal exactly 100 due to rounding and/or missing information.

Spring 2005 TAKS Reading (English) Performance Standards

Reading (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Panel Recommendation	36	24 ¹	67%
		Commended Performance		34 ¹	94%
	Grade 4	Panel Recommendation	40	28	70%
		Commended Performance		38	95%
	Grade 5	Panel Recommendation	42	29	69%
		Commended Performance		39	93%
	Grade 6	Panel Recommendation	42	26	62%
		Commended Performance		37	88%
	Grade 7	Panel Recommendation	48	33	69%
Commended Performance		45		94%	
Grade 8	Panel Recommendation	48	34	71%	
	Commended Performance		45	94%	
Grade 9	Panel Recommendation	42	27	64%	
	Commended Performance		36	86%	

Spring 2005 TAKS Reading (Spanish) Performance Standards

Reading (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Panel Recommendation	36	25 ¹	69%
		Commended Performance		33 ¹	92%
	Grade 4	Panel Recommendation	40	26	65%
		Commended Performance		36	90%
	Grade 5	Panel Recommendation	42	27	64%
		Commended Performance		37	88%
	Grade 6	Panel Recommendation	42	25	60%
		Commended Performance		36	86%

Spring 2005 TAKS English Language Arts Performance Standards²

English Language Arts		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 10	Panel Recommendation	73	43	59%
		Commended Performance		64	88%
	Grade 11	Panel Recommendation	73	39	53%
		One SEM Below		36	49%
		Commended Performance		61	84%

The numbers and percents shown on this table are based on the first administration of the spring 2005 TAKS test. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2005 TAKS Mathematics (English) Performance Standards

Mathematics (English)		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	Panel Recommendation	44	30	68%
		Commended Performance		40	91%
	Grade 6	Panel Recommendation	46	29	63%
		Commended Performance		41	89%
	Grade 7	Panel Recommendation	48	28	58%
		Commended Performance		44	92%
	Grade 8	Panel Recommendation	50	30	60%
Commended Performance		44		88%	
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	33	55%	
	One SEM Below		29	48%	
	Commended Performance		53	88%	

Spring 2005 TAKS Mathematics (Spanish) Performance Standards

Mathematics (Spanish)		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		37	88%
	Grade 5	Panel Recommendation	44	32	73%
		Commended Performance		40	91%
	Grade 6	Panel Recommendation	46	28	61%
		Commended Performance		40	87%

Spring 2005 TAKS Writing (Spanish) Performance Standards³

Writing (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 4	Panel Recommendation	32	18	56%
Commended Performance		27		84%	

The numbers and percents shown on this table are based on the first administration of the spring 2005 TAKS test. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2005 TAKS Writing (English) Performance Standards³

Writing (English)	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 4	Panel Recommendation	32	20
	Commended Performance	28		88%
Grade 7	Panel Recommendation	44	26	59%
	Commended Performance		39	89%

Spring 2005 TAKS Social Studies Performance Standards

Social Studies	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 8	Panel Recommendation	48	24
	Commended Performance	41		85%
Grade 10	Panel Recommendation	50	28	56%
	Commended Performance		45	90%
Grade 11	Panel Recommendation	55	28	51%
	One SEM Below		25	45%
	Commended Performance		49	89%

Spring 2005 TAKS Science (English) Performance Standards

Science (English)	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 5	Panel Recommendation	40	31
	Commended Performance	37		93%
Grade 10	Panel Recommendation	55	34	62%
	Commended Performance		49	89%
Grade 11	Panel Recommendation	55	30	55%
	One SEM Below		27	49%
	Commended Performance		50	91%

Spring 2005 TAKS Science (Spanish) Performance Standards

Science (Spanish)	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 5	Panel Recommendation	40	32
	Commended Performance	38		95%

¹ February 2005 (first administration) Grade 3 Reading TAKS standards.

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

³ An essay rating of 2 or higher is required for Met Standard and an essay rating of 3 or higher is required for *Commended Performance* on the grades 4 and 7 writing tests.

The numbers and percents shown on this table are based on the first administration of the spring 2005 TAKS test. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Target Campus Name: LA VEGA H S
 Target Campus #: 161906002
 District Name: LA VEGA ISD
 Campus Type: Secondary School

T e x a s E d u c a t i o n A g e n c y
 Campus Comparison Group for 2004-05

Campus Number	Campus Name	District Name	% Econ	% White	% Hispanic	% Afr_Amer	% Mobility	% LEP
007905001	PLEASANTON H S	PLEASANTON ISD	54.0	40.6	57.9	1.3	20.5	0.8
013901001	A C JONES HIGH SCHOOL	BEEVILLE ISD	56.1	24.5	71.3	2.5	18.3	1.3
013905001	SKIDMORE-TYNAN H S	SKIDMORE-TYNAN ISD	58.3	39.4	59.6	0.9	17.5	3.2
020905001	BRAZOSPORT H S	BRAZOSPORT ISD	60.2	35.1	50.1	13.8	23.4	4.4
026903002	SNOOK SECONDARY	SNOOK ISD	55.8	47.0	20.5	31.6	20.5	3.3
028903001	LULING H S	LULING ISD	54.4	39.1	51.5	8.5	16.2	7.0
045903001	RICE H S	RICE CISD	55.2	35.9	39.7	23.9	27.0	5.4
068901008	CAREER CTR	ECTOR COUNTY ISD	57.6	38.5	57.5	3.6	31.0	4.7
068901045	HOOD J H	ECTOR COUNTY ISD	59.2	44.2	49.0	5.6	22.4	5.5
071902001	ANDRESS H S	EL PASO ISD	53.9	19.8	60.8	16.5	23.6	5.7
071902012	CHAPIN HS	EL PASO ISD	53.8	20.8	66.0	10.4	18.7	7.7
095903001	HALE CENTER H S	HALE CENTER ISD	62.8	25.0	71.3	3.7	24.2	3.7
096904001	MEMPHIS H S	MEMPHIS ISD	63.3	40.3	46.8	12.9	15.7	10.1
099902001	CHILLICOTHE H S	CHILLICOTHE ISD	63.5	47.1	43.3	1.9	18.3	2.9
101902004	EISENHOWER HIGH SCHOOL	ALDINE ISD	62.1	3.8	41.1	50.9	23.9	8.1
101902005	NIMITZ HIGH SCHOOL	ALDINE ISD	60.5	13.1	38.7	44.5	24.0	8.3
101910003	NORTH SHORE H S	GALENA PARK ISD	59.3	12.9	52.9	31.3	18.0	8.5
101911002	LEE H S	GOOSE CREEK CISD	59.3	30.3	49.1	19.2	21.0	3.6
101924001	C E KING H S	SHELDON ISD	58.9	30.1	40.6	28.1	20.6	5.5
109907001	ITASCA H S	ITASCA ISD	55.6	57.0	24.2	17.4	21.1	2.4
127903001	HAMLIN H S	HAMLIN ISD	56.5	52.2	37.0	10.9	14.1	1.4
127906001	STAMFORD HIGH SCHOOL	STAMFORD ISD	55.5	53.0	33.5	13.0	21.7	1.0
140905002	OLTON H S	OLTON ISD	61.2	34.8	63.7	1.0	17.6	7.0
153904001	TAHOKA H S	TAHOKA ISD	60.4	39.2	52.9	7.0	16.4	3.5
155901002	JEFFERSON H S	JEFFERSON ISD	62.3	49.0	1.8	48.7	20.0	0.2
161906002	* LA VEGA H S	LA VEGA ISD	58.7	39.4	31.8	27.2	25.6	5.1
161914002	WACO H S	WACO ISD	61.1	23.1	32.8	43.6	32.8	6.3
164901001	MENARD H S	MENARD ISD	63.2	39.5	57.9	2.6	15.4	3.5
176902002	NEWTON H S	NEWTON ISD	54.8	50.8	1.6	46.8	16.9	0.3
177901001	ROSCOE H S	ROSCOE ISD	56.1	45.0	53.2	1.8	18.4	4.1
187904001	CORRIGAN-CAMDEN H S	CORRIGAN-CAMDEN ISD	56.7	47.4	27.3	24.9	19.0	1.7
188901002	CAPROCK H S	AMARILLO ISD	54.4	37.1	59.0	3.4	22.5	6.3
194904002	CLARKSVILLE H S	CLARKSVILLE ISD	56.2	38.6	6.8	52.3	14.0	1.0
196901001	AUSTWELL-TIVOLI H S	AUSTWELL-TIVOLI ISD	55.4	35.1	63.5	1.4	13.8	1.4
200904001	WINTERS H S	WINTERS ISD	60.6	44.7	53.7	1.1	23.3	4.8
206903001	CHEROKEE H S	CHEROKEE ISD	59.3	75.3	16.0	7.4	21.2	2.5
226903002	LAKE VIEW H S	SAN ANGELO ISD	56.0	38.9	53.1	7.1	29.4	2.8
227907001	MANOR H S	MANOR ISD	56.1	27.3	45.2	25.7	28.0	9.3
227910001	DEL VALLE H S	DEL VALLE ISD	59.7	16.3	63.7	18.3	31.2	6.3
228903001	TRINITY H S	TRINITY ISD	61.7	68.5	8.1	22.7	25.1	0.3
243905001	HIRSCHI HS	WICHITA FALLS ISD	53.7	39.4	20.8	35.0	21.8	1.3
	Group Average		58.0	27.5	47.8	22.8	23.2	5.4

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

Target Campus Name: LA VEGA H S
 Target Campus #: 161906002
 District Name: LA VEGA ISD
 Campus Type: Secondary School

Texas Education Agency
 2004-05 Comparable Improvement

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2004 Avg Scale Score	(3) 2005 Avg Scale Score	(4) 2005 Est Avg Scale Score	(5) 2004 Failer Avg TGI	(6) 2005 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2004 Avg Scale Score	(3) 2005 Avg Scale Score	(4) 2005 Est Avg Scale Score	(5) 2004 Failer Avg TGI	(6) 2005 Avg TGI	(7) Quar-tile
PLEASANTON H S	510	2240	2244	2236	0.58	0.07	Q2	514	2183	2177	2221	0.33	-0.32	Q4
A C JONES HIGH SCHOO	669	2179	2200	2185	0.56	0.14	Q2	673	2097	2146	2116	0.64	0.25	Q1
SKIDMORE-TYNAN H S	115	2223	2195	2219	0.24	-0.27	Q4	119	2084	2098	2107	0.21	-0.06	Q2
BRAZOSPORT H S	601	2237	2204	2228	0.43	-0.26	Q4	585	2191	2166	2224	0.01	-0.48	Q4
SNOOK SECONDARY	115	2166	2212	2181	0.63	0.28	Q1	116	2102	2139	2120	0.57	0.14	Q1
LULING H S	287	2177	2222	2190	0.73	0.32	Q1	291	2064	2082	2084	0.32	-0.01	Q2
RICE H S	202	2226	2229	2222	0.63	0.05	Q3	201	2143	2143	2175	0.06	-0.27	Q4
CAREER CTR	394	2150	2172	2167	0.33	0.04	Q3	385	2030	2076	2050	0.44	0.23	Q1
HOOD J H	478	2200	2186	2206	0.33	-0.14	Q4	476	2121	2090	2117	0.28	-0.31	Q4
ANDRESS H S	1057	2183	2174	2188	0.24	-0.14	Q4	1064	2051	2068	2072	0.21	-0.02	Q2
CHAPIN HS	973	2224	2239	2222	0.64	0.16	Q1	962	2152	2175	2178	0.39	-0.03	Q2
HALE CENTER H S	89	2218	2203	2213	0.35	-0.11	Q3	88	2104	2105	2139	0.35	-0.26	Q4
MEMPHIS H S	81	2228	2183	2216	0.45	-0.36	Q4	80	2172	2110	2213	0.09	-0.80	Q4
CHILLICOTHE H S	58	2240	2237	2254	0.69	-0.16	Q4	59	2267	2240	2277	0.03	-0.32	Q4
EISENHOWER HIGH SCHO	1098	2181	2196	2209	0.24	-0.15	Q4	1088	2121	2127	2145	0.12	-0.18	Q3
NIMITZ HIGH SCHOOL	995	2189	2213	2215	0.52	-0.04	Q3	991	2172	2175	2187	0.45	-0.13	Q3
NORTH SHORE H S	1552	2231	2222	2210	0.38	0.11	Q2	1569	2172	2147	2194	0.28	-0.35	Q4
LEE H S	1331	2205	2213	2207	0.52	0.05	Q3	1319	2135	2150	2161	0.31	-0.09	Q3
C E KING H S	741	2168	2188	2179	0.32	0.09	Q2	738	2072	2100	2101	0.36	0.02	Q1
ITASCA H S	107	2243	2284	2242	0.63	0.42	Q1	106	2221	2281	2258	1.16	0.25	Q1
HAMLIN H S	73	2227	2232	2225	0.84	0.05	Q3	74	2225	2245	2259	0.80	-0.08	Q3
STAMFORD HIGH SCHOOL	124	2208	2209	2219	0.38	-0.11	Q3	124	2099	2112	2132	0.21	-0.15	Q3
OLTON H S	118	2187	2208	2194	0.40	0.12	Q2	118	2093	2143	2128	0.57	0.17	Q1
TAHOKA H S	129	2238	2241	2234	1.01	0.06	Q3	132	2172	2215	2210	0.65	0.09	Q1
JEFFERSON H S	216	2197	2189	2202	0.32	-0.14	Q4	215	2122	2146	2144	0.27	-0.00	Q2
* LA VEGA H S	337	2178	2172	2189	0.24	-0.18	Q4	344	2056	2058	2074	0.08	-0.15	Q3
WACO H S	934	2183	2200	2190	0.37	0.10	Q2	945	2085	2111	2109	0.33	0.02	Q2
MENARD H S	68	2243	2259	2248	0.64	0.10	Q2	69	2111	2169	2145	0.62	0.26	Q1
NEWTON H S	187	2219	2237	2219	0.82	0.18	Q1	187	2162	2186	2204	0.37	-0.15	Q3
ROSCOE H S	114	2266	2292	2272	0.75	0.17	Q1	113	2187	2186	2207	0.46	-0.18	Q3
CORRIGAN-CAMDEN H S	156	2186	2212	2197	0.64	0.14	Q2	157	2089	2116	2118	0.45	-0.02	Q2
CAPROCK H S	996	2178	2192	2185	0.34	0.07	Q2	983	2086	2109	2111	0.33	-0.01	Q2
CLARKSVILLE H S	159	2195	2189	2201	0.17	-0.13	Q4	156	2068	2069	2094	0.14	-0.21	Q3
AUSTWELL-TIVOLI H S	39	2228	2219	2238	-0.17	-0.20	Q4	39	2156	2126	2166	0.05	-0.37	Q4
WINTERS H S	115	2236	2284	2232	0.88	0.53	Q1	121	2140	2162	2170	0.39	-0.07	Q2
CHEROKEE H S	43	2250	2307	2265	2.35	0.43	Q1	45	2165	2139	2201	0.11	-0.49	Q4
LAKE VIEW H S	727	2174	2198	2184	0.38	0.13	Q2	717	2132	2156	2152	0.41	0.02	Q2
MANOR H S	431	2168	2196	2180	0.35	0.16	Q1	425	2082	2113	2103	0.49	0.10	Q1
DEL VALLE H S	970	2175	2178	2179	0.21	-0.03	Q3	972	2088	2096	2112	0.23	-0.12	Q3
TRINITY H S	179	2216	2238	2214	0.33	0.23	Q1	179	2103	2141	2125	0.62	0.17	Q1
HIRSCHI HS	461	2212	2216	2214	0.73	0.01	Q3	469	2129	2145	2161	0.39	-0.08	Q3
Group Average	432	2198	2207	2203	0.41	0.03	--	431	2121	2133	2145	0.33	-0.09	--

Note: All values are based on students matched from 2005 to 2004. An asterisk indicates less than five students tested.

Texas Education Agency
Campus Comparison Group for 2004-05

Campus Number	Campus Name	District Name	% Econ	% White	% Hispanic	% Afr_Amer	% Mobility	% LEP
009901041	WATSON J H	MULESHOE ISD	75.1	29.7	68.1	2.2	15.5	6.7
015916041	KIRBY MIDDLE	JUDSON ISD	76.0	14.7	58.8	24.8	24.2	6.4
020905042	FREEMPORT INT	BRAZOSPORT ISD	76.2	32.1	54.4	13.2	19.9	6.5
021902045	JANE LONG	BRYAN ISD	80.2	18.4	52.4	28.6	27.0	10.9
037904043	NICHOLS INTERMEDIATE	JACKSONVILLE ISD	73.8	42.8	36.7	20.1	14.4	11.9
045903041	EAGLE LAKE MIDDLE	RICE CISD	79.6	11.8	62.0	25.8	17.2	10.0
054903041	RALLS MIDDLE	RALLS ISD	80.6	24.0	74.4	1.6	18.4	6.2
057905050	ROBERT T HILL MIDDLE	DALLAS ISD	73.8	11.4	53.4	32.4	33.4	19.4
057905053	J L LONG MIDDLE	DALLAS ISD	75.6	12.7	73.8	11.9	29.1	22.0
057910044	LEE MIDDLE	GRAND PRAIRIE ISD	77.9	17.2	70.5	10.4	25.1	17.6
057910049	BILL ARNOLD MIDDLE SCHOO	GRAND PRAIRIE ISD	78.6	14.0	77.7	5.4	20.5	18.2
057912041	BOWIE MIDDLE	IRVING ISD	74.4	18.3	71.6	6.2	19.2	21.4
071902045	CHARLES MIDDLE	EL PASO ISD	77.2	15.6	74.3	8.7	16.8	12.7
071902048	TERRACE HILLS MIDDLE	EL PASO ISD	79.4	14.6	72.9	9.6	18.1	19.3
084902041	AUSTIN MIDDLE	GALVESTON ISD	79.9	13.7	41.1	43.3	27.7	5.4
084902042	CENTRAL MIDDLE	GALVESTON ISD	79.4	8.0	44.1	47.4	17.8	6.9
089903041	NIXON-SMILEY MIDDLE	NIXON-SMILEY CISD	72.2	32.7	64.4	2.6	15.2	9.1
092903042	FOSTER MIDDLE	LONGVIEW ISD	75.0	17.7	32.5	49.0	19.1	10.5
095903103	CARR MIDDLE SCHOOL	HALE CENTER ISD	75.4	24.6	71.3	4.1	24.0	7.6
101902048	GRANTHAM ACADEMY	ALDINE ISD	80.1	8.4	74.9	15.5	16.3	10.7
101902067	WILSON INTERMEDAITE	ALDINE ISD	75.0	3.7	53.3	36.8	23.9	17.7
101910045	COBB 6TH GRADE CAMPUS	GALENA PARK ISD	74.3	9.4	59.4	28.3	14.6	15.2
101911045	HORACE MANN J H	GOOSE CREEK CISD	76.6	16.2	66.7	16.2	19.1	8.0
101912048	CLIFTON MIDDLE	HOUSTON ISD	74.6	18.0	57.2	23.9	15.9	9.3
101912060	REVERE MIDDLE	HOUSTON ISD	79.6	7.0	49.0	36.3	28.0	16.9
101924041	C E KING MIDDLE	SHELDON ISD	73.0	25.4	43.3	31.0	20.8	6.6
101924106	SHELDON INT	SHELDON ISD	79.1	23.1	48.9	27.5	19.5	10.9
126906041	KEENE J H	KEENE ISD	79.7	38.0	41.7	9.6	25.5	16.6
140905041	OLTON J H	OLTON ISD	80.5	18.1	78.5	2.0	17.6	8.7
161906042	* LA VEGA JUNIOR HIGH SCHO	LA VEGA ISD	76.5	40.6	33.5	25.2	23.8	4.5
161914041	LAKE AIR MIDDLE	WACO ISD	74.0	22.8	37.4	38.9	23.3	6.1
176901041	BURKEVILLE MIDDLE SCHOOL	BURKEVILLE ISD	78.3	56.5	1.4	40.6	16.7 **	0.0
187903041	GOODRICH MIDDLE SCHOOL	GOODRICH ISD	78.8	39.4	33.3	27.3	25.0	3.0
188901042	BOWIE MIDDLE	AMARILLO ISD	78.3	18.7	78.3	2.3	18.3	10.4
210904041	TENAHA MIDDLE	TENAHA ISD	78.2	39.1	20.0	40.9	17.0	8.2
220905058	STRIPLING MIDDLE	FORT WORTH ISD	77.3	26.5	55.1	16.7	24.1	18.5
226903041	EDISON J H	SAN ANGELO ISD	73.0	17.8	75.9	5.7	27.1	6.3
227901043	FULMORE MIDDLE	AUSTIN ISD	72.5	16.1	68.8	13.1	22.3	17.6
227901049	PORTER MIDDLE	AUSTIN ISD	79.8	17.6	72.7	9.0	25.8	21.1
227910042	JOHN P OJEDA JR HIGH	DEL VALLE ISD	79.9	13.7	74.3	11.7	26.5	12.2
237905041	ROYAL MIDDLE	ROYAL ISD	79.2	16.7	48.8	34.0	17.8	7.0
	Group Average		76.7	17.2	60.2	20.7	21.8	12.8

*** 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 #: 161906042

2004-05 Comparable Improvement

District Name: LA VEGA ISD

Campus Type: Middle School

Gold Performance Acknowledgment: Reading/ELA and Mathematics

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2004 Avg Scale Score	(3) 2005 Avg Scale Score	(4) 2005 Est Avg Scale Score	(5) 2004 Failer Avg TGI	(6) 2005 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2004 Avg Scale Score	(3) 2005 Avg Scale Score	(4) 2005 Est Avg Scale Score	(5) 2004 Failer Avg TGI	(6) 2005 Avg TGI	(7) Quar-tile
WATSON J H	242	2218	2266	2258	0.17	0.07	Q2	243	2162	2159	2169	0.35	-0.00	Q3
KIRBY MIDDLE	713	2173	2219	2215	0.42	0.03	Q3	725	2129	2118	2136	0.36	-0.08	Q3
FREEPOR INT	454	2222	2263	2241	0.76	0.17	Q1	453	2149	2190	2161	0.68	0.32	Q1
JANE LONG	721	2156	2202	2197	0.41	0.03	Q3	726	2105	2099	2112	0.17	-0.13	Q3
NICHOLS INTERMEDIATE	514	2189	2227	2227	0.69	-0.01	Q4	517	2170	2199	2197	0.55	0.03	Q2
EAGLE LAKE MIDDLE	153	2131	2180	2157	0.46	0.19	Q1	159	2079	2069	2096	0.14	-0.15	Q4
RALLS MIDDLE	91	2195	2264	2235	0.32	0.21	Q1	98	2255	2264	2257	0.36	0.01	Q2
ROBERT T HILL MIDDLE	519	2175	2156	2189	-0.02	-0.26	Q4	524	2117	2063	2111	-0.08	-0.45	Q4
J L LONG MIDDLE	567	2185	2170	2205	0.24	-0.27	Q4	566	2146	2092	2137	-0.12	-0.44	Q4
LEE MIDDLE	542	2163	2200	2205	0.26	-0.04	Q4	563	2144	2129	2154	0.34	-0.18	Q4
BILL ARNOLD MIDDLE S	617	2164	2195	2202	0.33	-0.05	Q4	631	2146	2104	2157	0.18	-0.39	Q4
BOWIE MIDDLE	711	2147	2208	2189	0.55	0.14	Q1	724	2140	2160	2143	0.41	0.13	Q1
CHARLES MIDDLE	483	2150	2209	2193	0.34	0.12	Q2	496	2101	2092	2112	0.32	-0.13	Q3
TERRACE HILLS MIDDLE	497	2145	2195	2188	0.41	0.06	Q3	498	2091	2097	2097	0.30	0.05	Q2
AUSTIN MIDDLE	212	2164	2196	2191	0.40	0.03	Q3	210	2102	2105	2108	0.15	-0.00	Q2
CENTRAL MIDDLE	490	2140	2196	2179	0.52	0.12	Q2	504	2134	2150	2145	0.44	0.07	Q2
NIXON-SMILEY MIDDLE	250	2176	2211	2208	0.33	0.03	Q3	250	2165	2175	2195	0.39	-0.08	Q3
FOSTER MIDDLE	565	2218	2229	2260	0.16	-0.22	Q4	563	2216	2166	2219	-0.02	-0.42	Q4
CARR MIDDLE SCHOOL	123	2241	2256	2269	1.27	-0.10	Q4	125	2188	2240	2210	0.49	0.24	Q1
GRANTHAM ACADEMY	977	2208	2233	2230	0.62	0.03	Q3	984	2157	2151	2160	0.48	-0.07	Q3
WILSON INTERMEDIATE	678	2168	2211	2208	0.72	0.02	Q3	686	2178	2232	2206	0.68	0.18	Q1
COBB 6TH GRADE CAMPU	789	2189	2295	2268	0.57	0.18	Q1	815	2225	2284	2246	0.75	0.25	Q1
HORACE MANN J H	727	2180	2229	2219	0.46	0.08	Q2	730	2174	2191	2180	0.39	0.14	Q1
CLIFTON MIDDLE	906	2256	2299	2294	0.68	0.03	Q3	920	2187	2184	2195	0.43	-0.05	Q3
REVERE MIDDLE	806	2214	2249	2252	0.47	-0.02	Q4	820	2170	2162	2178	0.42	-0.06	Q3
C E KING MIDDLE	614	2178	2211	2201	0.46	0.08	Q2	620	2099	2121	2103	0.30	0.15	Q1
SHELDON INT	531	2146	2175	2181	0.48	-0.04	Q4	546	2123	2147	2143	0.53	0.03	Q2
KEENE J H	127	2249	2331	2283	0.95	0.34	Q1	131	2189	2215	2189	0.46	0.09	Q2
OLTON J H	107	2186	2241	2220	0.59	0.14	Q1	112	2088	2100	2088	0.23	0.07	Q2
* LA VEGA JUNIOR HIGH	311	2170	2214	2193	0.47	0.16	Q1	312	2078	2096	2086	0.46	0.11	Q1
LAKE AIR MIDDLE	415	2199	2255	2242	0.36	0.10	Q2	415	2151	2185	2164	0.63	0.20	Q1
BURKEVILLE MIDDLE SC	47	2213	2281	2237	1.81	0.33	Q1	47	2053	2068	2057	0.30	0.11	Q1
GOODRICH MIDDLE SCHO	46	2222	2287	2260	0.87	0.20	Q1	45	2202	2164	2208	0.04	-0.32	Q4
BOWIE MIDDLE	834	2187	2209	2227	0.22	-0.13	Q4	850	2153	2143	2162	0.51	-0.09	Q3
TENAHA MIDDLE	78	2106	2157	2142	0.55	0.12	Q2	78	2029	2059	2034	0.43	0.21	Q1
STRIPLING MIDDLE	495	2171	2226	2214	0.42	0.10	Q2	498	2160	2121	2173	0.08	-0.37	Q4
EDISON J H	498	2183	2203	2189	0.32	0.14	Q2	506	2123	2130	2124	0.49	0.01	Q2
FULMORE MIDDLE	695	2217	2255	2256	0.32	-0.00	Q3	692	2172	2163	2184	0.19	-0.13	Q3
PORTER MIDDLE	421	2121	2196	2163	0.66	0.24	Q1	427	2113	2129	2119	0.32	0.08	Q2
JOHN P OJEDA JR HIGH	382	2234	2254	2249	0.26	0.04	Q3	381	2172	2122	2158	0.05	-0.35	Q4
ROYAL MIDDLE	282	2162	2220	2204	0.68	0.11	Q2	282	2093	2090	2106	0.15	-0.16	Q4
Group Average	461	2184	2224	2220	0.44	0.03	--	467	2149	2150	2158	0.34	-0.05	--

Note: All values are based on students matched from 2005 to 2004. An asterisk indicates less than five students tested.

Texas Education Agency
Campus Comparison Group for 2004-05

Campus Number	Campus Name	District Name	% Econ	% Hispanic	% White	% Mobility	% Afr_Amer	% LEP
014903104	SOUTHWEST EL	BELTON ISD	83.4	62.0	29.0	22.3	7.8	38.0
015806103	ALPHA II	SCHOOL OF EXCELLENCE IN	84.4	54.4	10.0	34.8	35.3	12.1
015907105	BASKIN ACADEMY	SAN ANTONIO ISD	83.1	84.0	7.5	26.0	7.7	5.3
015907146	LAMAR EL	SAN ANTONIO ISD	83.1	84.1	8.0	32.4	7.6	33.9
015910112	RIDGEVIEW EL	NORTH EAST ISD	83.5	79.0	12.7	33.9	6.6	10.9
015912101	SOUTHWEST EL	SOUTHWEST ISD	84.3	90.5	7.5	24.9	1.4	19.7
015915112	LAWRENCE POWELL EL	NORTHSIDE ISD	83.8	84.2	7.1	24.6	7.1	4.7
015916105	PARK VILLAGE EL	JUDSON ISD	84.3	66.7	10.5	21.4	19.9	4.6
015917103	LOSOYA INT	SOUTHSIDE ISD	84.0	89.3	8.3	15.8	1.7	15.2
021902106	FANNIN ELEMENTARY	BRYAN ISD	85.1	52.8	17.5	24.7	29.3	17.5
037904105	JOE WRIGHT ELEMENTARY	JACKSONVILLE ISD	82.9	43.7	32.2	21.3	23.7	35.3
057905187	NANCY MOSELEY EL	DALLAS ISD	84.9	71.7	17.3	25.4	10.7	45.1
057910103	CROCKETT EL	GRAND PRAIRIE ISD	83.4	70.6	15.4	24.9	12.1	35.6
059901102	BLUEBONNET EL	HEREFORD ISD	84.8	90.4	8.2	16.0	1.4	13.8
068901103	BURLESON EL	ECTOR COUNTY ISD	84.9	72.8	21.7	28.1	4.8	22.6
068901113	SAM HOUSTON EL	ECTOR COUNTY ISD	84.8	69.0	19.8	26.7	9.9	13.2
069901101	ROCKSPRINGS EL	ROCKSPRINGS ISD	84.1	76.7	21.2	19.0	2.0	16.7
071902116	FANNIN EL	EL PASO ISD	85.0	75.5	13.0	15.5	9.1	26.8
071905142	NORTH STAR ELEMENTARY	YSLETA ISD	83.6	76.2	14.5	15.5	8.2	32.6
095903102	AKIN EL	HALE CENTER ISD	84.0	74.7	21.0	26.9	4.3	8.2
101911111	LAMAR EL	GOOSE CREEK CISD	84.1	75.1	12.6	25.9	11.8	46.3
101911113	ASHBEL SMITH EL	GOOSE CREEK CISD	84.3	75.0	16.4	21.4	8.2	36.4
101917101	BAILEY EL	PASADENA ISD	83.8	84.4	12.6	20.9	2.3	40.3
101917103	FREEMAN EL	PASADENA ISD	84.0	78.6	6.6	18.8	11.7	40.3
147901101	COOLIDGE EL	COOLIDGE ISD	83.5	44.1	34.7	24.2	21.2	17.6
152901146	RAMIREZ CHARTER SCHOOL	LUBBOCK ISD	83.2	69.3	18.1	35.0	9.9	7.2
161906103 *	LA VEGA INTERMEDIATE SCH	LA VEGA ISD	84.0	37.9	37.2	25.8	23.3	6.2
161914107	DEAN-HIGHLAND EL	WACO ISD	83.6	49.0	16.7	28.9	33.3	14.2
174904104	NETTIE MARSHALL EL	NACOGDOCHES ISD	84.2	52.1	20.5	21.2	27.4	29.8
220901101	BERRY EL	ARLINGTON ISD	84.7	70.3	18.4	19.5	7.8	37.7
220901111	SOUTH DAVIS EL	ARLINGTON ISD	85.0	49.6	21.3	33.8	23.4	35.9
220905134	GREENBRIAR EL	FORT WORTH ISD	83.5	59.2	12.9	17.1	21.7	36.7
220905149	NORTH HI MOUNT EL	FORT WORTH ISD	83.3	60.3	19.7	27.4	18.6	29.4
221901120	REAGAN EL	ABILENE ISD	84.1	39.3	27.5	34.5	30.9	5.5
227901159	GRAHAM EL	AUSTIN ISD	85.0	66.8	7.8	26.2	25.0	45.1
227901171	PALM EL	AUSTIN ISD	84.0	81.6	6.8	19.2	10.6	36.2
237905105	ROYAL ELEMENTARY	ROYAL ISD	83.2	58.1	14.9	18.2	26.5	24.9
242905001	KELTON SCHOOL	KELTON ISD	84.2	32.9	65.8	25.8	1.3	9.2
243905102	AUSTIN EL	WICHITA FALLS ISD	84.1	37.3	34.2	26.1	26.4	11.9
243905116	HOUSTON EL	WICHITA FALLS ISD	84.3	47.5	37.6	27.2	12.7	18.3
245904101	SAN PERLITA EL	SAN PERLITA ISD	84.6	78.7	19.9	20.5	0.7	14.0
	Group Average		84.1	69.1	15.8	23.8	13.6	26.8

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

Target Campus #: 161906103

2004-05 Comparable Improvement

District Name: LA VEGA ISD

Campus Type: Elementary School

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading/ELA							Mathematics						
	(1) Number Matched Students	(2) 2004 Avg Scale Score	(3) 2005 Avg Scale Score	(4) 2005 Est Avg Scale Score	(5) 2004 Failer Avg TGI	(6) 2005 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2004 Avg Scale Score	(3) 2005 Avg Scale Score	(4) 2005 Est Avg Scale Score	(5) 2004 Failer Avg TGI	(6) 2005 Avg TGI	(7) Quar-tile
SOUTHWEST EL	61	2257	2198	2229	-0.10	-0.23	Q3	62	2270	2190	2280	-0.34	-0.65	Q4
ALPHA II	47	2203	2124	2174	0.71	-0.37	Q4	46	2131	2141	2140	0.04	0.01	Q2
BASKIN ACADEMY	122	2270	2288	2283	0.95	0.03	Q1	127	2310	2331	2349	0.37	-0.12	Q3
LAMAR EL	38	2224	2224	2213	1.00	0.06	Q1	38	2221	2295	2247	0.65	0.29	Q1
RIDGEVIEW EL	104	2254	2204	2240	0.35	-0.25	Q3	106	2225	2213	2253	0.15	-0.26	Q4
SOUTHWEST EL	98	2259	2228	2237	0.45	-0.09	Q2	110	2222	2243	2248	0.53	-0.06	Q3
LAWRENCE POWELL EL	131	2227	2221	2215	0.84	0.05	Q1	131	2220	2314	2251	1.52	0.40	Q1
PARK VILLAGE EL	139	2213	2149	2191	0.40	-0.30	Q4	148	2168	2119	2183	-0.09	-0.42	Q4
LOSOYA INT	272	2224	2188	2205	0.26	-0.12	Q2	284	2210	2198	2236	0.21	-0.27	Q4
FANNIN ELEMENTARY	103	2204	2166	2185	0.45	-0.14	Q3	105	2202	2240	2223	0.93	0.09	Q2
JOE WRIGHT ELEMENTAR	63	2252	2162	2223	0.63	-0.45	Q4	63	2219	2174	2229	0.18	-0.40	Q4
NANCY MOSELEY EL	181	2120	2142	2125	0.48	0.10	Q1	182	2111	2134	2118	0.48	0.09	Q2
CROCKETT EL	116	2168	2159	2142	0.70	0.11	Q1	110	2175	2153	2190	0.05	-0.28	Q4
BLUEBONNET EL	209	2236	2184	2223	0.33	-0.27	Q4	215	2230	2233	2256	0.52	-0.17	Q4
BURLESON EL	118	2192	2205	2211	0.60	-0.04	Q2	117	2155	2210	2175	0.70	0.23	Q1
SAM HOUSTON EL	125	2237	2227	2254	0.35	-0.20	Q3	125	2172	2243	2189	0.99	0.32	Q1
ROCKSPRINGS EL	123	2191	2213	2224	0.05	-0.06	Q2	103	2154	2102	2167	0.11	-0.43	Q4
FANNIN EL	153	2220	2176	2201	0.39	-0.18	Q3	158	2195	2201	2217	0.23	-0.09	Q3
NORTH STAR ELEMENTAR	174	2224	2241	2238	0.60	0.02	Q2	170	2182	2223	2209	0.60	0.10	Q2
AKIN EL	39	2333	2237	2304	-0.63	-0.49	Q4	38	2314	2237	2324	0.72	-0.63	Q4
LAMAR EL	171	2180	2202	2153	0.82	0.33	Q1	168	2224	2276	2249	0.21	0.19	Q1
ASHBEL SMITH EL	173	2196	2184	2176	0.66	0.06	Q1	159	2202	2237	2226	0.35	0.08	Q2
BAILEY EL	154	2225	2176	2202	0.43	-0.19	Q3	154	2198	2228	2222	0.45	0.02	Q2
FREEMAN EL	125	2231	2222	2216	1.02	0.04	Q1	125	2219	2247	2248	0.77	-0.01	Q3
COOLIDGE EL	32	2223	2137	2213	-0.06	-0.52	Q4	31	2149	2186	2165	0.16	0.14	Q1
RAMIREZ CHARTER SCHO	103	2246	2234	2258	0.67	-0.17	Q3	107	2234	2280	2259	0.63	0.13	Q2
* LA VEGA INTERMEDIATE	438	2145	2159	2145	0.54	0.09	Q1	435	2129	2151	2140	0.46	0.07	Q2
DEAN-HIGHLAND EL	86	2250	2230	2238	0.89	-0.05	Q2	87	2235	2285	2265	0.70	0.15	Q1
NETTIE MARSHALL EL	59	2270	2222	2259	0.10	-0.26	Q4	60	2300	2225	2335	-0.18	-0.74	Q4
BERRY EL	170	2188	2260	2212	0.70	0.32	Q1	172	2210	2222	2231	0.32	-0.07	Q3
SOUTH DAVIS EL	143	2178	2191	2186	0.64	0.02	Q2	144	2120	2178	2132	0.50	0.29	Q1
GREENBRIAR EL	128	2248	2206	2232	0.76	-0.19	Q3	128	2212	2284	2234	1.08	0.35	Q1
NORTH HI MOUNT EL	73	2214	2158	2193	0.20	-0.26	Q4	74	2223	2224	2244	0.36	-0.15	Q3
REAGAN EL	73	2269	2197	2253	0.39	-0.41	Q4	76	2228	2235	2248	0.16	-0.08	Q3
GRAHAM EL	90	2245	2208	2232	0.58	-0.16	Q3	85	2206	2230	2228	0.36	0.01	Q2
PALM EL	134	2190	2146	2169	0.53	-0.16	Q3	137	2182	2211	2203	0.52	0.06	Q2
ROYAL ELEMENTARY	218	2180	2146	2161	0.45	-0.11	Q2	221	2172	2189	2190	0.08	-0.01	Q3
KELTON SCHOOL	22	2218	2211	2221	0.46	-0.08	Q2	22	2119	2120	2120	0.64	-0.01	Q3
AUSTIN EL	79	2205	2201	2216	0.33	-0.11	Q2	81	2206	2229	2225	0.52	0.02	Q2
HOUSTON EL	92	2156	2180	2154	0.62	0.18	Q1	94	2152	2162	2162	0.31	-0.01	Q3
SAN PERLITA EL	27	2290	2242	2280	-0.33	-0.25	Q4	28	2260	2335	2292	0.24	0.30	Q1
Group Average	111	2215	2195	2206	0.52	-0.08	--	112	2200	2218	2221	0.41	-0.03	--

Note: All values are based on students matched from 2005 to 2004. An asterisk indicates less than five students tested.

2004-05 Academic Excellence Indicator System

District Name: LA VEGA ISD

District #: 161906

2005 Accountability Rating: Academically Acceptable

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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
2004-05 District Performance

District Name: LA VEGA ISD
District #: 161906

Indicator:	State	Region 12	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2005 Standard Grade 3 (English) First Administration Only															
Reading	2005	89%	90%	85%	88%	86%	80%	*	*	84%	86%	55%	83%	71%	75%
	2004	88%	88%	74%	72%	72%	75%	*	*	74%	74%	55%	70%	63%	n/a
Mathematics	2005	82%	82%	78%	81%	72%	84%	*	*	79%	77%	64%	77%	63%	69%
	2004	83%	83%	71%	69%	71%	70%	*	*	69%	72%	25%	66%	67%	n/a
All Tests	2005	76%	76%	69%	71%	68%	68%	*	*	67%	73%	46%	69%	58%	57%
	2004	78%	78%	61%	59%	61%	60%	*	*	59%	62%	25%	55%	46%	n/a
TAKS Met 2005 Standard Grade 4 (English)															
Reading	2005	80%	79%	66%	69%	69%	59%	*	*	63%	68%	83%	62%	43%	38%
	2004	81%	81%	51%	45%	50%	55%	*	*	45%	56%	40%	51%	80%	n/a
Mathematics	2005	82%	81%	61%	56%	65%	59%	*	*	63%	60%	60%	60%	38%	33%
	2004	79%	77%	49%	48%	51%	47%	*	*	51%	48%	17%	49%	60%	n/a
Writing	2005	91%	89%	64%	73%	71%	54%	*	*	51%	76%	60%	62%	57%	38%
	2004	88%	86%	69%	58%	75%	70%	*	*	59%	79%	33%	66%	80%	n/a
All Tests	2005	70%	68%	47%	48%	54%	41%	*	*	41%	53%	50%	46%	38%	21%
	2004	68%	66%	35%	32%	37%	33%	*	*	31%	38%	< 1%	34%	60%	n/a
TAKS Met 2005 Standard Grade 5 (English) First Administration Only															
Reading	2005	75%	76%	51%	54%	45%	57%	*	*	44%	57%	20%	50%	40%	32%
	2004	74%	75%	56%	42%	42%	78%	*	*	58%	52%	*	53%	20%	n/a
Mathematics	2005	80%	80%	56%	50%	62%	51%	*	*	57%	55%	*	54%	20%	38%
	2004	73%	72%	40%	27%	36%	50%	*	*	34%	50%	33%	42%	20%	n/a
Science	2005	64%	63%	25%	11%	25%	36%	*	*	27%	24%	22%	23%	< 1%	11%
	2004	55%	56%	35%	16%	25%	57%	*	*	31%	41%	50%	35%	< 1%	n/a
All Tests	2005	55%	54%	20%	8%	20%	26%	*	*	19%	20%	11%	17%	< 1%	6%
	2004	49%	50%	28%	16%	22%	39%	*	*	23%	36%	30%	27%	< 1%	n/a
TAKS Met 2005 Standard Grade 6 (English)															
Reading	2005	86%	86%	80%	71%	82%	83%	*	*	80%	79%	*	78%	67%	73%
	2004	79%	79%	64%	52%	60%	72%	*	*	65%	64%	*	60%	22%	n/a
Mathematics	2005	73%	71%	52%	34%	48%	67%	*	*	51%	55%	27%	49%	29%	36%
	2004	68%	66%	42%	27%	36%	53%	*	*	38%	46%	*	40%	11%	n/a
All Tests	2005	69%	68%	48%	29%	49%	57%	*	*	44%	53%	25%	45%	29%	32%
	2004	63%	61%	39%	27%	31%	51%	*	*	33%	45%	*	38%	11%	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
2004-05 District Performance

District Name: LA VEGA ISD
District #: 161906

Indicator:	State	Region 12	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2005 Standard Grade 7															
Reading	2005	81%	83%	80%	71%	75%	88%	*	*	75%	85%	60%	76%	14%	61%
	2004	76%	75%	65%	57%	70%	67%	*	*	61%	69%	*	63%	50%	n/a
Mathematics	2005	65%	64%	45%	36%	33%	61%	*	*	44%	47%	*	41%	< 1%	20%
	2004	61%	60%	45%	33%	42%	53%	*	*	41%	49%	< 1%	42%	33%	n/a
Writing	2005	89%	90%	85%	86%	80%	87%	*	*	80%	89%	*	82%	14%	70%
	2004	89%	89%	86%	83%	89%	84%	*	*	84%	87%	*	84%	75%	n/a
All Tests	2005	60%	60%	44%	31%	34%	59%	*	*	40%	48%	60%	40%	< 1%	17%
	2004	56%	54%	41%	35%	41%	45%	*	*	37%	45%	< 1%	38%	33%	n/a
TAKS Met 2005 Standard Grade 8															
Reading	2005	84%	86%	78%	80%	67%	85%	*	*	74%	81%	80%	74%	< 1%	65%
	2004	84%	85%	70%	76%	65%	69%	*	*	67%	72%	80%	69%	*	n/a
Mathematics	2005	62%	61%	46%	36%	46%	54%	*	*	37%	56%	< 1%	43%	< 1%	26%
	2004	58%	55%	28%	23%	31%	30%	*	*	25%	32%	8%	24%	< 1%	n/a
Soc Studies	2005	85%	86%	75%	68%	75%	80%	*	*	70%	80%	82%	72%	33%	62%
	2004	82%	81%	65%	74%	58%	64%	*	*	62%	67%	58%	63%	40%	n/a
All Tests	2005	58%	57%	45%	36%	43%	53%	*	*	37%	53%	42%	40%	< 1%	25%
	2004	54%	51%	27%	23%	31%	27%	*	*	24%	31%	14%	25%	< 1%	n/a
TAKS Met 2005 Standard Grade 9															
Reading	2005	83%	84%	68%	62%	63%	81%	*	*	55%	81%	83%	63%	*	56%
	2004	77%	78%	70%	59%	65%	79%	*	*	66%	73%	*	68%	43%	n/a
Mathematics	2005	58%	58%	30%	29%	31%	32%	*	*	27%	34%	30%	29%	*	12%
	2004	52%	49%	38%	18%	35%	51%	*	*	34%	41%	17%	26%	38%	n/a
All Tests	2005	56%	55%	30%	30%	27%	33%	*	*	24%	35%	20%	28%	*	11%
	2004	50%	47%	35%	18%	24%	53%	*	*	32%	38%	17%	32%	25%	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
2004-05 District Performance

District Name: LA VEGA ISD
District #: 161906

Indicator:	State	Region 12	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2005 Standard Grade 10															
Eng Lang Arts	2005	68%	64%	56%	49%	51%	65%	*	*	44%	69%	*	58%	17%	47%
	2004	73%	73%	67%	66%	66%	68%	*	*	62%	72%	29%	64%	< 1%	n/a
Mathematics	2005	59%	58%	36%	18%	42%	43%	*	*	32%	40%	*	30%	< 1%	12%
	2004	53%	50%	32%	20%	22%	43%	*	*	28%	37%	< 1%	27%	< 1%	n/a
Science	2005	55%	55%	33%	24%	24%	47%	*	*	33%	34%	*	23%	< 1%	12%
	2004	52%	51%	31%	14%	17%	48%	*	*	33%	28%	25%	21%	< 1%	n/a
Soc Studies	2005	85%	85%	69%	62%	63%	80%	*	*	69%	69%	*	63%	29%	55%
	2004	81%	81%	70%	67%	55%	80%	*	*	70%	71%	42%	67%	*	n/a
All Tests	2005	40%	36%	19%	14%	15%	25%	*	*	14%	25%	*	15%	< 1%	7%
	2004	39%	36%	23%	7%	22%	33%	*	*	18%	30%	< 1%	21%	< 1%	n/a
TAKS Met 2005 Standard Grade 11 (April Administration)															
Eng Lang Arts	2005	88%	88%	82%	91%	76%	79%	*	*	76%	87%	*	78%	20%	76%
	2004	86%	85%	83%	88%	80%	81%	*	*	74%	90%	57%	82%	*	n/a
Mathematics	2005	81%	80%	67%	53%	63%	79%	*	*	69%	65%	*	67%	< 1%	54%
	2004	77%	73%	67%	75%	53%	71%	*	*	72%	62%	33%	70%	*	n/a
Science	2005	81%	80%	72%	66%	54%	91%	*	*	82%	63%	67%	62%	< 1%	61%
	2004	77%	76%	69%	59%	55%	81%	*	*	80%	59%	30%	64%	*	n/a
Soc Studies	2005	95%	95%	91%	94%	89%	91%	*	*	93%	90%	67%	91%	40%	87%
	2004	95%	95%	95%	93%	87%	> 99%	*	*	98%	92%	90%	92%	*	n/a
All Tests	2005	69%	68%	56%	51%	45%	67%	*	*	57%	56%	29%	50%	< 1%	43%
	2004	64%	61%	48%	48%	39%	54%	*	*	51%	46%	10%	49%	*	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
2004-05 District Performance

District Name: LA VEGA ISD
District #: 161906

Indicator:	State	Region 12	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2005	83%	84%	74%	72%	71%	78%	*	93%	70%	79%	70%	72%	45%	62%
	2004	80%	80%	67%	61%	63%	73%	*	94%	63%	70%	51%	64%	46%	n/a
Mathematics	2005	72%	71%	55%	47%	54%	60%	*	80%	53%	56%	42%	53%	28%	36%
	2004	67%	65%	46%	36%	43%	53%	*	83%	43%	49%	19%	45%	39%	n/a
Writing	2005	90%	89%	74%	80%	75%	71%	*	60%	66%	82%	78%	71%	36%	56%
	2004	89%	88%	77%	71%	81%	78%	*	*	71%	83%	50%	75%	77%	n/a
Science	2005	66%	65%	41%	33%	32%	56%	*	80%	45%	38%	44%	31%	< 1%	29%
	2004	60%	60%	43%	26%	30%	62%	*	75%	44%	42%	32%	38%	7%	n/a
Soc Studies	2005	88%	88%	78%	75%	75%	83%	*	80%	76%	80%	78%	73%	33%	69%
	2004	85%	84%	75%	75%	64%	82%	*	> 99%	75%	76%	59%	71%	31%	n/a
All Tests	2005	62%	62%	43%	36%	41%	50%	*	67%	40%	47%	37%	41%	24%	26%
	2004	58%	56%	38%	28%	35%	45%	*	72%	33%	42%	13%	36%	30%	n/a
TAKS Met Standard (Sum of All Grades Tested) (Panel Recommendation)															
Reading/ELA	2005	83%	84%	74%	72%	71%	78%	*	93%	70%	79%	70%	72%	45%	62%
	2004	80%	80%	67%	61%	63%	72%	*	94%	63%	70%	49%	64%	46%	n/a
Mathematics	2005	71%	70%	53%	45%	52%	59%	*	80%	52%	54%	42%	51%	28%	34%
	2004	66%	64%	45%	34%	42%	51%	*	83%	41%	48%	19%	43%	39%	n/a
Writing	2005	90%	89%	74%	80%	75%	71%	*	60%	66%	82%	78%	71%	36%	56%
	2004	89%	88%	77%	71%	81%	78%	*	*	71%	83%	50%	75%	77%	n/a
Science	2005	63%	62%	37%	25%	30%	51%	*	80%	39%	34%	25%	29%	< 1%	22%
	2004	56%	56%	39%	22%	25%	57%	*	75%	41%	37%	32%	34%	7%	n/a
Soc Studies	2005	87%	87%	77%	75%	73%	83%	*	80%	76%	79%	78%	73%	33%	68%
	2004	84%	84%	75%	75%	64%	81%	*	> 99%	74%	75%	59%	70%	31%	n/a
All Tests	2005	62%	61%	42%	34%	40%	49%	*	67%	39%	45%	36%	40%	24%	25%
	2004	57%	55%	37%	26%	34%	44%	*	72%	32%	41%	13%	35%	30%	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
2004-05 District Performance

District Name: LA VEGA ISD
District #: 161906

Indicator:	State	Region 12	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2005	25%	24%	14%	10%	10%	20%	*	47%	12%	16%	7%	12%	5%	5%
	2004	20%	19%	10%	5%	8%	15%	*	17%	8%	12%	4%	9%	4%	n/a
Mathematics	2005	20%	18%	9%	3%	9%	13%	*	33%	9%	9%	9%	9%	7%	2%
	2004	17%	14%	6%	2%	5%	9%	*	39%	6%	7%	4%	5%	4%	n/a
Writing	2005	26%	22%	17%	14%	14%	21%	*	20%	13%	20%	11%	14%	7%	5%
	2004	22%	19%	11%	7%	7%	17%	*	*	9%	12%	< 1%	9%	< 1%	n/a
Science	2005	14%	12%	5%	2%	4%	8%	*	< 1%	5%	4%	< 1%	5%	< 1%	1%
	2004	9%	8%	2%	< 1%	2%	4%	*	13%	2%	3%	< 1%	3%	< 1%	n/a
Soc Studies	2005	26%	24%	16%	13%	8%	24%	*	60%	18%	14%	6%	10%	< 1%	7%
	2004	21%	18%	12%	6%	7%	18%	*	40%	12%	12%	6%	9%	8%	n/a
All Tests	2005	10%	8%	3%	1%	3%	5%	*	13%	3%	4%	1%	3%	4%	1%
	2004	8%	6%	3%	1%	2%	4%	*	11%	2%	3%	1%	2%	1%	n/a
SDAA II Examinations (Sum of Grades 3-10)															
Met ARD Expectations															
(Standard Accountability & AEA Indicator)															
2005	79%	83%	79%	80%	82%	76%	*	*	82%	74%	79%	79%	83%	81%	
SDAA II Examinees (Sum of Grades 3-10)															
Met ARD Expectations															
Reading/ELA	2005	82%	86%	79%	80%	89%	70%	*	*	81%	75%	79%	80%	84%	80%
Mathematics	2005	80%	84%	82%	79%	77%	86%	*	*	84%	77%	82%	81%	85%	88%
Writing	2005	65%	71%	69%	80%	75%	60%	*	*	77%	57%	69%	71%	*	57%
All Tests	2005	68%	73%	68%	70%	71%	63%	*	*	72%	58%	68%	67%	74%	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
2004-05 District Performance

District Name: LA VEGA ISD
District #: 161906

Indicator:	State	Region 12	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
2005 TAKS/SDAA II Participation (Grades 3-11)														
Tested	97.0%	97.4%	97.6%	99.1%	96.0%	98.6%	*	88.2%	98.4%	96.9%	92.7%	97.4%	81.2%	96.9%
By Testing Program														
TAKS/SDAA II	90.8%	88.6%	89.6%	91.4%	89.4%	88.8%	*	88.2%	88.3%	91.0%	38.7%	88.2%	70.3%	89.0%
SDAA II Only	6.2%	8.8%	8.0%	7.7%	6.6%	9.7%	*	0.0%	10.0%	5.9%	54.0%	9.3%	10.9%	7.9%
By Mobility Status														
Acct Subset	91.3%	90.2%	89.8%	88.9%	91.2%	89.3%	*	88.2%	91.0%	88.6%	79.8%	90.0%	80.2%	91.2%
Mobile Subset	5.7%	7.2%	7.8%	10.2%	4.7%	9.3%	*	0.0%	7.4%	8.3%	12.9%	7.4%	1.0%	5.7%
Not Tested	3.0%	2.6%	2.4%	0.9%	4.0%	1.4%	*	11.8%	1.6%	3.1%	7.3%	2.6%	18.8%	3.1%
Absent	0.2%	0.2%	0.2%	0.0%	0.5%	0.2%	*	0.0%	0.2%	0.2%	0.4%	0.2%	0.0%	0.2%
ARD Exempt	0.8%	0.8%	0.9%	0.7%	1.0%	1.0%	*	0.0%	0.9%	0.9%	6.0%	0.9%	2.0%	0.9%
LEP Exempt	1.0%	0.4%	0.8%	0.0%	2.4%	0.0%	*	0.0%	0.5%	1.2%	0.0%	1.0%	13.9%	1.6%
Other	1.0%	1.2%	0.4%	0.2%	0.2%	0.3%	*	11.8%	0.0%	0.7%	0.8%	0.4%	3.0%	0.4%
Total Count	2,931,773	94,187	1,673	431	593	627	4	17	857	815	248	1,253	101	899
2004 TAKS/SDAA Participation (Grades 3-11)														
Tested	95.4%	94.9%	94.2%	96.2%	91.0%	95.8%	*	95.2%	93.3%	95.1%	76.2%	94.6%	73.0%	n/a
By Testing Program														
TAKS/SDAA	90.4%	88.5%	88.7%	89.8%	86.7%	89.8%	*	95.2%	85.8%	91.7%	37.7%	87.9%	65.6%	n/a
SDAA Only	5.0%	6.4%	5.5%	6.3%	4.3%	6.0%	*	0.0%	7.5%	3.4%	38.5%	6.7%	7.4%	n/a
By Mobility Status														
Acct Subset	89.4%	87.4%	86.8%	88.8%	85.1%	87.0%	*	85.7%	85.5%	88.1%	62.3%	90.2%	66.4%	n/a
Mobile Subset	5.9%	7.5%	7.5%	7.4%	5.9%	8.8%	*	9.5%	7.8%	7.0%	13.8%	4.3%	6.6%	n/a
Not Tested	4.6%	5.1%	5.8%	3.8%	9.0%	4.2%	*	4.8%	6.7%	4.9%	23.8%	5.4%	27.0%	n/a
Absent	0.2%	0.2%	0.2%	0.3%	0.5%	0.0%	*	0.0%	0.5%	0.0%	0.4%	0.3%	0.0%	n/a
ARD Exempt	2.1%	2.8%	2.8%	3.3%	2.3%	3.1%	*	0.0%	3.3%	2.3%	19.7%	2.5%	1.6%	n/a
LEP Exempt	1.2%	0.6%	1.7%	0.0%	5.0%	0.0%	*	0.0%	1.4%	2.1%	0.0%	2.0%	23.8%	n/a
Other	1.2%	1.5%	1.0%	0.3%	1.2%	1.2%	*	4.8%	1.5%	0.5%	3.8%	0.7%	1.6%	n/a
Total Count	2,886,460	93,744	1,677	394	577	683	2	21	854	823	239	1,065	122	n/a
TAKS Exit-Level Cumulative Pass Rate														
Class of 2005	91%	90%	90%	86%	85%	93%	*	*	92%	88%	70%	87%	50%	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
2004-05 District Performance

District Name: LA VEGA ISD
District #: 161906

Indicator:	State	Region 12	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2005	45%	48%	38%	36%	34%	47%	*	*	36%	41%	25%	33%	19%	38%
	2004	47%	50%	40%	39%	32%	47%	*	*	36%	44%	36%	36%	25%	n/a
Mathematics	2005	25%	27%	22%	20%	18%	28%	*	*	21%	22%	17%	20%	4%	22%
	2004	27%	27%	21%	15%	21%	26%	*	*	19%	23%	14%	19%	23%	n/a
Average TGI Growth															
Reading/ELA	2005	0.53	0.57	0.44	0.30	0.38	0.68	*	*	0.47	0.42	0.50	0.38	0.08	0.44
	2004	0.50	0.51	0.40	0.46	0.36	0.42	*	*	0.37	0.43	0.05	0.43	0.39	n/a
Mathematics	2005	0.38	0.41	0.30	0.24	0.23	0.46	*	*	0.26	0.35	0.38	0.30	0.08	0.30
	2004	0.38	0.36	0.27	0.13	0.20	0.47	*	*	0.26	0.28	0.26	0.23	0.34	n/a
Student Success Initiative															
Grade 3 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2005	13%	11%	16%	12%	16%	22%	*	*	16%	17%	45%	19%	29%	26%
	2004	10%	9%	20%	19%	19%	22%	*	*	20%	20%	45%	23%	25%	n/a
TAKS Cumulative Met Standard (First and Second Administrations)															
	2005	93%	94%	93%	92%	95%	90%	*	*	95%	91%	78%	92%	82%	88%
	2004	95%	96%	85%	79%	88%	84%	*	*	84%	86%	55%	83%	88%	n/a
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2005	25%	25%	49%	46%	55%	43%	*	*	56%	43%	80%	50%	60%	68%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2005	86%	87%	66%	68%	62%	71%	*	*	60%	72%	60%	65%	40%	45%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2005	21%	21%	44%	50%	38%	49%	*	*	44%	44%	80%	46%	80%	63%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2005	88%	88%	74%	81%	74%	67%	*	*	76%	71%	*	71%	20%	55%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 District Performance

District Name: LA VEGA ISD
District #: 161906

Indicator:	State	Region 12	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
RPTE Change															
Sum of 3-12															
Scored 'Beginning' in 2004															
Beginning	2005	48.2%	38.0%	25.0%	-	25.0%	-	-	33.3%	14.3%	*	25.0%	25.0%	25.0%	
Intermediate	2005	32.7%	35.1%	43.8%	-	43.8%	-	-	44.4%	42.9%	*	43.8%	43.8%	43.8%	
Advanced	2005	14.6%	21.4%	31.3%	-	31.3%	-	-	22.2%	42.9%	*	31.3%	31.3%	31.3%	
Advanced High	2005	4.5%	5.5%	0.0%	-	0.0%	-	-	0.0%	0.0%	*	0.0%	0.0%	0.0%	
Scored 'Intermediate' in 2004															
Beginning	2005	8.9%	8.3%	2.8%	-	2.8%	-	-	4.3%	0.0%	0.0%	2.9%	2.8%	2.8%	
Intermediate	2005	30.0%	32.4%	58.3%	-	58.3%	-	-	60.9%	53.8%	75.0%	58.8%	58.3%	58.3%	
Advanced	2005	41.9%	41.6%	27.8%	-	27.8%	-	-	17.4%	46.2%	12.5%	26.5%	27.8%	27.8%	
Advanced High	2005	19.2%	17.7%	11.1%	-	11.1%	-	-	17.4%	0.0%	12.5%	11.8%	11.1%	11.1%	
Scored 'Advanced' in 2004															
Beginning	2005	1.5%	2.2%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Intermediate	2005	8.8%	13.0%	38.1%	-	37.7%	-	*	40.0%	36.8%	44.4%	36.7%	38.1%	38.1%	
Advanced	2005	46.8%	46.5%	41.3%	-	41.0%	-	*	36.0%	44.7%	33.3%	41.7%	41.3%	41.3%	
Advanced High	2005	42.9%	38.3%	20.6%	-	21.3%	-	*	24.0%	18.4%	22.2%	21.7%	20.6%	20.6%	
Attendance Rate															
2003-04		95.7%	95.7%	95.7%	96.9%	95.9%	94.8%	98.6%	97.8%	95.7%	95.7%	94.0%	96.0%	97.3%	95.7%
2002-03		95.6%	95.7%	95.3%	96.9%	95.8%	93.9%	*	97.2%	95.3%	95.2%	94.0%	95.4%	97.0%	n/a
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)															
2003-04		0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2002-03		0.2%	0.2%	0.9%	0.0%	0.8%	1.5%	-	*	0.5%	1.4%	0.0%	1.0%	0.0%	n/a
Annual Dropout Rate (Gr 7-12) (AEA Indicator)															
2003-04		0.9%	0.8%	1.6%	0.3%	1.9%	2.3%	*	0.0%	2.0%	1.3%	3.7%	0.8%	5.1%	1.9%
2002-03		0.9%	0.7%	2.0%	0.7%	2.7%	2.2%	0.0%	11.1%	2.3%	1.7%	1.4%	1.7%	4.8%	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
2004-05 District Performance

District Name: LA VEGA ISD
District #: 161906

Indicator:	State	Region 12	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 2004														
Graduated	84.6%	88.1%	77.8%	91.7%	74.5%	69.7%	*	-	75.0%	80.5%	64.0%	78.3%	*	77.4%
Received GED	4.2%	4.2%	5.6%	2.1%	2.1%	10.6%	*	-	8.8%	2.4%	4.0%	2.9%	*	4.7%
Continued HS	7.3%	4.5%	5.6%	6.3%	4.3%	6.1%	*	-	8.8%	2.4%	24.0%	7.2%	*	6.6%
Dropped Out (4-yr)	3.9%	3.3%	11.1%	0.0%	19.1%	13.6%	*	-	7.5%	14.6%	8.0%	11.6%	*	11.3%
Class of 2003														
Graduated	84.2%	87.0%	75.6%	85.3%	69.0%	73.6%	-	-	74.2%	76.7%	52.4%	73.1%	*	n/a
Received GED	3.3%	3.6%	8.1%	5.9%	6.9%	9.7%	-	-	12.9%	4.1%	14.3%	7.5%	*	n/a
Continued HS	7.9%	5.5%	10.4%	5.9%	17.2%	9.7%	-	-	9.7%	11.0%	23.8%	11.9%	*	n/a
Dropped Out (4-yr)	4.5%	3.9%	5.9%	2.9%	6.9%	6.9%	-	-	3.2%	8.2%	9.5%	7.5%	*	n/a
Completion Rate II (w/GED) (Standard Accountability & AEA Indicator)														
Class of 2004	96.1%	96.7%	88.9%	100.0%	80.9%	86.4%	*	-	92.5%	85.4%	92.0%	88.4%	*	88.7%
Class of 2003	95.5%	96.1%	94.1%	97.1%	93.1%	93.1%	-	-	96.8%	91.8%	90.5%	92.5%	*	n/a
Completion Rate I (w/o GED)														
Class of 2004	91.9%	92.5%	83.3%	97.9%	78.7%	75.8%	*	-	83.8%	82.9%	88.0%	85.5%	*	84.0%
Class of 2003	92.2%	92.5%	85.9%	91.2%	86.2%	83.3%	-	-	83.9%	87.7%	76.2%	85.1%	*	n/a
Advanced Course/Dual Enrollment Completion														
2003-04	19.9%	15.8%	10.7%	5.3%	10.4%	14.3%	*	0.0%	6.8%	14.6%	2.1%	10.6%	0.0%	10.5%
2002-03	19.7%	15.2%	7.0%	4.2%	4.7%	9.9%	*	0.0%	4.0%	10.4%	0.0%	5.3%	0.0%	n/a
RHSP/DAP Graduates														
Class of 2004	68.4%	58.7%	48.5%	43.5%	61.1%	42.9%	*	-	36.1%	59.2%	12.5%	62.7%	-	41.5%
Class of 2003	63.7%	54.7%	57.9%	55.9%	57.7%	59.3%	-	-	41.1%	74.1%	0.0%	56.3%	*	n/a
AP/IB Results														
Tested														
2004	17.4%	15.6%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	n/a	n/a	n/a	n/a
2003	16.1%	11.6%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2004	53.9%	39.2%	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a
2003	56.0%	44.4%	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a
Scores >= Criterion														
2004	49.3%	34.6%	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a
2003	51.4%	41.4%	-	-	-	-	-	-	-	-	n/a	n/a	n/a	n/a
TAAS/TASP Equivalency														
Class of 2004	77.3%	75.7%	76.1%	66.7%	77.4%	83.3%	*	-	74.5%	77.4%	*	76.3%	*	52.6%
Class of 2003	71.1%	70.5%	80.4%	81.3%	66.7%	85.1%	-	-	67.4%	90.7%	*	79.5%	*	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts														
2005	39%	36%	25%	12%	26%	33%	*	*	17%	33%	*	20%	*	11%
2004	29%	26%	13%	12%	13%	14%	*	*	6%	19%	*	7%	*	n/a
Mathematics														
2005	48%	45%	22%	*	17%	40%	*	*	20%	23%	*	15%	*	9%
2004	43%	39%	21%	17%	10%	26%	*	*	20%	21%	33%	20%	*	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
2004-05 District Performance

District Name: LA VEGA ISD
District #: 161906

Indicator:	State	Region 12	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 2004	61.9%	58.3%	31.0%	32.4%	26.5%	31.8%	*	-	34.0%	28.8%	n/a	n/a	n/a	n/a
Class of 2003	62.4%	59.0%	39.2%	45.2%	18.2%	44.9%	-	-	33.3%	44.4%	n/a	n/a	n/a	n/a
At/Above Criterion														
Class of 2004	27.0%	21.5%	11.1%	0.0%	22.2%	14.3%	*	-	11.8%	10.5%	n/a	n/a	n/a	n/a
Class of 2003	27.2%	22.6%	17.5%	0.0%	*	31.8%	-	-	6.3%	25.0%	n/a	n/a	n/a	n/a
Mean SAT Score														
Class of 2004	987	968	852	*	*	*	-	-	802	887	n/a	n/a	n/a	n/a
Class of 2003	989	975	950	836	*	1019	-	-	907	982	n/a	n/a	n/a	n/a
Mean ACT Score														
Class of 2004	20.1	19.7	18.1	15.6	17.3	19.8	*	-	17.2	18.9	n/a	n/a	n/a	n/a
Class of 2003	19.9	19.7	19.3	17.1	*	21.0	-	-	16.2	20.9	n/a	n/a	n/a	n/a

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

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

'-' indicates zero observations reported for this group.

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

STUDENT INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	2,589	100.0%	4,383,871	100.0%
Students By Grade:				
Early Childhood Education	6	0.2%	14,355	0.3%
Pre-Kindergarten	138	5.3%	175,633	4.0%
Kindergarten	199	7.7%	333,530	7.6%
Grade 1	198	7.6%	345,464	7.9%
Grade 2	223	8.6%	333,959	7.6%
Grade 3	179	6.9%	326,753	7.5%
Grade 4	221	8.5%	324,221	7.4%
Grade 5	185	7.1%	323,492	7.4%
Grade 6	176	6.8%	328,582	7.5%
Grade 7	221	8.5%	332,830	7.6%
Grade 8	204	7.9%	329,003	7.5%
Grade 9	206	8.0%	383,353	8.7%
Grade 10	158	6.1%	311,018	7.1%
Grade 11	165	6.4%	274,815	6.3%
Grade 12	110	4.2%	246,863	5.6%
Ethnic Distribution:				
African American	617	23.8%	621,999	14.2%
Hispanic	956	36.9%	1,961,549	44.7%
White	985	38.0%	1,653,008	37.7%
Native American	5	0.2%	14,305	0.3%
Asian/Pacific Islander	26	1.0%	133,010	3.0%
Economically Disadvantaged	2,020	78.0%	2,394,001	54.6%
Limited English Proficient (LEP)	256	9.9%	684,007	15.6%
Students w/Disciplinary Placements (2003-04)	154	5.2%	106,587	2.4%
At-Risk	1,434	55.4%	2,005,807	45.8%
Graduates (Class of 2004):				
Total Graduates	132	100.0%	244,165	100.0%
By Ethnicity (incl. Special Ed.):				
African American	46	34.8%	33,213	13.6%
Hispanic	36	27.3%	85,412	35.0%
White	49	37.1%	116,497	47.7%
Native American	1	0.8%	739	0.3%
Asian/Pacific Islander	0	0.0%	8,304	3.4%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	68	51.5%	77,194	31.6%
Recommended H.S. Pgm./DAP	64	48.5%	166,971	68.4%
Special Education Graduates	16	12.1%	24,954	10.2%

Retention Rates By Grade: Kindergarten	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
	1.8%	2.9%	3.8%	11.3%
Grade 1	2.6%	6.0%	20.0%	9.7%
Grade 2	3.7%	3.6%	6.9%	4.0%
Grade 3	4.1%	2.7%	6.7%	2.0%
Grade 4	1.2%	1.7%	0.0%	1.3%
Grade 5	0.7%	0.9%	0.0%	1.5%
Grade 6	1.1%	1.5%	4.0%	1.6%
Grade 7	5.9%	2.3%	0.0%	2.2%
Grade 8	5.7%	1.7%	8.8%	3.0%

Data Quality: PID Errors (student) Underreported Students	-----District-----		-----State-----	
	Count	Percent	Count	Percent
	2	0.1%	14,227	0.3%
	0	0.0%	4,572	0.2%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

District

State

Class Size Averages by Grade and Subject:

Elementary: Kindergarten	18.6	19.1
Grade 1	21.0	18.7
Grade 2	19.0	18.9
Grade 3	18.6	18.9
Grade 4	20.0	19.4
Grade 5	19.6	22.0
Grade 6	20.3	22.3
Mixed Grades	-	25.6
Secondary: English/Language Arts	16.9	20.5
Foreign Languages	19.1	21.8
Mathematics	16.9	20.6
Science	19.2	21.7
Social Studies	20.2	22.7

STAFF INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	437.4	100.0%	583,759.8	100.0%
Professional Staff:	250.2	57.2%	362,967.1	62.2%
Teachers	200.7	45.9%	294,258.3	50.4%
Professional Support	28.7	6.6%	46,785.3	8.0%
Campus Administration (School Leadership)	14.9	3.4%	16,219.2	2.8%
Central Administration	6.0	1.4%	5,704.3	1.0%
Educational Aides:	69.3	15.8%	59,539.7	10.2%
Auxiliary Staff:	117.9	27.0%	161,253.0	27.6%
Total Minority Staff:	113.6	26.0%	239,468.2	41.0%
Teachers by Ethnicity and Sex:				
African American	17.0	8.5%	26,241.8	8.9%
Hispanic	14.0	7.0%	57,396.1	19.5%
White	169.7	84.6%	206,776.9	70.3%
Native American	0.0	0.0%	798.6	0.3%
Asian/Pacific Islander	0.0	0.0%	3,044.8	1.0%
Males	48.5	24.2%	67,341.6	22.9%
Females	152.2	75.8%	226,916.6	77.1%
Teachers by Highest Degree Held:				
No Degree	141.8	70.7%	3,176.3	1.1%
Bachelors	47.0	23.4%	226,981.1	77.1%
Masters	11.9	5.9%	62,637.1	21.3%
Doctorate	0.0	0.0%	1,463.7	0.5%
Teachers by Years of Experience:				
Beginning Teachers	38.0	18.9%	22,648.6	7.7%
1-5 Years Experience	55.7	27.8%	84,482.3	28.7%
6-10 Years Experience	35.0	17.4%	57,027.2	19.4%
11-20 Years Experience	45.0	22.4%	72,100.3	24.5%
Over 20 Years Experience	27.0	13.5%	57,999.8	19.7%
Number of Students per Teacher:	12.9	n/a	14.9	n/a

STAFF INFORMATION (Continued)	-----District-----	-----State-----
Average Years Experience of Teachers:	9.5 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:	1.3 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$30,263	\$33,775
1-5 Years Experience	\$31,820	\$35,706
6-10 Years Experience	\$35,251	\$38,220
11-20 Years Experience	\$41,707	\$43,501
Over 20 Years Experience	\$45,489	\$51,215
Average Actual Salaries (regular duties only):		
Teachers	\$36,180	\$41,011
Professional Support	\$43,047	\$48,820
Campus Administration (School Leadership)	\$57,144	\$61,612
Central Administration	\$73,772	\$76,324
Turnover Rate for Teachers:	21.9%	16.1%
Instructional Staff Percent*:	63.1%	63.8%
EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,376.5
Educational Aides	0.0	311.9
Auxiliary Staff	4.0	886.4
Contracted Instructional Staff:	3.0	2,829.4

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

TAX INFORMATION (CALENDAR YEAR 2004)

	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	\$1.483	n/a	\$1.447
Interest and Sinking Fund #	n/a	\$0.238	n/a	\$0.112

Total Rate (sum of above)	n/a	\$1.721	n/a	\$1.559
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$394,416,727	n/a	\$1,123,632,795,591	n/a
Value Per Pupil	\$152,343	n/a	\$260,579	n/a
Value by Category				
Business	\$265,469,181	57.4%	\$436,415,295,120	34.0%
Residential	\$170,555,290	36.9%	\$700,084,952,458	54.6%
Land	\$20,921,135	4.5%	\$84,427,095,405	6.6%
Oil and Gas	\$0	0.0%	\$51,889,539,655	4.0%
Other	\$5,745,990	1.2%	\$9,281,659,115	0.7%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2003-04 audited)	\$3,100,866	n/a	\$4,899,116,058	n/a
Percent of Total Budgeted Expenditures (2004-05)	n/a	17.9%	n/a	16.8%

ACTUAL REVENUE INFORMATION (2003-04)

	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Source:									
Total Revenues	\$17,478,439	100.0%	\$6,679	\$22,875,211	100.0%	\$8,741	\$34,924,503,630	100.0%	\$8,101
Local Tax	\$5,387,111	30.8%	\$2,059	\$5,599,683	24.5%	\$2,140	\$16,354,481,518	46.8%	\$3,794
Other Local & Intermediate	\$284,032	1.6%	\$109	\$1,640,382	7.2%	\$627	\$1,609,513,075	4.6%	\$373
State	\$11,334,188	64.8%	\$4,331	\$12,277,791	53.7%	\$4,692	\$13,379,677,486	38.3%	\$3,104
Federal	\$473,108	2.7%	\$181	\$3,357,355	14.7%	\$1,283	\$3,580,831,551	10.3%	\$831
Equity Transfers (excluded from revenues)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,065,593,638	n/a	\$247

ACTUAL EXPENDITURE INFORMATION (2003-04)

By Object:									
Total Expenditures	\$17,149,405	100.0%	\$6,553	\$24,123,456	100.0%	\$9,218	\$38,436,673,980	100.0%	\$8,916
Payroll Costs	\$12,839,480	74.9%	\$4,906	\$15,778,141	65.4%	\$6,029	\$24,660,620,238	64.2%	\$5,720
Other Operating Costs	\$4,169,341	24.3%	\$1,593	\$5,954,134	24.7%	\$2,275	\$6,354,100,489	16.5%	\$1,474
Debt Service	\$0	0.0%	\$0	\$682,032	2.8%	\$261	\$2,991,921,342	7.8%	\$694
Capital Outlay	\$140,584	0.8%	\$54	\$1,709,149	7.1%	\$653	\$4,430,031,911	11.5%	\$1,028

The \$0.112 includes 301 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.157.

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	\$16,867,862	100.0%	\$6,445	\$21,553,986	100.0%	\$8,236	\$30,539,587,274	100.0%	\$7,084
Instruction (11,95)	\$8,903,625	52.8%	\$3,402	\$11,179,082	51.9%	\$4,272	\$17,690,001,678	57.9%	\$4,103
Instructional-Related Services (12,13)	\$561,963	3.3%	\$215	\$927,540	4.3%	\$354	\$1,093,480,229	3.6%	\$254
Instructional Leadership (21)	\$216,325	1.3%	\$83	\$216,325	1.0%	\$83	\$476,825,380	1.6%	\$111
School Leadership (23)	\$1,223,023	7.3%	\$467	\$1,445,916	6.7%	\$553	\$1,722,572,907	5.6%	\$400
Support Services-Student (31,32,33)	\$873,040	5.2%	\$334	\$1,197,849	5.6%	\$458	\$1,467,626,210	4.8%	\$340
Student Transportation (34)	\$666,671	4.0%	\$255	\$687,937	3.2%	\$263	\$819,366,779	2.7%	\$190
Food Services (35)	\$0	0.0%	\$0	\$1,359,105	6.3%	\$519	\$1,594,771,255	5.2%	\$370
Cocurricular Activities (36)	\$584,076	3.5%	\$223	\$584,076	2.7%	\$223	\$771,194,528	2.5%	\$179
Central Administration (41,92)	\$967,568	5.7%	\$370	\$972,492	4.5%	\$372	\$1,103,673,044	3.6%	\$256
Plant Maintenance and Operations (51)	\$1,994,634	11.8%	\$762	\$2,050,361	9.5%	\$783	\$3,182,941,823	10.4%	\$738
Security and Monitoring Services (52)	\$49,731	0.3%	\$19	\$79,396	0.4%	\$30	\$206,439,567	0.7%	\$48
Data Processing Services (53)	\$827,206	4.9%	\$316	\$853,907	4.0%	\$326	\$410,466,374	1.3%	\$95
Community Services (61)	\$140,959	n/a	\$54	\$169,874	n/a	\$65	\$199,963,897	n/a	\$46
Equity Transfers (excluded from expenditures)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,065,593,638	n/a	\$247
Instructional Expenditure Ratio* (11,12,13,31)		59.0%						64.6%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2003-04)									
By Total Operating Expenditures	\$12,279,461	100.0%	\$4,692	\$15,450,914	100.0%	\$5,904	\$22,948,481,650	100.0%	\$5,323
Bilingual/ESL Education (25)	\$243,683	2.0%	\$93	\$275,070	1.8%	\$105	\$965,336,115	4.2%	\$224
Career & Technology Education (22)	\$421,920	3.4%	\$161	\$455,384	2.9%	\$174	\$842,895,004	3.7%	\$196
Accelerated Education (24,30)	\$1,455,177	11.9%	\$556	\$3,957,454	25.6%	\$1,512	\$2,754,485,390	12.0%	\$639
Gifted & Talented Education (21)	\$243,949	2.0%	\$93	\$246,699	1.6%	\$94	\$367,749,046	1.6%	\$85
Regular Education (11)	\$7,731,634	63.0%	\$2,954	\$7,883,145	51.0%	\$3,012	\$13,493,936,532	58.8%	\$3,130
Special Education (23)	\$1,665,825	13.6%	\$637	\$2,115,889	13.7%	\$809	\$3,729,870,123	16.3%	\$865
Athletics/Related Activities (91)	\$517,273	4.2%	\$198	\$517,273	3.3%	\$198	\$532,584,104	2.3%	\$124
Other (26,27,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$261,625,336	1.1%	\$61

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

PROGRAM INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	250	9.7%	631,534	14.4%
Career & Technology Education	526	20.3%	892,018	20.3%
Gifted & Talented Education	105	4.1%	337,650	7.7%
Special Education	339	13.1%	506,391	11.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	0.5%	24,790.4	8.4%
Career & Technology Education	8.0	4.0%	11,787.1	4.0%
Compensatory Education	7.5	3.7%	8,982.8	3.1%
Gifted & Talented Education	0.5	0.3%	6,452.8	2.2%
Regular Education	163.8	81.6%	204,670.0	69.6%
Special Education	17.0	8.5%	30,200.8	10.3%
Other	2.8	1.4%	7,374.4	2.5%

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

'-' indicates zero observations reported for this group.

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

2004-05 Academic Excellence Indicator System

District Name: LA VEGA ISD

Campus Name: LA VEGA H S

Campus #: 161906002

2005 Accountability Rating: Academically Acceptable

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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
2004-05 Campus Performance

Section I - Page 1
Total Students: 622
Grade Span: 09 - 12
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: LA VEGA H S
Campus #: 161906002

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2005 Standard Grade 9															
Reading	2005	83%	68%	80%	68%	61%	62%	81%	*	*	53%	81%	83%	62%	*
	2004	77%	70%	77%	70%	59%	67%	79%	*	*	67%	73%	*	72%	43%
Mathematics	2005	58%	30%	52%	31%	29%	32%	32%	*	*	28%	34%	30%	29%	*
	2004	52%	38%	48%	38%	18%	36%	51%	*	*	34%	41%	17%	28%	38%
All Tests	2005	56%	30%	48%	30%	29%	28%	33%	*	*	24%	35%	20%	27%	*
	2004	50%	35%	48%	35%	18%	25%	52%	*	*	31%	38%	17%	33%	25%
TAKS Met 2005 Standard Grade 10															
Eng Lang Arts	2005	68%	56%	63%	57%	47%	53%	70%	*	*	46%	70%	*	59%	17%
	2004	73%	67%	75%	69%	66%	66%	72%	*	*	65%	73%	33%	68%	< 1%
Mathematics	2005	59%	36%	53%	37%	15%	43%	47%	*	*	33%	40%	*	30%	< 1%
	2004	53%	32%	50%	33%	21%	22%	46%	*	*	30%	37%	< 1%	29%	< 1%
Science	2005	55%	33%	41%	34%	21%	25%	50%	*	*	34%	34%	*	23%	< 1%
	2004	52%	31%	49%	31%	15%	17%	50%	*	*	34%	29%	18%	21%	< 1%
Soc Studies	2005	85%	69%	78%	69%	61%	63%	80%	*	*	68%	69%	*	61%	29%
	2004	81%	70%	80%	72%	71%	55%	84%	*	*	73%	72%	36%	69%	*
All Tests	2005	40%	19%	30%	20%	12%	15%	28%	*	*	14%	25%	*	14%	< 1%
	2004	39%	23%	34%	24%	5%	22%	35%	*	*	19%	29%	< 1%	21%	< 1%
TAKS Met 2005 Standard Grade 11 (April Administration)															
Eng Lang Arts	2005	88%	82%	88%	84%	91%	81%	82%	*	*	81%	87%	*	81%	20%
	2004	86%	83%	86%	84%	88%	80%	83%	*	*	74%	92%	57%	82%	*
Mathematics	2005	81%	67%	80%	67%	53%	63%	79%	*	*	69%	65%	*	67%	< 1%
	2004	77%	67%	76%	67%	75%	53%	71%	*	*	72%	62%	33%	70%	*
Science	2005	81%	72%	78%	72%	66%	54%	91%	*	*	82%	63%	67%	62%	< 1%
	2004	77%	69%	74%	69%	59%	55%	81%	*	*	80%	59%	30%	64%	*
Soc Studies	2005	95%	91%	93%	91%	94%	89%	91%	*	*	93%	90%	67%	91%	40%
	2004	95%	95%	95%	95%	93%	87%	> 99%	*	*	98%	92%	90%	92%	*
All Tests	2005	69%	56%	64%	57%	50%	47%	69%	*	*	60%	55%	29%	52%	< 1%
	2004	64%	48%	62%	49%	48%	39%	55%	*	*	51%	47%	10%	49%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Performance

Section I - Page 2
Total Students: 622
Grade Span: 09 - 12
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: LA VEGA H S
Campus #: 161906002

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2005	83%	74%	75%	70%	66%	65%	78%	*	*	59%	80%	60%	66%	27%
	2004	80%	67%	78%	74%	69%	70%	78%	*	86%	68%	79%	47%	74%	25%
Mathematics	2005	72%	55%	60%	44%	32%	44%	52%	*	*	42%	46%	33%	39%	6%
	2004	67%	46%	57%	45%	34%	36%	56%	*	71%	43%	46%	16%	45%	29%
Science	2005	66%	41%	58%	53%	44%	39%	70%	*	*	56%	49%	71%	39%	< 1%
	2004	60%	43%	63%	48%	32%	33%	65%	*	80%	53%	43%	24%	41%	11%
Soc Studies	2005	88%	78%	85%	80%	78%	75%	85%	*	*	80%	80%	71%	74%	33%
	2004	85%	75%	86%	82%	78%	69%	92%	*	> 99%	83%	81%	57%	78%	25%
All Tests	2005	62%	43%	47%	35%	30%	29%	43%	*	*	31%	38%	22%	29%	6%
	2004	58%	38%	48%	35%	21%	27%	47%	*	57%	32%	38%	7%	33%	18%
TAKS Met Standard (Sum of All Grades Tested) (Panel Recommendation)															
Reading/ELA	2005	83%	74%	75%	69%	66%	64%	78%	*	*	59%	79%	60%	65%	27%
	2004	80%	67%	77%	73%	69%	69%	77%	*	86%	67%	78%	40%	73%	25%
Mathematics	2005	71%	53%	56%	38%	26%	37%	49%	*	*	38%	39%	33%	33%	6%
	2004	66%	45%	54%	40%	27%	32%	51%	*	71%	38%	41%	16%	37%	29%
Science	2005	63%	37%	52%	45%	32%	36%	61%	*	*	48%	42%	29%	35%	< 1%
	2004	56%	39%	54%	41%	26%	25%	58%	*	80%	48%	35%	24%	34%	11%
Soc Studies	2005	87%	77%	83%	79%	78%	72%	85%	*	*	80%	78%	71%	73%	33%
	2004	84%	75%	85%	81%	78%	68%	91%	*	> 99%	83%	80%	57%	78%	25%
All Tests	2005	62%	42%	45%	30%	21%	25%	40%	*	*	27%	33%	17%	25%	6%
	2004	57%	37%	45%	30%	15%	22%	43%	*	57%	27%	33%	7%	26%	18%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2005	25%	14%	11%	5%	1%	4%	10%	*	*	2%	9%	< 1%	4%	< 1%
	2004	20%	10%	5%	4%	3%	2%	6%	*	< 1%	2%	6%	< 1%	3%	< 1%
Mathematics	2005	20%	9%	8%	3%	1%	3%	5%	*	*	4%	2%	7%	3%	< 1%
	2004	17%	6%	10%	3%	< 1%	2%	5%	*	14%	4%	2%	< 1%	1%	6%
Science	2005	14%	5%	3%	1%	1%	< 1%	2%	*	*	2%	1%	< 1%	1%	< 1%
	2004	9%	2%	3%	1%	< 1%	< 1%	2%	*	< 1%	2%	< 1%	< 1%	2%	< 1%
Soc Studies	2005	26%	16%	18%	17%	12%	8%	27%	*	*	23%	11%	14%	10%	< 1%
	2004	21%	12%	16%	13%	7%	6%	20%	*	40%	14%	13%	< 1%	9%	< 1%
All Tests	2005	10%	3%	2%	< 1%	< 1%	< 1%	1%	*	*	1%	< 1%	< 1%	< 1%	< 1%
	2004	8%	3%	2%	< 1%	< 1%	< 1%	1%	*	< 1%	< 1%	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
2004-05 Campus Performance

Section I - Page 3
Total Students: 622
Grade Span: 09 - 12
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: LA VEGA H S
Campus #: 161906002

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of Grades 3-10)														
Met ARD Expectations (Standard Accountability & AEA Indicator)														
2005	79%	79%	72%	68%	47%	96%	59%	*	*	73%	63%	68%	69%	*
SDAA II Examinees (Sum of Grades 3-10)														
Met ARD Expectations														
Reading/ELA 2005	82%	79%	82%	68%	43%	> 99%	59%	*	*	67%	69%	68%	68%	*
Mathematics 2005	80%	82%	71%	59%	43%	88%	50%	*	*	69%	46%	59%	58%	*
Writing 2005	65%	69%	48%	92%	*	> 99%	83%	*	*	> 99%	83%	92%	92%	*
All Tests 2005	68%	68%	47%	57%	38%	91%	44%	*	*	65%	43%	57%	56%	*
2005 TAKS/SDAA II Participation (Grades 3-11)														
Tested	97.0%	97.6%	95.7%	95.5%	97.8%	94.7%	96.0%	-	66.7%	96.9%	94.5%	82.4%	94.0%	70.8%
By Testing Program														
TAKS/SDAA II	90.8%	89.6%	89.1%	88.2%	89.7%	90.0%	86.8%	-	66.7%	88.2%	88.7%	36.5%	84.1%	70.8%
SDAA II Only	6.2%	8.0%	6.0%	7.3%	8.1%	4.7%	9.2%	-	0.0%	8.8%	5.9%	45.9%	9.9%	0.0%
By Mobility Status														
Acct Subset	91.3%	89.8%	88.8%	87.6%	87.5%	90.7%	86.2%	-	66.7%	90.4%	85.3%	68.9%	88.0%	66.7%
Mobile Subset	5.7%	7.8%	6.1%	7.9%	10.3%	4.0%	9.8%	-	0.0%	6.6%	9.2%	13.5%	6.0%	4.2%
Not Tested	3.0%	2.4%	4.3%	4.5%	2.2%	5.3%	4.0%	-	33.3%	3.1%	5.5%	17.6%	6.0%	29.2%
Absent	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.8%	0.9%	2.2%	2.4%	1.5%	2.7%	2.9%	-	0.0%	2.6%	2.1%	14.9%	3.2%	4.2%
LEP Exempt	1.0%	0.8%	0.0%	0.6%	0.0%	2.0%	0.0%	-	0.0%	0.4%	0.8%	0.0%	1.1%	12.5%
Other	1.0%	0.4%	1.3%	1.5%	0.7%	0.7%	1.1%	-	33.3%	0.0%	2.5%	2.7%	1.8%	12.5%
Total Count	2,931,773	1,673	307	467	136	150	174	0	6	228	238	74	283	24
2004 TAKS/SDAA Participation (Grades 3-11)														
Tested	95.4%	94.2%	89.0%	88.3%	90.0%	86.0%	88.8%	-	88.9%	86.1%	90.5%	38.0%	84.7%	70.4%
By Testing Program														
TAKS/SDAA	90.4%	88.7%	89.0%	88.3%	90.0%	86.0%	88.8%	-	88.9%	86.1%	90.5%	38.0%	84.7%	70.4%
SDAA Only	5.0%	5.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
By Mobility Status														
Acct Subset	89.4%	86.8%	83.6%	83.8%	85.0%	82.7%	84.2%	-	77.8%	81.7%	86.0%	38.0%	82.0%	63.0%
Mobile Subset	5.9%	7.5%	4.6%	4.5%	5.0%	3.3%	4.7%	-	11.1%	4.4%	4.5%	0.0%	2.6%	7.4%
Not Tested	4.6%	5.8%	11.0%	11.7%	10.0%	14.0%	11.2%	-	11.1%	13.9%	9.5%	62.0%	15.3%	29.6%
Absent	0.2%	0.2%	0.0%	0.4%	0.8%	0.7%	0.0%	-	0.0%	0.8%	0.0%	0.0%	1.1%	0.0%
ARD Exempt	2.1%	2.8%	8.3%	8.1%	9.2%	7.3%	8.4%	-	0.0%	9.6%	6.6%	56.3%	11.6%	3.7%
LEP Exempt	1.2%	1.7%	0.4%	1.2%	0.0%	4.0%	0.0%	-	0.0%	0.8%	1.6%	0.0%	1.1%	22.2%
Other	1.2%	1.0%	2.0%	2.0%	0.0%	2.0%	2.8%	-	11.1%	2.8%	1.2%	5.6%	1.6%	3.7%
Total Count	2,886,460	1,677	522	494	120	150	215	0	9	251	243	71	189	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
2004-05 Campus Performance

Section I - Page 4
Total Students: 622
Grade Span: 09 - 12
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: LA VEGA H S
Campus #: 161906002

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2005	45%	38%	49%	38%	43%	34%	40%	*	*	37%	39%	*	30%	13%
	2004	47%	40%	55%	49%	42%	43%	55%	*	*	47%	51%	40%	47%	*
Mathematics	2005	25%	22%	25%	19%	17%	21%	21%	*	*	20%	18%	10%	18%	< 1%
	2004	27%	21%	26%	28%	18%	29%	35%	*	*	23%	33%	22%	30%	*
Average TGI Growth															
Reading/ELA	2005	0.53	0.44	0.44	0.24	0.22	0.07	0.57	*	*	0.20	0.29	*	0.10	-0.25
	2004	0.50	0.40	0.50	0.43	0.38	0.39	0.52	*	*	0.39	0.48	0.20	0.48	*
Mathematics	2005	0.38	0.30	0.34	0.08	0.06	-0.01	0.24	*	*	0.08	0.09	0.31	0.07	-0.42
	2004	0.38	0.27	0.28	0.27	0.09	0.07	0.58	*	*	0.24	0.30	0.02	0.02	*
RPTE Change Sum of 3-12															
Scored 'Beginning' in 2004															
Beginning	2005	48.2%	25.0%	35.4%	*	-	*	-	-	*	*	-	*	*	
Intermediate	2005	32.7%	43.8%	31.7%	*	-	*	-	-	*	*	-	*	*	
Advanced	2005	14.6%	31.3%	12.2%	*	-	*	-	-	*	*	-	*	*	
Advanced High	2005	4.5%	0.0%	0.0%	*	-	*	-	-	*	*	-	*	*	
Scored 'Intermediate' in 2004															
Beginning	2005	8.9%	2.8%	0.0%	*	-	*	-	-	*	*	-	*	*	
Intermediate	2005	30.0%	58.3%	46.2%	*	-	*	-	-	*	*	-	*	*	
Advanced	2005	41.9%	27.8%	44.4%	*	-	*	-	-	*	*	-	*	*	
Advanced High	2005	19.2%	11.1%	0.0%	*	-	*	-	-	*	*	-	*	*	
Scored 'Advanced' in 2004															
Beginning	2005	1.5%	0.0%	0.0%	0.0%	-	0.0%	-	-	*	*	0.0%	*	0.0%	0.0%
Intermediate	2005	8.8%	38.1%	0.0%	8.3%	-	9.1%	-	-	*	*	11.1%	*	8.3%	8.3%
Advanced	2005	46.8%	41.3%	59.6%	75.0%	-	72.7%	-	-	*	*	77.8%	*	75.0%	75.0%
Advanced High	2005	42.9%	20.6%	31.0%	16.7%	-	18.2%	-	-	*	*	11.1%	*	16.7%	16.7%
Attendance Rate															
2003-04		95.7%	95.7%	94.8%	94.7%	96.2%	94.0%	94.1%	*	97.7%	94.7%	94.7%	91.6%	94.7%	95.5%
2002-03		95.6%	95.3%	94.9%	94.2%	96.7%	94.6%	92.3%	*	96.9%	93.9%	94.4%	90.9%	94.0%	95.6%
Annual Dropout Rate (Gr 7-12) (AEA Indicator)															
2003-04		0.9%	1.6%	0.8%	2.5%	0.5%	3.1%	3.3%	*	0.0%	2.9%	2.2%	6.0%	1.6%	8.8%
2002-03		0.9%	2.0%	0.7%	2.6%	1.1%	4.1%	2.3%	0.0%	16.7%	3.3%	1.7%	2.3%	2.3%	8.3%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Performance

Section I - Page 5
Total Students: 622
Grade Span: 09 - 12
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: LA VEGA H S
Campus #: 161906002

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 2004														
Graduated	84.6%	77.8%	88.0%	78.6%	91.3%	76.1%	70.5%	*	-	77.0%	80.0%	64.0%	79.4%	*
Received GED	4.2%	5.6%	4.0%	5.2%	2.2%	2.2%	9.8%	*	-	8.1%	2.5%	4.0%	2.9%	*
Continued HS	7.3%	5.6%	4.5%	4.5%	6.5%	2.2%	4.9%	*	-	6.8%	2.5%	24.0%	5.9%	*
Dropped Out (4-yr)	3.9%	11.1%	3.0%	11.7%	0.0%	19.6%	14.8%	*	-	8.1%	15.0%	8.0%	11.8%	*
Class of 2003														
Graduated	84.2%	75.6%	88.1%	78.0%	85.3%	73.1%	76.1%	-	-	77.2%	78.6%	50.0%	75.4%	*
Received GED	3.3%	8.1%	2.8%	8.7%	5.9%	7.7%	10.4%	-	-	14.0%	4.3%	15.0%	7.7%	*
Continued HS	7.9%	10.4%	4.8%	7.9%	5.9%	15.4%	6.0%	-	-	5.3%	10.0%	25.0%	9.2%	*
Dropped Out (4-yr)	4.5%	5.9%	3.0%	5.5%	2.9%	3.8%	7.5%	-	-	3.5%	7.1%	10.0%	7.7%	*
Completion Rate II (w/GED) (Standard Accountability & AEA Indicator)														
Class of 2004	96.1%	88.9%	97.1%	88.3%	100.0%	80.4%	85.2%	*	-	91.9%	85.0%	92.0%	88.2%	*
Class of 2003	95.5%	94.1%	97.1%	94.5%	97.1%	96.2%	92.5%	-	-	96.5%	92.9%	90.0%	92.3%	*
Completion Rate I (w/o GED)														
Class of 2004	91.9%	83.3%	92.8%	83.1%	97.8%	78.3%	75.4%	*	-	83.8%	82.5%	88.0%	85.3%	*
Class of 2003	92.2%	85.9%	93.1%	85.8%	91.2%	88.5%	82.1%	-	-	82.5%	88.6%	75.0%	84.6%	*
Advanced Course/Dual Enrollment Completion														
2003-04	19.9%	10.7%	12.8%	10.7%	5.3%	10.4%	14.3%	*	0.0%	6.8%	14.6%	2.1%	10.6%	0.0%
2002-03	19.7%	7.0%	16.2%	7.0%	4.2%	4.7%	9.9%	*	0.0%	4.0%	10.4%	0.0%	5.3%	0.0%
RHSP/DAP Graduates														
Class of 2004	68.4%	48.5%	67.4%	50.8%	45.5%	64.7%	44.7%	*	-	37.9%	61.8%	12.5%	63.8%	-
Class of 2003	63.7%	57.9%	58.2%	61.1%	57.6%	60.0%	64.0%	-	-	45.1%	75.4%	0.0%	56.3%	*
AP/IB Results														
Tested														
2004	17.4%	0.0%	6.6%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	n/a	n/a	n/a
2003	16.1%	0.0%	9.8%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	n/a	n/a	n/a
Examinees >= Criterion														
2004	53.9%	-	27.3%	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2003	56.0%	-	51.0%	-	-	-	-	-	-	-	-	n/a	n/a	n/a
Scores >= Criterion														
2004	49.3%	-	26.6%	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2003	51.4%	-	45.8%	-	-	-	-	-	-	-	-	n/a	n/a	n/a
TAAS/TASP Equivalency														
Class of 2004	77.3%	76.1%	73.0%	76.1%	67.6%	77.4%	82.5%	*	-	73.5%	78.3%	*	75.9%	*
Class of 2003	71.1%	80.4%	69.8%	81.9%	81.3%	70.6%	86.7%	-	-	70.7%	90.6%	-	78.9%	*
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts														
2005	39%	25%	30%	27%	12%	28%	36%	*	*	19%	34%	*	21%	*
2004	29%	13%	23%	13%	12%	13%	14%	*	*	6%	19%	*	7%	*
Mathematics														
2005	48%	22%	40%	22%	*	17%	40%	*	*	20%	23%	*	15%	*
2004	43%	21%	39%	21%	17%	10%	26%	*	*	20%	21%	33%	20%	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Performance

Section I - Page 6
Total Students: 622
Grade Span: 09 - 12
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: LA VEGA H S
Campus #: 161906002

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 2004	61.9%	31.0%	56.7%	32.7%	34.3%	28.1%	33.3%	*	-	36.2%	30.2%	n/a	n/a	n/a
Class of 2003	62.4%	39.2%	56.0%	41.2%	46.7%	19.0%	47.8%	-	-	36.4%	45.3%	n/a	n/a	n/a
At/Above Criterion														
Class of 2004	27.0%	11.1%	14.8%	11.1%	0.0%	22.2%	14.3%	*	-	11.8%	10.5%	n/a	n/a	n/a
Class of 2003	27.2%	17.5%	20.8%	17.5%	0.0%	*	31.8%	-	-	6.3%	25.0%	n/a	n/a	n/a
Mean SAT Score														
Class of 2004	987	852	932	852	*	*	*	-	-	802	887	n/a	n/a	n/a
Class of 2003	989	950	984	950	836	*	1019	-	-	907	982	n/a	n/a	n/a
Mean ACT Score														
Class of 2004	20.1	18.1	18.5	18.1	15.6	17.3	19.8	*	-	17.2	18.9	n/a	n/a	n/a
Class of 2003	19.9	19.3	19.6	19.3	17.1	*	21.0	-	-	16.2	20.9	n/a	n/a	n/a

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' indicates results are masked due to small numbers to protect student confidentiality.
'-' indicates zero observations reported for this group.
'n/a' indicates data reporting is not applicable for this group.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 1
Total Students: 622
Grade Span: 09 - 12
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: LA VEGA H S
Campus #: 161906002

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	622	100.0%	31,872	2,589	4,383,871
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	5.3%	4.0%
Kindergarten	0	0.0%	0.0%	7.7%	7.6%
Grade 1	0	0.0%	0.0%	7.6%	7.9%
Grade 2	0	0.0%	0.0%	8.6%	7.6%
Grade 3	0	0.0%	0.0%	6.9%	7.5%
Grade 4	0	0.0%	0.0%	8.5%	7.4%
Grade 5	0	0.0%	0.0%	7.1%	7.4%
Grade 6	0	0.0%	0.0%	6.8%	7.5%
Grade 7	0	0.0%	1.1%	8.5%	7.6%
Grade 8	0	0.0%	1.1%	7.9%	7.5%
Grade 9	200	32.2%	31.0%	8.0%	8.7%
Grade 10	149	24.0%	27.6%	6.1%	7.1%
Grade 11	163	26.2%	20.6%	6.4%	6.3%
Grade 12	110	17.7%	18.6%	4.2%	5.6%
Ethnic Distribution: African American	169	27.2%	22.8%	23.8%	14.2%
Hispanic	198	31.8%	47.8%	36.9%	44.7%
White	245	39.4%	27.5%	38.0%	37.7%
Native American	0	0.0%	0.3%	0.2%	0.3%
Asian/Pac. Islander	10	1.6%	1.6%	1.0%	3.0%
Economically Disadvantaged	365	58.7%	58.0%	78.0%	54.6%
Limited English Proficient (LEP)	32	5.1%	5.4%	9.9%	15.6%
Students w/Disciplinary Placements (2003-04)	26	3.4%	5.4%	5.2%	2.4%
At-Risk	337	54.2%	56.2%	55.4%	45.8%
Mobility (2003-04)	193	25.6%	23.2%	26.3%	21.1%
Number of Students per Teacher	12.7	n/a	14.1	12.9	14.9

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 2
Total Students: 622
Grade Span: 09 - 12
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: LA VEGA H S
Campus #: 161906002

STUDENT INFORMATION

Graduates (Class of 2004):	-----Campus-----		Campus Group	District	State
	Campus	Percent			
Total Graduates	126	100.0%	5,998	132	244,165
By Ethnicity (incl. Special Ed.):					
African American	44	34.9%	1,368	46	33,213
Hispanic	34	27.0%	2,577	36	85,412
White	47	37.3%	1,932	49	116,497
Native American	1	0.8%	13	1	739
Asian/Pacific Islander	0	0.0%	108	0	8,304
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	62	49.2%	1,807	68	77,194
Recommended H.S. Pgm./DAP	64	50.8%	4,191	64	166,971
Special Education Graduates	16	12.7%	706	16	24,954

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.6	19.1
Grade 1	-	-	21.0	18.7
Grade 2	-	-	19.0	18.9
Grade 3	-	-	18.6	18.9
Grade 4	-	-	20.0	19.4
Grade 5	-	-	19.6	22.0
Grade 6	-	-	20.3	22.3
Mixed Grades	-	-	-	25.6
Secondary: English/Language Arts	17.8	19.8	16.9	20.5
Foreign Languages	19.1	21.0	19.1	21.8
Mathematics	18.0	18.6	16.9	20.6
Science	18.7	19.9	19.2	21.7
Social Studies	20.1	21.3	20.2	22.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 3
Total Students: 622
Grade Span: 09 - 12
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: LA VEGA H S
Campus #: 161906002

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	64.8	100.0%	-	100.0%	100.0%
Professional Staff:	57.1	88.2%	90.8%	57.2%	62.2%
Teachers	49.1	75.8%	77.5%	45.9%	50.4%
Professional Support	3.0	4.6%	8.6%	6.6%	8.0%
Campus Admin. (School Leader.)	5.0	7.7%	4.7%	3.4%	2.8%
Educational Aides:	7.7	11.8%	9.2%	15.8%	10.2%
Total Minority Staff:	12.0	18.5%	27.9%	26.0%	41.0%
Teachers By Ethnicity and Sex:					
African American	4.0	8.1%	11.8%	8.5%	8.9%
Hispanic	4.0	8.2%	11.6%	7.0%	19.5%
White	41.1	83.7%	75.6%	84.6%	70.3%
Native American	0.0	0.0%	0.3%	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.7%	0.0%	1.0%
Males	23.5	47.9%	44.3%	24.2%	22.9%
Females	25.6	52.1%	55.7%	75.8%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	8.5	17.4%	8.4%	18.9%	7.7%
1-5 Years Experience	9.0	18.3%	24.8%	27.8%	28.7%
6-10 Years Experience	12.0	24.4%	18.7%	17.4%	19.4%
11-20 Years Experience	13.0	26.5%	26.3%	22.4%	24.5%
Over 20 Years Experience	6.6	13.4%	21.8%	13.5%	19.7%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		10.5 yrs.	12.4 yrs.	9.5 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:		0.6 yrs.	7.9 yrs.	1.3 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$35,385	\$33,756	\$30,263	\$33,775
1-5 Years Experience		\$31,667	\$34,795	\$31,820	\$35,706
6-10 Years Experience		\$35,400	\$37,911	\$35,251	\$38,220
11-20 Years Experience		\$40,831	\$43,584	\$41,707	\$43,501
Over 20 Years Experience		\$46,048	\$51,224	\$45,489	\$51,215
Average Actual Salaries (regular duties only):					
Teachers		\$37,575	\$41,179	\$36,180	\$41,011
Professional Support		\$46,739	\$48,710	\$43,047	\$48,820
Campus Administration (School Leadership)		\$54,920	\$64,294	\$57,144	\$61,612
Contracted Instructional Staff (not incl. above):		0.0	5.0	3.0	2,829.4

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 4
Total Students: 622
Grade Span: 09 - 12
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: LA VEGA H S
Campus #: 161906002

ACTUAL OPERATING EXPENDITURE INFORMATION	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,273,477	100.0%	\$4,975	\$3,485,789	100.0%	\$5,298	\$202,148,375	100.0%	\$6,394
Instruction (11,95)	\$2,419,832	73.9%	\$3,678	\$2,613,434	75.0%	\$3,972	\$136,229,273	67.4%	\$4,309
Instructional-Related Services (12,13)	\$136,871	4.2%	\$208	\$151,541	4.3%	\$230	\$5,979,024	3.0%	\$189
Instructional Leadership (21)	\$47,000	1.4%	\$71	\$47,000	1.3%	\$71	\$2,495,099	1.2%	\$79
School Leadership (23)	\$387,495	11.8%	\$589	\$387,495	11.1%	\$589	\$14,780,546	7.3%	\$467
Support Services-Student (31,32,33)	\$227,317	6.9%	\$345	\$227,402	6.5%	\$346	\$11,246,798	5.6%	\$356
Other Campus Costs (35,36,51,52,53)	\$54,962	1.7%	\$84	\$58,917	1.7%	\$90	\$31,417,635	15.5%	\$994
By Program:									
Total Operating Expenditures	\$3,159,925	100.0%	\$4,802	\$3,366,592	100.0%	\$5,116	\$170,190,183	100.0%	\$5,383
Bilingual/ESL Education (25)	\$32,494	1.0%	\$49	\$34,435	1.0%	\$52	\$2,268,564	1.3%	\$72
Career & Technology Education (22)	\$371,102	11.7%	\$564	\$404,566	12.0%	\$615	\$22,393,390	13.2%	\$708
Accelerated Education (24,30)	\$215,164	6.8%	\$327	\$272,129	8.1%	\$414	\$13,049,274	7.7%	\$413
Gifted & Talented Education (21)	\$241,616	7.6%	\$367	\$241,616	7.2%	\$367	\$1,330,425	0.8%	\$42
Regular Education (11)	\$1,944,822	61.5%	\$2,956	\$2,016,718	59.9%	\$3,065	\$107,685,397	63.3%	\$3,406
Special Education (23)	\$354,727	11.2%	\$539	\$397,128	11.8%	\$604	\$22,547,105	13.2%	\$713
Other (26,27,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$916,028	0.5%	\$29

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	31	5.0%	4.2%	9.7%	14.4%
Career & Technology Education	345	55.5%	69.7%	20.3%	20.3%
Gifted & Talented Education	45	7.2%	6.7%	4.1%	7.7%
Special Education	95	15.3%	13.2%	13.1%	11.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.4	0.8%	0.7%	0.5%	8.4%
Career & Technology Education	6.0	12.2%	13.1%	4.0%	4.0%
Compensatory Education	0.0	0.0%	1.4%	3.7%	3.1%
Gifted & Talented Education	0.4	0.7%	1.3%	0.3%	2.2%
Regular Education	36.7	74.7%	69.3%	81.6%	69.6%
Special Education	5.1	10.4%	10.3%	8.5%	10.3%
Other	0.6	1.1%	3.8%	1.4%	2.5%

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

'-' indicates zero observations reported for this group.

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

2004-05 Academic Excellence Indicator System

District Name: LA VEGA ISD

Campus Name: SUCCESS PROGRAM

Campus #: 161906003

2005 Accountability Rating: AEA: Academically Acceptable

***Note: District at-risk completion data were used
for 2005 accountability evaluation purposes.***

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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
2004-05 Campus Performance

Section I - Page 3
Total Students: 12
Grade Span: 09 - 11
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: SUCCESS PROGRAM
Campus #: 161906003

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Progress Measure (Sum of All Grades Tested)														
(AEA Indicator)														
2005	66%	*	-	40%	*	*	33%	*	*	57%	25%	*	*	*
2004	60%	*	-	*	*	*	*	*	*	*	*	*	*	*
2005 TAKS/SDAA II Participation (Grades 3-11)														
Tested	97.0%	97.6%	-	100.0%	*	100.0%	100.0%	-	-	100.0%	*	-	*	-
By Testing Program														
TAKS/SDAA II	90.8%	89.6%	-	100.0%	*	100.0%	100.0%	-	-	100.0%	*	-	*	-
SDAA II Only	6.2%	8.0%	-	0.0%	*	0.0%	0.0%	-	-	0.0%	*	-	*	-
By Mobility Status														
Acct Subset	91.3%	89.8%	-	64.3%	*	20.0%	87.5%	-	-	54.5%	*	-	*	-
Mobile Subset	5.7%	7.8%	-	35.7%	*	80.0%	12.5%	-	-	45.5%	*	-	*	-
Not Tested	3.0%	2.4%	-	0.0%	*	0.0%	0.0%	-	-	0.0%	*	-	*	-
Absent	0.2%	0.2%	-	0.0%	*	0.0%	0.0%	-	-	0.0%	*	-	*	-
ARD Exempt	0.8%	0.9%	-	0.0%	*	0.0%	0.0%	-	-	0.0%	*	-	*	-
LEP Exempt	1.0%	0.8%	-	0.0%	*	0.0%	0.0%	-	-	0.0%	*	-	*	-
Other	1.0%	0.4%	-	0.0%	*	0.0%	0.0%	-	-	0.0%	*	-	*	-
Total Count	2,931,773	1,673	-	14	1	5	8	0	0	11	3	0	4	0
2004 TAKS/SDAA Participation (Grades 3-11)														
Tested	95.4%	94.2%	-	83.3%	*	*	*	-	-	80.0%	*	*	100.0%	-
By Testing Program														
TAKS/SDAA	90.4%	88.7%	-	83.3%	*	*	*	-	-	80.0%	*	*	100.0%	-
SDAA Only	5.0%	5.5%	-	0.0%	*	*	*	-	-	0.0%	*	*	0.0%	-
By Mobility Status														
Acct Subset	89.4%	86.8%	-	16.7%	*	*	*	-	-	20.0%	*	*	20.0%	-
Mobile Subset	5.9%	7.5%	-	66.7%	*	*	*	-	-	60.0%	*	*	80.0%	-
Not Tested	4.6%	5.8%	-	16.7%	*	*	*	-	-	20.0%	*	*	0.0%	-
Absent	0.2%	0.2%	-	16.7%	*	*	*	-	-	20.0%	*	*	0.0%	-
ARD Exempt	2.1%	2.8%	-	0.0%	*	*	*	-	-	0.0%	*	*	0.0%	-
LEP Exempt	1.2%	1.7%	-	0.0%	*	*	*	-	-	0.0%	*	*	0.0%	-
Other	1.2%	1.0%	-	0.0%	*	*	*	-	-	0.0%	*	*	0.0%	-
Total Count	2,886,460	1,677	-	6	1	2	3	0	0	5	1	1	5	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
2004-05 Campus Performance

Section I - Page 4
Total Students: 12
Grade Span: 09 - 11
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: SUCCESS PROGRAM
Campus #: 161906003

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)														
Percent of Failers Passing TAKS														
Reading/ELA	2005	45%	38%	-	*	*	*	*	*	*	*	*	*	*
	2004	47%	40%	-	*	*	*	*	*	*	*	*	*	*
Mathematics	2005	25%	22%	-	*	*	*	*	*	*	*	*	*	*
	2004	27%	21%	-	*	*	*	*	*	*	*	*	*	*
Average TGI Growth														
Reading/ELA	2005	0.53	0.44	-	*	*	*	*	*	*	*	*	*	*
	2004	0.50	0.40	-	*	*	*	*	*	*	*	*	*	*
Mathematics	2005	0.38	0.30	-	*	*	*	*	*	*	*	*	*	*
	2004	0.38	0.27	-	*	*	*	*	*	*	*	*	*	*
Attendance Rate														
2003-04	95.7%	95.7%	-	88.3%	*	*	88.4%	-	-	90.0%	*	*	*	-
2002-03	95.6%	95.3%	-	85.4%	*	*	82.5%	*	*	86.2%	*	*	*	*
Annual Dropout Rate (Gr 7-12) (AEA Indicator)														
2003-04	0.9%	1.6%	-	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	*	0.0%	-
2002-03	0.9%	2.0%	-	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	-
Completion/Student Status Rate (Gr 9-12)														
Class of 2004														
Graduated	84.6%	77.8%	-	71.4%	*	*	*	-	-	60.0%	*	-	*	-
Received GED	4.2%	5.6%	-	0.0%	*	*	*	-	-	0.0%	*	-	*	-
Continued HS	7.3%	5.6%	-	28.6%	*	*	*	-	-	40.0%	*	-	*	-
Dropped Out (4-yr)	3.9%	11.1%	-	0.0%	*	*	*	-	-	0.0%	*	-	*	-
Class of 2003														
Graduated	84.2%	75.6%	-	42.9%	-	*	40.0%	-	-	40.0%	*	*	*	-
Received GED	3.3%	8.1%	-	0.0%	-	*	0.0%	-	-	0.0%	*	*	*	-
Continued HS	7.9%	10.4%	-	57.1%	-	*	60.0%	-	-	60.0%	*	*	*	-
Dropped Out (4-yr)	4.5%	5.9%	-	0.0%	-	*	0.0%	-	-	0.0%	*	*	*	-
Completion Rate II (w/GED) (Standard Accountability & AEA Indicator)														
Class of 2004	96.1%	88.9%	-	100.0%	*	*	*	-	-	100.0%	*	-	*	-
Class of 2003	95.5%	94.1%	-	100.0%	-	*	100.0%	-	-	100.0%	*	*	*	-
Completion Rate I (w/o GED)														
Class of 2004	91.9%	83.3%	-	100.0%	*	*	*	-	-	100.0%	*	-	*	-
Class of 2003	92.2%	85.9%	-	100.0%	-	*	100.0%	-	-	100.0%	*	*	*	-
RHSP/DAP Graduates														
Class of 2004	68.4%	48.5%	-	0.0%	*	*	*	-	-	*	*	-	*	-
Class of 2003	63.7%	57.9%	-	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
2004-05 Campus Performance

Section I - Page 5
Total Students: 12
Grade Span: 09 - 11
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: SUCCESS PROGRAM
Campus #: 161906003

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
AP/IB Results														
Tested														
2004	17.4%	0.0%	-	0.0%	*	*	*	-	-	*	0.0%	n/a	n/a	n/a
2003	16.1%	0.0%	-	0.0%	0.0%	*	*	-	-	0.0%	0.0%	n/a	n/a	n/a
Examinees >= Criterion														
2004	53.9%	-	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2003	56.0%	-	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
Scores >= Criterion														
2004	49.3%	-	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2003	51.4%	-	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
TAAS/TASP Equivalency														
Class of 2004	77.3%	76.1%	-	*	*	-	*	-	-	*	*	-	*	-
Class of 2003	71.1%	80.4%	-	*	-	*	*	-	-	*	*	*	*	-
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts	2005	39%	25%	-	*	*	*	*	*	*	*	*	*	*
	2004	29%	13%	-	*	*	*	*	*	*	*	*	*	*
Mathematics	2005	48%	22%	-	*	*	*	*	*	*	*	*	*	*
	2004	43%	21%	-	*	*	*	*	*	*	*	*	*	*

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'*' indicates results are masked due to small numbers to protect student confidentiality.
'-' indicates zero observations reported for this group.
'n/a' indicates data reporting is not applicable for this group.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 1
Total Students: 12
Grade Span: 09 - 11
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: SUCCESS PROGRAM
Campus #: 161906003

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	12	100.0%	-	2,589	4,383,871
Students By Grade: Early Childhood Education	0	0.0%	-	0.2%	0.3%
Pre-Kindergarten	0	0.0%	-	5.3%	4.0%
Kindergarten	0	0.0%	-	7.7%	7.6%
Grade 1	0	0.0%	-	7.6%	7.9%
Grade 2	0	0.0%	-	8.6%	7.6%
Grade 3	0	0.0%	-	6.9%	7.5%
Grade 4	0	0.0%	-	8.5%	7.4%
Grade 5	0	0.0%	-	7.1%	7.4%
Grade 6	0	0.0%	-	6.8%	7.5%
Grade 7	0	0.0%	-	8.5%	7.6%
Grade 8	0	0.0%	-	7.9%	7.5%
Grade 9	2	16.7%	-	8.0%	8.7%
Grade 10	8	66.7%	-	6.1%	7.1%
Grade 11	2	16.7%	-	6.4%	6.3%
Grade 12	0	0.0%	-	4.2%	5.6%
Ethnic Distribution: African American	1	8.3%	-	23.8%	14.2%
Hispanic	1	8.3%	-	36.9%	44.7%
White	10	83.3%	-	38.0%	37.7%
Native American	0	0.0%	-	0.2%	0.3%
Asian/Pac. Islander	0	0.0%	-	1.0%	3.0%
Economically Disadvantaged	0	0.0%	-	78.0%	54.6%
Limited English Proficient (LEP)	0	0.0%	-	9.9%	15.6%
Students w/Disciplinary Placements (2003-04)	0	0.0%	-	5.2%	2.4%
At-Risk	6	50.0%	-	55.4%	45.8%
Mobility (2003-04)	17	70.8%	-	26.3%	21.1%
Number of Students per Teacher	12.0	n/a	-	12.9	14.9

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 2
Total Students: 12
Grade Span: 09 - 11
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: SUCCESS PROGRAM
Campus #: 161906003

STUDENT INFORMATION

Graduates (Class of 2004):	-----Campus-----		Campus Group	District	State
	Campus	Percent			
Total Graduates	6	100.0%	-	132	244,165
By Ethnicity (incl. Special Ed.):					
African American	2	33.3%	-	46	33,213
Hispanic	2	33.3%	-	36	85,412
White	2	33.3%	-	49	116,497
Native American	0	0.0%	-	1	739
Asian/Pacific Islander	0	0.0%	-	0	8,304
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	6	100.0%	-	68	77,194
Recommended H.S. Pgm./DAP	0	0.0%	-	64	166,971
Special Education Graduates	0	0.0%	-	16	24,954

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.6	19.1
Grade 1	-	-	21.0	18.7
Grade 2	-	-	19.0	18.9
Grade 3	-	-	18.6	18.9
Grade 4	-	-	20.0	19.4
Grade 5	-	-	19.6	22.0
Grade 6	-	-	20.3	22.3
Mixed Grades	-	-	-	25.6
Secondary: English/Language Arts	-	-	16.9	20.5
Foreign Languages	-	-	19.1	21.8
Mathematics	-	-	16.9	20.6
Science	-	-	19.2	21.7
Social Studies	-	-	20.2	22.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 3
Total Students: 12
Grade Span: 09 - 11
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: SUCCESS PROGRAM
Campus #: 161906003

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	3.0	100.0%	-	100.0%	100.0%
Professional Staff:	2.0	66.7%	-	57.2%	62.2%
Teachers	1.0	33.3%	-	45.9%	50.4%
Professional Support	0.0	0.0%	-	6.6%	8.0%
Campus Admin. (School Leader.)	1.0	33.3%	-	3.4%	2.8%
Educational Aides:	1.0	33.3%	-	15.8%	10.2%
Total Minority Staff:	1.0	33.3%	-	26.0%	41.0%
Teachers By Ethnicity and Sex:					
African American	1.0	100.0%	-	8.5%	8.9%
Hispanic	0.0	0.0%	-	7.0%	19.5%
White	0.0	0.0%	-	84.6%	70.3%
Native American	0.0	0.0%	-	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	-	0.0%	1.0%
Males	1.0	100.0%	-	24.2%	22.9%
Females	0.0	0.0%	-	75.8%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	-	18.9%	7.7%
1-5 Years Experience	1.0	100.0%	-	27.8%	28.7%
6-10 Years Experience	0.0	0.0%	-	17.4%	19.4%
11-20 Years Experience	0.0	0.0%	-	22.4%	24.5%
Over 20 Years Experience	0.0	0.0%	-	13.5%	19.7%
			Campus	District	State
Average Years Experience of Teachers:		3.0 yrs.	- yrs.	9.5 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:		0.0 yrs.	- yrs.	1.3 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	-	\$30,263	\$33,775
1-5 Years Experience		\$30,600	-	\$31,820	\$35,706
6-10 Years Experience		-	-	\$35,251	\$38,220
11-20 Years Experience		-	-	\$41,707	\$43,501
Over 20 Years Experience		-	-	\$45,489	\$51,215
Average Actual Salaries (regular duties only):					
Teachers		\$30,600	-	\$36,180	\$41,011
Professional Support		-	-	\$43,047	\$48,820
Campus Administration (School Leadership)		\$54,509	-	\$57,144	\$61,612
Contracted Instructional Staff (not incl. above):		0.0	-	3.0	2,829.4

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 4
Total Students: 12
Grade Span: 09 - 11
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: SUCCESS PROGRAM
Campus #: 161906003

ACTUAL OPERATING EXPENDITURE INFORMATION	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$53,127	100.0%	\$4,427	\$106,390	100.0%	\$8,866	-	-	-
Instruction (11,95)	\$47,537	89.5%	\$3,961	\$52,894	49.7%	\$4,408	-	-	-
Instructional-Related Services (12,13)	\$3,368	6.3%	\$281	\$3,368	3.2%	\$281	-	-	-
Instructional Leadership (21)	\$1,935	3.6%	\$161	\$1,935	1.8%	\$161	-	-	-
School Leadership (23)	\$57	0.1%	\$5	\$47,963	45.1%	\$3,997	-	-	-
Support Services-Student (31,32,33)	\$230	0.4%	\$19	\$230	0.2%	\$19	-	-	-
Other Campus Costs (35,36,51,52,53)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
By Program:									
Total Operating Expenditures	\$53,127	100.0%	\$4,427	\$106,390	100.0%	\$8,866	-	-	-
Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Accelerated Education (24,30)	\$53,127	100.0%	\$4,427	\$106,390	100.0%	\$8,866	-	-	-
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Regular Education (11)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Special Education (23)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Other (26,27,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	-	9.7%	14.4%
Career & Technology Education	0	0.0%	-	20.3%	20.3%
Gifted & Talented Education	0	0.0%	-	4.1%	7.7%
Special Education	0	0.0%	-	13.1%	11.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	-	0.5%	8.4%
Career & Technology Education	0.0	0.0%	-	4.0%	4.0%
Compensatory Education	0.0	0.0%	-	3.7%	3.1%
Gifted & Talented Education	0.0	0.0%	-	0.3%	2.2%
Regular Education	1.0	100.0%	-	81.6%	69.6%
Special Education	0.0	0.0%	-	8.5%	10.3%
Other	0.0	0.0%	-	1.4%	2.5%

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2004-05 Academic Excellence Indicator System

District Name: LA VEGA ISD

Campus Name: CHALLENGE ACADEMY

Campus #: 161906004

2005 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
2004-05 Campus Performance

Section I - Page 2
Total Students: 7
Grade Span: 06 - 09
School Type: Middle

District Name: LA VEGA ISD
Campus Name: CHALLENGE ACADEMY
Campus #: 161906004

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinees (Sum of Grades 3-10)														
Met ARD Expectations														
Reading/ELA 2005	82%	79%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2005	80%	82%	-	*	*	*	*	*	*	*	*	*	*	*
Writing 2005	65%	69%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests 2005	68%	68%	-	*	*	*	*	*	*	*	*	*	*	*
2005 TAKS/SDAA II Participation (Grades 3-11)														
Tested	97.0%	97.6%	-	83.3%	*	*	*	-	-	100.0%	*	*	83.3%	-
By Testing Program														
TAKS/SDAA II	90.8%	89.6%	-	66.7%	*	*	*	-	-	80.0%	*	*	66.7%	-
SDAA II Only	6.2%	8.0%	-	16.7%	*	*	*	-	-	20.0%	*	*	16.7%	-
By Mobility Status														
Acct Subset	91.3%	89.8%	-	50.0%	*	*	*	-	-	60.0%	*	*	50.0%	-
Mobile Subset	5.7%	7.8%	-	33.3%	*	*	*	-	-	40.0%	*	*	33.3%	-
Not Tested	3.0%	2.4%	-	16.7%	*	*	*	-	-	0.0%	*	*	16.7%	-
Absent	0.2%	0.2%	-	16.7%	*	*	*	-	-	0.0%	*	*	16.7%	-
ARD Exempt	0.8%	0.9%	-	0.0%	*	*	*	-	-	0.0%	*	*	0.0%	-
LEP Exempt	1.0%	0.8%	-	0.0%	*	*	*	-	-	0.0%	*	*	0.0%	-
Other	1.0%	0.4%	-	0.0%	*	*	*	-	-	0.0%	*	*	0.0%	-
Total Count	2,931,773	1,673	-	6	1	4	1	0	0	5	1	1	6	0
2004 TAKS/SDAA Participation (Grades 3-11)														
Tested	95.4%	94.2%	-	*	*	*	*	-	-	*	*	*	*	-
By Testing Program														
TAKS/SDAA	90.4%	88.7%	-	*	*	*	*	-	-	*	*	*	*	-
SDAA Only	5.0%	5.5%	-	*	*	*	*	-	-	*	*	*	*	-
By Mobility Status														
Acct Subset	89.4%	86.8%	-	*	*	*	*	-	-	*	*	*	*	-
Mobile Subset	5.9%	7.5%	-	*	*	*	*	-	-	*	*	*	*	-
Not Tested	4.6%	5.8%	-	*	*	*	*	-	-	*	*	*	*	-
Absent	0.2%	0.2%	-	*	*	*	*	-	-	*	*	*	*	-
ARD Exempt	2.1%	2.8%	-	*	*	*	*	-	-	*	*	*	*	-
LEP Exempt	1.2%	1.7%	-	*	*	*	*	-	-	*	*	*	*	-
Other	1.2%	1.0%	-	*	*	*	*	-	-	*	*	*	*	-
Total Count	2,886,460	1,677	-	3	1	1	1	0	0	2	1	2	1	0
Attendance Rate														
2003-04	95.7%	95.7%	-	76.9%	*	*	*	-	-	*	*	*	*	-
2002-03	95.6%	95.3%	-	76.3%	*	*	*	*	*	*	*	*	*	*
Annual Dropout Rate (Gr 7-8)														
(Standard Accountability Indicator)														
2003-04	0.2%	0.0%	-	0.0%	*	-	*	-	-	*	*	*	0.0%	-
2002-03	0.2%	0.9%	-	0.0%	*	0.0%	0.0%	-	-	0.0%	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
 2004-05 Campus Performance

Section I - Page 3
 Total Students: 7
 Grade Span: 06 - 09
 School Type: Middle

District Name: LA VEGA ISD
 Campus Name: CHALLENGE ACADEMY
 Campus #: 161906004

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 7-12) (AEA Indicator)														
2003-04	0.9%	1.6%	-	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	-
2002-03	0.9%	2.0%	-	4.3%	0.0%	0.0%	9.1%	-	-	0.0%	11.1%	0.0%	0.0%	-

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 '*' indicates results are masked due to small numbers to protect student confidentiality.
 '-' indicates zero observations reported for this group.
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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
2004-05 Campus Profile

Section II - Page 1
Total Students: 7
Grade Span: 06 - 09
School Type: Middle

District Name: LA VEGA ISD
Campus Name: CHALLENGE ACADEMY
Campus #: 161906004

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	7	100.0%	-	2,589	4,383,871
Students By Grade:					
Early Childhood Education	0	0.0%	-	0.2%	0.3%
Pre-Kindergarten	0	0.0%	-	5.3%	4.0%
Kindergarten	0	0.0%	-	7.7%	7.6%
Grade 1	0	0.0%	-	7.6%	7.9%
Grade 2	0	0.0%	-	8.6%	7.6%
Grade 3	0	0.0%	-	6.9%	7.5%
Grade 4	0	0.0%	-	8.5%	7.4%
Grade 5	0	0.0%	-	7.1%	7.4%
Grade 6	2	28.6%	-	6.8%	7.5%
Grade 7	2	28.6%	-	8.5%	7.6%
Grade 8	1	14.3%	-	7.9%	7.5%
Grade 9	2	28.6%	-	8.0%	8.7%
Grade 10	0	0.0%	-	6.1%	7.1%
Grade 11	0	0.0%	-	6.4%	6.3%
Grade 12	0	0.0%	-	4.2%	5.6%
Ethnic Distribution:					
African American	1	14.3%	-	23.8%	14.2%
Hispanic	3	42.9%	-	36.9%	44.7%
White	3	42.9%	-	38.0%	37.7%
Native American	0	0.0%	-	0.2%	0.3%
Asian/Pac. Islander	0	0.0%	-	1.0%	3.0%
Economically Disadvantaged	5	71.4%	-	78.0%	54.6%
Limited English Proficient (LEP)	0	0.0%	-	9.9%	15.6%
Students w/Disciplinary Placements (2003-04)	17	100.0%	-	5.2%	2.4%
At-Risk	6	85.7%	-	55.4%	45.8%
Mobility (2003-04)	17	100.0%	-	26.3%	21.1%
Number of Students per Teacher	0.8	n/a	-	12.9	14.9

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	1.8%	2.9%	-	-	3.8%	11.3%
Grade 1	-	-	2.6%	6.0%	-	-	20.0%	9.7%
Grade 2	-	-	3.7%	3.6%	-	-	6.9%	4.0%
Grade 3	-	-	4.1%	2.7%	-	-	6.7%	2.0%
Grade 4	-	-	1.2%	1.7%	-	-	0.0%	1.3%
Grade 5	-	-	0.7%	0.9%	-	-	0.0%	1.5%
Grade 6	100.0%	-	1.1%	1.5%	-	-	4.0%	1.6%
Grade 7	-	-	5.9%	2.3%	-	-	0.0%	2.2%
Grade 8	-	-	5.7%	1.7%	0.0%	-	8.8%	3.0%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2004-05 Campus Profile

Section II - Page 2
 Total Students: 7
 Grade Span: 06 - 09
 School Type: Middle

District Name: LA VEGA ISD
 Campus Name: CHALLENGE ACADEMY
 Campus #: 161906004

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.6	19.1
Grade 1	-	-	21.0	18.7
Grade 2	-	-	19.0	18.9
Grade 3	-	-	18.6	18.9
Grade 4	-	-	20.0	19.4
Grade 5	-	-	19.6	22.0
Grade 6	-	-	20.3	22.3
Mixed Grades	-	-	-	25.6
Secondary: English/Language Arts	-	-	16.9	20.5
Foreign Languages	-	-	19.1	21.8
Mathematics	-	-	16.9	20.6
Science	-	-	19.2	21.7
Social Studies	-	-	20.2	22.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 3
Total Students: 7
Grade Span: 06 - 09
School Type: Middle

District Name: LA VEGA ISD
Campus Name: CHALLENGE ACADEMY
Campus #: 161906004

STAFF INFORMATION	-----Campus-----		Campus Group	District	State	
	Count	Percent				
Total Staff:	26.0	100.0%	-	100.0%	100.0%	
Professional Staff:	12.0	46.1%	-	57.2%	62.2%	
Teachers	9.0	34.7%	-	45.9%	50.4%	
Professional Support	2.0	7.5%	-	6.6%	8.0%	
Campus Admin. (School Leader.)	1.0	3.9%	-	3.4%	2.8%	
Educational Aides:	14.0	53.9%	-	15.8%	10.2%	
Total Minority Staff:	9.0	34.7%	-	26.0%	41.0%	
Teachers By Ethnicity and Sex:						
African American	2.0	22.2%	-	8.5%	8.9%	
Hispanic	1.0	11.1%	-	7.0%	19.5%	
White	6.0	66.7%	-	84.6%	70.3%	
Native American	0.0	0.0%	-	0.0%	0.3%	
Asian/Pacific Islander	0.0	0.0%	-	0.0%	1.0%	
Males	4.0	44.4%	-	24.2%	22.9%	
Females	5.0	55.6%	-	75.8%	77.1%	
Teachers by Years of Experience:						
Beginning Teachers	7.0	77.8%	-	18.9%	7.7%	
1-5 Years Experience	2.0	22.2%	-	27.8%	28.7%	
6-10 Years Experience	0.0	0.0%	-	17.4%	19.4%	
11-20 Years Experience	0.0	0.0%	-	22.4%	24.5%	
Over 20 Years Experience	0.0	0.0%	-	13.5%	19.7%	
			Campus	Campus Group	District	State
Average Years Experience of Teachers:		0.7 yrs.	-	yrs.	9.5 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:		0.4 yrs.	-	yrs.	1.3 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)						
Beginning Teachers		\$30,343	-	\$30,263	\$33,775	
1-5 Years Experience		\$30,600	-	\$31,820	\$35,706	
6-10 Years Experience		-	-	\$35,251	\$38,220	
11-20 Years Experience		-	-	\$41,707	\$43,501	
Over 20 Years Experience		-	-	\$45,489	\$51,215	
Average Actual Salaries (regular duties only):						
Teachers		\$30,400	-	\$36,180	\$41,011	
Professional Support		\$23,899	-	\$43,047	\$48,820	
Campus Administration (School Leadership)		\$73,445	-	\$57,144	\$61,612	
Contracted Instructional Staff (not incl. above):		0.0	-	3.0	2,829.4	

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 4
Total Students: 7
Grade Span: 06 - 09
School Type: Middle

District Name: LA VEGA ISD
Campus Name: CHALLENGE ACADEMY
Campus #: 161906004

ACTUAL OPERATING EXPENDITURE INFORMATION	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$0	0.0%	\$0	\$1,023,092	100.0%	\$73,078	-	-	-
Instruction (11,95)	\$0	0.0%	\$0	\$624,032	61.0%	\$44,574	-	-	-
Instructional-Related Services (12,13)	\$0	0.0%	\$0	\$26,878	2.6%	\$1,920	-	-	-
Instructional Leadership (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
School Leadership (23)	\$0	0.0%	\$0	\$164,728	16.1%	\$11,766	-	-	-
Support Services-Student (31,32,33)	\$0	0.0%	\$0	\$148,499	14.5%	\$10,607	-	-	-
Other Campus Costs (35,36,51,52,53)	\$0	0.0%	\$0	\$58,955	5.8%	\$4,211	-	-	-
By Program:									
Total Operating Expenditures	\$0	0.0%	\$0	\$964,137	100.0%	\$68,867	-	-	-
Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Accelerated Education (24,30)	\$0	0.0%	\$0	\$964,137	100.0%	\$68,867	-	-	-
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Regular Education (11)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Special Education (23)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Other (26,27,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	-	9.7%	14.4%
Career & Technology Education	0	0.0%	-	20.3%	20.3%
Gifted & Talented Education	0	0.0%	-	4.1%	7.7%
Special Education	2	28.6%	-	13.1%	11.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	-	0.5%	8.4%
Career & Technology Education	0.0	0.0%	-	4.0%	4.0%
Compensatory Education	0.0	0.0%	-	3.7%	3.1%
Gifted & Talented Education	0.0	0.0%	-	0.3%	2.2%
Regular Education	9.0	100.0%	-	81.6%	69.6%
Special Education	0.0	0.0%	-	8.5%	10.3%
Other	0.0	0.0%	-	1.4%	2.5%

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

'-' indicates zero observations reported for this group.

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

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2004-05 Academic Excellence Indicator System

District Name: LA VEGA ISD

Campus Name: BILL LOGUE JUVENILE DETENTION CEN

Campus #: 161906005

2005 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
2004-05 Campus Performance

Section I - Page 3
Total Students: 4
Grade Span: 08 - 10
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: BILL LOGUE JUVENILE DETENT
Campus #: 161906005

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2005 TAKS/SDAA II Participation (Grades 3-11)														
Tested	97.0%	97.6%	-	*	*	-	*	-	-	*	*	-	*	-
By Testing Program														
TAKS/SDAA II	90.8%	89.6%	-	*	*	-	*	-	-	*	*	-	*	-
SDAA II Only	6.2%	8.0%	-	*	*	-	*	-	-	*	*	-	*	-
By Mobility Status														
Acct Subset	91.3%	89.8%	-	*	*	-	*	-	-	*	*	-	*	-
Mobile Subset	5.7%	7.8%	-	*	*	-	*	-	-	*	*	-	*	-
Not Tested	3.0%	2.4%	-	*	*	-	*	-	-	*	*	-	*	-
Absent	0.2%	0.2%	-	*	*	-	*	-	-	*	*	-	*	-
ARD Exempt	0.8%	0.9%	-	*	*	-	*	-	-	*	*	-	*	-
LEP Exempt	1.0%	0.8%	-	*	*	-	*	-	-	*	*	-	*	-
Other	1.0%	0.4%	-	*	*	-	*	-	-	*	*	-	*	-
Total Count	2,931,773	1,673	-	4	3	0	1	0	0	2	2	0	4	0
2004 TAKS/SDAA Participation (Grades 3-11)														
Tested	95.4%	94.2%	-	*	-	*	*	-	-	*	-	-	-	-
By Testing Program														
TAKS/SDAA	90.4%	88.7%	-	*	-	*	*	-	-	*	-	-	-	-
SDAA Only	5.0%	5.5%	-	*	-	*	*	-	-	*	-	-	-	-
By Mobility Status														
Acct Subset	89.4%	86.8%	-	*	-	*	*	-	-	*	-	-	-	-
Mobile Subset	5.9%	7.5%	-	*	-	*	*	-	-	*	-	-	-	-
Not Tested	4.6%	5.8%	-	*	-	*	*	-	-	*	-	-	-	-
Absent	0.2%	0.2%	-	*	-	*	*	-	-	*	-	-	-	-
ARD Exempt	2.1%	2.8%	-	*	-	*	*	-	-	*	-	-	-	-
LEP Exempt	1.2%	1.7%	-	*	-	*	*	-	-	*	-	-	-	-
Other	1.2%	1.0%	-	*	-	*	*	-	-	*	-	-	-	-
Total Count	2,886,460	1,677	-	2	0	1	1	0	0	2	0	0	0	0
Attendance Rate														
2003-04	95.7%	95.7%	-	*	*	*	*	-	-	*	*	-	*	-
2002-03	95.6%	95.3%	-	*	*	*	*	*	*	*	*	*	*	*
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)														
2003-04	0.2%	0.0%	-	0.0%	*	*	*	-	-	-	0.0%	-	*	-
2002-03	0.2%	0.9%	-	0.0%	*	*	0.0%	-	-	0.0%	0.0%	-	0.0%	-
Annual Dropout Rate (Gr 7-12) (AEA Indicator)														
2003-04	0.9%	1.6%	-	4.2%	0.0%	*	7.7%	-	-	6.7%	0.0%	-	0.0%	-
2002-03	0.9%	2.0%	-	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	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
2004-05 Campus Performance

Section I - Page 4
Total Students: 4
Grade Span: 08 - 10
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: BILL LOGUE JUVENILE DETENT
Campus #: 161906005

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 2004														
Graduated	84.6%	77.8%	-	77.8%	91.7%	74.5%	69.7%	*	-	75.0%	80.5%	64.0%	78.3%	*
Received GED	4.2%	5.6%	-	5.6%	2.1%	2.1%	10.6%	*	-	8.8%	2.4%	4.0%	2.9%	*
Continued HS	7.3%	5.6%	-	5.6%	6.3%	4.3%	6.1%	*	-	8.8%	2.4%	24.0%	7.2%	*
Dropped Out (4-yr)	3.9%	11.1%	-	11.1%	0.0%	19.1%	13.6%	*	-	7.5%	14.6%	8.0%	11.6%	*
Class of 2003														
Graduated	84.2%	75.6%	-	75.6%	85.3%	69.0%	73.6%	-	-	74.2%	76.7%	52.4%	73.1%	*
Received GED	3.3%	8.1%	-	8.1%	5.9%	6.9%	9.7%	-	-	12.9%	4.1%	14.3%	7.5%	*
Continued HS	7.9%	10.4%	-	10.4%	5.9%	17.2%	9.7%	-	-	9.7%	11.0%	23.8%	11.9%	*
Dropped Out (4-yr)	4.5%	5.9%	-	5.9%	2.9%	6.9%	6.9%	-	-	3.2%	8.2%	9.5%	7.5%	*
Completion Rate II (w/GED) #														
(Standard Accountability & AEA Indicator)														
Class of 2004	96.1%	88.9%	-	88.9%	100.0%	80.9%	86.4%	*	-	92.5%	85.4%	92.0%	88.4%	*
Class of 2003	95.5%	94.1%	-	94.1%	97.1%	93.1%	93.1%	-	-	96.8%	91.8%	90.5%	92.5%	*
Completion Rate I (w/o GED) #														
Class of 2004	91.9%	83.3%	-	83.3%	97.9%	78.7%	75.8%	*	-	83.8%	82.9%	88.0%	85.5%	*
Class of 2003	92.2%	85.9%	-	85.9%	91.2%	86.2%	83.3%	-	-	83.9%	87.7%	76.2%	85.1%	*

'#' District values shown for this school's Class of 2003 and Class of 2004 data.

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

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

'-' indicates zero observations reported for this group.

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

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 1
Total Students: 4
Grade Span: 08 - 10
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: BILL LOGUE JUVENILE DETENT
Campus #: 161906005

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	4	100.0%	-	2,589	4,383,871
Students By Grade: Early Childhood Education	0	0.0%	-	0.2%	0.3%
Pre-Kindergarten	0	0.0%	-	5.3%	4.0%
Kindergarten	0	0.0%	-	7.7%	7.6%
Grade 1	0	0.0%	-	7.6%	7.9%
Grade 2	0	0.0%	-	8.6%	7.6%
Grade 3	0	0.0%	-	6.9%	7.5%
Grade 4	0	0.0%	-	8.5%	7.4%
Grade 5	0	0.0%	-	7.1%	7.4%
Grade 6	0	0.0%	-	6.8%	7.5%
Grade 7	0	0.0%	-	8.5%	7.6%
Grade 8	1	25.0%	-	7.9%	7.5%
Grade 9	2	50.0%	-	8.0%	8.7%
Grade 10	1	25.0%	-	6.1%	7.1%
Grade 11	0	0.0%	-	6.4%	6.3%
Grade 12	0	0.0%	-	4.2%	5.6%
Ethnic Distribution: African American	3	75.0%	-	23.8%	14.2%
Hispanic	1	25.0%	-	36.9%	44.7%
White	0	0.0%	-	38.0%	37.7%
Native American	0	0.0%	-	0.2%	0.3%
Asian/Pac. Islander	0	0.0%	-	1.0%	3.0%
Economically Disadvantaged	0	0.0%	-	78.0%	54.6%
Limited English Proficient (LEP)	0	0.0%	-	9.9%	15.6%
Students w/Disciplinary Placements (2003-04)	0	0.0%	-	5.2%	2.4%
At-Risk	0	0.0%	-	55.4%	45.8%
Mobility (2003-04)	29	100.0%	-	26.3%	21.1%
Number of Students per Teacher	-	n/a	-	-	-

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	1.8%	2.9%	-	-	3.8%	11.3%
Grade 1	-	-	2.6%	6.0%	-	-	20.0%	9.7%
Grade 2	-	-	3.7%	3.6%	-	-	6.9%	4.0%
Grade 3	-	-	4.1%	2.7%	-	-	6.7%	2.0%
Grade 4	-	-	1.2%	1.7%	-	-	0.0%	1.3%
Grade 5	-	-	0.7%	0.9%	-	-	0.0%	1.5%
Grade 6	-	-	1.1%	1.5%	-	-	4.0%	1.6%
Grade 7	-	-	5.9%	2.3%	-	-	0.0%	2.2%
Grade 8	-	-	5.7%	1.7%	-	-	8.8%	3.0%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2004-05 Campus Profile

Section II - Page 2
 Total Students: 4
 Grade Span: 08 - 10
 School Type: Secondary

District Name: LA VEGA ISD
 Campus Name: BILL LOGUE JUVENILE DETENT
 Campus #: 161906005

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
2004-05 Campus Profile

Section II - Page 3
Total Students: 4
Grade Span: 08 - 10
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: BILL LOGUE JUVENILE DETENT
Campus #: 161906005

STAFF INFORMATION	-----Campus-----	Campus	Campus	District	State
	Count	Percent	Group		
Total Staff:	-	100.0%	-	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	State
Average Years Experience of Teachers:		- yrs.	- yrs.	- yrs.	- yrs.
Average Years Experience of Teachers with District:		- yrs.	- yrs.	- 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
2004-05 Campus Profile

Section II - Page 4
Total Students: 4
Grade Span: 08 - 10
School Type: Secondary

District Name: LA VEGA ISD
Campus Name: BILL LOGUE JUVENILE DETENT
Campus #: 161906005

ACTUAL OPERATING EXPENDITURE INFORMATION	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	-	-	-	-	-	-	-	-	-
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 (26,27,28,29)	-	-	-	-	-	-	-	-	-

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	-	9.7%	14.4%
Career & Technology Education	0	0.0%	-	20.3%	20.3%
Gifted & Talented Education	0	0.0%	-	4.1%	7.7%
Special Education	0	0.0%	-	13.1%	11.6%
Teachers by Program (population served):					
Bilingual/ESL Education	-	-	-	-	-
Career & Technology 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 zero observations reported for this group.

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

2004-05 Academic Excellence Indicator System

District Name: LA VEGA ISD

Campus Name: LA VEGA JUNIOR HIGH SCHOOL GEORGE

Campus #: 161906042

2005 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

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
2004-05 Campus Performance

Section I - Page 1
Total Students: 421
Grade Span: 07 - 08
School Type: Middle

District Name: LA VEGA ISD
Campus Name: LA VEGA JUNIOR HIGH SCHOOL
Campus #: 161906042

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2005 Standard Grade 7															
Reading	2005	81%	80%	74%	80%	71%	75%	89%	*	*	75%	85%	*	76%	14%
	2004	76%	65%	71%	66%	57%	70%	68%	*	*	61%	70%	*	63%	50%
Mathematics	2005	65%	45%	53%	46%	36%	33%	61%	*	*	44%	47%	*	42%	< 1%
	2004	61%	45%	53%	45%	33%	42%	54%	*	*	41%	49%	< 1%	43%	33%
Writing	2005	89%	85%	86%	85%	86%	80%	87%	*	*	80%	89%	*	82%	14%
	2004	89%	86%	86%	85%	83%	89%	84%	*	*	84%	87%	*	84%	75%
All Tests	2005	60%	44%	48%	44%	31%	34%	60%	*	*	41%	48%	*	41%	< 1%
	2004	56%	41%	47%	42%	35%	41%	45%	*	*	37%	46%	< 1%	38%	33%
TAKS Met 2005 Standard Grade 8															
Reading	2005	84%	78%	78%	78%	80%	67%	85%	*	*	74%	81%	80%	74%	< 1%
	2004	84%	70%	81%	70%	76%	67%	69%	*	*	68%	72%	80%	70%	*
Mathematics	2005	62%	46%	52%	46%	36%	46%	54%	*	*	37%	56%	< 1%	43%	< 1%
	2004	58%	28%	48%	29%	23%	32%	30%	*	*	26%	32%	8%	24%	< 1%
Soc Studies	2005	85%	75%	81%	75%	68%	75%	80%	*	*	70%	80%	82%	72%	33%
	2004	82%	65%	79%	65%	74%	59%	64%	*	*	63%	67%	58%	64%	40%
All Tests	2005	58%	45%	45%	45%	36%	43%	53%	*	*	37%	53%	42%	40%	< 1%
	2004	54%	27%	44%	27%	23%	31%	27%	*	*	24%	31%	14%	25%	< 1%
TAKS Met Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2005	83%	74%	77%	79%	75%	71%	87%	*	*	75%	83%	78%	75%	8%
	2004	80%	67%	74%	68%	66%	68%	68%	*	*	64%	71%	63%	66%	42%
Mathematics	2005	72%	55%	56%	46%	36%	39%	58%	*	*	41%	51%	33%	42%	< 1%
	2004	67%	46%	53%	38%	28%	37%	44%	*	*	34%	41%	5%	34%	21%
Writing	2005	90%	74%	86%	85%	86%	80%	87%	*	*	80%	89%	*	82%	14%
	2004	89%	77%	86%	85%	83%	89%	84%	*	*	84%	87%	*	84%	75%
Soc Studies	2005	88%	78%	81%	75%	68%	75%	80%	*	*	70%	80%	82%	72%	33%
	2004	85%	75%	79%	65%	74%	59%	64%	*	*	63%	67%	58%	64%	40%
All Tests	2005	62%	43%	49%	45%	34%	38%	57%	*	*	39%	51%	50%	41%	< 1%
	2004	58%	38%	46%	35%	29%	36%	37%	*	*	31%	39%	9%	32%	21%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Performance

Section I - Page 2
Total Students: 421
Grade Span: 07 - 08
School Type: Middle

District Name: LA VEGA ISD
Campus Name: LA VEGA JUNIOR HIGH SCHOOL
Campus #: 161906042

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met Standard (Sum of All Grades Tested) (Panel Recommendation)															
Reading/ELA	2005	83%	74%	77%	79%	75%	71%	87%	*	*	75%	83%	78%	75%	8%
	2004	80%	67%	74%	68%	66%	68%	68%	*	*	64%	71%	63%	66%	42%
Mathematics	2005	71%	53%	56%	46%	36%	39%	58%	*	*	41%	51%	33%	42%	< 1%
	2004	66%	45%	53%	38%	28%	37%	44%	*	*	34%	41%	5%	34%	21%
Writing	2005	90%	74%	86%	85%	86%	80%	87%	*	*	80%	89%	*	82%	14%
	2004	89%	77%	86%	85%	83%	89%	84%	*	*	84%	87%	*	84%	75%
Soc Studies	2005	87%	77%	81%	75%	68%	75%	80%	*	*	70%	80%	82%	72%	33%
	2004	84%	75%	79%	65%	74%	59%	64%	*	*	63%	67%	58%	64%	40%
All Tests	2005	62%	42%	49%	45%	34%	38%	57%	*	*	39%	51%	50%	41%	< 1%
	2004	57%	37%	46%	35%	29%	36%	37%	*	*	31%	39%	9%	32%	21%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2005	25%	14%	20%	20%	16%	12%	29%	*	*	19%	21%	22%	15%	< 1%
	2004	20%	10%	17%	14%	6%	12%	22%	*	*	14%	15%	25%	11%	< 1%
Mathematics	2005	20%	9%	11%	4%	1%	3%	7%	*	*	2%	7%	< 1%	3%	< 1%
	2004	17%	6%	9%	4%	< 1%	5%	5%	*	*	3%	4%	5%	3%	< 1%
Writing	2005	26%	17%	18%	27%	25%	18%	35%	*	*	22%	32%	*	22%	< 1%
	2004	22%	11%	15%	18%	12%	13%	25%	*	*	15%	20%	*	15%	< 1%
Soc Studies	2005	26%	16%	15%	15%	14%	9%	20%	*	*	12%	19%	< 1%	10%	< 1%
	2004	21%	12%	15%	10%	5%	10%	13%	*	*	10%	10%	17%	9%	20%
All Tests	2005	10%	3%	6%	3%	1%	3%	5%	*	*	1%	6%	< 1%	3%	< 1%
	2004	8%	3%	4%	2%	< 1%	2%	4%	*	*	3%	2%	4%	2%	< 1%
SDAA II Examinations (Sum of Grades 3-10) Met ARD Expectations (Standard Accountability & AEA Indicator)															
2005	79%	79%	70%	81%	81%	83%	78%	*	*	80%	82%	81%	78%	60%	
SDAA II Examinees (Sum of Grades 3-10) Met ARD Expectations															
Reading/ELA	2005	82%	79%	74%	85%	86%	92%	79%	*	*	88%	78%	85%	83%	*
Mathematics	2005	80%	82%	68%	87%	88%	80%	92%	*	*	80%	> 99%	87%	86%	*
Writing	2005	65%	69%	63%	38%	*	*	40%	*	*	50%	*	38%	38%	*
All Tests	2005	68%	68%	55%	68%	63%	69%	71%	*	*	67%	73%	68%	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
2004-05 Campus Performance

Section I - Page 3
Total Students: 421
Grade Span: 07 - 08
School Type: Middle

District Name: LA VEGA ISD
Campus Name: LA VEGA JUNIOR HIGH SCHOOL
Campus #: 161906042

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2005 TAKS/SDAA II Participation (Grades 3-11)														
Tested	97.0%	97.6%	97.9%	98.1%	99.1%	95.7%	99.4%	-	*	98.6%	97.4%	94.4%	97.8%	75.0%
By Testing Program														
TAKS/SDAA II	90.8%	89.6%	88.7%	91.0%	90.6%	90.0%	92.1%	-	*	89.0%	93.3%	40.7%	89.6%	65.0%
SDAA II Only	6.2%	8.0%	8.0%	7.0%	8.5%	5.7%	7.3%	-	*	9.6%	4.1%	53.7%	8.2%	10.0%
By Mobility Status														
Acct Subset	91.3%	89.8%	89.8%	91.5%	90.6%	90.7%	92.7%	-	*	90.0%	93.3%	79.6%	90.9%	75.0%
Mobile Subset	5.7%	7.8%	7.8%	6.5%	8.5%	5.0%	6.7%	-	*	8.7%	4.1%	14.8%	6.9%	0.0%
Not Tested	3.0%	2.4%	2.2%	1.9%	0.9%	4.3%	0.6%	-	*	1.4%	2.6%	5.6%	2.2%	25.0%
Absent	0.2%	0.2%	0.2%	0.5%	0.0%	0.7%	0.6%	-	*	0.5%	0.5%	1.9%	0.3%	0.0%
ARD Exempt	0.8%	0.9%	0.4%	0.5%	0.9%	0.7%	0.0%	-	*	0.5%	0.5%	3.7%	0.6%	5.0%
LEP Exempt	1.0%	0.8%	1.2%	1.0%	0.0%	2.9%	0.0%	-	*	0.5%	1.5%	0.0%	1.3%	20.0%
Other	1.0%	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	2,931,773	1,673	680	413	106	140	164	0	3	219	194	54	317	20
2004 TAKS/SDAA Participation (Grades 3-11)														
Tested	95.4%	94.2%	97.5%	96.3%	97.9%	92.0%	98.7%	-	*	96.3%	96.3%	91.9%	96.0%	65.4%
By Testing Program														
TAKS/SDAA	90.4%	88.7%	88.8%	88.1%	88.5%	86.4%	89.0%	-	*	84.7%	91.4%	41.9%	86.5%	61.5%
SDAA Only	5.0%	5.5%	9.0%	8.2%	9.4%	5.6%	9.7%	-	*	11.6%	4.8%	50.0%	9.5%	3.8%
By Mobility Status														
Acct Subset	89.4%	86.8%	90.6%	90.2%	93.8%	86.4%	91.0%	-	*	89.5%	90.9%	82.3%	93.1%	57.7%
Mobile Subset	5.9%	7.5%	7.4%	6.1%	4.2%	5.6%	7.7%	-	*	6.8%	5.3%	9.7%	2.9%	7.7%
Not Tested	4.6%	5.8%	2.6%	3.7%	2.1%	8.0%	1.3%	-	*	3.7%	3.7%	8.1%	4.0%	34.6%
Absent	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	2.1%	2.8%	0.4%	1.3%	2.1%	0.8%	1.3%	-	*	1.6%	1.1%	8.1%	1.5%	3.8%
LEP Exempt	1.2%	1.7%	1.4%	2.1%	0.0%	6.4%	0.0%	-	*	1.6%	2.7%	0.0%	2.5%	30.8%
Other	1.2%	1.0%	0.4%	0.3%	0.0%	0.8%	0.0%	-	*	0.5%	0.0%	0.0%	0.0%	0.0%
Total Count	2,886,460	1,677	582	377	96	125	155	0	1	190	187	62	275	26

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Performance

Section I - Page 4
Total Students: 421
Grade Span: 07 - 08
School Type: Middle

District Name: LA VEGA ISD
Campus Name: LA VEGA JUNIOR HIGH SCHOOL
Campus #: 161906042

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2005	45%	38%	41%	38%	33%	25%	59%	*	*	33%	45%	*	29%	10%
	2004	47%	40%	43%	37%	53%	30%	32%	*	*	38%	36%	*	36%	50%
Mathematics	2005	25%	22%	16%	16%	11%	10%	29%	*	*	16%	16%	*	17%	< 1%
	2004	27%	21%	22%	13%	7%	9%	19%	*	*	12%	14%	10%	12%	< 1%
Average TGI Growth															
Reading/ELA	2005	0.53	0.44	0.46	0.47	0.31	0.27	0.88	*	*	0.49	0.44	*	0.35	0.16
	2004	0.50	0.40	0.43	0.49	0.81	0.41	0.34	*	*	0.52	0.47	*	0.60	0.66
Mathematics	2005	0.38	0.30	0.35	0.46	0.36	0.39	0.65	*	*	0.48	0.45	*	0.43	0.27
	2004	0.38	0.27	0.38	0.18	0.00	0.16	0.34	*	*	0.14	0.23	0.45	0.19	0.44
RPTE Change															
Sum of 3-12															
Scored 'Beginning' in 2004															
Beginning	2005	48.2%	25.0%	25.0%	*	-	*	-	-	*	*	-	*	*	
Intermediate	2005	32.7%	43.8%	33.3%	*	-	*	-	-	*	*	-	*	*	
Advanced	2005	14.6%	31.3%	37.5%	*	-	*	-	-	*	*	-	*	*	
Advanced High	2005	4.5%	0.0%	0.0%	*	-	*	-	-	*	*	-	*	*	
Scored 'Advanced' in 2004															
Beginning	2005	1.5%	0.0%	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*	0.0%	0.0%	
Intermediate	2005	8.8%	38.1%	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*	0.0%	0.0%	
Advanced	2005	46.8%	41.3%	53.6%	77.8%	-	77.8%	-	-	*	66.7%	*	75.0%	77.8%	
Advanced High	2005	42.9%	20.6%	44.6%	22.2%	-	22.2%	-	-	*	33.3%	*	25.0%	22.2%	
Attendance Rate															
2003-04		95.7%	95.7%	95.8%	95.0%	96.8%	94.8%	94.0%	-	*	95.0%	95.0%	93.1%	95.1%	96.4%
2002-03		95.6%	95.3%	95.8%	95.0%	96.7%	95.2%	93.8%	*	*	95.6%	94.5%	94.1%	94.9%	96.3%
Annual Dropout Rate (Gr 7-8)															
(Standard Accountability Indicator)															
2003-04		0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
2002-03		0.2%	0.9%	0.0%	0.9%	0.0%	0.8%	1.6%	-	*	0.5%	1.4%	0.0%	1.0%	0.0%
Annual Dropout Rate (Gr 7-12)															
(AEA Indicator)															
2003-04		0.9%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
2002-03		0.9%	2.0%	0.0%	0.9%	0.0%	0.8%	1.5%	-	0.0%	0.5%	1.4%	0.0%	1.0%	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
2004-05 Campus Profile

Section II - Page 1
Total Students: 421
Grade Span: 07 - 08
School Type: Middle

District Name: LA VEGA ISD
Campus Name: LA VEGA JUNIOR HIGH SCHOOL
Campus #: 161906042

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	421	100.0%	25,912	2,589	4,383,871
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	5.3%	4.0%
Kindergarten	0	0.0%	0.0%	7.7%	7.6%
Grade 1	0	0.0%	0.0%	7.6%	7.9%
Grade 2	0	0.0%	0.0%	8.6%	7.6%
Grade 3	0	0.0%	0.0%	6.9%	7.5%
Grade 4	0	0.0%	0.0%	8.5%	7.4%
Grade 5	0	0.0%	5.2%	7.1%	7.4%
Grade 6	0	0.0%	30.2%	6.8%	7.5%
Grade 7	219	52.0%	32.1%	8.5%	7.6%
Grade 8	202	48.0%	31.6%	7.9%	7.5%
Grade 9	0	0.0%	0.8%	8.0%	8.7%
Grade 10	0	0.0%	0.0%	6.1%	7.1%
Grade 11	0	0.0%	0.0%	6.4%	6.3%
Grade 12	0	0.0%	0.0%	4.2%	5.6%
Ethnic Distribution:					
African American	106	25.2%	20.7%	23.8%	14.2%
Hispanic	141	33.5%	60.2%	36.9%	44.7%
White	171	40.6%	17.2%	38.0%	37.7%
Native American	0	0.0%	0.2%	0.2%	0.3%
Asian/Pac. Islander	3	0.7%	1.7%	1.0%	3.0%
Economically Disadvantaged	322	76.5%	76.7%	78.0%	54.6%
Limited English Proficient (LEP)	19	4.5%	12.8%	9.9%	15.6%
Students w/Disciplinary Placements (2003-04)	97	21.4%	5.0%	5.2%	2.4%
At-Risk	210	49.9%	56.1%	55.4%	45.8%
Mobility (2003-04)	108	23.8%	21.8%	26.3%	21.1%
Number of Students per Teacher	12.7	n/a	14.6	12.9	14.9

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	1.8%	2.9%	-	-	3.8%	11.3%
Grade 1	-	-	2.6%	6.0%	-	-	20.0%	9.7%
Grade 2	-	-	3.7%	3.6%	-	-	6.9%	4.0%
Grade 3	-	-	4.1%	2.7%	-	-	6.7%	2.0%
Grade 4	-	-	1.2%	1.7%	-	-	0.0%	1.3%
Grade 5	-	1.9%	0.7%	0.9%	-	0.6%	0.0%	1.5%
Grade 6	-	1.8%	1.1%	1.5%	-	1.5%	4.0%	1.6%
Grade 7	5.9%	3.0%	5.9%	2.3%	0.0%	2.8%	0.0%	2.2%
Grade 8	5.7%	1.8%	5.7%	1.7%	9.1%	2.8%	8.8%	3.0%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2004-05 Campus Profile

Section II - Page 2
 Total Students: 421
 Grade Span: 07 - 08
 School Type: Middle

District Name: LA VEGA ISD
 Campus Name: LA VEGA JUNIOR HIGH SCHOOL
 Campus #: 161906042

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.6	19.1
Grade 1	-	-	21.0	18.7
Grade 2	-	-	19.0	18.9
Grade 3	-	-	18.6	18.9
Grade 4	-	16.2	20.0	19.4
Grade 5	-	22.0	19.6	22.0
Grade 6	-	23.6	20.3	22.3
Mixed Grades	-	-	-	25.6
Secondary: English/Language Arts	15.3	20.1	16.9	20.5
Foreign Languages	-	19.6	19.1	21.8
Mathematics	16.0	20.3	16.9	20.6
Science	19.8	22.3	19.2	21.7
Social Studies	20.4	22.2	20.2	22.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 3
Total Students: 421
Grade Span: 07 - 08
School Type: Middle

District Name: LA VEGA ISD
Campus Name: LA VEGA JUNIOR HIGH SCHOOL
Campus #: 161906042

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	42.1	100.0%	-	100.0%	100.0%
Professional Staff:	37.1	88.1%	90.3%	57.2%	62.2%
Teachers	33.1	78.6%	77.4%	45.9%	50.4%
Professional Support	1.0	2.4%	8.3%	6.6%	8.0%
Campus Admin. (School Leader.)	3.0	7.1%	4.6%	3.4%	2.8%
Educational Aides:	5.0	11.9%	9.7%	15.8%	10.2%
Total Minority Staff:	11.0	26.1%	33.6%	26.0%	41.0%
Teachers By Ethnicity and Sex:					
African American	4.0	12.1%	18.7%	8.5%	8.9%
Hispanic	1.0	3.0%	10.4%	7.0%	19.5%
White	28.1	84.9%	69.2%	84.6%	70.3%
Native American	0.0	0.0%	0.3%	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.3%	0.0%	1.0%
Males	7.2	21.8%	28.8%	24.2%	22.9%
Females	25.9	78.2%	71.2%	75.8%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	5.2	15.8%	12.1%	18.9%	7.7%
1-5 Years Experience	8.0	24.1%	30.2%	27.8%	28.7%
6-10 Years Experience	6.5	19.5%	19.1%	17.4%	19.4%
11-20 Years Experience	4.0	12.1%	20.9%	22.4%	24.5%
Over 20 Years Experience	9.4	28.5%	17.7%	13.5%	19.7%
			Campus	District	State
Average Years Experience of Teachers:		11.3 yrs.	10.5 yrs.	9.5 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:		2.3 yrs.	6.9 yrs.	1.3 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$24,740	\$33,247	\$30,263	\$33,775
1-5 Years Experience		\$32,600	\$36,049	\$31,820	\$35,706
6-10 Years Experience		\$35,529	\$38,672	\$35,251	\$38,220
11-20 Years Experience		\$41,100	\$43,742	\$41,707	\$43,501
Over 20 Years Experience		\$45,077	\$52,236	\$45,489	\$51,215
Average Actual Salaries (regular duties only):					
Teachers		\$36,512	\$40,682	\$36,180	\$41,011
Professional Support		\$53,440	\$46,976	\$43,047	\$48,820
Campus Administration (School Leadership)		\$58,006	\$61,265	\$57,144	\$61,612
Contracted Instructional Staff (not incl. above):		2.0	4.3	3.0	2,829.4

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 4
Total Students: 421
Grade Span: 07 - 08
School Type: Middle

District Name: LA VEGA ISD
Campus Name: LA VEGA JUNIOR HIGH SCHOOL
Campus #: 161906042

ACTUAL OPERATING EXPENDITURE INFORMATION	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,371,741	100.0%	\$5,959	\$2,564,950	100.0%	\$6,445	\$148,734,866	100.0%	\$5,598
Instruction (11,95)	\$1,774,885	74.8%	\$4,460	\$1,953,666	76.2%	\$4,909	\$101,916,023	68.5%	\$3,836
Instructional-Related Services (12,13)	\$121,071	5.1%	\$304	\$135,499	5.3%	\$340	\$5,427,202	3.6%	\$204
Instructional Leadership (21)	\$39,187	1.7%	\$98	\$39,187	1.5%	\$98	\$2,246,019	1.5%	\$85
School Leadership (23)	\$274,129	11.6%	\$689	\$274,129	10.7%	\$689	\$11,905,083	8.0%	\$448
Support Services-Student (31,32,33)	\$145,924	6.2%	\$367	\$145,924	5.7%	\$367	\$8,405,137	5.7%	\$316
Other Campus Costs (35,36,51,52,53)	\$16,545	0.7%	\$42	\$16,545	0.6%	\$42	\$18,835,402	12.7%	\$709
By Program:									
Total Operating Expenditures	\$2,322,926	100.0%	\$5,836	\$2,514,445	100.0%	\$6,318	\$129,353,262	100.0%	\$4,869
Bilingual/ESL Education (25)	\$31,956	1.4%	\$80	\$31,956	1.3%	\$80	\$3,374,457	2.6%	\$127
Career & Technology Education (22)	\$50,818	2.2%	\$128	\$50,818	2.0%	\$128	\$2,544,973	2.0%	\$96
Accelerated Education (24,30)	\$209,145	9.0%	\$525	\$346,651	13.8%	\$871	\$13,338,547	10.3%	\$502
Gifted & Talented Education (21)	\$767	0.0%	\$2	\$767	0.0%	\$2	\$2,055,636	1.6%	\$77
Regular Education (11)	\$1,626,091	70.0%	\$4,086	\$1,642,318	65.3%	\$4,126	\$85,759,434	66.3%	\$3,228
Special Education (23)	\$404,149	17.4%	\$1,015	\$441,935	17.6%	\$1,110	\$22,235,230	17.2%	\$837
Other (26,27,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$44,985	0.0%	\$2

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	17	4.0%	11.1%	9.7%	14.4%
Career & Technology Education	181	43.0%	17.2%	20.3%	20.3%
Gifted & Talented Education	11	2.6%	8.6%	4.1%	7.7%
Special Education	51	12.1%	13.4%	13.1%	11.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.6	1.8%	3.1%	0.5%	8.4%
Career & Technology Education	2.1	6.3%	2.7%	4.0%	4.0%
Compensatory Education	0.0	0.0%	1.7%	3.7%	3.1%
Gifted & Talented Education	0.2	0.5%	4.8%	0.3%	2.2%
Regular Education	24.2	72.9%	72.8%	81.6%	69.6%
Special Education	3.8	11.6%	11.8%	8.5%	10.3%
Other	2.3	6.9%	3.0%	1.4%	2.5%

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

'-' indicates zero observations reported for this group.

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

2004-05 Academic Excellence Indicator System

District Name: LA VEGA ISD

Campus Name: LA VEGA INTERMEDIATE SCHOOL H P M

Campus #: 161906103

2005 Accountability Rating: Academically Unacceptable

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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
2004-05 Campus Performance

Section I - Page 1
Total Students: 580
Grade Span: 04 - 06
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA INTERMEDIATE SCHOO
Campus #: 161906103

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2005 Standard Grade 4 (English)															
Reading	2005	80%	66%	73%	66%	69%	69%	59%	*	*	63%	68%	83%	62%	43%
	2004	81%	51%	79%	51%	45%	50%	55%	*	*	45%	56%	40%	51%	80%
Mathematics	2005	82%	61%	79%	61%	56%	65%	59%	*	*	63%	60%	60%	60%	38%
	2004	79%	49%	74%	49%	48%	51%	47%	*	*	51%	48%	17%	49%	60%
Writing	2005	91%	64%	90%	64%	73%	71%	54%	*	*	51%	76%	60%	62%	57%
	2004	88%	69%	87%	69%	58%	75%	70%	*	*	59%	79%	33%	66%	80%
All Tests	2005	70%	47%	60%	47%	48%	54%	41%	*	*	41%	53%	50%	46%	38%
	2004	68%	35%	62%	35%	32%	37%	33%	*	*	31%	38%	< 1%	34%	60%
TAKS Met 2005 Standard Grade 5 (English) (First Administration Only)															
Reading	2005	75%	51%	69%	51%	54%	45%	57%	*	*	44%	57%	20%	50%	40%
	2004	74%	56%	69%	56%	42%	42%	78%	*	*	58%	52%	*	53%	20%
Mathematics	2005	80%	56%	77%	56%	50%	62%	51%	*	*	57%	55%	*	54%	20%
	2004	73%	40%	63%	40%	27%	36%	50%	*	*	34%	50%	33%	42%	20%
Science	2005	64%	25%	56%	25%	11%	25%	36%	*	*	27%	24%	22%	23%	< 1%
	2004	55%	35%	45%	35%	16%	25%	57%	*	*	31%	41%	50%	35%	< 1%
All Tests	2005	55%	20%	47%	20%	8%	20%	26%	*	*	19%	20%	11%	17%	< 1%
	2004	49%	28%	36%	28%	16%	22%	39%	*	*	23%	36%	30%	27%	< 1%
TAKS Met 2005 Standard Grade 6 (English)															
Reading	2005	86%	80%	*	80%	70%	82%	83%	*	*	80%	79%	*	78%	67%
	2004	79%	64%	*	64%	52%	60%	72%	*	*	65%	64%	*	60%	22%
Mathematics	2005	73%	52%	*	53%	35%	49%	67%	*	*	52%	55%	27%	50%	29%
	2004	68%	42%	*	42%	27%	36%	53%	*	*	38%	46%	*	40%	11%
All Tests	2005	69%	48%	*	49%	30%	50%	57%	*	*	45%	53%	25%	46%	29%
	2004	63%	39%	*	39%	27%	31%	51%	*	*	33%	45%	*	38%	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
2004-05 Campus Performance

Section I - Page 2
Total Students: 580
Grade Span: 04 - 06
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA INTERMEDIATE SCHOO
Campus #: 161906103

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2005	83%	74%	82%	70%	69%	70%	69%	*	> 99%	67%	72%	73%	68%	50%
	2004	80%	67%	78%	57%	46%	51%	69%	*	> 99%	56%	58%	50%	55%	37%
Mathematics	2005	72%	55%	78%	63%	57%	64%	64%	*	> 99%	63%	63%	40%	61%	30%
	2004	67%	46%	71%	44%	35%	42%	51%	*	86%	41%	48%	33%	44%	26%
Writing	2005	90%	74%	90%	64%	73%	71%	54%	*	*	51%	76%	60%	62%	57%
	2004	89%	77%	87%	69%	58%	75%	70%	*	*	59%	79%	33%	66%	80%
Science	2005	66%	41%	56%	25%	11%	25%	36%	*	*	27%	24%	22%	23%	< 1%
	2004	60%	43%	45%	35%	16%	25%	57%	*	*	31%	41%	50%	35%	< 1%
All Tests	2005	62%	43%	65%	40%	30%	42%	43%	*	71%	37%	43%	30%	38%	23%
	2004	58%	38%	60%	34%	25%	31%	42%	*	71%	29%	40%	20%	33%	21%
TAKS Met Standard (Sum of All Grades Tested) (Panel Recommendation)															
Reading/ELA	2005	83%	74%	82%	70%	69%	70%	69%	*	> 99%	67%	72%	73%	68%	50%
	2004	80%	67%	78%	57%	46%	51%	69%	*	> 99%	56%	58%	50%	55%	37%
Mathematics	2005	71%	53%	78%	63%	57%	64%	64%	*	> 99%	63%	63%	40%	61%	30%
	2004	66%	45%	71%	44%	35%	42%	51%	*	86%	41%	48%	33%	44%	26%
Writing	2005	90%	74%	90%	64%	73%	71%	54%	*	*	51%	76%	60%	62%	57%
	2004	89%	77%	87%	69%	58%	75%	70%	*	*	59%	79%	33%	66%	80%
Science	2005	63%	37%	56%	25%	11%	25%	36%	*	*	27%	24%	22%	23%	< 1%
	2004	56%	39%	45%	35%	16%	25%	57%	*	*	31%	41%	50%	35%	< 1%
All Tests	2005	62%	42%	65%	40%	30%	42%	43%	*	71%	37%	43%	30%	38%	23%
	2004	57%	37%	60%	34%	25%	31%	42%	*	71%	29%	40%	20%	33%	21%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2005	25%	14%	19%	15%	8%	11%	21%	*	57%	13%	17%	7%	13%	11%
	2004	20%	10%	21%	11%	4%	6%	20%	*	29%	9%	13%	< 1%	9%	< 1%
Mathematics	2005	20%	9%	18%	16%	7%	15%	21%	*	71%	17%	16%	15%	14%	15%
	2004	17%	6%	17%	9%	3%	6%	15%	*	57%	7%	12%	6%	7%	5%
Writing	2005	26%	17%	13%	7%	2%	10%	6%	*	*	4%	9%	< 1%	7%	14%
	2004	22%	11%	13%	4%	3%	3%	6%	*	*	4%	4%	< 1%	3%	< 1%
Science	2005	14%	5%	16%	10%	3%	9%	18%	*	*	11%	10%	< 1%	9%	< 1%
	2004	9%	2%	9%	6%	< 1%	4%	11%	*	*	3%	11%	< 1%	5%	< 1%
All Tests	2005	10%	3%	6%	4%	1%	4%	6%	*	29%	3%	6%	< 1%	4%	9%
	2004	8%	3%	7%	3%	1%	2%	5%	*	14%	3%	4%	< 1%	2%	< 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
2004-05 Campus Performance

Section I - Page 3
Total Students: 580
Grade Span: 04 - 06
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA INTERMEDIATE SCHOO
Campus #: 161906103

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinations (Sum of Grades 3-10)														
Met ARD Expectations (Standard Accountability & AEA Indicator)														
2005	79%	79%	85%	82%	95%	76%	83%	*	*	88%	70%	82%	83%	83%
SDAA II Examinees (Sum of Grades 3-10)														
Met ARD Expectations														
Reading/ELA 2005	82%	79%	86%	83%	> 99%	87%	74%	*	*	87%	75%	83%	84%	82%
Mathematics 2005	80%	82%	95%	85%	90%	67%	> 99%	*	*	91%	73%	85%	86%	89%
Writing 2005	65%	69%	60%	67%	*	63%	*	*	*	78%	50%	67%	71%	*
All Tests 2005	68%	68%	76%	69%	90%	60%	68%	*	*	77%	47%	69%	70%	73%
2005 TAKS/SDAA II Participation (Grades 3-11)														
Tested	97.0%	97.6%	98.4%	98.6%	100.0%	96.4%	100.0%	*	100.0%	99.0%	98.3%	100.0%	98.5%	80.6%
By Testing Program														
TAKS/SDAA II	90.8%	89.6%	89.8%	90.3%	92.7%	89.1%	90.1%	*	100.0%	88.0%	92.7%	40.7%	89.8%	61.1%
SDAA II Only	6.2%	8.0%	7.1%	8.3%	7.3%	7.2%	9.9%	*	0.0%	11.0%	5.5%	59.3%	8.7%	19.4%
By Mobility Status														
Acct Subset	91.3%	89.8%	88.2%	91.9%	90.5%	92.8%	92.0%	*	100.0%	93.5%	90.3%	88.9%	92.1%	80.6%
Mobile Subset	5.7%	7.8%	10.1%	6.7%	9.5%	3.6%	8.0%	*	0.0%	5.5%	8.0%	11.1%	6.4%	0.0%
Not Tested	3.0%	2.4%	1.6%	1.4%	0.0%	3.6%	0.0%	*	0.0%	1.0%	1.7%	0.0%	1.5%	19.4%
Absent	0.2%	0.2%	0.0%	0.2%	0.0%	0.5%	0.0%	*	0.0%	0.3%	0.0%	0.0%	0.2%	0.0%
ARD Exempt	0.8%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.8%	0.0%	1.2%	0.0%	3.2%	0.0%	*	0.0%	0.7%	1.7%	0.0%	1.2%	19.4%
Other	1.0%	0.4%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	2,931,773	1,673	246	580	137	221	212	3	7	291	289	81	481	36
2004 TAKS/SDAA Participation (Grades 3-11)														
Tested	95.4%	94.2%	98.5%	97.2%	99.2%	93.9%	99.1%	*	100.0%	97.0%	97.4%	93.1%	97.1%	70.3%
By Testing Program														
TAKS/SDAA	90.4%	88.7%	89.8%	89.6%	90.1%	88.3%	90.6%	*	100.0%	86.7%	92.8%	33.3%	89.9%	54.1%
SDAA Only	5.0%	5.5%	8.1%	7.6%	9.2%	5.6%	8.5%	*	0.0%	10.3%	4.5%	59.7%	7.2%	16.2%
By Mobility Status														
Acct Subset	89.4%	86.8%	86.1%	88.5%	90.8%	87.3%	88.2%	*	87.5%	87.7%	89.4%	75.0%	94.9%	67.6%
Mobile Subset	5.9%	7.5%	11.8%	8.7%	8.4%	6.6%	10.8%	*	12.5%	9.3%	7.9%	18.1%	2.2%	2.7%
Not Tested	4.6%	5.8%	1.6%	2.8%	0.8%	6.1%	0.9%	*	0.0%	3.0%	2.6%	6.9%	2.9%	29.7%
Absent	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	2.1%	2.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.2%	1.7%	0.5%	1.8%	0.0%	4.7%	0.0%	*	0.0%	1.3%	2.3%	0.0%	1.9%	27.0%
Other	1.2%	1.0%	0.5%	1.1%	0.8%	1.4%	0.9%	*	0.0%	1.7%	0.4%	6.9%	1.0%	2.7%
Total Count	2,886,460	1,677	254	566	131	213	212	2	8	301	265	72	414	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
2004-05 Campus Performance

Section I - Page 4
Total Students: 580
Grade Span: 04 - 06
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA INTERMEDIATE SCHOO
Campus #: 161906103

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)															
Percent of Failers Passing TAKS															
Reading/ELA	2005	45%	38%	45%	38%	32%	40%	41%	*	*	37%	40%	*	36%	*
	2004	47%	40%	38%	33%	27%	24%	52%	*	*	20%	44%	*	32%	< 1%
Mathematics	2005	25%	22%	38%	30%	33%	23%	35%	*	*	29%	31%	30%	25%	*
	2004	27%	21%	33%	24%	23%	24%	24%	*	*	24%	23%	*	23%	*
Average TGI Growth															
Reading/ELA	2005	0.53	0.44	0.47	0.54	0.34	0.59	0.64	*	*	0.58	0.48	*	0.50	0.47
	2004	0.50	0.40	0.39	0.31	0.29	0.31	0.33	*	*	0.21	0.41	*	0.30	-0.02
Mathematics	2005	0.38	0.30	0.37	0.46	0.42	0.38	0.56	*	*	0.31	0.62	0.46	0.45	*
	2004	0.38	0.27	0.53	0.40	0.38	0.35	0.55	*	*	0.45	0.35	*	0.41	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
2005	25%	49%	32%	49%	46%	55%	43%	*	*	56%	43%	80%	50%	60%	
TAKS Cumulative Met Standard (First and Second Administrations)															
2005	86%	66%	82%	66%	68%	62%	71%	*	*	60%	72%	60%	65%	40%	
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
2005	21%	44%	24%	44%	50%	38%	49%	*	*	44%	44%	80%	46%	80%	
TAKS Cumulative Met Standard (First and Second Administrations)															
2005	88%	74%	84%	74%	81%	74%	67%	*	*	76%	71%	*	71%	20%	

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Performance

Section I - Page 5
Total Students: 580
Grade Span: 04 - 06
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA INTERMEDIATE SCHOO
Campus #: 161906103

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
RPTE Change															
Sum of 3-12															
Scored 'Beginning' in 2004															
Beginning	2005	48.2%	25.0%	42.1%	*	-	*	-	-	*	*	*	*	*	
Intermediate	2005	32.7%	43.8%	34.7%	*	-	*	-	-	*	*	*	*	*	
Advanced	2005	14.6%	31.3%	12.5%	*	-	*	-	-	*	*	*	*	*	
Advanced High	2005	4.5%	0.0%	1.8%	*	-	*	-	-	*	*	*	*	*	
Scored 'Intermediate' in 2004															
Beginning	2005	8.9%	2.8%	3.7%	0.0%	-	0.0%	-	-	*	*	*	0.0%	0.0%	
Intermediate	2005	30.0%	58.3%	31.0%	57.1%	-	57.1%	-	-	*	*	*	57.1%	57.1%	
Advanced	2005	41.9%	27.8%	33.3%	42.9%	-	42.9%	-	-	*	*	*	42.9%	42.9%	
Advanced High	2005	19.2%	11.1%	25.0%	0.0%	-	0.0%	-	-	*	*	*	0.0%	0.0%	
Scored 'Advanced' in 2004															
Beginning	2005	1.5%	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	*	*	0.0%	0.0%	
Intermediate	2005	8.8%	38.1%	1.2%	0.0%	-	0.0%	-	-	0.0%	*	*	0.0%	0.0%	
Advanced	2005	46.8%	41.3%	33.3%	44.4%	-	44.4%	-	-	50.0%	*	*	44.4%	44.4%	
Advanced High	2005	42.9%	20.6%	57.7%	55.6%	-	55.6%	-	-	50.0%	*	*	55.6%	55.6%	
Attendance Rate															
2003-04		95.7%	95.7%	96.8%	96.5%	97.5%	97.1%	95.3%	*	97.7%	96.4%	96.7%	95.5%	96.6%	98.0%
2002-03		95.6%	95.3%	96.5%	96.7%	97.7%	96.7%	96.1%	*	*	96.9%	96.4%	95.9%	96.6%	98.5%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' indicates results are masked due to small numbers to protect student confidentiality.
'-' indicates zero observations reported for this group.
'n/a' indicates data reporting is not applicable for this group.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 1
Total Students: 580
Grade Span: 04 - 06
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA INTERMEDIATE SCHOO
Campus #: 161906103

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	580	100.0%	19,604	2,589	4,383,871
Students By Grade:					
Early Childhood Education	0	0.0%	0.6%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	7.4%	5.3%	4.0%
Kindergarten	0	0.0%	14.0%	7.7%	7.6%
Grade 1	0	0.0%	15.7%	7.6%	7.9%
Grade 2	0	0.0%	15.0%	8.6%	7.6%
Grade 3	0	0.0%	14.2%	6.9%	7.5%
Grade 4	221	38.1%	15.5%	8.5%	7.4%
Grade 5	185	31.9%	13.9%	7.1%	7.4%
Grade 6	174	30.0%	3.4%	6.8%	7.5%
Grade 7	0	0.0%	0.2%	8.5%	7.6%
Grade 8	0	0.0%	0.2%	7.9%	7.5%
Grade 9	0	0.0%	0.0%	8.0%	8.7%
Grade 10	0	0.0%	0.0%	6.1%	7.1%
Grade 11	0	0.0%	0.0%	6.4%	6.3%
Grade 12	0	0.0%	0.0%	4.2%	5.6%
Ethnic Distribution:					
African American	135	23.3%	13.6%	23.8%	14.2%
Hispanic	220	37.9%	69.1%	36.9%	44.7%
White	216	37.2%	15.8%	38.0%	37.7%
Native American	2	0.3%	0.4%	0.2%	0.3%
Asian/Pac. Islander	7	1.2%	1.1%	1.0%	3.0%
Economically Disadvantaged	487	84.0%	84.1%	78.0%	54.6%
Limited English Proficient (LEP)	36	6.2%	26.8%	9.9%	15.6%
Students w/Disciplinary Placements (2003-04)	15	2.2%	0.7%	5.2%	2.4%
At-Risk	308	53.1%	53.2%	55.4%	45.8%
Mobility (2003-04)	174	25.8%	23.8%	26.3%	21.1%
Number of Students per Teacher	15.3	n/a	14.6	12.9	14.9

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	2.5%	1.8%	2.9%	-	7.6%	3.8%	11.3%
Grade 1	-	7.2%	2.6%	6.0%	-	11.1%	20.0%	9.7%
Grade 2	-	3.7%	3.7%	3.6%	-	2.2%	6.9%	4.0%
Grade 3	-	2.3%	4.1%	2.7%	-	2.0%	6.7%	2.0%
Grade 4	1.2%	1.1%	1.2%	1.7%	0.0%	0.8%	0.0%	1.3%
Grade 5	0.7%	0.7%	0.7%	0.9%	0.0%	2.3%	0.0%	1.5%
Grade 6	0.6%	0.2%	1.1%	1.5%	4.0%	3.4%	4.0%	1.6%
Grade 7	-	0.0%	5.9%	2.3%	-	0.0%	0.0%	2.2%
Grade 8	-	0.0%	5.7%	1.7%	-	0.0%	8.8%	3.0%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2004-05 Campus Profile

Section II - Page 2
 Total Students: 580
 Grade Span: 04 - 06
 School Type: Elementary

District Name: LA VEGA ISD
 Campus Name: LA VEGA INTERMEDIATE SCHOO
 Campus #: 161906103

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	18.8	18.6	19.1
Grade 1	-	19.3	21.0	18.7
Grade 2	-	18.5	19.0	18.9
Grade 3	-	18.7	18.6	18.9
Grade 4	20.0	19.0	20.0	19.4
Grade 5	19.6	23.5	19.6	22.0
Grade 6	20.3	22.9	20.3	22.3
Mixed Grades	-	18.8	-	25.6
Secondary: English/Language Arts	-	14.3	16.9	20.5
Foreign Languages	-	20.0	19.1	21.8
Mathematics	-	16.6	16.9	20.6
Science	-	13.3	19.2	21.7
Social Studies	-	14.3	20.2	22.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 3
Total Students: 580
Grade Span: 04 - 06
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA INTERMEDIATE SCHOO
Campus #: 161906103

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	54.7	100.0%	-	100.0%	100.0%
Professional Staff:	44.8	81.8%	81.8%	57.2%	62.2%
Teachers	38.0	69.4%	69.2%	45.9%	50.4%
Professional Support	3.9	7.2%	8.9%	6.6%	8.0%
Campus Admin. (School Leader.)	2.9	5.3%	3.7%	3.4%	2.8%
Educational Aides:	9.9	18.2%	18.2%	15.8%	10.2%
Total Minority Staff:	12.9	23.6%	42.0%	26.0%	41.0%
Teachers By Ethnicity and Sex:					
African American	2.0	5.3%	6.8%	8.5%	8.9%
Hispanic	3.0	7.9%	28.7%	7.0%	19.5%
White	33.0	86.8%	63.3%	84.6%	70.3%
Native American	0.0	0.0%	0.2%	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.0%	0.0%	1.0%
Males	8.0	21.1%	10.5%	24.2%	22.9%
Females	30.0	78.9%	89.5%	75.8%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	5.0	13.2%	7.2%	18.9%	7.7%
1-5 Years Experience	10.0	26.3%	33.6%	27.8%	28.7%
6-10 Years Experience	6.5	17.2%	20.0%	17.4%	19.4%
11-20 Years Experience	12.4	32.8%	23.6%	22.4%	24.5%
Over 20 Years Experience	4.0	10.5%	15.6%	13.5%	19.7%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		10.5 yrs.	10.3 yrs.	9.5 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:		0.9 yrs.	7.5 yrs.	1.3 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$29,320	\$34,196	\$30,263	\$33,775
1-5 Years Experience		\$30,628	\$35,622	\$31,820	\$35,706
6-10 Years Experience		\$35,640	\$37,718	\$35,251	\$38,220
11-20 Years Experience		\$42,593	\$42,997	\$41,707	\$43,501
Over 20 Years Experience		\$45,900	\$51,297	\$45,489	\$51,215
Average Actual Salaries (regular duties only):					
Teachers		\$36,848	\$40,115	\$36,180	\$41,011
Professional Support		\$45,552	\$43,192	\$43,047	\$48,820
Campus Administration (School Leadership)		\$51,303	\$60,516	\$57,144	\$61,612
Contracted Instructional Staff (not incl. above):		1.0	2.4	3.0	2,829.4

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 4
Total Students: 580
Grade Span: 04 - 06
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA INTERMEDIATE SCHOO
Campus #: 161906103

ACTUAL OPERATING EXPENDITURE INFORMATION	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,120,908	100.0%	\$3,625	\$2,331,478	100.0%	\$3,985	\$108,303,842	100.0%	\$5,442
Instruction (11,95)	\$1,594,288	75.2%	\$2,725	\$1,740,340	74.6%	\$2,975	\$79,292,690	73.2%	\$3,984
Instructional-Related Services (12,13)	\$86,287	4.1%	\$147	\$135,513	5.8%	\$232	\$4,621,668	4.3%	\$232
Instructional Leadership (21)	\$33,321	1.6%	\$57	\$33,321	1.4%	\$57	\$1,642,873	1.5%	\$83
School Leadership (23)	\$213,223	10.1%	\$364	\$215,945	9.3%	\$369	\$7,224,031	6.7%	\$363
Support Services-Student (31,32,33)	\$186,549	8.8%	\$319	\$199,119	8.5%	\$340	\$5,405,834	5.0%	\$272
Other Campus Costs (35,36,51,52,53)	\$7,240	0.3%	\$12	\$7,240	0.3%	\$12	\$10,116,746	9.3%	\$508
By Program:									
Total Operating Expenditures	\$2,108,338	100.0%	\$3,604	\$2,316,527	100.0%	\$3,960	\$97,976,977	100.0%	\$4,923
Bilingual/ESL Education (25)	\$61,544	2.9%	\$105	\$66,898	2.9%	\$114	\$9,747,157	9.9%	\$490
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$30	0.0%	\$0
Accelerated Education (24,30)	\$206,112	9.8%	\$352	\$276,597	11.9%	\$473	\$19,822,541	20.2%	\$996
Gifted & Talented Education (21)	\$490	0.0%	\$1	\$490	0.0%	\$1	\$1,148,243	1.2%	\$58
Regular Education (11)	\$1,602,509	76.0%	\$2,739	\$1,609,244	69.5%	\$2,751	\$53,095,811	54.2%	\$2,668
Special Education (23)	\$237,683	11.3%	\$406	\$363,298	15.7%	\$621	\$14,163,195	14.5%	\$712
Other (26,27,28,29)	\$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	35	6.0%	24.7%	9.7%	14.4%
Career & Technology Education	0	0.0%	0.0%	20.3%	20.3%
Gifted & Talented Education	23	4.0%	3.1%	4.1%	7.7%
Special Education	77	13.3%	11.2%	13.1%	11.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	17.8%	0.5%	8.4%
Career & Technology Education	0.0	0.0%	0.0%	4.0%	4.0%
Compensatory Education	0.0	0.0%	4.1%	3.7%	3.1%
Gifted & Talented Education	0.0	0.0%	1.7%	0.3%	2.2%
Regular Education	34.0	89.5%	66.8%	81.6%	69.6%
Special Education	4.0	10.5%	9.6%	8.5%	10.3%
Other	0.0	0.0%	0.0%	1.4%	2.5%

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

'-' indicates zero observations reported for this group.

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

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2004-05 Academic Excellence Indicator System

District Name: LA VEGA ISD

Campus Name: LA VEGA EL

Campus #: 161906105

2005 Accountability Rating: Recognized

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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
2004-05 Campus Performance

Section I - Page 1
Total Students: 402
Grade Span: 02 - 03
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA EL
Campus #: 161906105

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2005 Standard															
Grade 3 (English) (First Administration Only)															
Reading	2005	89%	85%	-	85%	88%	86%	80%	*	*	84%	86%	55%	83%	71%
	2004	88%	74%	86%	74%	72%	72%	75%	*	*	74%	74%	55%	70%	63%
Mathematics	2005	82%	78%	-	78%	81%	72%	84%	*	*	79%	77%	64%	77%	63%
	2004	83%	71%	79%	71%	69%	71%	70%	*	*	69%	72%	25%	66%	67%
All Tests	2005	76%	69%	-	69%	71%	68%	68%	*	*	67%	73%	46%	69%	58%
	2004	78%	61%	70%	61%	59%	61%	60%	*	*	59%	62%	25%	55%	46%
TAKS Met Standard (Sum of All Grades Tested)															
(Standard Accountability Indicator)															
Reading/ELA	2005	83%	74%	-	93%	92%	95%	90%	*	*	95%	91%	78%	92%	82%
	2004	80%	67%	78%	78%	71%	77%	82%	*	*	76%	80%	55%	76%	71%
Mathematics	2005	72%	55%	-	78%	81%	72%	84%	*	*	79%	77%	64%	77%	63%
	2004	67%	46%	71%	71%	69%	71%	70%	*	*	69%	72%	25%	66%	67%
All Tests	2005	62%	43%	-	76%	78%	70%	81%	*	*	78%	74%	64%	74%	58%
	2004	58%	38%	58%	62%	57%	62%	62%	*	*	59%	64%	25%	57%	50%
TAKS Met Standard (Sum of All Grades Tested)															
(Panel Recommendation)															
Reading/ELA	2005	83%	74%	-	93%	92%	95%	90%	*	*	95%	91%	78%	92%	82%
	2004	80%	67%	78%	78%	71%	77%	82%	*	*	76%	80%	55%	76%	71%
Mathematics	2005	71%	53%	-	78%	81%	72%	84%	*	*	79%	77%	64%	77%	63%
	2004	66%	45%	71%	71%	69%	71%	70%	*	*	69%	72%	25%	66%	67%
All Tests	2005	62%	42%	-	76%	78%	70%	81%	*	*	78%	74%	64%	74%	58%
	2004	57%	37%	58%	61%	54%	62%	62%	*	*	58%	64%	25%	56%	50%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2005	25%	14%	-	23%	30%	19%	24%	*	*	21%	25%	< 1%	21%	6%
	2004	20%	10%	21%	15%	9%	16%	17%	*	*	11%	18%	< 1%	14%	13%
Mathematics	2005	20%	9%	-	16%	5%	17%	23%	*	*	16%	16%	9%	13%	11%
	2004	17%	6%	17%	11%	6%	10%	13%	*	*	11%	12%	8%	9%	4%
All Tests	2005	10%	3%	-	9%	3%	10%	14%	*	*	10%	8%	9%	7%	5%
	2004	8%	3%	7%	6%	3%	6%	6%	*	*	4%	8%	< 1%	6%	4%
SDAA II Examinations (Sum of Grades 3-10)															
Met ARD Expectations															
(Standard Accountability & AEA Indicator)															
2005		79%	79%	-	90%	> 99%	93%	85%	*	*	91%	89%	90%	94%	> 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
2004-05 Campus Performance

Section I - Page 2
Total Students: 402
Grade Span: 02 - 03
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA EL
Campus #: 161906105

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
SDAA II Examinees (Sum of Grades 3-10)														
Met ARD Expectations														
Reading/ELA 2005	82%	79%	-	82%	*	88%	70%	*	*	83%	80%	82%	89%	*
Mathematics 2005	80%	82%	-	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
Writing 2005	65%	69%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests 2005	68%	68%	-	82%	*	88%	70%	*	*	83%	80%	82%	89%	*
2005 TAKS/SDAA II Participation (Grades 3-11)														
Tested	97.0%	97.6%	-	98.9%	100.0%	98.6%	98.5%	*	*	99.0%	98.9%	94.7%	100.0%	100.0%
By Testing Program														
TAKS/SDAA II	90.8%	89.6%	-	87.3%	93.6%	89.0%	80.6%	*	*	87.1%	87.5%	36.8%	88.0%	90.5%
SDAA II Only	6.2%	8.0%	-	11.6%	6.4%	9.6%	17.9%	*	*	11.9%	11.4%	57.9%	12.0%	9.5%
By Mobility Status														
Acct Subset	91.3%	89.8%	-	85.2%	85.1%	90.4%	79.1%	*	*	87.1%	83.0%	78.9%	86.7%	100.0%
Mobile Subset	5.7%	7.8%	-	13.8%	14.9%	8.2%	19.4%	*	*	11.9%	15.9%	15.8%	13.3%	0.0%
Not Tested	3.0%	2.4%	-	1.1%	0.0%	1.4%	1.5%	*	*	1.0%	1.1%	5.3%	0.0%	0.0%
Absent	0.2%	0.2%	-	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.8%	0.9%	-	1.1%	0.0%	1.4%	1.5%	*	*	1.0%	1.1%	5.3%	0.0%	0.0%
LEP Exempt	1.0%	0.8%	-	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	1.0%	0.4%	-	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	2,931,773	1,673	-	189	47	73	67	1	1	101	88	38	158	21
2004 TAKS/SDAA Participation (Grades 3-11)														
Tested	95.4%	94.2%	98.2%	96.5%	100.0%	91.8%	99.0%	-	*	95.2%	97.6%	90.3%	96.7%	84.4%
By Testing Program														
TAKS/SDAA	90.4%	88.7%	90.6%	89.6%	93.3%	85.9%	90.7%	-	*	86.5%	92.1%	38.7%	89.0%	78.1%
SDAA Only	5.0%	5.5%	7.6%	7.0%	6.7%	5.9%	8.2%	-	*	8.7%	5.6%	51.6%	7.7%	6.3%
By Mobility Status														
Acct Subset	89.4%	86.8%	85.7%	80.9%	77.8%	82.4%	80.4%	-	*	77.9%	83.3%	45.2%	81.2%	75.0%
Mobile Subset	5.9%	7.5%	12.1%	15.7%	22.2%	9.4%	18.6%	-	*	17.3%	14.3%	45.2%	15.5%	9.4%
Not Tested	4.6%	5.8%	1.8%	3.5%	0.0%	8.2%	1.0%	-	*	4.8%	2.4%	9.7%	3.3%	15.6%
Absent	0.2%	0.2%	0.0%	0.4%	0.0%	1.2%	0.0%	-	*	1.0%	0.0%	3.2%	0.6%	0.0%
ARD Exempt	2.1%	2.8%	0.0%	0.9%	0.0%	1.2%	1.0%	-	*	1.0%	0.8%	6.5%	0.6%	0.0%
LEP Exempt	1.2%	1.7%	0.6%	2.2%	0.0%	5.9%	0.0%	-	*	2.9%	1.6%	0.0%	2.2%	15.6%
Other	1.2%	1.0%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	2,886,460	1,677	247	230	45	85	97	0	3	104	126	31	181	32

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Performance

Section I - Page 3
Total Students: 402
Grade Span: 02 - 03
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA EL
Campus #: 161906105

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														
Grade 3 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
2005	13%	16%	-	16%	12%	16%	22%	*	*	16%	17%	45%	19%	29%
2004	10%	20%	10%	20%	19%	19%	22%	*	*	20%	20%	45%	23%	25%
TAKS Cumulative Met Standard (First and Second Administrations)														
2005	93%	93%	-	93%	92%	95%	90%	*	*	95%	91%	78%	92%	82%
2004	95%	85%	95%	85%	79%	88%	84%	*	*	84%	86%	55%	83%	88%
RPTE Change														
Sum of 3-12														
Scored 'Beginning' in 2004														
Beginning 2005	48.2%	25.0%	-	*	-	*	-	-	-	*	*	*	*	*
Intermediate 2005	32.7%	43.8%	-	*	-	*	-	-	-	*	*	*	*	*
Advanced 2005	14.6%	31.3%	-	*	-	*	-	-	-	*	*	*	*	*
Advanced High 2005	4.5%	0.0%	-	*	-	*	-	-	-	*	*	*	*	*
Scored 'Intermediate' in 2004														
Beginning 2005	8.9%	2.8%	-	7.7%	-	7.7%	-	-	-	9.1%	*	*	7.7%	7.7%
Intermediate 2005	30.0%	58.3%	-	38.5%	-	38.5%	-	-	-	45.5%	*	*	38.5%	38.5%
Advanced 2005	41.9%	27.8%	-	23.1%	-	23.1%	-	-	-	9.1%	*	*	23.1%	23.1%
Advanced High 2005	19.2%	11.1%	-	30.8%	-	30.8%	-	-	-	36.4%	*	*	30.8%	30.8%
Scored 'Advanced' in 2004														
Beginning 2005	1.5%	0.0%	-	0.0%	-	0.0%	-	-	-	0.0%	0.0%	*	0.0%	0.0%
Intermediate 2005	8.8%	38.1%	-	54.5%	-	54.5%	-	-	-	57.1%	53.3%	*	54.5%	54.5%
Advanced 2005	46.8%	41.3%	-	27.3%	-	27.3%	-	-	-	14.3%	33.3%	*	27.3%	27.3%
Advanced High 2005	42.9%	20.6%	-	18.2%	-	18.2%	-	-	-	28.6%	13.3%	*	18.2%	18.2%
Attendance Rate														
2003-04	95.7%	95.7%	-	97.0%	97.9%	97.6%	96.0%	*	*	97.2%	96.9%	96.8%	97.1%	98.2%
2002-03	95.6%	95.3%	96.4%	96.2%	97.0%	96.9%	95.1%	*	97.1%	96.2%	96.2%	96.1%	96.1%	97.7%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' indicates results are masked due to small numbers to protect student confidentiality.
 '-' indicates zero observations reported for this group.
 'n/a' indicates data reporting is not applicable for this group.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 1
Total Students: 402
Grade Span: 02 - 03
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA EL
Campus #: 161906105

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	402	100.0%	-	2,589	4,383,871
Students By Grade: Early Childhood Education	0	0.0%	-	0.2%	0.3%
Pre-Kindergarten	0	0.0%	-	5.3%	4.0%
Kindergarten	0	0.0%	-	7.7%	7.6%
Grade 1	0	0.0%	-	7.6%	7.9%
Grade 2	223	55.5%	-	8.6%	7.6%
Grade 3	179	44.5%	-	6.9%	7.5%
Grade 4	0	0.0%	-	8.5%	7.4%
Grade 5	0	0.0%	-	7.1%	7.4%
Grade 6	0	0.0%	-	6.8%	7.5%
Grade 7	0	0.0%	-	8.5%	7.6%
Grade 8	0	0.0%	-	7.9%	7.5%
Grade 9	0	0.0%	-	8.0%	8.7%
Grade 10	0	0.0%	-	6.1%	7.1%
Grade 11	0	0.0%	-	6.4%	6.3%
Grade 12	0	0.0%	-	4.2%	5.6%
Ethnic Distribution: African American	84	20.9%	-	23.8%	14.2%
Hispanic	169	42.0%	-	36.9%	44.7%
White	146	36.3%	-	38.0%	37.7%
Native American	2	0.5%	-	0.2%	0.3%
Asian/Pac. Islander	1	0.2%	-	1.0%	3.0%
Economically Disadvantaged	353	87.8%	-	78.0%	54.6%
Limited English Proficient (LEP)	51	12.7%	-	9.9%	15.6%
Students w/Disciplinary Placements (2003-04)	0	0.0%	-	5.2%	2.4%
At-Risk	243	60.4%	-	55.4%	45.8%
Mobility (2003-04)	104	22.7%	-	26.3%	21.1%
Number of Students per Teacher	13.9	n/a	-	12.9	14.9

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	1.8%	2.9%	-	-	3.8%	11.3%
Grade 1	-	-	2.6%	6.0%	-	-	20.0%	9.7%
Grade 2	3.7%	-	3.7%	3.6%	6.9%	-	6.9%	4.0%
Grade 3	4.1%	-	4.1%	2.7%	6.7%	-	6.7%	2.0%
Grade 4	-	-	1.2%	1.7%	-	-	0.0%	1.3%
Grade 5	-	-	0.7%	0.9%	-	-	0.0%	1.5%
Grade 6	-	-	1.1%	1.5%	-	-	4.0%	1.6%
Grade 7	-	-	5.9%	2.3%	-	-	0.0%	2.2%
Grade 8	-	-	5.7%	1.7%	-	-	8.8%	3.0%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2004-05 Campus Profile

Section II - Page 2
 Total Students: 402
 Grade Span: 02 - 03
 School Type: Elementary

District Name: LA VEGA ISD
 Campus Name: LA VEGA EL
 Campus #: 161906105

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	18.6	19.1
Grade 1	-	-	21.0	18.7
Grade 2	19.0	-	19.0	18.9
Grade 3	18.6	-	18.6	18.9
Grade 4	-	-	20.0	19.4
Grade 5	-	-	19.6	22.0
Grade 6	-	-	20.3	22.3
Mixed Grades	-	-	-	25.6
Secondary: English/Language Arts	-	-	16.9	20.5
Foreign Languages	-	-	19.1	21.8
Mathematics	-	-	16.9	20.6
Science	-	-	19.2	21.7
Social Studies	-	-	20.2	22.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 3
Total Students: 402
Grade Span: 02 - 03
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA EL
Campus #: 161906105

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	45.0	100.0%	-	100.0%	100.0%
Professional Staff:	33.0	73.3%	-	57.2%	62.2%
Teachers	29.0	64.4%	-	45.9%	50.4%
Professional Support	3.0	6.7%	-	6.6%	8.0%
Campus Admin. (School Leader.)	1.0	2.2%	-	3.4%	2.8%
Educational Aides:	12.0	26.7%	-	15.8%	10.2%
Total Minority Staff:	10.0	22.2%	-	26.0%	41.0%
Teachers By Ethnicity and Sex:					
African American	3.0	10.3%	-	8.5%	8.9%
Hispanic	2.0	6.9%	-	7.0%	19.5%
White	24.0	82.8%	-	84.6%	70.3%
Native American	0.0	0.0%	-	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	-	0.0%	1.0%
Males	2.0	6.9%	-	24.2%	22.9%
Females	27.0	93.1%	-	75.8%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	5.8	19.9%	-	18.9%	7.7%
1-5 Years Experience	13.7	47.2%	-	27.8%	28.7%
6-10 Years Experience	3.0	10.3%	-	17.4%	19.4%
11-20 Years Experience	4.6	15.7%	-	22.4%	24.5%
Over 20 Years Experience	2.0	6.9%	-	13.5%	19.7%
			Campus	District	State
Average Years Experience of Teachers:		6.9 yrs.	- yrs.	9.5 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:		2.2 yrs.	- yrs.	1.3 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$29,000	-	\$30,263	\$33,775
1-5 Years Experience		\$32,592	-	\$31,820	\$35,706
6-10 Years Experience		\$34,333	-	\$35,251	\$38,220
11-20 Years Experience		\$41,741	-	\$41,707	\$43,501
Over 20 Years Experience		\$46,000	-	\$45,489	\$51,215
Average Actual Salaries (regular duties only):					
Teachers		\$34,420	-	\$36,180	\$41,011
Professional Support		\$44,702	-	\$43,047	\$48,820
Campus Administration (School Leadership)		\$63,000	-	\$57,144	\$61,612
Contracted Instructional Staff (not incl. above):		0.0	-	3.0	2,829.4

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 4
Total Students: 402
Grade Span: 02 - 03
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA EL
Campus #: 161906105

ACTUAL OPERATING EXPENDITURE INFORMATION	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$1,612,064	100.0%	\$4,010	\$2,029,279	100.0%	\$5,048	-	-	-
Instruction (11,95)	\$1,239,406	76.9%	\$3,083	\$1,558,657	76.8%	\$3,877	-	-	-
Instructional-Related Services (12,13)	\$70,167	4.4%	\$175	\$155,021	7.6%	\$386	-	-	-
Instructional Leadership (21)	\$34,889	2.2%	\$87	\$34,889	1.7%	\$87	-	-	-
School Leadership (23)	\$137,736	8.5%	\$343	\$137,736	6.8%	\$343	-	-	-
Support Services-Student (31,32,33)	\$127,752	7.9%	\$318	\$127,752	6.3%	\$318	-	-	-
Other Campus Costs (35,36,51,52,53)	\$2,114	0.1%	\$5	\$15,224	0.8%	\$38	-	-	-
By Program:									
Total Operating Expenditures	\$1,609,950	100.0%	\$4,005	\$2,010,756	100.0%	\$5,002	-	-	-
Bilingual/ESL Education (25)	\$63,728	4.0%	\$159	\$66,994	3.3%	\$167	-	-	-
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Accelerated Education (24,30)	\$90,855	5.6%	\$226	\$428,010	21.3%	\$1,065	-	-	-
Gifted & Talented Education (21)	\$1,076	0.1%	\$3	\$1,076	0.1%	\$3	-	-	-
Regular Education (11)	\$1,159,148	72.0%	\$2,883	\$1,185,987	59.0%	\$2,950	-	-	-
Special Education (23)	\$295,143	18.3%	\$734	\$328,689	16.3%	\$818	-	-	-
Other (26,27,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	51	12.7%	-	9.7%	14.4%
Career & Technology Education	0	0.0%	-	20.3%	20.3%
Gifted & Talented Education	21	5.2%	-	4.1%	7.7%
Special Education	48	11.9%	-	13.1%	11.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	-	0.5%	8.4%
Career & Technology Education	0.0	0.0%	-	4.0%	4.0%
Compensatory Education	0.0	0.0%	-	3.7%	3.1%
Gifted & Talented Education	0.0	0.0%	-	0.3%	2.2%
Regular Education	27.0	93.1%	-	81.6%	69.6%
Special Education	2.0	6.9%	-	8.5%	10.3%
Other	0.0	0.0%	-	1.4%	2.5%

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

'-' indicates zero observations reported for this group.

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

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2004-05 Academic Excellence Indicator System

District Name: LA VEGA ISD

Campus Name: LA VEGA PRI

Campus #: 161906106

2005 Accountability Rating: Recognized

This school is paired with 161906105 ,LA VEGA EL

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Performance

Section I - Page 1
Total Students: 541
Grade Span: EE - 01
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA PRI
Campus #: 161906106

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2005 Standard															
Grade 3 (English) (First Administration Only)															
Reading	2005	89%	85%	-	85%	88%	86%	80%	*	*	84%	86%	55%	83%	71%
	2004	88%	74%	87%	74%	72%	72%	75%	*	*	74%	74%	55%	70%	63%
Mathematics	2005	82%	78%	-	78%	81%	72%	84%	*	*	79%	77%	64%	77%	63%
	2004	83%	71%	79%	71%	69%	71%	70%	*	*	69%	72%	25%	66%	67%
All Tests	2005	76%	69%	-	69%	71%	68%	68%	*	*	67%	73%	46%	69%	58%
	2004	78%	61%	72%	61%	59%	61%	60%	*	*	59%	62%	25%	55%	46%
TAKS Met Standard (Sum of All Grades Tested)															
(Standard Accountability Indicator)															
Reading/ELA	2005	83%	74%	-	93%	92%	95%	90%	*	*	95%	91%	78%	92%	82%
	2004	80%	67%	78%	78%	71%	77%	82%	*	*	76%	80%	55%	76%	71%
Mathematics	2005	72%	55%	-	78%	81%	72%	84%	*	*	79%	77%	64%	77%	63%
	2004	67%	46%	74%	71%	69%	71%	70%	*	*	69%	72%	25%	66%	67%
All Tests	2005	62%	43%	-	76%	78%	70%	81%	*	*	78%	74%	64%	74%	58%
	2004	58%	38%	62%	62%	57%	62%	62%	*	*	59%	64%	25%	57%	50%
TAKS Met Standard (Sum of All Grades Tested)															
(Panel Recommendation)															
Reading/ELA	2005	83%	74%	-	93%	92%	95%	90%	*	*	95%	91%	78%	92%	82%
	2004	80%	67%	78%	78%	71%	77%	82%	*	*	76%	80%	55%	76%	71%
Mathematics	2005	71%	53%	-	78%	81%	72%	84%	*	*	79%	77%	64%	77%	63%
	2004	66%	45%	74%	71%	69%	71%	70%	*	*	69%	72%	25%	66%	67%
All Tests	2005	62%	42%	-	76%	78%	70%	81%	*	*	78%	74%	64%	74%	58%
	2004	57%	37%	61%	61%	54%	62%	62%	*	*	58%	64%	25%	56%	50%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2005	25%	14%	-	23%	30%	19%	24%	*	*	21%	25%	< 1%	21%	6%
	2004	20%	10%	22%	15%	9%	16%	17%	*	*	11%	18%	< 1%	14%	13%
Mathematics	2005	20%	9%	-	16%	5%	17%	23%	*	*	16%	16%	9%	13%	11%
	2004	17%	6%	17%	11%	6%	10%	13%	*	*	11%	12%	8%	9%	4%
All Tests	2005	10%	3%	-	9%	3%	10%	14%	*	*	10%	8%	9%	7%	5%
	2004	8%	3%	7%	6%	3%	6%	6%	*	*	4%	8%	< 1%	6%	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
2004-05 Campus Performance

Section I - Page 2
Total Students: 541
Grade Span: EE - 01
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA PRI
Campus #: 161906106

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2005 TAKS/SDAA II Participation (Grades 3-11)														
Tested	97.0%	97.6%	-	98.9%	100.0%	98.6%	98.5%	*	*	99.0%	98.9%	94.7%	100.0%	100.0%
By Testing Program														
TAKS/SDAA II	90.8%	89.6%	-	87.3%	93.6%	89.0%	80.6%	*	*	87.1%	87.5%	36.8%	88.0%	90.5%
SDAA II Only	6.2%	8.0%	-	11.6%	6.4%	9.6%	17.9%	*	*	11.9%	11.4%	57.9%	12.0%	9.5%
By Mobility Status														
Acct Subset	91.3%	89.8%	-	85.2%	85.1%	90.4%	79.1%	*	*	87.1%	83.0%	78.9%	86.7%	100.0%
Mobile Subset	5.7%	7.8%	-	13.8%	14.9%	8.2%	19.4%	*	*	11.9%	15.9%	15.8%	13.3%	0.0%
Not Tested	3.0%	2.4%	-	1.1%	0.0%	1.4%	1.5%	*	*	1.0%	1.1%	5.3%	0.0%	0.0%
Absent	0.2%	0.2%	-	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.8%	0.9%	-	1.1%	0.0%	1.4%	1.5%	*	*	1.0%	1.1%	5.3%	0.0%	0.0%
LEP Exempt	1.0%	0.8%	-	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	1.0%	0.4%	-	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	2,931,773	1,673	-	189	47	73	67	1	1	101	88	38	158	21
2004 TAKS/SDAA Participation (Grades 3-11)														
Tested	95.4%	94.2%	98.6%	96.5%	100.0%	91.8%	99.0%	-	*	95.2%	97.6%	90.3%	96.7%	84.4%
By Testing Program														
TAKS/SDAA	90.4%	88.7%	89.4%	89.6%	93.3%	85.9%	90.7%	-	*	86.5%	92.1%	38.7%	89.0%	78.1%
SDAA Only	5.0%	5.5%	8.8%	7.0%	6.7%	5.9%	8.2%	-	*	8.7%	5.6%	51.6%	7.7%	6.3%
By Mobility Status														
Acct Subset	89.4%	86.8%	86.0%	80.9%	77.8%	82.4%	80.4%	-	*	77.9%	83.3%	45.2%	81.2%	75.0%
Mobile Subset	5.9%	7.5%	12.4%	15.7%	22.2%	9.4%	18.6%	-	*	17.3%	14.3%	45.2%	15.5%	9.4%
Not Tested	4.6%	5.8%	1.4%	3.5%	0.0%	8.2%	1.0%	-	*	4.8%	2.4%	9.7%	3.3%	15.6%
Absent	0.2%	0.2%	0.0%	0.4%	0.0%	1.2%	0.0%	-	*	1.0%	0.0%	3.2%	0.6%	0.0%
ARD Exempt	2.1%	2.8%	0.0%	0.9%	0.0%	1.2%	1.0%	-	*	1.0%	0.8%	6.5%	0.6%	0.0%
LEP Exempt	1.2%	1.7%	0.3%	2.2%	0.0%	5.9%	0.0%	-	*	2.9%	1.6%	0.0%	2.2%	15.6%
Other	1.2%	1.0%	0.7%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	2,886,460	1,677	242	230	45	85	97	0	3	104	126	31	181	32

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Performance

Section I - Page 3
Total Students: 541
Grade Span: EE - 01
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA PRI
Campus #: 161906106

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
RPTE Change															
Sum of 3-12															
Scored 'Beginning' in 2004															
Beginning	2005	48.2%	25.0%	-	*	-	*	-	-	*	*	*	*	*	
Intermediate	2005	32.7%	43.8%	-	*	-	*	-	-	*	*	*	*	*	
Advanced	2005	14.6%	31.3%	-	*	-	*	-	-	*	*	*	*	*	
Advanced High	2005	4.5%	0.0%	-	*	-	*	-	-	*	*	*	*	*	
Scored 'Intermediate' in 2004															
Beginning	2005	8.9%	2.8%	-	0.0%	-	0.0%	-	-	0.0%	0.0%	*	0.0%	0.0%	
Intermediate	2005	30.0%	58.3%	-	100.0%	-	100.0%	-	-	100.0%	100.0%	*	100.0%	100.0%	
Advanced	2005	41.9%	27.8%	-	0.0%	-	0.0%	-	-	0.0%	0.0%	*	0.0%	0.0%	
Advanced High	2005	19.2%	11.1%	-	0.0%	-	0.0%	-	-	0.0%	0.0%	*	0.0%	0.0%	
Scored 'Advanced' in 2004															
Beginning	2005	1.5%	0.0%	-	0.0%	-	0.0%	-	-	0.0%	0.0%	*	0.0%	0.0%	
Intermediate	2005	8.8%	38.1%	-	100.0%	-	100.0%	-	-	100.0%	100.0%	*	100.0%	100.0%	
Advanced	2005	46.8%	41.3%	-	0.0%	-	0.0%	-	-	0.0%	0.0%	*	0.0%	0.0%	
Advanced High	2005	42.9%	20.6%	-	0.0%	-	0.0%	-	-	0.0%	0.0%	*	0.0%	0.0%	
Attendance Rate															
2003-04		95.7%	95.7%	-	96.4%	97.1%	96.6%	95.8%	*	*	96.5%	96.4%	96.9%	96.4%	97.4%
2002-03		95.6%	95.3%	96.4%	96.2%	98.0%	97.0%	94.4%	*	*	96.0%	96.5%	95.7%	96.1%	97.1%

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

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

'-' indicates zero observations reported for this group.

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

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 1
Total Students: 541
Grade Span: EE - 01
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA PRI
Campus #: 161906106

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	541	100.0%	-	2,589	4,383,871
Students By Grade:					
Early Childhood Education	6	1.1%	-	0.2%	0.3%
Pre-Kindergarten	138	25.5%	-	5.3%	4.0%
Kindergarten	199	36.8%	-	7.7%	7.6%
Grade 1	198	36.6%	-	7.6%	7.9%
Grade 2	0	0.0%	-	8.6%	7.6%
Grade 3	0	0.0%	-	6.9%	7.5%
Grade 4	0	0.0%	-	8.5%	7.4%
Grade 5	0	0.0%	-	7.1%	7.4%
Grade 6	0	0.0%	-	6.8%	7.5%
Grade 7	0	0.0%	-	8.5%	7.6%
Grade 8	0	0.0%	-	7.9%	7.5%
Grade 9	0	0.0%	-	8.0%	8.7%
Grade 10	0	0.0%	-	6.1%	7.1%
Grade 11	0	0.0%	-	6.4%	6.3%
Grade 12	0	0.0%	-	4.2%	5.6%
Ethnic Distribution:					
African American	118	21.8%	-	23.8%	14.2%
Hispanic	223	41.2%	-	36.9%	44.7%
White	194	35.9%	-	38.0%	37.7%
Native American	1	0.2%	-	0.2%	0.3%
Asian/Pac. Islander	5	0.9%	-	1.0%	3.0%
Economically Disadvantaged	488	90.2%	-	78.0%	54.6%
Limited English Proficient (LEP)	118	21.8%	-	9.9%	15.6%
Students w/Disciplinary Placements (2003-04)	3	0.5%	-	5.2%	2.4%
At-Risk	324	59.9%	-	55.4%	45.8%
Mobility (2003-04)	62	23.3%	-	26.3%	21.1%
Number of Students per Teacher	13.0	n/a	-	12.9	14.9

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	1.8%	-	1.8%	2.9%	3.8%	-	3.8%	11.3%
Grade 1	2.6%	-	2.6%	6.0%	20.0%	-	20.0%	9.7%
Grade 2	-	-	3.7%	3.6%	-	-	6.9%	4.0%
Grade 3	-	-	4.1%	2.7%	-	-	6.7%	2.0%
Grade 4	-	-	1.2%	1.7%	-	-	0.0%	1.3%
Grade 5	-	-	0.7%	0.9%	-	-	0.0%	1.5%
Grade 6	-	-	1.1%	1.5%	-	-	4.0%	1.6%
Grade 7	-	-	5.9%	2.3%	-	-	0.0%	2.2%
Grade 8	-	-	5.7%	1.7%	-	-	8.8%	3.0%

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2004-05 Campus Profile

Section II - Page 2
 Total Students: 541
 Grade Span: EE - 01
 School Type: Elementary

District Name: LA VEGA ISD
 Campus Name: LA VEGA PRI
 Campus #: 161906106

CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	18.6	-	18.6	19.1
Grade 1	21.0	-	21.0	18.7
Grade 2	-	-	19.0	18.9
Grade 3	-	-	18.6	18.9
Grade 4	-	-	20.0	19.4
Grade 5	-	-	19.6	22.0
Grade 6	-	-	20.3	22.3
Mixed Grades	-	-	-	25.6
Secondary: English/Language Arts	-	-	16.9	20.5
Foreign Languages	-	-	19.1	21.8
Mathematics	-	-	16.9	20.6
Science	-	-	19.2	21.7
Social Studies	-	-	20.2	22.7

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 3
Total Students: 541
Grade Span: EE - 01
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA PRI
Campus #: 161906106

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	69.1	100.0%	-	100.0%	100.0%
Professional Staff:	49.5	71.5%	-	57.2%	62.2%
Teachers	41.5	60.0%	-	45.9%	50.4%
Professional Support	7.0	10.1%	-	6.6%	8.0%
Campus Admin. (School Leader.)	1.0	1.4%	-	3.4%	2.8%
Educational Aides:	19.7	28.5%	-	15.8%	10.2%
Total Minority Staff:	6.0	8.7%	-	26.0%	41.0%
Teachers By Ethnicity and Sex:					
African American	1.0	2.4%	-	8.5%	8.9%
Hispanic	3.0	7.2%	-	7.0%	19.5%
White	37.5	90.4%	-	84.6%	70.3%
Native American	0.0	0.0%	-	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	-	0.0%	1.0%
Males	2.8	6.7%	-	24.2%	22.9%
Females	38.7	93.3%	-	75.8%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	6.5	15.6%	-	18.9%	7.7%
1-5 Years Experience	12.0	28.9%	-	27.8%	28.7%
6-10 Years Experience	7.0	16.9%	-	17.4%	19.4%
11-20 Years Experience	11.0	26.5%	-	22.4%	24.5%
Over 20 Years Experience	5.0	12.1%	-	13.5%	19.7%
			Campus	District	State
Average Years Experience of Teachers:		9.8 yrs.	- yrs.	9.5 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:		1.0 yrs.	- yrs.	1.3 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$29,742	-	\$30,263	\$33,775
1-5 Years Experience		\$31,833	-	\$31,820	\$35,706
6-10 Years Experience		\$34,771	-	\$35,251	\$38,220
11-20 Years Experience		\$41,945	-	\$41,707	\$43,501
Over 20 Years Experience		\$45,000	-	\$45,489	\$51,215
Average Actual Salaries (regular duties only):					
Teachers		\$36,274	-	\$36,180	\$41,011
Professional Support		\$44,153	-	\$43,047	\$48,820
Campus Administration (School Leadership)		\$63,000	-	\$57,144	\$61,612
Contracted Instructional Staff (not incl. above):		0.0	-	3.0	2,829.4

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 Campus Profile

Section II - Page 4
Total Students: 541
Grade Span: EE - 01
School Type: Elementary

District Name: LA VEGA ISD
Campus Name: LA VEGA PRI
Campus #: 161906106

ACTUAL OPERATING EXPENDITURE INFORMATION	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$2,315,897	100.0%	\$4,242	\$2,944,987	100.0%	\$5,394	-	-	-
Instruction (11,95)	\$1,809,238	78.1%	\$3,314	\$2,326,768	79.0%	\$4,261	-	-	-
Instructional-Related Services (12,13)	\$114,952	5.0%	\$211	\$204,817	7.0%	\$375	-	-	-
Instructional Leadership (21)	\$52,667	2.3%	\$96	\$52,667	1.8%	\$96	-	-	-
School Leadership (23)	\$177,975	7.7%	\$326	\$178,173	6.1%	\$326	-	-	-
Support Services-Student (31,32,33)	\$152,098	6.6%	\$279	\$173,595	5.9%	\$318	-	-	-
Other Campus Costs (35,36,51,52,53)	\$8,967	0.4%	\$16	\$8,967	0.3%	\$16	-	-	-
By Program:									
Total Operating Expenditures	\$2,306,930	100.0%	\$4,225	\$2,934,685	100.0%	\$5,375	-	-	-
Bilingual/ESL Education (25)	\$52,354	2.3%	\$96	\$56,094	1.9%	\$103	-	-	-
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Accelerated Education (24,30)	\$634,348	27.5%	\$1,162	\$1,203,896	41.0%	\$2,205	-	-	-
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Regular Education (11)	\$1,388,747	60.2%	\$2,543	\$1,404,017	47.8%	\$2,571	-	-	-
Special Education (23)	\$231,481	10.0%	\$424	\$270,678	9.2%	\$496	-	-	-
Other (26,27,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	116	21.4%	-	9.7%	14.4%
Career & Technology Education	0	0.0%	-	20.3%	20.3%
Gifted & Talented Education	5	0.9%	-	4.1%	7.7%
Special Education	66	12.2%	-	13.1%	11.6%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	-	0.5%	8.4%
Career & Technology Education	0.0	0.0%	-	4.0%	4.0%
Compensatory Education	7.5	18.0%	-	3.7%	3.1%
Gifted & Talented Education	0.0	0.0%	-	0.3%	2.2%
Regular Education	32.0	77.2%	-	81.6%	69.6%
Special Education	2.0	4.8%	-	8.5%	10.3%
Other	0.0	0.0%	-	1.4%	2.5%

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

'-' indicates zero observations reported for this group.

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

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La Vega ISD
 Primary School
 Construction Status
 January 12, 2006

Work Item	Status						
	7/19/05	8/15/05	9/16/05	10/13/05	11/14/05	12/16/05	1/12/06
• Sanitary Sewer:	60%	90%	95%	95%	95%	95%	95%
• Storm Water:	60%	90%	90%	90%	90%	90%	90%
• Site Work	40%	40%	40%	60%	70%	70%	80%
• Bus Loop:	0%	0%	0%	0%	0%	40%	45%
• U. G Electrical:	60%	80%	90%	90%	95%	95%	95%
• U. G. Plumbing:	60%	80%	90%	90%	95%	95%	95%
• HVAC							*60%
• Fire Sprinkler							*30%
• Remodel Interior CPA	60%	60%	65%	80%	85%	86%	87%
• Structural Steel			25%	75%	90%	95%	98%
• Masonry				20%	50%	85%	90%
• Curb & Gutter					10%	70%	45%
• Metal Stud Framing					15%	50%	80%
• Drywall						40%	60%
• Tape and Bed						10%	30%
• Painting							*20%
• Ceramic Tile							*01%

Lost Time to Date:

11 Weather days, 3 Cement ration days, 1 additional day on Dec. 7, 2005 for freezing rain and sleet. = 15 days.

* Indicates new items of work this month

La Vega ISD
Elementary School
Construction Status
January 12, 2006

	7/19/05	8/15/05	9/15/05	10/13/05	11/14/05	12/16/05	1/12/06
• Fire Line Main:	60%	60%	60%	60%	60%	60%	60%
• Sanitary Sewer:	70%	70%	95%	95%	95%	95%	95%
• Storm Water:	70%	70%	70%	70%	70%	70%	70%
• Site Work	15 %	15%	15%	15%	15%	15%	40%
• Bus Loop:	15%	15%	15%	15%	15%	20%	40%
• U. G Electrical:	90%	90%	90%	90%	90%	90%	90%
• Electrical Rough-in				75%	85%	90%	90%
• U. G. Plumbing:	90%	90%	95%	95%	95%	95%	95%
• Plumbing Rough-in				85%	85%	90%	95%
• HVAC							*83%
• Masonry	1%	20%	30%	62%	75%	98%	99%
• Structural Steel			70%	90%	95%	99%	99%
• Metal Stud Framing			49%	70%	90%	99%	99%
• Drywall					15%	75%	90%
• Tape & Bed					15%	40%	50%
• Painting						15%	24%
• Roofing				70%	90%	90%	90%
• Fire Sprinkler					50%	60%	70%
• Ceiling Grid						20%	40%
• Ceramic Tile							*35%

• **Lost time to date:**

9 Weather days, 2 Cement ration days, 1 additional weather day for Dec. 7, 05 freezing rain and sleet. = Total 12 days.

• * Indicates new items this month.

La Vega ISD
High School
Construction Status
January 12, 2006

Work Item	Status			
	10/15/05	11/14/05	12/16/05	1/12/06
• Site Work	90%	90%	90%	90%
• Utility Relocation	20%	100%	100%	100%
• Drilled Piers	0	90%	100%	100%
• Storm Water	0	90%	90%	90%
• U. G Electrical:	0	90%	90%	90%
• U. 90%G. Plumbing:	0	90%	90%	96%
• Structural Steel			15%	92%
• Masonry				45%

Lost Time to Date:

1 day on Dec. 7, 05 for freezing rain and sleet.

*5 days at beginning of the project fro relocating unknown 12 “ water line

Total 6 days

* Should have been entered on earlier reports.

Public Education Grant (PEG) Report

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Sharon M. Shields

Background Information:

In 1995, the Texas Legislature created the Public Education Grant (PEG) program [TEC §§29.201 - 29.205]. The PEG program permits parents with children attending schools that are on the PEG list to transfer their children to other schools.

This PEG list identifies schools at which 50 percent or more of the students did not pass TAKS in any two of the preceding three years (2003, 2004, or 2005) or that were rated Academically Unacceptable in either 2004 or 2005.

The following examples describe some of the situations that result in a school being on the PEG list:

- A school that was Academically Unacceptable in 2004;
- A school with fewer than 50% of its students passing science in 2003 and 2004;
- A school with fewer than 50% of its students passing writing in 2003 and fewer than 50% passing science in 2005.

A list of schools identified under the PEG criteria is generated and transmitted to districts annually. Districts must notify each parent of a student in the district assigned to attend a school on the PEG list by February 1. La Vega Intermediate School – H P Miles Campus and La Vega Intermediate School – George Dixon Campus are on the PEG list for the 2006-2007 school year. Both campuses will notify parents by the February 1, 2006 deadline.

Requirements related to the PEG program concerning the identification criteria, student eligibility, effective dates, notification dates, and funding allotments, are shown below:

Requirement	Explanation
Allotment	For interdistrict transfers, the district educating the child receives an additional weight of 0.1; supplemental funding if costs exceed state aid benefit; limited to net students educated on PEG
Effective Date of PEG Transfers	2006-07 school year
Parent Notification Requirement	February 1, 2006
Interdistrict Transfers (across districts)	may be refused or accepted by district receiving the transfer request
Requirement	Explanation

Intradistrict Transfers (within district)	explicitly permitted, although no additional funding is allotted for this type of transfer
Continued Student Eligibility for Interdistrict Transfer	<p>Student eligibility for PEG transfers is based on assignment to attend a PEG campus in the district of residence. Student eligibility expires upon any of the following three conditions:</p> <ul style="list-style-type: none"> • Completion of all grades on the campus upon which eligibility was originally based • Removal of the campus from the PEG list • Assignment of the student to a campus that is not on the PEG list as a result of redrawn attendance boundaries or the student moves into a different attendance area <p>A receiving district can continue to treat a student as PEG eligible after expiration of eligibility only if the student has not yet completed all grades on the campus to which the student transferred during the eligibility period.</p>
School Identification Criteria	TAKS passing rate \leq 50% in <u>two of the three</u> preceding years (2003, 2004, 2005) OR rated <i>Academically Unacceptable</i> in 2004 OR 2005
Transfer Restriction	student may only transfer from a PEG school to a non-PEG school
Tuition Prohibition	Tuition may not be charged to the student's parents/guardian or to the school district of residence.
Transportation	The school district in which the student resides is not required to provide transportation free of charge from the PEG-listed school to the new school. The district is only responsible for providing the transportation it would otherwise provide (as if the student did not transfer).

Fiscal Implication:

The fiscal impact, if any, of La Vega Intermediate School – H P Miles Campus and La Vega Intermediate School – George Dixon Campus will not be evident until the 2006-07 school year and thereafter.

Administrative Recommendation:

Report only.

Sample Cover Letter (English)

Date

Dear Parent,

Attached you will find a copy of the State of Texas 2004-05 School Report Card for [name of school]. This is a report required by the Texas Legislature and prepared by the Texas Education Agency. It is to be sent to the parent or guardian of every child enrolled in the public schools. The report provides information concerning student performance as well as information concerning expenditures, average class size, and student/teacher ratios.

The information contained in the School Report Card is required by state law and is briefly described in the "2004-05 School Report Card Definitions" enclosed. This report may or may not have all the information described, because the information presented depends on whether the school is an elementary, middle, or high school.

State law requires that the information be provided for the state, the district, the school, and a group of schools similar to our school. Where possible, the information must be reported by ethnicity and socio-economic status of the students and must include at least two years of results.

The School Report Cards can be found on the internet at:

<http://www.tea.state.tx.us/perfreport/src/2005/campus.srch.html>

A more complete report about your school, the Academic Excellence Indicator System (AEIS) report, is available from your school or can be accessed online at:

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

Please contact me if you have any questions concerning this report card. Thank you for your continued support of [name of school].

Sincerely,

[name], Principal
[name of school]

Enclosures

Tuesday, January 10, 2006 Class Size for LaVega Primary Center

PPCD

Teacher

Stephanie Lediner – See Pre-K , Kindergarten, & 1st Grade

Students - 1

Total-1

Pre Kindergarten

Jennifer Featherston

Students 19 (+2 noneligible)

Ann Trevino

Students 21

Laura Shank

Students 20

Stephanie Lediner

Students 1

Marlene Hittesdorf

Students 19 (+1 noneligible)

Kristy Lamar

Students 22

Cynthia Pierce

Students 21 (+1 noneligible)

Heather Sullivan

Students 22

Total- 145

Kindergarten

Karen Burch 18

Connie Holmes 19

Kelly Macik 17

Pat Ogden 17

Jacqlyn Pene 18

LeiLani Prince 18

Lanna Birt	18	
Jody Steed	17	
Nerida Becerra	19	
Sharen Underwood	16	
Ben Dixon	17	
Stephanie Lediner	3	Total- 197

First Grade

Sally Peavy	19	
Dawna Day	20	
Cheri Beuerlein	20	
Rhonda Heilhecker	20	
Karye Kellum	19	
Allyson Reister	19	
Karen Musselman	21	
Gayle Pullin	21	
Tiffany Quinn	20	
Lisa Seawright	20	
Karen Thompson	21	
Stephanie Lediner	2	Total- 222

Grand Total – 565 (+4 noneligible)

La Vega Elementary Staff Roster 2005-2006 Peggy Johnson, Principal

Second GradeTeacher	Number of Students	Third Grade Students	Number of Students
Erica Able	20	Diann Acevedo	21
Christy Baish	20	Donna Davis	20
Christie Carrigan	19	Melanie Dumas	20
Blanca Centeno	22	Kerry Halstead	21
Teresa Jones	19	Mindy Hamilton	20
Rhonda Linarea	19	Carmen Haynes	20
Shaunte Mckinney	18	Nika Mason	21
Michelle Pellegrino	19	Stephanie Parker	20
Cheryl Peter	19	Jessica Rust	19
Rebekah Smith	19	Renee Stump	20
GiGi Young	18		
Total	212	Total	202
Special Self Contained			
Shawnda Phipps	2		3
Total Enrolled	419		

LaVega Intermediate Staff Roster 2005-2006
Bonnie McRae – Principal

4 th Grade Teacher	5 th Grade Teacher	6 th Grade Teacher
Ms. Campbell 20	Mr. Almond 20	Ms. Alvarez 21
Ms. English 20	Ms. Brunson 21	Ms. French 19
Ms. Epperson 20	Ms. Callison 16	Ms. Kahn 19
Mr. Fuentes 21	Ms. Carlson 21	Ms. Male 18
Ms. Harris 22	Ms. Criddle 21	Ms. McCreary 17
Ms. Houser 21	Mr. Dunigan 21	Ms. McElroy 18
Ms. Matus 20	Ms. Miller 20	Ms. McNeil 19
Ms. Newton 19	Ms. Reed 20	Mr. Ware 19
Ms. Scott 21	Mr. Salvesen 21	Ms. Whitford 21
	Ms. Taylor 21	
	Ms. Wagner 20	
TOTAL 185	225	173
Thrasher 1 (Self Contained)	3	2
TOTAL ENROLLED		

Class Size Count for Spring 2006 - La Vega High School

Total: 583
 12th -121
 11th -117
 10th -133
 9th -212

Class	Block	Teacher	Count
LATE ARR B1 (1)	A	N/A	3
MTHAP B (1)	A	Bessette, Julie Mae	10
DCP B (1)	A	Bishop, Kathy Lynn	8
BCIS I B:A (1)	A	Booth, Beth	13
JRNLSM B (1)	A	Breen, Larry Bill	6
ASST AP OFF B (1)	A	Carver, Jeanetta Joy	1
PE 2 B (1)	A	Cody, Clay Elliot	10
ALG 2 B (2)	A	Daugherty, Connie Marie	15
ASST LIB B (1)	A	Dietiker, Diane G	2
CONST SYS B (1)	A	Drake, Edwin Otis	10
ENG 4 B (1)	A	Eggebrecht, Pamela Sue	17
BAND 1B (1)	A	English, Tommy Charles	26
BAND 2 B (1)	A	English, Tommy Charles	21
BAND 3 B (1)	A	English, Tommy Charles	14
BAND 4 B (1)	A	English, Tommy Charles	16
ENG 2 B (3)	A	Garcia, Natasha Karla	15
ENG FOUR B (1)	A	Gill, Suzette	5
ENG ONE B (1)	A	Gill, Suzette	2
ENG THREE B (1)	A	Gill, Suzette	2
ENG TWO B (1)	A	Gill, Suzette	2
Funct Eng B (1)	A	Godfrey, William Robert	7
ART 1 B (1)	A	Grogan, Ava D	21
PENJROTC 1B (1)	A	Haney, Ralph Eugene	6
PENJROTC 2B (3)	A	Haney, Ralph Eugene	1
GOVT B (1)	A	Hataway, Dennis James	11
SPAN 2 B (1)	A	Hoffman, Jenny Lea	12
USHIST B (1)	A	Hyde, Don Jerry	23
HLTHED B (1)	A	Jefferson, Jeffery Laway...	21
AEP B (1)	C	Jones, Nathan Wayne	7
WGEOG B (1)	A	Lecker, Evan Louis	25
GEOM B (1)	A	Limmer, James Curtis	16
CHEM 1 B (1)	A	Mc Adams, Dana Joanne	11
BIO 1 B (7)	A	Oliver, Steven Thomas	20
WHIST B (1)	A	Palacios, Robert	20
MATH 1B (1)	A	Penney, Laura Kristine	4
MATH 2B (1)	A	Penney, Laura Kristine	4
MATH 3B (1)	A	Penney, Laura Kristine	2
ASST CC B (1)	A	Salazar, Maria Elena	3
PE 1 B (1)	A	Salter, Sherry Jean	35
ASST ATH B (2)	A	Salter, Sherry Jean	1
ENG 1 B (1)	A	Sora, Chemise Donchel	20
INT-DSG B (1)	A	Squires, Teresa Nan	8
ALG 1 B (6)	A	Stephens, Tracy	10
SPAN 1 B (4)	A	Swearingen, Rosa Merce...	13
COMMAPPB (2)	A	Taylor, Megan Beth	20
INT PHYS&CHEM B (1)	A	Tyus, Joseph Edward	21
USHIST B (4)	A	Ward, Michael Christopher	26
BCIS II B:A (1)	A	Yowell, Brooke Lee	17
Total			583
BIO 1 B (1)	B	Berkshire, Kelly L	17
DCP B (2)	B	Bishop, Kathy Lynn	11
MULTIMED B (1)	B	Booth, Beth	18

Class Size Count for Spring 2006 - La Vega High School

Total: 583
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 9th -212

Class	Block	Teacher	Count
ENG 1 B (2)	B	Breen, Larry Bill	22
VOC PREP 1B (2)	B	Canet, Melissa Ann	11
VOC PREP 2B (2)	B	Canet, Melissa Ann	1
ASST AP OFF B (2)	B	Carver, Jeanetta Joy	1
PE 2 B (2)	B	Cody, Clay Elliot	12
ALG 2 HB (1)	B	Daugherty, Connie Marie	17
ASST LIB B (2)	B	Dietiker, Diane G	1
EPSI B (1)	B	Duron, Leasa Renae	13
ENG 3 B (6)	B	Eggebrecht, Pamela Sue	22
ENG FOUR B (2)	B	Gill, Suzette	1
ENG ONE B (2)	B	Gill, Suzette	3
ENG THREE B (2)	B	Gill, Suzette	1
ENG TWO B (2)	B	Gill, Suzette	4
Funct Math B (1)	B	Godfrey, William Robert	7
ART 1 B (2)	B	Grogan, Ava D	21
NJROTC 2B (1)	B	Haney, Ralph Eugene	1
PENJROTC 2B (1)	B	Haney, Ralph Eugene	7
NJROTC 3B (4)	B	Haney, Ralph Eugene	2
GOVT B (2)	B	Hataway, Dennis James	26
ECO-FE B (2)	B	Hyde, Don Jerry	27
AEP B (1)	C	Jones, Nathan Wayne	7
ALG 1 B (7)	B	Limmer, James Curtis	17
CHEM 1 B (2)	B	Mc Adams, Dana Joanne	24
BIO 1 B (8)	B	Oliver, Steven Thomas	16
WHIST B (2)	B	Palacios, Robert	24
ENG 2 B (1)	B	Parten, James Dellis	25
MATH 1B (2)	B	Penney, Laura Kristine	5
MATH 2B (2)	B	Penney, Laura Kristine	3
MATH 3B (2)	B	Penney, Laura Kristine	2
VOCENSEM 1B (1)	B	Presley, Earl Gregory	9
VOCENSEM 2B (1)	B	Presley, Earl Gregory	5
VOCENSEM 3B (1)	B	Presley, Earl Gregory	3
VOCENSEM 4B (1)	B	Presley, Earl Gregory	2
READING 1B (1)	B	Riggs, Wanda Arlene	10
ASST CC B (2)	B	Salazar, Maria Elena	4
PE 1 B (2)	B	Salter, Sherry Jean	23
TEEN LDR B (1)	B	Sheehy, James Robert	19
ENG 1PRE-AP B (2)	B	Sora, Chemise Donchel	16
PFD B (1)	B	Squires, Teresa Nan	14
ALG 1 B (3)	B	Stephens, Tracy	15
GCS B (2)	B	Strickland, Paula Jane	1
SPAN 2 B (5)	B	Swearingen, Rosa Merce...	24
SPAN 1 B (1)	B	Swearingen, William Robert	19
INT PHYS&CHEM B (2)	B	Tyus, Joseph Edward	20
WGEOG B (7)	B	Ward, Michael Christopher	19
ACCNTG B:A (1)	B	Yowell, Brooke Lee	11
Total			583
BIO 1 B (2)	C	Berkshire, Kelly L	14
GEOM H B (1)	C	Bessette, Julie Mae	17
DCP B (3)	C	Bishop, Kathy Lynn	8
ENG 1 B (3)	C	Breen, Larry Bill	18
ASST AP OFF B (3)	C	Carver, Jeanetta Joy	1

Class Size Count for Spring 2006 - La Vega High School

Total: 583
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 9th -212

Class	Block	Teacher	Count
PE 2 B (3)	C	Cody, Clay Elliot	14
PRE-CAL B (1)	C	Daugherty, Connie Marie	23
ASST LIB B (3)	C	Dietiker, Diane G	2
TECH SYS B (1)	C	Drake, Edwin Otis	11
ENG 4 B (3)	C	Eggebrecht, Pamela Sue	16
ENG 3 B (3)	C	Garcia, Natasha Karla	20
ENG FOUR B (3)	C	Gill, Suzette	2
ENG ONE B (3)	C	Gill, Suzette	3
ENG THREE B (3)	C	Gill, Suzette	3
ENG TWO B (3)	C	Gill, Suzette	1
Funct Voc Skills B (1)	C	Godfrey, William Robert	10
ART 1 B (3)	C	Grogan, Ava D	22
NJROTC 1B (2)	C	Haney, Ralph Eugene	1
PENJROTC 1B (2)	C	Haney, Ralph Eugene	5
NJROTC 4B (2)	C	Haney, Ralph Eugene	2
PENJROTC 2B (4)	C	Haney, Ralph Eugene	1
NJROTC 2B (2)	C	Haney, Ralph Eugene	3
GOVT B (3)	C	Hataway, Dennis James	17
SPAN 2 B (2)	C	Hoffman, Jenny Lea	13
ECO-FE B (3)	C	Hyde, Don Jerry	26
HLTHED B (2)	C	Jefferson, Jeffery Laway...	18
AEP B (1)	C	Jones, Nathan Wayne	7
ASST ISS B (1)	C	Kocian, Carolyn Valerie	1
WGEOG B (2)	C	Lecker, Evan Louis	13
GEOM B (2)	C	Limmer, James Curtis	23
CHEM 1 B (3)	C	Mc Adams, Dana Joanne	21
BIO 1 B (9)	C	Oliver, Steven Thomas	15
WHIST B (3)	C	Palacios, Robert	20
CHMUS 1B (2)	C	Presley, Earl Gregory	9
CHMUS 3 B (2)	C	Presley, Earl Gregory	1
CHMUS 4 B (2)	C	Presley, Earl Gregory	1
ENG 2 B (2)	C	Riggs, Wanda Arlene	21
ASST CC B (3)	C	Salazar, Maria Elena	3
PE 1 B (3)	C	Salter, Sherry Jean	23
TEEN LDR B (2)	C	Sheehy, James Robert	17
PFD B (2)	C	Squires, Teresa Nan	17
ALG 1 B (4)	C	Stephens, Tracy	15
GCS B (3)	C	Strickland, Paula Jane	1
SPAN 1 B (5)	C	Swearingen, Rosa Merce...	13
SPAN 1 B (2)	C	Swearingen, William Robert	13
THARTS 1 B (1)	C	Taylor, Megan Beth	14
INT PHYS&CHEM B (3)	C	Tyus, Joseph Edward	20
USHIST B (6)	C	Ward, Michael Christopher	25
BCIS I B:A (4)	C	Yowell, Brooke Lee	19
Total			583
BIO 1 B (3)	D	Berkshire, Kelly L	23
ALG 1 B (1)	D	Bessette, Julie Mae	21
DCP B (4)	D	Bishop, Kathy Lynn	11
DESKTOP PUB B:A (1)	D	Booth, Beth	1
WEBMST B (1)	D	Booth, Beth	11
VOC PREP 1B (4)	D	Canet, Melissa Ann	11
VOC PREP 3B (4)	D	Canet, Melissa Ann	2

Class Size Count for Spring 2006 - La Vega High School

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Class	Block	Teacher	Count
ASST AP OFF B (4)	D	Carver, Jeanetta Joy	1
ASST LIB B (4)	D	Dietiker, Diane G	1
TECH SYS B (2)	D	Drake, Edwin Otis	17
ENG 4 B (4)	D	Eggebrecht, Pamela Sue	26
STUDACTV B (1)	D	Garcia, Natasha Karla	6
Funct Hlthed B (1)	D	Godfrey, William Robert	8
OCCPREP B (4)	D	Godfrey, William Robert	1
ART 2 B (1)	D	Grogan, Ava D	17
ART 3 B (1)	D	Grogan, Ava D	3
NJROTC 4B (1)	D	Haney, Ralph Eugene	1
USHIST B (2)	D	Hataway, Dennis James	25
SPAN 3 B (1)	D	Hoffman, Jenny Lea	12
SPAN 4 B (1)	D	Hoffman, Jenny Lea	1
AEP B (1)	C	Jones, Nathan Wayne	7
WGEOG B (3)	D	Lecker, Evan Louis	24
GEOM B (3)	D	Limmer, James Curtis	25
CHEM 1 B (4)	D	Mc Adams, Dana Joanne	22
WHIST B (4)	D	Palacios, Robert	27
C ENG 1302 B (2)	D	Parten, James Dellis	12
MATH 1B (3)	D	Penney, Laura Kristine	5
MATH 2B (3)	D	Penney, Laura Kristine	2
MATH 3B (3)	D	Penney, Laura Kristine	5
READING 1B (2)	D	Riggs, Wanda Arlene	4
ASST CC B (4)	D	Salazar, Maria Elena	3
ATHLETICSG 3B (1)	D	Salter, Sherry Jean	13
ATHLETICSG 4B (1)	D	Salter, Sherry Jean	13
PEEQUIVATHG 2B (1)	D	Salter, Sherry Jean	24
TEEN LDR B (3)	D	Sheehy, James Robert	16
ENG 1PRE-AP B (1)	D	Sora, Chemise Donchel	17
CH DELVP B (1)	D	Squires, Teresa Nan	10
ALG 1 B (2)	D	Stephens, Tracy	23
SPAN 2 B (6)	D	Swearingen, Rosa Merce...	23
SPAN 1 B (3)	D	Swearingen, William Robert	24
THARTS 1 B (2)	D	Taylor, Megan Beth	20
INT PHYS&CHEM B (6)	D	Tyus, Joseph Edward	22
WGEOG B (8)	D	Ward, Michael Christopher	22
BCIS I B:A (5)	D	Yowell, Brooke Lee	21
Total			583
TSTC B (1)	E	N/A	7
MCC B (1)	E	N/A	1
Work Period B (3)	E	N/A	13
EARL REL B8 (3)	E	N/A	1
BIO 1 B (4)	E	Berkshire, Kelly L	22
ALG 2 B (1)	E	Bessette, Julie Mae	22
BCIS I B:A (2)	E	Booth, Beth	19
Funct Rec/Leisure B (1)	E	Canet, Melissa Ann	6
ASST AP OFF B (5)	E	Carver, Jeanetta Joy	1
PHYSICS B (1)	E	Cobb, Lisa Renee	19
ALG 2 B (4)	E	Daugherty, Connie Marie	21
TECH SYS B (3)	E	Drake, Edwin Otis	20
C ENG 2323 B (1)	E	Eggebrecht, Pamela Sue	18
ENG 3 B (4)	E	Garcia, Natasha Karla	22

Class Size Count for Spring 2006 - La Vega High School

Total: 583
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Class	Block	Teacher	Count
ENG FOUR B (5)	E	Gill, Suzette	2
ENG ONE B (5)	E	Gill, Suzette	4
ENG THREE B (5)	E	Gill, Suzette	1
ENG TWO B (5)	E	Gill, Suzette	3
OCCPREP B (3)	E	Godfrey, William Robert	1
NJROTC 1B (3)	E	Haney, Ralph Eugene	2
PENJROTC 1B (3)	E	Haney, Ralph Eugene	17
PENJROTC 2B (2)	E	Haney, Ralph Eugene	2
NJROTC 3B (3)	E	Haney, Ralph Eugene	2
ENGSOL 2B (1)	E	Harlin, Patricia Ann	4
SOC B (1)	E	Hataway, Dennis James	27
SPAN 2 B (3)	E	Hoffman, Jenny Lea	23
AEP B (1)	C	Jones, Nathan Wayne	7
PEEQUIVATHB 1B 09 (1)	E	Jones, Nathan Wayne	24
WGEOG B (4)	E	Lecker, Evan Louis	24
GEOM B (4)	E	Limmer, James Curtis	24
WHIST B (5)	E	Palacios, Robert	24
Basics Soc Stud B (2)	E	Parten, James Dellis	10
MATH 1B (4)	E	Penney, Laura Kristine	5
MATH 2B (4)	E	Penney, Laura Kristine	2
MATH 3B (4)	E	Penney, Laura Kristine	5
ENG 2 B (4)	E	Riggs, Wanda Arlene	25
ASST CC B (5)	E	Salazar, Maria Elena	2
PEEQUIVATHG 1B 09 (1)	E	Salter, Sherry Jean	28
TEEN LDR B (4)	E	Sheehy, James Robert	20
ENG 1 B (4)	E	Sora, Chemise Donchel	23
FST B (1)	E	Squires, Teresa Nan	21
ALG 1 B (5)	E	Stephens, Tracy	18
COMMAPPB (3)	E	Taylor, Megan Beth	22
ASST ATH B (1)	E	Williams, Willie Earl	1
BCIS I B:A (7)	E	Yowell, Brooke Lee	18
Total			583
EARL REL B8 (1)	F	N/A	4
Work Period B (1)	F	N/A	24
TSTC B (2)	F	N/A	7
MCC B (2)	F	N/A	1
BIO 1 B (5)	F	Berkshire, Kelly L	21
GEOM B (5)	F	Bessette, Julie Mae	16
BCIS I B:A (3)	F	Booth, Beth	23
ADJRNL-YRBK 1B (1)	F	Breen, Larry Bill	3
ADJRNL-YRBK 2B (1)	F	Breen, Larry Bill	2
IND STUD JRNL B (1)	F	Breen, Larry Bill	2
ASST AP OFF B (6)	F	Carver, Jeanetta Joy	1
ALG 2 B (5)	F	Daugherty, Connie Marie	22
ASST LIB B (6)	F	Dietiker, Diane G	1
TECH SYS B (4)	F	Drake, Edwin Otis	17
ENG 4 B (2)	F	Eggebrecht, Pamela Sue	23
ENG 3 B (1)	F	Garcia, Natasha Karla	18
ENG FOUR B (4)	F	Gill, Suzette	5
ENG ONE B (4)	F	Gill, Suzette	2
ENG THREE B (4)	F	Gill, Suzette	8
ENG TWO B (4)	F	Gill, Suzette	4

Class Size Count for Spring 2006 - La Vega High School

Total: 583
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Class	Block	Teacher	Count
OCCPREP B (1)	F	Godfrey, William Robert	6
PEER ASST 2B (1)	F	Grogan, Ava D	3
PEERASST 1B (1)	F	Grogan, Ava D	16
NJROTC 3B (1)	F	Haney, Ralph Eugene	8
NJROTC 4B (4)	F	Haney, Ralph Eugene	2
SPAN 2 B (4)	F	Hoffman, Jenny Lea	17
HLTHED B (4)	F	Jefferson, Jeffery Laway...	25
AEP B (1)	C	Jones, Nathan Wayne	7
WGEOG B (5)	F	Lecker, Evan Louis	22
CHEM 1 B (5)	F	Mc Adams, Dana Joanne	23
BIO 1 B (10)	F	Oliver, Steven Thomas	21
C ENG 1302 B (1)	F	Parten, James Dellis	13
ENG 2 PRE-AP B (1)	F	Riggs, Wanda Arlene	23
ASST CC B (6)	F	Salazar, Maria Elena	3
PE 1 B (4)	F	Salter, Sherry Jean	15
PE 2 B (4)	F	Salter, Sherry Jean	7
TEEN LDR B (5)	F	Sheehy, James Robert	20
ENG 1 B (6)	F	Sora, Chemise Donchel	20
ALG 1 B (8)	F	Stephens, Tracy	20
SPAN 1 B (6)	F	Swearingen, Rosa Merce...	22
SPAN 1 B (8)	F	Swearingen, William Robert	20
THARTS 2 B (1)	F	Taylor, Megan Beth	10
THARTS 3 B (1)	F	Taylor, Megan Beth	5
THARTS 4 B (1)	F	Taylor, Megan Beth	1
INT PHYS&CHEM B (4)	F	Tyus, Joseph Edward	23
WGEOG B (9)	F	Ward, Michael Christopher	27
Total			583
EARL REL B8 (2)	G	N/A	50
Work Period B (2)	G	N/A	33
TSTC B (3)	G	N/A	7
MCC B (3)	G	N/A	1
BIO 1 B (6)	G	Berkshire, Kelly L	22
GEOM B (6)	G	Bessette, Julie Mae	11
VIDTECH B (1)	G	Booth, Beth	6
ENG 1 B (5)	G	Breen, Larry Bill	16
Funct Vocational B (1)	G	Canet, Melissa Ann	7
ALG 2 B (6)	G	Daugherty, Connie Marie	14
TECH SYS B (5)	G	Drake, Edwin Otis	13
ENG 3 B (5)	G	Garcia, Natasha Karla	10
OCCPREP B (2)	G	Godfrey, William Robert	7
ART 1 B (4)	G	Grogan, Ava D	22
ENG SOL 1B (1)	G	Harlin, Patricia Ann	7
USHIST B (3)	G	Hataway, Dennis James	22
SPAN 3 B (2)	G	Hoffman, Jenny Lea	10
HLTHED B (5)	G	Jefferson, Jeffery Laway...	19
AEP B (1)	C	Jones, Nathan Wayne	7
ATHLETICSB 3B (1)	G	Jones, Nathan Wayne	18
ATHLETICSB 4B (1)	G	Jones, Nathan Wayne	16
PEEQUIVATHB 2B (1)	G	Jones, Nathan Wayne	36
WGEOG B (6)	G	Lecker, Evan Louis	18
CHEM 1 B (6)	G	Mc Adams, Dana Joanne	18
WHIST B (6)	G	Palacios, Robert	25

Class Size Count for Spring 2006 - La Vega High School

Total: 583
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Class	Block	Teacher	Count
Basics of Sci B (2)	G	Parten, James Dellis	7
MATH 1B (5)	G	Penney, Laura Kristine	5
MATH 2B (5)	G	Penney, Laura Kristine	1
ENG 2 B (5)	G	Riggs, Wanda Arlene	20
ASST CC B (7)	G	Salazar, Maria Elena	1
TEEN LDR B (6)	G	Sheehy, James Robert	24
ENG 1 B (7)	G	Sora, Chemise Donchel	17
PFD B (3)	G	Squires, Teresa Nan	18
SPAN 1 B (7)	G	Swearingen, Rosa Merce...	19
COMMAPPB (1)	G	Taylor, Megan Beth	20
INT PHYS&CHEM B (5)	G	Tyus, Joseph Edward	16
BCIS I B:A (6)	G	Yowell, Brooke Lee	20
Total:			583

SUCCESS PROGRAM
 LVISD/05-06 SCHOOL YR.
 CLASS COUNT

Lorea Johnson-Instructor
 John Stipe-Instructional Aide

<u>Date</u>	<u>Classification</u>	<u>Class Count/Total</u>
10-Jan-06	9th	0
AM Session	10th	2
	11th	2
	12th	5
Totals		9
PM Session	9th	0
	10th	1
	11th	5
	12th	2
Total		8
	Grand Total	17
11-Jan-06	9th	1
AM Session	10th	2
	11th	4
	12th	6
Total		13
PM Session	9th	1
	10th	1
	11th	3
	12th	6
Total		11
	Grand Total:	24

McLennan County Challenge Academy

Teacher/Instructor	Special Assignment Aide	Students Enrolled
Ruthie Long	Heather Herrington	13
Arturo Ledesma	Theresa Bartlett	28
Tara McKain	Dana Hodges	25
Abigail Fretwell	Katy Powell	21
Ray Bickerstaff	Larry Watson	9
		Total 96
Student Enrollment by Grade Level	Total	
4th	0	
5th	1	
6th	18	
7th	27	
8th	15	
9th	18	
10th	12	
11th	2	
12th	3	
Total Student Enrollment	96	

10-Jan-06

CONSENT AGENDA ITEMS

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

N/A

Background Information:

The consent agenda shall include items of a routine and/or recurring nature grouped together under one action item. For each item listed as part of a consent agenda, the Board shall be furnished with background material. All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration. The remaining items shall be adopted under a single motion and vote.

Fiscal Implication:

N/A

Administrative Recommendation:

N/A

Motion:

Second:

For:

Against

Abstain:

Approve Minutes for Meeting(s) Held

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Monte Geren or Lori Mynarcik

Background Information:

The Board shall prepare and retain minutes or make a tape recording of each of its open meetings. The minutes shall state the subject matter of each deliberation and shall indicate each vote, order, decision, or other action taken by the Board. The minutes or tapes are public records and shall be made available for public inspection and copying on request to the Superintendent or designee.

Fiscal Implication:

None.

Administrative Recommendation:

Board review and approval.

Motion:

Second:

For:

Against:

Abstain:



La Vega Independent School District
3100 Bellmead Drive, Waco, Texas 76705-3096
254-799-4963 ♦ 254-799-8642 FAX

Office of the Superintendent

La Vega I.S.D. Board of Trustees
Minutes of the Regular Meeting
December 20, 2005

BOARD MEMBERS PRESENT - Mildred Watkins, Rodney Outlaw, Dr. Tamra Walthall, Kevin Harris, and Henry C. Jennings.

BOARD MEMBERS ABSENT – Phil Bancale and Randy Devorsky.

SCHOOL PERSONNEL PRESENT - Dr. Monte Geren, Gary W. Williams, Dr. Sharon M. Shields, Al Bishop, Charles Langlotz, Cliff Brown, Patricia Harvey, Commander Gene Haney, and Lori Mynarcik.

OTHERS PRESENT - Katy Moore (Waco Tribune Herald,) and Steve Harvey.

CALLED TO ORDER AND OPENING CEREMONY - Board Vice President Mildred Watkins established a quorum and brought the board meeting to order at 7:00 p.m. Dr. Sharon M. Shields, Assistant Superintendent for Instructional Services, led the Pledge to the United States Flag and the Pledge to the Texas Flag.

APPROVED LISTING OF AGENDA ITEMS - Motioned by Mr. Outlaw and seconded by Mr. Harris, the Board unanimously approved the listing of agenda items.

PUBLIC PARTICIPATION - None.

RECOGNITION ITEMS - None.

SPECIAL REPORTS - Board Members were given the following special reports.

Construction Report - Mr. Cliff Brown, Director of Construction, provided a report on current construction projects.

Superintendent's Information to the Board - Dr. Geren, Superintendent, updated the Board on calendar and other miscellaneous items.

At the end of the meeting, before adjourning, Dr. Geren requested that the Board President allow him to re-visit the Superintendent's Information to the Board regarding participation in the National School Boards Association's (NSBA) Annual Convention. Dr. Geren and the Board of Trustees then discussed attendance at the National School Boards Association (NSBA) Annual Convention in Chicago, Illinois on April 8-11, 2006. In past years, all of the Board Members and the Superintendent were budgeted to attend this convention. In light of this year's deficit budget, and the administration's efforts to reduce expenses this year, the Board Members agreed to limit the number of attendees to the NSBA Convention. It was decided that the following Board Officers would attend as representatives of the La Vega ISD Board of Trustees: Mr. Phil Bancale, Mr. Rodney Outlaw, and Mrs. Mildred Watkins. The Superintendent will not attend this year.

Legislative Report - Dr. Tamra Walthall, the Board's Legislative Liaison, provided a report on legislative issues.

DEPARTMENTAL REPORTS - Board Members were given the following departmental reports.

Update on Status of TAKS Testing for LVHS Seniors - Dr. Sharon M. Shields, Assistant Superintendent for Instructional Services, provided the Board Members with an update on the status of TAKS testing for LVHS Seniors. Seniors recently had an opportunity to take online state assessments and several additional students passed. There are still 19-20 students at LVHS, and six at SUCCESS, who still need to pass at least one subject area of the state assessments. Initiatives are in place and Dr. Shields is meeting with the staff to discuss additional methods of helping these students with the assessments.

APPROVED CONSENT AGENDA ITEMS - On a motion by Mr. Harris and seconded by Mr. Outlaw, the Board unanimously approved the following Consent Agenda items:

- The minutes for the November 15, 2005 regular board meeting;
- The resignation of Jason Keys;
- The probationary contract for Tracy Stephens;
- The job description for Coach (Part-Time);
- Revisions to the LVISD 2005-2006 Paygrade Chart;
- The approval of a part-time coach at LVHS;
- The Monthly Budget Analysis Report as of November 30, 2005;
- The Tax Collection Reports for October and November, 2005;

- The following Budget Change Requests totaling \$5,554.00 (\$930 from the LVHS Club Fund to reimburse the District for textbooks; \$4,559 from the LVHS Club Fund to reimburse the District for yearbooks; and \$65 for the bus for Food for Families food drive);
- The Quarterly Investment Report for the quarter ended November 30, 2005; and
- The legal services contract with Schwartz & Eichelbaum, P.C.

The following Consent Agenda Item(s) were discussed further and/or presented for information and review:

Textbook Update - All textbooks for the 2005-2006 school year have been ordered. Campus textbook coordinators are submitting supplemental textbook requests. Textbook requests are being ordered within 3 school days. Teacher textbook needs that are not funded through the state are being ordered by the campus.

ACTION / DISCUSSION ITEMS - The following items were considered and/or approved by the Board of Trustees.

Authorized La Vega High School NJROTC Unit to Train and Maintain an Air Rifle Marksmanship Team - Motioned by Mr. Harris and seconded by Mr. Jennings, the Board unanimously agreed to authorize the La Vega High School NJROTC Unit to train and maintain an air rifle marksmanship team.

Approved the 2004-2005 Fiscal Year Financial Audit - Motioned by Mr. Outlaw and seconded by Mr. Jennings, the Board unanimously approved the 2004-2005 fiscal year financial audit as presented.

Approved Change Order #2 for La Vega Primary Center - On a motion by Mr. Jennings and seconded by Dr. Walthall, the Board unanimously approved Change Order #2 for La Vega Primary Center for a deduction of \$19,867.

Approved Change Order #2 for La Vega Elementary School - On a motion by Dr. Walthall and seconded by Mr. Jennings, the Board unanimously approved Change Order #2 for La Vega Elementary School for a deduction of \$24,021.

Approved Bid Award for Asbestos Abatement at La Vega Elementary School - Dr. Walthall made a motion to award the bid for asbestos abatement at La Vega Elementary School to Sisk-Robo, Inc. for a base bid of \$131,300. Mr. Outlaw seconded the motion, and it passed unanimously.

Distribution of Superintendent's Appraisal Documents - Documents for the appraisal of the Superintendent were distributed to Board Members.

Approved Acceptance of Bid for Delinquent Tax Property Located at 4708 Iowa Street in Bellmead - On a motion by Mr. Harris, and seconded by Dr. Walthall, the Board unanimously agreed to accept the bid of Newton Harris for the delinquent tax property located at 4708 Iowa Street in Bellmead.

First Reading of Texas Association of School Boards (TASB) Localized Policy Manual Update 77 Affecting (LOCAL) Policies - Board Members reviewed the TASB Localized Policy Manual Update 77 affecting (LOCAL) policies. The revisions in this update are a result of changes made in the 79th regular legislative session as well as recent TEA rule changes. Key issues include conflict of interest, records management, DAEP teacher certification, local hearings rules, homebound instruction, and the optional flexible year program.

CLOSED MEETING - None.

ADJOURNMENT - On a motion by Mr. Jennings and seconded by Mr. Outlaw, the Board unanimously agreed to adjourn the meeting at 8:22 p.m. on December 20, 2005.

Date of Board Approval

President, La Vega I.S.D. Board of Trustees

Secretary, La Vega I.S.D. Board of Trustees

Personnel Items

- 1. **Personnel Resignations, Contract Renewals, and Contract Recommendations**
- 2. **Job Description(s) or Revisions to Job Description(s)**
- 3. **Paygrade Chart or Revisions to Paygrade Chart**

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Note: Additional personnel items finalized after board agendas have been printed will be submitted at the board meeting.

Contact Person:

Mr. Al Bishop

Background Information:

Board Members approve the resignations of all professional personnel.

The Board of Trustees of any independent school district may employ by contract a superintendent, a principal or principals, teachers, or other executive officers for a term not to exceed the maximum specified in this section. In those independent school districts with a scholastic population of fewer than 5,000, the term of such contracts shall not exceed three years.

The personnel department, campus principals, and management teams interview and check references on each applicant who makes application to become a member of the staff of the La Vega Independent School District.

The Board of Trustees must approve revisions to the LVISD Job Description Manual.

Fiscal Implication:

Personnel salaries are a budgeted item.

Administrative Recommendation:

Board approval of the resignations, contract renewals, contract recommendations, job descriptions or revisions to job descriptions, and revisions to the Paygrade Chart as presented.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Personnel Contracts/Resignations

PROBATIONARY CONTRACTS

The following individuals are recommended for a Probationary Contract during the period of July 1, 2005– June 30, 2006:

La Vega Primary Center	Stephanie Lediner PPCD Teacher – Step 0 Replacing: Angela Tenney
La Vega High School	Beth Booth BCIS Teacher – Step 19 Replacing: Jason Keys

I hereby authorize the administration to utilize my signature stamp to issue contracts to personnel and approve resignations as recommended herein.

President, La Vega ISD Board of Trustees

January 17, 2006

La Vega Independent School District
Statement of Unaudited Revenues and Expenditures - Budget vs. Actual
As of 12/31/05

GENERAL FUND
-199

CONTROL CODES	REVENUES	ANNUAL BUDGET	PERIOD RECEIPTS/ EXPENDITURES	Y-T-D RECEIVED/ ENC + EXP	VARIANCE FAVORABLE (UNFAVORABLE)	PERCENT TO TOTAL	PERCENT OF YEAR ELAPSED
5700	LOCAL	\$6,331,486	\$1,005,958	\$1,415,766	\$4,915,720	22.36%	33.33%
5800	STATE	\$10,576,619	\$138,485	\$4,949,064	\$5,627,555	46.79%	33.33%
5900	FEDERAL	\$65,000	\$2,761	\$20,452	\$44,548	31.46%	33.33%
7900	OTHER	\$0	\$0	\$0	\$0	0.00%	33.33%
TOTAL REVENUES		\$16,973,105	\$1,147,204	\$6,385,282	\$10,587,823	37.62%	33.33%
EXPENDITURES							
0011	Instruction	\$9,324,146	\$791,633	\$3,450,574	\$5,873,572	37.01%	33.33%
0012	Library Services	\$327,530	\$38,043	\$118,293	\$209,237	36.12%	33.33%
0013	Staff Development	\$186,053	\$2,934	\$34,709	\$151,344	18.66%	33.33%
0021	Instructional Admin	\$280,305	\$19,932	\$77,475	\$202,830	27.64%	33.33%
0023	Campus Administration	\$1,363,926	\$107,712	\$453,436	\$910,490	33.24%	33.33%
0031	Guidance & Counseling	\$776,702	\$76,533	\$262,925	\$513,777	33.85%	33.33%
0032	Attendance & Social Services	\$56,491	(\$520)	\$5,985	\$50,506	10.59%	33.33%
0033	Health Services	\$209,593	\$19,174	\$71,166	\$138,427	33.95%	33.33%
0034	Student Transportation	\$676,550	\$79,899	\$246,742	\$429,808	36.47%	33.33%
0035	Food Services	\$0	\$0	\$3,738	(\$3,738)	0.00%	33.33%
0036	Co-curricular Activities	\$647,613	\$45,908	\$197,612	\$450,001	30.51%	33.33%
0041	General Administration	\$1,004,837	\$111,384	\$327,492	\$677,345	32.59%	33.33%
0051	Plant Maintenance	\$2,082,534	\$142,252	\$548,072	\$1,534,462	26.32%	33.33%
0052	Security	\$22,174	\$2,657	\$12,175	\$9,999	54.91%	33.33%
0053	Data Processing	\$364,981	\$22,892	\$141,259	\$223,722	38.70%	33.33%
0061	Community Service	\$238,098	(\$2,425)	\$36,693	\$201,405	15.41%	33.33%
0071	Debt Services	\$0	\$0	\$401,015	(\$401,015)	0.00%	33.33%
0081	Facility Acquisition	\$618	\$0	\$840	(\$222)	135.92%	33.33%
0093	Pmt to Nac Co Alt Ed Co-op	\$0	\$0	\$0	\$0	0.00%	33.33%
0095	Pmt to Juvenile Justice	\$108,000	\$12,415	\$24,904	\$83,096	23.06%	33.33%
0096	Pmt to Charter School	\$0	\$0	\$0	\$0	0.00%	33.33%
0000	No Defined Project	\$0	\$0	\$0	\$0	0.00%	33.33%
TOTAL EXPENDITURES		\$17,670,151	\$1,470,423	\$6,415,105	\$11,255,046	36.30%	33.33%
OPERATING TRANSFERS							
7910	Other Resources				\$0		
8910	Other Uses				\$0		
TOTAL OPERATING TRANSFERS					\$0		
0100	Fund Balance - Sept. 1	\$1,980,884		\$0			
3000	Year to Date Fund Bal. (unaudited)	\$1,283,838		(\$29,823)			

Texas Association of School Boards (TASB) Localized Policy Manual Update 77 Affecting (LOCAL) Policies

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Mr. Al Bishop

Background Information:

N/A

Fiscal Implication:

N/A

Administrative Recommendation:

Board approval of the Texas Association of School Boards (TASB) Localized Policy Manual Update 77 Affecting (LOCAL) Policies.

Motion:

Second:

For:

Against:

Abstain:



Texas Association
of School Boards

Localized Policy Manual

Update 77

La Vega ISD

Your Localized Update 77 represents the second of two updates arising from the 79th regular legislative session as well as recent TEA rule changes. Key issues include conflict of interest, records management, DAEP teacher certification, local hearings rules, homebound instruction, and the optional flexible year program. The Update also reflects the Individuals with Disabilities Education Improvement Act (IDEA 2004), various state laws and regulations pertaining to “wellness,” and the federal “wellness policy” requirement (addressed further in a **Starting Points** policy development tool kit released, via MyTASB, on November 15).

Please bear in mind that the (LEGAL) policies reflect the ever-changing legal context for governance and management of the district. They should NOT be adopted but, rather, should inform local decision making. The (LOCAL) policy recommendations in this update will need close attention by both the administration and the board to ensure that they reflect the practices of the district and the intentions of the board. Board action is needed to adopt, revise, or repeal (LOCAL) policy.

To better focus board attention and expedite its review, your Localized Update 77 packet contains:

- **Vantage Points—A Board Member’s Guide to Update 77**, copies of which may be found in the separately wrapped package accompanying this packet. **Vantage Points** offers a highly summarized overview of the update and is intended to provide local officials a first glance at the scope of the update—as a prelude to studying the detailed Explanatory Notes and policy text within the packet. **Please distribute Vantage Points to your board members at the earliest possible opportunity, preferably with their review copies of this update.**

- Your Localized Update, which includes:

INSTRUCTIONS . . . providing specific, policy-by-policy directions on how this update, if accepted as prepared, should be incorporated into your Localized Policy Manuals.

EXPLANATORY NOTES . . . summarizing changes in the policies in each code and how those changes affect your policy manual. Please note that, where appropriate, the Explanatory Notes ask you to **verify that a particular policy continues to reflect your current practice and to advise us of changes needed** so that our records and your manual accurately track the district’s actual practice.

Update 77 materials can be identified by the DATE ISSUED—11/29/2005—located in the lower left corner of each page. If you have any questions concerning this Update, please call your Policy Consultant/Analyst, Kaye Teaff, at 800-580-7529 or 512-467-0222.

Regarding board action on Update 77 . . .

- Board action on Localized Update 77 must occur within a properly posted, open meeting of the board and may be addressed on the agenda posting as “Policy Update 77, affecting (LOCAL) policies (see attached list).” Using the Instruction Sheet as a guide, create and attach to the posting a list of the (LOCAL) policy codes **and the titles/subtitles of those policies**. BoardBook compilers should use “Policy Update 77, affecting (LOCAL) policies” as the agenda item and, as agenda sub-items, the code and name of each of the (LOCAL) policies affected by the update.
- An appropriate motion for board action on Localized Update 77 is as follows:

“I move that the board add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 77 [with the following changes:]”
- The board’s action on Localized Update 77 must be reflected in board minutes. The Instruction Sheet—annotated to reflect any changes made by the board—and the Explanatory Notes for the update should be filed with the board minutes where they make up the authoritative historical record of your district’s manual. Also include in the historical record a copy of the replaced or rescinded (LOCAL) policies.
- **Notify your Policy Consultant/Analyst of any changes made by the board so that Policy Service records—forming the basis for these and subsequent updating recommendations—exactly mirror your manual.**

Regarding manual maintenance and administrative regulations . . .

- The update should be incorporated into each of the district’s Localized Policy Manuals as soon as practicable. If the district uses *Policy On Line*, please notify us of the board’s action on Update 77 so this action may be reflected in your district’s Localized Policy Manual as it appears on TASB’s Web server. *Policy On Line* staff may be reached by phone (800-580-7529 or 512-467-0222), fax (512-467-3618; see the pink form enclosed), e-mail (pol-support@tasb.org), or Internet feedback form (<http://www.tasb.org/policy/pol/private/polfdbk.html>).
- Administrative procedures and documents—including formal (REGULATIONS), handbooks, and guides—that may be affected by Update 77 policy changes should be inspected and revised as needed. If the district routinely submits (REGULATIONS) to Policy Service for processing or desires that the updated (REGULATION) be included in the district’s *Policy On Line* manual, please submit these changes to your Policy Consultant/Analyst at your earliest convenience.

PLEASE NOTE: This Localized Update 77 packet and the Update 77 **Vantage Points** may not be considered as legal advice and are not intended as a substitute for the advice of the board’s own legal counsel.

Instruction Sheet

TASB Localized Policy Manual Update 77

District La Vega ISD

Code		Action To Be Taken	Note
B	(LEGAL)	Replace table of contents	Revised table of contents
BBD	(LEGAL)	Replace policy	Revised policy
BBD	(LOCAL)	ADD policy	See explanatory note
BBFA	(LEGAL)	Replace policy	Revised policy
BBFA	(EXHIBIT)	Replace exhibit	Revised exhibit
BBFB	(LEGAL)	ADD policy	See explanatory note
BDAF	(LEGAL)	Replace policy	Revised policy
BDF	(LEGAL)	Replace policy	Revised policy
CHE	(LEGAL)	ADD policy	See explanatory note
CNA	(LEGAL)	Replace policy	Revised policy
CNB	(LEGAL)	Replace policy	Revised policy
CPC	(LOCAL)	Replace policy	Revised policy
CRD	(LEGAL)	Replace policy	Revised policy
DAB	(LOCAL)	Replace policy	Revised policy
DBA	(LEGAL)	Replace policy	Revised policy
DBA	(LOCAL)	Replace policy	Revised policy
DBD	(LEGAL)	Replace policy	Revised policy
DBD	(LOCAL)	Replace policy	Revised policy
DBD	(EXHIBIT)	ADD exhibit	See explanatory note
DFD	(LEGAL)	Replace policy	Revised policy
DFE	(LOCAL)	Replace policy	Revised policy
DGBA	(LEGAL)	Replace policy	Revised policy
DIA	(LEGAL)	Replace policy	Revised policy
E	(LEGAL)	Replace table of contents	Revised table of contents
EEH	(LOCAL)	ADD policy	See explanatory note
EFAA	(LOCAL)	Replace policy	Revised policy
EHAA	(LEGAL)	Replace policy	Revised policy
EHBA	(LEGAL)	Replace policy	Revised policy
EHBAA	(LEGAL)	Replace policy	Revised policy
EHBAB	(LEGAL)	Replace policy	Revised policy
EHBAC	(LEGAL)	Replace policy	Revised policy

Instruction Sheet

TASB Localized Policy Manual Update 77

Code	Action To Be Taken	Note
EHBAD (LEGAL)	Replace policy	Revised policy
EHBAE (LEGAL)	ADD policy	See explanatory note
EHBC (LEGAL)	Replace policy	Revised policy
EI (LEGAL)	Replace policy	Revised policy
EKB (LEGAL)	Replace policy	Revised policy
EL (LEGAL)	Replace policy	Revised policy
F (LEGAL)	Replace table of contents	Revised table of contents
FFA (LEGAL)	Replace policy	Revised policy
FFA (LOCAL)	DELETE policy	See explanatory note
FNAB (LEGAL)	Replace policy	Revised policy
FNCF (LEGAL)	Replace policy	Revised policy
FNG (LEGAL)	Replace policy	Revised policy
FO (LEGAL)	No policy enclosed	See explanatory note
FODA (LEGAL)	Replace policy	Revised policy
FOF (LEGAL)	Replace policy	Revised policy
GF (LEGAL)	Replace policy	Revised policy

Explanatory Notes

TASB Localized Policy Manual Update 77

District: La Vega ISD

B (LEGAL) LOCAL DISTRICT GOVERNANCE

BBFA (ETHICS: CONFLICT OF INTEREST) has been split into two codes:

- BBFA: CONFLICT OF INTEREST DISCLOSURES
- BBFB: PROHIBITED PRACTICES

BBD (LEGAL) BOARD MEMBERS
TRAINING AND ORIENTATION

As reflected at SPECIFIC OPEN MEETINGS TRAINING and SPECIFIC OPEN RECORDS TRAINING on page 3, SB 286 from the 79th regular session now requires board members and certain other elected or appointed public officials to complete training on Government Code Chapters 551 and 552, commonly referred to as the Texas Open Meetings Act and the Texas Public Information Act. The attorney general is charged with the responsibility of ensuring that training is made available. The Office of the Attorney General will both provide this training and approve alternative providers. Board members must complete the required training within 90 days of taking the oath of office; however, those who took the oath of office prior to January 1, 2006, have until January 1, 2007, to complete the training.

Under terms of the legislation, these courses will accrue board member training credit as well. The attorney general's office is currently developing video training that will fulfill these requirements; the video training is expected to be released in December 2005. Further information on the requirement and the attorney general's response to various questions regarding the training may be found at <http://www.oag.state.tx.us/agency/sb286info.shtml>.

Please note: Board members may delegate to a public information coordinator the SB 286–required open records training; however, the open meetings training is not delegable.

BBD (LOCAL) BOARD MEMBERS
TRAINING AND ORIENTATION

SB 286, described above, also introduces into statute the term “public information coordinator.” Because the responsibilities of the public information coordinator are administrative in nature and usually fall within the purview of the superintendent, either directly or by delegation, we have developed language identifying the superintendent as the coordinator. The statement goes on to delegate, as permitted by the statute, the Government Code 552 training requirement that would otherwise reside with individual board members.

BBFA (LEGAL) ETHICS
CONFLICT OF INTEREST DISCLOSURES

This policy has been revised structurally as well as substantively.

The increasing complexity of Texas's conflict of interest laws applicable to school districts has prompted the subdivision of this CONFLICT OF INTEREST policy into two separate codes:

- BBFA, focusing more narrowly on required disclosures
- BBFB, addressing specific prohibited practices

BBFA also reflects new provisions of HB 914 from the 79th regular session. That legislation expands the Local Government Code as follows:

Explanatory Notes

TASB Localized Policy Manual Update 77

- Under CONFLICTS DISCLOSURE STATEMENT, on page 3, are various circumstances that would require a local government officer to file with the district's records officer (generally the superintendent) on the form published by the Texas Ethics Commission a new "conflicts disclosure statement" required by the Local Government Code. This is separate and apart from the "substantial interest" affidavit required by Local Government Code Chapter 171 and the "interest in property" affidavit required by Government Code 553.003 (see page 4). Use of this disclosure statement is required as of January 1, 2006.
- A DEFINITION OF LOCAL GOVERNMENT OFFICER, encompassing the superintendent, also appears on page 3.
- At DEFINITION OF RECORDS ADMINISTRATOR is a list of persons who may perform that function: "the director, superintendent, or other person responsible for maintaining the records of the district." A cross-reference to CPC, where records management is addressed, has been added.
- INTERNET POSTING REQUIREMENT recites the obligation of the district to provide Internet access to the newly required conflicts disclosure statements and to vendor disclosure questionnaires that have been filed with the records administrator of the district.

BBFA (EXHIBIT) ETHICS
CONFLICT OF INTEREST DISCLOSURES

Both exhibits have been revised for clarity:

- Exhibit A
AFFIDAVIT DISCLOSING SUBSTANTIAL INTEREST IN A BUSINESS ENTITY OR REAL PROPERTY
"Local public officials" are required to file (with "the official board recordkeeper") such an affidavit under Local Government Code 171.002.
- Exhibit B
AFFIDAVIT DISCLOSING INTEREST IN PROPERTY
Government Code 553.002-.003 requires "public servants" to file (with the county clerk) such an affidavit.

Please note: We have added to the cover page a text note referring board members and the superintendent—who are required to file ("with the records administrator" of the district) the conflicts disclosure statement required by Local Government Code 176.003-.004—to the new form promulgated by the Texas Ethics Commission, published on the commission's Web site at <http://www.ethics.state.tx.us>.

BBFB (LEGAL) ETHICS
PROHIBITED PRACTICES

This policy presents material previously found in BBFA(LEGAL) dealing with specific violations of laws pertaining to ethics. These prohibitions were unaffected by the 79th regular session or other changes in the legal context.

BDAF (LEGAL) OFFICERS AND OFFICIALS
SELECTION AND DUTIES OF CHIEF TAX OFFICIALS

HB 898 from the 79th regular session and effective September 1, 2005, affects the tax assessor's duties. At item 2 under ASSESSOR, the text now reflects that the assessor shall "prepare and mail a tax bill to each person **and** [emphasis added] authorized agent, in whose name property is listed on the tax roll." Previously the tax assessor could send the bill to either party.

Explanatory Notes

TASB Localized Policy Manual Update 77

BDF (LEGAL) BOARD INTERNAL ORGANIZATION CITIZEN ADVISORY COMMITTEES

SB 42, from the 79th regular session and effective for the 2006–07 school year, expanded the health-related information that the district was previously required to make available for public inspection and newly requires the district to publish this information in the student handbook and on the district’s Web site.

Districts must now adopt and publish policies ensuring that elementary, middle, and junior high school students engage in at least 30 minutes per school day (or 135 minutes per school week) of physical activity. Previous requirements include reporting the number of times during the preceding year that the school health advisory council has met, adopting district policies restricting student access to vending machines, and prescribing penalties for use of tobacco products by students and others on school campuses or at school-related activities.

The post-legislative supplement to the *TASB Model Student Handbook* provides further guidance on fulfilling this requirement.

CHE (LEGAL) PURCHASING AND ACQUISITION VENDOR RELATIONS

This new policy recites key HB 914 provisions regarding potential conflicts of interest between district officials and vendors. While policies BBFA and DBD speak to conflicts of interest involving officers and employees, respectively, CHE has been created to address newly required vendor disclosures. A vendor has seven business days (from the date it enters into contract discussions or negotiations with the district or submits an application, bid, or RFP response, etc.) to file with the district’s records administrator the information on the questionnaire promulgated by the Texas Ethics Commission.

The legislation also allows the vendor to file the questionnaire electronically. District obligations include maintaining and making public a list of district officials who are subject to the filing requirement and publishing filed statements on the district’s Web site.

CNA (LEGAL) TRANSPORTATION MANAGEMENT STUDENT TRANSPORTATION

At WIRELESS COMMUNICATION DEVICES, on page 4, may be found the SB 1257 ban on a bus driver using a cell phone or like device while driving when minors are on the bus. Exceptions are allowed for emergency communication or when the bus is not in motion.

CNB (LEGAL) TRANSPORTATION MANAGEMENT DISTRICT VEHICLES

On August 10, 2005, the federal highways reauthorization bill passed into law, and it has major implications for school district purchasing or leasing of 15-passenger vans.

Grandly styled the “Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users” or “SAFETEA,” the law newly prohibits a district from purchasing or leasing a new 15-passenger van to be used primarily for the transportation of students to or from school or school-related events **unless** the van fulfills federal standards for school buses and multi-functional school activity buses. This requirement is found at NEW VAN PURCHASES OR LEASES and applies to purchases or leases initiated after August 10, 2005. The law does not apply to the purchase of used vehicles in the resale market.

Although not recited here, the law includes civil penalties for violations: a maximum of \$10,000 per vehicle (accumulating to a maximum of \$15 million for a series of violations by a single district).

CPC (LOCAL) OFFICE MANAGEMENT RECORDS MANAGEMENT

Legislative action, beginning in 1989 and continuing through the last regular session, has expanded the vocabulary of records management to include four roles:

Explanatory Notes

TASB Localized Policy Manual Update 77

of record” for purposes of determining if the student is being instructed by a “highly qualified” teacher under the NCLBA. For this to hold true, however, (LOCAL) policy must provide for the following:

- The home campus teacher assigns and evaluates all student coursework;
- The student will receive substantially the same coursework and be subject to the same grading standards as other students on the home campus who are enrolled in the course;
- The home campus teacher has final authority to assign a grade for completed coursework and the final grade for the course;
- The home campus teacher is available on a regular basis to the student and to the DAEP teacher for face-to-face consultation; and
- The DAEP teacher meets all applicable SBEC certification requirements.

The enclosed (LOCAL) policy has been revised to reflect these TEA-defined criteria. If these conditions are met and if the home campus teacher meets NCLB requirements as “highly qualified,” parental notification is not required.

We have retained, at UPDATING CREDENTIALS, an existing policy provision previously applicable only to professional employees but now extended to all employees. This broadened language would, of course, include paraprofessionals required to maintain NCLB “highly qualified” status. We have deleted a previous statement addressing the timeline for teachers employed on emergency permits; this is more appropriately addressed in the employee’s contract. TASB’s Model Employee Contracts, published by TASB Human Resource Services, address this requirement in the “Certification Addendum” for educator contracts. The model contracts are available to HR Services subscribers via MyTASB at https://www.tasb.org/docs-mytab/gov_svcs/human_rsc_svcs/memlib/memlibfiles/c_models.pdf.cfm.

Other changes are as follows:

- A new CONTRACT PERSONNEL section charges the superintendent with ensuring that a contract employee holds valid credentials before a contract is issued.
- We have deleted a RECORDS statement referencing maintenance of records “in accordance with law and local administrative requirements.” Maintenance and retention of personnel records should be addressed within the district’s records management plan, as required by the Local Government Code. [See CPC]

DBD (LEGAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CONFLICT OF INTEREST

This policy has been revised structurally as well as substantively to clarify the conflict-of-interest standards applicable to employees and to incorporate the enactment of HB 914 from the 79th regular session. Of note:

- Presented first in the policy are specific violations of Penal Code and Education Code provisions pertaining to ethics. These prohibitions were unaffected by the 79th regular session.
- On page 3 appears the long-standing Texas Constitutional prohibition against a person’s holding more than one civil office of emolument, subject to noted exceptions.
- Also on page 3 appears provisions of Local Government Code 176.005—added by HB 914—that allow the board to extend to all or certain employees a CONFLICTS DISCLOSURE STATEMENT and to take disciplinary action against an employee who violates the requirement. As noted at BBFA(LEGAL), board members and superintendents are required to file such disclosures. At CHE(LEGAL), vendors are required to file questionnaires explaining their relationships with district officials. These disclosure requirements take effect on January 1, 2006.

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DBD (LOCAL) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CONFLICT OF INTEREST

Your current policy describes two kinds of conflict-of-interest disclosures:

- A broad, locally imposed standard that requires employees to disclose to their supervisors any potential conflict of interest with the proper discharge of responsibility or with the best interest of the district.
- A more narrowly defined “substantial interest” standard that obligates certain employees with such an interest—as defined by law—in real property or a business entity to file with the superintendent, the board president, or a designee an affidavit. This mirrors the Local Government Code requirement long in place for local public officials and applicable to board members.

HB 914 complicates this picture by introducing an additional disclosure—applicable to the superintendent and the board but which the board might require of other employees as well. As described at BBFA(LEGAL) and DBD(LEGAL), this new standard mandates filing with the district’s records administrator a conflicts disclosure statement (on a form developed by the Texas Ethics Commission) if a vendor with whom the district is doing business or considering doing business:

- has an employment relationship—or other business relationship—with the district employee or a member of his or her family;
- has provided the district employee or family member taxable income; or
- has provided the district employee or family member one or more gifts—apart from food, lodging, transportation, or entertainment—having a 12-month aggregate value of more than \$250.

This new disclosure standard prompts our revision of the SPECIFIC DISCLOSURES provision to clarify that your existing policy imposes the broad GENERAL STANDARD and the “substantial interest” standard that requires an affidavit of disclosure . . . but **not** the HB 914 standard that requires a conflicts disclosure statement [as described in BBFA and DBD(LEGAL)].

If your district desires to extend the HB 914 standard to employees other than the superintendent, it may do so for specific employees or for all employees. Please contact your Policy Consultant/Analyst for appropriate policy language.

For clarity, we have added a section pertaining to the AFFIDAVIT DISCLOSING INTEREST IN PROPERTY. According to Government Code 553.002, district “officers” and board candidates are subject to this requirement.

DBD (EXHIBIT) EMPLOYMENT REQUIREMENTS AND RESTRICTIONS CONFLICT OF INTEREST

We recommend the addition of these conflict of interest affidavits to your localized policy manual so that they are readily accessible to employees who are obligated by DBD(LOCAL) to file such affidavits.

- Exhibit A
AFFIDAVIT DISCLOSING SUBSTANTIAL INTEREST IN A BUSINESS ENTITY OR REAL PROPERTY
Your district’s DBD(LOCAL) extends to certain employees the Local Government Code 171.002 requirement that “local public officials” file such a disclosure statement. The completed form should be timely filed with the superintendent, board president, or designee. [The form for board member use is at BBFA(EXHIBIT).]
- Exhibit B
AFFIDAVIT DISCLOSING INTEREST IN PROPERTY
Government Code 553.002–.003 requires “public servants” to timely file—with the county clerk(s)—such a disclosure. This form is specifically for the superintendent’s use. [The form for board member use is at BBFA(EXHIBIT).]

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On the cover page to these exhibits, we have appended a note referring employees required to file the “conflicts disclosure statement” to the Texas Ethics Commission’s Web site: <http://www.ethics.state.tx.us>. As explained at DBD(LEGAL), Local Government Code 176.003–.004 requires the superintendent and board members to file such disclosures and permits the board, by local policy, to extend this particular requirement to other employees as well.

DFD (LEGAL) TERMINATION OF CONTRACT HEARINGS BEFORE HEARING EXAMINER

At RECORD OF PROCEEDINGS, on page 4, appears an excerpt from TEA rules adopted in July 2004 and addressing what constitutes a “record” for a Chapter 21 appeal before an independent hearing examiner (IHE), a subcommittee of the board, or the board.

The record upon which the commissioner of education shall decide an appeal must include:

- transcripts of local proceedings
- all evidence admitted
- all offers of proof
- all written pleadings, motions, and intermediate rulings
- a description of matters officially noticed
- the recommendation of the IHE, if applicable
- the transcript of the oral argument before the board or board subcommittee
- the decision rendered by the board or board subcommittee
- the board or board subcommittee’s written reasons for changing the IHE’s recommendation, if applicable

These rules replaced previous hearing rules, adopted in 1993, when hearings were *de novo*. The rules were updated in July 2004 to reflect the fact that appeals are now conducted on the basis of a review of the substantial evidence as presented by the record.

DFE (LOCAL) TERMINATION OF CONTRACT RESIGNATION

We have extensively revised this policy to clarify who has authority to accept resignations and in what circumstances.

At AT–WILL EMPLOYEES we have added text clarifying that the superintendent or designee has authority to accept such resignations at any time.

At CONTRACT EMPLOYEES, new text establishes that:

- Before the school year starts, the superintendent or designee may accept a contract employee’s resignation, but if the resignation is submitted after the penalty-free resignation date established by Education Code 21.105(a) and 21.210(a), the acceptance is contingent on finding a suitable replacement.
- After the school year starts, the superintendent or designee may accept the resignation or refer it to the board to pursue SBEC sanctions. If the superintendent accepts the resignation, the board loses the option to pursue sanctions. If the board wishes to require all mid-year resignations to be brought before the board, please contact your Policy Consultant/Analyst.
- Effective at the end of the school year, the superintendent or designee is authorized to accept the resignation.

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- The resignation of a contract employee may not be withdrawn without the consent of the board.

DGBA (LEGAL) PERSONNEL–MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

RECORD OF PROCEEDINGS, on page 3, has been amended to include an excerpt from TEA rules adopted in July 2004 and addressing what constitutes a “record” for appeals brought under Education Code 7.057.

The record upon which the commissioner of education decides an appeal must include:

- acceptable tape recordings or transcripts of the local hearing
- all evidence admitted
- all offers of proof
- all written pleadings, motions, and intermediate rulings
- a description of matters officially noticed
- the recommendation of the independent hearing examiner, if applicable
- the tape or transcript of the oral argument before the board
- the decision rendered by the board

These rules replaced previous hearing rules, adopted in 1993, when hearings were *de novo*. The rules were updated in July 2004 to reflect the fact that appeals are now conducted on the basis of a review of the substantial evidence as presented by the record.

DIA (LEGAL) EMPLOYEE WELFARE
FREEDOM FROM HARASSMENT

The section HARASSMENT OF EMPLOYEES newly includes two standards of current law. The first is drawn from federal regulations and states, “Harassment on the basis of a protected characteristic is a violation of the federal anti-discrimination laws”; the second is drawn from case law and states, “Harassment violates Title VII if it is sufficiently severe and pervasive to alter the conditions of employment.”

E (LEGAL) INSTRUCTION

We have revised the E Section table of contents as follows:

- EEH—a new policy code for HOMEBOUND INSTRUCTION.
- EHBAD—redesignated to address SPECIAL EDUCATION: TRANSITION SERVICES.
- EHBAE—a new policy code for SPECIAL EDUCATION: PROCEDURAL REQUIREMENTS (previously addressed at EHBAD).

EEH (LOCAL) INSTRUCTIONAL ARRANGEMENTS
HOMEBOUND INSTRUCTION

TEA’s 2005–2006 Student Attendance Accounting Handbook states that to qualify for funding for homebound instruction, “the school district must have a policy and procedures approved by the local school board for implementation of general education homebound instruction.” Further information about homebound instruction requirements may be found on pages 26–34 of the handbook, which is available at <http://www.tea.state.tx.us/peims/handbook/0506hand.doc>.

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We have drafted the enclosed language to fulfill that policy requirement.

EFAA (LOCAL) INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION
TEXTBOOK SELECTION AND ADOPTION

This policy—required by the Texas Administrative Code [19 TAC 66.104(a)]—has been lightly edited to remove an unnecessarily limiting provision regarding the number of professional staff members serving on the local textbook review/selection committee and to remove the redundant April 1 deadline. This deadline (for the district to transmit to TEA a listing of instructional materials selected for use in the district) is prescribed by 19 TAC 66.104(g) and is recited in EFAA(LEGAL).

EHAA (LEGAL) BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

Under ENRICHMENT CURRICULUM, on page 1, item 2b has been adjusted to reflect the language of SB 42 from the 79th regular session: the health component of the enrichment curriculum has been restated to include “emphasis on the importance of proper nutrition and exercise.”

At STEROID NOTICE AND EDUCATION, on page 4, provisions of Education Code 38.008 (enacted in 1995) and Education Code 38.0081(b) (from the 79th regular legislative session) are added to this policy. The former provision requires posting of notices in gyms and classes where secondary physical education is conducted; the specific language of the notice is found at FNCF(EXHIBIT) in localized policy manuals. The latter provision is the result of HB 3563, which ordered the State Board of Education to identify grade levels where students participating in extracurricular activities are to be provided TEA-developed information regarding steroid use and health risks.

Please note: The State Board has not yet specified which grade levels are implicated. TEA and the Texas Department of State Health Services have developed the required information, available at <http://www.tea.state.tx.us/taa/comm042605.pdf>; in the transmittal letter for the information, Commissioner of Education Shirley Neeley and Commissioner of Health Eduardo Sanchez encouraged districts to share this information with students, parents, and staff.

Not reflected in EHAA(LEGAL) is a further HB 3563 requirement: the University Interscholastic League is ordered to adopt rules prohibiting a student from participating in an athletic competition sponsored or sanctioned by the League unless the student agrees not to use steroids and the parent acknowledges in writing the statements that are found in the FNCF(EXHIBIT).

UIL is also required to:

- develop an education program—before September 1, 2005—for students participating in UIL athletic activities and for their parents and coaches regarding the health effects of steroid use.
- make the program available to districts.
- work with public or private entities to study the effectiveness of the program.

During the 2005–06 school year, UIL must measure the extent of illegal steroid use by high school students and the number of districts that test high school students for illegal steroids. UIL is further charged with the responsibility of developing a plan for testing students engaged in UIL athletic activities for illegal steroids.

Finally, UIL must file a written report with the Legislature—not later than December 1, 2006—regarding the use survey, the effectiveness study of educational programs, and the testing plan. The bill directly states that, if the Legislature is not satisfied that the educational program has significantly reduced student use of illegal steroids, it may require UIL to implement the testing plan (and authorizes UIL to raise membership fees to pay for the testing).

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EHBA (LEGAL) SPECIAL PROGRAMS
SPECIAL EDUCATION

On December 3, 2004, President Bush signed into law the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). These changes became effective July 1, 2005, with compliance staged or dependent on state action and final regulations still in progress. Key provisions of the new federal legislation are as follows:

- Teacher qualifications [addressed at DBD(LEGAL) in Update 75]
 - A special education teacher who teaches any of the core academic subjects—English, reading, language arts, mathematics, science, foreign language, civics and government, economics, arts, history, or geography—at the elementary level is “highly qualified” if he or she has special education certification in addition to meeting the general requirements for being “highly qualified.”
 - Additional requirements apply to special education teachers who teach “alternative achievement standards” or who teach two or more core academic subjects exclusively to special education students. New special education teachers must be “highly qualified” in at least one of the following core academic subjects when hired—math, language arts, or science—and will be permitted two years to become “highly qualified” in any other core academic subjects taught.
- Due process [addressed at EHBAB in this update]
 - Complainants must now give notice of all issues prior to a hearing or the complainant risks not having the issues addressed during the hearing.
 - Parents must bring complaints to the district’s attention and attempt resolution before a due process hearing is conducted. A meeting to attempt to resolve the complaint must occur with the complainant within 15 days before a due process hearing.
 - State-funded mediation by a qualified and impartial mediator is permitted.
 - Due process decisions are now to be based on provisions of FAPE (Free Appropriate Public Education), not procedure.
 - A two-year statute of limitations is imposed for complaints.
- Individualized education programs (IEPs) and paperwork reduction [addressed at EHBAB in this update]
 - Fifteen (as yet unnamed) states will pilot a demonstration program identifying ways to reduce paperwork and other administrative duties (including the option to develop multi-year IEPs up to three years).
 - Any IEP team member may be excused from attending a team meeting if agreed upon by both the parent and a district official.
 - Changes to an IEP after the annual IEP meeting may be made without reconvening the team, provided the parent and district official agree and develop a written document to amend or modify the IEP.
- Student discipline [addressed at FOF in this update]
 - A district may now, on a case-by-case basis, determine if the student should be removed from class for misconduct and placed in an alternative setting, pending the manifestation determination.
 - During an appeal, a student may remain in the alternative placement pending an expedited hearing. The burden of proof no longer rests solely with the district.

These significant changes prompted TASB attorneys to re-evaluate the scope and level of detail of the (LEGAL) policies in the EHBA series—where programmatic aspects are presented—and at FOF—where dis-

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ipline of students with disabilities is addressed. The result of that initiative is a substantial redevelopment of each of these policies.

EHBA(LLEGAL) remains the gateway policy and addresses the rights of students with disabilities to a Free Appropriate Public Education. The controlling concept of this policy is to provide an overview of the essential foundations of special education: nondiscrimination, provision of special education, least restrictive environment, and the concept of and entitlement to a Free Appropriate Public Education. While much material previously at this policy has been recoded elsewhere in the EHBA series, PLACEMENT OPTIONS, found on page 2, is newly included from state regulations last revised in September 2000.

Please note: The U.S. Department of Education is currently reviewing new and old statute, regulations, and policy letters as well as public input, to identify areas of IDEA 2004 that need to be addressed by new regulations. Until those regulations are enacted, regulations implementing IDEA 1997 remain in force (to the extent that they are consistent with IDEA 2004). Further information on IDEA 2004 is available at <http://www.ed.gov/policy/spced/guid/idea/idea2004.html>.

EHBAA (LEGAL) SPECIAL EDUCATION IDENTIFICATION, EVALUATION, AND ELIGIBILITY

EHBAA(LLEGAL) has been reorganized to present a more logical flow of information, and additional provisions have been incorporated from federal statute and regulations where appropriate. In addition, the language has been refined to more closely track statute, and detail unnecessary for local governance and management purposes has been deleted.

Of note:

- At CHILD FIND, “children who are wards of the state” has been added from the law.
- The section regarding PRIVATE SCHOOL STUDENTS is also new statutory text.
- Changes in the federal law are reflected in the second and third paragraphs at INITIAL EVALUATION, on page 2.
- New statutory language has also been incorporated at CONSENT FOR INITIAL EVALUATION (page 2), DETERMINATION (on page 3), and REEVALUATIONS (on page 4).
- Provisions at PRESCRIPTION MEDICATION, on page 5, were enacted by the IDEA reauthorization.

EHBAB (LEGAL) SPECIAL EDUCATION INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND ARDS

As with EHBAA(LLEGAL), this policy has been reorganized and redeveloped for readability, appropriate level of detail, inclusion of new statutory material, and consistency with statutory language.

Key changes include:

- The multi-page initial section, titled ADMISSION, REVIEW, AND DISMISSAL COMMITTEE, has been extensively revised to include from State Board rules provisions relating to the structure, responsibilities, and processes of the ARD committee.
- TRANSFER STUDENTS, on page 4, incorporates new statutory text that supersedes commissioner’s rules last revised in 2003.
- At INDIVIDUALIZED EDUCATION PROGRAM is a prescription for the written statement that is drawn from current law and the IDEA reauthorization.

EHBAC (LEGAL) SPECIAL EDUCATION STUDENTS IN NONDISTRICT PLACEMENT

Redevelopment continues with EHBAC(LLEGAL): the policy has been revamped to clarify its focus around “related services” (transportation, assistive technology devices, and extended school year services) and non-district placement (private schools, dual enrollment, charter schools, residential facilities, etc.).

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Key changes include:

- The federal law's definition of ASSISTIVE TECHNOLOGY DEVICES now specifically excludes surgically implanted medical devices.
- DUAL ENROLLMENT specifications, beginning on page 3, were to expire on June 30, 2004. Commissioner's rules, effective on June 7, 2004, deleted the expiration language and extended the provisions to students who were not yet eligible to attend kindergarten in a public school.

EHBAD (LEGAL) SPECIAL EDUCATION
TRANSITION SERVICES

The scope—and title—of EHBAD has been revamped to address transition services.

Key changes regarding such services include the following:

- At TRANSITION SERVICES DEFINED is the revised definition found within IDEA 2004.
- At GRADUATION is new statutory language specifying that a district is not required to conduct an evaluation conference before terminating the service eligibility of a graduating student or of a student who ages out of eligibility.

Also in this section is a new statutory requirement that the district provide a student whose eligibility has expired a summary of the student's "academic achievement and functional performance" and recommendations on how the student may be assisted in meeting his or her postsecondary goals.

EHBAE (LEGAL) SPECIAL EDUCATION
PROCEDURAL REQUIREMENTS

The redirection of policy code EHBAD prompts the creation of a new code—EHBAE—to address special education procedural requirements (previously found at EHBAD).

As with other codes in this series, the provisions of the policy have been redeveloped for clarity, to more closely track statutory language, for appropriate level of detail, and to include new statutory provisions.

Of note:

- At CONTENTS OF NOTICE, on page 2, a new item 5—requiring an opportunity to present and resolve complaints—has been added from IDEA 2004.
- At TIME LIMIT, on page 3, commissioner's rules regarding timely hearing requests have been added.

EHBC (LEGAL) SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

TEA's recently adopted rules implementing the optional flexible year program—styled by TEA as "OFYP"—have been excerpted beginning on page 7. Effective October 18, 2005, the rules address four key aspects:

- Eligibility: the student did not or is not likely to pass a state assessment and/or is not eligible for promotion to the next grade level.
- Program criteria:
 - The instructional days during the regular school year for ineligible students may not drop below 170 days.
 - Eligible students must be provided at least 180 days of instruction.

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- No more than five days of instruction may be waived for staff development or teacher preparation.
- District transportation as well as free and reduced-price meals—if provided during the regular year—must also be provided during the OFYP.
- The district may require educational support personnel to provide necessary services.
- Educators on 10-month contracts must fulfill the minimum days of service required by the Education Code.
- Approval process:
 - The district must submit to TEA a letter describing the proposed modification to the instructional calendar (approved by the board) and the OFYP to be provided.
 - TEA approval of any modification to the instructional calendar is limited to one year but extensions may be granted upon reapplication.
 - The commissioner may require, as a condition of approval, a district to document the success of its approach.
- Funding: the calculation of ADA is modified to reflect the actual number of instructional days within the approved calendar. The divisor for students on a reduced calendar may not be less than 170 days; for eligible students served through OFYP, not less than 180 days.

The text of the rules may be found at <http://www.tea.state.tx.us/rules/commissioner/adopted/0905/61-1017n-ltradopt.html>.

EI (LEGAL) ACADEMIC ACHIEVEMENT

Changes, nonlegislative in nature, are as follows:

- **ACADEMIC ACHIEVEMENT RECORD:** a new second paragraph, drawn from State Board of Education rule, has been added to address transfer of the record. The rule, adopted in 1996 and last revised in 2001, provides that copies of the record must be made available to transferees and may also be provided to the receiving district. The rule further instructs districts to “respond promptly to all requests for student records from receiving districts.”
- **EARLY HIGH SCHOOL GRADUATION SCHOLARSHIP PROGRAM:** Education Code 28.025(g), previously recited under this heading, expired on January 1, 2004. In its place appears a parallel provision, found in the Higher Education Section of the Education Code. This provision contains no expiration date.

EKB (LEGAL) TESTING PROGRAMS STATE ASSESSMENT

The policy has undergone some restructuring and text changes for clarification.

Substantive changes are as follows:

- At **SPECIAL EDUCATION STUDENTS**, on page 3, the implementation during the 2004–05 school year of an alternative assessment for grades 9–10 is reflected. The transitional language has been deleted.
- **EXIT-LEVEL TEST: STUDENTS FROM OTHER STATES**, on page 9, tracks HB 25 from the 79th legislative session. Effective May 27, 2005, the legislation requires the commissioner to adopt a norm-referenced, exit-level test for students who enroll in a Texas public school after January 1 of their senior year. This testing requirement applies to first-time enrollees as well as students who have been out of a Texas public school for four or more years.

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EL (LEGAL) CHARTER CAMPUS OR PROGRAM

TEACHER RETIREMENT SYSTEM, on page 4, has been revised to reflect SB 1691 from the 79th regular session. Effective September 1, 2005, the legislation clarified that a district employee's TRS eligibility is unaffected by the fact that the employee works within a district charter campus or program.

F (LEGAL) STUDENTS

We have extended the scope of FFA to include not only policies specific to health services and requirements but also to encompass "wellness." (See the explanatory note at FFA, below.)

Note as well that we have created a new policy code—FLA—to accommodate policies pertaining to confidentiality of student health information.

FFA (LEGAL) STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

The new federal "wellness policy" mandate has been added to this policy. The mandate, contained within Public Law 108–265 signed into law on June 30, 2004, requires each school district participating in a meal program under the National School Lunch Act or Child Nutrition Act to establish a "local wellness policy" prior to the beginning of the 2006–07 school year.

This policy must:

- express goals for nutrition education, physical activity, and other school-based activities designed to promote student wellness
- include local nutrition guidelines to promote student health and reduce childhood obesity
- ensure that guidelines for reimbursable school meals are no less restrictive than USDA regulations and guidance
- plan for measuring implementation of the policy—including designation of at least one person at each school responsible for ensuring fulfillment of the policy

The legislation further requires that development of the policy be broad-based, involving not only the board but parents, students, school food service personnel, school administrators, and the public. More information on the federal requirement may be found at USDA's "Team Nutrition" site: <http://www.fns.usda.gov/TN/healthy-schools.html>. As the site shows, there are a wide range of resources from which districts may draw when implementing a local wellness program.

In Texas, the growing body of state law and regulation—from the Texas Public School Nutrition Policy promulgated by the Texas Commissioner of Agriculture to the various health and wellness requirements found elsewhere within this update—form a policy context that is more specific than in many other states. The particular challenge for Texas districts is weaving these statutory and regulatory threads into programs and activities that promote student health generally.

To assist districts with that task, Policy Service recently published a **Starting Points** policy development toolkit on the subject. Available via MyTASB to superintendents and policy administrators, the **Starting Points** can be found at https://www.tasb.org/docs-myntasb/gov_svcs/policy_svc/wellness_sp/index.shtml.cfm.

FFA (LOCAL) STUDENT WELFARE
WELLNESS AND HEALTH SERVICES

The new federal "wellness policy" (described above) renders your current (LOCAL) policy no longer adequate and we therefore recommend its deletion. The mandated wellness policy must explicitly encompass nutrition

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education, physical activity, and school-based activities designed to promote student wellness. We recommend that you establish the collaborative framework required by federal law and use the new **Starting Points** policy development tool kit to recreate a (LOCAL) policy at this code.

FNAB (LEGAL) STUDENT EXPRESSION USE OF SCHOOL FACILITIES FOR NONSCHOOL PURPOSES

To assist districts in addressing the requirements of the Equal Access Act, TASB attorneys have added from federal statute three definitions under LIMITED OPEN FORUM IN SECONDARY SCHOOLS: “secondary school,” “meeting,” and, on page 2, “sponsorship.”

The 1984 Equal Access Act provides that a public secondary school establishes a “limited open forum” whenever it grants a noncurriculum-related student group access to meet on school premises during noninstructional time. In doing so, the school limits its ability to deny access to student groups based solely on their viewpoint or the content of their speech. The absence or presence of a limited open forum has been central to legal challenges brought against an increasing number of school districts.

The choice of whether or not to permit a limited open forum and the implications of that choice for distribution of nonschool literature by students and for nonschool use of school facilities by students are complex. To assist districts in developing or refining FNAA(LOCAL) and FNAB(LOCAL) policies that tease out these knots, Policy Service has issued a **Starting Points** policy development tool kit. Available via MyTASB to superintendents and policy administrators, the **Starting Points** can be found at http://www.tasb.org/docs-myntasb/gov_svcs/policy_svc/amendment_sp/overview.shtml.cfm.

FNCF (LEGAL) STUDENT CONDUCT ALCOHOL AND DRUG USE

Recitations of Education Code 37.006 and 37.007—specifying disciplinary consequences for possession or use of alcohol, marijuana or a “controlled substance,” or a dangerous drug—have been deleted. These provisions are found at FOC (PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM) and FOD (EXPULSION).

In its place are direct statements regarding the alcohol and drug criminal offenses:

- At CRIMINAL OFFENSE, language from Education Code 37.122 has been added, defining as a Class C misdemeanor possession or use of an intoxicating beverage on school grounds or at an athletic event involving a school.
- At DRUG-FREE ZONES appears text from Health and Safety Code 481.134 enhancing the criminal penalties for a person who knowingly or intentionally possesses a controlled substance on a school bus or within 1,000 feet of a district property.

FNG (LEGAL) STUDENT RIGHTS AND RESPONSIBILITIES STUDENT AND PARENT COMPLAINTS/GRIEVANCES

As at DGBA(LEGAL), RECORD OF PROCEEDINGS, on page 4, has been amended to include an excerpt from TEA rules adopted in July 2004 and addressing what constitutes a “record” for appeals brought under Education Code 7.057.

The record upon which the commissioner of education decides an appeal must include:

- acceptable tape recordings or transcripts of the local hearing
- all evidence admitted
- all offers of proof

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- all written pleadings, motions, and intermediate rulings
- a description of matters officially noticed
- the recommendation of the independent hearing examiner, if applicable
- a tape or transcript of the oral argument before the board
- the decision rendered by the board

These rules replaced previous hearing rules, adopted in 1993, when hearings were *de novo*. The rules were updated in July 2004 to reflect the fact that appeals are now conducted on the basis of a review of the substantial evidence as presented by the record.

FO (LEGAL) STUDENT DISCIPLINE

On November 7, 2005, Attorney General Greg Abbott ruled that HB 383—a Family Code amendment from the 79th regular session—did NOT impair the ability of a professional employee of a school district to administer corporal punishment.

The ruling (published at <http://www.oag.state.tx.us/opinions/ga/ga0374.pdf>) responds to a July 27 request from Commissioner of Education Shirley Neeley after the passage of HB 383 that stated, in part:

“Only the following persons may use corporal punishment for the reasonable discipline of a child:

- the parent or grandparent of the child;
- a stepparent of the child who has the duty of control and reasonable discipline of the child; and
- an individual who is a guardian of the child and who has the duty of control and reasonable discipline of the child.”

The commissioner queried whether the legislation applied to corporal punishment administered within a school setting and went on to inquire whether corporal punishment may be administered without parental consent. The attorney general concluded that the new law:

“does not prohibit the use of corporal punishment by school districts. Therefore a professional school district employee may utilize corporal punishment to the extent permitted by other state law and school district policies. Additionally, a school district may adopt a policy authorizing corporal punishment without the permission of persons [listed in the cited passage].”

The attorney general’s analysis is consistent with that of TASB attorneys this summer: the intent of the language was to clearly empower grandparents, stepparents, and guardians to use corporal punishment without fear of a *de facto* claim of child abuse. Moreover, the legislature left intact existing authority permitting districts to administer corporal punishment. Believing that sufficient legal authority existed for school personnel to administer corporal punishment, TASB Legal Services did not include the HB 383 provisions in FO(LLEGAL) policy at Update 76, the first of the post-legislative updates, nor is it included at Update 77.

FODA (LEGAL) EXPULSION JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAM

At FEES, on page 4, has been added a provision from HB 1687 prohibiting a juvenile justice alternative education program from charging fees “except as otherwise provided by law.” This legislation, from the 79th regular session, became effective June 18, 2005.

FOF (LEGAL) STUDENT DISCIPLINE STUDENTS WITH DISABILITIES

As indicated in notes accompanying the EHBA series policies in this update, the incorporation of changes arising from the IDEA reauthorization and recent commissioner’s rules prompted TASB attorneys to closely

Explanatory Notes

TASB Localized Policy Manual Update 77

reevaluate policies pertaining to disabled students. This policy, pertaining to the discipline of students with disabilities, was similarly redeveloped and incorporates legislative changes as well.

Changes of note:

- On page 1, SPECIAL EDUCATION STUDENTS now includes language from HB 283 from the 79th regular session. Effective June 18, 2005, the legislation requires the Student Code of Conduct to withhold discipline of a special education student for “bullying, harassment, or making hit lists” until the ARD committee has reviewed the conduct.
- At INTERIM ALTERNATIVE EDUCATIONAL SETTING, on page 4, is a new statutory provision that permits a district to remove a student to an interim alternative placement (such as a DAEP) for up to 45 days if the student has inflicted serious bodily injury upon another person on school premises or at a school function under the jurisdiction of the state or a district, regardless of whether the conduct was a manifestation of the student’s disability. A definition of SERIOUS BODILY INJURY, on page 5, has been added from the federal law as well.
- PLACEMENT DURING APPEALS, on page 6, has been revised to reflect the fact that a district may now require a student to remain in a DAEP pending an appeal, but the district must arrange an expedited hearing.

GF (LEGAL) PUBLIC COMPLAINTS

As with DGBA(LEGAL) and FNG(LEGAL), RECORD OF PROCEEDINGS has been amended to include an excerpt from TEA rules adopted in July 2004 and addressing what constitutes a “record” for appeals brought under Education Code 7.057.

The record upon which the commissioner of education decides an appeal must include:

- acceptable tape recordings or transcripts of the local hearing
- all evidence admitted
- all offers of proof
- all written pleadings, motions, and intermediate rulings
- a description of matters officially noticed
- the recommendation of the independent hearing examiner, if applicable
- a tape or transcript of the oral argument before the board
- the decision rendered by the board

These rules replaced previous hearing rules, adopted in 1993, when hearings were *de novo*. The rules were updated in July 2004 to reflect the fact that appeals are now conducted on the basis of a review of the substantial evidence as presented by the record.

Annual Investment Report for Fiscal Year Ended September 1, 2004 to August 31, 2005

The main goal of the investment program is to ensure its safety and maximize financial returns within current market conditions in accordance with the District's Investment Policy while meeting short and long-term cash flow requirements.

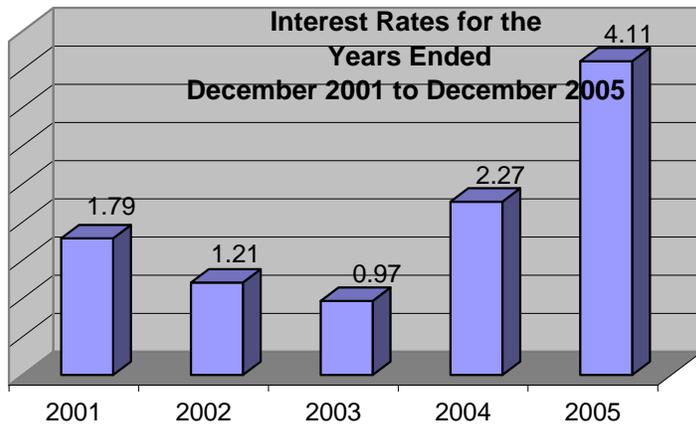
In an effort to maintain the investment program goals, the investment officers deposit District funds in investment pools and money market accounts authorized by the Board of Trustees. Interest rates are monitored to enhance interest revenue prior to investing funds. Investment officers shall follow the same investment program and activities for the 2005-2006 fiscal year.

The District's General Fund earned \$ 52,710 from investment of General Fund dollars; \$907 Food Service Fund; \$19,238 Debt Service Fund; and \$1,465 in the Capital Project Fund. The interest earned from investing funds received from the sale of bonds in February 2004 was \$335,407. This represents total interest revenue earned of \$ 409,728 and an increase of \$203,243 from the prior year. All of this increase can be attributed to the interest revenue on the 2004 bond proceeds. For the 2005-06 fiscal year, total interest earned will most likely decrease due to the District using the bond fund proceeds to pay draws on construction projects.

A comparison of interest rates earned on District investments for the past 5 years is presented on the following page as well as a graph representing interest rates at December 31 for the past five years.

**Comparison of Quarterly Interest Rates
December 31, 2004 to December 31, 2005**

Quarter Ended	MBIA Texas CLASS Avg. Monthly Return	Texas Daily Avg. Monthly Return	Tex Pool Liquidity Avg. Monthly Return	American Bank Money Market	90 Day Treasury Bills Investment Yield (Secondary Market)	6 Month Treasury Bills Investment Yield (Secondary Market)
12/31/04	2.2100%	2.0672%	2.0685%	2.1300%	2.1900%	2.4300%
03/31/05	2.7500%	2.5629%	2.5708%	2.6000%	2.7400%	3.0000%
06/30/05	3.2900%	3.0138%	3.0583%	3.2100%	2.9700%	3.1300%
09/30/05	3.8000%	3.5805%	3.6028%	3.6800%	3.4200%	3.6700%
12/31/05	4.1700%	4.1332%	4.1676%	4.1100%	3.8900%	4.1800%



**Interest Rates
December 2001 to December 2005**

2001	1.79
2002	1.21
2003	0.97
2004	2.27
2005	4.11

**RESOLUTION ADOPTING INVESTMENT POLICY CDA (LOCAL) OF
THE LA VEGA INDEPENDENT SCHOOL DISTRICT**

WHEREAS, La Vega Independent School District (the "District") has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school districts; and

WHEREAS, the Board of Trustees has convened on this date at a meeting open to the public and wishes to adopt an Investment Policy for the District, in the form attached hereto as Exhibit "A," pursuant to Chapter 2256, Texas Government Code, as amended from time to time.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE LA VEGA INDEPENDENT SCHOOL DISTRICT THAT:

Section 1: The Investment Policy, in the form attached hereto as Exhibit "A," is hereby adopted as the investment policy for the District.

Section 2: The provisions of this Resolution shall be effective as of the date of adoption and shall remain in effect until modified by action of the Board of Trustees.

January 17, 2006

(Signature of President)
Phil Bancale, President

(Signature of Secretary)
Rodney Outlaw, Secretary

La Vega ISD
161906

OTHER REVENUES:
INVESTMENTS

CDA
(LOCAL)

INVESTMENT AUTHORITY

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be executed on a delivery versus payment basis.

APPROVED INVESTMENT INSTRUMENTS

From those investments authorized by law and described further in CDA(LEGAL), the Board shall permit investment of District funds in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load money market mutual funds and no-load mutual funds as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as

SAFETY AND INVESTMENT MANAGEMENT

The main goal of the investment program is to ensure its safety and maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

LIQUIDITY AND MATURITY

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

DIVERSITY

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

MONITORING MARKET PRICES

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant declines in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisors, and representatives/advisors of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

FUNDS / STRATEGIES

Investments of the following fund categories shall be consistent with this policy and in accordance with the strategy defined below.

OPERATING FUNDS

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

AGENCY FUNDS

Investment strategies for agency funds shall have as their objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

DEBT SERVICE FUNDS

Investment strategies for debt service funds shall have as their objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.

CAPITAL PROJECTS

Investment strategies for capital project funds shall have as their objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.

SAFEKEEPING AND CUSTODY

The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.

BROKERS / DEALERS

Prior to handling investments on behalf of the District, brokers/dealers must submit required written documents in accordance with law. [See SELLERS OF INVESTMENTS, CDA(LEGAL)] Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC), and be in good standing with the National Association of Securities Dealers.

SOLICITING BIDS FOR CD'S

In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.

INTERNAL CONTROLS

A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:

1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.
2. Avoidance of collusion.
3. Custodial safekeeping.
4. Clear delegation of authority.
5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

These controls shall be reviewed by the District's independent auditing firm.

PORTFOLIO REPORT

In addition to the quarterly report required by law and signed by the District's investment officer, a comprehensive report on the investment program and investment activity shall be presented annually to the Board. This report shall include a performance evaluation that may include, but not be limited to, comparisons to 91-day U.S. Treasury Bills, six-month U.S. Treasury Bills, the Fed Fund rate, the Lehman bond index, and rates from investment pools. The annual report shall include a review of the activities and total yield for the preceding 12 months, suggest policies, strategies, and improvements that might enhance the investment program, and propose an investment plan for the ensuing year.

DATE ISSUED: 09/30/2003
UPDATE 71
CDA(LOCAL)-A3

Consider Approval of Independent Sources of Investment Officer Training for 2005-2006

Presented for:

Board action Report/Review Only Date: January 17, 2006

Supporting documents:

None Attached Provided Later

Contact Person:

Charles R. Langlotz

Background Information:

Investment Training – Initial: Within 12 months after taking office or assuming duties, the treasurer or chief financial officer and the investment officer of the District shall attend at least one training session from an independent source approved either by the Board or by a designated investment committee advising the investment officer. This initial training must contain at least ten hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. *Gov't Code 2256.008(a)*

The treasurer or chief financial officer and the investment officer must also attend an investment training session not less than once in a two-year period and receive not less than ten hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the Board or a designated investment committee advising the investment officer. If the District has contracted with another investing entity to invest District funds, this training requirement may be satisfied by having a Board officer attend four hours of appropriate instruction in a two-year period. *Gov't Code 2256.008(a), (b)*

Investment training shall include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Government Code, Chapter 2256. *Gov't Code 2256.008(c)*

The following independent sources of investment officer training have been utilized by the District in recent years and are presented for Board consideration:

- Government Finance Officers Association
- Government Treasurers' Organization of Texas
- North Central Texas Council of Governments
- Texas Association of School Business Officials (TASBO)
- Texas Education Agency/Education Service Centers (TEA/ESCs)
- The University of North Texas, Center for Public Management

Fiscal Implication:

None

Administrative Recommendation:

The administration recommends the approval of the listed independent sources of investment officer training for the 2005-2006 fiscal year.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

PARTICIPANT DISTRICT AGREEMENT

THIS INTERLOCAL AGREEMENT ("Agreement") is made and entered into as of this ____ day of _____ by and between the La Porte Independent School District, a public school district organized under the laws of Texas, ("La Porte ISD") and _____ ("Participant District") pursuant to the Texas Interlocal Cooperation Act, Texas Government Code §§ 791.001 *et seq.*

RECITALS

WHEREAS, Fairbanks LLC, a limited liability company referred to herein as "Fairbanks") and La Porte ISD have entered into a Consulting Agreement dated August 23, 2005 (the "Consulting Agreement"), pursuant to which, among other things, Fairbanks has agreed to perform Services for La Porte ISD in furtherance of La Porte ISD's efforts to obtain reimbursement of School-Based Medicaid Administrative Claiming Program for itself and other Participant Districts; as such term is defined in the Consulting Agreement ("Program"); and

WHEREAS, this Agreement replaces and supersedes the prior Medicaid Administrative Outreach Agreement between La Porte ISD and the participant District for all Medicaid Administrative Claims for fiscal quarters subsequent to the effective date of the Consulting Agreement; and

WHEREAS, the prior agreement between Fairbanks, as successor in interest to DeLoitte Consulting, and La Porte ISD shall remain in effect for all claims for federal fiscal quarters ending before September 30, 2005; and

WHEREAS, Participant District desires that La Porte ISD and Fairbanks, as La Porte ISD's representative for the limited purpose of performing Services in connection with the Program, administer and process Participant District's Medicaid Administrative Claims; and

WHEREAS, Participant District acknowledges that it has received a copy of the Consulting Agreement (Attachment "A") and that it has read and is familiar with the terms and conditions of the Consulting Agreement; and

WHEREAS, Participant District recognizes that La Porte ISD has entered or will enter into participant district agreements with other Texas public school districts, and that it is La Porte ISD's intent to administer all such agreements jointly and to process reimbursement claims that will seek reimbursement on behalf of all such Participant Districts on a joint basis; and

NOW, THEREFORE, in consideration of the foregoing, the mutual undertakings and benefits to accrue to La Porte ISD and the Participant District, the receipt and sufficiency of which both parties acknowledge, La Porte ISD and Participant District agree as follows:

**ARTICLE I
INCORPORATION OF CONSULTING AGREEMENT**

- 1.1 The Parties acknowledge the existence of the Consulting Agreement between La Porte ISD and Fairbanks and agree that the terms and conditions of this Participant District Agreement shall be supplemented by and incorporate the terms and conditions of the Consulting Agreement, including any amendments thereto that may be made hereafter by La Porte ISD. Terms capitalized but not defined herein shall have the same meaning as set forth in the Consulting Agreement. It is expressly agreed that should any of the terms and conditions or other provisions of this Agreement conflict with the terms and conditions of the Consulting Agreement, or otherwise impair the performance of the Consulting Agreement, that such terms and conditions of this Agreement shall be inoperative and the terms and conditions of the Consulting Agreement shall take precedence. Notwithstanding the incorporation by reference of the Consulting Agreement, Participant District acknowledges that it is not a party to the Consulting Agreement and is not otherwise entitled to assert claims thereunder, and hereby waives any rights or claims under the Consulting Agreement it might otherwise be entitled to assert.

**ARTICLE II
SCOPE OF SERVICES, PERSONNEL, AND ADMINISTRATION**

- 2.1 La Porte ISD and its representative shall provide Participant District the services described in Article III and Article X, and Exhibit A of the Consulting Agreement ("Services").
- 2.2 Participant District will make its employees who participate in the Program available for training and will cooperate with La Porte ISD and its representative and will comply with all federal and state guidelines statutes, regulations, rules, and guidelines for time studies, record keeping, agency reviews, and other requirement of School-Based Medicaid Administrative Claiming Program
- 2.3 Participant District will maintain all documentation and records required by the School-Based Medicaid Administrative Claiming Program and for its participation in the Program, including, but not limited to, a roster of eligible individuals by category, verification of compliance with training requirements, financial data used to develop expenditures and revenues for Medicaid Administrative Claims calculations.
- 2.4 Participant District shall make all documentation and records prepared, retained, and maintained under the Program available for inspection by La Porte ISD and its representative and will make such records available and will cooperate in any agency review or audit.
- 2.5 If Participant District is unable to participate in a Medicaid Administrative Claim for a fiscal quarter that begins prior to the expiration date of this Agreement, it may resume participation in the claims for subsequent fiscal quarters, provided that it gives prior notice to La Porte ISD that is sufficient to permit adjustments to be made to the time

study for the fiscal quarter in which Participant District elects to resume participation. The Participant District's inability to participate in a claim for a fiscal quarter without giving La Porte ISD sufficient prior notice to permit Fairbanks to make adjustments to the sampling methodologies used for conducting the time study for that quarter may result in the entire claim for all Participant Districts being invalidated and disallowed for reimbursement. Accordingly, Participant District shall furnish La Porte ISD with written notice of its inability to participate in the time study for that quarter on or before the first day of the month immediately preceding the commencement of that quarter. (For example, notice must be given no later than December 1 of an election by Participant District not to participate in the time study for the fiscal quarter ending on the following March 31.)

- 2.6 Participant District shall retain all Program documentation records for a period of five (5) years after termination or expiration of this Agreement.

ARTICLE III LIMITATION ON WARRANTIES

- 3.1 **THIS IS A SERVICES ENGAGEMENT. LA PORTE ISD WARRANTS THAT IT WILL PERFORM SERVICES HEREUNDER IN GOOD FAITH AND IN A PROFESSIONAL MANNER. LA PORTE ISD DISCLAIMS ALL OTHER WARRANTIES, EITHER EXPRESS OR IMPLIED, INCLUDING, WITHOUT LIMITATION, WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.**

ARTICLE IV COMPENSATION TO LA PORTE ISD

- 4.1 As consideration to La Porte ISD for the performance of Services under this Agreement and as reasonable compensation for the administrative tasks it must perform under this Agreement and the Consulting Agreement, the Participant District understands and agrees that La Porte ISD shall retain ten percent (10%) of the Revenues, as that term is defined in the Consulting Agreement, due from the State for Medicaid Administrative Claims to Participant District ("Percentage Fee") and any interest earned on the gross amount of the funds received only for that period between when La Porte ISD receives the funds and the funds are distributed pursuant to this Agreement. Additionally, as further consideration to La Porte ISD for Services provided under this Agreement, Participant District agrees that, to the extent that Fairbanks is owed a performance fee as set forth in Exhibit B of the Consulting Agreement ("Performance Fee"), the Performance Fee will be deducted from the Revenues for the Consortium, as that term is defined in Article I of the Consulting Agreement, prior to calculation of the Revenues due the Participant District.
- 4.2 Substantial expenditures have and will be made, and risk has been assumed by La Porte ISD and Fairbanks to develop, implement, and maintain the Program in anticipation of and in reliance on the long-term involvement of La Porte ISD and each Participant

District in the Program. Accordingly, in consideration of such substantial expenditures and risk assumed by La Porte ISD, Participant District agrees as follows:

- (a) If Participant District's involvement in the Program is terminated, other than by expiration of this Agreement or by termination of the Agreement by Participant District for default by La Porte ISD under this Agreement, the following described termination payments will be implemented.
 - (i) If Participant District's involvement in the School-Based Medicaid Administrative Claiming Program is terminated, but the Participant District submits Medicaid Administrative Claims on its own or on behalf of any other Texas public school district, or causes another party to submit Medicaid Administrative Claims on its own or on behalf of any other Texas public school district, Participant District shall pay La Porte ISD an amount equal to ten percent (10%) of all Revenue attributable to or received by Participant District by reason of its involvement in the School-Based Medicaid Administrative Claiming Program through and including the date of termination of the Initial Term or any Extension Period.
 - (ii) If termination occurs by reason of a default by Participant District, Participant District shall be responsible for all costs, fees, and penalties assessed to La Porte ISD by Fairbanks that are attributable to Participant District's default.
 - (iii) Except as set forth above, if termination occurs for any reason other than a default by Participant District, Participant District shall be responsible for its *pro rata* share of all Fees owed by La Porte ISD to Fairbanks upon termination and any cost or penalties owed by La Porte ISD to the extent that such costs and penalties are owed to Fairbanks by La Porte ISD because of an act or omission of Participant District.

ARTICLE V DISTRIBUTION OF REVENUES

- 5.1 Revenues determined by La Porte ISD and Fairbanks to be due Participant District from the total Revenues, as defined in Article I of the Consulting Agreement, for the Consortium shall be remitted to the Participant District by La Porte ISD or its representative within ten (10) business days of La Porte ISD's receipt of such funds from the State of Texas.
- 5.2 In the manner prescribed by Sections 5.1 and 5.3, La Porte ISD shall remit payment of amount of the Revenues due to the Participant District after deducting Percentage Fee and any Performance Fee from all Revenues received by La Porte ISD on behalf of the Consortium.
- 5.3 Fairbanks will provide La Porte ISD with a breakdown of the Revenue amounts generated by the Participant District under this Agreement and all other Participant Districts in the Consortium with which La Porte ISD has contracted for Services. Within

the time frame set forth in Section 5.1, La Porte ISD will disperse to Participant District the Revenue attributable to Participant District that remains after deduction of the Percentage Fee and any Performance Fee. The distribution shall not include any interest La Porte ISD may have earned on the funds while the funds are in the rightful possession of La Porte ISD and/or its representative under this Agreement.

ARTICLE VI EFFECTIVE DATE, TERM, AND TERMINATION

- 6.1 This Agreement shall be effective as of October 1, 2005, and, unless sooner terminated in accordance with the provisions in this Article VI, shall terminate on September 30, 2008. In addition, La Porte ISD may elect to exercise two one-year options for renewal ("Extension Period(s)") to the Consulting Agreement. Participant District acknowledges that the option to renew the Consulting Agreement for either Extension Period is solely vested in La Porte ISD. If La Porte ISD exercises either or both Extension Periods, it shall give notice to Participant District within ten (10) business days of such exercise.
- 6.2 Except in the event of termination of the Consulting Agreement pursuant to Section 5.9 or Section 5.10 of the Consulting Agreement, this Agreement shall terminate upon the date set forth in any notice of termination exchanged between La Porte ISD and Fairbanks. In the event the termination of the Consulting Agreement is pursuant to Section 5.9 or Section 5.10 of the Consulting Agreement, this Agreement shall continue until La Porte provides written notification of termination to a Participant District, except that the parties acknowledge and agree that the School-Based Medicaid Administrative Claiming Program requires a Participant District to remain in the same Consortium for an entire federal fiscal year, which currently begins in October and ends in September.
- 6.3 If La Porte ISD receives a termination notice from Fairbanks, or sends a termination notice to Fairbanks, La Porte ISD shall, within ten (10) business days, give Participant District notice of the receipt or sending of such termination notice and disclose whether such termination notice also terminates this Agreement.
- 6.4 In the event this Agreement expires by its terms or is terminated pursuant to this Article VI, La Porte ISD shall pay to the Participant District, within thirty (30) days of expiration or the effective date of termination, the Revenues due to the Participant District under Article V, except that no such payment shall become past due or overdue except in accordance with Section 2251.021 of the Texas Government Code. This payment of the Revenue due to the Participant District as set forth in Article V is the sole and exclusive remedy of the Participant District in the event of expiration or termination.

ARTICLE VII CONFIDENTIAL OR PROPRIETARY INFORMATION

- 7.1 The parties acknowledge that their participation in the Program, as that term is defined in Article I of the Consulting Agreement, will involve the use of proprietary or confidential information and/or trade secrets of Fairbanks and La Porte ISD. The parties further acknowledge that it is difficult to specifically notify the Participant District whether

certain information may be proprietary or confidential. Therefore, except as necessary to carry out the terms, conditions, or purposes of this Agreement or to give effect to the Consulting Agreement, the Participant District shall not utilize or disclose any billing or reimbursement systems, methodology, procedures, customized materials, or any other information provided to it by La Porte ISD, Fairbanks or their representatives, agents, and employees, obtained in connection with the Program, except as may be required under the Texas Open Meetings Law ("TOMA") and Texas Public Information Act ("TPIA"), without the express written consent of the owner of such confidential or proprietary materials, whether La Porte ISD or Fairbanks. Further, the Participant District may not duplicate or reproduce computer disks or computer-stored information utilized in connection with the Program without the express written consent of Fairbanks

- 7.2 Participant District acknowledges that Fairbanks has created, acquired or otherwise has rights in, and may, in connection with the performance of Services under the Consulting Agreement, employ, provide, modify, create, acquire, or otherwise obtain rights in, various concepts, ideas, methods, methodologies, procedures, processes, know-how, and techniques (including, without limitation, billing and reimbursement systems) (collectively, the "Fairbanks Technology"). To the extent that Fairbanks utilizes any of its property (including, without limitation, the Fairbanks Technology or any hardware or software of Fairbanks) in connection with the performance of the Services, Fairbanks shall retain all right, title and interest to such property. Participant District shall acquire no right or interest in such property. Notwithstanding anything in this Agreement to the contrary, Participant District acknowledges and agrees that (a) Fairbanks will own all right, title, and interest, including, without limitation, all rights under all copyright, patent and other intellectual property laws, in and to the Fairbanks Technology and all modifications, enhancements, corrections, and derivative works and (b) Fairbanks may employ, modify, disclose, and otherwise exploit the Fairbanks Technology (including, without limitation, providing services or creating programming or materials for other clients).
- 7.3 The provisions of this Article VII shall survive the expiration or termination of this Agreement or the Consulting Agreement.

ARTICLE VIII EXCLUSIVE RELATIONSHIP

- 8.1 During the term of this Agreement, Participant District shall receive processing of the reimbursement of its Medicaid Administrative Claims pursuant to its contractual relationship with La Porte ISD as set forth in this Agreement. Participant District agrees that it shall not participate in any other program or otherwise contract with any other entity to obtain processing of or reimbursement of its Medicaid Administrative Claims during the term of this Agreement.

**ARTICLE IX
BINDING NATURE AND ASSIGNMENT**

9.1 This Agreement shall be binding upon the parties and their respective successors and assigns; provided, however, that neither party may assign this Agreement without the prior written consent of the other.

**ARTICLE X
NOTICES**

10.1 Except as otherwise specified herein, all notices, consents, approvals, requests, and other communications required or permitted under this Agreement shall be given in writing and mailed by registered or certified United States mail, return receipt requested, postage prepaid and addressed to the addressee at its address set forth below:

If to La Porte ISD:

La Porte Independent School District
Attn: Chief Financial Officer
1002 San Jacinto Street
La Porte, TX 77571

If to Participant:

Attn: _____

**ARTICLE XI
DEFAULT**

11.1 If either party fails to perform or abide by any of the terms and conditions of this Agreement, or if either party's acts or omissions are unlawful or materially contribute to a violation of the terms and conditions of the Consulting Agreement, then the non-defaulting party may terminate this Agreement. The non-defaulting party shall permit the defaulting party a reasonable time (which shall not be less than thirty (30) days) to correct any such default, if such default is capable of correction and does not involve any unlawful act or omission.

11.2 Upon termination by reasons of Participant District's default, Participant District shall be entitled to any remaining compensation due it in accordance with the provisions of this Agreement, less any damages caused by Participant District's default. The termination of the Agreement and the payment of the amounts owed to the Participant District by La

Porte ISD as distribution of Revenues as set forth in Article V is the sole and exclusive remedy of the Participant District in the event of default by La Porte ISD.

**ARTICLE XII
ENTIRE AGREEMENT**

- 12.1 This Agreement constitutes the entire agreement between the parties with respect to School Based Medicaid Administrative Claiming Program reimbursement and the administration thereof and supercedes all other oral or written representations, understandings, or agreements relating to the School-Based Medicaid Administrative Claiming Program and the administration of Medicaid Administrative Claims.

**ARTICLE XIII
SEVERABILITY**

- 13.1 In the event that any one or more of the provisions of this Agreement shall for any reason be held to be invalid, illegal, or unenforceable, the remaining provisions of the Agreement shall not be impaired, and the invalid, illegal, or unenforceable provision shall be replaced by a mutually acceptable provision, which being valid, legal and enforceable, comes closest to the intention of the parties underlying the invalid, illegal, or unenforceable provision.

**ARTICLE XIV
FURTHER ASSURANCES**

- 14.1 From time to time, Participant District shall, at the request of La Porte ISD, execute and deliver to La Porte ISD (or any such other entity as directed by La Porte ISD) such additional documents as La Porte ISD or its representative may require to carry out the terms and conditions of this Agreement or the Consulting Agreement.

**ARTICLE XV
GOVERNING LAW**

- 15.1 This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, without regard to its choice of law rules. Exclusive venue for any action or claim under this Agreement shall be the administrative agencies for the State of Texas or in a court of competent jurisdiction in Harris County, Texas.

**ARTICLE XVI
REIMBURSEMENT TO LA PORTE ISD UNDER CERTAIN CIRCUMSTANCES**

- 16.1 If any federal and/or state agency makes demand upon La Porte ISD for the repayment or return of Revenues received by La Porte ISD for the benefit of the Participant District, or if any such revenues are recouped, setoff, paid, or otherwise debited to La Porte ISD, Participant District shall, within ten (10) business days of written notice from La Porte ISD, remit to La Porte ISD an amount equal to any such revenues transferred from, paid by, or debited to La Porte ISD as a result of the demand or other actions of the federal and/or state agency, it being acknowledged and agreed that Participant District shall be

subject to the consequences of any such reimbursement to the same extent that it participated in the receipt of the revenues reimbursed.

**ARTICLE XVII
LIMITATION ON DAMAGES**

17.1 La Porte ISD shall not be liable for any claim or demand against its board members, officer, directors, administrators, employees, Designee, or representatives for any amounts representing loss of profit, loss of business or special, indirect, incidental, consequential or punitive damages. The liability of La Porte ISD and its employees for any reason arising under or relating to this Agreement, regardless of the form of the cause of action, whether in contract, statute, or tort (including negligence) or otherwise shall not exceed the Participating District fees received by La Porte ISD under this Agreement. Nothing included in this Agreement is intended to or shall operate to negate or abrogate any immunity to which La Porte ISD or any of its employees is entitled to under law.

**ARTICLE XVIII
COUNTERPARTS**

This Agreement may be executed in identical counterparts, all of which will be deemed to be an original, but all of which will constitute one and the same instrument. Each party may rely on facsimile or electronic signature pages as if such facsimile or electronic pages were original.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be made and executed as of the date first set above.

<p>LA PORTE INDEPENDENT SCHOOL DISTRICT</p> <p>By: _____</p> <p>Title: _____</p> <p>Date: _____</p> <p>_____</p>

<p>By: _____</p> <p>Title: _____</p> <p>Date: _____</p> <p>_____</p>
--

**JANUARY, 2006
BUDGET CHANGE REQUESTS**

La Vega High School
(Reimbursement to district for Textbooks)
\$426.00

La Vega ISD Business Services
(To adjust Debt Service Fund Budget after amending 05-06 Tax Rate)
\$175,775.00

TOTAL \$176,201.00

Tax Collection Report

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Gary W. Williams

Background Information:

The District contracts with the McLennan County Tax Office for the collection of taxes. As a part of this service, the County Tax Office supplies us with a monthly cumulative summary of taxes collected. This report is submitted as a part of each month's Consent Agenda.

Fiscal Implication:

The "Tax Collector Monthly Report" shows cumulative payments and percent collected for both current and delinquent taxes.

Administrative Recommendation:

It is recommended that the Board approve the Tax Collection Monthly Report as submitted.

Motion:

Second:

For:

Against:

Abstain:

01/11/05 11:40:17 191998
 TC229- SECTION DEPOSIT
 RECEIPT DATE ALL

TAX COLLECTION SYSTEM
 DEPOSIT DISTRIBUTION
 FROM: 12/01/2005 THRU 12/31/2005
 JURISDICTION: 0028 LA VEGA ISD

PAGE: 18
 INCLUDES AG ROLLBACK

YR	LN	TAX RATE	LEVY PAID	DISCOUNT GIVEN	PENALTY INTEREST	TIP AMOUNT	DISBURSE TOTAL	ATTORNEY	OTHER FEES	REFUND AMOUNT	PAYMENT AMOUNT
205	181	1.50000	961,905.13	.00	.00	.00	961,905.13	.00	.00	.00	961,905.13
	182	.22500	123,444.45	.00	.00	.00	123,444.45	.00	.00	.00	123,444.45
	DTA	1.62500	1,085,349.58	.00	.00	.00	1,085,349.58	.00	.00	.00	1,085,349.58
204	181	1.42500	8,063.84	.00	2,101.34	.00	10,165.18	1,985.07	.00	.00	12,150.25
	182	.27500	1,291.88	.00	336.66	.00	1,628.54	.00	.00	.00	1,628.54
	DTA	1.70000	9,355.72	.00	2,438.00	.00	11,793.72	1,985.07	.00	.00	13,778.79
203	181	1.42500	1,614.74	.00	561.32	.00	2,176.06	339.11	.00	.00	2,515.17
	182	.07500	62.63	.00	21.77	.00	84.40	.00	.00	.00	84.40
	DTA	1.50000	1,677.37	.00	583.09	.00	2,260.46	339.11	.00	.00	2,599.57
202	181	1.48000	1,000.81	.00	465.87	.00	1,466.68	229.11	.00	.00	1,695.79
	182	.00000	41.48	.00	19.30	.00	60.78	.00	.00	.00	60.78
	DTA	1.58000	1,042.29	.00	485.17	.00	1,527.46	229.11	.00	.00	1,756.57
201	181	1.46000	525.39	.00	308.93	.00	834.32	131.13	.00	.00	965.45
	182	.00000	25.09	.00	14.75	.00	39.84	.00	.00	.00	39.84
	DTA	1.56000	550.48	.00	323.68	.00	874.16	131.13	.00	.00	1,005.29
200	181	1.46000	504.86	.00	357.40	.00	862.26	135.52	.00	.00	997.78
	182	.00000	24.11	.00	17.07	.00	41.18	.00	.00	.00	41.18
	DTA	1.56000	528.97	.00	374.47	.00	905.44	135.52	.00	.00	1,040.96
E91	181	1.46000	391.23	.00	324.72	.00	715.95	114.87	.00	.00	830.82
	182	.10000	27.24	.00	22.61	.00	49.85	.00	.00	.00	49.85
	DTA	1.56000	418.47	.00	347.33	.00	765.80	114.87	.00	.00	880.67
E91	181	1.20547	74.96	.00	71.21	.00	146.17	27.50	.00	.00	173.67
	182	.35453	19.07	.00	18.12	.00	37.19	.00	.00	.00	37.19
	DTA	1.56000	94.03	.00	89.33	.00	183.36	27.50	.00	.00	210.86
E91	181	1.13031	48.50	.00	57.71	.00	106.21	20.99	.00	.00	127.20
	182	.32969	15.40	.00	18.33	.00	33.73	.00	.00	.00	33.73
	DTA	1.56000	63.90	.00	76.04	.00	139.94	20.99	.00	.00	160.93
E91	181	1.11126	59.23	.00	77.59	.00	136.82	26.62	.00	.00	163.44
	182	.34874	17.59	.00	23.04	.00	40.63	.00	.00	.00	40.63
	DTA	1.56000	76.82	.00	100.63	.00	177.45	26.62	.00	.00	204.07
E91	181	1.12800	63.56	.00	90.89	.00	154.45	31.65	.00	.00	186.10
	182	.43200	23.25	.00	33.23	.00	56.48	.00	.00	.00	56.48
	DTA	1.56000	86.81	.00	124.12	.00	210.93	31.65	.00	.00	242.58
E91	181	.05900	.17	.00	.28	.00	.45	.69	.00	.00	1.14
	182	.46700	1.54	.00	2.58	.00	4.12	.00	.00	.00	4.12
	DTA	.42600	1.71	.00	2.86	.00	4.57	.69	.00	.00	5.26

01/11/06 10:54 0204 757 2888 MULENNAN CU IAA +++ LAVEGA 0000/0000

01/04/2006 10:40:17 191998
 TC298-D SELECTION: DEPOSIT
 RECEIPT DATE: ALL

TAX COLLECTION SYSTEM
 DEPOSIT DISTRIBUTION
 FROM: 12/01/2005 THRU 12/31/2005
 JURISDICTION: 0028 LA VEGA ISD

PAGE: 19
 INCLUDES AG ROLLBACK

YEAR	FUND	TAX RATE	LEVY PAID	DISCOUNT GIVEN	PENALTY INTEREST	TIF AMOUNT	DISBURSE TOTAL	ATTORNEY	OTHER FEES	REFUND AMOUNT	PAYMENT AMOUNT
1985	M & O	.570000	4.89	.00	12.26	.00	17.15	4.96	.00	.00	22.11
	I & S	.530000	4.54	.00	11.39	.00	15.93	.00	.00	.00	15.93
	TOTAL	1.100000	9.43	.00	23.65	.00	33.08	4.96	.00	.00	38.04
ALL	M & O		974,257.31	.00	4,429.52	.00	978,686.83	3,047.22	.00	.00	981,734.05
ALL	I & S		124,998.27	.00	538.85	.00	125,537.12	.00	.00	.00	125,537.12
ALL	TOTAL		1,099,255.58	.00	4,968.37	.00	1,104,223.95	3,047.22	.00	.00	1,107,271.17
DLQ	M & O		12,352.18	.00	4,429.52	.00	16,781.70	3,047.22	.00	.00	19,828.92
DLQ	I & S		1,553.82	.00	538.85	.00	2,092.67	.00	.00	.00	2,092.67
DLQ	TOTAL		13,906.00	.00	4,968.37	.00	18,874.37	3,047.22	.00	.00	21,921.59
CURR	M & O		961,905.13	.00	.00	.00	961,905.13	.00	.00	.00	961,905.13
CURR	I & S		123,444.45	.00	.00	.00	123,444.45	.00	.00	.00	123,444.45
CURR	TOTAL		1,085,349.58	.00	.00	.00	1,085,349.58	.00	.00	.00	1,085,349.58

01/11/06 15:55 254 757 2666 MCLENNAN CO TAX ->> LAVEGA 006/006

TA COLLECTION SYSTEM
TAX COLLECTOR MONTHLY REPORT
FROM 1/01/2005 TO 12/31/2005

JURISDICTION: 0006 LA VEGA ISD

	CERT TAXABLE VALUE	ADJUSTMENTS	ADJ TAX VALUE	TF RATE	TAX LEVY	PAID ACCTS
CURRENT YEAR	0	0	0	1000000	,645.27	0

YEAR	TAXES DUE	MONTH ADJ	ADJUSTMENT YTD	LEVY PAID	PAID YTD	BALANCE	COLL %	YTD UNCOLL
1984	1,645.27	.00	109.32	0.00	2.31	1,533.64	.15	109.32-
****	1,645.27	.00	109.32	0.00	2.31	1,533.64		0.00

0001/006

MCIENNAN CO. TAX →→→ LA VEGA

254 757 2666

15:53

01/11/06



TAX COLLECTION SYSTEM
DEPOSIT DISTRIBUTION
RENDITION PENALTY ALLOCATION
FROM: 12/01/2005 THRU 12/31/2005
JURISDICTION: 0028 LA VEGA ISD

TJ	ACCOUNT	YEAR	TP	DEPOSIT	DEP DATE	RENDTN AMOUNT	AGENT	OWNER / AGENT
0018	2-A13125-0	2005	OL	051227EA	2005/12/27	8.47		A-1 TIRE SERVICE
0018	2-B10484-1	2005	OL	05122104	2005/12/21	4.88		BROWN'S COIN MACHINES INC
0018	2-B12617-7	2005	OL	05122104	2005/12/21	14.52		BROWN'S COIN MACHINES INC
0018	2-B12893-5	2005	OL	05122104	2005/12/21	6.61		BROWN'S COIN MACHINES INC
0018	2-C10614-5	2005	OL	05122703	2005/12/27	4.25		CRUNK'S ANTIQUES
0018	2-C11341-	2005	OL	05121304	2005/12/13	43.83		COMET ONE HOUR CLEANERS
0018	2-C11341-	2005	OL	05121304	2005/12/13	43.82		COMET ONE HOUR CLEANERS
	ACCOUNT TOTAL					87.65		
0018	2-C14381-4	2005	OL	051227BE	2005/12/27	8.14		CLG LEASING LLC
0018	2-B11214-1	2005	OL	05122104	2005/12/21	12.02		ECONOMY INN
0018	2-H12941-1	2005	OL	051205EA	2005/12/05	3.96		HEALTH RESOURCE PUBLISHING CO
0028	2-I10584-1	2005	OL	051229ED	2005/12/29	126.73		INJURY 1 TREATMENT CENTER
0028	2-J10870-1	2005	OL	05120502	2005/12/05	369.79		JMJ WRECKING & U/C
0028	2-K10374-1	2005	OL	051213EP	2005/12/13	356.98		K'S TRAVEL CENTER INC
0028	2-K10603-5	2005	OL	05121202	2005/12/12	323.97		K'S TRAVEL CENTER INC
0028	2-L10806-4	2005	OL	05120605	2005/12/06	168.24		LA VEGA VETERINARY CLINIC
0028	2-P10296-6	2005	OL	LF122905	2005/12/30	281.24		PICKENS AUTO PARTS
0028	2-S10820-3	2005	OL	051231P1	2005/12/31	56.87		STONE CONST CO
0028	2-S13333-0	2005	OL	051212EB	2005/12/12	4.76		SPUR THE
	JURISDICTION TOTAL					1,839.08		

Current Renditions (memo)

MCLENNAN CO TAX

254 757 2686

01/11/06 15:53

TAX COLLECTION SYSTEM
TAX COLLECTOR MONTHLY REPORT
FROM 12/01/2005 TO 12/31/2005

JURISDICTION: 0028 LA VEGA ISD

	CHRT TAXABLE VALUE	ADJUSTMENTS	ADJ TAX VALUE	TAX RATE	TAX LEVY	PAID ACCTS
CURRENT YEAR	407,918,108	121,586-	407,188,522	1.692500	6,668,038.21	2,904

YEAR	TAXES DUE	MONTH ADJ	ADJUSTMENT YTD	LEVY PAID	PAID YTD	BALANCE	COLL +	YTD UNOLL
2005	6,688,442.29	6,177.40-	21,104.08-	1,085,349.58	1,335,454.19	5,332,574.02	20.03	5718-
2004	213,617.14	1,423.66-	6,127.93-	9,355.72	71,158.99	138,030.22	34.02	5811-
2003	75,595.04	.00	7.56-	1,677.37	20,136.86	55,450.62	26.64	5309-
2002	46,902.56	.00	7.41-	1,042.29	4,347.66	42,547.49	9.27	5199-
2001	28,549.99	.00	0.00	550.48	2,035.10	26,464.89	7.30	000
2000	58,152.06	.00	0.00	528.97	2,031.54	56,120.52	3.49	000
1999	21,238.50	.00	0.00	418.47	1,156.80	20,081.70	5.45	000
1998	19,143.22	.00	0.00	94.03	137.94	18,945.28	1.03	000
1997	15,827.83	.00	0.00	0.00	33.00	15,744.83	.52	000
1996	19,958.27	.00	0.00	63.90	71.58	19,886.69	.36	000
1995	13,540.03	.00	0.00	76.82	31.70	13,448.33	.68	000
1994	9,353.04	.00	0.00	86.81	123.74	9,229.30	1.32	000
1993	11,631.57	12.26-	12.26-	0.00	36.93	11,582.38	.32	1226-
1992	2,685.00	.00	0.00	1.71	14.70	2,640.30	1.66	000
1991	2,684.66	.00	0.00	0.00	10.61	2,674.05	1.51	000
1990	6,122.56	.00	0.00	0.00	31.67	6,070.89	.84	000
1989	5,231.57	.00	0.00	0.00	0.00	5,231.57		000
1988	4,972.68	.00	0.00	0.00	0.00	4,972.68		000
1987	4,484.92	.00	0.00	0.00	0.00	4,484.92		000
1986	3,635.50	.00	0.00	0.00	0.00	3,635.50		000
1985	3,110.68	.00	0.00	9.43	9.43	3,101.25	.30	000
1984	14,366.12	.00	130.16-	0.00	2.76	14,233.20	.02	13016-
****	7,269,245.23	7,613.32-	21,989.40-	1,099,255.58	1,437,135.20	5,807,120.63		000

004/006

MCLENNAN CO TAX ->>> LAVEGA

254 757 2886

15:54

01/11/06

LAVEGA ISD
CED COLLECTIONS
DECEMBER 2005

<u>1992</u>	<u>LEVY:</u>	<u>PENALTY:</u>	<u>ATTY:</u>	<u>TOTAL:</u>
#28-054500-004200-6	3.43	5.73	1.37	10.53

<u>1991</u>	<u>LEVY:</u>	<u>PENALTY:</u>	<u>ATTY:</u>	<u>TOTAL:</u>
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TOTAL:	3.43	5.73		
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Approve Notice And Order Of Election For The May 13, 2006 Board Of Trustee Election

Presented for:

Board action Report/Review Only Consent Agenda Item

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Monte Geren or Ms. Lori Mynarcik

Background Information:

We learned at the last minute on Friday that the election call for BOT for 2006 should be included on this agenda for January 2006.

Fiscal Implication:

The election cost will be about the same as in previous years. I will explain what we know about any cost factors at the meeting.

Administrative Recommendation:

The Administration recommends approval of the call for the 2006 Board of Trustee Election

Motion:

Second:

For:

Against:

Abstain:

**NOTICE OF GENERAL ELECTION
(AVISO DE ELECCION GENERAL)**

To the registered voters of the La Vega Independent School District:
(A los votantes registrados del distrito escolar independiente de La Vega:)

Notice is hereby given that the polling places listed below will be open from 7:00 a.m. to 7:00 p.m., May 13, 2006 for voting in a General Election for the La Vega Independent School District to elect one person for each position to serve the full term of three years for two at-large positions.

(Notifíquese, por las presente, que las casillas electorales situados abajo se abriran desde las 7:00 a.m. hasta las 7:00 p.m. el 13 de mayo de 2006 para votar en la Eleccion General para votar en la eleccion regente del distrito escolar independiente de La Vega ISD para elegir una persona para que sirvan los terminos siguientes el termino completo de tres anos de dos posiciones en general..)

**LOCATION OF POLLING PLACES
(DIRECCION(ES) DE LAS CASILLAS ELECTORALES)**

See Attached

**EARLY VOTING BY PERSONAL APPEARANCE FOR THE
May 13, 2006 GENERAL ELECTION
(La Votacion Adelantada en Persona para el 13 de mayo, 2006 eleccion general)**

Early voting by Personal Appearance will be conducted at the:
(La Votacion Adelantada en Persona se llevara a cabo a el:)

**Main Early Voting Site:
(Locacion Primaria)**

McLennan County Elections Administration Office
Records Building
214 North Fourth Street, Suite 300
Waco, Texas 76701

**Branch Early Voting Sites
(Locacion Auxiliar)**

Bellmead Civic Center
3900 Parrish
Waco, TX 76705

The dates and times of early voting period are:
(Dias y horas de Votacion Adelantada son:)

Monday (lunes)	May 1, 2006 (mayo 1, 2006)	8:00 A.M. - 5:00 P.M.
Tuesday (martes)	May 2, 2006 (mayo 2, 2006)	8:00 A.M. - 5:00 P.M.
Wednesday (miercoles)	May 3, 2006 (mayo 3, 2006)	8:00 A.M. - 5:00 P.M.
Thursday (jueves)	May 4, 2006 (mayo 4, 2006)	8:00 A.M. - 5:00 P.M.
Friday (viernes)	May 5, 2006 (mayo 5, 2006)	8:00 A.M. - 5:00 P.M.
Monday (lunes)	May 8, 2006 (mayo 8, 2006)	7:00 A.M. - 7:00 P.M.
Tuesday	May 9, 2006	7:00 A.M. - 7:00 P.M.

(martes)

(mayo 9, 2006)

Applications to vote by mail should be mailed to:

(Las solicitudes para boleta que se votaran por correo deberan enviarse a:)

Kathy E. Van Wolfe
McLennan County Elections Administrator
P.O. Box 2450
Waco, Texas 76703-2450

Applications for ballot by mail must be received no later than the close of business on May 5, 2006.

(Las solicitudes para boletas que se votaran en ausencia por correo deberan recibirse para el fin de las horas de negocio el mayo 5, 2006.)

Issued this the _____ day of _____, 2006.

(Emitada este _____ dia de _____, 2006.)

President, La Vega ISD Board of Trustees
(presidente, junta de regentes de La Vega ISD)

**ORDER OF ELECTION
(ORDEN DE ELECCION)**

An election is hereby ordered to be held on May 13, 2006 for voting in a General Election for the La Vega Independent School District to elect one person for each position to serve the full term of three years for two at-large positions.

(Se ordena una eleccion que se lleve el 13 de mayo de 2006 para votar en la Eleccion General del distrito escolar independiente de La Vega para elegir una persona para que sirvan los termino completo de tres anos de las dos posiciones en general.)

**LOCATION OF POLLING PLACES
(DIRECCION(ES) DE LAS CASILLAS ELECTORALES)**

See Attached

**EARLY VOTING BY PERSONAL APPEARANCE FOR THE
May 13, 2006 GENERAL ELECTION
(La Votacion Adelantada en Persona para el 13 de mayo, 2006 Eleccion General)**

Early voting by Personal Appearance will be conducted at the:
(La Votacion Adelantada en Persona se llevara a cabo a el:)

**Main Early Voting Site:
(Locacion Primaria)**

McLennan County Elections Administration Office
Records Building
214 North Fourth Street, Suite 300
Waco, Texas 76701

**Branch Early Voting Site
(Locacion Auxiliar)**

Bellmead Civic Center
3900 Parrish
Waco, TX 76705

The dates and times of early voting period are:
(Dias y horas de Votacion Adelantada son:)

Monday (lunes)	May 1, 2006 (mayo 1, 2006)	8:00 A.M. - 5:00 P.M.
Tuesday (martes)	May 2, 2006 (mayo 2, 2006)	8:00 A.M. - 5:00 P.M.
Wednesday (miercoles)	May 3, 2006 (mayo 3, 2006)	8:00 A.M. - 5:00 P.M.
Thursday (jueves)	May 4, 2006 (mayo 4, 2006)	8:00 A.M. - 5:00 P.M.
Friday (viernes)	May 5, 2006 (mayo 5, 2006)	8:00 A.M. - 5:00 P.M.
Monday (lunes)	May 8, 2006 (mayo 8, 2006)	7:00 A.M. - 7:00 P.M.
Tuesday (martes)	May 9, 2006 (mayo 9, 2006)	7:00 A.M. - 7:00 P.M.

Applications to vote by mail should be mailed to:
(Las solicitudes para boleta que se votaran por correo deberan enviarse a:)

Kathy E. Van Wolfe
McLennan County Elections Administrator
P.O. Box 2450
Waco, Texas 76703-2450

Applications for ballot by mail must be received no later than the close of business on May 5, 2006.
(Las solicitudes para boletas que se votaran en ausencia por correo deberan recibirse para el fin de las horas de negocio el mayo 5, 2006.)

Issued this the _____ day of _____, 2006.
(Emitada este _____ dia de _____, 2006.)

President, La Vega ISD Board of Trustees
(presidente, junta de regentes de La Vega ISD)

THE STATE OF TEXAS

COUNTY OF MCLENNAN

CONTRACT FOR ELECTION SERVICES BETWEEN THE MCLENNAN COUNTY ELECTION ADMINISTRATION DEPARTMENT AND THE LA VEGA INDEPENDENT SCHOOL DISTRICT.

THIS CONTRACT made by and between the La Vega Independent School District, acting by and through its Board of Trustees, hereinafter referred to as the "District," and Kathy E. Van Wolfe, Elections Administrator of McLennan County, Texas, hereinafter referred to as the "Contracting Officer," and by authority of Section 31.092 (a), Texas Election Code for the conduct and supervision of the May 13, 2006 election for the selection of the elective officers.

THIS CONTRACT is subject to the approval of all participating parties and shall be binding on said parties upon written approval.

WITNESSETH:

WHEREAS, the District is holding an election for the selection of the elective officers for two (2) At-Large Positions (at the expense of the District) on May 13, 2006; and

WHEREAS, the voting precincts of the District, which lie within the boundaries of the respective entity, have been established by the entity as its respective voting precincts; and

WHEREAS, the voting places in the voting precincts of the District which lie within the boundaries of the entity, are the voting places in the voting precincts of the entity; and

WHEREAS, the County owns the HART eSlate electronic voting system which has been duly approved by the Secretary of State, pursuant to the Texas Election Code, (Section 122.031-122.039, Section 122.091); and

WHEREAS, the District desires to use the County's HART eSlate electronic voting system in their elections and to compensate the County for such use and to share in certain other expenses connected with such elections in accordance with the provisions of Section 31.098 of the Texas Election Code; and

NOW, THEREFORE, in consideration of the mutual covenants, agreements and benefits to the parties, IT IS AGREED as follows:

I.

In all of the District's voting precincts, the Contracting Officer shall conduct the District's elections in accordance with this Contract. The District shall bear the full cost or

pay a pro-rata share of the voting sites and election judges, alternates and clerks, if applicable, to be used for the election.

II.

Hart Intercivic Judges' Booth Controllers (JBCs), eSlates, and Disabled Accessible Units (DAU) owned by the County shall be used for the District's elections

III.

The District agrees to appoint the Contracting Officer as the clerk for Early Voting and shall furnish wording on the ballots and election order necessary for Early Voting in the election to be held at the expense of the entity.

The District agrees that the shared locations for Early Voting will be the Bellmead City Hall, 3015 Bellmead Drive, Bellmead, Texas 76705. The above mentioned wording on the ballot(s) and election order(s) shall be delivered to the Elections Administrator upon completion of the ballot drawing for a place on the ballot prior to the commencement of Early Voting in the election to be held at the expense of the entity. The District shall bear the full cost or pay a pro-rata share, if applicable, for the conduct of Early Voting, inclusive of personnel at an hourly rate of \$7.00 and an overtime rate of \$10.50 per hour for Presiding Judges; an hourly rate of \$6.00 and an overtime rate of \$9.00 for Alternate Judges and clerks; and a \$25.00 pick-up and delivery fee for Early Voting supplies.

The District will forward any requests received for a ballot by mail to the McLennan County Elections Administrator for processing. The District shall pay to the County the actual cost incurred for materials and postage for the distribution of ballots by mail.

The Contracting Officer shall provide to the District one (1) copy of the Early Voting report on a daily basis and a cumulative final Early Voting report following the election.

IV.

The Contracting Officer shall print the District's sample ballots to cover the election, in accordance with Texas Election Code, Section 124.004. In all of the District's voting precincts, which lie within the boundaries of the entity, the ballots shall include the selection of elective officers for the entity.

V.

In all instances covered by Article I of this Contract, the Contracting Officer shall cause the HART eSlate voting equipment to be delivered to the Election Day voting places and Early Voting places at least one (1) hour before the time set for opening the polls in each voting precinct, pursuant to Texas Election Code, Sections 125.001, 125.004, 125.061, 127.032-.065.

VI.

The District shall bear the full cost of the rent or pay a pro-rata share, if applicable, for all voting places contemplated by Article I of this Contract.

VII.

The District shall bear the full cost or pay a pro-rata share, if applicable, for any equipment as deemed necessary and/or desirable for the holding of said election and cause same to be delivered to the voting places of the District.

VIII.

The District shall bear the full cost or pay a pro-rata share, if applicable, for the employment and/or use of such personnel as the Contracting Officer deems necessary or desirable to prepare for and conduct Early Voting.

IX.

The District shall bear the full cost or pay a pro-rata cost for the employment and/or use of such personnel as the Contracting Officer deems necessary to program and operate the HART automatic tabulating equipment in accordance with Texas Election Code, Sections 124.066, 127.001-.006, 127.121-122.

X.

The District shall appoint, bear the full cost of or pay a pro-rata share for the presiding judges and clerks in the voting precincts, which lie within the limits of the District including the cost for the election personnel to attend an election school held by the designated Contracting Officer for the training of Early Voting and Election Day judges and alternate election judges pursuant to the Texas Election Code, Sections 32.091 - .093 and 271.013, for their services in connection with the election to be held at the expense of the District. The election school will not exceed two (2) hours in length and only the Presiding, Alternate Judges and Data Clerks will attend and be compensated at a rate of \$7.00 per hour for Presiding Judges and \$6.00 per hour for Alternate Judges. Election Day personnel will be compensated at an hourly rate of \$7.00 for Presiding Judges; an hourly rate of \$6.00 for Alternate Judges and clerks; and a \$25.00 pick-up and delivery fee for Election Day supplies.

The Contracting Officer shall appoint the presiding judge and clerks of the Early Voting Ballot Board to process Early Voting results pursuant to Texas Election Code, Sections 87.001 - .025, 87.101, and 87.103. The District shall pay a pro-rata cost for the presiding judge and clerks of the Early Voting Ballot Board.

XI.

The Contracting Officer will provide assistance in the preparation of programs and test materials for tabulation of ballots, supervision of handling and disposition of election returns and assistance in preparing the tabulation for the official canvass in accordance with Tex. Elec. Code, Section 31.094.

XII.

The Contracting Officer will provide advisory services in connection with decisions to be made and actions to be taken by the responsible parties of the District.

XIII.

The District shall pay to the County an Administrative Fee of ten (10) percent of the total amount of the Contract for administering the election.

XIV.

It is understood that the County will incur costs and expenses in connection with the making of arrangements and preparations for the election, and that in the event the election to be held at the District is enjoined or canceled, or if for any reason whatsoever the District shall decide not to proceed with the election to be held at the expense of the District, or if the date of the election to be held by the respective parties is postponed or otherwise changed, the District shall be obligated to pay the County for the amount specified in Article XIII of this Contract, which is agreed to be a fair and reasonable estimate of the costs and expenses incurred, or to be incurred, by the County in making such arrangements and preparations and the loss of damage to be sustained by the County in such event.

XV.

In connection with the performance of this Contract, neither McLennan County nor the Administrator shall be liable to third parties for any default of the District in connection with the holding of the election, including the failure by the District to pay any expenses hereunder, and the District shall not be liable to third parties for any default of the Administrator in connection with the holding of the election.

XVI.

Except as herein expressly provided otherwise, each party hereto shall do all things that may be required in connection with the election to be held at its expense. The District shall be responsible for the preparation of election orders, resolutions, notices and other pertinent

documents for the adoption or execution by the proper officer of said party, and no party hereto shall have the responsibility or duty in connection with such preparations by any other party thereto. The District shall likewise be responsible for posting or publication of election notices and no party hereto shall be responsible for the posting or publication by any other party hereto. The District shall be responsible for making the submission, if any is required or desired, to the United States Department of Justice, pursuant to the Voting Rights Act of 1965, as amended, and the Contracting Officer hereto shall not have the responsibility or duty in connection with the submission relating to the election to be held at the expenses of the District hereto.

XVII.

It is understood that to the extent space is available that other districts and political subdivisions may wish to participate in the use of the above-mentioned election equipment and voting places, and it is agreed that the Contracting Officer may contract with such other districts or political subdivisions for such purposes and that in such event there may be an adjustment of the pro-rata share to be paid to the County by the District under this Contract.

XVIII.

It is estimated that the District's obligation thereunder shall not exceed twelve thousand three hundred twelve dollars and nineteen cents (\$12,312.19) and the District agrees to pay a deposit of fifty (50) percent of said amount to McLennan County for an amount of six thousand one hundred fifty-six dollars and ten cents (\$6,156.10) within five (5) days after the District's execution of this Contract. The exact amount of the actual cost of the District's obligation hereunder shall be calculated after the May 13, 2006 election, and if the amount of the District's obligation exceeds the amount deposited, then, in the event, the District shall pay to McLennan County the balance due within thirty (30) days after the receipt of the bill from the contracting officer detailing actual costs. However, if the amount of the District's obligation is less than the amount deposited, then and in that event, McLennan County shall refund to the District the excess amount paid within thirty (30) days after a final bill detailing the cost of the election has been provided to the District.

In TESTIMONY HEREOF, the Contract, is multiple originals all of equal force, has been executed on behalf of the parties hereto as follows, to wit:

a) It has on the _____ day of _____, 2006 been executed on behalf of McLennan County by the Elections Administrator, pursuant to the Texas Election Code, so authorizing;

b) It has on the _____ day of _____, 2006 been executed on behalf of the La Vega Independent School District by its President of the Board of Trustees, pursuant to the authority of the Board of Trustees, so authorizing;

ATTEST:

La Vega Independent School District

**By: _____
President, Board of Trustees**

CONTRACTING OFFICER

**Kathy E. Van Wolfe
Elections Administrator, McLennan County**

Approval Of 2006-2007 LVISD School Calender

Presented for:

Board action Report/Review Only Consent Agenda Item Date: Jan. 17, 2006

Supporting documents:

None Attached Provided Later

Contact Person:

AL Bishop

Background Information:

LVISD administration has reviewed the options for the 2006-2007 School Calendar. Due to the construction of the two new schools and the additions at LVHS, the administration recommends the attached DRAFT calendar, which has a starting date for students of September 5, 2006.

Fiscal Implication:

N/A

Administrative Recommendation:

LVISD recommends approval of the attached 2006-2007 School Calendar.

Motion:

Second:

For:

Against:

Abstain:

La Vega Independent School District
2006-2007 DRAFT CALENDAR



JULY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	[28]	[29]	[30]	[31]		

SEPTEMBER

S	M	T	W	T	F	S
					[1]	2
3	4	{5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

OCTOBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

NOVEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

TEACHING DAYS

Reporting Periods	Days	Semester	Days
1st			
2nd			
3rd		1st	
4th			
5th			
6th		2nd	
<hr/>			
6	177	2	177

July 4 - Independence Day Holiday
 Aug. 28 - Sept. 1 -- Staff Development / Teacher Workdays
 Sept. 4 - Labor Day Holiday
 Sept. 5 - Beginning of First Semester
 Nov. 22-24 -- Thanksgiving Holidays
 Dec. 25-29 -- Winter Break
 Jan. 1 -- Winter Break
 Jan. 15 -- MLK Holiday
 Jan. 25 -- End of First Semester
 Jan. 26 -- Staff Development / Teacher Workday
 Jan. 29 -- Beginning of Second Semester
 Mar. 12-16 -- Spring Break
 April 6 -- Inclement Weather Day
 May 28 -- Memorial Day Holiday
 June 7 -- End of Second Semester
 June 8 -- Staff Development / Teacher Workday
 June 9 -- Inclement Weather Day

JANUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	[26]	27
28	{29	30	31			

FEBRUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

MARCH

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JUNE

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	[8]	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

STATE ASSESSMENT TESTING

CREDIT BY EXAM

DISTRICT & FIELD ASSESSMENT

LEGEND

	Districtwide Student Enrollment
	Staff Dev./Teacher Workdays
	Reporting Period
	Progress Reports
	Report Card Dates
	State Assessment Testing
	Early Release Days
	Holidays
	Inclement Weather Days

Approved by the Board of Trustees on
 Approved by the Texas Education Agency on

Consider Approval Of Change Order Number 1 To The Construction Manager Contract For Additions And Renovations For La Vega High School To Delete Alternate #4

Presented for:

Board action Report/Review Only Consent Agenda Item

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Monte Geren or Mr. Gary Williams

Background Information:

Previously, we have discussed the possibility of rescinding the BOT's earlier decision to include the Alternate #4 at LVHS, which is the expansion and resurfacing of the front parking lot. Our current financial situation requires that we make reductions in areas of the planned improvements and renovations that will not significantly detract from the use and operation of the campus. Alternate #4 was approved at the time of the original decision to go forward with the high school project, but the Mazanec Construction has been consulted and notified that the decision on Alternate #4 could be rescinded.

While there might be factor that could result in our changing our mind on this alternate, we believe that in order to avoid delaying the decision too long might lead to some costs related to that part of the project we are recommending that the BOT proceed with an official decision so we can notify Mazanec.

Fiscal Implication:

Attached with this agenda item is a brief financial summary of the LVHS project including the cost budgeted for the parking lot improvement. This alternate was budgeted at \$103,011, but the actual savings if this item is deleted might still be somewhat lower than the full amount due to administrative costs that Mazanec might have incurred in seeking bids, or other charges. We want to make sure that we make this decision and inform Mazanec as soon as we are satisfied that we don't want to go forward with this improvement to avoid incurring any additional costs thus reducing the savings we might achieve. We will inquire as to the possibility of re-instating the project if conditions warrant at a later time before the end of the school year, since the work would not have been initiated until after school is dismissed for this school year. We do understand that the price bid for the project is an excellent one and a future decision to do this project might result in a significant increase in the project cost.

Administrative Recommendation:

Based on information we have at this time the Administration recommends approval of this change order to rescind the decision to complete the improvements in Alternate #4 at LVHS.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

	Estimated Costs	Guaranteed Maximum Price
High School Gym/Classroom Addition		
Architect Fees (Huckabee)	\$ 114,270.48	
Asbestos Investigation (ECI) (no ACM)	\$ 700.00	
Testing Services (Fugro)	\$ 15,000.00	
HVAC Test and Balance (Delta T - Base Bid)	\$ 4,400.00	
Mazanec Contract (Base Bid)	\$ 1,797,890.00	
Additional Authorized Work (Server Room Expansion)	\$ 3,607.00	
Alternate #4 (Additional parking, widen front driveway)	\$ 103,011.00	\$ 1,904,508.00
Furniture and Equipment (Estimate)	\$ 25,000.00	
Utilities Connection Costs (Electric, Water, Gas)		
Total High School Addition Costs	\$ 2,063,878.48	

Note:

The Guaranteed Maximum Price consists of the bold-faced items in the "Estimated Costs" column.

Authorize The Superintendent To Appoint A Committee To Consult With The Superintendent Or His Designee In The Development Of A Multihazard Emergency Operations Plan

Presented for:

Board action Report/Review Only Consent Agenda Item

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Monte Geren

Background Information:

Senate Bill 11 (79th Legislature) mandates that each school district develop and implement a multihazard emergency operations plan by March 1, 2006. We currently have a detailed "Crisis Management Plan" and the campuses conduct periodic drills that are part of that plan. However, there are some additional details and requirements in the SB 11 act that require that we review, modify, and further develop this plan.

I am requesting authorization of the BOT to appoint a plan committee to assist me and/or my designee (Kathleen Nesbitt, Safety and Environmental Compliance Specialist) in the review and further development of an emergency operations plan that will comply with the new requirements.

It is my intention to appoint a committee that will consist of one or more of the public safety and school personnel who have responsibilities and knowledge of our school operations that may include:

- (1) Superintendent/designee
- (2) Bellmead Police Chief
- (3) Bellmead Fire Chief
- (4) Ambulance/Paramedic Provider Organization
- (5) La Vega ISD Campus Principal/designee
- (6) Deputy Supt. for Support Services
- (7) La Vega ISD Public Information Officer
- (8) La Vega ISD Transportation (Durham) Supervisor
- (9) La Vega ISD Food Service (Sodexo) Supervisor
- (10) La Vega ISD Nurse Representative

With input and advice of the committee members we will develop a plan for submission to the BOT.

If approved our first committee meeting will be Friday, January 20, 2006.

Fiscal Implication:

Minimal cost for the development phase, but some duplication cost will be incurred for the plan when approved by the BOT for distribution to district personnel.

Administrative Recommendation:

The Administration recommends the authorization for the appointment of this committee to plan and prepare the Multihazard Emergency Operations Plan.

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Consider Approval of Revisions to Policy FNAA (LOCAL) Student Distribution of Nonschool Literature, and FNAB (LOCAL) Student Use of School Facilities for Nonschool Purposes

Presented for:

Board action Report/Review Only Consent Agenda Item

Supporting documents:

None Attached Provided Later

Contact Person:

AL Bishop

Background Information:

TASB has recommended review of Policies FNAA (LOCAL) and FNAB (LOCAL) and make appropriate changes. Policies have been reviewed and appropriate language and changes made to reflect La Vega ISD's policy. There were very few changes and modifications were done to reflect LVISD previous policy.

Fiscal Implication:

None

Administrative Recommendation:

LVISD recommends approval of this recommendation.

Motion:

Second:

For:

Against:

Abstain:

FNAAL(LOCAL): Student Distribution of Nonschool Literature and FNAB(LOCAL): Student Use of School Facilities for Nonschool Purposes

District Name La Vega ISD County-District Number 161-906 District Contact Lori Mynarek

This *Starting Points* worksheet is intended to assist your district in making local policy decisions regarding the distribution of nonschool literature by students on district premises and the use of school facilities by groups of students for nonschool purposes. Some of the issues addressed may seem familiar to district administrators and board members because we recommended text regarding these issues as recently as Update 68 in 2002. In addition, we issued a similar set of worksheets for development of your GKD(LOCAL) and GKDA(LOCAL) policies in a *Starting Points* in spring of 2004 to address general nonschool use of school facilities and distribution of nonschool literature by anyone other than students. This is the first time, however, that we have laid out the issues—as they relate to students—in a worksheet format for districts to consider at this level of detail. Although you have board-adopted FNAAL(LOCAL) and FNAB(LOCAL) policies in your manual already, we recommend that you reconsider all the relevant issues and redevelop those policies in light of the legal concerns explained in this *Starting Points*.

As you worked on the GKD(LOCAL) and GKDA(LOCAL) policies, you became familiar with the legal issues regarding the public's use of district facilities for various types of gatherings and for distribution of nonschool literature, and many of those same issues are addressed here. Students have a unique relationship with the school district, however, and some issues require a slightly different perspective than one takes when dealing with members of the general public.

The following pages present model text and explain the reasoning behind the options presented. As always, please feel free to modify the suggested text as necessary to reflect your district's practice; submit any such revisions or additions when you return the worksheet.

Key Steps:

- **Read carefully** through the explanatory material that accompanies this document on the Policy Service Web site.
- **Select, revise, or add to the policy language** found in this worksheet to reflect district choices in these policy areas.
- **Please be aware** that your current FNAAL(LOCAL) and FNAB(LOCAL) will be replaced completely by new policy text, based on your responses to this worksheet and any unique text you submit to us with this worksheet. You will need to attach to the worksheet any unique provisions of your current policies you wish to retain at these codes.
- **Please make certain** you have identified your district on the worksheet, as well as the name of the person your Policy Consultant/Analyst should contact if clarification is needed.
- **Send** the completed worksheet and any necessary attachments to TASB Policy Service for processing as a Local District Update. Our fax number is 512-467-3618. Our address is:

TASB Policy Service
P.O. Box 400
Austin, TX 78767-0400
- **Keep a copy** for your records.
- **Make plans for communicating the new policies to your staff and your students.** Be sure to adjust your administrative procedures, including your student handbook, to harmonize with these new policy provisions.
- **Call** your Policy Consultant/Analyst at 800-580-7529 or 512-467-0222 if you have any questions.

FNAAL(LOCAL): Student Distribution of Nonschool Literature

District Name La Vega ISD County-District Number 161-906 District Contact Lori Myners

All districts should complete the pages of this worksheet addressing FNAAL(LOCAL): Student Distribution of Nonschool Literature.

Suggested Policy Text	District's Choices	Policy Considerations
<p>DISTRIBUTION OF NONSCHOOL LITERATURE PERMITTED</p> <p>Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization shall not be sold, circulated, distributed, or posted on any District premises by any District student, except in accordance with this policy.</p>	<p><input type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The model text in the left-hand column does not suggest that districts must open their doors to anything and everything a student wishes to make available to others. Instead, the text clarifies that any sale, circulation, distribution, or posting of nonschool literature by students is subject to provisions of this policy. Please be aware that other policies provide information regarding use of a district's internal mail system [CPAB] and the process used by persons other than students who wish to distribute nonschool literature [GKDA]. In addition, a district's Student Code of Conduct may prohibit certain types of written speech even in personal communications not subject to this policy, e.g., harassing or threatening language.</p> <p>Adoption of the model text would create a limited public forum for students to distribute nonschool literature. If the district wishes to create a traditional public forum or to have a closed forum (as described in the explanation of legal issues in this <i>Starting Points</i>), please contact your local school attorney for appropriate policy language.</p>
<p>The District shall not be responsible for, nor shall the District endorse, the contents of any nonschool literature distributed by students.</p>	<p><input type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>To facilitate understanding among students, parents, and the public that approval of a student's distribution of nonschool literature does not mean that the district endorses the materials, you may wish to keep on hand a supply of disclaimer stickers or stamps for students to affix to their materials after review by the administration.</p>

FNAAL(LOCAL): Student Distribution of Nonschool Literature

District Name La Vega FSD County-District Number 161-906 District Contact Lori Myrland

Suggested Policy Text	District's Choices	Policy Considerations
<p>For purposes of this policy, "distribution" means the circulation of more than <u>10</u> copies of material from a source other than the District.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented. We have filled in the blank to indicate the maximum number of copies of nonschool materials a student may distribute without requesting prior review.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>We recommend that the district establish a threshold allowing students to give their peers a minimal number of copies of nonschool material without prior review; in practice, most principals and teachers would simply find it too difficult to enforce a policy that required submission and prior review of all written personal communication between students, e.g., every love note or invitation to meet at the corner store after school. Many districts find ten to be a practical number above which prior review would be required. The lower the number, the greater the responsibility for enforcement and the more frequent the requests for prior review.</p>
<p>Materials distributed under the supervision of instructional personnel as a part of instruction or other authorized classroom activities shall not be considered nonschool literature and shall not be governed by this policy.</p> <p>For distribution of nonschool literature by nonstudents, see GKDA.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The suggested text in the left-hand column clarifies that materials are considered to be school-related and are not subject to this policy when distributed under the supervision of instructional personnel for a purpose related to instruction—such as when a student has handouts that accompany the presentation of a research project—or as part of some other authorized classroom activity, such as when students are permitted to distribute Valentines to all classmates at a holiday party in the classroom.</p> <p>The text also provides a pointer to policies at GKDA addressing requests from nonstudents who wish to distribute nonschool materials.</p>

FNAAL(LOCAL): Student Distribution of Nonschool Literature

District Name La Vega ISD County-District Number 161-906 District Contact Lori Mynarcik

Suggested Policy Text	District's Choices	Policy Considerations
<p>LIMITATIONS ON CONTENT</p> <p>Nonschool literature shall not be distributed by students on District property if:</p> <ol style="list-style-type: none"> The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience. The materials endorse actions endangering the health or safety of students. The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person. The materials contain defamatory statements about public figures or others. The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action. The materials are hate literature or similar publications that scurrilously attack ethnic, religious, or racial groups or contain content aimed at creating hostility and violence; and the materials would materially and substantially interfere with school activities or the rights of others. There is reasonable cause to believe that distribution of the nonschool literature would result in material and substantial interference with school activities or the rights of others. 	<p><input type="checkbox"/> The text is acceptable as presented.</p> <p><input checked="" type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The district may—within the bounds of the First Amendment—establish LIMITATIONS ON CONTENT to prohibit certain categories of materials that are not appropriate for the school setting. The list in the left-hand column reflects categories of materials that courts have said may be excluded from a limited public forum at school.</p>

8. The materials criticize BOT members or school officials or advocate violation of school rules and fall within the standards described at LIMITATIONS ON EXPRESSION at FNAAL(LEGAL)

FNAA(LOCAL): Student Distribution of Nonschool Literature

District Name La Vega ISD County-District Number 161-906 District Contact Loni Wynarczyk

Suggested Policy Text	District's Choices	Policy Considerations
<p>PRIOR REVIEW</p> <p>All nonschool literature intended for distribution by students on school campuses or other District premises under this policy shall be submitted to the <u>Principal/Designer</u> for prior review in accordance with the following:</p> <ol style="list-style-type: none"> 1. Materials shall include the name of the person or organization sponsoring the distribution. 2. Using the standards found in this policy at LIMITATIONS ON CONTENT, the <u>Principal/Designer</u> shall approve or reject submitted materials within two school days of the time the materials were received. 	<p><input checked="" type="checkbox"/> The text is acceptable as presented; we have filled in the blanks to identify the position with authority to review and determine the appropriateness of nonschool literature students wish to distribute.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>By filling in the blanks in the model text, a district identifies the position of the administrator with authority for PRIOR REVIEW of nonschool literature intended for distribution by students on district premises. The text also establishes a reasonable time line for approval or rejection of literature that is submitted.</p>
<p>EXCEPTIONS TO PRIOR REVIEW</p> <p>Prior review shall not be required for distribution of nonschool literature by District students only in the following circumstances:</p> <ol style="list-style-type: none"> 1. Distribution of materials by a student to other attendees during a meeting of a noncurriculum-related student group authorized to meet at school during noninstructional time in accordance with FNAB(LOCAL); or 2. Distribution of nonschool materials in circumstances for which exceptions to prior review are authorized at GKDA(LOCAL). <p>Even when prior review is not required, all other provisions of this policy shall apply.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The suggested text at EXCEPTIONS TO PRIOR REVIEW clarifies the circumstances under which a student's distribution of nonschool literature may occur without prior review: at meetings of noncurriculum-related student groups during noninstructional time—as approved under FNAB(LOCAL)—and under the same circumstances for which exceptions to prior review are outlined at GKDA(LOCAL) for nonschool literature being distributed by nonstudents.</p>

FNAAL(LOCAL): Student Distribution of Nonschool Literature

District Name La Vega ISD County-District Number 161-906 District Contact Lori Myrback

Suggested Policy Text	District's Choices	Policy Considerations
<p>TIME, PLACE, AND MANNER RESTRICTIONS</p> <p>Each campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in this policy, may be made available or distributed by students to students or others at the principal's campus.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p> <p><input type="checkbox"/> Omit this text; all district facilities are on one campus and/or distribution districtwide is under the authority of a single administrator (see next section).</p>	<p>Common practice in school districts gives the campus principal the responsibility for designating when, where, and how literature may be made available or distributed by students at the campus after the materials have received approval (in accordance with the process outlined above).</p> <p>The person designated to develop these guidelines must consider carefully the times, places, and means that are most appropriate. Will students be allowed to stand at the entrance to the cafeteria to distribute reviewed materials to their classmates? Or must they place all approved materials on a table in the front lobby? Once developed, the guidelines must be communicated to staff, students, and the broader school community.</p>
<p>The <u>Superintendent</u> shall designate times, locations, and means for distribution of nonschool literature by students at</p> <p><input checked="" type="checkbox"/> District facilities other than school campuses,</p> <p><input type="checkbox"/> all District facilities,</p> <p>in accordance with this policy.</p>	<p><input type="checkbox"/> The text is acceptable as presented. We have checked the appropriate box and filled in the blank to identify the position with authority to establish time, place, and manner rules for student distribution of nonschool literature at 1) facilities other than school campuses or 2) all district facilities.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p> <p><input type="checkbox"/> Omit this text; the district has no facilities that are not under the authority of a campus principal.</p>	<p>In single-campus districts, this authority often rests with the superintendent; and in larger districts, an assistant superintendent for operations or some other central office official might determine time, place, and manner restrictions that apply to all campuses. In a district that has certain facilities not under the control of a single campus principal or located apart from its campuses, such as an administration building or a performing arts center, a central office administrator may be designated to establish the rules for when, where, and how distribution of nonschool literature by students will occur at those facilities.</p> <p>The text in the left-hand column contains a blank for identifying the district-level position with authority to develop guidelines and asks districts to indicate whether the authority applies only to facilities not on school campuses or to all facilities in the district.</p>

FNAAL(LOCAL): Student Distribution of Nonschool Literature

District Name La Vega ISD County-District Number 161-906 District Contact Lori Myranciak

Suggested Policy Text	District's Choices	Policy Considerations
<p>VIOLATIONS OF POLICY</p> <p>Failure to comply with this policy regarding distribution of nonschool literature shall result in appropriate administrative action, including but not limited to confiscation of nonconforming materials, suspension of a noncurriculum-related student group's use of District facilities, and/or other disciplinary action in accordance with the Student Code of Conduct.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The text in the left-hand column addresses the consequences for VIOLATIONS OF POLICY regarding distribution of nonschool literature, including disciplinary action in accordance with the district's Student Code of Conduct.</p>
<p>APPEALS</p> <p>Decisions made by the administration in accordance with this policy may be appealed in accordance with FNG(LOCAL).</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>As with practically any decision made by the administration, a decision may be appealed to higher authorities, including the board, through the usual complaint process outlined at FNG(LOCAL). The text in the left-hand column acknowledges this right to make an appeal.</p>
<p>Please proceed to the worksheet for policy FNAB(LOCAL): Student Use of School Facilities for Nonschool Purposes, beginning on the following page.</p>		

FNAB(LOCAL): Student Use of School Facilities for Nonschool Purposes

District Name _____ County-District Number _____ District Contact _____

Note: If the district allows noncurriculum-related student groups to meet at school, please leave pages 8-9 blank and skip to page 10.

If the district does NOT allow noncurriculum-related student groups to meet at school, complete pages 8-9 only.

Suggested Policy Text	District's Choices	Policy Considerations
<p>NO LIMITED OPEN FORUM—SECONDARY SCHOOL</p> <p>For purposes of the Equal Access Act, the District has not established a limited open forum for secondary school students to meet as noncurriculum-related student groups on school premises during noninstructional time. [See FNAB(LEGAL)]</p>	<p><input type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p> <p><input type="checkbox"/> Omit this text; the district serves only elementary school students.</p>	<p>Pages 8 and 9 of the worksheet are reserved for districts that have NO LIMITED OPEN FORUM as described in the Equal Access Act, cited in FNAB(LEGAL), and for districts that only serve elementary school students. Examples of noncurriculum-related student groups may be a Bible study group, a Fly-Fishing Club, an FCA Huddle, or a group of Young Democrats.</p> <p>All districts serving students in middle school and/or high school should complete either this page or the following set of pages to declare whether those students are allowed to establish student-led, student-organized, noncurriculum-related groups that meet at school.</p> <p>Districts serving no students above grade 6 need not address the Equal Access Act directly because it applies specifically to secondary schools.</p>
<p>NO LIMITED PUBLIC FORUM—ELEMENTARY SCHOOL</p> <p>The District has not established a limited public forum for elementary school students to meet as noncurriculum-related student groups on school premises during noninstructional time. [See GKD for community access]</p>	<p><input type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>All districts should respond to this section. We recommend the text in the left-hand column because it is unlikely that students in grades 5 and below would initiate, organize, and conduct group meetings without an adult steering the process. Most districts require the adult leaders to apply for use of school facilities through GKD(LOCAL) when wishing to conduct meetings (e.g., Scouts or Campfire) for elementary-age children after school.</p>

FNAB(LOCAL): Student Use of School Facilities for Nonschool Purposes

District Name _____ County-District Number _____ District Contact _____

SCHOOL-SPONSORED ACTIVITIES

For student activities sponsored by the District and having subject matter and purposes directly related to the school's curriculum, see FM.

The text is acceptable as presented.

The district has revised the text in the left-hand column to reflect district practice.

If a district has no limited open forum, student groups may not formally meet at school unless the subject matter is related to the curriculum, e.g., a Spanish Club sponsored by the Spanish teacher, or unless they apply under provisions of GKD(LOCAL) for nonschool use of school facilities just as anyone else in the community would do.

If the district permits even one noncurriculum-related student group to meet immediately before or after school, at lunchtime, or during an activity period, please begin on page 10.

A district completing pages 8-9 of the worksheet need go no further and should follow the instructions on page 1 to ensure that text appropriate for your district is included properly in FNAA(LOCAL) and FNAB(LOCAL) policies and incorporated into the district's manual.

FNAB(LOCAL): Student Use of School Facilities for Nonschool Purposes

District Name La Vega ISD County-District Number 161-906 District Contact Loei Mynalck

If the district DOES allow noncurriculum-related student groups to meet at school, complete this and all subsequent pages.

Suggested Policy Text	District's Choices	Policy Considerations
<p>ESTABLISHMENT OF A LIMITED OPEN FORUM—SECONDARY SCHOOL</p> <p>For purposes of the Equal Access Act, the District has established a limited open forum for secondary school students enrolled in the District. Each District secondary school campus shall offer an opportunity for noncurriculum-related student groups to meet on school premises during noninstructional time.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The federal Equal Access Act, cited at FNAB(LEGAL), allows each district the choice of creating a limited open forum at secondary school campuses for noncurriculum-related student groups to meet at school during noninstructional time. To be in compliance with the Act, such groups must be organized and led by students—not adults, including school personnel. Examples of noncurriculum-related student groups may be a Bible study group, a Fly-Fishing Club, an FCA Huddle, or a group of Young Democrats.</p> <p><i>Please note:</i> If your district serves students in middle school, but not high school, you may wish to modify the text in the left-hand column to indicate the grades to which your limited open forum applies. Please contact your Policy Consultant/Analyst if you need assistance.</p>
<p>NO LIMITED PUBLIC FORUM—ELEMENTARY SCHOOL</p> <p>The District has not established a limited public forum for elementary school students to meet as noncurriculum-related student groups on school premises during noninstructional time. [See GKD for community access]</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>All districts should respond to this section. We recommend the text in the left-hand column because it is unlikely that students in grades 5 and below would initiate, organize, and conduct group meetings without an adult steering the process. Most districts require the adult leaders to apply for use of school facilities through GKD(LOCAL) when wishing to conduct meetings (e.g., Scouts or Campfire) for elementary-age children after school.</p> <p><i>Please note:</i> If your district serves only elementary school students, you need only complete pages 8-9.</p>

FNAB(LOCAL): Student Use of School Facilities for Nonschool Purposes

District Name La Vega ISD County-District Number 161-906 District Contact Lori Myrland

Suggested Policy Text	District's Choices	Policy Considerations
<p>SPONSORSHIP</p> <p>Noncurriculum-related student groups shall not be sponsored by the District and shall in no way imply to students or to the public that they are school-sponsored. All letterheads, flyers, posters, or other communications that identify the group shall contain a disclaimer of such sponsorship.</p> <p>District personnel shall not promote, lead, or participate in the meetings of noncurriculum-related student groups.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The Equal Access Act prohibits school sponsorship of noncurriculum-related student groups, including religious groups.</p> <p>Students, staff, and members of the public can easily misunderstand that a group given permission to meet at school is not necessarily sponsored or endorsed by the school. It is important that such groups emphasize that distinction whenever they communicate information about their meetings or activities.</p> <p>Employees are prohibited by federal law from participating in religious meetings of noncurriculum-related student groups. The model text at left prohibits employee participation at any type of meeting of a nonsponsored student group so that the same set of rules will apply to all such groups, irrespective of the content of their speech.</p>
<p>For student activities sponsored by the District and having subject matter and purposes directly related to the school's curriculum, see FM.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>Student activities related to the curriculum, e.g., a Spanish Club sponsored by the Spanish teacher, are school-sponsored activities and are not subject to the provisions of this policy. [See FM(LEGAL) and FM(LOCAL)]</p>
<p>REQUESTS</p> <p>To receive permission to meet on school premises during noninstructional time, interested students shall file a written request with the <u>Principal/Designer</u> on a form provided by the District.</p> <p>The students making the request shall indicate that they have read and understand the policies and rules governing nonsponsored, noncurriculum-related student groups and that the group will abide by those rules.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented; we have filled in the blank to identify the position with authority to review and approve requests from noncurriculum-related student groups to meet at school during noninstructional time.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>So that space can be allocated appropriately for the many activities that occur during noninstructional time, students requesting a place to meet as a nonsponsored group must make a formal request. In most circumstances, the principal will be the logical person to approach with such a request; however, a district may choose to have such activities at all its campuses coordinated by a central office administrator.</p> <p>A form provided by the district might ask the students to provide the name and purpose of the group, the dates and times the groups would like to meet at school, and an estimated number of members who will attend the meetings. You can find a model form at FNAB(EXHIBIT) in the <i>TASB Regulations Resource Manual</i>.</p> <p>Please fill in the blank to indicate the position of the person to whom a request would be made.</p>

FNAB(LOCAL): Student Use of School Facilities for Nonschool Purposes

District Name La Vega ISD County-District Number 161-906 District Contact Lori Mynareck

Suggested Policy Text	District's Choices	Policy Considerations
<p>APPROVAL</p> <p>The <u>Principal/Designee</u> shall approve or reject the request within seven school days, subject to the availability of suitable meeting space and without regard to the religious, political, philosophical, or other content of the speech likely to be associated with the group's meetings.</p> <p>Approval to meet as a nonsponsored, noncurriculum-related group shall be granted for one school year at a time, subject to the provisions of this policy.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented; we have filled in the blank to identify the position with authority to review and approve requests from noncurriculum-related student groups to meet at school during noninstructional time.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The Equal Access Act requires that all noncurriculum-related student groups be treated the same, regardless of the content of the speech at their meetings. Once a district has established a limited open forum, a group with an unpopular viewpoint must be afforded the same opportunity to meet as groups whose purposes are more commonly accepted in the community. Specifically, the Equal Access Act requires that districts not deny religious groups the same privileges granted to groups with nonreligious purposes.</p> <p>The position you include in the blank in this section will likely be the same as in the blank in the previous section (REQUESTS), and may or may not be the same as in the next section (MEETINGS).</p>
<p>MEETINGS</p> <p>The <u>Principal/Designee</u> shall designate noninstructional time for meetings of nonsponsored, noncurriculum-related student groups and shall assign each approved group an appropriate location and time.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented; we have filled in the blank to identify the position with authority to schedule meetings of noncurriculum-related student groups at school during noninstructional time.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The Equal Access Act allows school officials to specify when noncurriculum-related student groups will be allowed to meet. The Act defines noninstructional time as "time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends." To sidestep transportation issues and conflicts with after-school activities, however, many districts have activity periods in which clubs (school-sponsored, as well as nonschool-sponsored) can meet. Others allow such meetings during the lunch period. The district official scheduling meetings of noncurriculum-related student groups should ensure that all such groups are afforded an equal opportunity to meet at times students will find convenient, regardless of the purpose of each group.</p> <p>The position you include in the blank in this section may or may not be the same as in the blank in the previous two sections, at REQUESTS and APPROVAL.</p>

FNAB(LOCAL): Student Use of School Facilities for Nonschool Purposes

District Name La Vega ISD County-District Number 161-906 District Contact Lori My Nareik

Suggested Policy Text	District's Choices	Policy Considerations
<p>EMPLOYEE MONITOR</p> <p>The principal shall assign a District employee to attend and monitor each student group meeting. Monitors shall be present at meetings and activities in a nonparticipatory capacity to maintain order and protect school property.</p> <p>No employee shall be required to monitor meetings at which the content of the speech would be objectionable to the employee.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>Because districts are expected to protect the well-being of students and faculty and to maintain order, it is common practice to assign an employee to attend such meetings to monitor behavior and the use of district property.</p>
<p>ANNOUNCEMENTS AND PUBLICITY</p> <p>All nonsponsored, noncurriculum-related student groups shall be given access on the same basis for making announcements and publicizing their meetings and activities, in accordance with guidelines developed by the <u>Principal Designee</u></p> <p>For distribution of nonschool materials, see FNAA.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented; we have filled in the blank to identify the position with authority to develop administrative rules regarding announcements and publicity by nonsponsored, noncurriculum-related student groups.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>As with time, place, and manner guidelines for distribution of nonschool literature, campuses and districts should have administrative rules in place for how these groups will be allowed to publicize their activities to other students. This will ensure that all nonsponsored groups are treated fairly and equally for making announcements, whether on the student activity bulletin board, over the public address system, or in student publications, such as the school newspaper or the yearbook.</p> <p>Some districts may allow each secondary school principal to develop the rules for his or her own campus. Others may coordinate the guidelines through the central office, under the control of the superintendent or an activities director.</p> <p>If a nonsponsored student group wishes to distribute outside its meetings multiple copies of flyers announcing activities, the distribution will be subject to requirements at FNAA.</p>
<p>VIOLATIONS</p> <p>Failure of a student group to comply with applicable rules may result in loss of the right to meet on school premises.</p> <p>In addition, students who violate applicable rules are subject to disciplinary action in accordance with the Student Code of Conduct.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The text in the left-hand column addresses VIOLATIONS of this policy. Permission to meet at school may be suspended if a group violates the district's rules regarding nonsponsored, noncurriculum-related student groups, and individual students are subject to rules in the Student Code of Conduct.</p>

FNAB(LOCAL): Student Use of School Facilities for Nonschool Purposes

District Name LaVega ISD County-District Number 161-906 District Contact Lori My Naccik

Suggested Policy Text	District's Choices	Policy Considerations
<p>APPEALS</p> <p>Decisions made by the administration in accordance with this policy may be appealed in accordance with FNG(LOCAL).</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>As with practically any decision made by the administration, a decision by a principal to deny a noncurriculum-related student group permission to meet at school or a decision to suspend permission because of rule violations may be appealed to higher authorities, including the board, through the usual complaint process outlined at FNG(LOCAL). The text in the left-hand column acknowledges this right to make an appeal.</p>
<p>Please follow the instructions on page 1 to ensure that text appropriate for your district is included properly in policies FNAA(LOCAL) and FNAB(LOCAL) and incorporated into the district's manual.</p>		

Consider Approval of Revisions to Policy GKD (LOCAL) Nonschool Use of School Facilities, and GKDA (LOCAL) Distribution of Nonschool Literature

Presented for:

Board action Report/Review Only Consent Agenda Item

Supporting documents:

None Attached Provided Later

Contact Person:

AL Bishop

Background Information:

TASB has recommended that the District review Policies GKD (LOCAL) and GKDA (LOCAL) and make appropriate changes. The policies have been reviewed and changes and modifications made to reflect LVISD policy.

Fiscal Implication:

None

Administrative Recommendation:

LVISD recommends approval of this recommendation.

Motion:

Second:

For:

Against:

Abstain:

GKD(LOCAL): Nonschool Use of School Facilities and GKDA(LOCAL): Distribution of Nonschool Literature

District Name La Vega ISD County-District Number 161-906 District Contact Lori Mynarek

This **Starting Points** worksheet is intended to assist your district in making local policy decisions regarding nonschool use of district facilities and the distribution of nonschool literature on district premises. Some of the issues addressed may seem familiar to district administrators and board members because we recommended text for your GKD(LOCAL) policy on these topics as recently as Update 68 in 2002. This is the first time, however, that we have laid out the issues in a worksheet format for districts to consider at this level of detail.

Because we created at Update 72 a new code (GKDA) specifically for text regarding the distribution of nonschool literature on district property, each district will need to provide us with information about your choices related to that topic so we can create a GKDA(LOCAL) policy based on your decisions. With the removal of that text from GKD(LOCAL), your board members and administrators are presented with a new opportunity to discuss and consider the many decisions related to nonschool use of district facilities in general and to redevelop your GKD(LOCAL) policy to clearly reflect district practices. Reconsideration of these issues, and redevelopment of the policy, is recommended in light of the legal concerns explained in this **Starting Points**.

The following pages present model text and explain the reasoning behind the options presented. As always, please feel free to modify the suggested text as necessary to reflect your district's practice; submit any such revisions or additions when you return the worksheet.

As you work with this information, it is important to notice that, out of concern for citizens' First Amendment rights, the text and instructions focus largely on the *uses* to which your facilities might be put, rather than on individual *users* who might be requesting access. While nonschool uses may add expenses for maintenance and supervision, in many communities the school district provides the only space large enough for group activities. The decisions of whether—and if so, how—to permit nonschool use, as well as decisions addressing distribution of nonschool literature, will reflect the board's philosophy and the role it believes the district plays in the life of the community, as well as its sense of fiscal responsibility.

As with all previous **Starting Points** policy development tool kits, we recommend that you follow the instructions at right to ensure that text appropriate for your district is formatted properly into (LOCAL) policies and incorporated into the district's manual.

Key Steps:

- **Read carefully** through the explanatory material that accompanies this document on the Policy Service Web site.
- **Select, revise, or add to the policy language** found in this worksheet to reflect district choices in these policy areas.
- **Please be aware** that your current GKD(LOCAL) will be replaced by new policy text at GKD(LOCAL) and GKDA(LOCAL), based on your responses to this worksheet and any unique text you submit to us with this worksheet. You will need to attach to the worksheet any provisions of your current GKD(LOCAL) you wish to retain.
- **Please make certain** you have identified your district on the worksheet, as well as the name of the person your Policy Consultant/Analyst should contact if clarification is needed.
- **Photocopy** the completed worksheet and send it and any necessary attachments to TASB Policy Service for processing as a Local District Update. Our fax number is: 512-467-3618. Our address is:

TASB Policy Service
P.O. Box 400
Austin, TX 78767-0400
- **Keep a copy** for your records.
- **Make plans for communicating the new policies to your staff and your community.** Be sure to adjust your administrative procedures to harmonize with these new policy provisions.
- **Call** your Policy Consultant/Analyst at 800-580-7529 or 512-467-0222 if you have any questions.

GKD(LOCAL): Nonschool Use of School Facilities

District Name La Vega ISD County-District Number 161-906 District Contact Lori Mykarsick

Note: If the district DOES allow nonschool use of facilities, please leave this page blank and skip to the next page.

If the district does NOT allow nonschool use of facilities, complete this page and skip to page 11 for GKDA(LOCAL).

Suggested Policy Text	District's Choices	Policy Considerations
		<p>This page is intended for districts that reserve district facilities only for school use. Such a decision means, for example, that school facilities would not be made available for Boy Scout meetings, Rotary Club pancake breakfasts, church services, dance recitals, wedding receptions, or family reunions. <i>If any nonschool uses are permitted, please begin on the next page.</i></p>
<p>NO NONSCHOOL USE</p> <p>The Board does not permit nonschool use of District facilities.</p>	<p><input type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The text presents a simple declaration of the board's decision to allow NO NONSCHOOL USE of district facilities. Please be aware that other policies provide information regarding use of school facilities for school-sponsored or school-related student activities [FM] and for the activities of groups with some recognized relationship to the school, i.e., noncurriculum-related student groups [FNAB], employee professional organizations [DGA], and district-affiliated school-support organizations [GE]. Such uses need not be addressed further in this policy.</p>
<p>EMERGENCY USE</p> <p>In case of emergencies or disasters, the _____ may authorize the use of school facilities by civil defense, health, or emergency service authorities.</p>	<p><input type="checkbox"/> Omit this text; it does not reflect district practice.</p> <p><input type="checkbox"/> The text is acceptable as presented. We have filled in the blank to identify the position with approval authority.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>Even if a district has decided to deny permission for nonschool use under normal circumstances, it may agree to allow EMERGENCY USE of the gymnasium or other facilities by emergency officials following a natural disaster, such as a flood or hurricane, or for another emergency, such as an evacuation in response to the derailment of a train carrying hazardous chemicals.</p>

Please skip now to page 11 of the worksheet for GKDA(LOCAL): Distribution of Nonschool Literature.

GKD(LOCAL): Nonschool Use of School Facilities

District Name LaVega ISD County-District Number 161-906 District Contact Lori Myrland

If the district DOES allow nonschool use, complete this and all subsequent pages for GKD(LOCAL) before moving on to page 11 for GKDA(LOCAL): Distribution of Nonschool Literature.

Suggested Policy Text	District's Choices	Policy Considerations
<p>SCOPE OF USE</p> <p>Option 1 The District shall permit nonschool use of designated District facilities for educational, recreational, civic, or social activities when these activities do not conflict with school use or with this policy.</p> <p>Option 2 The District shall permit nonschool use of designated District facilities for educational, recreational, civic, or social activities only when the primary participants are school-aged children and when these activities do not conflict with school use or with this policy.</p> <p>Option 3 _____</p>	<p><input checked="" type="checkbox"/> The district chooses Option 1.</p> <p><input type="checkbox"/> The district chooses Option 2.</p> <p><input type="checkbox"/> The district chooses Option 3 and is attaching text to reflect district practice.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>A district that allows its facilities to be used for nonschool purposes should define the SCOPE OF USE it permits. The text at Option 1 addresses a broad range of purposes for which district facilities may be used, limited mainly by scheduling conflicts with school activities.</p> <p>Some districts may choose, however, to allow a broad range of uses only when the activities are provided primarily for children, as at Option 2. This text would be appropriate, for example, for a district that allows use of its gymnasium for a youth basketball league, but does not permit adults to play ball there. Keep in mind that such a limitation would also prohibit use for any nonschool meetings or other activities in which most of the intended participants are adults, such as civic club meetings, church services, and nonschool-sponsored adult education.</p> <p>Please be aware that other policies provide information regarding use of school facilities for school-sponsored or school-related activities [FM] and for the activities of groups with some recognized relationship to the school, i.e., noncurriculum-related student groups [FNAB], employee professional organizations [DGA], and district-affiliated school-support organizations [GE]. Such uses need not be addressed further in this policy.</p> <p>We encourage districts to customize the suggested text wherever necessary to reflect unique practices and circumstances. You may revise the text in the left-hand column by hand if the changes are minor. If extensive revisions are needed, you may attach pages to the worksheet.</p>

GKD(LOCAL): Nonschool Use of School Facilities

District Name LaVega ISD County-District Number 161-906 District Contact Lori Wynalcik

Suggested Policy Text	District's Choices	Policy Considerations
<p>Approval shall not be granted for any purpose that would damage school property or to any group that has damaged District property.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The text in the left-hand column clarifies that a district will not allow uses that would damage school property nor will it allow use by any group that has damaged district property.</p>
<p>NONPROFIT FUNDRAISING</p> <p>Option 1 The District shall permit nonprofit organizations to conduct fundraising events on District property when these activities do not conflict with school use or with this policy.</p> <p>Option 2 The District shall not permit nonprofit organizations not affiliated with the District to conduct fundraising events on District property.</p> <p>Option 3 _____</p>	<p><input checked="" type="checkbox"/> The district chooses Option 1.</p> <p><input type="checkbox"/> The district chooses Option 2.</p> <p><input type="checkbox"/> The district chooses Option 3 and is attaching text to reflect district practice.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>We suggest that each district, while considering the scope of use permitted, decide whether and how it might limit the use of its facilities for nonschool money-making purposes. A common request is for use for NONPROFIT FUNDRAISING. Even if a district allows meetings of a civic group, it need not permit a fundraising event hosted by that same group; the use, not the user, is the issue to consider. Choosing the text at Option 1 would permit such events, while choosing the text at Option 2 disallows nonschool nonprofit fundraising.</p>

GKD(LOCAL): Nonschool Use of School Facilities

District Name La Vega ISD County-District Number 161-946 District Contact Lori Mynard

Suggested Policy Text	District's Choices	Policy Considerations
<p>FOR-PROFIT USE</p> <p>Option 1 The District shall permit individuals and for-profit organizations to use its facilities for financial gain when these activities do not conflict with school use or with this policy.</p> <p>Option 2 The District shall not permit individuals or for-profit organizations to use its facilities for financial gain.</p> <p>Option 2a ... however, the District shall permit public performances, recitals, or presentations so long as no admission fee is charged and when these activities do not conflict with school use or with this policy.</p> <p>Option 2b ... however, an exception to this prohibition shall be made for private academic instruction when these activities do not conflict with school use or with this policy.</p> <p>Option 3 _____</p>	<p><input type="checkbox"/> The district chooses Option 1.</p> <p><input type="checkbox"/> The district chooses Option 2.</p> <p><input checked="" type="checkbox"/> The district chooses Option 2 and 2a.</p> <p><input type="checkbox"/> The district chooses Option 2 and 2b.</p> <p><input type="checkbox"/> The district chooses Options 2, 2a, and 2b.</p> <p><input type="checkbox"/> The district chooses Option 3 and is attaching text to reflect district practice.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>Related to the district's decision regarding nonprofit fundraisers is its decision regarding commercial use of facilities; however, allowing nonprofit fundraising does not obligate the district to permit FOR-PROFIT USE of school facilities.</p> <p>For those districts that allow commercial, for-profit activities, such as private gymnastics instruction, flea markets, or for-profit summer sports camps, the text at Option 1 offers a broad authority for allowing use for private financial gain.</p> <p>Option 2 reflects the opposite position, a prohibition on individuals or for-profit organizations using district facilities for financial gain.</p> <p>Options 2a and 2b, however, offer exceptions to the prohibition to allow performances or presentations for which no admission is charged and for private academic instruction. Examples under Option 2a may be the annual dance recital sponsored by the local dance school or a free investment seminar sponsored by a local bank; under Option 2b, private music teachers, whether district employees or not, might be permitted to use the rehearsal rooms in the band wing for piano lessons after school.</p>

GKD(LOCAL): Nonschool Use of School Facilities

District Name La Vega ISD County-District Number 161-906 District Contact Lori Myrland

Suggested Policy Text	District's Choices	Policy Considerations
<p>SCHEDULING</p> <p>Requests for nonschool use of District facilities shall be considered on a first-come, first-served basis.</p> <p>Academic and extracurricular activities sponsored by the District shall always have priority when any use is scheduled. [See FM] The <u>Superintendent</u> shall have authority to cancel a scheduled nonschool use if an unexpected conflict arises with a District activity.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented. We have filled in the blank to identify the position with authority to cancel a scheduled nonschool use.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice. We have filled in the blank to identify the position with authority to cancel a scheduled nonschool use.</p>	<p>Because the purpose of GKD(LOCAL) is to address nonschool use of school facilities, school uses need only be mentioned by reference and to point out—at SCHEDULING—that school use will always receive priority treatment. The text in the left-hand column, with a blank to be completed by each district, authorizes a specific administrator to cancel any scheduled nonschool use if the reserved facility is needed for district purposes, such as if the basketball team makes the play-offs and needs the gym for practice when private gymnastics lessons are scheduled. The model text reflects also the common practice of considering nonschool requests for use on a first-come, first-served basis.</p>
<p>APPROVAL OF USE</p> <p>Option 1 The _____ is authorized to approve use of any District facility.</p> <p>Option 2 The <u>Principal</u> is authorized to approve use of facilities on a school campus. The <u>Superintendent</u> is authorized to approve use of all other District facilities.</p> <p>Option 3 The <u>Principal</u> is authorized to approve use of facilities on a school campus. The <u>Superintendent</u> is authorized to approve use of all other District facilities except athletic facilities. The <u>Athletic Director</u> is authorized to approve use of District athletic facilities.</p> <p>Option 4 _____</p>	<p><input type="checkbox"/> The district chooses Option 1. We have filled in the blank to identify the position with approval authority.</p> <p><input type="checkbox"/> The district chooses Option 2. We have filled in the blanks to identify the positions with approval authority.</p> <p><input checked="" type="checkbox"/> The district chooses Option 3. We have filled in the blanks to identify the positions with approval authority. <u>Add Text at bottom to option 3</u></p> <p><input type="checkbox"/> The district chooses Option 4 and is attaching text to reflect district practice.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>Practices vary widely among districts regarding the authority for APPROVAL OF USE for nonschool purposes. The options offered in the left-hand column reflect several common practices, providing blanks for districts to identify the position or positions carrying this authority to approve requests for use of all or certain facilities.</p>

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Approval of Use Exceptions:

1. The High School and Junior High Track shall be opened to the public when not in use by the school.
2. The Tennis Courts shall be open to the public when not in use by the school.
3. Other practice fields shall be open to the public when not in use by the school.

GKD(LOCAL): Nonschool Use of School Facilities

District Name La Vega TSD County-District Number 161-906 District Contact Lori Myronick

Suggested Policy Text	District's Choices	Policy Considerations
<p>APPROVAL OF USE—EXCEPTION</p> <p>No approval shall be required for nonschool-related recreational use of the District's unlocked, outdoor recreational facilities, such as the track, playgrounds, tennis courts, and the like, when the facilities are not in use by the District or for a scheduled nonschool purpose.</p>	<p><input type="checkbox"/> Omit this text; the district requires approval for any nonschool use of district property.</p> <p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>While districts typically require formal approval for any nonschool use of indoor facilities and for outdoor facilities with locked gates, many make an EXCEPTION for public use of unlocked, outdoor recreation areas, such as playgrounds, the track, and tennis courts. The model text requires no approval when uses of these areas do not conflict with district use or a scheduled nonschool purpose.</p>
<p>EMERGENCY USE</p> <p>In case of emergencies or disasters, the <u>Superintendent</u> may authorize the use of school facilities by civil defense, health, or emergency service authorities.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented. We have filled in the blank to identify the position with approval authority.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>Despite any limits a district may typically place on nonschool use of its facilities under normal circumstances, it may agree to allow EMERGENCY USE of the gymnasium or other facilities by emergency officials following a natural disaster, such as a flood or hurricane, or for another emergency, such as an evacuation in response to the derailment of a train carrying hazardous chemicals.</p>
<p>FACILITIES NOT AVAILABLE</p> <p>The following facilities shall not be available for nonschool use:</p> <ol style="list-style-type: none"> 1. <u>High School Football Field</u> 2. <u>High School Football Practice Field</u> 3. <u>High School Baseball Field</u> 4. <u>High School Softball Field</u> 	<p><input type="checkbox"/> Omit this text; no specific facilities have been set aside as unavailable for use.</p> <p><input checked="" type="checkbox"/> The text is acceptable as presented. We have filled in the blanks to complete the list.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>Many districts have certain facilities that are not made available for nonschool use. We have provided space for simply listing those FACILITIES NOT AVAILABLE as a way to give notice of that prohibition. On the other hand, some districts make only certain facilities available for public use. Depending on your practice, you may wish to revise the model text to approach the issue from that perspective. This section may be omitted if the district has set no specific facilities aside as unavailable for nonschool use.</p>

GKD(LOCAL): Nonschool Use of School Facilities

District Name Lavaca FSD County-District Number 161-906 District Contact Wari Myrland

Suggested Policy Text	District's Choices	Policy Considerations
<p>REPEATED USE</p> <p>Option 1 The District shall permit repeated use by any group or organization for nonschool purposes no more frequently than _____.</p> <p>Option 2 The District shall permit repeated use by any group or organization for nonschool purposes for no longer than <u>1 year at a time. A New application shall be approved for each year.</u></p> <p>Option 3 _____</p>	<p><input type="checkbox"/> Omit this text; the district places no restrictions on repeated uses by any group or organization.</p> <p><input type="checkbox"/> The district chooses Option 1. We have filled in the blank to indicate the frequency permitted (e.g., once per month, once every two weeks, etc.)</p> <p><input checked="" type="checkbox"/> The district chooses Option 2. We have filled in the blank to indicate the length of time allowed (e.g., 6 months, 12 weeks, etc.)</p> <p><input type="checkbox"/> The district chooses Options 1 and 2. We have filled in the blanks in both sentences.</p> <p><input type="checkbox"/> The district chooses Option 3 and is attaching text to reflect district practice.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>Many districts have experienced no problems by allowing the same nonschool uses on a regular basis for several years; for those, the entire section addressing REPEATED USE is unnecessary and should be omitted.</p> <p>Districts feeling a strain on district facilities and personnel, however, may wish to limit, as at Option 1, the frequency with which the same group may use district facilities, such as once every two weeks or once per month.</p> <p>In addition, some may wish to discourage nonschool groups from considering district facilities their permanent home by limiting repeated use by the same group to a particular amount of time, such as six months or two years, as at Option 2.</p>
<p>REPEATED USE—EXCEPTION</p> <p>The limitations on repeated use by a nonschool group or organization shall not apply to any group or organization when the primary participants in the activities are school-aged children.</p>	<p><input checked="" type="checkbox"/> Omit this text; the district places no restrictions on repeated uses by any group or organization, or the district makes no exceptions to its restrictions.</p> <p><input type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>Even if a district decides to limit repeated nonschool use for adult activities, it may choose to make an EXCEPTION to these rules for groups that primarily serve children. For example, a Scout group may be permitted to meet once a week for the entire school year, although a crafts fair is allowed to set up shop only once every six months.</p>

GKD(LOCAL): Nonschool Use of School Facilities

District Name La Vega FSD County-District Number 101-906 District Contact Lori Mykercik

Suggested Policy Text	District's Choices	Policy Considerations
<p>USE AGREEMENT</p> <p>Any organization or individual approved for a nonschool use of District facilities shall be required to complete a written agreement indicating receipt and understanding of this policy and any applicable administrative regulations, and acknowledging that the District is not liable for any personal injury or damages to personal property related to the nonschool use.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>We recommend that districts require any person or organization approved for a nonschool use to sign a USE AGREEMENT indicating receipt and understanding of the rules, in policy and in administrative regulations, governing such use. The <i>TASB Regulations Resource Manual</i> (available to administrators through MyTASB) contains a model agreement—GKD(EXHIBIT)—that may be adapted to reflect a district's circumstances.</p>
<p>FEES FOR USE</p> <p>Nonschool users shall be charged a fee for the use of designated facilities.</p> <p>The <u>Deputy Superintendent</u> shall establish and publish a schedule of fees based on the cost of the physical operation of the facilities, as well as any applicable personnel costs for supervision, custodial services, food services, security, and technology services.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented; we have filled in the blank to identify the source of the fee schedule (e.g., the superintendent, the board, . . .).</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>As explained in the Legal Pitfalls section in this <i>Starting Points</i>, a district should develop a fair and stable schedule of fees charged to nonschool users to cover the operational costs incurred by the district anytime the facilities are open and in use for those purposes, i.e., extra utilities, clean-up costs, and the like. The model text at FEES FOR USE includes a blank for districts to identify the approval authority for this fee schedule.</p>
<p>FEES FOR USE—EXCEPTIONS</p> <p>Fees shall not be charged for nonschool uses scheduled during the _____ hours following the end of the instructional day.</p>	<p><input checked="" type="checkbox"/> Omit this text; it does not reflect district practice.</p> <p><input type="checkbox"/> The text is acceptable as presented; we have filled in the blank to indicate the time available after school for use without fees.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>While some districts will choose to apply the fee schedule anytime a school is used for nonschool purposes, others may wish to make EXCEPTIONS for uses scheduled during times when the building would be open anyway for school purposes, such as the few hours immediately following the instructional day. If a district chooses to include such an exception in its policy, the district must fill in the blank to indicate the time period for which fees will not be charged.</p>

GKD(LOCAL): Nonschool Use of School Facilities

District Name La Vega ISD County-District Number 161-906 District Contact Lori MyNarcik

Suggested Policy Text	District's Choices	Policy Considerations
<p>Fees shall not be charged when school buildings are used for public meetings sponsored by state or local governmental agencies.</p> <p>Fees shall not be charged for use by District employee professional organizations. [See DGA]</p>	<p><input type="checkbox"/> Omit this text; it does not reflect district practice.</p> <p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>In addition, districts may choose to make EXCEPTIONS to their rules for charging fees when schools are used for public meetings sponsored by state and local governmental agencies or for meetings of district employee professional organizations.</p> <p>As written, the model text regarding employee organizations would apply this exception only when a district's employees conduct meetings of their local professional organizations, but regional or statewide gatherings would not qualify.</p>
<p>REQUIRED CONDUCT</p> <p>Persons and groups using school facilities shall:</p> <ol style="list-style-type: none"> 1. Conduct business in an orderly manner. 2. Abide by all laws and policies, including but not limited to those prohibiting the use, sale, or possession of alcoholic beverages, illegal drugs, and firearms, and the use of tobacco products on school property. [See GKA] 3. Make no alteration, temporary or permanent, to school property without prior written consent from the Superintendent. <p>All groups using school facilities shall be responsible for the cost of repairing any damages incurred during use and shall be required to indemnify the District for the cost of any such repairs.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The model text at REQUIRED CONDUCT in the left-hand column outlines some basic principles for behavior by the public and reflects state laws restricting conduct involving alcohol, tobacco, and firearms on school property. The policy also requires nonschool groups using district facilities to accept responsibility for any damages related to such use.</p>
<p>Please proceed to the worksheet for policy GKDA: Distribution of Nonschool Literature, beginning on the following page.</p>		

GKDA(LOCAL): Distribution of Nonschool Literature

District Name La Vega FSD County-District Number 161-906 District Contact Loni Myrarcik

Note: If the district DOES allow distribution of nonschool literature, please leave this page blank and skip to the next page.

If the district does NOT allow distribution of nonschool literature, complete this page only.

Suggested Policy Text	District's Choices	Policy Considerations
<p>DISTRIBUTION OF NONSCHOOL LITERATURE PROHIBITED</p> <p>Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization shall not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District.</p>	<p><input type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>This page of the worksheet is reserved for districts that allow no DISTRIBUTION OF NONSCHOOL LITERATURE on district premises. Such a decision means, for example, that community members may not distribute—or ask the school to distribute—flyers announcing the community children’s choir auditions, free tickets to the local skating rink, or brochures advertising private summer camps. <i>If the district permits distribution, circulation, or posting of any such materials, please begin on the next page.</i></p> <p>The text presents a simple declaration of the board’s decision to prohibit distribution of nonschool literature. Please be aware that other policies provide information regarding use of the district’s internal mail system [CPAB] and the process used by students who wish to distribute nonschool materials [FNAA].</p>

A district completing this page of the worksheet need go no further and should follow the instructions on page 1 to ensure that text appropriate for your district is included properly in GKDA(LOCAL) and GKDA(LOCAL) policies and incorporated into the district’s manual.

GKDA(LOCAL): Distribution of Nonschool Literature

District Name Lawrence TSD County-District Number 161-906 District Contact Wes Myrland

If the district DOES allow distribution of nonschool literature, complete this and all subsequent pages.

Suggested Policy Text	District's Choices	Policy Considerations
<p>DISTRIBUTION OF NONSCHOOL LITERATURE PERMITTED</p> <p>Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials not sponsored by the District or by a District-affiliated school-support organization shall not be sold, circulated, distributed, or posted on any District premises by any District employee or by persons or groups not associated with the District, except in accordance with this policy.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>For development of a GKDA(LOCAL) policy that permits the school to be used as a place for circulating materials not sponsored by the school, the model text at DISTRIBUTION OF NONSCHOOL LITERATURE PERMITTED does not suggest that districts must open their doors to anything and everything someone wishes to give to students or others at the school. Instead, the text clarifies that any sale, circulation, distribution, or posting of nonschool literature is subject to provisions of this policy. Please be aware that other policies provide information regarding use of a district's internal mail system [CPAB] and the process used by students who wish to distribute nonschool literature [FNAA].</p>
<p>The District shall not be responsible for, nor shall the District endorse, the contents of any nonschool literature distributed on any District premises.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>To facilitate understanding among students, parents, and the public that approval of distribution of nonschool literature does not mean that the district endorses the materials, you may wish to keep on hand a supply of disclaimer stickers or stamps for requestors to affix to their materials after review by the administration.</p>

GKDA(LOCAL): Distribution of Nonschool Literature

District Name _____ County-District Number _____ District Contact _____

Suggested Policy Text	District's Choices	Policy Considerations
<p>LIMITATIONS ON CONTENT</p> <p>Nonschool literature shall not be distributed on District property if:</p> <ol style="list-style-type: none"> 1. The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience. 2. The materials endorse actions endangering the health or safety of students. 3. The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person. 4. The materials contain defamatory statements about public figures or others. 5. The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action. 6. The materials are hate literature or similar publications that scurrilously attack ethnic, religious, or racial groups or contain content aimed at creating hostility and violence; and the materials would materially and substantially interfere with school activities or the rights of others. 7. There is reasonable cause to believe that distribution of the nonschool literature would result in material and substantial interference with school activities or the rights of others. 	<p><input type="checkbox"/> The text is acceptable as presented.</p> <p><input checked="" type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>Even if a district chooses to permit the distribution of nonschool literature on school grounds, the district may—within the bounds of the First Amendment—establish LIMITATIONS ON CONTENT to prohibit certain categories of materials that are not appropriate for the school setting. The list in the left-hand column reflects categories of materials that courts have said may be excluded from a limited public forum at school.</p>

8. The Distribution of the material or materials themselves would substantially interfere with school activities or with the rights of other persons, or the District can demonstrate reasonable cause to believe that such interference would result.

GKDA(LOCAL): Distribution of Nonschool Literature

District Name La Vega FSD County-District Number 161-906 District Contact Lori Mynarcik

Suggested Policy Text	District's Choices	Policy Considerations
<p>PRIOR REVIEW</p> <p>All nonschool literature intended for distribution on school campuses or other District premises under this policy shall be submitted to the <u>Superintendent/Designate</u> for prior review in accordance with the following:</p> <ol style="list-style-type: none"> 1. Materials shall include the name of the person or organization sponsoring the distribution. 2. Using the standards found in this policy at LIMITATIONS ON CONTENT, the <u>supt./Designate</u> shall approve or reject submitted materials within two school days of the time the materials were received. 	<p><input type="checkbox"/> The text is acceptable as presented; we have filled in the blanks to identify the position with authority to review and determine appropriateness of nonschool literature.</p> <p><input checked="" type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>By filling in the blanks in the model text, a district identifies the position of the administrator with authority for PRIOR REVIEW of nonschool literature intended for distribution on district premises. The text also establishes a reasonable time line for approval or rejection of literature that is submitted.</p>

3. The requestor may appeal a rejection in accordance with the appropriate District Complaint Policy [see DGBA, FNG or GF].

GKDA(LOCAL): Distribution of Nonschool Literature

District Name La Vega ISD County-District Number 161-906 District Contact Lori MyNalik

Suggested Policy Text	District's Choices	Policy Considerations
<p>EXCEPTIONS TO PRIOR REVIEW</p> <p>Prior review shall not be required for distribution of nonschool literature in the following circumstances:</p> <ol style="list-style-type: none"> 1. Distribution of materials by an attendee to other attendees at a school-sponsored meeting intended for adults and held after school hours; 2. Distribution of materials by an attendee to other attendees at a community group meeting held in accordance with GKD(LOCAL) or a noncurriculum-related student group meeting held in accordance with FNAB(LOCAL); or 3. Distribution for electioneering purposes during the time a school facility is being used as a polling place in accordance with state law [see BBB]. <p>All nonschool literature distributed under these exceptions shall be removed from District property immediately following the event at which the materials were distributed.</p> <p>Even when prior review is not required, all other provisions of this policy shall apply.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The suggested text at EXCEPTIONS TO PRIOR REVIEW clarifies the circumstances under which distribution of nonschool literature may occur without prior review: at school-sponsored meetings intended for adults and held after school hours, at community group nonschool meetings approved under GKD(LOCAL), at meetings of noncurriculum-related student groups approved under FNAB(LOCAL), and at election polling places located in schools. The policy would require, however, that persons distributing materials under these circumstances remove them at the end of the event.</p>
<p>TIME, PLACE, AND MANNER RESTRICTIONS</p> <p>Each campus principal shall designate times, locations, and means by which nonschool literature that is appropriate for distribution, as provided in this policy, may be made available or distributed to students or others at the principal's campus.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p> <p><input type="checkbox"/> Omit this text; all district facilities are on one campus and/or distribution districtwide is under the authority of a single administrator (see next section).</p>	<p>Common practice in school districts gives the campus principal the responsibility for designating when, where, and how literature may be made available or distributed at the campus after the materials have received approval (in accordance with the process outlined above).</p> <p>The person designated to develop these guidelines must consider carefully the times, places, and means that are most appropriate. Will someone be allowed to stand at the entrance to the cafeteria to distribute reviewed materials to students as they enter? Or must they place all approved materials on a table in the front lobby? Once developed, the guidelines must be communicated to staff, students, and the broader school community.</p>

GKDA(LOCAL): Distribution of Nonschool Literature

District Name LaVega ISD County-District Number 161-906 District Contact Levi Mylenick

Suggested Policy Text	District's Choices	Policy Considerations
<p>The <u>Superintendent</u> shall designate times, locations, and means for distribution of nonschool literature at</p> <p><input checked="" type="checkbox"/> District facilities other than school campuses, <input type="checkbox"/> all District facilities, in accordance with this policy.</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented. We have checked the appropriate box and filled in the blank to identify the position with authority to establish time, place, and manner rules for distribution of nonschool literature at 1) facilities other than school campuses or 2) all district facilities.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p> <p><input type="checkbox"/> Omit this text; the district has no facilities that are not under the authority of a campus principal.</p>	<p>In single-campus districts, this authority often rests with the superintendent; and in larger districts, an assistant superintendent for operations or some other central office official might determine time, place, and manner restrictions that apply to all campuses.</p> <p>In a district that has certain facilities not under the control of a single campus principal or located apart from its campuses, such as an administration building or a performing arts center, a central office administrator may be designated to establish the rules for when, where, and how distribution of nonschool literature will occur at those facilities.</p> <p>The text in the left-hand column contains a blank for identifying the district-level position with authority to develop guidelines and asks districts to indicate whether the authority applies only to facilities not on school campuses or to all facilities in the district.</p>
<p>VIOLATIONS OF POLICY</p> <p>Failure to comply with this policy regarding distribution of nonschool literature shall result in appropriate administrative action, including but not limited to confiscation of nonconforming materials and/or suspension of use of District facilities. Appropriate law enforcement officials may be called if a person refuses to comply with this policy or fails to leave the premises when asked. [See GKA]</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>The text in the left-hand column addresses the consequences for VIOLATIONS OF POLICY regarding distribution of nonschool literature, including the possibility of calling law enforcement if a person refuses to comply with the policy or to leave district premises when asked to do so.</p>
<p>APPEALS</p> <p>Decisions made by the administration in accordance with this policy may be appealed in accordance with the appropriate complaint policy. [See DGBA, GF]</p>	<p><input checked="" type="checkbox"/> The text is acceptable as presented.</p> <p><input type="checkbox"/> The district has revised the text in the left-hand column to reflect district practice.</p>	<p>As with practically any decision made by the administration, a decision may be appealed to higher authorities, including the board, through the usual complaint processes outlined at DGBA(LOCAL) for employees and at GF(LOCAL) for members of the public. The text in the left-hand column acknowledges this right to make an appeal.</p>
<p>Please follow the instructions on page 1 to ensure that text appropriate for your district is included properly in GKD(LOCAL) and GKDA(LOCAL) policies and incorporated into the district's manual.</p>		

Discussion of Budgetary Matters Related to the FY 2005-06 and Future Budgets

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Monte Geren

Background Information:

Will be provided at the board meeting.

Fiscal Implication:

Will be provided at the board meeting.

Administrative Recommendation:

Will be provided at the board meeting.

Motion:

Second:

For:

Against:

Abstain:

Consider Approval of the Superintendent's Salary, Benefits, and Contract Renewal

Presented for:

Board action Report/Review Only Consent Agenda Item Date: Jan. 17, 2006

Supporting documents:

None Attached Provided Later

Contact Person:

Mr. Phil Bancale and Dr. Monte Geren

Background Information:

It is my belief at this time that contract renewal be determined by the Board based upon the merits of the Superintendent's performance, but that no consideration for salary or benefit increase be considered until and unless salary benefit increases are to be provided for teachers and administrators of the District.

Fiscal Implication:

N/A

Administrative Recommendation:

Action at the discretion of the Board of Trustees.

Motion:

Second:

For:

Against:

Abstain:

CLOSED MEETING

- A. Discussion Regarding Personnel Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, Dismissal, Complaint, or Charges (If Needed)**
- B. Confer with Employees of the School District to Receive Information or to Ask Questions (If Needed)**
- C. Discussion Regarding Student Discipline (If Needed)**
- D. Consultation with District's Attorney (If Needed)**

Presented for:

Board action Report/Review Only

Supporting documents:

None Attached Provided Later

Contact Person:

Dr. Monte Geren

Background Information:

The Board may enter into a closed meeting after the following requirements have been met:

1. A quorum of the Board has first been convened in open meeting for which notice has been given.
2. The presiding officer has publicly announced in open meeting that a closed meeting will be held.
3. The presiding officer has identified the section or sections of the Open Meetings Act or other applicable statutes that authorize the holding of such closed meeting.

Fiscal Implication:

N/A

Administrative Recommendation:

N/A

A closed meeting was declared at _____ .m. on _____, 2005 to

discuss: _____

The closed meeting ended at _____ .m. on _____, 2005.

ADJOURNMENT

Motion: _____

Second: _____

For: _____

Against: _____

Abstain: _____

Date and Time: _____



Schwartz & Eichelbaum, P.C.

December 15, 2005

The Board Minutes

Party Time

Ever secretly wondered if you and your fellow trustees have committed criminal violations of the Texas Open Meetings Act when you ran out of things to talk about at the Board Christmas party last year and the conversation turned to the merits (or lack thereof) of the latest proposal for bidding repair or construction? Fear not. Although the definition of “meeting” under the Texas Open Meetings Act is very broad and can encompass even situations where trustees are talking together outside of a formal board meeting setting, that does not mean that a board meeting has occurred each and every time that four or more trustees (i.e., a quorum) are together and school district business comes up in conversation. The legal definition specifically excludes social gatherings provided that no decisions are made and any discussion that may involve the school is “incidental.” *Tex. Gov’t Code 551.001(4)(B)*.

A party is exactly the type of social function contemplated by the exception. Any discussion of district business that is “incidental” to the social function does not violate the Texas Open Meetings Act. However, we caution against even “incidental” conversation involving district business, as your friendly Legislature did not define the term, and one can only wonder exactly which conversation is “incidental.” Your best practice is to have everyone talk about their spouses, their kids, their grandkids, fishing, their latest deer, etc., avoid any discussion of district business at these types of social functions. But don’t lose any sleep over fear of criminal prosecution if the merits of the proposal for bidding repair or construction did happen to come up during a lull in the conversation. You haven’t committed any violation of the Texas Open Meetings Act (assuming you did not vote on anything besides the best Santa costume).

The Board Minutes is a one page resource intended for inclusion in board packets. It is distributed twice every month by Schwartz & Eichelbaum, P.C. to educate or remind trustees of critical legal requirements and practical pointers pertaining to school district management. If you have questions or would like more information, please contact our office at 800.488.9045.

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