

Marble Falls ISD
Regular Meeting

Monday, January 23, 2012
6:00 PM

AGENDA OF REGULAR MEETING
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
MONDAY, JANUARY 23, 2012 – 6:00 PM
Marble Falls ISD Central Office Community Room

Notice is hereby given that on January 23, 2012, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:00 PM, at the Marble Falls ISD Central Office Community Room.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice. The Board will consider and may act on the "Consent Agenda" with one vote. Any Trustee may request the removal of an item from the "Consent Agenda" for individual consideration and action.

1. Call to Order
   Presenter: Rick Edwards, President
2. Roll Call
   Presenter: Rick Edwards
3. Invocation
   Presenter: Mike Savage
4. Pledge to the Flags
   Presenter: Tommy Chaney
5. Spotlight on Excellence
   A. Colt Elementary
      Presenter: Keith Powell
   B. School Board Recognition Month
      Presenter: Rob O'Connor
6. Open Forum
7. Consent Agenda
   A. Review and Approval of Minutes 4
   B. Review of Financial Reports 7
   C. Approval of Budget Amendments 21
   D. Approval of Election Contract with Burnet County Election Administrator for May 12, 2012 School Board Trustee Election 28
      Presenter: Allen Roberts
   E. Discussion and Possible Approval of Resolution to Retain the Ability to Exercise the Power of Eminent Domain 45
      Presenter: Rob O'Connor
   F. Approval of Superintendent's Evaluation Tool 51
   G. Approval of Waiver Application for Missed Instructional Days Due to Wildfires 58
8. Public Hearing on 2010-2011 Academic Excellence Indicator System (AEIS) 59
   Presenter: Amy Jacobs
9. Action Items
   A. Discussion and Possible Approval of 2010-2011 Fiscal Year Financial Audit 421
      Presenter: Lisa LeMon
10. Superintendent's Report
    A. New Burnet County Appraisal District Board of Directors 491

Presenter: Rob O'Connor

B. Amendment to Class Size Waiver 492
Presenter: Amy Jacobs

C. Advanced Placement Report 494
Presenter: Amy Jacobs

11. Executive Session - Personnel Matters - Govt Code 551.074 495
Presenter: Rob O'Connor

A. Discussion of Employment of Athletic Director/Head Football Coach

B. Discussion of Superintendent's Evaluation

C. Discussion of Professional Personnel

12. Discussion and Possible Approval of Action Arising from Executive Session
Presenter: Rob O'Connor

A. Discussion and Possible Approval of Employment of Athletic Director/Head Football Coach

B. Discussion and Possible Approval of Employment of Professional Personnel

13. Adjourn

If during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Govt. Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

FOR THE BOARD OF TRUSTEES
MARBLE FALLS INDEPENDENT SCHOOL

_____
Rob O'Connor, Superintendent of Schools

Marble Falls Independent School District
Board Meeting Minutes
December 12, 2011

Rick Edwards, President, called the regular meeting to order at 6:02 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present:	Tommy Chaney, Rick Edwards, Craig Mabray, Kevin Naumann, and Mike Savage. Karl Westerman arrived at 6:08 p.m.
Board Members Absent:	Kelly Fox
Administrators Present:	Dr. Rob O'Connor, Superintendent, Allen Roberts, Amy Jacobs, Leslie Baty, Mary Davidson, John Schumacher, Andy Reddock, Eric Penrod, Susan Maughan, Peggy Little, George Hamilton, Keith Powell, and Michael Pittard
Members of the Press:	Daniel Clifton, *The River Cities Tribune* Katie White, *The Highlander*

Open Forum
Susan Untermeyer voiced her concern about fighting at the High School.

Karl Westerman arrived at 6:08 p.m.

Consent Agenda
Upon a motion by Tommy Chaney, second by Kevin Naumann, the Board approved the following items from the consent agenda:

- Minutes from previous meeting
  Regular – November 14, 2011
- Financial Report as of November 2011
- Budget Amendments as recommended by Accounting Supervisor, Lisa LeMon
- TASB Service Agreement for staffing review
- Revisions to local policies:
  - DCB – Employment Practices – Term Contracts – delete 3rd paragraph regarding educator term contracts for positions that do not require either SBEC certification nor the District requires current SBEC certification
  - DCE – Employment Practices – Other Types of Contracts – delete policy regarding non-chapter 21 contracts
  - DIA – Employee Welfare – Freedom from Discrimination, Harassment & Retaliation
  - FFC-Student Welfare – Student Support Services

  - FFH – Student Welfare-Freedom from Discrimination, Harassment & Retaliation
  - FL-Student Records

  Policies DIA, FFC, FFH and FL all reflect address and/or names changes to correct old information.
- Additions, revisions and deletions of local policies as recommended by TASB Policy Service and according to the instruction sheet for TASB Localized Policy Manual Update 91
- Additions, revisions and deletions of local policies as recommended by TASB Policy Service and according to the instruction sheet for TASB Localized Policy Manual Update 92
- Change to election polling place – precincts 3 and 18 – from Granite Shoals Community Center to Granite Shoals Fire Station

For: 6 Against: 0 Absent: 1

Superintendent's Report

Delinquent Property Tax Collections

Javier Gutierrez & Darby Howell, McCreary, Veselka, Bragg & Allen, reported on the process the firm uses in collecting delinquent taxes noting the average rate of collections is between 97% and 99%.

Food Service Update

Mary Davidson, Food Service Director, presented a comparison report on revenue/expenditures for the months of Oct-Nov. 2010 vs. Oct-Nov. 2011. She also reported on the various caterings done since September and the successful Food Fare that took place during the Elementary UIL Competition at Colt Elementary.

Maintenance Department Update

Allen Roberts, Assistant Superintendent of Operations, presented an overview of the Maintenance Department focusing on the number of work orders completed year-to-date, the number of staff employed for the 2011-12 school year compared with the 2010-11 school year, the typical duties performed on a daily basis district-wide, the city, state, and federal guidelines that must be followed, and the utility savings from 9/2011 to 10/2011 of $429,132.72 compared with the last two previous years.

Continuing Education Hours

Rick Edwards, Board President, announced that all the Board members have satisfied all the training hours for the current year as required by the Texas Administrative Code (19TAC§61.1) for Tiers I, II & III.

Quarterly Report

Allen Roberts presented the quarterly report ending November 2011 noting the total interest earned of $15,144.53 and the total cash balance of $10,776,153.71.

Executive Session
At 6:59 p.m. the Board adjourned into executive session to discuss personnel issues (Gov't Code 551.074) specifically the superintendent's evaluation form. The Board reconvened into open session at 9:10 p.m. No action was taken in open session.

The Board was informed of the professional employment of Nancy John on an employment agreement as a Science teacher.

The Board was informed of the resignations of Patti Cryer, Advanced Academics Coordinator, effective 12/16/11 and Lessa Eddleton, Marble Falls High School Science teacher, effective 11/29/11.

Adjournment:
Hearing no objection the Board adjourned at 9:10 p.m.

Approved:

Rick Edwards, President

Craig Mabray, Secretary

Marble Falls ISD

Statement of Revenues and Expenditures - General Fund

As of December 31, 2011

33% Of Fiscal Year

		CURRENT YEAR				PRIOR YEAR		
REVENUES		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
5710	LOCAL TAX REVENUES	$29,990,749	$9,334,476	$20,656,273	31.12%	$30,044,700	$10,295,096	34.27%
57XX	OTHER LOCAL REVENUES	$412,100	$116,702	$295,398	28.32%	$478,842	$351,680	73.44%
58XX	STATE PROG. REVENUES	$7,640,504	$4,088,007	$3,552,497	53.50%	$5,573,472	$4,479,363	80.37%
5900	FEDERAL REVENUE	$210,000	$ 406,543	($196,543)	193.59%	$216,540	$ 87,019	40.19%
	TOTAL REVENUE	$ 38,253,353	$ 13,945,729	$24,307,624	36.46%	$36,313,554	$15,213,158	41.89%
EXPENDITURES								
11	INSTRUCTION	$ 18,256,525	$ 5,732,958	$ 12,523,567.10	31.40%	$ 17,548,592	$ 5,382,057	30.67%
12	LIBRARY	$ 481,185	$ 172,372	$ 308,812.73	35.82%	$ 523,583	$ 189,235	36.14%
13	STAFF DEVELOPMENT	$ 157,828	$ 47,245	$ 110,582.66	29.93%	$ 164,790	$ 57,035	34.61%
21	INST ADMINISTRATION	$ 594,595	$ 202,099	$ 392,495.81	33.99%	$ 755,498	$ 246,475	32.62%
23	SCHOOL ADMINISTRATION	$ 2,171,416	$ 722,284	$ 1,449,132.13	33.26%	$ 2,076,408	$ 682,811	32.88%
31	GUID AND COUNSELING	$ 1,104,464	$ 371,516	$ 732,947.86	33.64%	$ 1,082,634	$ 347,283	32.08%
33	HEALTH SERVICES	$ 391,701	$ 125,720	$ 265,980.69	32.10%	$ 394,333	$ 112,097	28.43%
34	PUPIL TRANSP - REGULAR	$ 1,222,029	$ 635,950	$ 586,079.26	52.04%	$ 1,596,562	$ 767,688	48.08%
36	CO-CURRICULAR ACT	$ 1,332,452	$ 525,838	$ 806,613.52	39.46%	$ 1,365,985	$ 546,420	40.00%
41	GEN ADMINISTRATION	$ 1,141,880	$ 434,184	$ 707,696.21	38.02%	$ 1,069,406	$ 386,407	36.13%
51	PLANT MAINT & OPERATION	$ 4,199,618	$ 1,476,458	$ 2,723,159.80	35.16%	$ 5,098,223	$ 1,696,757	33.28%
52	SECURITY & MONITORING	$ 83,082	$ 12,338	$ 70,743.80	14.85%	$ 80,465	$ 11,298	14.04%
53	DATA PROCESSING	$ 857,053	$ 365,625	$ 491,427.81	42.66%	$ 1,151,814	$ 450,074	39.08%
61	COMMUNITY SERVICES	$ 53,341	$ 14,896	$ 38,444.71	27.93%	$ 228,203	$ 45,624	19.99%
81	FACILITIES ACQ & CONST	$ -	$ -	$ -	0.00%	$ -	$ -	0.00%
91	STUDENT ATTENDANCE CR	$ 5,567,564	$ -	$ 5,567,564.00	0.00%	$ 2,861,005	$ -	0.00%
99	PURCHASES & CONT SRVS	$ 667,570	$ 342,103	$ 325,466.81	51.25%	$ 677,500	$ 325,029	47.97%
	TOTAL EXPENDITURES	$ 38,282,303	$ 11,181,588	$ 27,100,715	29.21%	$ 36,675,001	$ 11,246,290	30.66%
7000	Other Sources	$-				Other Sources	$-	
8000	Other Uses	$-				Other Uses	$-	
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	$ 2,764,141		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2009-2010			$ 3,966,868	
3000	BEG FUND BAL 9/1/10	$ 7,888,733						
3000	END FUND BAL 10/31/11	$ 7,888,733	Unaudited					

Marble Falls ISD

Statement of Revenues and Expenditures - Food Service

As of December 31, 2011

25% Of Fiscal Year

REVENUES		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET
57XX	Local & Intermed Revenues	$ 902,562	$ 241,502	$ 661,060	26.76%
58XX	State Program Revenues	$ 12,110	$ -	12,110	0.00%
59xx	Federal Program Revenues	$ 1,457,334	$ 518,104	$ 939,230	35.55%
	TOTAL REVENUE	$ 2,372,006	$ 759,606	$ 1,612,400	32.02%
EXPENDITURES					
61	PAYROLL COST	$ 1,261,933	$ 250,283	$ 1,011,650	19.83%
62	PURCHASE & CONTRACTED	$ 15,221	$ 8,982	$ 6,240	59.01%
63	SUPPLIES AND MATERIALS	$ 1,052,302	$ 913,871	$ 138,431	86.84%
64	OTHER OPERATING EXP	$ 10,225	$ 2,112	$ 8,113	20.66%
66	CPTL OUTLAY	$ 32,325	$ 4,820	$ 27,505	14.91%
	TOTAL EXPENDITURES	$ 2,372,006	$ 1,180,067	$ 1,191,939	49.75%

Marble Falls Independent School District

Financial Report

January 23, 2012

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

December 1 – December 31, 2011

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
199	GENERAL FUND	56,110.32	0.00	557,587.87	613,698.19
211	TITLE I PART A, BASIC PROGRAMS	3,640.67	0.00	342.86	3,983.53
224	IDEA PART B FORMULA	2,421.25	0.00	22,203.57	24,624.82
225	IDEA PART B PRESCHOOL	222.94	0.00	0.00	222.94
240	FOOD SERVICE	2,881.26	0.00	69,865.68	72,746.94
255	TITLE II PART A TCHR & PRINCPL	319.55	0.00	57.14	376.69
263	TITLE III - BILINGUAL	22.05	0.00	49.20	71.25
276	Texas Title I Priority Schools	7,802.96	0.00	65,043.78	72,846.74
287	EDUCATIONS JOBS FUND	411.76	0.00	0.00	411.76
482	CITY OF MARBLE FALLS CHILD SAF	0.00	0.00	2,017.43	2,017.43
863	PAYROLL CLEARING	732,697.35	0.00	0.00	732,697.35
*** Fund Summary Totals ***		806,530.11	0.00	717,167.53	1,523,697.64

********** End of report **********

Expenditure to Budget Report

January 21, 2012

General Operating Fund

&

Food Service Fund

Obj	Obj	2011-12 ESTIMATED REVENUE	December 2011-12 MTHLY ACTIVITY	2011-12 Activity	REVENUE BALANCE	PERCENT REALIZED	2011-12 YTD %
199	GENERAL FUND						
5700	REVENUE-LOCAL & INTERMED						
571-	LOCAL REAL-PROPERTY TAXES	29,990,749.00	7,170,254.94	9,334,476.19	20,656,272.81	54.90	31.12
573-	TUITION & FEES FROM PATRONS	57,000.00	1,575.00	13,940.00	43,060.00	26.92	24.46
574-	TRANS FROM WITHIN STATE	210,000.00	5,791.36	31,593.07	178,406.93	25.43	15.04
575-	ENTERPRISING ACTIVITIES	145,100.00	2,661.00	71,169.30	73,930.70	49.28	49.05
57--	REVENUE-LOCAL & INTERMED	30,402,849.00	7,180,282.30	9,451,178.56	20,951,670.44	54.62	31.09
5800	STATE PROGRAM REVENUES						
581-	PER CAPITA-FOUNDATION REV	6,035,504.00	121,603.00	3,639,763.00	2,395,741.00	60.31	60.31
582-	STATE REVENUE DISTRBTD BY TEA	5,000.00	0.00	0.00	5,000.00	0.00	0.00
583-	TRS ON BEHALF BENEFIT	1,600,000.00	112,255.20	448,244.15	1,151,755.85	28.02	28.02
58--	STATE PROGRAM REVENUES	7,640,504.00	233,858.20	4,088,007.15	3,552,496.85	53.50	53.50
5900	FEDERAL PROGRAM REVENUES						
591-	FEDERALLY DIST REVENUES	35,000.00	0.00	33,808.95	1,191.05	96.60	96.60
593-	VOC ED NON FOUNDATION	175,000.00	38,318.18	372,734.14	-197,734.14	212.99	212.99
59--	FEDERAL PROGRAM REVENUES	210,000.00	38,318.18	406,543.09	-196,543.09	193.59	193.59
----	GENERAL FUND	38,253,353.00	7,452,458.68	13,945,728.80	24,307,624.20	55.16	36.46

	Obj	Obj	2011-12 ESTIMATED REVENUE	December 2011-12 MTHLY ACTIVITY	2011-12 Activity	REVENUE BALANCE	PERCENT REALIZED	2011-12 YTD %
240		FOOD SERVICE						
5700		REVENUE-LOCAL & INTERMED						
	574-	TRANS FROM WITHIN STATE	0.00	108.47	643.06	-643.06	0.00	0.00
	575-	ENTERPRISING ACTIVITIES	902,562.00	33,194.78	240,858.82	661,703.18	30.88	26.69
	57--	REVENUE-LOCAL & INTERMED	902,562.00	33,303.25	241,501.88	661,060.12	30.95	26.76
5800		STATE PROGRAM REVENUES						
	582-	STATE REVENUE DISTRBTD BY TEA	12,110.00	0.00	0.00	12,110.00	0.00	0.00
	58--	STATE PROGRAM REVENUES	12,110.00	0.00	0.00	12,110.00	0.00	0.00
5900		FEDERAL PROGRAM REVENUES						
	592-		1,457,334.00	133,365.37	518,103.79	939,230.21	35.64	35.55
	59--	FEDERAL PROGRAM REVENUES	1,457,334.00	133,365.37	518,103.79	939,230.21	35.64	35.55
	----	FOOD SERVICE	2,372,006.00	166,668.62	759,605.67	1,612,400.33	33.67	32.02

********** End of report **********

	Obj	Obj	2011-12 ESTIMATED REVENUE	December 2011-12 MTHLY ACTIVITY	2011-12 Activity	REVENUE BALANCE	2011-12 YTD %
199		GENERAL FUND					
	5---	REVENUE	38,253,353.00	7,452,458.68	13,945,728.80	24,307,624.20	36.46
	----	GENERAL FUND	38,253,353.00	7,452,458.68	13,945,728.80	24,307,624.20	36.46
240		FOOD SERVICE					
	5---	REVENUE	2,372,006.00	166,668.62	759,605.67	1,612,400.33	32.02
	----	FOOD SERVICE	2,372,006.00	166,668.62	759,605.67	1,612,400.33	32.02

********** End of report **********

	Obj	Obj	2011-12 BUDGET	ENCUMBRANCE YTD	2011-12 EXPENDITURES	December 2011-12 ACTIVITY	BALANCE	2011-12 YTD %
199		GENERAL FUND						
11		INSTRUCTION						
	61--	PAYROLL COSTS	17,003,399.37	0.00	5,351,804.42	1,333,929.26	11,651,594.95	31.47
	62--	PURCHASE & CONTRACTED SVS	332,505.83	88,133.05	139,863.71	16,694.45	104,509.07	42.06
	63--	SUPPLIES AND MATERIALS	640,409.74	32,417.32	104,558.66	31,443.50	503,433.76	16.33
	64--	OTHER OPERATING EXPENSES	56,210.06	1,758.60	14,422.21	5,498.24	40,029.25	25.66
	66--	CPTL OUTLY LAND BLDG & EQ	224,000.00	0.00	0.00	0.00	224,000.00	0.00
	----	INSTRUCTION	18,256,525.00	122,308.97	5,610,649.00	1,387,565.45	12,523,567.03	30.73
12		INST. RESOURCES & MEDIA SVCS						
	61--	PAYROLL COSTS	385,153.50	0.00	127,264.64	31,814.01	257,888.86	33.04
	62--	PURCHASE & CONTRACTED SVS	15,225.00	0.00	1,316.00	0.00	13,909.00	8.64
	63--	SUPPLIES AND MATERIALS	74,505.00	20,425.73	21,540.90	4,147.93	32,538.37	28.91
	64--	OTHER OPERATING EXPENSES	6,301.50	260.00	1,565.00	0.00	4,476.50	24.84
	----	INST. RESOURCES & MEDIA S	481,185.00	20,685.73	151,686.54	35,961.94	308,812.73	31.52
13		CURRICULUM DEV & INST STFF DEV						
	61--	PAYROLL COSTS	92,012.00	0.00	34,341.63	7,888.91	57,670.37	37.32
	62--	PURCHASE & CONTRACTED SVS	47,190.00	4,000.00	6,106.00	606.00	37,084.00	12.94
	63--	SUPPLIES AND MATERIALS	6,300.00	0.00	178.82	0.00	6,121.18	2.84
	64--	OTHER OPERATING EXPENSES	12,326.00	1,454.24	1,164.65	175.60	9,707.11	9.45
	----	CURRICULUM DEV & INST STF	157,828.00	5,454.24	41,791.10	8,670.51	110,582.66	26.48
21		INSTRUCTIONAL LEADERSHIP						
	61--	PAYROLL COSTS	540,980.00	0.00	186,351.66	45,424.34	354,628.34	34.45
	62--	PURCHASE & CONTRACTED SVS	11,220.00	1,606.52	647.48	160.26	8,966.00	5.77
	63--	SUPPLIES AND MATERIALS	25,385.00	135.00	5,872.54	504.95	19,377.46	23.13
	64--	OTHER OPERATING EXPENSES	17,010.00	936.23	6,549.76	487.40	9,524.01	38.51
	----	INSTRUCTIONAL LEADERSHIP	594,595.00	2,677.75	199,421.44	46,576.95	392,495.81	33.54

	Obj	Obj	2011-12 BUDGET	ENCUMBRANCE YTD	2011-12 EXPENDITURES	December 2011-12 ACTIVITY	BALANCE	2011-12 YTD %
199		GENERAL FUND						
23		SCHOOL LEADERSHIP						
	61--	PAYROLL COSTS	2,048,846.00	0.00	675,593.84	169,179.35	1,373,252.16	32.97
	62--	PURCHASE & CONTRACTED SVS	35,340.00	13,593.27	4,817.73	1,234.41	16,929.00	13.63
	63--	SUPPLIES AND MATERIALS	70,618.00	4,764.11	15,037.20	1,951.61	50,816.69	21.29
	64--	OTHER OPERATING EXPENSES	16,612.00	2,000.06	6,477.66	1,919.03	8,134.28	38.99
	----	SCHOOL LEADERSHIP	2,171,416.00	20,357.44	701,926.43	174,284.40	1,449,132.13	32.33
31		GUIDANCE & COUNSELING						
	61--	PAYROLL COSTS	1,050,238.90	0.00	351,964.80	87,696.38	698,274.10	33.51
	62--	PURCHASE & CONTRACTED SVS	12,941.00	0.00	3,855.00	985.00	9,086.00	29.79
	63--	SUPPLIES AND MATERIALS	27,343.10	1,863.80	6,479.35	618.48	18,999.95	23.70
	64--	OTHER OPERATING EXPENSES	13,941.00	912.50	6,440.69	686.22	6,587.81	46.20
	----	GUIDANCE & COUNSELING	1,104,464.00	2,776.30	368,739.84	89,986.08	732,947.86	33.39
33		HEALTH SERVICES						
	61--	PAYROLL COSTS	377,113.50	0.00	123,712.76	30,905.15	253,400.74	32.81
	62--	PURCHASE & CONTRACTED SVS	5,019.40	0.00	0.00	0.00	5,019.40	0.00
	63--	SUPPLIES AND MATERIALS	8,707.10	126.90	1,880.65	512.76	6,699.55	21.60
	64--	OTHER OPERATING EXPENSES	861.00	0.00	0.00	0.00	861.00	0.00
	----	HEALTH SERVICES	391,701.00	126.90	125,593.41	31,417.91	265,980.69	32.06
34		PUPIL TRANSPORTATION						
	61--	PAYROLL COSTS	1,067,059.00	0.00	429,392.39	101,213.25	637,666.61	40.24
	62--	PURCHASE & CONTRACTED SVS	19,000.00	7,837.00	8,637.81	714.63	2,525.19	45.46
	63--	SUPPLIES AND MATERIALS	342,250.00	26,046.92	163,512.65	2,134.50	152,690.43	47.78
	64--	OTHER OPERATING EXPENSES	-206,280.00	440.90	82.07	7,372.27	-206,802.97	-0.04
	----	PUPIL TRANSPORTATION	1,222,029.00	34,324.82	601,624.92	111,434.65	586,079.26	49.23

	Obj	Obj	2011-12 BUDGET	ENCUMBRANCE YTD	2011-12 EXPENDITURES	December 2011-12 ACTIVITY	BALANCE	2011-12 YTD %
199		GENERAL FUND						
36		COCURR./EXTRACURR.ACTIVITIES						
	61--	PAYROLL COSTS	659,075.20	0.00	238,210.36	72,140.64	420,864.84	36.14
	62--	PURCHASE & CONTRACTED SVS	185,974.72	36,417.65	70,558.47	30,645.80	78,998.60	37.94
	63--	SUPPLIES AND MATERIALS	172,622.38	30,199.78	41,857.60	12,084.24	100,565.00	24.25
	64--	OTHER OPERATING EXPENSES	314,779.70	11,286.43	97,308.19	12,415.86	206,185.08	30.91
	----	COCURR./EXTRACURR.ACTIVIT	1,332,452.00	77,903.86	447,934.62	127,286.54	806,613.52	33.62
41		GENERAL ADMINISTRATION						
	61--	PAYROLL COSTS	867,795.50	0.00	267,680.68	66,110.40	600,114.82	30.85
	62--	PURCHASE & CONTRACTED SVS	165,585.00	78,163.32	30,491.29	11,705.02	56,930.39	18.41
	63--	SUPPLIES AND MATERIALS	26,277.00	1,388.95	6,061.33	2,337.48	18,826.72	23.07
	64--	OTHER OPERATING EXPENSES	82,222.50	8,447.89	41,950.33	11,973.96	31,824.28	51.02
	----	GENERAL ADMINISTRATION	1,141,880.00	88,000.16	346,183.63	92,126.86	707,696.21	30.32
51		PLANT MAINTENANCE & OPERATIONS						
	61--	PAYROLL COSTS	1,936,758.00	0.00	668,462.37	158,886.98	1,268,295.63	34.51
	62--	PURCHASE & CONTRACTED SVS	1,585,510.00	97,239.47	394,593.33	102,365.73	1,093,677.20	24.89
	63--	SUPPLIES AND MATERIALS	486,650.00	57,993.44	93,969.17	35,256.65	334,687.39	19.31
	64--	OTHER OPERATING EXPENSES	190,700.00	221.00	163,979.43	82,358.93	26,499.57	85.99
	----	PLANT MAINTENANCE & OPERA	4,199,618.00	155,453.91	1,321,004.30	378,868.29	2,723,159.79	31.46
52		SECURITY & MONITORING SERVICES						
	61--	PAYROLL COSTS	16,272.00	0.00	5,014.20	1,253.25	11,257.80	30.81
	62--	PURCHASE & CONTRACTED SVS	62,810.00	2,580.00	1,720.00	1,720.00	58,510.00	2.74
	63--	SUPPLIES AND MATERIALS	4,000.00	0.00	3,024.00	0.00	976.00	75.60
	----	SECURITY & MONITORING SER	83,082.00	2,580.00	9,758.20	2,973.25	70,743.80	11.75

	Obj	Obj	2011-12 BUDGET	ENCUMBRANCE YTD	2011-12 EXPENDITURES	December 2011-12 ACTIVITY	BALANCE	2011-12 YTD %
199		GENERAL FUND						
53		DATA PROCESSING SERVICES						
	61--	PAYROLL COSTS	438,083.00	0.00	147,790.44	36,632.15	290,292.56	33.74
	62--	PURCHASE & CONTRACTED SVS	270,000.00	75,593.97	69,122.89	3,622.22	125,283.14	25.60
	63--	SUPPLIES AND MATERIALS	96,295.00	3,871.95	58,435.48	1,796.64	33,987.57	60.68
	64--	OTHER OPERATING EXPENSES	42,675.00	0.00	10,810.46	0.00	31,864.54	25.33
	66--	CPTL OUTLY LAND BLDG & EQ	10,000.00	0.00	0.00	0.00	10,000.00	0.00
	----	DATA PROCESSING SERVICES	857,053.00	79,465.92	286,159.27	42,051.01	491,427.81	33.39
61		COMMUNITY SERVICES						
	61--	PAYROLL COSTS	52,591.00	0.00	14,146.29	4,811.86	38,444.71	26.90
	64--	OTHER OPERATING EXPENSES	750.00	613.61	136.39	0.00	0.00	18.19
	----	COMMUNITY SERVICES	53,341.00	613.61	14,282.68	4,811.86	38,444.71	26.78
91		INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	5,567,564.00	0.00	0.00	0.00	5,567,564.00	0.00
	----	INTERGOVERNMENTAL CHARGES	5,567,564.00	0.00	0.00	0.00	5,567,564.00	0.00
99		OTHR INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	667,570.00	0.00	342,103.19	176,095.73	325,466.81	51.25
	----	OTHR INTERGOVERNMENTAL CH	667,570.00	0.00	342,103.19	176,095.73	325,466.81	51.25
	----	GENERAL FUND	38,282,303.00	612,729.61	10,568,858.57	2,710,111.43	27,100,714.82	27.61

	Obj	Obj	2011-12 BUDGET	ENCUMBRANCE YTD	2011-12 EXPENDITURES	December 2011-12 ACTIVITY	BALANCE	2011-12 YTD %
240		FOOD SERVICE						
35		FOOD SERVICES						
	61--	PAYROLL COSTS	1,261,933.00	0.00	250,283.25	62,509.86	1,011,649.75	19.83
	62--	PURCHASE & CONTRACTED SVS	15,221.00	3,063.00	5,918.50	312.00	6,239.50	38.88
	63--	SUPPLIES AND MATERIALS	1,052,302.00	554,956.15	358,914.71	72,673.14	138,431.14	34.11
	64--	OTHER OPERATING EXPENSES	10,225.00	950.64	1,161.38	222.63	8,112.98	11.36
	66--	CPTL OUTLY LAND BLDG & EQ	32,325.00	4,819.84	0.00	0.00	27,505.16	0.00
	----	FOOD SERVICES	2,372,006.00	563,789.63	616,277.84	135,717.63	1,191,938.53	25.98
	----	FOOD SERVICE	2,372,006.00	563,789.63	616,277.84	135,717.63	1,191,938.53	25.98

********** End of report **********

	Obj	Obj	2011-12 BUDGET	ENCUMBRANCE YTD	2011-12 EXPENDITURES	November 2011-12 ACTIVITY	BALANCE	2011-12 YTD %
199		GENERAL FUND						
	6---	EXPENDITURES	38,282,303.00	735,601.84	7,858,747.14	2,597,560.35	29,687,954.02	20.53
	----	GENERAL FUND	38,282,303.00	735,601.84	7,858,747.14	2,597,560.35	29,687,954.02	20.53
240		FOOD SERVICE						
	6---	EXPENDITURES	2,372,006.00	630,085.25	480,560.21	136,657.14	1,261,360.54	20.26
	----	FOOD SERVICE	2,372,006.00	630,085.25	480,560.21	136,657.14	1,261,360.54	20.26

********** End of report **********

Marble Falls Independent School District

INTEROFFICE MEMORANDUM

Date: January 17, 2012

To: Board of Trustees and Dr. O'Connor

From: Lisa LeMon, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

Budget amendments included for approval (copies follow):

11-00011	To transfer incentive money to instructional accounts - $5,200
11-00012	To move funds from Instructional to Library - $1,000
11-00016	To transfer funds to maintenance for new sound system for high school auditorium - $12,601

Report of grants and other programs (for information only):

11-00013	Set up Title I, Part A Grant – $796,920
11-00015	To set up rollover funds for IDEA B, Formula funds - $176,808

MARBLE FALLS ISD
BUDGET AMENDMENT

Batch #:	11-00011	Reason for amendment:	To move incentive money from admin
Fiscal Year:	2011-2012		

	Account Number	Account Description	Debit Increase	Credit Decrease
EXPENDITURES				
1	199-23-6399.00-101-0-99-000	Admin Supplies		5200
2	199-11-6398.00-101-0-99-000	Bernal - Tech. supplies	584	
3	199-11-6399.00-101-0-99-000	✓ supplies	3749	
4	199-12-6329.00-101-0-99-000	Library - Books	867	
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20				
REVENUE		JAN 05 2012	Decrease	Increase
21				
22				
23				
24				
Totals			-	-

Board Approval Required	Prepared by:	Approved by:	Reviewed by:	Entered by:
☑ Yes ☐ No	Date: 1-3-12	Date: 1-4-12	Date:	Date:

Revised 8/01/05

MARBLE FALLS ISD
BUDGET AMENDMENT

Batch #:	11-00012	Reason for amendment:	To move funds from Gen. to Library
Fiscal Year:	2011-12		

	Account Number	Account Description	Debit Increase	Credit Decrease
EXPENDITURES				
1	199-11-6399.00-101-0-99-000	General Supplies		1000
2	199-12-6329.00-101-0-99-000	Library - Reading Materials	1000	
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REVENUE			Decrease	Increase
21				
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24				
Totals			-	-

JAN 05 2012

Board Approval Required	Prepared by: Becky Fields	Approved by:	Reviewed by:	Entered by:
☑ Yes ☐ No	Date: 1-3-12	Date: 1-4-12	Date:	Date:

Revised 8/01/05

MARBLE FALLS ISD
BUDGET AMENDMENT

RECEIVED
JAN 09 2012
BY:

COPY

Batch #:	11-00013	Reason for amendment:	To set up new year budget for Title I, Part A - Improving Basic Programs
Fiscal Year:	2011 - 2012		

	Account Number	Account Description	Debit	Credit
EXPENDITURES			Increase	Decrease
1	211 11 6119 00 999 230000	Professional Salaries	660,820.00	
2	211 11 6219 00 999 230000	Professional and Contracted Services	131,000.00	
3	211 11 6399 00 999 230000	Supplies	100.00	
4	211 13 6411 00 999 230000	Travel	5,000.00	
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REVENUE			Decrease	Increase
21	211 00 5929 00 000 200000	Title I, Part A - Improving Basic Programs		796,920.00
Totals			796,920.00	796,920.00

Board Approval Required	Prepared by: Dotti de la Hoya	Approved by:	Reviewed by: pmc	Entered by: pmc
☐ Yes ☑ No	Date: 01/05/12	Date: 1/6/12	Date: 01-09-12	Date: 01-09-12

Revised 8/01/05

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MARBLE FALLS ISD
BUDGET AMENDMENT

COPY

DEC 01 2011

Batch #:	11-00015	Reason for amendment:	DISBURSEMENT OF IDEA FORMULA PART B ROLLOVER FUNDS
Fiscal Year:	2011-2012		

	Account Number	Account Description	Debit	Credit
EXPENDITURES			Increase	Decrease
1	224-11-6129-00-102-223-000	PARA SALARY, REMAINDER OF CARMENT RAMIREZ (PPCD)	3,761.00	
2	224-11-6141-00-102-223-000	MEDICARE	55.00	
3	224-11-6143-00-102-223-000	WC	21.00	
4	224-11-6145-00-102-223-000	UC	3.00	
5	224-11-6146-00-102-223-000	TRS	262.00	
6	224-11-6219-00-999-223-000	LICENSED PROFESSIONAL SERVICES	49,876.00	
7	224-11-6299-00-999-223-000	NON-LICENSED PROFESSIONAL SERVICES	65,423.00	
8	224-11-6299-05-999-223-000	TOKEN WAGES	300.00	
9	224-11-6398-00-999-223-000	TECHNOLOGY SUPPLIES	15,000.00	
10	224-11-6399-00-999-223-000	GENERAL SUPPLIES	20,000.00	
11	224-11-6411-00-999-223-000	EMPLOYEE TRAVEL	8,000.00	
12	224-11-6494-00-999-223-000	RECLASSIFIED TRANSPORTATION	2,000.00	
13	224-11-6499-00-999-223-000	MISCELLANEOUS OPERATING EXPENSES	1,000.00	
14	224-36-6119-20-999-223-000	SPECIAL OLYMPICS STIPEND (CYNTHIA PATTERSON)	1,080.00	
15	224-36-6129-20-999-223-000	SPECIAL OLYMPICS EXTRA DUTY PAY (VICKIE ROGERS)	240.00	
16	224-36-6141-20-999-223-000	MEDICARE	20.00	
17	224-36-6142-20-999-223-000	INSURANCE	105.00	
18	224-36-6143-20-999-223-000	WC	8.00	
19	224-36-6145-20-999-223-000	UC	2.00	
20	224-36-6146-20-999-223-000	TRS	93.00	
REVENUE			Decrease	Increase
21	224-00-5929-00-000-200-000	FEDERAL REVENUE		176,808.00
22				
23				
24				
Totals			176,808.00	176,808.00

Board Approval Required	Prepared by:	Approved by:	Reviewed by:	Entered by:
☐ Yes ☑ No	Trisha Clifton	Sharon Maugh	jmc	jmc
	Date: 11-14-11	Date: 12-1-11	Date: 01-13-12	Date: 01-13-12

Revised 8/01/05

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MARBLE FALLS ISD
BUDGET AMENDMENT

Batch #:		Reason for amendment:	DISBURSEMENT OF IDEA FORMULA PART B ROLLOVER FUNDS
Fiscal Year:	2011-2012		

	Account Number	Account Description	Debit	Credit
EXPENDITURES			Increase	Decrease
1	224-36-6269-00-999-223-000	SPECIAL OLYMPICS RENTAL (POOL, BOWLING)	700.00	
2	224-36-6399-00-999-223-000	SPECIAL OLYMPICS GENERAL SUPPLIES	2,000.00	
3	224-36-6412-00-999-223-000	SPECIAL OLYMPICS STUDENT TRAVEL	4,859.00	
4	224-36-6494-00-999-223-000	SPECIAL OLYMPICS RECLASSIFIED TRANSPORTATION	1,500.00	
5	224-36-6499-00-999-223-000	SPECIAL OLYMPICS MISCELLANEOUS OPERATING EXPENSES	500.00	
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REVENUE			Decrease	Increase
21	224-00-5929-00-000-200-000	FEDERAL REVENUE		176,808.00
22				
23				
24				
Totals			- 176,808.00	176,808.00

Board Approval Required	Prepared by:	Approved by:	Reviewed by:	Entered by:
☐ Yes ☐ No	Date:	Date:	Date:	Date:

Revised 8/01/05

JAN 16 2012

MARBLE FALLS ISD
BUDGET AMENDMENT

Batch #:	11-00016	Reason for amendment:	To replace the sound system at the High School Auditorium
Fiscal Year:	2011-12		

	Account Number	Account Description	Debit	Credit
	EXPENDITURES		Increase	Decrease
1	199-51-6639.00-936-099-000	Capital Outlay	12,601.00	
2	199-11-6639.00-999-099-000	Capital Outlay		12,601.00
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	REVENUE		Decrease	Increase
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24				
Totals			- 12,601.00	12,601.00

Board Approval Required	Prepared by: Lisa LeMon	Approved by:	Reviewed by:	Entered by:
☑ Yes ☐ No	Date: 01/16/12	Date:	Date:	Date:

Revised 8/01/05

THE COUNTY OF BURNET
Burnet, Texas 78611

January 12, 2012

Allen Roberts
Assistant Superintendent
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654

Dear Allen,

Enclosed is the Contract for Election Services for the May 12, 2012 general/ special election for the Marble Falls Independent School District. There are two places we need signatures on the contract. One is on page 8, the other is on page 15.

For May local elections, all entities use the Burnet and Marble Falls school district polling places to accommodate voters and to conserve expenses. There will be no Burnet County elections on May 12.

Other facets of the election and the contract include:

· Due to the county's redistricting work in 2011, there are revised precinct boundaries, precinct numbers and polling places. We have maps for use at the polling locations. You may find information on the county website: www.burnetcountytexas.org.

· The names of the election judges are not provided; I will e-mail them to you for board approval once they have been secured.

· Last year we had a local election that had a tie vote on election night and it was suggested that I include a "runoff" election date in your contract for election services. I didn't, due to the uncertainty of when we will hold Joint Primary elections. I will decide a date for an election to resolve a tie after we know what is happening with the primary elections.

We will send you copies of the other entities' signed Joint Election Agreements when we get them. If you need copies of the entire contract from these entities, please let me know.

Please help us inform voters that new yellow voter registration certificates WILL be mailed once the state redistricting work is complete. Our old blue cards expired in December. If citizens have questions about their voter registration status, they are welcome to call.

If your entity had a permanent polling place change due to redistricting, I have spoken with you about your responsibility in submitting this change to the U.S. Department of Justice for Section 5 Voting Rights Act approval. I do not expect any obstacles to the submittals as Burnet County has received DOJ approval for all county polling place changes.

We are happy to provide you a voter registration list for your district at any time; you may call or e-mail me or Karen; Karen's e-mail address is: electassist@burnetcountytexas.org.

Please don't hesitate to call with questions.

Thank you.

Sincerely,

Barbara M Agnew

Barbara M. Agnew
Elections Administrator
220 S. Pierce
Burnet, TX 78611
(512) 715-5288 (office)
(512) 715-5287 (fax)
electadmin@burnetcountytexas.org

CONTRACT FOR ELECTION SERVICES

BETWEEN

THE BURNET COUNTY ELECTIONS ADMINISTRATOR

AND

THE MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

FOR THE MAY 12, 2012 GENERAL / SPECIAL ELECTION

THIS CONTRACT is made and entered into by and between Barbara Agnew, the Burnet County, Texas Elections Administrator, hereinafter referred to as "Contracting Officer," and the Local Political Subdivision, The Marble Falls Independent School District, hereinafter referred to as "the LPS," pursuant to the authority under Section 31.092(a) of the Texas Election Code. In consideration of the mutual covenants and promises hereinafter set forth, the parties to this contract agree to the following with regard to coordination and supervision of the LPS's May 12, 2012 General/Special Election ("the election").

I. RESPONSIBILITIES OF CONTRACTING OFFICER. The Contracting Officer shall be responsible for performing the following services and furnishing the following materials and equipment in connection with the election:

A. ***Selection of Presiding Judges, Alternate Judges, and Election Clerks.***

1. The Contracting Officer will appoint presiding election judges and alternate judges at its Election Day polling locations, all of which will be qualified voters of such precincts or consolidated precincts. The Contracting Officer will appoint a presiding judge, an alternate judge and four clerks of the central counting station on Election Day. The Contracting Officer shall appoint a presiding judge and clerks for the Early Voting Ballot Board (EVBB). By signing this contract, the LPS hereby approves such selections. The Contracting Officer shall notify the election workers of their selection and shall provide the names and addresses of those selected to the LPS.

2. The Contracting Officer shall provide each presiding judge the names of registered voters in the territory of the LPS who are willing to serve as election clerks at the Election Day polling location from which the presiding judge shall make his or her clerk appointments. If a presiding judge or the alternate judge does not speak both English and Spanish, and the election precinct is one subject to Sections 272.002 and 272.009 of the Texas Election Code, the Contracting Officer shall ensure that such presiding judge appoints a bilingual election clerk.

B. ***Election Training.*** The Contracting Officer shall be responsible for conducting one or more election schools to train the presiding judges, alternate judges, election clerks, and Early Voting deputies in the operation and troubleshooting of the direct record electronic (DRE) voting system and the conduct of elections, including qualifying voters, issuing ballot style codes, maintaining order at the polling location, and provisional voting.

C. ***Department of Justice Preclearance.*** The Contracting Officer shall submit any required preclearance documents specifically related to this election to the United States Department of Justice under the Federal Voting Rights Act of 1965.

D. ***Logic and Accuracy Testing.*** In advance of Early Voting (including the sending out of any mail ballots), the Contracting Officer, the tabulation supervisor and three other members she designates for the testing board shall conduct all logic and accuracy testing in accordance with the procedures set forth by the Texas Secretary of State. The Contracting Officer shall also be responsible for the publication of the required notice of such testing.

E. ***Election Supplies.*** The Contracting Officer shall procure, prepare, and distribute to each presiding judge for use at the polling locations on Election Day (and to the Early Voting clerks during Early Voting) the following consumable election supplies: election and early voting kits from third-party vendors or the equivalent (including the appropriate envelopes, lists, forms, name tags, posters, and signage described in Chapters 51, 61, and 62, and Subchapter B of Chapter 66 of the Texas Election Code); seals; sample ballots; thermal paper rolls for use in the Judge's Booth Controllers (JBCs); batteries for use in the JBCs and eSlates; and all consumable-type office supplies necessary to hold an election. The Contracting Officer may purchase additional or make additional copies of election forms, including sample ballots and combination poll lists/signature rosters.

F. ***Registered Voter List.*** The Contracting Officer shall provide lists of registered voters in the LPS territory required for use on Election Day and for the Early Voting period.

G. ***Election Equipment.***

1. The Contracting Officer shall use the Direct Record Electronic (DRE) voting system and the mail ballot system purchased by Burnet County from Hart InterCivic, Inc. ("Hart") for the election. This voting system includes the equipment referred to as "eSlates" and "Judge's Booth Controllers" (JBCs). The Early Voting locations and the Election Day polling locations will have at least one voting machine that is accessible to disabled voters. The Contracting Officer or designee shall prepare the JBCs and eSlates for Early Voting and for Election Day.

2. The Contracting Officer or designee shall program the ballot for the voting system (as well as for the mail ballots) based on the information provided by the LPS, including names of the candidates, names of the offices sought, order of names on the ballot, propositions on the ballot, and the English and Spanish translation of the offices and any propositions.

H. ***Early Voting.***

1. The Contracting Officer shall serve as Early Voting Clerk for the election, and by signing this contract, the LPS does hereby appoint her as such. The Contracting Officer shall conduct Early Voting at the Burnet Courthouse as the main location and is also authorized to conduct Early Voting at the Marble Falls Courthouse Annex. The Contracting Officer shall hire at least 3 temporary deputies to work each day at each Early Voting location. Early Voting by personal appearance for the election shall be conducted during the hours and time period and at the locations listed in Exhibit A.

2. The Contracting Officer may receive mail ballot applications on behalf of the LPS. All applications for mail ballots shall be processed in accordance with Title 7 of the Texas Election Code by the Contracting Officer or her deputies at the Records Building, located behind the Burnet County Courthouse Annex, 1701 E. Polk St., Burnet, TX 78611.

I. ***Election Day Polling Location.*** The Election Day polling locations are set forth in Exhibit B. The Contracting Officer shall arrange for the use of the Election Day polling places and shall arrange for the setting up of the polling locations.

J. ***Election Day Activities.***

1. The Contracting Officer and staff shall be available from 6:00 am until the completion of vote counting and all tabulation tests on Election Day to render technical support and assistance to voters and election workers.

2. The Contracting Officer and staff shall do Election Night intake preparation and intake of election equipment and records starting at 6:00 pm on Election Day.

3. The Contracting Officer shall count the votes in accordance with Chapter 127 of the Texas Election Code. The Contracting Officer shall serve as central counting station manager and Elections Assistant Karen Peraino shall serve as tabulation supervisor. By signing this contract, the LPS hereby approves such appointments.

K. ***Election Night Reports.*** The Contracting Officer shall prepare the unofficial tabulation of precinct election results under Section 66.056(a) of the Texas Election Code. The unofficial tabulation of Early Voting precinct results and Election Day precinct results shall be made available to the LPS via e-mail as soon as they are prepared and may be released under law, but no earlier than 7:05 pm on Election Day.

L. ***Provisional Votes/Determination of Mail Ballots Timely Received under Section 86.007(d) of the Texas Election Code.*** The Contracting Officer, serving as voter registrar, shall retain the provisional voting affidavits and shall provide factual information on each of the provisional voters' status. The Contracting Officer will reconvene the EVBB after the election within the time set forth in Section 65.051 of the Texas Election Code for the purpose of determining the disposition of the provisional votes. At the same time, the EVBB will review mail ballots timely received under Section 86.007(d) of the Texas Election Code to determine whether such will be counted and to resolve any issues with such ballots.

M. ***Canvass Material Preparation.*** Promptly after determination of the provisional votes and resolution of any mail ballots, the Contracting Officer shall work with the Early Voting Ballot Board to tally the accepted provisional votes and resolved mail ballots, amend the unofficial tabulations, and submit new unofficial tabulations to the LPS. The reports will serve as the canvass materials for the LPS.

N. ***Custodian of Election Records.*** The election records will be submitted to the LPS secretary, except for those records that must be maintained by the Contracting Officer as Voter Registrar in accordance with Section 66.051 of the Texas Election Code. The Contracting Officer is hereby appointed the custodian of voted ballots (which in the case of the ballots cast on the DRE voting system consists of the DVD backup) and shall preserve them in accordance with Chapter 66 of the Texas Election Code and other applicable law. The Contracting Officer shall also maintain custody of the records pertaining to the operation of the JBCs and eSlates.

O. ***Recount.***

1. If required by law, the Contracting Officer shall perform a partial manual count of electronic voting system ballots in accordance with section 127.201 of the Texas Election Code. A recount may also be requested in accordance with Chapter 212 of the Texas Election Code.

2. The LPS shall advise the Contracting Officer if a recount is required by law or requested and the Contracting Officer and the LPS shall discuss how such recount is to be conducted. The LPS shall reimburse the Contracting Officer for the cost of such count which is not included in the estimate set forth in Exhibit C.

P. ***Contracting with Third Parties.*** In accordance with Section 31.098 of the Texas Election Code, the Contracting Officer is authorized to contract with third parties for election services and supplies, except where such services and supplies will be procured by the LPS as provided in this contract. The cost of such third-party services and supplies will be paid by the Contracting Officer and reimbursed to her by the LPS, or the LPS shall pay such cost directly to the third parties, as agreed by the parties at the time the services and supplies are ordered.

II. RESPONSIBILITIES OF THE LPS. The LPS shall perform the following tasks, which are not the responsibility of the Contracting Officer:

A. ***Applications for Mail Ballots.*** The LPS shall date stamp and then immediately fax to the Contracting Officer all applications for mail ballots that it receives. Promptly thereafter, the LPS shall deliver or send by mail the original mail ballot applications to the Contracting Officer.

B. ***Election Orders, Election Notice, and Canvass.*** The LPS shall prepare the election order, resolutions, and official canvass. The LPS shall be responsible for having the required election notice under Section 4.003(a)(1) of the Texas Election Code timely published in the newspaper. The LPS shall also be responsible for timely posting the notice required under Section 4.003(b) of the Texas Election Code in the proper location(s). The LPS is responsible for ensuring that all necessary documents are in both English and Spanish.

C. ***Map.*** The LPS shall provide the Contracting Officer with an updated map and street index of its jurisdiction in an electronic or printed format.

D. ***Ballot Information.*** By March 9, 2012 or sooner, the LPS shall provide the Contracting Officer with the office names, including place designations, the names of the candidates as the names are to appear on the ballot as well as the order in which they are to appear, any propositions on the ballot, and the English and Spanish translations of propositions that are to appear on the ballot, as well as the order of any such propositions on the ballot. The LPS shall promptly review for correctness the final ballot when requested by the Contracting Officer to do so prior to finalization.

E. ***Precinct Reports to the Texas Secretary of State.*** The LPS shall prepare and file all required precinct reports with the Texas Secretary of State.

III. SPECIAL PROVISIONS RELATING TO ELECTION WORKERS

A. ***Number of Election Workers at Election Day Polling Locations.*** It is agreed by the Contracting Officer and the LPS that there will be from three to six election workers at each Election Day polling location. The workers will consist of the presiding judge, alternate judge, and at least one

election clerk appointed by the presiding judge. The number of clerks is derived from the number of elections at the poll and the number of registered voters for that poll.

B. ***Number of Early Voting Ballot Board Members.*** It is agreed by the Contracting Officer and the LPS that the EVBB shall consist of at least three members.

C. ***Compensation for Election Workers.*** The Contracting Officer and the LPS agree that election workers will be compensated as follows:

- Presiding judges and alternate judges (including members of the EVBB and the central counting station): $9.00/hr
- Election clerks: $8.00/hr
- Early Voting deputies: $8.00/hr

Election workers will be paid for the time spent setting up the polling location and closing the polling location each evening, but not to exceed one hour before and one hour after the polling location is open for voting. The Contracting Officer shall pay the workers and be reimbursed by the entities sharing the polling location, unless a polling place is open for only one LPS holding an election. In this case, the LPS shall pay the election workers directly.

D. ***Delivery Fee.***

1. The presiding judge (or the alternate judge or election clerk, if designated by the presiding judge) shall bring the eSlates, JBC, completed paperwork, and all unused supplies back to the Records Building after the polls close on Election Night. The presiding judge or judge's designee shall be paid mileage for this delivery at the current mileage rate paid by Burnet County ($.555/mile) between the polling location and the Records Building, but not to exceed a total of $12.50. The eSlates, JBC, and election supplies shall be delivered to the polling location either by a member of the Contracting Officer's staff or picked up by the presiding judge or judge's designee at the Records Building before the election. The presiding judge or judge's designee shall be paid mileage for this pickup at the current mileage rate paid by Burnet County ($.555/mile) between the polling location and the Records Building, but not to exceed a total of $12.50. The delivery fee shall be paid along with the compensation.

2. The Contracting Officer shall pay the workers and be reimbursed by the entities sharing the polling location, unless a polling place is open for only one LPS holding an election. In this case, the LPS shall pay the election workers the delivery fee directly.

IV. SPECIAL PROVISIONS RELATING TO JOINT ELECTIONS

A. The parties acknowledge that the following local political subdivisions may be holding elections at the same time, unless one or more such local political subdivisions cancels its or their election(s) in accordance with Section 2.053 of the Texas Election Code, and may enter into a contract for election services with the Contracting Officer:

The Central Texas Groundwater Conservation District
The Marble Falls Independent School District
The Burnet Consolidated Independent School District
The City of Bertram
The City of Burnet
The City of Meadowlakes

The City of Cottonwood Shores
The City of Granite Shoals
The City of Highland Haven
The City of Horseshoe Bay
The City of Marble Falls
Various municipal utility districts and water districts located wholly or partially within Burnet County.

B. The parties acknowledge that under new law Burnet County may NOT order an election for May 12, 2012 and will not share costs of the election(s).

C. The LPS does hereby agree to hold a joint election under Section 271.002 of the Texas Election Code with other local political subdivisions in Burnet County, to share the expenses and costs of the joint election, and to enter a Joint Election Agreement with them, as set forth in Exhibits D1 and D2.

D. The parties also acknowledge, and the LPS does hereby give its consent, that other local political subdivisions in Burnet County with which it does not share territory may have candidates and/or propositions appearing on the same ballot with those of the LPS. The parties also acknowledge, and the LPS does hereby give its consent, that other local political subdivisions in Burnet County with which it does not share territory may use one or more of the same Early Voting locations and the services of the Early Voting deputies there and one or more of the same Election Day polling locations and the services of the election workers there. The Contracting Officer shall charge only once for the compensation paid to the election workers and Early Voting deputies and the use of voting equipment at a shared polling location, and divide the charges.

V. PAYMENT

A. ***Compensation.*** Within 60 days after Election Day, the Contracting Officer will submit an itemized invoice to the LPS for actual expenses directly attributable to the scope of work of the election, including the following:

- ballot programming and printing costs
- wages of the precinct judges and clerks, the early voting deputies, the EVBB, the central count station judges and clerks, and the Logic and Accuracy Testing Board members (other than the Contracting Officer and assistants)
- a "per election" user fee of $150 for each regular eSlate, accessible eSlate, and JBC placed in service at each Election Day polling location
- supply costs
- newspaper notice publication expenses for logic and accuracy testing
- pickup and delivery of supplies by judges.

Costs for which reimbursement is sought shall be supported by appropriate documentation.

A cost estimate for election expenses is set forth in Exhibit C. The estimate assumes no cost sharing with other local political subdivisions. The parties agree that this is an estimate only and the LPS is obligated to pay the actual expenses of the election. The Contracting Officer agrees to advise the LPS if it appears that the actual expenses will exceed by 20% or more the estimated expenses to be paid initially by the Contracting Officer and reimbursed by the LPS.

B. ***Administrative Fee.*** In accordance with Section 31.100(d), the LPS shall pay the Contracting Officer an administrative fee in the amount of 10% of the total cost of the contract (but not less than $75.00).

C. ***Cost Sharing.***

1. If the Contracting Officer contracts with more than one local political subdivision to conduct an election on the same Election Day, the LPS agrees to share with the other local political subdivision(s) the expenses of personnel and equipment associated with shared Early Voting locations, shared Election Day polling places, common publication of the notice for the logic and accuracy testing, the cost of the EVBB and central counting station presiding and alternate judges and clerks, and any other common election costs that are shared by all the entities contracting with the Contracting Officer.

2. Cost sharing will be in accordance with the Joint Election Agreement attached hereto and made a part of this contract as Exhibit D.

D. ***Payment.*** The Contracting Officer's invoice shall be due and payable to the address set forth in the invoice within 30 days from the date of receipt by the LPS. If the LPS disputes any portion of the invoice, the LPS shall notify the Contracting Officer within such 30-day period or the invoice will be deemed to be an accurate rendering of the amount that is due.

VI. GENERAL PROVISIONS

A. ***Nontransferable Functions.*** Nothing in this contract shall authorize or permit a change in:

1. the authority with whom or the place at which any document or record relating to the election is to be filed;

2. the officers who conduct the official canvass of the election returns;

3. the authority to serve as custodian of voted ballots or other election records; or

4. any other nontransferable function specified under Section 31.096 of the Texas Election Code.

B. ***Cancellation of Election.*** If the LPS cancels its election pursuant to Section 2.053 of the Texas Election Code, the Contracting Officer shall be entitled to receive an administrative fee of $75. The Contracting Officer shall submit an invoice for the administrative fee within 60 days after the cancellation, and the LPS shall make payment therefore in a manner similar to that set forth in **V. PAYMENT** above.

C. ***Contract Copies to Treasurer and Auditor.*** In accordance with Section 31.099 of the Texas Election Code, the Contracting Officer agrees to file copies of this contract with the County Treasurer of Burnet County, Texas and the County Auditor of Burnet County, Texas.

D. ***Representatives.*** For purposes of implementing this contract and coordinating activities, the Contracting Officer and the LPS designate the following individuals for submission of information, documents and notice:

For the Contracting Officer:

Barbara Agnew
Elections Administrator, Burnet County
220 S. Pierce
Burnet, TX 78611
Tel: (512) 715-5288
(512) 755-5495 (cell)
Fax: (512) 715-5287
Email: electadmin@burnetcountytexas.org

For the LPS:

Allen Roberts
Assistant Superintendent
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654
(830) 693-4357
Email: aroberts@mfisd.txed.net

WITNESS BY MY HAND THIS THE 12th DAY OF January, 2012.

Barbara M Agnew

Barbara Agnew
Elections Administrator
Burnet County, Texas

WITNESS BY MY HAND THIS THE _____ DAY OF _____, 2012.

_____
Name:_____
Title:_____
Duly Authorized to Sign this Contract on Behalf of the Marble Falls Independent School District

ATTEST: _____

Exhibit A

May 12, 2012 Local Elections

Early Voting Locations and Hours

Polling Place	**Address**	**City**
Burnet County Courthouse	220 S. Pierce	Burnet, TX 78611
Marble Falls Courthouse Annex	810 Steve Hawkins Pkwy.	Marble Falls, TX 78654

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	April 30 **8am-5pm**	*May 1* **8am-5pm**	*May 2* **8am-5pm**	*May 3* **7am-7pm**	*May 4* **8am-5pm**	*May 5*
May 6	*May 7* **7am-7pm**	*May 8* **8am-5pm**	*May 9*	*May 10*	*May 11*	*May 12* ***Election Day Polls Open 7am-7pm***

Exhibit B

Election Day Polling Locations
Marble Falls Independent School District
May 12, 2012 General/ Special Election(s)

Precincts	Location	Address	City
Burnet County pct. 6 Travis Co. 370 and 371	Smithwick Community Center	10800 E. FM 1431	Marble Falls, TX 78654
9	Highland Haven Community Center	118 Blackbird Dr.	Highland Haven, TX 78654
3 and 18	Granite Shoals Fire Station	8410 RR 1431 W.	Granite Shoals, TX 78654
19 and 20	Marble Falls County Courthouse Annex	810 Steve Hawkins Pkwy.	Marble Falls, TX 78654
Burnet County pct. 4 Travis Co. pct. 308	Spicewood Community Center	7901 CR 404	Spicewood, TX 78669

EXHIBIT C

Estimated Election Expenses

Marble Falls Independent School District
May 12, 2012 General/ Special Election(s) *

Payroll:	
Early Voting Workers	$ 1,950.00
Election Day Judges and Clerks	$ 2,500.00
Early Voting Ballot Board	$ 200.00
Testing Board Members (other than the Elections Administrator and assistants)	$ 200.00
Central Counting Station judges and clerks	$ 200.00
Delivery/ Mileage Pickup and delivery of supplies by judges	$ 125.00
User Fee for DRE equipment ** Election Day only; no charge for Early Voting	$ 3,450.00
Newspaper notice for L & A Testing	$ 150.00
Consumable Supplies	$ 100.00
Ballot Programming	$ 500.00
Subtotal	$ 9,275.00
10% Administrative Fee Payable to Burnet County Elections Administrator:	$ 927.50
Grand Total Estimated Election Expenses:	$ 10,202.50

*Assumes no cost sharing with other local political subdivisions or Burnet County.
** User fee as established by commissioners court is $150.00/unit.

Exhibit D

JOINT ELECTION AGREEMENT

By and Between
The City of Marble Falls, the City of Meadowlakes, the City of Granite Shoals, the City of Cottonwood Shores, or the City of Highland Haven (the "LPS"),
the Board of Trustees of the Marble Falls Independent School District (the "ISD"),
and the Central Texas Groundwater Conservation District (the "CTGCD")

BY THE TERMS OF THIS AGREEMENT, the LPS, the ISD, and the CTGCD do hereby agree, pursuant to the provisions of the Texas Election Code, to hold a joint election on May 12, 2012. The LPS, the ISD, and the CTGCD have contracted with the Burnet County Elections Administrator, the Contracting Officer, to perform various responsibilities in connection with the election on behalf of each.

The LPS, the ISD, and the CTGCD acknowledge and agree as follows:

(1) The Early Voting locations for the elections will be at the main Burnet Courthouse, 220 S. Pierce, Burnet, TX 78611 and at the Marble Falls Courthouse Annex, 810 Steve Hawkins Pkwy., Marble Falls, TX 78654.

(2) Payroll costs include: Early Voting workers, Election Day workers, Early Voting Ballot Board, Testing Board, and Central Count Station personnel. Payroll costs will be shared as such:

The ISD associated with the polling place will pay 40%.
The CTGCD associated with the polling place will pay 40%.
Any/all cities will share equally the remaining 20%.

If there is no CTGCD election, the ISD pays 80% and any/all cities pay 20%.
If there is no ISD election, the CTGCD pays 80% and any/all cities pay 20%.
If there is no city election, the CTGCD pays 50% and the ISD pays 50%.

If there is no CTGCD and no ISD election, any/all cities pay 100%.
If there is no ISD and no city election, the CTGCD pays 100%.
If there is no CTGCD and no city election, the ISD pays 100% of all payroll costs.

(3) The delivery/ mileage payments to election workers who pick up and return election equipment will follow the same cost sharing arrangements shown in (2) above.

(4) The user fee for the Election Day voting equipment will follow the same cost sharing arrangements shown in (2) above.

(5) The expense for the newspaper notice for the L & A test, consumable election supplies, and ballot programming will be shared equally by the ISDs, the CTGCD and the cities holding elections.

(6) The costs incurred in connection with the Burnet Courthouse Early Voting location will be shared only by the Burnet Consolidated Independent School District (BCISD), the city of Burnet, the city of Bertram, and the CTGCD.

(7) The costs incurred in connection with the Marble Falls Annex Early Voting location will be shared only by the Marble Falls Independent School District (MFISD), the city of Marble Falls, the city of Granite Shoals, the city of Cottonwood Shores, the city of Meadowlakes, the city of Highland Haven, and the CTGCD.

(8) On Election Day, May 12, 2012, the following polling locations will be shared by the following entities, which will share the costs in connection with that Election Day polling place:

Main Burnet Courthouse- BCISD, the city of Burnet, and the CTGCD

Silver Creek Community Center- BCISD and the CTGCD

Cassie Community Center- BCISD and the CTGCD

Joanne Cole Mitte Library - BCISD, the city of Bertram, and the CTGCD

Lake Victor Community Center – BCISD and the CTGCD

Briggs Schoolhouse/ Fire Station – BCISD and the CTGCD

Lakeshore Library - BCISD

Marble Falls Courthouse Annex- MFISD, the city of Cottonwood Shores, the city of Marble Falls, the city of Meadowlakes, and the CTGCD

Highland Haven Community Center- MFISD, the city of Highland Haven and the CTGCD

Granite Shoals Fire Station - MFISD, the city of Granite Shoals, and the CTGCD

Spicewood Community Center – MFISD and the CTGCD

Smithwick Community Center- MFISD and the CTGCD

(9) Except as set forth above, all other costs incurred in connection with the May 12, 2012 Local Elections, whether they are Early Voting or Election Day costs shall be charged to the local political subdivision on whose behalf they are incurred.

(10) In the event that a local political subdivision referenced herein cancels its May 12, 2012 election in accordance with Sections 2.051 – 2.053 of the Texas Election Code, it is understood that the cost shares of the remaining local political subdivisions will probably increase.

(11) The LPS understands that the Contracting Officer has contracted with other local political subdivisions. The LPS acknowledges, and does hereby give consent, that such other local political subdivisions may share: one or more of the same Early Voting locations, voting equipment, and

services of the Early Voting deputies; one or more of the same Election Day polling locations, voting equipment, and services of the election workers; and the services of the Contracting Officer in programming the ballot and providing Election Day assistance.

APPROVED BY THE GOVERNING BODY OF THE CITY OF MARBLE FALLS, TX in its meeting held the _____ day of _____, 2012, and executed by its authorized representative.

_____
Signature
Printed Name: _____
Title:_____

APPROVED BY THE GOVERNING BODY OF THE CITY OF MEADOWLAKES, TX in its meeting held the _____ day of _____, 2012, and executed by its authorized representative.

_____
Signature
Printed Name: _____
Title:_____

APPROVED BY THE GOVERNING BODY OF THE CITY OF GRANITE SHOALS, TX in its meeting held the _____ day of _____, 2012, and executed by its authorized representative.

_____
Signature
Printed Name: _____
Title:_____

APPROVED BY THE GOVERNING BODY OF THE CITY OF COTTONWOOD SHORES, TX in its meeting held the _____ day of _____, 2012, and executed by its authorized representative.

_____
Signature
Printed Name: _____
Title:_____

APPROVED BY THE GOVERNING BODY OF THE CITY OF HIGHLAND HAVEN, TX in its meeting held the _____ day of _____, 2012, and executed by its authorized representative.

_____
Signature
Printed Name: _____
Title:_____

APPROVED BY THE GOVERNING BODY OF THE MARBLE FALLS INDEPENDENT SCHOOL DISTRICT in its meeting held the _____ day of _____, 2012, and executed by its authorized representative.

_____
Signature
Printed Name: _____
Title:_____

APPROVED BY THE GOVERNING BODY OF THE CENTRAL TEXAS GROUNDWATER CONSERVATION DISTRICT in its meeting held the _____ day of _____, 2012, and executed by its authorized representative.

_____
Signature
Printed Name: _____
Title:_____

ACKNOWLEDGED BY:

Barbara M Agnew 1/12/2012

Barbara Agnew
Elections Administrator, Burnet County, Texas, "Contracting Officer" Date

THE BOARD OF TRUSTEES
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
RESOLUTION REGARDING EMINENT DOMAIN

On the 23rd day of January, 2012, the Board of Trustees of the Marble Falls Independent School District ("District") adopted by vote the following findings and resolution:

WHEREAS, the District is authorized to exercise the power of eminent domain by Article I, Section 17, of the Texas Constitution and Texas Education Code §11.155, which states that:

> an independent school district may, by the exercise of the right of eminent domain, acquire the fee simple title to real property on which to construct school buildings or for any other public use necessary for the district.

WHEREAS, the District is required by Government Code §2206.101(b) to submit by certified mail a letter to the Comptroller stating that the District is authorized by the state to exercise the power of eminent domain and identifying each provision of law that grants the District that authority; and

WHEREAS, pursuant to Government Code §2206.101(b), failure to notify the Comptroller of the District's legal authority to exercise the power of eminent domain by December 31, 2012, would result in expiration of the District's ability to condemn private property for public use through eminent domain on September 1, 2013;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE MARBLE FALLS INDEPENDENT SCHOOL DISTRICT;

1. That the Board of Trustees authorizes the Superintendent to submit to the Comptroller the letter attached as Exhibit "A" to this Resolution in order to retain the ability to exercise the power of eminent domain granted by the Texas Constitution and Texas Education Code §11.155.

2. That it is hereby found, determined and declared that sufficient written notice of the date, time, place and subject of the meeting of District at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting, as required by Chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The Board of Trustees further ratifies, approves and confirms such written notice and posting thereof.

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing Resolution was presented to the Board of Trustees of the Marble Falls Independent School District during a meeting on January 23, 2012. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the Resolution be adopted, and such Resolution was then adopted according to the following vote:

AYES: _____

NAYS: _____

ABSTENTIONS: _____

To certify which, witness my hand and the official seal of the District this 23rd day of January, 2012.

_____
Rick Edwards
President of the Board of Trustees

THE STATE OF TEXAS §
§ ACKNOWLEDGMENT
COUNTY OF BURNET §

BEFORE ME, a Notary Public, on this day personally appeared Rick Edwards, known to me to be the person whose name is subscribed to the foregoing instrument, and having been sworn, upon his oath stated that he is the President of the Board of Trustees of the Marble Falls Independent School District; that he was authorized to execute such instrument pursuant to Resolution of the Board of Trustees adopted on January 23, 2012; and that said instrument is executed as the free and voluntary act and deed of such governmental unit for the purposes expressed therein.

GIVEN UNDER MY HAND AND SEAL OF OFFICE on this the 23rd day of January, 2012.

_____
Notary Public, State of Texas

CASH PURCHASES WITH AVAILABLE FUNDS

The requirements of the Public Property Finance Act (Local Government Code 271.001 and following) do not apply to cash purchases of real property made with moneys from available funds. *Bandera v. Hamilton, 2 S.W.3d 367 (Tex. App.—San Antonio 1999, pet. denied)*

DEFINITIONS

For purposes of this policy, "contract" means an agreement entered under the authority of the Public Property Finance Act, but does not mean a contract solely for the construction of improvements to real property. "Improvements" means a permanent building, structure, fixture, or fence that is erected on or affixed to land, but does not include a transportable building or structure whether or not it is affixed to land. "Real property" means land, improvement, or an estate or interest in real property, other than a mortgage or deed of trust creating a lien on property or an interest securing payment or performance of an obligation in real property. *Local Gov't Code 271.003(2), (10)–(11)*

PROPOSED CONTRACT

The Board may execute, perform, and make payments under a contract for the use or purchase or other acquisition of real property or an improvement to real property. If the Board proposes to enter into such a contract, it shall publish notice of that intent not less than 60 days before the date set to approve execution of the contract. Publication shall be in a newspaper of general circulation in the District. The notice must summarize the major provisions of the proposed contract. The notice shall estimate the construction and other costs, but the Board shall not publish the first advertisement for bids for construction of improvements until 60 days after publication of the notice of intent. *Local Gov't Code 271.004(a)*

PETITION AND REFERENDUM

Within 60 days of the date of publication of notice of intent, a written petition signed by a least five percent of the registered voters of the District may be filed with the Board, requesting the Board to order a referendum on the question of whether the contract should be approved. If a petition is filed, the Board may not approve the contract or publish the first advertisement for bids for construction of improvements unless the question is approved by a majority of the votes received in a referendum ordered and held on the question. The referendum shall be held in accordance with the applicable provisions of the Election Code, except that it is not required to be held on a uniform election date. *Local Gov't Code 271.004(b)–(c)*

SUBMISSION TO ATTORNEY GENERAL

A lease-purchase contract entered into for the use, purchase, or other acquisition of real property or an improvement to real property and the records relating to its execution shall be submitted to the attorney general for examination as to their validity. If the attorney general finds that the contract has been authorized in accordance

with the law, the attorney general shall approve them, and the comptroller of public accounts shall register them. Following approval and registration, the contract is incontestable and is a binding obligation according to its terms. *Local Gov't Code 271.004(g)–(i)*

DISTRICT OBLIGATION

A contract under this provision is a special obligation of the District if ad valorem taxes are not pledged to the payment of the contract. If the contract provides that payments by the District are to be made from maintenance taxes previously approved by voters of the District and are subject to annual appropriation or are paid from a source other than ad valorem taxes, the payments under the contract shall not be considered indebtedness under Tax Code 26.04(c). All or part of the District's obligation may be evidenced by one or more promissory notes. *Local Gov't Code 271.004 (d)–(f)*

STATE ASSISTANCE—INSTRUCTIONAL FACILITIES

The District may receive financial assistance from the state when the District lease-purchases an instructional facility under the terms set out in Chapter 46, Education Code, and Commissioner's rules implementing that chapter. *Education Code 46.004; 19 TAC 61.1032(i)*

EMINENT DOMAIN

The District may, by the exercise of the right of eminent domain, acquire title to real property on which to construct school buildings or for any other public use necessary for the District. *Education Code 11.155(a)*

The District may not take private property through the use of eminent domain if the taking confers a private benefit on a particular private party through the use of the property, is for a public use that is merely a pretext to confer a private benefit on a particular private party, or is not for a public use. *Gov't Code 2206.001(b)*

PROCEDURES

When exercising the right of eminent domain, the District must follow the procedures found at Government Code Chapter 2206, Subchapter B and Property Code Chapter 21, Subchapter B.

REPURCHASE OF REAL PROPERTY

If the public use for which real property was acquired by eminent domain is cancelled before the property is used for the public use, no actual progress is made toward the public use, or the property becomes unnecessary for the public use, or a substantially similar public use, before the tenth anniversary of the date of acquisition, the District must provide notice to the previous property owner and offer to sell the property to that person in accordance with Property Code Chapter 21, Subchapter E.

Property Code 21.101–.103

NOTICE OF RIGHT

Not later than December 31, 2012, the District shall submit to the comptroller a letter stating that the District is authorized by the state to exercise the power of eminent domain and identifying each provision of law that grants the District that authority. The District must send the letter by certified mail, return receipt requested. If the District does not submit the letter, the authority of the District to exercise the power of eminent domain expires on September 1, 2013. *Gov't Code 2206.101(b)–(c)*

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

Robert O'Connor, Ed.D. – Superintendent
1800 Colt Circle Marble Falls, Texas 78654 Phone 830-693-4357 Fax 830-693-5685

January 23, 2012

By Certified Mail, Return Receipt Requested
Texas Comptroller of Public Accounts
P.O. Box 13942
Austin, TX 78711

RE: Marble Falls ISD's documentation of authority to exercise eminent domain

Dear Madame Comptroller,

Pursuant to Government Code §2206.101 (b), the Marble Falls Independent School District hereby asserts that it is authorized by the State of Texas to condemn private property for public use through means of eminent domain. This authority is granted by Article I, section 17, of the Texas Constitution and the Texas Education Code §11.155, which states that:

> (a) an independent school district may, by the exercise of the right of eminent domain, acquire the fee simple title to real property on which to construct school buildings or for any other public use necessary for the district.

The District's Board of Trustees passed a Resolution with regard to this matter in a properly posted meeting, as reflected in the enclosed documents.

It is my understanding that, through timely submission of this letter containing the information required by Government Code §2206.101(b) by certified mail, return receipt requested, the District will retain the authority to exercise eminent domain beyond September 1, 2013, the sunset date indicated in the statute.

Please contact me if further information is needed.

Sincerely,

Rob O'Connor, Ed.D.

Superintendent

Superintendent Evaluation Individual Response Form

Superintendent: _____ Performance Period:_____

Board Member:_____ Date of Review:_____

Signature:_____

Part 1: **General Job Performance Responsibilities**

Rating Scale:	3 Exceptional	Performance exceeds expectations
	2 Proficient	Performance meets expectations
	1 Needs Improvement	Performance does not meet expectations

Directions:

1. Use the above scale to rate the categories listed under each job-performance area. Consider the indicators listed in each category to make a determination. Any rating of Needs Improvement will be accompanied by a specific statement regarding the Superintendent's performance which is instructive and will lead to improved performance.

2. Use the category ratings to determine a performance-area rating.

Performance Area: Instructional Management

_____1. promotes a shared vision of what the district is and should be for students

_____2. demonstrates through words and action that high expectations are held for staff and student performance

_____3. anticipates student learning needs and initiates action to reduce or eliminate them

_____4. ensures that there is a balance in time and energy devoted to the district and school goals in the areas of intellectual, athletic physical, social vocational, emotional, and ethical development needs

_____5. ensures that there is a continuous focus on student growth and learning

_____6. encourages campuses and programs to be self-directed but focused on the district's mission

_____7. uses the findings of student assessment (TAKS, standardized tests results, etc.) for school improvement activities

_____8. ensures that student grading practices are uniformly and consistently applied and supports effective teaching/learning practices

Overall, based upon the objectives for this domain and the evaluative information made available, to what extent was the Board's expectations met?

_____ Exceptional (3)	Performance exceeds expectations
_____ Proficient (2)	Performance meets expectations
_____ Needs Improvement (1)	Performance does not meet expectations

Performance Area: School/Organization Morale

_____9. promotes a school and organizational climate that results in positive staff morale and openness to the community

_____10. uses decision-making activities that involve appropriate others and results in effective action

_____11. demonstrates success in anticipating, managing, and resolving conflict

_____12. demonstrates sensitivity in dealing with staff, students, and community members from diverse cultural backgrounds

_____13. uses findings of school/organizational climate to maintain or improve productivity and effectiveness

_____14. demonstrates effective decision-making skills

_____15. communicates and promotes high expectation levels for staff

Overall, based upon the objectives set for this domain and the evaluative information made available, to what extent was the Board's expectations met?

_____ Exceptional (3)	Performance exceeds expectations
_____ Proficient (2)	Performance meets expectations
_____ Needs Improvement (1)	Performance does not meet expectations

Performance Area: Management of Fiscal and Facilities Functions

_____16. documents the human, material, and fiscal resources needed to attain the district's instructional goals.

_____17. in partnership with the board, takes action to ensure that resources are allocated to accomplish the district's mission and to maintain high standards

_____18. reports to the board on the status of programs in support of instruction (personnel, transportation, food services, security, etc.)

_____19. takes action to ensure that all facilities are kept in good repair, adequate to meet the needs, and provide for a safe and conducive learning environment.

_____20. manages the budget development and reporting process, ensures that programs are cost effective, and funds are managed prudently

_____21. takes action to ensure that the district complies with all laws, rules, and policies related to fiscal management, meeting accepted accounting standards

_____22. recommends improvements in policies, administrative procedures, and state and federal regulations.

Overall, based upon the objectives set for this domain and the evaluative information made available, to what extent was the Board's expectations met?

_____ Exceptional (3)	Performance exceeds expectations
_____ Proficient (2)	Performance meets expectations
_____ Needs Improvement (1)	Performance does not meet expectations

Performance Area: Student Management

_____23. ensures that student management programs and procedures are effective in promoting acceptable student conduct and social growth

_____24. ensures that the staff understands student discipline policies and procedures

_____25. ensures that the consequences for inappropriate student behavior are applied uniformly and consistently

_____26. ensures that due care is taken regarding student's rights

Overall, based upon the objectives set for this domain and the evaluative information made available, to what extent was the Board's expectations met?

_____ Exceptional (3)	Performance exceeds expectations
_____ Proficient (2)	Performance meets expectations
_____ Needs Improvement (1)	Performance does not meet expectations

Performance Area: School Community Relations/Board Relations

_____27. demonstrates through action and words responsiveness to community concerns.

_____28. builds or maintains coalitions among respective community groups in support of schools' goals and objectives.

_____29. gains community support for bond issues, tax issues, and other referenda necessary to attain the district's goals and objectives

_____30. participates in appropriate community activities as an educational leader

_____31. projects a positive image to community

_____32. encourages a board/superintendent partnership in achieving the district's mission

_____33. jointly develops (with board) a systematic evaluation process for the superintendent

_____34. is successful in communicating with the board (in writing and orally)

_____35. is responsive to the board's directives and requests

_____36. interacts with board members in an ethical, sensitive, and professional manner

Overall, based upon the objectives set for this domain and the evaluative information made available, to what extent was the Board's expectations met?

_____ Exceptional (3)	Performance exceeds expectations
_____ Proficient (2)	Performance meets expectations
_____ Needs Improvement (1)	Performance does not meet expectations

Performance Area: Academic Performance

Texas statute requires that the board use the district performance report as a primary consideration in this appraisal of superintendent performance (TEC §39.054). A worksheet provided by the commissioner is available to assist in the scoring of this section.

_____37. bases instructional support programs on district performance data

_____38. implements and monitors a system to evaluate programs and student achievement

_____39. supports staff development based on student needs, Board goals, and educational research

_____40. promotes and utilizes shared decision making

_____41. provides for planning in all district functions

_____42. demonstrates skill in problem solving, decision making, and conflict resolution

_____43. facilitates effective communication between schools and community

_____44. establishes a district-wide communication system to ensure dissemination of information and feedback

_____45. communicates performance expectations to district staff

Overall, based upon the objectives set for this domain and the evaluative information made available, to what extent was the Board's expectations met?

_____ Exceptional (3)	Performance exceeds expectations
_____ Proficient (2)	Performance meets expectations
_____ Needs Improvement (1)	Performance does not meet expectations

Annual Superintendent Evaluation Summary
Appraisal Report

Superintendent: _____ Date of Review_____

Rating Scale:	3 Exceptional	Performance exceeds expectations
	2 Proficient	Performance meets expectations
	1 Needs Improvement	Performance does not meet expectations

Directions:

1. **Record the ratings submitted by each board member.**
2. **Determine the board's overall rating for each job-performance area and performance goals.**
3. **Develop a performance summary after review and discussion with the superintendent. The superintendent may attach additional comments.**

Part 1: General Performance Responsibilities

	Board Member Ratings							Board Rating
Instructional Management								
School/Organization Morale								
Management of Fiscal and Facilities Functions								
Student Management								
School Community Relations/Board Relations								
Academic Performance								

Part 2: Performance Priorities

____ 1. Reinforce the College and Career Readiness Culture-Instructional Leadership: Student Performance

____ 2. Create a Culture of Unity of Vision and Purpose

____ 3. Organizational Effectiveness

Rate the progress toward each project priority using the scale below.

_____	Exceptional (3)	Performance exceeds expectations
_____	Proficient (2)	Performance meets expectations
_____	Needs Improvement (1)	Performance does not meet expectations

Part 2: Performance Priorities

	Board Member Ratings	Board Rating
Reinforce the College & Career Readiness Culture – Instructional Leadership: Student Performance	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Create a Culture of Unity of Vision and Purpose	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐
Organizational Effectiveness	☐ ☐ ☐ ☐ ☐ ☐ ☐	☐

Board President Date

Superintendent Date

TEXAS EDUCATION AGENCY

APPLICATION FOR MISSED INSTRUCTIONAL DAYS

2011-2012 SCHOOL YEAR

General Instructions. For Instructional Days Missed Due to Weather, Health, Safety or Other Issues, please complete Sections 1, 2, 3, and 4. **Bolded** items in Section 2 and Section 3 must be completed. Please direct questions to the State Waiver Unit at (512) 463-9630 or www.tea.state.tx.us/waivers. **Application due no later than June 1, 2012.**

SECTION 1. PLEASE COMPLETE THIS SECTION.

District Name: Marble Falls ISD
Campus Name: Spicewood Elementary
Address: 1005 Spur 191
City, State, Zip Spicewood, TX 78669
Contact Person: Amy Jacobs

County/District No. 027 - 904 Telephone No.(830) - 693 - 4357
Campus No. 104
Fax No.(830) - 693 - 5685

Telephone No.(830) - 693 - 4357 Email: abjacobs@mfisd.txed.net

SECTION 2. PLEASE COMPLETE THIS SECTION.

Superintendent: Robert E. O'Connor _____
x Dr. ☐ Mr. ☐ Mrs. ☐ Ms.
Typed Name _____ Signature

Board President: Rick Edwards _____
Typed Name _____ Signature

Date Board Approval: 1/23/2012

Board Vote – For _____ **Against** _____ **Abstain** _____ **Absent** _____

SECTION 3. PLEASE COMPLETE THIS SECTION FOR ALL WAIVERS.

Comments of Appropriate Site-Based Decision Making Committee: Committee supports the waiver due to unforeseen safety hazards to campus.

SBDM Committee Chairperson Signature _____

SECTION 4. PLEASE COMPLETE THIS SECTION FOR DATES AND REASONS FOR DAYS MISSED.

☐ **Missed Instructional Days**, pursuant to TEC §25.081. Allows the district or campus to request a waiver **if** instructional days are missed due to weather, health, safety, or other issues. The first two days missed for any reason **must** be made up.

Reason	**Date(s)** (mm/dd/yy)	**Explanation**
☐ Weather		
☐ Health		
☐ Safety	9/7/2011	Campus was in danger due to the proximity of uncontained wildfires in the Spicewood area.
☐ Other		

ALL APPLICATIONS SHOULD BE MAILED OR FAXED NO LATER THAN June 1, 2012. THE FAX NUMBER IS (512) 475-3666.

I. District Report

MARBLE FALLS ISD
2010-2011

DISTRICT/CAMPUS STATE ACCOUNTABILITY RATINGS

RECOGNIZED

Colt Elementary
Highland Lakes Elementary
Marble Falls Elementary
Spicewood Elementary

ACADEMICALLY ACCEPTABLE

Marble Falls I.S.D
Falls Career High School (AEA)
Marble Falls Middle School

ACADEMICALLY UNACCEPTABLE

Marble Falls High School

2010-2011 Gold Performance Acknowledgments

This award acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings.

Marble Falls ISD	**AP/IB Results** *(2009-10)*
MF Elementary	**Science** ***(Commended Performance)***
	Writing ***(Commended Performance)***
Colt Elementary	**Reading/ELA** ***(Commended Performance)***
	Science ***(Commended Performance)***
	Writing ***(Commended Performance)***
Highland Lakes Elementary	**Reading/ELA** ***(Commended Performance)***
Spicewood Elementary	**Mathematics** ***(Commended Performance)***
	Reading/ELA ***(Commended Performance)***
	Science ***(Commended Performance)***
	Writing ***(Commended Performance)***
	Reading & Mathematics ***(Comparable Improvement)***

See *AEIS Glossary* at the back of this book for definitions of AP/IB Results, Commended Performance and Comparable Improvement.

2010-11 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD
District #: 027904
2011 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:
AP/IB Results (2009-10)

Indicator:		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	92%	90%	38%	90%	92%	*	*	*	*	81%	86%	92%	83%
	2010	92%	94%	96%	83%	93%	98%	*	*	*	*	97%	95%	87%	91%
Mathematics	2011	88%	90%	91%	75%	88%	95%	*	*	*	*	84%	88%	84%	85%
	2010	87%	89%	92%	67%	86%	95%	*	*	*	*	97%	92%	80%	87%
All Tests	2011	83%	86%	85%	38%	81%	90%	*	*	*	*	68%	78%	80%	73%
	2010	84%	86%	91%	67%	84%	94%	*	*	*	*	93%	90%	73%	82%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	83%	97%	*	97%	*	*	*	*	*	*	97%	97%	97%
	2010	85%	83%	95%	*	95%	*	*	*	*	*	*	95%	95%	95%
Mathematics	2011	77%	70%	91%	*	91%	*	*	*	*	*	*	90%	91%	91%
	2010	74%	70%	88%	*	88%	*	*	*	*	*	*	87%	88%	88%
All Tests	2011	78%	71%	91%	*	91%	*	*	*	*	*	*	90%	91%	91%
	2010	75%	68%	88%	*	88%	*	*	*	*	*	*	87%	88%	88%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	88%	91%	80%	85%	95%	*	*	*	*	85%	88%	78%	84%
	2010	86%	88%	93%	> 99%	88%	94%	*	*	*	*	83%	92%	94%	86%
Mathematics	2011	89%	91%	94%	> 99%	92%	95%	*	*	*	*	78%	91%	82%	89%
	2010	89%	90%	91%	> 99%	87%	91%	*	*	*	*	68%	87%	91%	81%
Writing	2011	91%	91%	93%	80%	91%	95%	*	*	*	*	85%	93%	94%	88%
	2010	92%	92%	92%	92%	90%	93%	*	*	*	*	78%	90%	92%	89%
All Tests	2011	78%	80%	83%	60%	76%	88%	*	*	*	*	63%	77%	72%	70%
	2010	78%	80%	83%	92%	76%	84%	*	*	*	*	54%	78%	84%	72%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	77%	88%	*	88%	*	*	*	*	*	*	88%	88%	88%
	2010	83%	77%	92%	*	92%	*	*	*	*	*	*	92%	91%	92%
Mathematics	2011	74%	65%	88%	*	88%	*	*	*	*	*	*	90%	90%	90%
	2010	73%	65%	81%	*	81%	*	*	*	*	*	*	81%	81%	81%
Writing	2011	93%	91%	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%	> 99%
	2010	94%	90%	90%	*	90%	*	*	*	*	*	*	90%	93%	90%
All Tests	2011	75%	71%	85%	*	85%	*	*	*	*	*	*	87%	87%	87%
	2010	73%	68%	73%	*	73%	*	*	*	*	*	*	73%	75%	73%

Indicator:		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	90%	90%	83%	82%	95%	*	*	*	*	92%	89%	75%	82%
	2010	86%	87%	88%	80%	82%	91%	*	*	*	*	81%	86%	70%	71%
Mathematics	2011	86%	90%	90%	92%	84%	93%	*	*	*	*	78%	85%	79%	81%
	2010	86%	89%	91%	60%	84%	97%	*	*	*	*	77%	86%	75%	81%
Science	2011	86%	88%	89%	83%	80%	94%	*	*	*	*	64%	84%	78%	78%
	2010	87%	88%	90%	80%	81%	96%	*	*	*	*	65%	86%	68%	78%
All Tests	2011	76%	80%	81%	83%	70%	87%	*	*	*	*	56%	74%	59%	62%
	2010	75%	78%	78%	60%	64%	87%	*	*	*	*	46%	71%	47%	52%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	69%	80%	*	80%	*	*	*	*	*	*	80%	80%	80%
	2010	74%	64%	78%	*	78%	*	*	*	*	*	*	78%	78%	78%
Mathematics	2011	50%	31%	45%	*	45%	*	*	*	*	*	*	45%	50%	45%
	2010	45%	32%	13%	*	13%	*	*	*	*	*	*	13%	13%	13%
Science	2011	58%	46%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	52%	34%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	63%	55%	56%	*	56%	*	*	*	*	*	*	56%	59%	56%
	2010	55%	43%	< 1%	*	< 1%	*	*	*	*	*	*	< 1%	< 1%	< 1%
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	86%	82%	71%	72%	88%	*	*	*	*	72%	78%	52%	59%
	2010	86%	86%	86%	86%	81%	89%	*	*	*	> 99%	73%	79%	69%	74%
Mathematics	2011	83%	85%	79%	71%	73%	84%	*	*	*	*	60%	72%	61%	56%
	2010	83%	84%	82%	> 99%	70%	89%	*	*	*	> 99%	78%	76%	58%	60%
All Tests	2011	76%	78%	71%	57%	59%	78%	*	*	*	*	44%	62%	38%	37%
	2010	76%	78%	76%	86%	62%	84%	*	*	*	> 99%	61%	65%	47%	53%
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	88%	86%	50%	80%	91%	*	*	*	> 99%	72%	82%	47%	70%
	2010	86%	87%	89%	*	86%	93%	*	*	*	*	74%	84%	60%	79%
Mathematics	2011	81%	84%	84%	75%	74%	93%	*	*	*	> 99%	79%	80%	73%	67%
	2010	82%	84%	82%	*	77%	86%	*	*	*	*	76%	77%	20%	67%
Writing	2011	93%	93%	93%	> 99%	91%	94%	*	*	*	> 99%	82%	92%	81%	82%
	2010	94%	93%	94%	*	93%	96%	*	*	*	*	71%	90%	*	88%
All Tests	2011	75%	78%	74%	25%	64%	84%	*	*	*	> 99%	62%	67%	44%	47%
	2010	75%	77%	75%	*	66%	82%	*	*	*	*	50%	68%	20%	54%

Indicator:		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	91%	89%	*	83%	92%	*	*	*	*	74%	82%	60%	77%
	2010	91%	91%	93%	80%	86%	97%	*	*	*	*	89%	89%	50%	86%
Mathematics	2011	80%	83%	74%	*	70%	77%	*	*	*	*	67%	65%	40%	56%
	2010	81%	83%	85%	80%	75%	92%	*	*	*	*	79%	80%	56%	72%
Science	2011	79%	81%	77%	*	65%	85%	*	*	*	*	54%	65%	40%	54%
	2010	78%	81%	79%	60%	61%	90%	*	*	*	*	73%	68%	22%	58%
Soc Studies	2011	95%	95%	91%	*	89%	93%	*	*	*	*	77%	86%	60%	83%
	2010	94%	95%	93%	80%	88%	98%	*	*	*	*	81%	89%	75%	88%
All Tests	2011	69%	73%	62%	*	50%	71%	*	*	*	*	41%	48%	20%	35%
	2010	69%	73%	69%	40%	48%	81%	*	*	*	*	43%	56%	20%	42%
TAKS Met 2011 Standard Grade 9															
Reading	2011	89%	91%	87%	60%	76%	95%	*	*	*	80%	69%	79%	20%	75%
	2010	92%	93%	96%	*	94%	98%	*	*	*	*	85%	93%	*	92%
Mathematics	2011	72%	76%	67%	60%	45%	81%	*	*	*	*	41%	56%	< 1%	41%
	2010	72%	76%	59%	*	57%	60%	*	*	*	*	39%	48%	*	32%
All Tests	2011	69%	74%	63%	40%	39%	79%	*	*	*	60%	34%	50%	< 1%	34%
	2010	70%	74%	59%	*	55%	60%	*	*	*	*	40%	48%	*	31%
TAKS Met 2011 Standard Grade 10															
Eng Lang Arts	2011	91%	91%	84%	83%	82%	84%	*	*	*	*	52%	77%	*	70%
	2010	91%	90%	83%	78%	76%	88%	*	*	*	*	66%	76%	20%	72%
Mathematics	2011	75%	78%	60%	33%	51%	67%	*	*	*	*	40%	48%	*	34%
	2010	75%	77%	62%	33%	45%	72%	*	*	*	*	34%	47%	40%	36%
Science	2011	76%	79%	70%	83%	61%	75%	*	*	*	*	33%	59%	*	43%
	2010	75%	78%	72%	44%	59%	81%	*	*	*	*	63%	65%	30%	52%
Soc Studies	2011	93%	94%	87%	83%	89%	87%	*	*	*	*	50%	84%	*	75%
	2010	93%	94%	92%	89%	88%	95%	*	*	*	*	71%	88%	60%	86%
All Tests	2011	65%	69%	52%	33%	39%	59%	*	*	*	*	13%	38%	*	21%
	2010	65%	68%	52%	33%	35%	61%	*	*	*	*	26%	37%	9%	23%

Indicator:		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2011 Standard ^ Grade 11															
Eng Lang Arts	2011	94%	95%	93%	67%	88%	97%	*	*	*	*	77%	89%	17%	88%
	2010	93%	93%	93%	86%	89%	95%	*	*	*	*	79%	88%	40%	86%
Mathematics	2011	90%	92%	81%	33%	74%	86%	*	*	*	*	47%	71%	33%	66%
	2010	88%	90%	90%	86%	84%	93%	*	*	*	*	56%	83%	67%	80%
Science	2011	90%	92%	87%	80%	74%	94%	*	*	*	*	48%	76%	17%	78%
	2010	90%	92%	93%	71%	89%	96%	*	*	*	*	70%	87%	67%	85%
Soc Studies	2011	98%	98%	97%	> 99%	92%	99%	*	*	*	*	83%	94%	83%	95%
	2010	97%	97%	99%	> 99%	99%	99%	*	*	*	*	97%	98%	89%	98%
All Tests	2011	84%	86%	76%	33%	64%	83%	*	*	*	*	34%	63%	< 1%	58%
	2010	81%	84%	84%	71%	75%	89%	*	*	*	*	48%	73%	20%	68%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	91%	89%	70%	84%	93%	> 99%	88%	*	88%	76%	85%	76%	80%
	2010	90%	91%	92%	87%	87%	94%	80%	n/a	n/a	n/a	81%	88%	80%	84%
Mathematics	2011	84%	87%	82%	69%	75%	87%	78%	88%	*	78%	68%	76%	75%	67%
	2010	84%	86%	83%	71%	76%	87%	> 99%	n/a	n/a	n/a	68%	77%	74%	67%
Writing	2011	92%	92%	93%	92%	92%	94%	*	*	*	90%	84%	93%	94%	87%
	2010	93%	92%	93%	89%	91%	95%	*	n/a	n/a	n/a	74%	90%	93%	88%
Science	2011	83%	85%	80%	78%	70%	87%	83%	> 99%	*	60%	51%	72%	62%	63%
	2010	82%	85%	84%	67%	72%	91%	*	n/a	n/a	n/a	68%	76%	53%	68%
Soc Studies	2011	95%	96%	91%	88%	90%	93%	80%	*	*	71%	70%	88%	75%	84%
	2010	94%	95%	95%	86%	92%	97%	*	n/a	n/a	n/a	83%	91%	74%	91%
All Tests	2011	76%	79%	74%	49%	63%	81%	67%	81%	*	64%	47%	65%	62%	52%
	2010	76%	78%	75%	66%	65%	82%	80%	n/a	n/a	n/a	52%	67%	60%	54%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	38%	30%	20%	21%	37%	33%	38%	*	30%	18%	21%	23%	15%
	2010	32%	36%	30%	29%	19%	36%	38%	50%	*	21%	14%	20%	14%	12%
Mathematics	2011	29%	33%	26%	15%	18%	31%	33%	50%	*	22%	11%	18%	21%	9%
	2010	28%	33%	26%	20%	17%	32%	38%	42%	*	39%	6%	18%	21%	9%
Writing	2011	31%	35%	32%	8%	21%	40%	*	*	*	50%	15%	23%	14%	11%
	2010	32%	34%	31%	38%	25%	35%	*	*	*	20%	8%	24%	29%	16%
Science	2011	30%	35%	28%	19%	15%	35%	50%	75%	*	40%	10%	19%	11%	9%
	2010	28%	32%	30%	19%	13%	40%	*	*	*	38%	15%	19%	8%	8%
Soc Studies	2011	47%	52%	40%	19%	23%	49%	60%	*	*	29%	8%	24%	8%	17%
	2010	45%	51%	42%	29%	26%	51%	*	*	*	57%	9%	27%	4%	18%
All Tests	2011	16%	20%	14%	7%	7%	18%	11%	25%	*	12%	5%	8%	5%	3%
	2010	15%	18%	14%	10%	6%	19%	13%	17%	*	18%	3%	7%	7%	3%

Indicator:		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	90%	92%	*	91%	92%	*	*	*	*	92%	91%	92%	92%
	2010	85%	87%	92%	> 99%	93%	91%	*	*	*	*	92%	93%	89%	93%
Mathematics	2011	77%	81%	83%	> 99%	77%	88%	*	*	*	*	83%	81%	92%	83%
	2010	75%	77%	76%	> 99%	74%	75%	*	*	*	*	76%	74%	81%	73%
Writing	2011	80%	82%	93%	*	88%	> 99%	*	*	*	*	93%	90%	*	91%
	2010	80%	82%	81%	*	83%	76%	*	*	*	*	81%	80%	*	83%
Science	2011	60%	62%	52%	*	31%	67%	*	*	*	*	52%	40%	*	43%
	2010	58%	59%	67%	*	56%	77%	*	*	*	*	67%	65%	40%	66%
Soc Studies	2011	68%	72%	47%	*	22%	80%	*	*	*	*	47%	33%	*	45%
	2010	67%	67%	68%	*	53%	89%	*	*	*	*	68%	65%	*	70%
All Tests	2011	66%	71%	77%	> 99%	68%	84%	*	*	*	*	77%	73%	62%	75%
	2010	64%	67%	71%	> 99%	64%	73%	*	*	*	*	71%	68%	79%	71%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	96%	96%	*	93%	> 99%	*	*	*	*	96%	95%	> 99%	*
	2010	93%	92%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*	*

Indicator:	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.9%	99.3%	100.0%	98.7%	99.8%	100.0%	85.0%	*	100.0%	100.0%	99.1%	94.4%	98.8%
By Test Version														
TAKS (1 or more)	91.0%	91.3%	90.3%	88.9%	86.9%	92.7%	100.0%	85.0%	*	91.4%	23.9%	87.2%	84.8%	83.8%
Not on TAKS	7.6%	7.6%	8.9%	11.1%	11.8%	7.1%	0.0%	0.0%	*	8.6%	76.1%	11.9%	9.5%	15.0%
TAKS(Acc) Only	2.4%	2.3%	2.4%	1.6%	2.9%	2.1%	0.0%	0.0%	*	2.9%	20.1%	2.9%	2.2%	4.8%
TAKS-M Only	3.1%	3.1%	3.0%	4.8%	4.5%	2.1%	0.0%	0.0%	*	2.9%	25.8%	4.2%	4.8%	5.3%
TAKS-Alt Only	0.9%	0.8%	1.0%	0.0%	1.5%	0.7%	0.0%	0.0%	*	0.0%	8.6%	1.2%	1.7%	0.0%
Combination	1.3%	1.4%	2.5%	4.8%	2.9%	2.3%	0.0%	0.0%	*	2.9%	21.7%	3.6%	0.9%	5.0%
By Acct Status														
Acct System	94.0%	94.5%	94.9%	96.8%	95.0%	95.2%	100.0%	80.0%	*	94.3%	94.3%	95.7%	90.9%	96.9%
Non-Acct System	4.6%	4.4%	4.3%	3.2%	3.7%	4.6%	0.0%	5.0%	*	5.7%	5.7%	3.4%	3.5%	1.9%
Mobile	4.6%	4.4%	4.3%	3.2%	3.7%	4.6%	0.0%	5.0%	*	5.7%	5.7%	3.4%	3.5%	1.9%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	1.1%	0.7%	0.0%	1.3%	0.2%	0.0%	15.0%	*	0.0%	0.0%	0.9%	5.6%	1.2%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.6%	0.3%	0.0%	0.2%	0.1%	0.0%	15.0%	*	0.0%	0.0%	0.3%	3.0%	0.5%
Other	0.4%	0.3%	0.4%	0.0%	1.1%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.6%	2.6%	0.7%
Total Count	3,231,780	248,581	2,673	63	1,002	1,535	9	20	4	35	314	1,518	231	1,170
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.7%	100.0%	99.4%	99.9%	100.0%	100.0%	*	96.7%	100.0%	99.4%	97.8%	99.3%
By Test Version														
TAKS (1 or more)	90.8%	91.3%	90.7%	90.6%	88.6%	92.1%	88.9%	100.0%	*	90.0%	25.6%	87.4%	88.2%	84.0%
Not on TAKS	7.8%	7.6%	9.0%	9.4%	10.8%	7.9%	11.1%	0.0%	*	6.7%	74.4%	12.0%	9.6%	15.3%
TAKS(Acc) Only	2.3%	2.3%	2.6%	1.6%	2.8%	2.6%	0.0%	0.0%	*	3.3%	21.8%	3.4%	1.3%	5.5%
TAKS-M Only	3.3%	3.1%	3.5%	6.3%	4.8%	2.6%	11.1%	0.0%	*	3.3%	28.8%	4.8%	6.6%	6.1%
TAKS-Alt Only	0.8%	0.8%	0.9%	0.0%	1.1%	0.6%	0.0%	0.0%	*	0.0%	7.1%	0.9%	0.9%	0.0%
Combination	1.3%	1.3%	2.0%	1.6%	2.0%	2.1%	0.0%	0.0%	*	0.0%	16.7%	2.8%	0.9%	3.7%
By Acct Status														
Acct System	90.0%	90.7%	92.0%	85.9%	91.1%	93.8%	77.8%	100.0%	*	90.0%	61.9%	91.5%	89.5%	91.6%
Non-Acct System	8.6%	8.1%	7.6%	14.1%	8.3%	6.1%	22.2%	0.0%	*	6.7%	38.1%	8.0%	8.3%	7.7%
Mobile	4.4%	4.2%	3.3%	7.8%	2.3%	3.0%	11.1%	0.0%	*	3.3%	1.9%	2.1%	0.9%	1.5%
Non-Acct Test	4.2%	3.9%	4.4%	6.3%	6.0%	3.1%	11.1%	0.0%	*	3.3%	36.2%	5.8%	7.5%	6.2%
Not Tested	1.4%	1.2%	0.3%	0.0%	0.6%	0.1%	0.0%	0.0%	*	3.3%	0.0%	0.6%	2.2%	0.7%
Absent	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.0%	0.1%
LEP Exempt	0.9%	0.7%	0.2%	0.0%	0.5%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.4%	2.2%	0.4%
Other	0.4%	0.3%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	*	3.3%	0.0%	0.1%	0.0%	0.2%
Total Count	3,175,337	241,635	2,584	64	928	1,524	9	12	2	30	312	1,370	228	1,128
TAKS Exit-Level Cumulative Pass Rate @														
Class of 2011	92%	93%	95%	86%	92%	98%	*	n/a	n/a	n/a	79%	92%	70%	91%
Class of 2010	90%	91%	91%	78%	90%	91%	*	n/a	n/a	n/a	63%	88%	57%	83%

District Name: MARBLE FALLS ISD
District #: 027904

Indicator:		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	49%	52%	40%	46%	62%	*	*	*	*	43%	49%	25%	52%
	2010	50%	49%	62%	50%	54%	73%	*	*	*	*	65%	58%	40%	60%
Mathematics	2011	42%	43%	38%	20%	38%	40%	*	*	*	*	39%	36%	39%	38%
	2010	45%	45%	51%	42%	43%	60%	*	*	*	*	40%	49%	34%	51%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	76	62	*	55	69	*	*	*	*	62	60	39	61
	2010	86	86	108	101	96	124	*	*	*	*	98	107	83	108
Mathematics	2011	64	65	61	*	53	76	*	*	*	*	77	58	53	62
	2010	70	70	78	66	71	85	*	*	*	*	68	76	78	77
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	11%	11%	17%	19%	6%	*	*	*	*	8%	12%	24%	18%
	2010	15%	14%	13%	20%	19%	9%	*	*	*	*	19%	15%	28%	29%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	94%	95%	92%	89%	98%	*	*	*	*	94%	93%	87%	90%
	2010	92%	93%	94%	80%	90%	96%	*	*	*	*	88%	93%	86%	85%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	86.8%	94.5%	100.0%	-	100.0%	*	-	-	-	-	*	100.0%	100.0%	100.0%
	2009	84.7%	90.5%	100.0%	-	100.0%	*	-	n/a	n/a	n/a	*	100.0%	*	100.0%
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 6															
	2011	31%	30%	50%	*	40%	*	*	*	*	*	*	50%	40%	40%
	2010	37%	34%	33%	*	20%	*	*	*	*	*	*	20%	*	33%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	11%	11%	8%	20%	7%	*	*	*	*	22%	17%	29%	22%
	2010	14%	12%	11%	40%	22%	4%	*	*	*	*	23%	18%	39%	25%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	94%	93%	92%	89%	95%	*	*	*	*	81%	89%	79%	86%
	2010	92%	93%	95%	80%	91%	99%	*	*	*	*	85%	92%	81%	89%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	86.1%	94.2%	*	-	*	*	-	-	-	-	*	*	*	*
	2009	84.7%	90.6%	100.0%	-	100.0%	*	-	n/a	n/a	n/a	*	100.0%	100.0%	100.0%
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 6															
	2011	28%	29%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	29%	30%	29%	*	33%	*	*	*	*	*	*	29%	*	29%

District Name: MARBLE FALLS ISD
District #: 027904

Indicator:		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)															
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2011	11%	9%	12%	*	17%	9%	*	*	*	*	28%	18%	40%	24%
	2010	10%	9%	7%	20%	14%	3%	*	*	*	*	11%	11%	50%	14%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	94%	95%	96%	*	95%	96%	*	*	*	*	85%	94%	60%	91%
	2010	95%	95%	96%	80%	93%	98%	*	*	*	*	89%	93%	60%	92%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	84.7%	94.9%	100.0%	-	*	*	-	-	-	-	*	100.0%	*	100.0%
	2009	88.5%	94.1%	*	-	*	*	-	n/a	n/a	n/a	-	*	*	*
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 9															
	2011	38%	31%	33%	*	*	*	*	*	*	*	*	33%	*	33%
	2010	44%	44%	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2011	20%	18%	26%	*	30%	23%	*	*	*	*	33%	35%	60%	44%
	2010	20%	18%	15%	20%	25%	8%	*	*	*	*	21%	20%	44%	28%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	88%	90%	90%	*	88%	92%	*	*	*	*	85%	84%	60%	79%
	2010	88%	89%	93%	80%	89%	96%	*	*	*	*	86%	91%	78%	86%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	86.1%	94.2%	100.0%	-	*	*	-	-	-	*	*	*	*	100.0%
	2009	91.1%	94.6%	88.9%	*	100.0%	85.7%	-	n/a	n/a	n/a	-	90.0%	*	85.7%
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 9															
	2011	20%	18%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	22%	19%	7%	*	< 1%	20%	*	*	*	*	*	< 1%	*	7%
English Language Learners Progress Indicator															
2010-11		80%	79%	82%	*	81%	*	*	80%	*	*	80%	81%	80%	80%
2009-10		79%	77%	83%	*	82%	*	*	*	*	*	80%	82%	82%	81%
Attendance Rate @															
2009-10		95.5%	95.2%	95.5%	94.4%	95.9%	95.3%	96.2%	96.4%	*	94.7%	94.3%	95.1%	96.9%	95.0%
2008-09		95.6%	95.5%	95.9%	95.1%	96.2%	95.7%	94.9%	n/a	n/a	n/a	94.4%	95.5%	97.2%	95.6%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)															
2009-10		0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%	0.0%
2008-09		0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 7-12) @ (AEA Indicator)															
2009-10		1.7%	1.5%	0.7%	2.1%	0.5%	0.7%	0.0%	0.0%	-	0.0%	1.2%	0.5%	0.0%	0.7%
2008-09		2.0%	1.8%	0.1%	0.0%	0.2%	0.0%	0.0%	n/a	n/a	n/a	0.0%	0.1%	0.0%	0.1%

Indicator:	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
Annual Dropout Rate (Gr 9-12) @														
2009-10	2.4%	2.2%	1.0%	2.7%	0.7%	1.1%	0.0%	0.0%	-	0.0%	1.7%	0.8%	0.0%	1.1%
2008-09	2.9%	2.7%	0.1%	0.0%	0.3%	0.0%	0.0%	n/a	n/a	n/a	0.0%	0.2%	0.0%	0.2%
4-Year Completion Rate (Gr 9-12) @														
Class of 2010														
Graduated	84.3%	85.5%	93.9%	100.0%	92.0%	94.2%	*	n/a	n/a	n/a	90.0%	93.1%	*	92.5%
Received GED	1.3%	1.1%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	*	0.0%
Continued HS	7.2%	7.6%	4.9%	0.0%	6.7%	4.5%	*	n/a	n/a	n/a	10.0%	4.9%	*	5.6%
Dropped Out	7.3%	5.8%	1.2%	0.0%	1.3%	1.3%	*	n/a	n/a	n/a	0.0%	2.0%	*	1.9%
Class of 2009														
Graduated	80.6%	81.8%	88.1%	80.0%	83.1%	90.9%	-	n/a	n/a	n/a	79.2%	83.1%	57.1%	82.7%
Received GED	1.4%	1.3%	0.8%	0.0%	1.2%	0.6%	-	n/a	n/a	n/a	0.0%	2.2%	0.0%	1.9%
Continued HS	8.6%	9.1%	8.0%	20.0%	10.8%	6.1%	-	n/a	n/a	n/a	12.5%	11.2%	14.3%	12.5%
Dropped Out	9.4%	7.7%	3.1%	0.0%	4.8%	2.4%	-	n/a	n/a	n/a	8.3%	3.4%	28.6%	2.9%
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	86.1%	93.0%	100.0%	90.2%	93.9%	-	n/a	n/a	n/a	80.8%	89.8%	71.4%	91.3%
Received GED	1.9%	1.9%	0.8%	0.0%	1.2%	0.6%	-	n/a	n/a	n/a	0.0%	2.3%	0.0%	1.9%
Continued HS	2.1%	2.4%	1.6%	0.0%	2.4%	1.2%	-	n/a	n/a	n/a	7.7%	2.3%	0.0%	1.9%
Dropped Out	10.8%	9.6%	4.7%	0.0%	6.1%	4.3%	-	n/a	n/a	n/a	11.5%	5.7%	28.6%	4.9%
Class of 2008														
Graduated	83.4%	84.4%	96.1%	*	90.2%	97.9%	*	n/a	n/a	n/a	95.0%	92.9%	66.7%	92.8%
Received GED	2.1%	2.2%	0.0%	*	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%	0.0%
Continued HS	2.4%	2.4%	1.2%	*	4.9%	0.0%	*	n/a	n/a	n/a	0.0%	1.4%	0.0%	1.0%
Dropped Out	12.2%	11.0%	2.7%	*	4.9%	2.1%	*	n/a	n/a	n/a	5.0%	5.7%	33.3%	6.2%
Completion Rate II (Graduates, Continuers, and GED) @ (AEA Indicator)														
Class of 2010	92.7%	94.2%	98.8%	100.0%	98.7%	98.7%	*	n/a	n/a	n/a	100.0%	98.0%	*	98.1%
Class of 2009	90.6%	92.3%	96.9%	100.0%	95.2%	97.6%	-	n/a	n/a	n/a	91.7%	96.6%	71.4%	97.1%
Completion Rate I (Graduates and Continuers) @ (Standard Accountability Indicator)														
Class of 2010	91.4%	93.1%	98.8%	100.0%	98.7%	98.7%	*	n/a	n/a	n/a	100.0%	98.0%	*	98.1%
Class of 2009	89.2%	91.0%	96.2%	100.0%	94.0%	97.0%	-	n/a	n/a	n/a	91.7%	94.4%	71.4%	95.2%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	27.3%	22.5%	6.1%	15.2%	27.1%	0.0%	100.0%	-	16.7%	2.0%	14.1%	5.1%	9.0%
2008-09	24.6%	25.8%	20.3%	7.5%	13.3%	23.9%	0.0%	n/a	n/a	n/a	2.8%	14.2%	2.3%	7.1%
RHSP/DAP Graduates @														
Class of 2010	82.7%	82.7%	78.9%	50.0%	77.6%	80.7%	-	*	-	*	18.5%	71.7%	20.0%	63.9%
Class of 2009	82.5%	82.4%	78.4%	57.1%	74.3%	80.7%	-	n/a	n/a	n/a	14.3%	67.5%	*	60.4%
AP/IB Results @														
Tested														
2010	22.7%	30.9%	19.1%	0.0%	17.0%	21.2%	-	*	-	0.0%	n/a	n/a	n/a	n/a
2009	21.2%	29.6%	15.6%	0.0%	10.3%	18.3%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2010	50.8%	61.6%	60.9%	-	53.6%	64.5%	-	*	-	-	n/a	n/a	n/a	n/a
2009	51.2%	59.9%	55.6%	-	66.7%	52.8%	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion														
2010	46.7%	57.5%	47.8%	-	37.5%	52.2%	-	*	-	-	n/a	n/a	n/a	n/a
2009	47.4%	57.0%	42.3%	-	57.9%	40.5%	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Indicator:		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
Texas Success Initiative (TSI) - Higher Education Readiness Component															
Eng Lang Arts	2011	66%	70%	57%	33%	45%	64%	*	*	*	*	6%	47%	< 1%	40%
	2010	60%	63%	54%	29%	43%	61%	*	*	*	*	10%	41%	< 1%	38%
Mathematics	2011	69%	72%	58%	33%	37%	69%	*	*	*	*	7%	46%	17%	31%
	2010	66%	70%	64%	33%	50%	73%	*	*	*	*	29%	45%	22%	33%
SAT/ACT Results @ Tested															
Class of 2010		62.6%	66.3%	59.5%	33.3%	43.5%	69.0%	-	*	-	*	n/a	n/a	n/a	n/a
Class of 2009		61.5%	68.2%	59.4%	66.7%	34.3%	70.7%	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a
At/Above Criterion															
Class of 2010		26.9%	37.4%	28.8%	*	10.0%	35.6%	-	*	-	*	n/a	n/a	n/a	n/a
Class of 2009		26.9%	36.6%	22.8%	*	8.3%	26.4%	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT Score															
Class of 2010		985	1037	1012	*	891	1033	-	*	-	*	n/a	n/a	n/a	n/a
Class of 2009		985	1034	980	*	916	995	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT Score															
Class of 2010		20.5	22.0	21.0	*	18.8	22.2	-	*	-	*	n/a	n/a	n/a	n/a
Class of 2009		20.5	21.7	21.0	*	18.2	21.7	-	n/a	n/a	n/a	n/a	n/a	n/a	n/a
College-Ready Graduates @ Eng Lang Arts															
Class of 2010		66%	71%	61%	25%	48%	69%	*	*	*	*	17%	52%	*	36%
Class of 2009		62%	66%	62%	60%	45%	70%	*	n/a	n/a	n/a	25%	43%	*	39%
Mathematics															
Class of 2010		64%	69%	62%	13%	58%	68%	*	*	*	*	< 1%	62%	*	28%
Class of 2009		60%	65%	60%	20%	40%	71%	*	n/a	n/a	n/a	20%	54%	*	19%
Both Subjects															
Class of 2010		52%	59%	46%	13%	29%	57%	*	*	*	*	< 1%	38%	*	13%
Class of 2009		47%	54%	46%	20%	26%	55%	*	n/a	n/a	n/a	20%	33%	*	8%

STUDENT INFORMATION	District Count	District Percent	State Count	State Percent
Total Students:	4,058	100.0%	4,912,385	100.0%
Students By Grade: Early Childhood Education	12	0.3%	13,652	0.3%
Pre-Kindergarten	205	5.1%	223,243	4.5%
Kindergarten	285	7.0%	373,832	7.6%
Grade 1	297	7.3%	387,655	7.9%
Grade 2	297	7.3%	379,680	7.7%
Grade 3	314	7.7%	375,232	7.6%
Grade 4	284	7.0%	373,915	7.6%
Grade 5	311	7.7%	372,341	7.6%
Grade 6	302	7.4%	361,552	7.4%
Grade 7	305	7.5%	357,262	7.3%
Grade 8	308	7.6%	354,139	7.2%
Grade 9	296	7.3%	390,370	7.9%
Grade 10	307	7.6%	343,450	7.0%
Grade 11	270	6.7%	314,263	6.4%
Grade 12	265	6.5%	291,799	5.9%
Ethnic Distribution: African American	92	2.3%	635,400	12.9%
Hispanic	1,594	39.3%	2,468,574	50.3%
White	2,277	56.1%	1,531,757	31.2%
American Indian	16	0.4%	23,457	0.5%
Asian	30	0.7%	168,913	3.4%
Pacific Islander	7	0.2%	6,106	0.1%
Two or More Races	42	1.0%	78,178	1.6%
Economically Disadvantaged	2,470	60.9%	2,909,554	59.2%
Limited English Proficient (LEP)	468	11.5%	830,795	16.9%
Students w/Disciplinary Placements (2009-10)	107	2.5%	92,810	1.9%
At-Risk	1,791	44.1%	2,275,179	46.3%
Graduates (Class of 2010):				
Total Graduates	237	100.0%	280,520	100.0%
By Ethnicity (incl. Special Ed.):				
African American	10	4.2%	36,988	13.2%
Hispanic	76	32.1%	119,365	42.6%
White	145	61.2%	108,577	38.7%
American Indian	0	0.0%	1,452	0.5%
Asian	2	0.8%	9,967	3.6%
Pacific Islander	0	0.0%	363	0.1%
Two or More Races	4	1.7%	3,808	1.4%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	50	21.1%	48,391	17.3%
Recommended H.S. Pgm./DAP	187	78.9%	232,129	82.7%
Special Education Graduates	27	11.4%	25,537	9.1%

		Non-Special Education Rates		Special Education Rates	
		District	State	District	State
Retention Rates By Grade:	Kindergarten	1.6%	2.3%	7.1%	10.7%
	Grade 1	2.9%	4.7%	0.0%	8.9%
	Grade 2	0.4%	2.8%	2.6%	4.1%
	Grade 3	1.3%	2.0%	6.3%	1.8%
	Grade 4	1.1%	1.1%	0.0%	0.9%
	Grade 5	0.8%	1.3%	3.6%	1.3%
	Grade 6	0.0%	0.7%	0.0%	1.2%
	Grade 7	0.0%	1.0%	0.0%	1.4%
	Grade 8	1.2%	1.2%	0.0%	2.1%

		District		State	
		Count	Percent	Count	Percent
Data Quality:	PID Errors (student)	5	0.1%	5,913	0.1%
	Underreported Students	4	0.2%	8,667	0.4%

CLASS SIZE INFORMATION (Derived from teacher responsibility records.)		District	State
Class Size Averages by Grade and Subject:			
Elementary:	Kindergarten	19.8	19.0
	Grade 1	18.8	18.9
	Grade 2	19.6	18.8
	Grade 3	16.6	18.8
	Grade 4	17.8	19.0
	Grade 5	20.3	21.4
	Grade 6	20.7	20.7
	Mixed Grades	-	23.9
Secondary:	English/Language Arts	17.2	17.3
	Foreign Languages	18.0	19.0
	Mathematics	18.4	17.9
	Science	21.1	19.0
	Social Studies	21.3	19.6

STAFF INFORMATION	District		State	
	Count	Percent	Count	Percent
Total Staff:	621.0	100.0%	663,146.4	100.0%
Professional Staff:	368.8	59.4%	420,412.8	63.4%
Teachers	301.1	48.5%	334,876.4	50.5%
Professional Support	45.1	7.3%	59,958.9	9.0%
Campus Administration (School Leadership)	15.6	2.5%	18,757.3	2.8%
Central Administration	7.0	1.1%	6,820.1	1.0%
Educational Aides:	70.8	11.4%	62,981.3	9.5%
Auxiliary Staff:	181.4	29.2%	179,752.4	27.1%
Total Minority Staff:	128.2	20.7%	291,704.1	44.0%
Teachers by Ethnicity and Sex:				
African American	6.0	2.0%	31,080.7	9.3%
Hispanic	30.8	10.2%	79,342.2	23.7%
White	262.3	87.1%	214,047.6	63.9%
American Indian	2.0	0.7%	1,390.2	0.4%
Asian	0.0	0.0%	4,439.7	1.3%
Pacific Islander	0.0	0.0%	357.3	0.1%
Two or More Races	0.0	0.0%	4,218.7	1.3%
Males	64.3	21.4%	77,669.1	23.2%
Females	236.8	78.6%	257,207.3	76.8%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2,572.5	0.8%
Bachelors	255.8	85.0%	257,361.4	76.9%
Masters	45.3	15.0%	73,117.8	21.8%
Doctorate	0.0	0.0%	1,824.8	0.5%
Teachers by Years of Experience:				
Beginning Teachers	12.8	4.3%	20,250.7	6.0%
1-5 Years Experience	66.0	21.9%	100,402.5	30.0%
6-10 Years Experience	61.9	20.6%	70,542.9	21.1%
11-20 Years Experience	100.5	33.4%	83,669.9	25.0%
Over 20 Years Experience	59.9	19.9%	60,010.5	17.9%
Number of Students per Teacher:	13.5	n/a	14.7	n/a

STAFF INFORMATION (Continued)	District	State
Average Years Experience of Teachers:	12.8 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.2 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	$36,223	$41,272
1-5 Years Experience	$40,569	$44,013
6-10 Years Experience	$44,101	$46,604
11-20 Years Experience	$49,002	$50,476
Over 20 Years Experience	$56,381	$58,691
Average Actual Salaries (regular duties only):		
Teachers	$47,068	$48,638
Professional Support	$55,772	$57,045
Campus Administration (School Leadership)	$72,163	$70,819
Central Administration	$87,627	$89,481
Turnover Rate for Teachers:	11.5%	11.9%
Instructional Staff Percent***:	59.8%	64.4%
STAFF EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,118.8
Educational Aides	0.0	238.7
Auxiliary Staff	0.0	669.6
Contracted Instructional Staff:	0.0	2,180.4

TAX INFORMATION (CALENDAR YEAR 2010)	District Amount	District Percent/Rate	State Amount	State Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	$1.040	n/a	$1.064
Interest and Sinking Fund #	n/a	$0.250	n/a	$0.171
Total Rate (sum of above)	n/a	$1.290	n/a	$1.235
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	$2,857,190,130	n/a	$1,671,116,451,188	n/a
Value Per Pupil @@	$704,088	n/a	$350,222	n/a
Value by Category				
Business	$511,061,489	15.7%	$619,775,745,261	32.8%
Residential	$2,195,079,803	67.6%	$1,026,991,436,746	54.4%
Land	$522,829,801	16.1%	$120,237,548,492	6.4%
Oil and Gas	$95,821	0.0%	$112,804,066,882	6.0%
Other	$17,896,433	0.6%	$9,304,192,230	0.5%
FUND BALANCE INFORMATION				
Fund Balance (End of Year 2009-10 audited)	$7,391,161	n/a	$7,355,367,290	n/a
Percent of Total Budgeted Expenditures (2010-11)	n/a	20.2%	n/a	18.7%

ACTUAL REVENUE INFORMATION (2009-10)	District General Fund	District Percent	District Per Student	District All Funds	District Percent	District Per Student	State All Funds	State Percent	State Per Student
By Source:									
Total Revenues	$34,362,272	100.0%	$8,584	$46,364,182	100.0%	$11,582	$49,825,397,308	100.0%	$10,328
Local Tax	$26,728,782	77.8%	$6,677	$33,627,180	72.5%	$8,400	$20,702,046,899	41.5%	$4,291
Other Local & Intermediate	$629,889	1.8%	$157	$1,680,076	3.6%	$420	$2,065,867,106	4.1%	$428
State +	$6,882,191	20.0%	$1,719	$7,070,798	15.3%	$1,766	$21,076,094,948	42.3%	$4,369
Federal	$121,410	0.4%	$30	$3,986,128	8.6%	$996	$5,981,388,355	12.0%	$1,240
Equity Transfers (excluded from revenues)	$2,754,750	n/a	$688	$2,754,750	n/a	$688	$1,070,736,634	n/a	$222
ACTUAL EXPENDITURE INFORMATION (2009-10)									
By Object:									
Total Expenditures	$35,571,152	100.0%	$8,886	$50,646,143	100.0%	$12,652	$55,685,905,234	100.0%	$11,543
Payroll Costs	$29,388,352	82.6%	$7,342	$30,868,791	60.9%	$7,711	$33,896,341,694	60.9%	$7,026
Other Operating Costs	$5,455,309	15.3%	$1,363	$8,784,582	17.3%	$2,194	$9,152,601,507	16.4%	$1,897
Debt Service	$0	0.0%	$0	$6,643,986	13.1%	$1,660	$5,190,318,470	9.3%	$1,076
Capital Outlay	$727,491	2.0%	$182	$4,348,784	8.6%	$1,086	$7,446,643,563	13.4%	$1,544

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	$34,548,111	100.0%	$8,631	$39,367,435	100.0%	$9,834	$42,460,965,640	100.0%	$8,802
Instruction (11,95)	$19,474,864	56.4%	$4,865	$21,788,553	55.3%	$5,443	$24,805,113,325	58.4%	$5,142
Instructional-Related Services (12,13)	$696,854	2.0%	$174	$808,066	2.1%	$202	$1,520,261,151	3.6%	$315
Instructional Leadership (21)	$746,025	2.2%	$186	$904,629	2.3%	$226	$633,472,153	1.5%	$131
School Leadership (23)	$2,132,903	6.2%	$533	$2,166,726	5.5%	$541	$2,350,497,427	5.5%	$487
Support Services-Student (31,32,33)	$1,551,553	4.5%	$388	$1,713,402	4.4%	$428	$2,031,024,489	4.8%	$421
Student Transportation (34)	$1,641,767	4.8%	$410	$1,641,767	4.2%	$410	$1,156,289,200	2.7%	$240
Food Services (35)	$0	0.0%	$0	$1,846,467	4.7%	$461	$2,223,522,112	5.2%	$461
Cocurricular Activities (36)	$1,460,308	4.2%	$365	$1,561,317	4.0%	$390	$1,115,331,069	2.6%	$231
Central Administration (41,92 **)	$953,557	2.8%	$238	$954,907	2.4%	$239	$1,299,666,358	3.1%	$269
Plant Maintenance and Operations (51)	$4,786,290	13.9%	$1,196	$4,786,290	12.2%	$1,196	$4,405,080,294	10.4%	$913
Security and Monitoring Services (52)	$79,895	0.2%	$20	$79,895	0.2%	$20	$327,376,988	0.8%	$68
Data Processing Services (53)	$1,024,095	3.0%	$256	$1,115,416	2.8%	$279	$593,331,074	1.4%	$123
Community Services (61)	$295,550	n/a	$74	$314,668	n/a	$79	$210,691,106	n/a	$44
Equity Transfers (excluded from expenditures)	$2,754,750	n/a	$688	$2,754,750	n/a	$688	$1,070,736,634	n/a	$222
Instructional Expenditure Ratio*** (11,12,13,31)		60.3%						65.3%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2009-10)									
By Program:									
Total Operating Expenditures	$26,079,345	100.0%	$6,515	$28,675,173	100.0%	$7,163	$32,108,519,161	100.0%	$6,656
Bilingual/ESL Education (25)	$1,724,454	6.6%	$431	$1,780,186	6.2%	$445	$1,225,281,719	3.8%	$254
Career & Technical Education (22)	$673,336	2.6%	$168	$718,026	2.5%	$179	$1,056,766,918	3.3%	$219
Accelerated Education (24,30)	$2,122,376	8.1%	$530	$3,523,360	12.3%	$880	$4,301,585,763	13.4%	$892
Gifted & Talented Education (21)	$356,478	1.4%	$89	$356,478	1.2%	$89	$411,864,800	1.3%	$85
Regular Education (11)	$14,948,767	57.3%	$3,734	$14,972,254	52.2%	$3,740	$18,512,461,024	57.7%	$3,837
Special Education (23)	$3,866,900	14.8%	$966	$4,937,835	17.2%	$1,234	$5,172,429,398	16.1%	$1,072
Athletics/Related Activities (91)	$1,255,102	4.8%	$314	$1,255,102	4.4%	$314	$773,004,781	2.4%	$160
High School Allotment (31)	$294,158	1.1%	$73	$294,158	1.0%	$73	$304,454,407	0.9%	$63
Other (26,28,29)	$837,774	3.2%	$209	$837,774	2.9%	$209	$350,670,351	1.1%	$73

PROGRAM INFORMATION	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	473	11.7%	796,755	16.2%
Career & Technical Education	885	21.8%	1,032,602	21.0%
Gifted & Talented Education	292	7.2%	379,789	7.7%
Special Education	461	11.4%	432,763	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	19.8	6.6%	18,300.9	5.5%
Career & Technical Education	11.8	3.9%	13,438.7	4.0%
Compensatory Education	23.0	7.6%	9,790.9	2.9%
Gifted & Talented Education	4.6	1.5%	6,480.8	1.9%
Regular Education	212.4	70.5%	245,670.2	73.4%
Special Education	21.9	7.3%	30,384.6	9.1%
Other	7.7	2.5%	10,810.4	3.2%

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

District Name: MARBLE FALLS ISD 2010-11 District Performance Report

District #: 027904 For Current Year LEP Students

Indicator:		State	Region 13	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2011	90%	91%	89%	90%	*	88%	*	92%	59%	72%	46%	83%	76%	76%
	2010	90%	91%	92%	91%	*	91%	*	*	69%	72%	65%	86%	80%	80%
Mathematics	2011	84%	87%	82%	87%	*	85%	*	88%	62%	64%	60%	> 99%	75%	75%
	2010	84%	86%	83%	83%	*	83%	*	*	64%	73%	53%	86%	73%	74%
Writing	2011	92%	92%	93%	> 99%	*	> 99%	*	> 99%	82%	88%	79%	*	94%	94%
	2010	93%	92%	93%	94%	*	94%	*	*	91%	89%	*	*	93%	93%
Science	2011	83%	85%	80%	72%	*	63%	*	75%	45%	47%	40%	*	62%	62%
	2010	82%	85%	84%	61%	*	61%	*	*	44%	52%	22%	*	52%	53%
Soc Studies	2011	95%	96%	91%	*	*	*	*	*	75%	86%	60%	*	75%	75%
	2010	94%	95%	95%	*	*	*	*	*	74%	74%	75%	*	74%	74%
All Tests	2011	76%	79%	74%	78%	*	73%	*	81%	43%	54%	33%	83%	61%	62%
	2010	76%	78%	75%	75%	*	75%	*	*	44%	50%	35%	86%	59%	60%
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction	2011	13%	11%	11%	22%	*	13%	*	25%	20%	20%	*	*	22%	24%
	2010	15%	14%	13%	29%	*	29%	*	*	33%	33%	*	*	29%	28%
TAKS Cumulative Met Standard (First and Second Administrations)	2011	93%	94%	95%	84%	*	88%	*	83%	> 99%	> 99%	*	*	86%	87%
	2010	92%	93%	94%	86%	*	86%	*	*	83%	83%	*	*	85%	86%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction	2011	14%	11%	11%	28%	*	25%	*	29%	40%	40%	*	*	30%	29%
	2010	14%	12%	11%	43%	*	43%	*	*	33%	33%	*	*	41%	39%
TAKS Cumulative Met Standard (First and Second Administrations)	2011	93%	94%	93%	78%	*	75%	*	79%	80%	80%	*	*	78%	79%
	2010	92%	93%	95%	79%	*	79%	*	*	83%	83%	*	*	79%	81%
Grade 8 Reading															
Students Requiring Accelerated Instruction	2011	11%	9%	12%	*	*	*	*	*	40%	*	40%	*	40%	40%
	2010	10%	9%	7%	*	*	*	*	*	50%	*	50%	*	50%	50%
TAKS Cumulative Met Standard (First and Second Administrations)	2011	94%	95%	96%	*	*	*	*	*	60%	*	60%	*	60%	60%
	2010	95%	95%	96%	*	*	*	*	*	60%	*	60%	*	60%	60%
Grade 8 Mathematics															
Students Requiring Accelerated Instruction	2011	20%	18%	26%	*	*	*	*	*	60%	*	60%	*	60%	60%
	2010	20%	18%	15%	*	*	*	*	*	44%	*	44%	*	44%	44%
TAKS Cumulative Met Standard (First and Second Administrations)	2011	88%	90%	90%	*	*	*	*	*	60%	*	60%	*	60%	60%
	2010	88%	89%	93%	*	*	*	*	*	78%	*	78%	*	78%	78%

Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report
District Name: MARBLE FALLS ISD 2010-11 District Performance Report
District #: 027904 For Current Year LEP Students

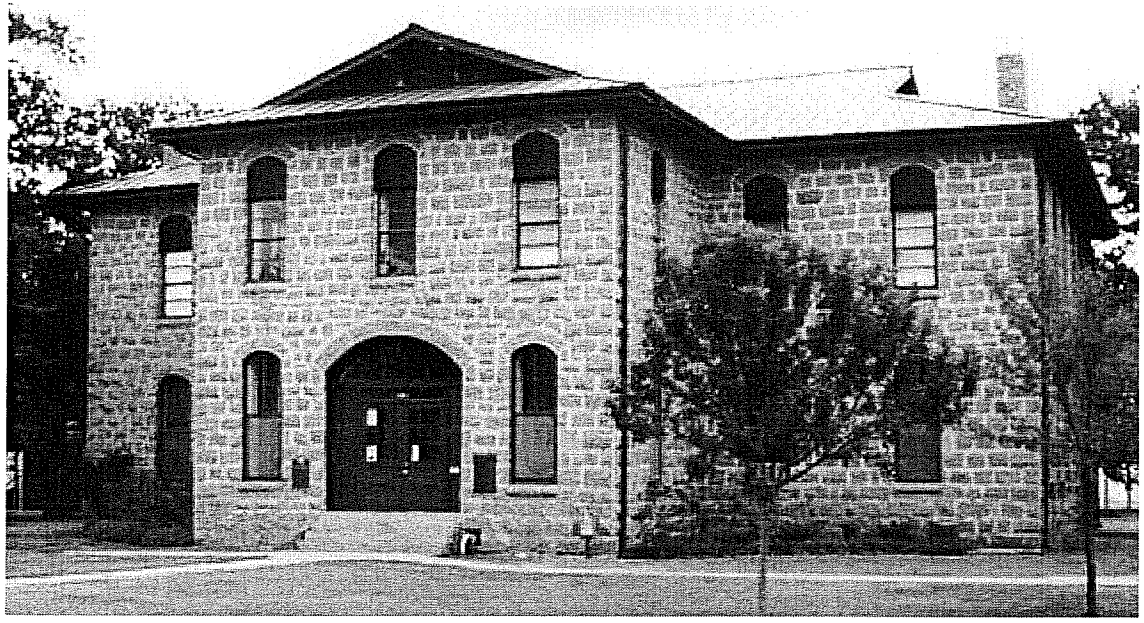
Indicator:		State	Region 13	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	49%	52%	*	*	*	*	*	25%	11%	33%	*	25%	25%
	2010	50%	49%	62%	36%	*	36%	*	*	39%	36%	43%	*	38%	40%
Mathematics	2011	42%	43%	38%	38%	*	20%	*	*	36%	14%	47%	*	37%	39%
	2010	45%	45%	51%	10%	*	10%	*	*	43%	42%	44%	*	34%	34%
English Language Learners Progress Indicator															
2010-11		80%	79%	82%	80%	*	88%	*	76%	81%	85%	77%	80%	80%	80%
2009-10		79%	77%	83%	78%	*	78%	*	*	86%	89%	83%	83%	82%	82%

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.
'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'#' The $0.171 includes 214 districts with an Interest and Sinking (I & S) tax rate of $0.000. Among districts with I & S tax rates, the state average is $0.216.
'@@' Not used for School Funding calculations.
'**' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.
'+' For this district, state revenue includes $1,173,088 from the State Fiscal Stabilization Fund, distributed under the Federal American Recovery and Reinvestment Act.
'***' For more details on this Chapter 44 measure, please go to http://www.tea.state.tx.us/index4.aspx?id=3881.

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Marble Falls Independent School District
District Improvement Plan
2011-2012

"In Pursuit of Excellence"



Granite School House
1891

Mission Statement

The mission of Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

MFISD District Goals 2011-2012

I. ***MFISD will*** build strong, vital relationships within our diverse communities.

II. ***MFISD will*** embrace innovative applications of technology with primary focus on student immersion.

III. ***MFISD will*** cultivate opportunities for student participation that extend beyond the classroom.

IV. ***MFISD will*** ensure all students receive exceptional instruction through inspired learning experiences.

V. ***MFISD will*** promote personal wellness and healthy choices.

VI. ***MFISD will*** exemplify strength of character.

VII. ***MFISD will*** provide a safe and drug-free environment.

District Education Improvement Committee Members

Amy Jacobs, Chair
Assistant Superintendent of Academic Programs

School Personnel		Business, Community, and Parents
Melissa Fields – Administrator-at-Large	Leslie Baty – Non-Tchg. Prof. Elem.	Community – Nancy Herrington
Leslie Talamantes – Non-Tchg. Prof. Secondary	Susan Maughan – District Administrator	Community –
Angie Kramm – Classroom Teacher-at-Large		Parent – Norma Jean Jackson
Colt Elementary	**Highland Lakes Elementary**	Parent –
Cristi Graham	Shirley Baker	Business – Stacey Nash
Bea Jakubec	Maggie Garcia Deaver	Business – Jeff Bingham
Cindy Tripp	Susan Frambs	
Marble Falls Elementary	**Spicewood Elementary**	
Diane Arredondo	Cari Orts	
Michelle Northam	Jaime Reddock	
Erika O'Connor	Sonya Smith	
Marble Falls Middle School	**Marble Falls High School**	
Marti Futrell	Chris Delmas	
Megan Goodman	Joe Gordy	
Karmen Tindell	Jacob Taylor	
Falls Career High School		
Brenda Lusby		

Marble Falls ISD Board of Trustees

Rick Edwards – President	Dr. Kelly Fox – Trustee
Kevin Naumann – V. P.	Mike Savage – Trustee
Craig Mabray – Secretary	Karl Westerman – Trustee
Tommy Chaney – Trustee	

State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas Citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

OBJECTIVE 1:	Parents will be full partners with educators in the education of their children.
OBJECTIVE 2:	Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
OBJECTIVE 4:	A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5:	Qualified and highly effective personnel will be recruited, developed and retained.
OBJECTIVE 6:	Texas students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 7:	School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 8:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.
OBJECTIVE 9:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in the following:

GOAL 1:	The reading and writing of the English language
GOAL 2:	The understanding of mathematics
GOAL 3:	The understanding of science
GOAL 4:	The understanding of social studies

Goal I: MFISD will build strong, vital relationships within our diverse communities.

Performance Objectives: MFISD will support interactive parent, community and student partnerships; MFISD will support involvement by providing accessible avenues of communication to improve student performance.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal I includes: *Sky Alert* and *Family Access* reports.

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff; DEIC Fall Staff Survey

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Maintain a volunteer program at each campus.	NA	Campus Principals	Fall 2011 – Spring 2012
	2. Continue to utilize the SkyAlert system to communicate weather alerts, school news and special events to families; add attendance notification.	District Budget Included in cost of Skyward	District/Campus Administrators	Fall 2011 – Spring 2012
	3. Review online registration process; implement changes as needed for upcoming school year.	Included in cost of Skyward	Technology Dept, C&I Dept, Campus Administrators	Spring 2012
	4. Maintain district website to include current/up-to-date/easily navigated information.	NA	District Web Manager, District Departments, and Campuses	Fall 2011 – Spring 2012
	5. Purchase and distribute *The Home and School Connection* newsletter for all students attending Title I schools.	Title I, Part A $400	C&I Dept.	Fall 2011 – Spring 2012

	6. Continue superintendent updates with stakeholder groups including city councils, service organizations and local news media.	NA	Superintendent	Fall 2011 – Spring 2012
	7. Create and provide DEIC and CEIC training for all new members.	NA	C&I Dept, Campus Principals	Fall 2011
	8. Host a parent orientation for the school year, scheduled at different dates for elementary, middle school, and high school to accommodate multi-sibling families.	NA	Campus Principals	Fall 2011
	9. Provide tours of district facilities to interested community and business partners.	NA	DEIC Representatives and Administrators	Fall 2011 – Spring 2012
	10. Recognize campus-level and district-level volunteers and mentors throughout the school year.	NA	District/Campus Administrators	Fall 2011 – Spring 2012
	11. Maintain up-to-date volunteer liaison contact information and volunteer opportunities on campus and district websites.	NA	District Web Manager, Campus Administrators	Fall 2011 – Spring 2012
	12. Offer transitional activities for all students in 5th and 8th grade to prepare for 6th and 9th grade.	District Budget $500	C&I Dept, Campus Administrators	Spring 2012
	13. Continue to communicate consistently with students, parents, community and business partners through the use of: • MFISD Website • Local News Media • Family Access/SkyAlert • Newsletters • Daily Announcements • District Twitter Accounts	NA	District/Campus Administrators	Fall 2011 – Spring 2012

	14. Consider options for district volunteer liaison program for future implementation.	NA	C&I Dept, Campus Administrators	Spring 2012
	15. Provide a list of community resources available to parents and students through the district website and each campus office.	NA	Exec. Dir. Of Student Services, Campus Administrators	Spring 2012
	16. Provide parent awareness presentations on the TAKS to STAAR transition.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012

Goal II: MFISD will embrace innovative applications of technology with primary focus on student immersion.

Performance Objectives: MFISD will embrace innovative applications of technology in order to achieve academic excellence in a 21st century learning environment.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal II includes: District Technology Plan & STAR chart reports

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff; DEIC Fall Staff Survey, STAR chart reports, technology assessment results, professional technology proficiency reports

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Host a district-wide technology showcase with student and staff representatives from throughout the district.	District Budget $500	C&I Dept, Campus Administration	December 2011
	2. Implement the technology teacher cohort program on campuses throughout the district.	District Budget $6000	C&I Dept, Campus Administration	October 2011 – May 2012
	3. Continue to increase the current computer-to-student ratio in conjunction with campus and district technology plans.	District/Campus Budgets $40,000	Technology Dept, C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	4. Acquire and distribute online resources in the areas of secondary fine arts & elective courses offered by the district.	District Budget $500	IT Coordinator, Advanced Academics Coordinator	Fall 2011 – Spring 2012
	5. Continue to increase utilization and understanding of online communication tools such as email, blogs and social networking sites (ex. Project Share).	NA	C&I Dept, Technology Dept.	Fall 2011 – Spring 2012

	6. Provide training and guidelines to all staff on appropriate use of online communication tools.	NA	District/Campus Administrators, Technology Dept.	Fall 2011 – Spring 2012
	7. Implement MFISD Professional Technology Proficiency Standards based on state standards of technology integration.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	8. Provide specialized training based on individual needs with the expectation that all staff will implement acquired knowledge into the teaching and learning process; trainings will be scheduled and implemented to align with MFISD Professional Technology Proficiency Standards.	District Budget $5000	C&I Dept, Campus Administrators, Technology Dept.	Fall 2011 – Spring 2012
	9. Continue to increase technology integration and productivity skills through routine campus and district level trainings and workshops.	NA	C&I Dept, Technology Dept.	Fall 2011 – Spring 2012
	10. Update District Technology Plan to include a timeline for technology upgrades, basic hardware installation and the establishment of a technical support response system.	NA	Director of Informational Technology	Spring 2012
	11. Conduct a district-wide technology inventory review in order to determine future needs.	NA	Coordinator of Instructional Technology, Director of Informational Technology	Fall 2011
	12. Implement campus technology support model designating a lead tech representative ("tech rep") on each campus.	NA	Coordinator of Instructional Technology, Director of Informational Technology, Campus Administrators	Fall 2011 – Spring 2012

Goal III: MFISD will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objectives: MFISD will support student participation in areas outside of the classroom.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal III includes: Extracurricular participation reports, SkyAlert reports

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff; Participation summaries

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Inform all students and parents of all district student participation opportunities through newsletters, announcements, websites and campus displays.	NA	District/Campus Administrators	Fall 2011 – Spring 2012
	2. Partner with civic organizations to provide service opportunities for elementary and secondary students.	NA	District/Campus Administrators	Fall 2011 – Spring 2012
	3. Continue to provide students opportunities to participate in events based on their interests such as: • Technology Showcase • Fine Arts Fairs/Shows • UIL Academic & Athletic Events • Challenge Labs (elem) • Science Fairs • Talent Shows • Destination Imagination • Campus Clubs/Groups	NA	District/Campus Administrators	Fall 2011 – Spring 2012
	4. Utilize district student survey results to implement additional participation opportunities for students based on interest.	District Budget $500	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012

	5. Offer mentoring programs for students (i.e. PALS). 6. Establish student-to-student mentoring at elementary campuses district-wide.	NA NA	District/Campus Administrators District/Campus Administrators	Fall 2011 – Spring 2012 Fall 2011 – Spring 2012

Goal IV: MFISD will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objectives: MFISD will provide targeted professional development to enhance individualized instruction; MFISD will use data and instructional best practices to increase the number of met standard and commended performance in each subgroup on the Texas Assessment of Knowledge and Skills (TAKS).

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal IV includes: Curriculum-based assessments, reports on professional development, Response to Intervention (RTI), mentor program and CScope online curriculum.

Summative Evaluations: STAAR, TAKS (grades 10-11), Telpas, PEIMS, AYP, PBMAS, AEIS, professional development evaluation and DEIC Spring Survey – Parents, Students & Staff.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Update District 3-Year Professional Development Plan to meet the current needs of staff.	NA	C&I Dept, Campus Administrators, DEIC	Spring 2012
	2. Provide ongoing instruction in the areas of reading, writing, math, science and social studies to support the transition to STAAR.	District Budget $15,000 Title Funds $20,000	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	3. Provide STAAR training and informational sessions for students, staff and parents.	NA	C&I Dept.	Fall 2011 – Spring 2012
	4. Provide all teachers strategies of data-driven decision making (i.e. Kilgo training).	District Budget $5000	C&I Dept.	Fall 2011 – Spring 2012
	5. Continue to provide New Teacher Mentor/Induction Program.	Materials: *Mentoring in the 21st*	C&I Dept.	Fall 2011 – Spring 2012

		Century		
	6. Establish secondary level RTI committee for continuous improvement of district RTI process; update process in order to meet current needs.	NA	C&I Dept, Secondary Campus Administrators & Counselors	Fall 2011 – Spring 2012
	7. Continue to offer summer professional development opportunities free to district employees; focus on technology integration and STAAR/EOC.	District Budget $3000	C&I Dept.	Summer 2012
	8. Conduct 2012 Administrator Academy for all campus administrators.	NA	District Administrators	Summer 2012
	9. Expand district-level support for CScope curriculum and instruction through: • District Training • CScope State Conference • ESC Workshops	District Budget $3000	C&I Dept.	Fall 2011 – Spring 2012
	10. Expand opportunities for staff usage of PD 360 online resources.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	11. Review current bilingual program to ensure program meets the needs of students.	NA	C&I Dept, Administrators and Staff of Highland Lakes and Colt Elementary	Fall 2011 – Spring 2012
	12. Maintain 100% CScope alignment in all core areas district-wide.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	13. Provide ongoing support for implementation of new social studies TEKS to include professional development for new social studies TEKS.	District Budget $500	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012

	14. Provide necessary training and resources to ensure students receive instruction in Science TEKS "gap" areas created by the transition to new science TEKS.	District Budget $1000	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	15. Provide training to professional staff in innovative approaches to differentiated instruction (i.e. iCamp, iLearn).	District Budget $5000	C&I Dept.	Fall 2011 – Spring 2012
	16. Research and design an after-school academic learning environment at the middle school level for possible implementation in the 2012-2013 school year.	NA	C&I Dept, Secondary Campus Administrators	Spring 2012
	17. Implement and follow an Advanced Academic Model at the secondary level targeting improving student performance and participation in the AP program.	NA	C&I Dept, Secondary Campus Administrators, Advanced Academic Improvement Team	Fall 2011 – Spring 2012
	18. Provide opportunities for collaboration across campuses by grade level and subject areas.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	19. Participate in the ESC Principal Network to support campus administrators in the areas of student instruction, drop-out prevention, discipline management, and general campus administration.	District Budget $625	Campus Administrators	Fall 2011 – Spring 2012
	20. Provide members of the district dyslexia team with ongoing training to best serve the needs of students identified for the district dyslexia program.	District Budget $4000	Dyslexia Coordinator	Fall 2011 – Spring 2012

	21. Continue to offer purposeful professional development opportunities based on the MFISD needs assessment and the MFISD Strategic plan adopted June 2010.	District Budget $5000 Title Funds $10,000	C&I Dept.	Fall 2011 – Spring 2012
	22. Offer campus incentives for increased student and staff attendance in an effort to maximize learning opportunities for students.	District Budget $20,000	Superintendent, Asst. Supt. of Operations	Fall 2011, Fall 2012
	23. Recruit and retain highly qualified teachers for high need areas distributed equitably among campuses.	Title II, Part A, $5000	HR Dept.	Fall 2011 – Spring 2012
	24. Target each accountability subgroup's performance on all TAKS tests with percentages below 90% with emphasis on TAKS to STAAR transition.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	25. Provide training meet the needs of students in the areas of GT, SPED, ELL &Bilingual.	District Budget $2000 Title Funds $5000	District/Campus Administrators	Fall 2011 – Spring 2012
	26. Review the current human sexuality curriculum to ensure the current program best serves the needs of MFISD; make any recommendations for any program changes to MFISD Board of Trustees for approval.	NA	SHAC	Fall 2011 – Spring 2012
	27. Provide middle school and high school students information about higher education, Texas grant programs, curriculum choices, higher education admissions, and financial aid in conjunction with *Education Go Get It!* Week.	NA	Secondary Counselors	Spring 2012

	28. Review current DAEP processes and procedures to ensure the program is continuing to best meet the needs of the district; implement necessary changes for improvement.	NA	District/Campus Administrators	Fall 2011 – Spring 2012
	29. Review current student transfer system to ensure the program is continuing to best meet the needs of the district; implement necessary changes for improvement.	NA	District Administrators	Spring 2012
	30. Expand CTE opportunities, with guidance from the CTE Advisory Committee, to address the following areas: • Marketing the Pathway Instruction Process to students, parents and community • Development of student internships and work-study sites • Future development of state-of-the-art instructional facilities • Student assessment and certifications	NA	District Administrators, CTE Coordinator	Fall 2011 – Spring 2012

Goal V: MFISD will promote personal wellness and healthy choices.

Performance Objective: MFISD will promote personal wellness and healthy choices to enhance student learning.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal V includes: Food service dept. reports, wellness campaign reports

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff, Fitnessgram results

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Expand opportunities for staff to receive health information, support programs and in-services.	District Budget $500	C&I Dept.	Fall 2011 – Spring 2012
	2. Promote healthy choices by offering nutritional food choices and healthy snack alternatives; limit non-nutritional snacks to one day a week at elementary campuses.	NA	Campus Administrators & Food Service Dept.	Fall 2011 – Spring 2012
	3. Continue to offer wellness campaign for district employees; establish incentive award for campus with highest participation rate.	NA	District Wellness Coordinator	Fall 2011 – Spring 2012
	4. Continue to provide health and wellness information pertaining to student well-being to parents and caretakers.	NA	Campus Administrators & Campus Nurses	Fall 2011 – Spring 2012
	5. Implement current best practices in health instruction at the middle school level.	NA	C&I Dept. & MFMS Campus Administrators	Fall 2011 – Spring 2012

	6. Assess students in grades 3-12 physical education classes using the Fitnessgram testing program; provide results to parents/guardians at the end of the year.	NA	C&I Dept, Campus Administrators & PE Staff	Spring 2012
	7. Update the food service component in the DEIC Spring Survey to solicit input for district managed food service department.	NA	C&I Dept.	Spring 2012

Goal VI: MFISD will exemplify strength of character.

Performance Objective: MFISD will promote strength of character to enhance student learning.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal VI includes: reports on character education

Summative Evaluations: DEIC Spring Survey – Parents, Students & Staff

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Review character curriculum to ensure a uniform and aligned curriculum including developmentally appropriate strategies for grades PK-12.	NA	C&I Dept, Campus Administrators	Fall 2011 – Spring 2012
	2. Ensure character education visuals are displayed in every PK-12 classroom.	District Budget $200	C&I Dept, Campus Administrators	Spring 2012
	3. Explore possibilities for student-to-student and community-to-student mentorships promoting positive character development.	NA	C&I Dept	Fall 2011 – Spring 2012
	4. Recognize and honor students who exemplify strength of character.	NA	District & Campus Administrators	Fall 2011 – Spring 2012
	5. Ensure all campuses prominently display character education visuals in common areas.	District Budget $200	C&I Dept, Campus Administrators	Spring 2012
	6. Provide professional development in the area of character education.	District Budget $250	C&I Dept.	Spring 2012 – Summer 2012
	7. Provide training to all professional staff on character education.	NA	Campus Administrators/Counselors	Fall 2011 – Spring 2012

Goal VII: MFISD will provide a safe and drug-free environment.

Performance Objective: MFISD will provide a safe, drug-free environment that supports student performance.

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal VII Focus includes: drug testing reports, and TBSI campus plans.

Summative Evaluations: Yearly drug testing report, final TBSI plans, and DEIC Spring Survey – Parents, Students & Staff.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	1. Implement ISS 2, an intermediary step between campus based ISS and off-campus EPIC.	NA	Campus Administrators	Fall 2011 – Spring 2012
	2. Perform monthly campus security walk-thrus.	NA	Asst. Supt. of Operations, Safe and Drug-Free Schools Coordinator	Fall 2011 – Spring 2012
	3. Implement strategies to decrease the number of special education DAEP/ISS placements.	NA	Exec. Director of Special Services, Campus Administrators	Fall 2011 – Spring 2012
	4. Continue to provide TBSI (Texas Behavior Support Initiative) program training and program implementation/support on all campuses.	NA	Exec. Director of Special Services, Campus Administrators	Fall 2011 – Spring 2012
	5. Provide curriculum and instruction for dating violence awareness and explanation of sexual abuse in accordance with Board Policy [FFH (LEGAL and LOCAL)] and Code of Conduct.	NA	Secondary Counselors, Health Teachers and Campus Administrators	Fall 2011 – Spring 2012
	6. Continue transition plans for students returning to home campuses from DAEP.	NA	Director of Special Services, Campus Administrators	Fall 2011 – Spring 2012

	7. Continue to implement suicide prevention program approved by MFISD Board of Trustees.	NA	District Counselors	Fall 2011 – Spring 2012
	8. Continue to follow the MFISD Safety Plan including procedures to ensure no harm to self or others (i.e. bullying, suicide, threats of violence).	NA	District/Campus Administrators, District/Campus Counselors	Fall 2011 – Spring 2012
	9. Provide updated information to address unwanted physical and verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. [FNC(LEGAL and LOCAL)] and Code of Conduct.	NA	District/Campus Administrators, District/Campus Counselors	Fall 2011 – Spring 2012
	10. Provide information to increase staff awareness of issues regarding sexual abuse of children and warning signs of sexual abuse.	NA	Counseling Coordinator, District Crisis Counselor, Director of Special Services	Fall 2011 – Spring 2012
	11. Update and distribute MFISD Crisis Management Plan to all campuses and departments.	NA	Safe and Drug-Free Schools Coordinator	Fall 2011
	12. Utilize the Raptor system of visitor identification at all campuses.	Raptor System	Campus Office Personnel	Fall 2011 – Spring 2012
	13. Establish a bullying prevention review committee to investigate bullying prevention programs and make recommendations on any changes or additions needed to MFISD current bullying prevention plan.	NA	C&I Dept, DEIC	Fall 2011 – Spring 2012

Fund Totals
2011-2012

SOURCE	AMOUNT	DESCRIPTION
Title I, Part A	$796,920	Education for the disadvantaged
Title II, Part A	$128,301	Teacher professional development, recruitment and retention
Title III, Part A (LEP)	$51,668	Education for students with Limited English Proficiency (LEP)
State Comp. Ed.	$2,489,418	State money to be used for at-risk students

Glossary of Terms

AP	Advanced Placement
CEIC	Campus Educational Improvement Committee
CScope	Curriculum utilized by MFISD for K-12 core subjects; supported by Region XIII ESC
CTE	Career and Technical Education
DAEP	District Alternative Educational Placement
DEIC	District Educational Improvement Committee
ELL	English Language Learner
EOC	End of Course Exams; replacing TAKS for grades 9-11 (transition set to begin with 9th grade class of 2011-2012)
ESC	Educational Service Center
ESL	English as a Second Language
ISS	In-School Suspension
PALS	Peer Assistance and Leadership Service
PD 360	Online professional development program; individualized development available on-demand
RTI	Response to Intervention
SHAC	School Health Advisory Committee
STAAR	State of Texas Assessments of Academic Readiness; replacing current assessment system 2011
TAKS	Texas Assessment of Knowledge and Skills
TEKS	Texas Essential Knowledge and Skills
TBSI	Texas Behavioral Support Initiative
UIL	University of Interscholastic League

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Marble Falls High School

Performance—Profile
&
Campus Comparable Improvement Reports
2010-2011

2010-11 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS HIGH SCHOOL

Campus #: 027904001

2011 Accountability Rating: Academically Unacceptable

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 9															
Reading	2011	89%	87%	94%	87%	60%	76%	95%	*	*	*	80%	69%	79%	20%
	2010	92%	96%	95%	96%	*	94%	98%	*	*	*	*	85%	93%	*
Mathematics	2011	72%	67%	78%	67%	60%	45%	81%	*	*	*	*	41%	56%	< 1%
	2010	72%	59%	76%	59%	*	57%	60%	*	*	*	*	39%	48%	*
All Tests	2011	69%	63%	76%	63%	40%	38%	80%	*	*	*	60%	34%	50%	< 1%
	2010	70%	59%	74%	59%	*	55%	60%	*	*	*	*	40%	48%	*
TAKS Met 2011 Standard Grade 10															
Eng Lang Arts	2011	91%	84%	93%	83%	83%	82%	84%	*	*	*	*	52%	77%	*
	2010	91%	83%	93%	83%	78%	76%	87%	*	*	*	*	66%	76%	20%
Mathematics	2011	75%	60%	79%	61%	33%	51%	67%	*	*	*	*	40%	48%	*
	2010	75%	62%	78%	62%	33%	45%	72%	*	*	*	*	34%	47%	40%
Science	2011	76%	70%	80%	71%	83%	61%	75%	*	*	*	*	33%	59%	*
	2010	75%	72%	79%	73%	44%	59%	81%	*	*	*	*	63%	65%	30%
Soc Studies	2011	93%	87%	95%	87%	83%	89%	87%	*	*	*	*	50%	84%	*
	2010	93%	92%	95%	92%	89%	88%	95%	*	*	*	*	71%	88%	60%
All Tests	2011	65%	52%	68%	52%	33%	39%	60%	*	*	*	*	13%	38%	*
	2010	65%	52%	68%	52%	33%	35%	62%	*	*	*	*	26%	37%	9%
TAKS Met 2011 Standard ^ Grade 11															
Eng Lang Arts	2011	94%	93%	96%	93%	67%	88%	97%	*	*	*	*	79%	89%	17%
	2010	93%	93%	94%	93%	86%	89%	96%	*	*	*	*	79%	88%	40%
Mathematics	2011	90%	81%	93%	82%	33%	76%	87%	*	*	*	*	50%	73%	33%
	2010	88%	90%	91%	91%	86%	84%	94%	*	*	*	*	56%	83%	67%
Science	2011	90%	87%	93%	88%	80%	76%	95%	*	*	*	*	52%	78%	17%
	2010	90%	93%	94%	93%	71%	89%	96%	*	*	*	*	70%	87%	67%
Soc Studies	2011	98%	97%	98%	97%	> 99%	95%	99%	*	*	*	*	85%	95%	83%
	2010	97%	99%	97%	99%	> 99%	99%	99%	*	*	*	*	97%	98%	89%
All Tests	2011	84%	76%	88%	76%	33%	65%	84%	*	*	*	*	37%	64%	< 1%
	2010	81%	84%	85%	85%	71%	75%	91%	*	*	*	*	48%	74%	20%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	89%	94%	87%	71%	81%	91%	> 99%	80%	*	80%	66%	81%	17%
	2010	90%	92%	94%	91%	79%	87%	93%	*	n/a	n/a	n/a	76%	86%	42%
Mathematics	2011	84%	82%	83%	69%	41%	56%	78%	60%	80%	*	67%	44%	57%	13%
	2010	84%	83%	82%	70%	47%	63%	75%	*	n/a	n/a	n/a	43%	58%	43%
Science	2011	83%	80%	86%	78%	82%	67%	84%	*	*	*	*	42%	67%	20%
	2010	82%	84%	86%	83%	50%	74%	89%	*	n/a	n/a	n/a	66%	75%	47%
Soc Studies	2011	95%	91%	96%	92%	92%	92%	92%	*	*	*	*	67%	89%	86%
	2010	94%	95%	96%	96%	93%	94%	97%	*	n/a	n/a	n/a	84%	93%	74%
All Tests	2011	76%	74%	77%	63%	35%	46%	74%	60%	60%	*	50%	27%	49%	< 1%
	2010	76%	75%	77%	65%	42%	56%	71%	*	n/a	n/a	n/a	38%	52%	12%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	30%	28%	19%	12%	11%	23%	20%	60%	*	10%	7%	11%	< 1%
	2010	32%	30%	29%	20%	15%	14%	23%	*	*	*	< 1%	9%	12%	< 1%
Mathematics	2011	29%	26%	24%	16%	6%	7%	20%	40%	40%	*	11%	5%	7%	< 1%
	2010	28%	26%	21%	16%	10%	10%	19%	*	*	*	17%	< 1%	8%	< 1%
Science	2011	30%	28%	23%	19%	9%	10%	24%	*	*	*	*	< 1%	10%	< 1%
	2010	28%	30%	17%	16%	13%	4%	22%	*	*	*	*	4%	5%	< 1%
Soc Studies	2011	47%	40%	50%	42%	25%	25%	51%	*	*	*	*	4%	26%	< 1%
	2010	45%	42%	47%	45%	31%	30%	54%	*	*	*	*	7%	28%	5%
All Tests	2011	16%	14%	11%	7%	6%	3%	9%	20%	40%	*	10%	1%	4%	< 1%
	2010	15%	14%	10%	8%	< 1%	5%	10%	*	*	*	< 1%	1%	3%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	92%	87%	76%	*	83%	67%	*	*	*	*	76%	78%	*
	2010	85%	92%	86%	93%	*	> 99%	87%	*	*	*	*	93%	95%	*
Mathematics	2011	77%	83%	65%	66%	*	65%	67%	*	*	*	*	66%	62%	*
	2010	75%	76%	59%	51%	*	41%	55%	*	*	*	*	51%	48%	*
Science	2011	60%	52%	59%	25%	*	20%	*	*	*	*	*	25%	14%	*
	2010	58%	67%	58%	72%	*	50%	87%	*	*	*	*	72%	71%	*
Soc Studies	2011	68%	47%	71%	38%	*	20%	*	*	*	*	*	38%	29%	*
	2010	67%	68%	67%	74%	*	60%	88%	*	*	*	*	74%	72%	*
All Tests	2011	66%	77%	56%	56%	*	53%	59%	*	*	*	*	56%	52%	*
	2010	64%	71%	53%	55%	*	42%	61%	*	*	*	*	55%	51%	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	96%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
All Tests	2010	93%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.3%	99.3%	99.6%	100.0%	98.9%	100.0%	100.0%	100.0%	*	100.0%	100.0%	99.3%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	90.3%	90.5%	91.6%	94.7%	86.6%	93.8%	100.0%	100.0%	*	100.0%	30.2%	88.4%	100.0%
Not on TAKS	7.6%	8.9%	8.8%	8.1%	5.3%	12.3%	6.2%	0.0%	0.0%	*	0.0%	69.8%	10.9%	0.0%
TAKS(Acc) Only	2.4%	2.4%	3.7%	2.6%	5.3%	3.2%	2.4%	0.0%	0.0%	*	0.0%	22.9%	2.8%	0.0%
TAKS-M Only	3.1%	3.0%	2.8%	1.8%	0.0%	3.5%	1.0%	0.0%	0.0%	*	0.0%	15.6%	3.0%	0.0%
TAKS-Alt Only	0.9%	1.0%	0.6%	0.8%	0.0%	1.4%	0.6%	0.0%	0.0%	*	0.0%	7.3%	0.9%	0.0%
Combination	1.3%	2.5%	1.4%	2.8%	0.0%	4.2%	2.2%	0.0%	0.0%	*	0.0%	24.0%	4.2%	0.0%
By Acct Status														
Acct System	94.0%	94.9%	94.6%	95.6%	89.5%	95.8%	96.4%	100.0%	100.0%	*	83.3%	92.7%	95.8%	88.2%
Non-Acct System	4.6%	4.3%	4.4%	4.1%	10.5%	3.2%	3.6%	0.0%	0.0%	*	16.7%	7.3%	3.5%	11.8%
Mobile	4.6%	4.3%	4.4%	4.1%	10.5%	3.2%	3.6%	0.0%	0.0%	*	16.7%	7.3%	3.5%	11.8%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	0.7%	0.8%	0.4%	0.0%	1.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.7%	0.0%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.4%	0.3%	0.4%	0.0%	1.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.7%	0.0%
Total Count	3,231,780	2,673	448	832	19	284	504	5	5	1	12	96	430	17
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.7%	99.1%	99.8%	100.0%	100.0%	100.0%	100.0%	*	-	85.7%	100.0%	99.5%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	90.7%	90.2%	90.0%	90.0%	87.9%	91.4%	100.0%	*	-	85.7%	25.9%	85.6%	92.0%
Not on TAKS	7.8%	9.0%	8.9%	9.7%	10.0%	12.1%	8.6%	0.0%	*	-	0.0%	74.1%	13.9%	8.0%
TAKS(Acc) Only	2.3%	2.6%	3.8%	3.3%	5.0%	3.6%	3.2%	0.0%	*	-	0.0%	25.0%	4.8%	4.0%
TAKS-M Only	3.3%	3.5%	2.9%	3.0%	5.0%	4.6%	2.2%	0.0%	*	-	0.0%	23.1%	5.1%	4.0%
TAKS-Alt Only	0.8%	0.9%	0.6%	0.9%	0.0%	1.4%	0.4%	0.0%	*	-	0.0%	6.5%	1.0%	0.0%
Combination	1.3%	2.0%	1.2%	2.6%	0.0%	2.5%	2.8%	0.0%	*	-	0.0%	19.4%	3.0%	0.0%
By Acct Status														
Acct System	90.0%	92.0%	91.3%	92.5%	95.0%	91.8%	93.8%	80.0%	*	-	85.7%	68.5%	90.4%	92.0%
Non-Acct System	8.6%	7.6%	7.6%	7.3%	5.0%	8.2%	6.2%	20.0%	*	-	0.0%	31.5%	9.1%	8.0%
Mobile	4.4%	3.3%	3.7%	3.4%	0.0%	2.1%	3.6%	20.0%	*	-	0.0%	1.9%	3.0%	4.0%
Non-Acct Test	4.2%	4.4%	3.5%	3.9%	5.0%	6.1%	2.6%	0.0%	*	-	0.0%	29.6%	6.1%	4.0%
Not Tested	1.4%	0.3%	0.9%	0.2%	0.0%	0.0%	0.0%	0.0%	*	-	14.3%	0.0%	0.5%	0.0%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	*	-	14.3%	0.0%	0.5%	0.0%
Total Count	3,175,337	2,584	401	822	20	280	502	5	3	0	7	108	395	25
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA 2011	47%	52%	57%	52%	*	40%	67%	*	*	*	*	31%	47%	< 1%
2010	50%	62%	57%	46%	*	42%	53%	*	*	*	*	47%	37%	36%
Mathematics 2011	42%	38%	49%	33%	14%	35%	32%	*	*	*	*	30%	30%	< 1%
2010	45%	51%	51%	48%	38%	38%	57%	*	*	*	*	28%	42%	27%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Student Success Initiative														
Grade 8 Reading														
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2011	38%	33%	*	33%	*	*	*	*	*	*	*	*	33%	*
2010	44%	*	*	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative (continued)														
Grade 8 Mathematics														
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2011	20%	*	*	*	*	*	*	*	*	*	*	*	*	*
2010	22%	7%	*	7%	*	< 1%	20%	*	*	*	*	*	< 1%	*
English Language Learners Progress Indicator														
2010-11	80%	82%	78%	67%	*	67%	*	*	*	*	*	*	65%	73%
2009-10	79%	83%	82%	70%	*	70%	*	*	*	*	*	*	67%	76%
Attendance Rate @														
2009-10	95.5%	95.5%	95.2%	95.2%	95.1%	95.8%	94.9%	94.8%	*	-	93.5%	93.8%	94.5%	97.1%
2008-09	95.6%	95.9%	95.2%	95.4%	94.9%	95.7%	95.2%	*	n/a	n/a	n/a	93.6%	94.7%	96.3%
Annual Dropout Rate (Gr 9-12) @														
2009-10	2.4%	1.0%	0.5%	0.3%	3.1%	0.3%	0.1%	0.0%	0.0%	-	0.0%	1.2%	0.0%	0.0%
2008-09	2.9%	0.1%	0.8%	0.1%	0.0%	0.3%	0.0%	0.0%	n/a	n/a	n/a	0.0%	0.2%	0.0%
4-Year Completion Rate (Gr 9-12) @														
Class of 2010														
Graduated	84.3%	93.9%	94.5%	99.1%	100.0%	98.6%	99.2%	*	n/a	n/a	n/a	92.3%	98.9%	*
Received GED	1.3%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	*
Continued HS	7.2%	4.9%	2.2%	0.9%	0.0%	1.4%	0.8%	*	n/a	n/a	n/a	7.7%	1.1%	*
Dropped Out	7.3%	1.2%	2.3%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	*
Class of 2009														
Graduated	80.6%	88.1%	93.6%	94.6%	100.0%	90.4%	96.4%	-	n/a	n/a	n/a	88.2%	93.3%	57.1%
Received GED	1.4%	0.8%	0.1%	0.5%	0.0%	0.0%	0.7%	-	n/a	n/a	n/a	0.0%	1.3%	0.0%
Continued HS	8.6%	8.0%	2.0%	2.3%	0.0%	4.1%	1.4%	-	n/a	n/a	n/a	0.0%	2.7%	14.3%
Dropped Out	9.4%	3.1%	3.3%	2.7%	0.0%	5.5%	1.4%	-	n/a	n/a	n/a	11.8%	2.7%	28.6%
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	93.0%	95.0%	95.9%	100.0%	93.1%	97.1%	-	n/a	n/a	n/a	78.9%	94.7%	71.4%
Received GED	1.9%	0.8%	0.6%	0.5%	0.0%	0.0%	0.7%	-	n/a	n/a	n/a	0.0%	1.3%	0.0%
Continued HS	2.1%	1.6%	0.0%	0.9%	0.0%	1.4%	0.7%	-	n/a	n/a	n/a	10.5%	1.3%	0.0%
Dropped Out	10.8%	4.7%	3.8%	2.7%	0.0%	5.6%	1.5%	-	n/a	n/a	n/a	10.5%	2.7%	28.6%
Class of 2008														
Graduated	83.4%	96.1%	92.8%	96.4%	*	90.4%	98.2%	*	n/a	n/a	n/a	94.4%	90.6%	66.7%
Received GED	2.1%	0.0%	0.9%	0.0%	*	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%
Continued HS	2.4%	1.2%	0.5%	0.9%	*	3.8%	0.0%	*	n/a	n/a	n/a	0.0%	1.9%	0.0%
Dropped Out	12.2%	2.7%	5.0%	2.7%	*	5.8%	1.8%	*	n/a	n/a	n/a	5.6%	7.5%	33.3%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Completion Rate I (Graduates and Continuers) @ (Standard Accountability Indicator)															
Class of 2010		91.4%	98.8%	97.2%	100.0%	100.0%	100.0%	100.0%	*	n/a	n/a	n/a	100.0%	100.0%	*
Class of 2009		89.2%	96.2%	95.7%	96.8%	100.0%	94.5%	97.8%	-	n/a	n/a	n/a	88.2%	96.0%	71.4%
COLLEGE READINESS INDICATORS															
Advanced Course/Dual Enrollment Completion @															
2009-10		26.3%	22.5%	22.8%	23.7%	6.7%	15.7%	28.9%	0.0%	100.0%	-	16.7%	2.2%	14.8%	5.3%
2008-09		24.6%	20.3%	19.9%	21.6%	8.8%	14.0%	25.5%	0.0%	n/a	n/a	n/a	2.9%	15.1%	2.4%
RHSP/DAP Graduates @															
Class of 2010		82.7%	78.9%	82.7%	84.8%	62.5%	82.6%	86.6%	-	*	-	*	20.8%	80.6%	*
Class of 2009		82.5%	78.4%	83.6%	83.8%	66.7%	76.8%	87.7%	-	n/a	n/a	n/a	15.8%	72.2%	*
AP/IB Results @															
Tested															
	2010	22.7%	19.1%	10.9%	20.6%	0.0%	18.1%	23.0%	-	*	-	0.0%	n/a	n/a	n/a
	2009	21.2%	15.6%	8.6%	16.6%	0.0%	10.9%	19.4%	*	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion															
	2010	50.8%	60.9%	47.9%	60.9%	-	53.6%	64.5%	-	*	-	-	n/a	n/a	n/a
	2009	51.2%	55.6%	46.2%	55.6%	-	66.7%	52.8%	-	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion															
	2010	46.7%	47.8%	39.9%	47.8%	-	37.5%	52.2%	-	*	-	-	n/a	n/a	n/a
	2009	47.4%	42.3%	40.5%	42.3%	-	57.9%	40.5%	-	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component															
Eng Lang Arts	2011	66%	57%	69%	60%	33%	46%	67%	*	*	*	*	7%	51%	< 1%
	2010	60%	54%	62%	54%	29%	42%	62%	*	*	*	*	10%	40%	< 1%
Mathematics	2011	69%	58%	73%	59%	33%	38%	69%	*	*	*	*	8%	46%	17%
	2010	66%	64%	71%	65%	33%	50%	75%	*	*	*	*	29%	44%	22%
SAT/ACT Results @															
Tested															
Class of 2010		62.6%	59.5%	64.4%	67.2%	42.9%	48.4%	78.4%	-	*	-	*	n/a	n/a	n/a
Class of 2009		61.5%	59.4%	64.1%	68.5%	80.0%	36.9%	84.7%	-	n/a	n/a	n/a	n/a	n/a	n/a
At/Above Criterion															
Class of 2010		26.9%	28.8%	25.4%	28.8%	*	10.0%	35.6%	-	*	-	*	n/a	n/a	n/a
Class of 2009		26.9%	22.8%	22.9%	23.0%	*	8.3%	26.7%	-	n/a	n/a	n/a	n/a	n/a	n/a
Average SAT Score															
Class of 2010		985	1012	990	1012	*	891	1033	-	*	-	*	n/a	n/a	n/a
Class of 2009		985	980	985	980	*	916	995	-	n/a	n/a	n/a	n/a	n/a	n/a
Average ACT Score															
Class of 2010		20.5	21.0	21.3	21.0	*	18.8	22.2	-	*	-	*	n/a	n/a	n/a
Class of 2009		20.5	21.0	20.8	21.0	*	18.2	21.7	-	n/a	n/a	n/a	n/a	n/a	n/a

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
College-Ready Graduates @														
Eng Lang Arts														
Class of 2010	66%	61%	70%	62%	29%	48%	70%	*	*	*	*	18%	51%	*
Class of 2009	62%	62%	66%	64%	60%	45%	72%	*	n/a	n/a	n/a	25%	44%	*
Mathematics														
Class of 2010	64%	62%	68%	63%	14%	58%	69%	*	*	*	*	< 1%	63%	*
Class of 2009	60%	60%	63%	62%	20%	39%	74%	*	n/a	n/a	n/a	20%	54%	*
Both Subjects														
Class of 2010	52%	46%	58%	47%	14%	29%	58%	*	*	*	*	< 1%	38%	*
Class of 2009	47%	46%	50%	48%	20%	27%	59%	*	n/a	n/a	n/a	20%	34%	*

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		1,098	100.0%	34,077	4,058	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	5.1%	4.5%
	Kindergarten	0	0.0%	0.0%	7.0%	7.6%
	Grade 1	0	0.0%	0.0%	7.3%	7.9%
	Grade 2	0	0.0%	0.0%	7.3%	7.7%
	Grade 3	0	0.0%	0.0%	7.7%	7.6%
	Grade 4	0	0.0%	0.0%	7.0%	7.6%
	Grade 5	0	0.0%	0.0%	7.7%	7.6%
	Grade 6	0	0.0%	0.0%	7.4%	7.4%
	Grade 7	0	0.0%	0.3%	7.5%	7.3%
	Grade 8	0	0.0%	0.2%	7.6%	7.2%
	Grade 9	293	26.7%	28.0%	7.3%	7.9%
	Grade 10	303	27.6%	26.5%	7.6%	7.0%
	Grade 11	254	23.1%	23.5%	6.7%	6.4%
	Grade 12	248	22.6%	21.5%	6.5%	5.9%
Ethnic Distribution:	African American	27	2.5%	4.6%	2.3%	12.9%
	Hispanic	387	35.2%	31.3%	39.3%	50.3%
	White	662	60.3%	60.1%	56.1%	31.2%
	American Indian	6	0.5%	0.6%	0.4%	0.5%
	Asian	6	0.5%	1.5%	0.7%	3.4%
	Pacific Islander	0	0.0%	0.1%	0.2%	0.1%
	Two or More Races	10	0.9%	1.8%	1.0%	1.6%
Economically Disadvantaged		565	51.5%	34.8%	60.9%	59.2%
Limited English Proficient (LEP)		25	2.3%	2.2%	11.5%	16.9%
Students w/Disciplinary Placements (2009-10)		60	5.2%	3.1%	2.5%	1.9%
At-Risk		508	46.3%	35.2%	44.1%	46.3%
Mobility (2009-10)		151	13.2%	13.7%	16.0%	18.2%
Number of Students per Teacher		12.8	n/a	13.7	13.5	14.7

STUDENT INFORMATION

Graduates (Class of 2010):	Campus Count	Campus Percent	Campus Group	District	State
Total Graduates	210	100.0%	7,057	237	280,520
By Ethnicity (incl. Special Ed.):					
African American	8	3.8%	287	10	36,988
Hispanic	69	32.9%	1,906	76	119,365
White	127	60.5%	4,575	145	108,577
American Indian	0	0.0%	48	0	1,452
Asian	2	1.0%	96	2	9,967
Pacific Islander	0	0.0%	11	0	363
Two or More Races	4	1.9%	134	4	3,808
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	32	15.2%	1,088	50	48,391
Recommended H.S. Pgm./DAP	178	84.8%	5,969	187	232,129
Special Education Graduates	24	11.4%	628	27	25,537

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	19.8	19.0
	Grade 1	-	-	18.8	18.9
	Grade 2	-	-	19.6	18.8
	Grade 3	-	-	16.6	18.8
	Grade 4	-	-	17.8	19.0
	Grade 5	-	-	20.3	21.4
	Grade 6	-	-	20.7	20.7
	Mixed Grades	-	-	-	23.9
Secondary:	English/Language Arts	18.6	16.8	17.2	17.3
	Foreign Languages	16.8	18.8	18.0	19.0
	Mathematics	18.9	18.2	18.4	17.9
	Science	20.4	19.3	21.1	19.0
	Social Studies	23.1	20.0	21.3	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	108.5	100.0%	100.0%	100.0%	100.0%
Professional Staff:	97.5	89.9%	90.2%	59.4%	63.4%
Teachers	85.8	79.1%	78.2%	48.5%	50.5%
Professional Support	8.0	7.4%	8.1%	7.3%	9.0%
Campus Admin. (School Leader.)	3.7	3.4%	3.9%	2.5%	2.8%
Educational Aides:	11.0	10.1%	9.8%	11.4%	9.5%
Total Minority Staff:	12.3	11.4%	13.2%	20.7%	44.0%
Teachers By Ethnicity and Sex:					
African American	5.3	6.2%	1.8%	2.0%	9.3%
Hispanic	5.0	5.8%	8.3%	10.2%	23.7%
White	75.5	88.0%	86.7%	87.1%	63.9%
American Indian	0.0	0.0%	0.4%	0.7%	0.4%
Asian	0.0	0.0%	1.6%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.1%	0.0%	1.3%
Males	38.3	44.7%	44.1%	21.4%	23.2%
Females	47.5	55.3%	55.9%	78.6%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	8.0	9.3%	4.9%	4.3%	6.0%
1-5 Years Experience	15.3	17.9%	20.9%	21.9%	30.0%
6-10 Years Experience	14.9	17.4%	19.5%	20.6%	21.1%
11-20 Years Experience	25.7	29.9%	30.4%	33.4%	25.0%
Over 20 Years Experience	21.9	25.5%	24.3%	19.9%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	14.0 yrs.	13.6 yrs.	12.8 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.0 yrs.	7.7 yrs.	7.2 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$38,500	$41,120	$36,223	$41,272
1-5 Years Experience	$40,657	$41,682	$40,569	$44,013
6-10 Years Experience	$45,096	$44,761	$44,101	$46,604
11-20 Years Experience	$49,721	$49,325	$49,002	$50,476
Over 20 Years Experience	$57,246	$57,157	$56,381	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$48,169	$48,343	$47,068	$48,638
Professional Support	$58,913	$55,914	$55,772	$57,045
Campus Administration (School Leadership)	$80,040	$72,979	$72,163	$70,819
Contracted Instructional Staff (not incl. above):	0.0	4.3	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$8,186,016	100.0%	$7,686	$8,416,990	100.0%	$7,903	$249,106,920	100.0%	$7,457
Instruction (11,95)	$5,595,127	68.3%	$5,254	$5,717,042	67.9%	$5,368	$169,763,954	68.1%	$5,082
Instructional-Related Services (12,13)	$177,190	2.2%	$166	$178,697	2.1%	$168	$7,365,066	3.0%	$220
Instructional Leadership (21)	$138,155	1.7%	$130	$146,423	1.7%	$137	$3,579,894	1.4%	$107
School Leadership (23)	$672,232	8.2%	$631	$682,414	8.1%	$641	$16,555,037	6.6%	$496
Support Services-Student (31,32,33)	$467,606	5.7%	$439	$479,236	5.7%	$450	$12,892,879	5.2%	$386
Other Campus Costs (35,36,51,52,53)	$1,135,706	13.9%	$1,066	$1,213,178	14.4%	$1,139	$38,950,090	15.6%	$1,166
By Program:									
Total Operating Expenditures	$7,050,310	100.0%	$6,620	$7,173,220	100.0%	$6,735	$208,817,637	100.0%	$6,251
Bilingual/ESL Education (25)	$66,881	0.9%	$63	$66,881	0.9%	$63	$1,248,402	0.6%	$37
Career & Technical Education (22)	$656,304	9.3%	$616	$697,793	9.7%	$655	$24,888,097	11.9%	$745
Accelerated Education (24,30)	$376,746	5.3%	$354	$376,746	5.3%	$354	$8,151,659	3.9%	$244
Gifted & Talented Education (21)	$1,933	0.0%	$2	$1,933	0.0%	$2	$1,775,362	0.9%	$53
Regular Education (11)	$4,704,523	66.7%	$4,417	$4,704,523	65.6%	$4,417	$137,823,075	66.0%	$4,126
Special Education (23)	$949,765	13.5%	$892	$1,031,186	14.4%	$968	$26,163,714	12.5%	$783
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$5,618	0.0%	$0
High School Allotment (31)	$294,158	4.2%	$276	$294,158	4.1%	$276	$6,837,653	3.3%	$205
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$1,924,057	0.9%	$58

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	25	2.3%	2.1%	11.7%	16.2%
Career & Technical Education	759	69.1%	66.0%	21.8%	21.0%
Gifted & Talented Education	97	8.8%	10.3%	7.2%	7.7%
Special Education	132	12.0%	10.0%	11.4%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	1.0	1.2%	0.6%	6.6%	5.5%
Career & Technical Education	10.3	12.0%	11.8%	3.9%	4.0%
Compensatory Education	1.0	1.2%	1.4%	7.6%	2.9%
Gifted & Talented Education	0.4	0.4%	1.6%	1.5%	1.9%
Regular Education	57.5	66.9%	69.0%	70.5%	73.4%
Special Education	8.0	9.3%	8.8%	7.3%	9.1%
Other	7.7	8.9%	6.8%	2.5%	3.2%

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

Target Campus Name: MARBLE FALLS HIGH SCHOOL
Target Campus #: 027904001
District Name: MARBLE FALLS ISD
Campus Type: Secondary School

Texas Education Agency
2010-11 Campus Comparison Group

Campus Number		Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% Afr_Amer	% LEP
014903001		BELTON H S	BELTON ISD	59.3	37.8	29.5	13.8	6.8	4.5
014905001		HOLLAND H S	HOLLAND ISD	62.0	48.2	32.1	8.5	2.9	0.0
015901001		ALAMO HEIGHTS H S	ALAMO HEIGHTS ISD	62.6	17.8	33.3	7.7	1.6	2.0
018902001		MERIDIAN H S	MERIDIAN ISD	62.4	49.5	32.1	17.0	2.8	3.7
020907001		COLUMBIA H S	COLUMBIA-BRAZORIA ISD	59.1	39.9	24.5	14.0	10.9	1.1
026901001		CALDWELL H S	CALDWELL ISD	62.5	40.1	24.3	13.3	12.3	2.6
027904001	>	MARBLE FALLS HIGH SCHOOL	MARBLE FALLS ISD	60.3	51.5	35.2	13.2	2.5	2.3
036903001		EAST CHAMBERS H S	EAST CHAMBERS ISD	64.2	39.3	26.3	16.0	8.0	4.0
038901001		CHILDRESS H S	CHILDRESS ISD	60.5	44.1	29.4	13.1	7.7	0.3
043911001		PRINCETON H S	PRINCETON ISD	59.7	48.5	29.9	15.1	6.8	2.9
046902001		CANYON H S	COMAL ISD	56.3	36.2	37.7	16.2	2.6	2.0
046902002		SMITHSON VALLEY H S	COMAL ISD	62.9	16.9	30.0	11.5	2.9	1.1
062904001		YORKTOWN H S	YORKTOWN ISD	60.6	39.4	35.0	8.5	3.3	0.0
075902001		LA GRANGE H S	LA GRANGE ISD	59.2	41.6	26.7	10.4	9.8	2.4
079906001		NEEDVILLE H S	NEEDVILLE ISD	56.6	30.8	38.4	11.9	3.2	1.8
083903001		SEMINOLE H S	SEMINOLE ISD	57.4	38.5	40.3	13.6	0.8	0.5
086901001		FREDERICKSBURG H S	FREDERICKSBURG ISD	61.9	34.9	34.6	9.3	0.4	2.1
090904001		PAMPA H S	PAMPA ISD	58.7	48.5	35.9	16.3	3.8	3.7
094904001		MARION H S	MARION ISD	64.2	35.3	29.9	18.9	2.8	1.3
099903001		QUANAH H S	QUANAH ISD	61.0	57.9	26.4	9.8	8.2	0.6
101914001		KATY H S	KATY ISD	56.9	26.8	31.8	13.1	6.6	2.5
104901001		HASKELL H S	HASKELL CISD	56.8	60.0	37.9	17.9	3.7	0.5
114902001		COAHOMA H S	COAHOMA ISD	59.7	31.9	36.6	13.6	0.0	0.0
134901001		JUNCTION H S	JUNCTION ISD	62.9	38.8	35.7	14.2	0.0	0.4
152906001		LUBBOCK-COOPER HIGH SCHO	LUBBOCK-COOPER ISD	57.9	38.5	31.5	16.2	1.5	2.4
152907001		FRENSHIP H S	FRENSHIP ISD	58.8	27.7	33.1	15.2	3.9	0.7
152910001		IDALOU H S	IDALOU ISD	59.6	28.4	39.7	10.2	0.7	0.7
165902001		GREENWOOD H S	GREENWOOD ISD	60.7	27.1	34.8	11.6	0.4	1.0
182903001		MINERAL WELLS H S	MINERAL WELLS ISD	62.3	49.4	32.0	18.1	3.8	3.1
188903001		HIGHLAND PARK H S	HIGHLAND PARK ISD	57.9	59.2	29.2	16.5	4.3	1.3
215901001		BRECKENRIDGE H S	BRECKENRIDGE ISD	62.1	46.0	34.0	14.4	0.5	2.0
220902002		RICHLAND H S	BIRDVILLE ISD	61.1	35.6	23.9	13.2	6.5	3.4
226907001		GRAPE CREEK H S	GRAPE CREEK ISD	62.7	50.8	35.3	16.8	0.7	1.7
226908001		VERIBEST H S	VERIBEST ISD	63.0	52.1	35.3	18.5	0.0	2.5
246904001		GEORGETOWN H S	GEORGETOWN ISD	63.1	34.6	30.1	15.8	4.2	2.7
246904004		GEORGETOWN 9TH GRADE	GEORGETOWN ISD	64.3	36.0	30.3	13.0	3.3	2.1
246913001		LEANDER H S	LEANDER ISD	58.0	37.2	30.1	13.3	6.2	1.9
246913004		ROUSE H S	LEANDER ISD	62.0	26.7	28.5	13.1	5.4	2.3
247906001		STOCKDALE H S	STOCKDALE ISD	61.2	50.7	35.2	16.1	0.9	0.9
248902001		WINK H S	WINK-LOVING ISD	59.1	27.9	33.8	10.8	0.6	1.3
250903001		MINEOLA H S	MINEOLA ISD	61.0	49.5	27.1	14.5	8.2	3.0
		Group Average		60.1	34.8	31.3	13.7	4.6	2.2

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

Most High Schools do not have Comparable Improvement performance data,

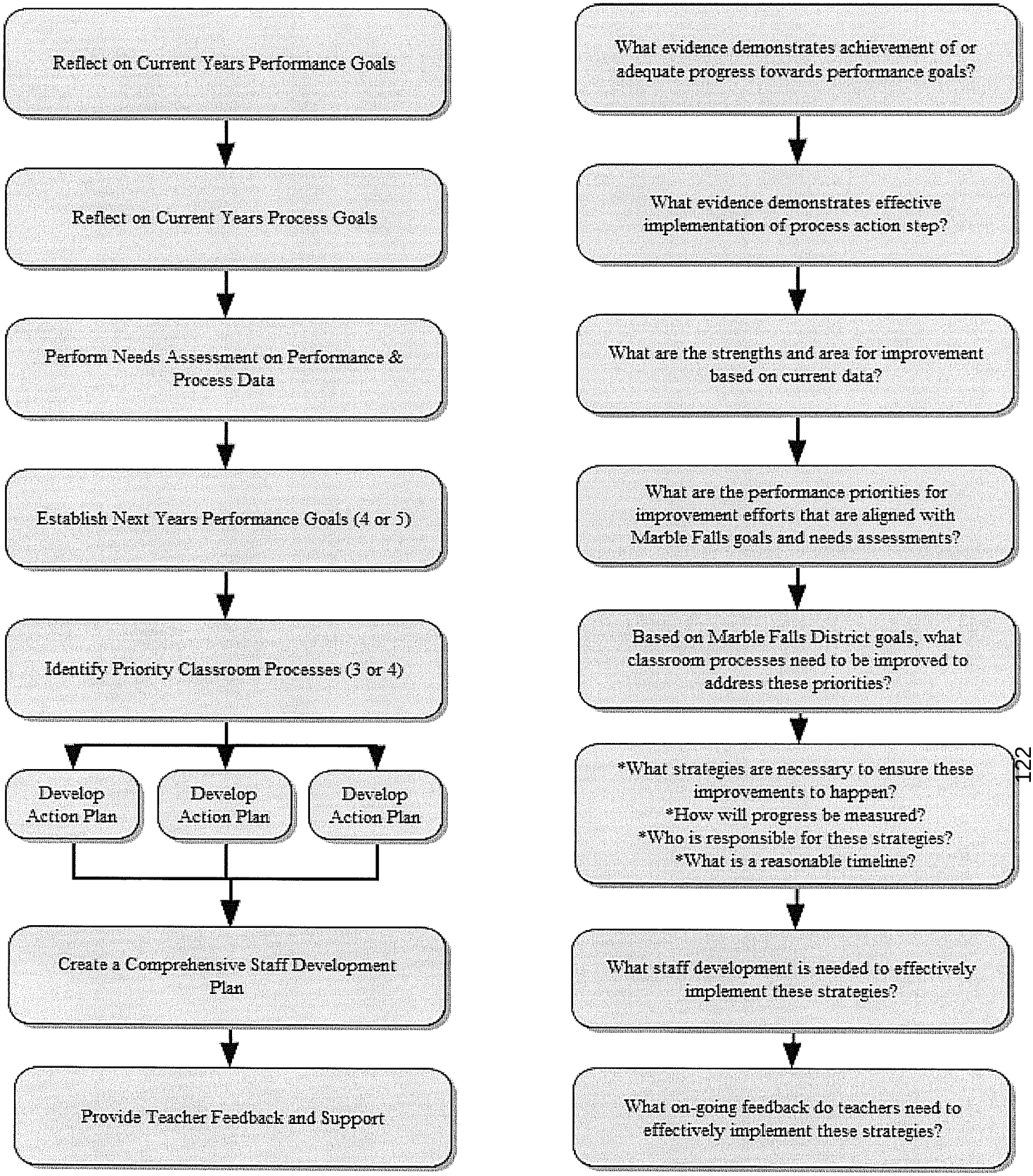
MARBLE FALLS HIGH SCHOOL

CIP Process
Cover Page
CEIC Members
MFHS Needs Assessment
District Goals
MFHS Goals on a Page
Classroom Process - Aligned to TEKS
Classroom Process - Assessment of Learning
Classroom Process - High Yield Strategies
Classroom Process - Plan for Intervention
Parent Relationships
Safe Environment
Technology Improvement Plan



2011-2012 CAMPUS IMPROVEMENT PLAN

Marble Falls High School
2011 - 2012 CIP Process



Marble Falls High School
Campus Improvement Plan
2011-2012

Telephone: (830) 798-3614
Fax: (830) 693-6079

*As of September 1, 2011

School Professional Demographics	
Number of Professional Teaching Staff	71
Staff New to Campus (Transfer)	1
Staff New to District	1
Staff New to Profession	1
Teaching Staff Average Years of Experience	11.5
Accreditation Status	Academically Unacceptable
AYP Status	Did Not Meet

Grade Level	
9th	324
10th	298
11th	279
12th	219
Total	1120

Gender	
Male	576
Female	544

Ethnicity	
Native American	7
Asian	5
Multi Race	14
African American	30
Hispanic	404
White/ Non Hispanic	660
Total	1120

Economically Disadvantaged	Number (Percent)
	582(52%)

Students with Disabilities	Number (Percent)
	123 (11.2%)

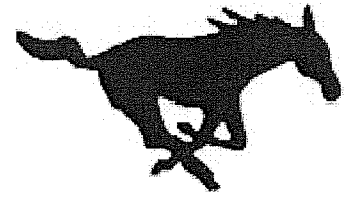
At Risk Population	Number (Percent)
	660 (59%)

Gifted and Talented	Number (Percent)
	74 (7%)

English Language Learners	Number (Percent)
	37 (3%)

Students Enrolled in Bilingual	Number (Percent)
	0 (0%)

Students Enrolled in ESL Program	Number (Percent)
	22 (2%)



Marble Falls High School
CEIC Members
2011-2012

Name:	Position
Eric Penrod	Principal
Rhonda Etheridge	Assistant Principal of Instruction
Clark Fields	Assistant Principal
John Klein	Assistant Principal
Carrie Grona	Teacher
Kendra Powell	Teacher
Deborah Dittberner	Teacher
Johnny Mitchell	Teacher
David Smith	Teacher
Shirlene Bridgewater	Teacher
Leigh Craig	Teacher
Sani Adamou	Teacher
Jenny Christian	Intervention Team
Heather Fuss	Intervention Team
Chris Delmas	Intervention Team
Tami Bird	Intervention Team
Gaynelle Mendel	Intervention Team
Carol Harle	External Evaluator
Russ Edwards	Community/ Business Member
Wendy Bingham	Parent

Responsibility of the CEIC:

1. Approve CIP Goals
2. Approve Staff Development Plan

Provide Input for Campus Improvement

1. Professional Development
2. Improvement Efforts
3. Budget and Staff Exploration

Meeting Requirements:

1. Three in the fall semester
2. Two meetings in the spring semester
3. Total of five meetings

2011 - 2012 Marble Falls Board of Trustees

Name:	Position
Rick Edwards	Place 5 President
Kevin Nauman	Place 6 Vice-President
Craig Mabray	Place 3 Secretary
Mike Savage	Place 1 Member
Karl Westerman	Place 2 Member
Tommy Chaney	Place 4 Member
Kelly Fox, Ph.D.	Place 7 Member

Needs Assessment	Marble Falls High School
+	▲
Performance	
Reading	
Increase in the number of students receiving commended score	TAKS is the only reading data for students
9th Grade non-economically disadvantage scores at 96%	Increase the passing rate for African American and Hispanic students
9th Grade White population scores at 95%	9th Grade Reading Levels per national screener (1-4th, 3-5th, 10-6th, 24 - 7th, 74-8th, 67-9th, 52-10th, 18-11th)
ELA	
Overall increase in 10th grade scores	Increase passing rate for all students
African American scores increased 19 points	Increase the number of 10th and 11th grade commended scores
11th grade scores consistent	Decrease in all three exam related to commended
	13% drop in 10th grade eco-dis
Math	
Consistent increase in student scores from 10th to 11th grade	Steady decrease in 9th and 10th grade scores
11th grade scores 87%	Improve 9th (66%) and 10th (60%) grade scores
All 9th Grade scores were above 5 year average	11th grade African American scores 40%
Commended Scores increase in 10th grade by 4% points.	Gap data between non eco and eco disadvantage students is 39% & 31% at the 9th and 10th grade level.

Needs Assessment	Marble Falls High School
+	▲
Performance	
Science	
Increase in the number of commended scores	Decrease in 10th grade SPED score
Increase in scores of African American, 11th grade SPED and 11th grade Eco-Dis (47% to 85%)	Decrease in 10th grade Hispanic scores
Overall increase in 11th grade scores	29% gap in 10th grade
Social Studies	
Increase in commended scores	Improve passing rate for 10th grade
Consistent improvement from 10th to 11th grade	Managing both EOC and TAKS assessments
Consistent improvement with changing standards	
Special Education	
11th grade science 92%	Improve math scores (9th 25%, 10th 11%, 11th 25%)
	10th grade social studies decrease 71% to 48% and science 33%
	9th grade reading decrease 81% to 67%
ELL	
English Language Profiency Standards (ELPS) training	Teachers feel unsupported with ELL students
District Workshop-Sheltered Instruction	Materials to correctly assess the foundational learning levels of ELL students
District Workshop-RtI and English Language Learners	Grades do not reflect the level of learning.

Needs Assessment	Marble Falls High School
+	▲
Current Classroom Processes	
Process:	CSCOPE
Research based	Teachers feel as if the autonomy is taken away from the individual teacher
Essential learning aligned with TEKS	Requires use of large amount of paper
Scope and sequence is vertically aligned	Very expensive
Great resource and support for teachers	Teacher feel disconnect from the creating process
Process:	Professional Learning Communities
Teachers are participating in shared knowledge	Teachers feel as if the autonomy is taken away from the individual teacher
Teachers participate in academic teams to provide support and intervention for 9th grade students	Transparency is difficult
Time is set aside and not interrupted with clubs or UIL	Perspective is that PLC time is one more item in an already busy schedule
Common Assessments as being developed	

Needs Assessment	Marble Falls High School
+	▲
Campus Processes	
Technology	
45 new computers, replacing one lab	No waterfall plan
Good technology outside the CPU	Teacher's CPU cannot run some of the equipment
Tech Tuesdays	Software programs that do not get utilized
	Removal of IT places more stress on everyone
Safe/Drug Free	
Student Resource Officer on campus, Crime Stoppers information posted by library and in cafeteria, Safe and Drug Free, Administrator on campus	Drug test are potentially being compromised
Safety drills posted in classrooms, Crisis Prevention Intervention, Campus Crisis Management Plan	Students are still bringing drugs to school
Parent Involvement	
Parent participation in freshmen orientation	No documentation associated with parent meetings
PTO participation	administration is getting contacted that teachers are not updating grades
several parent meetings last year	

District Goals Sheet (2011-2012)

District Challenges

1. Improve the academic performance of all student, while eliminating the link between economic disadvantage and low achievement.
2. Ensure that all students read at or above grade level.
3. Prepare all students to be college and career ready, while preserving our focus on the needs of the whole student.
4. Strive to incorporate technology into viable learning experiences that are both researched and inquiry based.

District Goals

Goal 1 - We will build strong, vital relationships within our diverse communities.

Goal 2 - We will embrace innovative applications of technology with primary focus on student immersion.

Goal 3 - We will cultivate opportunities for student participation that extend beyond the classroom.

Goal 4 - We will ensure all students receive exceptional instruction through inspired learning experiences.

Goal 5 - We will promote personal wellness and healthy choices.

Goal 6 - We will exemplify strength of character.

Goal 7 - We will provide a safe and drug-free environment.

District Processes

Campus / District Level	Classroom Level
1. Professional Development three year plan. 2. Guaranteed and Viable Curriculum 3. Alignment contingent on data and SMART goals	1. Research - Based Instruction 2. Integration of CSCOPE 3. Building Professional Learning Communities 4. Common Assessments 5. Literacy across curriculum

Campus Goals on a Page

Marble Falls High School

District	
Current District Challenges	**District Performance Goals**
1. Improve the academic performance of all student, while eliminating the link between economic disadvantage and low achievement. 2. Ensure that all students read at or above grade level. 3. Prepare all students to be college and career ready, while preserving our focus on the needs of the whole student. 4. Strive to incorporate technology into viable learning experiences that are both researched and inquiry based.	Goal 1 - We will build strong, vital relationships within our diverse communities. Goal 2 - We will embrace innovative applications of technology with primary focus on student immersion. Goal 3 - We will cultivate opportunities for student participation that extend beyond the classroom. Goal 4 - We will ensure all students receive exceptional instruction through inspired learning experiences. Goal 5 - We will promote personal wellness and healthy choices. Goal 6 - We will exemplify strength of character. Goal 7 - We will provide a safe and drug-free environment.

Campus		
Proposed Performance Goals	**Proposed Classroom Processes (Future Staff Development)**	
Campus Goal #1 - Reduce the gap between economically disadvantaged and non-economically disadvantaged students passing all 2011 TAKS and STAAR subject area tests by 25%. (District Goal #2,4,6)	Lesson design Learning objective Essential learning aligned with TEKS High yield strategies Learner engagement	Plan for intervention / challenge Data analysis and goal setting Assessment of / for learning Plan for intervention / challenge Collaboration (Student)
Campus Goal #2 - Increase the passing rate by 15% for all students taking the 2012 Math and Science TAKS and STAAR tests. (District Goal #2, 4, 6)	Lesson design Learning objective Essential learning aligned with TEKS High yield strategies Learner engagement	Plan for intervention / challenge Data analysis and goal setting Assessment of / for learning Plan for intervention / challenge Collaboration (Student)
Campus Goal #3 - Increase the percent of students enrolling in advanced courses by 10% over the next three years while increasing the percent of students taking AP exams by 75%. (District Goal #1, 2, 3, 4, 6)	Lesson design Learning objective Essential learning aligned with TEKS High yield strategies Learner engagement	Plan for intervention / challenge Data analysis and goal setting Assessment of / for learning Plan for intervention / challenge Collaboration (Student)
Campus Goal #4 - Increase the percentage of students receiving a commended score on all subject areas on the 2012 TAKS and EOC by 10%. (District Goal #2, 4, 6)	Lesson design Learning objective Essential learning aligned with TEKS High yield strategies Learner engagement	Plan for intervention / challenge Data analysis and goal setting Assessment of / for learning Plan for intervention / challenge Collaboration (Student)

Classroom Process Action Plan: Plan for Intervention and Challenge

Campus Performance Goals Addressed: 1, 2, 3, 4

Reflective Questions to be Considered

How will a shared vision be developed to support this plan?
What role does a guaranteed and viable curriculum play in the success of this plan?
What proof. development opportunities are needed to support this plan?
How will collaboration be used to support this plan?

What role does a safe learning environment play in the success of this plan?
What support and resources are needed to implement this plan?
How will parents/community be involved in supporting this plan?
What feedback loops need to be created to support this plan?

What strategies must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the ongoing effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Fund	Student Group Affected
Screen all 9th grade students in reading and math competencies. This will establish a baseline reading in order to formulate a cohort of intervention. Moreover, MFHS will also screen all individuals that failed the TAKS test the previous year.	RtI support team	Participation in program, TAKS scores for participants in comparison to prior year performance.	1-Sep-11	TTIPS Grant	9th Grade, TAKS Failures
Implement RtI process from the ground up. Focus on intervention and behavior to define and into a viable systemic process of identification of at-risk students early and provide adequate intervention to ensure graduation from our campus. Contract with Pearson Educational Services to provide 120 days of embedded professional development	RtI support team	RTI Flow Chart for MFHS Agendas and Minutes from CIT, CR performance data, six week grade data, completer data	October, 2011 through June, 2012	Campus, District and TTIPS Grant	All
Implement the use of instructional coaches in math and science in order to increase capacity of teachers and improve instruction	Principal, AP of C&I, Pearson	Various forms of data and classroom visitations	August, 2011 throughout the school year	Campus, District and TTIPS Grant	All
Revamp "Summer School Now" in credit recovery lab, classroom, and at home. Expand lab hours before and after school and YALE	Principal, AP of C&I, Guidance, Special Education Team Lead	Six week grade data, just in time/credit recovery data, completer data	August, 2011 throughout the school year	Campus, District and TTIPS Grant	All

Classroom Process Action Plan: Essential learning aligned with TEKS

Campus Performance Goals Addressed: 1, 2, 3, 4

Reflective Questions to be Considered

How will a shared vision be developed to support this plan?
What role does a guaranteed and viable curriculum play in the success of this plan?
What proof. development opportunities are needed to support this plan?
How will collaboration be used to support this plan?

What role does a safe learning environment play in the success of this plan?
What support and resources are needed to implement this plan?
How will parents/community be involved in supporting this plan?
What feedback loops need to be created to support this plan?

What strategies must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the ongoing effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Fund	Student Group Affected
Utilize a "Late Start Wednesday" for collaborative teams to plan course curriculum to ensure all students have access to a guaranteed and viable curriculum (specifically focusing on Foreign Languages and Core Academic Disciplines with special education teachers joining teams)	Principal, AP of C&I, Dept Heads, Individual Teachers, Instructional Coaches, Intervention Team and External Evaluators	TAKS/ STAAR performance by class, 9 week failure rates, common assessments, AP class and test data, Americas Choice Intervention	Throughout the 2011-2012 school year via 90 day checks	Campus, District and TTIPS Grant	All
Utilize CSCOPE to plan curriculum and create common assessments to ensure all students have access to a guaranteed and viable curriculum.	Principal, AP of C&I, Dept Heads, Individual Teachers, Instructional Coaches, Intervention Team and External Evaluators	TAKS/ STAAR performance by class, 9 week failure rates, common assessments, AP class and test data, Americas Choice Interventions	Throughout the 2011-2012 school year via 90 day checks	Campus, District and TTIPS Grant	All
Contract with Pearson Educational Services	Principal, AP of C&I, Leadership Team	TAKS/ STAAR performance by class, 9 week failure rates, common assessments, AP class and test data, Americas Choice Interventions	Data as prepared by Pearson	TTIPS Grant	All
Continuation of Snapshots	Principal, AP of C&I, AP's	Number of visits to teacher's classrooms	First Week of School	Campus	All

Classroom Process Action Plan: Assessment of and for learning

Campus Performance Goals Addressed: 1, 2, 3, 4

Reflective Questions to be Considered

How will a shared vision be developed to support this plan?
What role does a guaranteed and viable curriculum play in the success of this plan?
What proof. development opportunities are needed to support this plan?
How will collaboration be used to support this plan?

What role does a safe learning environment play in the success of this plan?
What support and resources are needed to implement this plan?
How will parents/community be involved in supporting this plan?
What feedback loops need to be created to support this plan?

What strategies must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the ongoing effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Fund	Student Group Affected
Develop a shared vision to encourage the use of assessment for learning strategies.	Principal, AP of C&I, Dept Heads, Individual Teachers, Instructional Coaches, Intervention Team and External Evaluators	Meeting agendas; Department meeting minutes; Faculty Meeting Agendas	Throughout the 2011-2012 school year	Campus, District and TTIPS Grant	All
Teachers will learn assessment for learning strategies during each faculty meeting.	Principal, AP of C&I, Dept Heads, Individual Teachers, Instructional Coaches, Intervention Team and External Evaluators	Implementation of classroom practices	Throughout the 2011-2012 school year	Campus, District and TTIPS Grant	All
Collaborative teams reflect on snapshot data specifically related to the use of assessment for learning strategies.	Principal, AP of C&I, Dept Heads, Individual Teachers	Snapshot data; Written reflection on department meeting agenda/minutes	Throughout the 2011-2012 school year	Campus, District and TTIPS Grant	All
Administrators will meet with collaborative teams at least once a week to assist and support teachers in implementing Assessment FOR Learning strategies.	Principal, AP of C&I, Dept Heads,	Meeting agendas	Throughout the 2011-2012 school year	Campus, District and TTIPS Grant	All

Classroom Process Action Plan: Integration of High Yield Instructional Strategies

Campus Performance Goals Addressed: 1, 2, 3, 4

Reflective Questions to be Considered

How will a shared vision be developed to support this plan?
What role does a guaranteed and viable curriculum play in the success of this plan?
What proof. development opportunities are needed to support this plan?
How will collaboration be used to support this plan?

What role does a safe learning environment play in the success of this plan?
What support and resources are needed to implement this plan?
How will parents/community be involved in supporting this plan?
What feedback loops need to be created to support this plan?

What strategies must be initiated to improve this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the ongoing effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Fund	Student Group Affected
Implement differentiation of Professional Development with optional sessions for teachers at awareness, developing, and mastery levels.	Principal, AP of C&I, Dept Heads, Individual Teachers	Feedback loops from Professional Development Sessions, Department, Dept. Head Meetings, Admin./Couns. Meetings, Snapshot Data	August, 2011 throughout school year through Professional Development Days, Early Release Days, Faculty Meetings, Department Meetings, and After School.	Campus, District and TTIPS Grant	All
Faculty will analyze data by discipline, course, and classroom to provide input on campus goals and to develop individualized plans for their students who have failed science and/or math and for their students to move to commended status.	Admin. Team and ELA, Science, SS, and Math Faculty	Collaborative Team Agendas and Minutes, Campus wide Tutorial by TAKS and STAAR objectives. Participation and TAKS Performance	BOY Professional Development, Early Release and Full Release Professional Development days, and Department Team Meetings throughout school year.	Campus, District and TTIPS Grant	All
Create sessions on High Yield Strategies (HYS) for teachers to better understand and coordinate implantation throughout the campus	Principal, AP of C&I	Snapshots, individual meetings, PDAS, Agendas	August, 2011 throughout school year through Professional Development Days, Early Release Days, Faculty Meetings, Department Meetings, and After School.	Campus, District and TTIPS Grant	All
Utilize Pearson Educational Services contracted 120 of embedded PD. PD will be built around high yield instructional strategies	Principal, Leadership Team, Pearson Educational Services	Feedback loops from Professional Development Sessions, Department, Dept. Head Meetings, Admin./Couns. Meetings, Snapshot Data	2011-2012 school year.	Campus, District and TTIPS Grant	All

Safe and Drug Free Schools Action Plan

Marble Falls High School

Goal: Create a safe and drug free campus

Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Funds	In Place
X	Develop and Implement an anti-bulling program throughout the campus via "No Place for Hate"	Intervention Team	Discipline Referrals	Ongoing through year	TTIPS	
	Red Ribbon Week	Safe School Coordinator	Schedule of activities	October, 2011	Campus	X
X	Student Resource Officer (SRO) on campus	MFPD	Visibility	Ongoing through year	Dist	X
X	Extra curricular drug testing	Safe School Coordinator	Dates and results of testing	Random, ongoing through year	Dist	X
	Random searches by drug dog	Safe School Coordinator	Dates and results of searches	Ongoing through year	Dist	X
	Crime Stoppers	Safe School Coordinator	Tips	Ongoing through year	NA	X
X	Lessons concerning character education	Principal	Lesson plans	Ongoing through year	Campus	X
X	Special presentations by outside presenters	Principal	Schedule of presentations	Ongoing through year	Campus	X
X	Campus emergency plan	Principal	Plan	August, 2011	Campus	X
X	Campus emergency drills	Principal	Schedule of drills	Ongoing through year	Campus	X
X	Crisis Counselor on Campus	Crisis Counselor	Number of students served	Ongoing through year	Dist	X
X	Campus discipline management plan	Principal	Plan	August, 2011	Campus	X
X	Tobacco, Alcohol, and other drug education	Health Teachers	Lesson plan	Ongoing through year	Campus	X

All student groups will benefit from the above activities.

Parent Involvement Action Plan

Marble Falls High School

Goal: Increase parent participation in information nights, volunteer hours logged, and use of campus website

Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Student Group	Funds	In Place
	Town Hall Parent Meetings	Principal	% of parents signed up	Ongoing through Year	All	Campus	X
X	Math Night for Parents	Principal	% of parents signed up	November, 2011	All	TTIPS	
X	Skyward Call System	District Technology	% successfully called	Early Fall, Throughout Year	All	District	
	Student led conferences	Guidance	Schedule of visits	Early Fall, Throughout Year	All	Campus	X
	Parent Volunteers	Principal	Roster of volunteers	Ongoing through Year	All	Campus	X
X	Assignment books	Teacher	Purchase of books	August-September, 2011	All	Campus	
	Information translated into Spanish	Principal	Material in Spanish	Ongoing through Year	All	Campus	X
	Provide materials to parent to assist in working with their child.	Principal	Sample of material	Ongoing through Year	All	Campus	
X	Staff development to show how to effectively communicate with parents.	Principal	Agenda	Ongoing through Year	All	Campus	
	Career Day/Parent's Day	Guidance	Schedule of visits	Fall and Spring	11th and 12th	Campus	
	College Fair/Financial Aid Talk	Guidance	People attended	Fall	11th and 12th	Campus	X
X	Teacher web site	Teacher	Web site available	100% goal by Nov. 2011	All	Campus	X
	School meetings will be arranged at a time convenient for maximum parental involvement.	Principal	Schedule of meeting	Fall	All	Campus	

Parent Involvement Action Plan

Marble Falls High School

Goal: Increase parent participation in information nights, volunteer hours logged, and use of campus website

Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Student Group	Funds	In Place
	Grade Level Parent/Student Nights aimed at college preparation	Guidance	Agenda	Fall	All	Campus	X
	College Handbook for all Families	Guidance	Handbook available on website	Fall	All	Campus	X
	Awards Ceremonies	Principal	Number of awards given	Spring	All	Campus	X
X	Mustang Roundup for the Eighth Graders	Guidance	People attended	Spring	8th	Campus	X
	Legacy Banquet	Principal	People attended, Scholarships	Spring	12th	District	X
	"Education Go-Get-It" Week	Guidance	Participants	Spring	All	Campus	X
	Job Shadowing in the Community	Guidance, CATE	Participants	Spring	11th & 12th	Campus	X
	Science Fair	Principal	Participants	Spring	All	Campus	X
	PTO meetings	Principal	Participants	Ongoing Throughout Year	All	Campus	X
	Freshman Fish Camp/Registration	Principal	Participants	Fall	9th	Campus	X
X	Parent Grade book Connection	District Technology	% of parents signed up	Ongoing Throughout Year	All	District	X

Technology Action Plan

Marble Falls High School

Goal: Increase the routine use of technology in and out of the classroom

Staff Dev	What strategies must be initiated to reach this process?	Who will be responsible for implementing these strategies?	What measure will we use to assess the effectiveness of these strategies?	What is a realistic timeline for implementing these strategies?	Fund	In Place
X	Contract with Dr. Howie Deblissi in order to formulate action plan for more effective technology integration	Principal	Agenda, implementation plan and snapshots	Sept, 11	TTIPS	X
X	Allocate $198,000 of TTIPS monies for technology in core subjects. Items will include iPads, model labs, LOTE language lab, clickers, calculators	Leadership team and principal	Integration	Oct, 2011	TTIPS	
X	Campus Teacher Technology team	Central Office	Integration	Ongoing professional development	District	X
X	Provide opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.	Principal, Assistant Principals, Teacher	Collaborative Team and Dept. Agendas	Ongoing professional development	Campus	
X	Develop an improvement process for supporting and providing a variety of professional development.	Principal, Assistant Principals, Teacher	PDSA	Ongoing professional development	Campus	
X	Enhance teacher integration of technology via weekly spotlights	Principal	Integration	Ongoing professional development	Campus	X
X	Use PD360 as a teaching tool for technology integration	Principal, Assistant Principals, Teacher	Integration	Ongoing professional development	District	X
X	Develop a campus leadership team to articulate and support the vision for campus technology improvement.	Principal	PDSA	October, 2011 through spring semester	Campus	
X	Students solve real-world problems through the use of technology as seen through classroom snapshots.	Teacher, Students	Snapshot Data	Exists. Build capacity throughout school year	Campus	X
X	Enhance student and teacher learning by promoting technology training via Tech Tues.	Principal	Training Matrix	Ongoing professional development throughout the school year	Campus	X

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Falls Career High School

Performance — Profile
2010-2011

2010-11 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: FALLS CAREER H S

Campus #: 027904002

2011 Accountability Rating: AEA: Academically Acceptable

District Name: MARBLE FALLS ISD
Campus Name: FALLS CAREER H S
Campus #: 027904002

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 1
Total Students: 40
Grade Span: 09 - 12
School Type: Secondary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 9															
Reading	2011	89%	87%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	92%	96%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	72%	67%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	72%	59%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	69%	63%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	70%	59%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard ^ Grade 11															
Eng Lang Arts	2011	94%	93%	-	83%	*	*	*	*	*	*	*	*	83%	*
	2010	93%	93%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	90%	81%	-	50%	*	*	*	*	*	*	*	*	50%	*
	2010	88%	90%	-	*	*	*	*	*	*	*	*	*	*	*
Science	2011	90%	87%	-	50%	*	*	*	*	*	*	*	*	50%	*
	2010	90%	93%	-	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2011	98%	97%	-	67%	*	*	*	*	*	*	*	*	67%	*
	2010	97%	99%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	84%	76%	-	50%	*	*	*	*	*	*	*	*	50%	*
	2010	81%	84%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	89%	-	88%	*	*	80%	*	*	*	*	*	88%	*
	2010	90%	92%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
Mathematics	2011	84%	82%	-	43%	*	*	60%	*	*	*	*	*	43%	*
	2010	84%	83%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
Science	2011	83%	80%	-	50%	*	*	*	*	*	*	*	*	50%	*
	2010	82%	84%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
Soc Studies	2011	95%	91%	-	67%	*	*	*	*	*	*	*	*	67%	*
	2010	94%	95%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*
All Tests	2011	76%	74%	-	50%	*	*	60%	*	*	*	*	*	50%	*
	2010	76%	75%	-	*	*	*	*	*	n/a	n/a	n/a	*	*	*

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	30%	-	13%	*	*	20%	*	*	*	*	*	13%	*
	2010	32%	30%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	29%	26%	-	< 1%	*	*	< 1%	*	*	*	*	*	< 1%	*
	2010	28%	26%	-	*	*	*	*	*	*	*	*	*	*	*
Science	2011	30%	28%	-	< 1%	*	*	*	*	*	*	*	*	< 1%	*
	2010	28%	30%	-	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2011	47%	40%	-	< 1%	*	*	*	*	*	*	*	*	< 1%	*
	2010	45%	42%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	16%	14%	-	< 1%	*	*	< 1%	*	*	*	*	*	< 1%	*
	2010	15%	14%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Progress (Sum of All Grades Tested) (AEA Indicator)															
	2011	75%	*	-	78%	*	45%	88%	*	*	*	*	45%	70%	*
	2010	75%	*	-	99%	*	> 99%	98%	*	n/a	n/a	n/a	*	> 99%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.3%	-	92.3%	-	*	100.0%	-	-	-	-	*	91.7%	-
By Test Version														
TAKS (1 or more)	91.0%	90.3%	-	84.6%	-	*	88.9%	-	-	-	-	*	83.3%	-
Not on TAKS	7.6%	8.9%	-	7.7%	-	*	11.1%	-	-	-	-	*	8.3%	-
TAKS(Acc) Only	2.4%	2.4%	-	7.7%	-	*	11.1%	-	-	-	-	*	8.3%	-
TAKS-M Only	3.1%	3.0%	-	0.0%	-	*	0.0%	-	-	-	-	*	0.0%	-
TAKS-Alt Only	0.9%	1.0%	-	0.0%	-	*	0.0%	-	-	-	-	*	0.0%	-
Combination	1.3%	2.5%	-	0.0%	-	*	0.0%	-	-	-	-	*	0.0%	-
By Acct Status														
Acct System	94.0%	94.9%	-	61.5%	-	*	55.6%	-	-	-	-	*	66.7%	-
Non-Acct System	4.6%	4.3%	-	30.8%	-	*	44.4%	-	-	-	-	*	25.0%	-
Mobile	4.6%	4.3%	-	30.8%	-	*	44.4%	-	-	-	-	*	25.0%	-
Non-Acct Test	0.0%	0.0%	-	0.0%	-	*	0.0%	-	-	-	-	*	0.0%	-
Not Tested	1.4%	0.7%	-	7.7%	-	*	0.0%	-	-	-	-	*	8.3%	-
Absent	0.1%	0.0%	-	0.0%	-	*	0.0%	-	-	-	-	*	0.0%	-
LEP Exempt	0.9%	0.3%	-	0.0%	-	*	0.0%	-	-	-	-	*	0.0%	-
Other	0.4%	0.4%	-	7.7%	-	*	0.0%	-	-	-	-	*	8.3%	-
Total Count	3,231,780	2,673	-	13	0	4	9	0	0	0	0	2	12	0
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.7%	-	100.0%	-	*	100.0%	-	-	-	-	-	100.0%	-
By Test Version														
TAKS (1 or more)	90.8%	90.7%	-	100.0%	-	*	100.0%	-	-	-	-	-	100.0%	-
Not on TAKS	7.8%	9.0%	-	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
TAKS(Acc) Only	2.3%	2.6%	-	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
TAKS-M Only	3.3%	3.5%	-	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
TAKS-Alt Only	0.8%	0.9%	-	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
Combination	1.3%	2.0%	-	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
By Acct Status														
Acct System	90.0%	92.0%	-	36.4%	-	*	50.0%	-	-	-	-	-	20.0%	-
Non-Acct System	8.6%	7.6%	-	63.6%	-	*	50.0%	-	-	-	-	-	80.0%	-
Mobile	4.4%	3.3%	-	63.6%	-	*	50.0%	-	-	-	-	-	80.0%	-
Non-Acct Test	4.2%	4.4%	-	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
Not Tested	1.4%	0.3%	-	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
Absent	0.1%	0.0%	-	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
LEP Exempt	0.9%	0.2%	-	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
Other	0.4%	0.1%	-	0.0%	-	*	0.0%	-	-	-	-	-	0.0%	-
Total Count	3,175,337	2,584	-	11	0	1	8	0	0	0	0	0	5	0
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA 2011	47%	52%	-	*	*	*	*	*	*	*	*	*	*	*
2010	50%	62%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2011	42%	38%	-	*	*	*	*	*	*	*	*	*	*	*
2010	45%	51%	-	*	*	*	*	*	*	*	*	*	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Attendance Rate @														
2009-10	95.5%	95.5%	-	89.8%	*	89.9%	89.6%	*	-	-	-	87.6%	89.4%	*
2008-09	95.6%	95.9%	-	91.2%	*	91.8%	90.8%	-	n/a	n/a	n/a	87.7%	91.7%	*
Annual Dropout Rate (Gr 7-12) @ (AEA Indicator)														
2009-10	1.7%	0.7%	-	11.1%	0.0%	13.3%	11.7%	*	-	-	-	7.7%	19.0%	*
2008-09	2.0%	0.1%	-	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	*
4-Year Completion Rate (Gr 9-12) @														
Class of 2010														
Graduated	84.3%	93.9%	-	58.1%	*	16.7%	66.7%	-	n/a	n/a	n/a	*	45.5%	-
Received GED	1.3%	0.0%	-	0.0%	*	0.0%	0.0%	-	n/a	n/a	n/a	*	0.0%	-
Continued HS	7.2%	4.9%	-	32.3%	*	66.7%	25.0%	-	n/a	n/a	n/a	*	36.4%	-
Dropped Out	7.3%	1.2%	-	9.7%	*	16.7%	8.3%	-	n/a	n/a	n/a	*	18.2%	-
Class of 2009														
Graduated	80.6%	88.1%	-	52.5%	*	30.0%	63.0%	-	n/a	n/a	n/a	57.1%	28.6%	-
Received GED	1.4%	0.8%	-	2.5%	*	10.0%	0.0%	-	n/a	n/a	n/a	0.0%	7.1%	-
Continued HS	8.6%	8.0%	-	40.0%	*	60.0%	29.6%	-	n/a	n/a	n/a	42.9%	57.1%	-
Dropped Out	9.4%	3.1%	-	5.0%	*	0.0%	7.4%	-	n/a	n/a	n/a	0.0%	7.1%	-
5-Year Extended Completion Rate (Gr 9-12) @														
Class of 2009														
Graduated	85.1%	93.0%	-	76.9%	*	70.0%	77.8%	-	n/a	n/a	n/a	85.7%	61.5%	-
Received GED	1.9%	0.8%	-	2.6%	*	10.0%	0.0%	-	n/a	n/a	n/a	0.0%	7.7%	-
Continued HS	2.1%	1.6%	-	5.1%	*	10.0%	3.7%	-	n/a	n/a	n/a	0.0%	7.7%	-
Dropped Out	10.8%	4.7%	-	15.4%	*	10.0%	18.5%	-	n/a	n/a	n/a	14.3%	23.1%	-
Class of 2008														
Graduated	83.4%	96.1%	-	94.3%	-	88.9%	96.2%	-	n/a	n/a	n/a	*	100.0%	-
Received GED	2.1%	0.0%	-	0.0%	-	0.0%	0.0%	-	n/a	n/a	n/a	*	0.0%	-
Continued HS	2.4%	1.2%	-	2.9%	-	11.1%	0.0%	-	n/a	n/a	n/a	*	0.0%	-
Dropped Out	12.2%	2.7%	-	2.9%	-	0.0%	3.8%	-	n/a	n/a	n/a	*	0.0%	-
Completion Rate II (Graduates, Continuers, and GED) @ (AEA Indicator)														
Class of 2010	92.7%	98.8%	-	90.3%	*	83.3%	91.7%	-	n/a	n/a	n/a	*	81.8%	-
Class of 2009	90.6%	96.9%	-	95.0%	*	100.0%	92.6%	-	n/a	n/a	n/a	100.0%	92.9%	-
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion @														
2009-10	26.3%	22.5%	-	0.0%	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
2008-09	24.6%	20.3%	-	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	*
RHSP/DAP Graduates @														
Class of 2010	82.7%	78.9%	-	33.3%	*	28.6%	38.9%	-	-	-	-	*	7.7%	*
Class of 2009	82.5%	78.4%	-	44.1%	*	40.0%	46.4%	-	n/a	n/a	n/a	*	25.0%	-
AP/IB Results @														
Tested														
2010	22.7%	19.1%	-	0.0%	*	0.0%	0.0%	-	-	-	-	n/a	n/a	n/a
2009	21.2%	15.6%	-	0.0%	*	0.0%	0.0%	-	n/a	n/a	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2010	50.8%	60.9%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2009	51.2%	55.6%	-	-	-	-	-	-	n/a	n/a	n/a	n/a	n/a	n/a
Scores >= Criterion														
2010	46.7%	47.8%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2009	47.4%	42.3%	-	-	-	-	-	-	n/a	n/a	n/a	n/a	n/a	n/a

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Texas Success Initiative (TSI) - Higher Education Readiness Component															
Eng Lang Arts	2011	66%	57%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	60%	54%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	69%	58%	-	*	*	*	*	*	*	*	*	*	*	*
	2010	66%	64%	-	*	*	*	*	*	*	*	*	*	*	*
College-Ready Graduates @															
Eng Lang Arts															
Class of 2010		66%	61%	-	33%	*	*	40%	*	*	*	*	*	*	*
Class of 2009		62%	62%	-	36%	*	*	40%	*	n/a	n/a	n/a	*	*	*
Mathematics															
Class of 2010		64%	62%	-	33%	*	*	40%	*	*	*	*	*	*	*
Class of 2009		60%	60%	-	36%	*	*	30%	*	n/a	n/a	n/a	*	*	*
Both Subjects															
Class of 2010		52%	46%	-	20%	*	*	*	*	*	*	*	*	*	*
Class of 2009		47%	46%	-	9%	*	*	10%	*	n/a	n/a	n/a	*	*	*

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		40	100.0%	-	4,058	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	-	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	-	5.1%	4.5%
	Kindergarten	0	0.0%	-	7.0%	7.6%
	Grade 1	0	0.0%	-	7.3%	7.9%
	Grade 2	0	0.0%	-	7.3%	7.7%
	Grade 3	0	0.0%	-	7.7%	7.6%
	Grade 4	0	0.0%	-	7.0%	7.6%
	Grade 5	0	0.0%	-	7.7%	7.6%
	Grade 6	0	0.0%	-	7.4%	7.4%
	Grade 7	0	0.0%	-	7.5%	7.3%
	Grade 8	0	0.0%	-	7.6%	7.2%
	Grade 9	3	7.5%	-	7.3%	7.9%
	Grade 10	4	10.0%	-	7.6%	7.0%
	Grade 11	16	40.0%	-	6.7%	6.4%
	Grade 12	17	42.5%	-	6.5%	5.9%
Ethnic Distribution:	African American	0	0.0%	-	2.3%	12.9%
	Hispanic	6	15.0%	-	39.3%	50.3%
	White	34	85.0%	-	56.1%	31.2%
	American Indian	0	0.0%	-	0.4%	0.5%
	Asian	0	0.0%	-	0.7%	3.4%
	Pacific Islander	0	0.0%	-	0.2%	0.1%
	Two or More Races	0	0.0%	-	1.0%	1.6%
Economically Disadvantaged		30	75.0%	-	60.9%	59.2%
Limited English Proficient (LEP)		0	0.0%	-	11.5%	16.9%
Students w/Disciplinary Placements (2009-10)		2	2.5%	-	2.5%	1.9%
At-Risk		35	87.5%	-	44.1%	46.3%
Mobility (2009-10)		56	76.7%	-	16.0%	18.2%
Number of Students per Teacher		6.0	n/a	-	13.5	14.7

STUDENT INFORMATION

Graduates (Class of 2010):	Campus Count	Campus Percent	Campus Group	District	State
Total Graduates	27	100.0%	-	237	280,520
By Ethnicity (incl. Special Ed.):					
African American	2	7.4%	-	10	36,988
Hispanic	7	25.9%	-	76	119,365
White	18	66.7%	-	145	108,577
American Indian	0	0.0%	-	0	1,452
Asian	0	0.0%	-	2	9,967
Pacific Islander	0	0.0%	-	0	363
Two or More Races	0	0.0%	-	4	3,808
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	18	66.7%	-	50	48,391
Recommended H.S. Pgm./DAP	9	33.3%	-	187	232,129
Special Education Graduates	3	11.1%	-	27	25,537

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	19.8	19.0
	Grade 1	-	-	18.8	18.9
	Grade 2	-	-	19.6	18.8
	Grade 3	-	-	16.6	18.8
	Grade 4	-	-	17.8	19.0
	Grade 5	-	-	20.3	21.4
	Grade 6	-	-	20.7	20.7
	Mixed Grades	-	-	-	23.9
Secondary:	English/Language Arts	1.5	-	17.2	17.3
	Foreign Languages	-	-	18.0	19.0
	Mathematics	-	-	18.4	17.9
	Science	-	-	21.1	19.0
	Social Studies	1.6	-	21.3	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	10.5	100.0%	-	100.0%	100.0%
Professional Staff:	9.5	90.5%	-	59.4%	63.4%
Teachers	6.7	63.6%	-	48.5%	50.5%
Professional Support	1.9	17.8%	-	7.3%	9.0%
Campus Admin. (School Leader.)	1.0	9.1%	-	2.5%	2.8%
Educational Aides:	1.0	9.5%	-	11.4%	9.5%
Total Minority Staff:	2.3	22.2%	-	20.7%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.3	5.0%	-	2.0%	9.3%
Hispanic	1.0	14.9%	-	10.2%	23.7%
White	5.4	80.1%	-	87.1%	63.9%
American Indian	0.0	0.0%	-	0.7%	0.4%
Asian	0.0	0.0%	-	0.0%	1.3%
Pacific Islander	0.0	0.0%	-	0.0%	0.1%
Two or More Races	0.0	0.0%	-	0.0%	1.3%
Males	2.7	39.6%	-	21.4%	23.2%
Females	4.0	60.4%	-	78.6%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	14.9%	-	4.3%	6.0%
1-5 Years Experience	0.3	5.0%	-	21.9%	30.0%
6-10 Years Experience	1.0	14.9%	-	20.6%	21.1%
11-20 Years Experience	2.4	35.3%	-	33.4%	25.0%
Over 20 Years Experience	2.0	29.9%	-	19.9%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	15.2 yrs.	- yrs.	12.8 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	9.6 yrs.	- yrs.	7.2 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$38,500	-	$36,223	$41,272
1-5 Years Experience	$40,537	-	$40,569	$44,013
6-10 Years Experience	$45,290	-	$44,101	$46,604
11-20 Years Experience	$50,150	-	$49,002	$50,476
Over 20 Years Experience	$57,833	-	$56,381	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$49,501	-	$47,068	$48,638
Professional Support	$48,813	-	$55,772	$57,045
Campus Administration (School Leadership)	$75,500	-	$72,163	$70,819
Contracted Instructional Staff (not incl. above):	0.0	-	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$641,321	100.0%	$12,575	$648,941	100.0%	$12,724	-	-	-
Instruction (11,95)	$480,545	74.9%	$9,422	$485,356	74.8%	$9,517	-	-	-
Instructional-Related Services (12,13)	$4,114	0.6%	$81	$4,114	0.6%	$81	-	-	-
Instructional Leadership (21)	$9,226	1.4%	$181	$9,226	1.4%	$181	-	-	-
School Leadership (23)	$88,485	13.8%	$1,735	$88,485	13.6%	$1,735	-	-	-
Support Services-Student (31,32,33)	$57,088	8.9%	$1,119	$57,088	8.8%	$1,119	-	-	-
Other Campus Costs (35,36,51,52,53)	$1,863	0.3%	$37	$4,672	0.7%	$92	-	-	-
By Program:									
Total Operating Expenditures	$639,458	100.0%	$12,538	$643,614	100.0%	$12,620	-	-	-
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Accelerated Education (24,30)	$0	0.0%	$0	$4,156	0.6%	$81	-	-	-
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)	$13,013	2.0%	$255	$13,013	2.0%	$255	-	-	-
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	-	-	-
Other (26,28,29)	$626,445	98.0%	$12,283	$626,445	97.3%	$12,283	-	-	-

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	-	11.7%	16.2%
Career & Technical Education	12	30.0%	-	21.8%	21.0%
Gifted & Talented Education	0	0.0%	-	7.2%	7.7%
Special Education	4	10.0%	-	11.4%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	-	6.6%	5.5%
Career & Technical Education	0.3	4.9%	-	3.9%	4.0%
Compensatory Education	1.0	14.9%	-	7.6%	2.9%
Gifted & Talented Education	0.0	0.0%	-	1.5%	1.9%
Regular Education	5.4	80.2%	-	70.5%	73.4%
Special Education	0.0	0.0%	-	7.3%	9.1%
Other	0.0	0.0%	-	2.5%	3.2%

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

Comparable Improvement Report

Campus 027904002, FALLS CAREER H S, has no Comparable Improvement Report for 2011.

Performance Reporting | TEA Home

This request took 0.33 seconds of real time (v9.2 build 1496).

FALLS CAREER HIGH SCHOOL

Campus Improvement Plan
2011-2012

FALLS

Career High School

"LIGHTING THE WAY FOR A SUCCESSFUL TOMORROW"

MFISD

District & Campus Goal I: We will build strong, vital relationships within our diverse communities.

Performance Objective: Parent and community involvement will increase by 50%

Formative Assessment: Sign-In Sheets from campus activities, Parent Feedback

Summative Assessment: Cumulative Attendance, DEIC Survey, PEIMS Reports

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	Provide information to families: • Credits needed, • Credits received • Behavioral expectations: attendance, tardies • Personal Goal settings with students/parents • Positive post cards to parents (2 per student per semester)	Person(s) Responsible: Mentor teachers Resources: Parent meetings, mailings, progress reports, web page. Campus budget. Timelines: Throughout the year as needed. Progress reports - every 9 weeks
	Continue to recruit new & reinforce existing relationships with local **Organizations**: • Master Gardeners to assist with landscaping service project for Falls • Lion's Club to provide targeted scholarship for Falls graduate • Exxon/Mobil to provide annual corporate donation tied to retiree volunteer work with Falls and with **Individual Volunteers**: • Mike Shine, providing mechanic's certification training to Falls students • Aphrodite Petro providing individual tutoring and mentorship for Falls students. • Harry Born, working with Falls and/or EPIC students on construction service projects.	Person(s) Responsible: Faculty Resources: Campus Budget, donations, scrap treated lumber. Timelines: Ongoing throughout the year.
	Publish "The Beacon" Student Authored Newsletter (hard copy & web based).	Person(s)Responsible: Nesrsta Resources: Campus budget. Timeline: Quarterly
	Create campus climate where all parents are welcome, valued, respected and	Person(s) Responsible: Faculty

	included Activities: • Open house • Holiday gathering • Blood Drive • Graduation • Yearbook	Resources: Surveys, sign in sheets, mailings, web site. Campus Budget Timelines: Quarterly
	Continue use of the ALERT Now System—keeps families informed of campus and district issues (weather, important dates, emergency procedures etc.)	Person(s) Responsible: Little Resources: District Funds Timeline: August 2011-June 2012
	Communicate concerns to parents by the registrar, office staff and/or administration calling homes of absent students to inform of absences and process for returning to campus.	Person(s) Responsible: Culpepper, Little, Mentor teachers. Resources: N/A Timeline: Daily throughout the year.

District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.

Performance Objective:

Formative Assessments: Observation and Feedback

Summative Assessments: DEIC Survey, Campus Based Student Surveys

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	Use Computer based courseware for curriculum and to supplement student teacher communication.	Persons Responsible: Teaching Staff Resources: Oddseyware Timeline: Ongoing throughout the year
	Teach and emphasize digital storytelling through Animoto, Powerpoint, Windows Movie Maker & other freeware for student projects	Persons Responsible: Born & Mentor Teachers Resources: Timeline: Project demonstration of Animoto & movie maker will be in Sept. Student use of software will be throughout the year
	Use distance learning for enrichment	Persons Responsible: Teaching Staff Resources: Distance Learning Hardware & Campus Budget Timeline: Throughout the year as budget allows.
	Use digital video camera, digital music & voice recorder for student projects	Persons Responsible: Saenz, Fletcher, Born Resources: Digital camera, Digital Video camera, Digital voice recorder Timeline: Throughout the year

	Classroom Implementation of MOBI (Interactive virtual tablet)	Persons Responsible: IT Trainer & Classroom Teachers Resources: MOBIs & Classroom Projectors, Campus budget Timeline: Throughout the year

District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objective: Falls CHS will build relationships that support campus and community needs.

Formative Assessments: Sign-In Sheets from campus activities, Community Feedback

Summative Assessment: DEIC Survey

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	Develop relationships with community employers for potential student internships &/or employment. Apprenticeship Program for student interested in auto mechanics	Person(s) Responsible: Little, Born, Lusby, Resources: Mike Shine, Falls' Car Club & Falls' Garage, Campus Budget & donations. Timeline: Ongoing throughout the year.
	Create opportunities for community to become involved in a school mentor program.	Person(s) Responsible: Fletcher Resources: Lion's Club Timeline: Ongoing throughout the year.
	Work with students to develop a Service Learning Project to satisfy this Falls' graduation requirement.	Persons Responsible: Saenz & all Mentor Teachers, Campus Administrators, Campus Secretary Resources: Campus Funds Timeline: Throughout the school year
	Use local partnerships, (Lion's Club, Exxon/Mobil, Edwards Risk Management, Lake Shore Church, Master Gardeners, etc.) to develop student service projects and scholarships.	Persons Responsible: Principal & staff. Resources: N/A Timeline: Throughout the school year.

District & Campus Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objective: All students will be successful learners in the curriculum as demonstrated by performance in the classroom and on state and local assessments.

Formative Assessment: Teacher Observations, Mentor Observations, 9-week Course Progress

Summative Assessments: AEIS Report, TAKS, TAKS-I, AEA Report

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	Implement At-Risk Strategies to include::	
	1. Initial Assessment Screening for Math and Reading	Person(s) Responsible: Teacher Developed Resources: Created Assessments SuccessvMaker, Odyssey Ware: Campus budget Timeline: Start of each semester & 1st week of class for new students throughout the year.
	2. GAP Classes for Math	2. Person(s) Responsible: Patterson. Resources: Corrective Reading Program, Guided Reading, Vocabulary Enrichment Curriculum, A & M Consolidated Algebra Class. Timeline: As needed throughout the year on a 9 week schedule.
	3. TAKS Classes	3. Person(s) Responsible: Patterson, Fletcher, Saenz, Jacobs, Neely Resources: Direct teach, TAKS Workbooks, release tests, Study Island, Campus budget. Timeline: 9/19 – 10/17; 1/30 – 3/3; 3/26 – 4/23
	4. Mentor Groups	4. Person(s) Responsible: Little, Born,

	5. Social & Personal Skills Training 6. College Planning & Career Awareness	Patterson, Fletcher, Saenz, Lusby. Resources: Staff, Campus budget. Timeline: 45 minutes each Wednesday am 5--6. Person(s) Responsible: Born Resources: Guest Speakers & various personal & career development assembly presentations; field trips to CTC/TT HL, TSTC in Waco & College Fair at MFHS Timeline: 45 minutes each Thursday morning throughout the year.
	Offer courses for students wishing to graduate on the recommended plan	Person(s) Responsible: Little, Born Resources: High School Foreign Language Teaching Staff Timeline: Ongoing throughout the year
	Evaluate transcripts and promote Recommended Graduation Plan for all seniors	Person(s) Responsible: Little Resources: TEA guidelines for AECs, staff feedback, campus budget: Timeline: Beginning of fall & spring semesters
	Provide individualized instruction 1. Computer Aided Instruction 2. Books on Tape 3. Literature on Video 4. Experiential Learning 5. Independent Projects	Person(s) Responsible: Little, Born, Patterson, Fletcher,Saenz, Lusby, Jacobs, Neely. Resources: Video & audio equipment, distance learning, computers, low ropes equipment, campus budget. Timeline: Ongoing throughout the year
	Provide meaningful and appropriate staff development 1. Utilize recommendations of CEIC 2. TAKS strategies training	Person(s) Responsible: Little Resources: Campus Budget, Title 1 Funding

	3. Technology Training 4. Attend TAAE conference 5. Attend Region XIII Alternative Ed. Focus group meetings 6. Attend motivational workshops for at-risk students	Timeline: Ongoing throughout the year
	Increase attendance rate to 92% (must be 84% for AEA) 1. 9 weeks award for student with perfect attendance 2. Per 6 weeks award for Mentor Group with highest attendance rate 3. "Do the Math" – Individual student's calculate & monitor their compliance with the state mandated 90% attendance rule.	Person(s) Responsible: Little, Culpepper, mentor teachers Resources: Campus budget Timeline: End of each 6 weeks & weekly as needed in mentor groups.
	Increase the number of TAKS tests that meet standards 1. AEA is based on the number of tests across the board that are taken divided by the number that meet standards 2. Evaluate student credits to place students in proper test categories 3. Monitor TGI for students repeating Exit Level TAKS	Person(s) Responsible: Little, Born Resources: TAKS results, Pearson Timeline October, February, April
	Decrease student drop out rate to less than .5% 1. Evaluate transcripts so students have clear options for graduation 2. Encourage students to complete course work within 4 years 3. Provide optional flexible attendance policy for students whose schedule cannot accommodate regular school hours.	Person(s) Responsible: Little, Born, academic staff. Resources: Optional Flexible Program submission and approval by the State of Texas. Timeline: As each student arrives throughout the year.

District & Campus Goal V: We will promote personal wellness and healthy choices.

Performance Objective: Offer Information Optimize their Personal Health & Increase Their Awareness of Health Risks

Formative Assessment: Teacher Observations, Student Survey

Summative Assessments:

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	Offer yoga classes to students and staff to include instruction on asana (forms), pranayama (breath control), relaxation and meditation. Attend workshop on increasing emotional health and stability with Breath, movement & meditation	Person(s) Responsible: Born Resources: Yoga mats, bolsters, straps, campus budget Timelines: Student classes twice a week, staff class once a week throughout the school year.
	Teach the Importance of Intentionally "Feeding Our Best Self" (making time for music, movement, nature, art, meditation, prayer, good deeds, learning) Morning movement – offer 15 minutes of aerobic activity before class	Person(s) Responsible: Born Resources: 3 Questions for Personal Happiness assembly presentation. "Spark" Movement is miracle grow for The brain Timelines: November
	Present arguments for abstinence & have students create presentations on VD (facts, myths, prevalence & prevention).	Person(s) Responsible: Born Resources: "Hygiene for the Holidays" assembly presentation. Timelines: December
	Explore the marketing behind tobacco and the health consequences of tobacco use. Create anti smoking Public Service Announcements using print and video.	Person(s) Responsible: Born Resources: "The Truth About Tobacco" Video by Patrick Reynolds; Poster Board, Markers, Video Camera. School Assembly & Mentor Groups Campus budget. Timelines: March

District & Campus Goal VI: We will exemplify strength of character.

Performance Objective: Model, teach and reward moral behavior
Formative Assessment: Teacher Observations, Student Survey

Summative Assessments:

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	Require students to select and participate in one or more community service projects	Persons Responsible: Saenz & all Mentor Teachers, Campus Administrators, Campus Secretary Resources: Campus Funds Timeline: Throughout the school year
	Teach the Concept of Intentional Integrity (distinguishing "right" from "wrong" ; following through; paying the cost – time, energy, $).	Person(s) Responsible: Born Resources: "Three Questions for Personal Happiness" assembly presentation Timelines: November
	Teach the "Yama" branch of yoga to yoga students (kindness, truthfulness, non-stealing, moderation, non-possessiveness)	Person(s) Responsible: Born Resources: "The Heart of Yoga" by TKV Desikachar. Timelines: Student classes twice a week, staff class once a week throughout the school year.
	Teach the essential elements of "Likeability" (Friendliness, Connecting to Other's Needs, Empathy, Genuineness)	Person(s) Responsible: Born Resources: assembly presentation based on the book "The Likeability Factor" by Tim Sanders Timelines: Spring Semester

District & Campus Goal VII: We will provide a safe and drug-free environment.

Performance Objective: The staff will maintain a safe and secure environment on a daily basis.

Formative Assessment: Visitor Sign-In/Sign-out documents, PEIMS Discipline Reports, Discipline Referrals, Walk-Through Observations, Safe & Drug Free School Reports

Summative Assessment: PEIMS Reports and V-Soft Reports

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	Implement Staff Training on Random Actor Violence Prevention & teach profiling & identification of potential random actors in student population.	Person(s) Responsible: Born Resources: Random Actor Violence Prevention CD. Timelines: Sept.
	Review District Crisis Plan with all Staff for response to students identified as potentially at risk of violence to self or others.	Person(s) Responsible: Born Resources: District Crisis Plan by Krysta Adams. Timelines: Sept.
	Review policy on classroom doors remaining locked during school hours	Person(s) Responsible: All staff Resources: None Timelines: Daily, throughout the year.
	Update Visitor Sign-In posters updated to reflect V-Soft procedures	Person(s) Responsible: Culpepper Resources: V-Soft system. District budget. Timelines: Daily, throughout the year.

	Explore the consequences of teenage alcohol &/or drug use	Person(s) Responsible: Born Resources: Guy Benson Danger Without Intentions Program (donated services), Locally developed presentation on Drugs & Campus Policy & Tiered Response to Perception of Involvement with Drugs or Alcohol. Timeline: 1st semester School Assembly for programs. Perception policy & tiered responses are implemented throughout the year as needed on an individual basis.
	Implement monthly drills • Fire • Tornado • Disaster	Person(s) Responsible: Little, Born Resources: None Timelines: Monthly Drills beginning Sept. – June
	Teach students the "LIFE" model for Suicide Prevention.	Person(s) Responsible: Born, Lusby, Fletcher, Gissel & Patterson Resources: "Jason Foundation" free curriculum. Timelines: 2 assembly periods during the Spring Semester
	Implement Predator Education & Prevention Program for Students & Staff	Person(s) Responsible: Born Resources: Predator Awareness & Prevention Presentation Assembly. Mentor group activities for setting physical, emotional, moral and sexual boundaries. Timelines: Spring Semester

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Marble Falls Middle School

Performance —Profile
&
Campus Comparable Improvement Reports
2010-2011

2010-11 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS MIDDLE

Campus #: 027904041

2011 Accountability Rating: Academically Acceptable

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 6															
Reading	2011	85%	82%	84%	82%	71%	72%	88%	*	*	*	*	72%	78%	52%
	2010	86%	86%	92%	86%	86%	81%	89%	*	*	*	> 99%	73%	79%	69%
Mathematics	2011	83%	79%	81%	79%	71%	73%	84%	*	*	*	*	60%	72%	61%
	2010	83%	82%	87%	82%	> 99%	70%	89%	*	*	*	> 99%	78%	76%	58%
All Tests	2011	76%	71%	75%	71%	57%	59%	78%	*	*	*	*	44%	62%	38%
	2010	76%	76%	82%	76%	86%	62%	84%	*	*	*	> 99%	61%	65%	47%
TAKS Met 2011 Standard Grade 7															
Reading	2011	86%	86%	86%	86%	50%	80%	91%	*	*	*	> 99%	72%	82%	47%
	2010	86%	89%	90%	89%	*	86%	93%	*	*	*	*	74%	84%	60%
Mathematics	2011	81%	84%	82%	84%	75%	74%	93%	*	*	*	> 99%	79%	80%	73%
	2010	82%	82%	88%	82%	*	77%	86%	*	*	*	*	76%	77%	20%
Writing	2011	93%	93%	94%	93%	> 99%	91%	94%	*	*	*	> 99%	82%	92%	81%
	2010	94%	94%	96%	94%	*	93%	96%	*	*	*	*	71%	90%	*
All Tests	2011	75%	74%	75%	74%	25%	64%	84%	*	*	*	> 99%	62%	67%	44%
	2010	75%	75%	80%	75%	*	66%	82%	*	*	*	*	50%	68%	20%
TAKS Met 2011 Standard Grade 8 First Administration Only															
Reading	2011	89%	89%	91%	89%	*	83%	92%	*	*	*	*	74%	82%	60%
	2010	91%	93%	94%	93%	80%	86%	97%	*	*	*	*	89%	89%	50%
Mathematics	2011	80%	74%	79%	74%	*	70%	77%	*	*	*	*	67%	65%	40%
	2010	81%	85%	83%	85%	80%	75%	92%	*	*	*	*	79%	80%	56%
Science	2011	79%	77%	81%	77%	*	65%	85%	*	*	*	*	54%	65%	40%
	2010	78%	79%	*	79%	60%	61%	90%	*	*	*	*	73%	68%	22%
Soc Studies	2011	95%	91%	96%	91%	*	89%	93%	*	*	*	*	77%	86%	60%
	2010	94%	93%	96%	93%	80%	88%	98%	*	*	*	*	81%	89%	75%
All Tests	2011	69%	62%	68%	62%	*	50%	71%	*	*	*	*	41%	48%	20%
	2010	69%	69%	*	69%	40%	48%	81%	*	*	*	*	43%	56%	20%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	89%	89%	88%	68%	82%	92%	*	*	*	92%	77%	84%	51%
	2010	90%	92%	93%	90%	84%	85%	94%	*	n/a	n/a	n/a	78%	85%	67%
Mathematics	2011	84%	82%	85%	84%	68%	78%	89%	*	*	*	83%	77%	79%	65%
	2010	84%	83%	89%	86%	74%	77%	92%	*	n/a	n/a	n/a	79%	81%	58%
Writing	2011	92%	93%	94%	93%	> 99%	91%	94%	*	*	*	> 99%	82%	92%	81%
	2010	93%	93%	96%	94%	80%	92%	96%	*	n/a	n/a	n/a	71%	90%	*
Science	2011	83%	80%	81%	77%	*	65%	85%	*	*	*	*	54%	65%	40%
	2010	82%	84%	86%	79%	83%	62%	90%	*	n/a	n/a	n/a	73%	68%	22%
Soc Studies	2011	95%	91%	96%	91%	*	89%	93%	*	*	*	*	77%	86%	60%
	2010	94%	95%	96%	93%	71%	88%	98%	*	n/a	n/a	n/a	81%	89%	75%
All Tests	2011	76%	74%	74%	73%	42%	62%	82%	*	*	*	75%	51%	64%	38%
	2010	76%	75%	81%	75%	68%	61%	85%	*	n/a	n/a	n/a	54%	65%	41%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	30%	34%	32%	21%	21%	40%	*	*	*	25%	17%	20%	4%
	2010	32%	30%	42%	33%	25%	20%	42%	*	*	*	31%	12%	21%	2%
Mathematics	2011	29%	26%	21%	23%	16%	16%	27%	*	*	*	33%	16%	14%	15%
	2010	28%	26%	28%	23%	6%	11%	31%	*	*	*	54%	8%	13%	6%
Writing	2011	31%	32%	31%	34%	13%	23%	43%	*	*	*	67%	21%	24%	13%
	2010	32%	31%	40%	32%	*	27%	36%	*	*	*	*	5%	25%	*
Science	2011	30%	28%	28%	28%	*	15%	38%	*	*	*	*	10%	16%	< 1%
	2010	28%	30%	37%	37%	20%	11%	51%	*	*	*	*	23%	21%	< 1%
Soc Studies	2011	47%	40%	36%	36%	*	22%	46%	*	*	*	*	15%	22%	20%
	2010	45%	42%	45%	36%	20%	17%	47%	*	*	*	*	11%	24%	< 1%
All Tests	2011	16%	14%	12%	14%	5%	8%	18%	*	*	*	8%	8%	6%	2%
	2010	15%	14%	17%	14%	6%	5%	20%	*	*	*	31%	5%	7%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	92%	91%	92%	*	86%	> 99%	*	*	*	*	92%	91%	*
	2010	85%	92%	94%	91%	*	89%	89%	*	*	*	*	91%	92%	*
Mathematics	2011	77%	83%	86%	88%	*	77%	> 99%	*	*	*	*	88%	85%	*
	2010	75%	76%	81%	86%	*	89%	79%	*	*	*	*	86%	83%	*
Writing	2011	80%	93%	75%	93%	*	90%	*	*	*	*	*	93%	92%	*
	2010	80%	81%	88%	73%	*	67%	*	*	*	*	*	73%	70%	*
Science	2011	60%	52%	60%	63%	*	*	*	*	*	*	*	63%	50%	*
	2010	58%	67%	70%	71%	*	80%	*	*	*	*	*	71%	80%	*
Soc Studies	2011	68%	47%	75%	57%	*	*	*	*	*	*	*	57%	40%	*
	2010	67%	68%	75%	50%	*	40%	*	*	*	*	*	50%	40%	*
All Tests	2011	66%	77%	71%	85%	*	70%	> 99%	*	*	*	*	85%	81%	80%
	2010	64%	71%	68%	72%	*	65%	73%	*	*	*	*	72%	71%	> 99%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)														
All Tests 2011	97%	96%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%
All Tests 2010	93%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.3%	99.6%	98.8%	100.0%	97.8%	99.8%	*	*	*	100.0%	100.0%	98.3%	84.7%
By Test Version														
TAKS (1 or more)	91.0%	90.3%	90.8%	89.1%	84.2%	85.2%	92.6%	*	*	*	91.7%	18.3%	85.1%	71.2%
Not on TAKS	7.6%	8.9%	8.7%	9.7%	15.8%	12.6%	7.2%	*	*	*	8.3%	81.7%	13.1%	13.6%
TAKS(Acc) Only	2.4%	2.4%	2.3%	2.3%	0.0%	2.7%	2.0%	*	*	*	8.3%	19.3%	2.9%	0.0%
TAKS-M Only	3.1%	3.0%	3.4%	3.1%	10.5%	4.9%	1.6%	*	*	*	0.0%	25.7%	4.4%	5.1%
TAKS-Alt Only	0.9%	1.0%	0.6%	1.4%	0.0%	1.6%	1.0%	*	*	*	0.0%	11.9%	1.7%	5.1%
Combination	1.3%	2.5%	1.5%	2.9%	5.3%	3.3%	2.7%	*	*	*	0.0%	24.8%	4.2%	3.4%
By Acct Status														
Acct System	94.0%	94.9%	94.4%	94.7%	100.0%	94.0%	95.1%	*	*	*	100.0%	94.5%	94.7%	84.7%
Non-Acct System	4.6%	4.3%	5.0%	4.1%	0.0%	3.8%	4.7%	*	*	*	0.0%	5.5%	3.6%	0.0%
Mobile	4.6%	4.3%	5.0%	4.1%	0.0%	3.8%	4.7%	*	*	*	0.0%	5.5%	3.6%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	0.7%	0.5%	1.2%	0.0%	2.2%	0.2%	*	*	*	0.0%	0.0%	1.7%	15.3%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.3%	0.4%	0.5%	0.0%	0.5%	0.2%	*	*	*	0.0%	0.0%	0.8%	8.5%
Other	0.4%	0.4%	0.0%	0.7%	0.0%	1.6%	0.0%	*	*	*	0.0%	0.0%	1.0%	6.8%
Total Count	3,231,780	2,673	416	916	19	365	511	2	4	1	12	109	525	59
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.7%	99.2%	99.3%	100.0%	98.5%	99.8%	*	*	-	100.0%	100.0%	98.9%	91.1%
By Test Version														
TAKS (1 or more)	90.8%	90.7%	92.0%	90.0%	83.3%	87.7%	92.1%	*	*	-	85.7%	24.8%	86.5%	80.4%
Not on TAKS	7.8%	9.0%	7.3%	9.3%	16.7%	10.8%	7.7%	*	*	-	14.3%	75.2%	12.4%	10.7%
TAKS(Acc) Only	2.3%	2.6%	2.1%	3.3%	0.0%	3.0%	3.5%	*	*	-	7.1%	26.6%	4.1%	0.0%
TAKS-M Only	3.3%	3.5%	2.8%	2.9%	16.7%	4.5%	1.4%	*	*	-	7.1%	23.9%	4.1%	3.6%
TAKS-Alt Only	0.8%	0.9%	0.6%	1.4%	0.0%	1.2%	1.2%	*	*	-	0.0%	11.0%	1.5%	3.6%
Combination	1.3%	2.0%	1.2%	1.7%	0.0%	2.1%	1.6%	*	*	-	0.0%	13.8%	2.8%	3.6%
By Acct Status														
Acct System	90.0%	92.0%	92.3%	91.7%	72.2%	90.4%	94.5%	*	*	-	85.7%	63.3%	92.1%	83.9%
Non-Acct System	8.6%	7.6%	7.1%	7.6%	27.8%	8.1%	5.3%	*	*	-	14.3%	36.7%	6.9%	7.1%
Mobile	4.4%	3.3%	3.8%	3.2%	11.1%	2.1%	2.8%	*	*	-	7.1%	0.9%	1.1%	0.0%
Non-Acct Test	4.2%	4.4%	3.5%	4.4%	16.7%	6.0%	2.6%	*	*	-	7.1%	35.8%	5.8%	7.1%
Not Tested	1.4%	0.3%	0.8%	0.7%	0.0%	1.5%	0.2%	*	*	-	0.0%	0.0%	1.1%	8.9%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.2%	0.6%	0.6%	0.0%	1.5%	0.0%	*	*	-	0.0%	0.0%	1.1%	8.9%
Other	0.4%	0.1%	0.0%	0.1%	0.0%	0.0%	0.2%	*	*	-	0.0%	0.0%	0.0%	0.0%
Total Count	3,175,337	2,584	611	883	18	334	508	1	2	0	14	109	467	56

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	52%	50%	53%	*	49%	60%	*	*	*	*	43%	48%	36%
	2010	50%	62%	58%	74%	*	66%	85%	*	*	*	*	75%	73%	50%
Mathematics	2011	42%	38%	39%	38%	*	34%	45%	*	*	*	*	35%	36%	50%
	2010	45%	51%	46%	58%	*	52%	65%	*	*	*	*	61%	59%	50%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	62	65	56	*	48	63	*	*	*	*	59	55	39
	2010	86	108	83	101	101	89	116	*	*	*	*	88	100	73
Mathematics	2011	64	61	58	51	*	47	60	*	*	*	*	53	47	46
	2010	70	78	59	73	*	69	78	*	*	*	*	73	73	73
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 6															
	2011	31%	50%	*	50%	*	40%	*	*	*	*	*	*	50%	40%
	2010	37%	33%	40%	33%	*	20%	*	*	*	*	*	*	20%	*
Grade 5 Mathematics (English and Spanish)															
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 6															
	2011	28%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2010	29%	29%	17%	29%	*	33%	*	*	*	*	*	*	29%	*
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2011	11%	12%	10%	12%	*	17%	9%	*	*	*	*	28%	18%	40%
	2010	10%	7%	7%	7%	20%	14%	3%	*	*	*	*	11%	11%	50%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	94%	96%	95%	96%	*	95%	96%	*	*	*	*	85%	94%	60%
	2010	95%	96%	97%	96%	80%	93%	98%	*	*	*	*	89%	93%	60%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	84.7%	100.0%	*	100.0%	-	*	*	-	-	-	-	*	100.0%	*
	2009	88.5%	*	*	*	-	*	*	-	n/a	n/a	n/a	-	*	*

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Student Success Initiative (continued)															
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2011	20%	26%	22%	26%	*	30%	23%	*	*	*	*	33%	35%	60%
	2010	20%	15%	17%	15%	20%	25%	8%	*	*	*	*	21%	20%	44%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	88%	90%	89%	90%	*	88%	92%	*	*	*	*	85%	84%	60%
	2010	88%	93%	91%	93%	80%	89%	96%	*	*	*	*	86%	91%	78%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	86.1%	100.0%	100.0%	100.0%	-	*	*	-	-	-	*	*	*	*
	2009	91.1%	88.9%	*	87.5%	*	100.0%	80.0%	-	n/a	n/a	n/a	-	90.0%	*
English Language Learners Progress Indicator															
2010-11		80%	82%	86%	82%	*	82%	*	*	*	*	*	86%	82%	78%
2009-10		79%	83%	83%	83%	*	83%	*	*	*	*	*	80%	83%	83%
Attendance Rate @															
2009-10		95.5%	95.5%	96.0%	95.1%	91.6%	95.7%	95.0%	*	*	-	93.6%	94.2%	94.5%	96.4%
2008-09		95.6%	95.9%	96.3%	95.8%	93.4%	96.2%	95.6%	*	n/a	n/a	n/a	94.1%	95.1%	96.5%
Annual Dropout Rate (Gr 7-8) @ (Standard Accountability Indicator)															
2009-10		0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2008-09		0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	0.0%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		915	100.0%	18,720	4,058	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	5.1%	4.5%
	Kindergarten	0	0.0%	0.0%	7.0%	7.6%
	Grade 1	0	0.0%	0.0%	7.3%	7.9%
	Grade 2	0	0.0%	0.0%	7.3%	7.7%
	Grade 3	0	0.0%	0.0%	7.7%	7.6%
	Grade 4	0	0.0%	0.0%	7.0%	7.6%
	Grade 5	0	0.0%	3.9%	7.7%	7.6%
	Grade 6	302	33.0%	26.2%	7.4%	7.4%
	Grade 7	305	33.3%	34.0%	7.5%	7.3%
	Grade 8	308	33.7%	34.2%	7.6%	7.2%
	Grade 9	0	0.0%	1.7%	7.3%	7.9%
	Grade 10	0	0.0%	0.0%	7.6%	7.0%
	Grade 11	0	0.0%	0.0%	6.7%	6.4%
	Grade 12	0	0.0%	0.0%	6.5%	5.9%
Ethnic Distribution:	African American	19	2.1%	7.3%	2.3%	12.9%
	Hispanic	356	38.9%	38.0%	39.3%	50.3%
	White	519	56.7%	50.6%	56.1%	31.2%
	American Indian	2	0.2%	0.8%	0.4%	0.5%
	Asian	5	0.5%	1.4%	0.7%	3.4%
	Pacific Islander	2	0.2%	0.2%	0.2%	0.1%
	Two or More Races	12	1.3%	1.8%	1.0%	1.6%
Economically Disadvantaged		532	58.1%	58.4%	60.9%	59.2%
Limited English Proficient (LEP)		57	6.2%	4.5%	11.5%	16.9%
Students w/Disciplinary Placements (2009-10)		44	4.6%	2.9%	2.5%	1.9%
At-Risk		382	41.7%	39.3%	44.1%	46.3%
Mobility (2009-10)		103	10.8%	13.2%	16.0%	18.2%
Number of Students per Teacher		14.9	n/a	13.9	13.5	14.7

Retention Rates by Grade:	Non-Special Education Rates				Special Education Rates			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	1.6%	2.3%	-	-	7.1%	10.7%
Grade 1	-	-	2.9%	4.7%	-	-	0.0%	8.9%
Grade 2	-	-	0.4%	2.8%	-	-	2.6%	4.1%
Grade 3	-	-	1.3%	2.0%	-	-	6.3%	1.8%
Grade 4	-	0.0%	1.1%	1.1%	-	0.0%	0.0%	0.9%
Grade 5	-	1.1%	0.8%	1.3%	-	1.1%	3.6%	1.3%
Grade 6	0.0%	0.8%	0.0%	0.7%	0.0%	1.9%	0.0%	1.2%
Grade 7	0.0%	0.8%	0.0%	1.0%	0.0%	3.3%	0.0%	1.4%
Grade 8	1.2%	1.0%	1.2%	1.2%	0.0%	2.7%	0.0%	2.1%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	19.8	19.0
	Grade 1	-	-	18.8	18.9
	Grade 2	-	-	19.6	18.8
	Grade 3	-	-	16.6	18.8
	Grade 4	-	-	17.8	19.0
	Grade 5	-	20.7	20.3	21.4
	Grade 6	20.7	20.5	20.7	20.7
	Mixed Grades	-	7.5	-	23.9
Secondary:	English/Language Arts	16.4	17.3	17.2	17.3
	Foreign Languages	22.5	22.7	18.0	19.0
	Mathematics	17.5	17.4	18.4	17.9
	Science	22.4	19.2	21.1	19.0
	Social Studies	21.7	20.4	21.3	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	85.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	72.3	84.8%	86.8%	59.4%	63.4%
Teachers	61.3	71.9%	75.7%	48.5%	50.5%
Professional Support	8.0	9.4%	6.7%	7.3%	9.0%
Campus Admin. (School Leader.)	3.0	3.5%	4.4%	2.5%	2.8%
Educational Aides:	13.0	15.2%	13.2%	11.4%	9.5%
Total Minority Staff:	11.3	13.3%	14.9%	20.7%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.3	0.5%	4.9%	2.0%	9.3%
Hispanic	5.0	8.2%	6.5%	10.2%	23.7%
White	56.0	91.3%	86.3%	87.1%	63.9%
American Indian	0.0	0.0%	0.5%	0.7%	0.4%
Asian	0.0	0.0%	0.5%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.2%	0.0%	1.3%
Males	15.3	25.0%	27.1%	21.4%	23.2%
Females	46.0	75.0%	72.9%	78.6%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	1.6%	6.0%	4.3%	6.0%
1-5 Years Experience	15.3	25.0%	28.3%	21.9%	30.0%
6-10 Years Experience	11.0	17.9%	19.8%	20.6%	21.1%
11-20 Years Experience	27.0	44.0%	25.8%	33.4%	25.0%
Over 20 Years Experience	7.0	11.4%	20.2%	19.9%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.7 yrs.	12.0 yrs.	12.8 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	5.9 yrs.	7.1 yrs.	7.2 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$38,500	$36,941	$36,223	$41,272
1-5 Years Experience	$40,714	$41,021	$40,569	$44,013
6-10 Years Experience	$43,500	$43,627	$44,101	$46,604
11-20 Years Experience	$48,796	$47,929	$49,002	$50,476
Over 20 Years Experience	$55,352	$54,926	$56,381	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$46,406	$45,878	$47,068	$48,638
Professional Support	$52,851	$51,981	$55,772	$57,045
Campus Administration (School Leadership)	$70,703	$67,684	$72,163	$70,819
Contracted Instructional Staff (not incl. above):	0.0	1.3	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$5,125,201	100.0%	$5,701	$5,404,600	100.0%	$6,012	$118,295,542	100.0%	$6,408
Instruction (11,95)	$3,833,503	74.8%	$4,264	$4,020,577	74.4%	$4,472	$85,891,659	72.6%	$4,652
Instructional-Related Services (12,13)	$158,576	3.1%	$176	$164,933	3.1%	$183	$4,165,211	3.5%	$226
Instructional Leadership (21)	$106,774	2.1%	$119	$106,774	2.0%	$119	$1,479,946	1.3%	$80
School Leadership (23)	$469,296	9.2%	$522	$473,463	8.8%	$527	$8,956,893	7.6%	$485
Support Services-Student (31,32,33)	$278,443	5.4%	$310	$278,889	5.2%	$310	$6,227,715	5.3%	$337
Other Campus Costs (35,36,51,52,53)	$278,609	5.4%	$310	$359,964	6.7%	$400	$11,574,118	9.8%	$627
By Program:									
Total Operating Expenditures	$4,846,592	100.0%	$5,391	$5,020,354	100.0%	$5,584	$106,191,285	100.0%	$5,752
Bilingual/ESL Education (25)	$130,430	2.7%	$145	$130,430	2.6%	$145	$1,166,412	1.1%	$63
Career & Technical Education (22)	$2,533	0.1%	$3	$2,533	0.1%	$3	$1,169,589	1.1%	$63
Accelerated Education (24,30)	$84,191	1.7%	$94	$251,292	5.0%	$280	$13,782,360	13.0%	$747
Gifted & Talented Education (21)	$1,073	0.0%	$1	$1,073	0.0%	$1	$1,509,089	1.4%	$82
Regular Education (11)	$3,624,808	74.8%	$4,032	$3,624,808	72.2%	$4,032	$72,859,291	68.6%	$3,946
Special Education (23)	$1,003,557	20.7%	$1,116	$1,010,218	20.1%	$1,124	$15,007,589	14.1%	$813
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$294,004	0.3%	$16
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$402,951	0.4%	$22

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	56	6.1%	4.2%	11.7%	16.2%
Career & Technical Education	114	12.5%	12.5%	21.8%	21.0%
Gifted & Talented Education	93	10.2%	8.8%	7.2%	7.7%
Special Education	105	11.5%	10.4%	11.4%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.7	1.1%	1.4%	6.6%	5.5%
Career & Technical Education	1.1	1.8%	1.7%	3.9%	4.0%
Compensatory Education	2.0	3.3%	3.1%	7.6%	2.9%
Gifted & Talented Education	0.2	0.3%	2.1%	1.5%	1.9%
Regular Education	51.4	83.9%	77.6%	70.5%	73.4%
Special Education	5.9	9.6%	9.3%	7.3%	9.1%
Other	0.0	0.0%	4.8%	2.5%	3.2%

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

Target Campus Name: MARBLE FALLS MIDDLE
Target Campus #: 027904041
District Name: MARBLE FALLS ISD
Campus Type: Middle School

Texas Education Agency
2010-11 Campus Comparison Group

Campus Number		Campus Name	District Name	% Econ	% White	% Hispanic	% Mobility	% LEP	% Afr_Amer
011901104		BASTROP INT	BASTROP ISD	59.1	49.1	39.2	10.5	8.6	8.9
014903042		BELTON MIDDLE	BELTON ISD	56.8	53.3	35.4	14.2	6.1	7.4
015911043		EAST CENTRAL HERITAGE MI	EAST CENTRAL ISD	56.3	36.5	56.3	14.9	3.2	5.1
020901046		FAIRVIEW J H	ALVIN ISD	58.7	47.8	46.1	15.8	4.6	3.2
025901041		BANGS MIDDLE	BANGS ISD	56.4	72.3	17.5	13.5	1.0	7.0
027903041		BURNET MIDDLE	BURNET CISD	56.3	73.5	22.9	11.9	4.1	1.7
027904041	>	MARBLE FALLS MIDDLE	MARBLE FALLS ISD	58.1	56.7	38.9	10.8	6.2	2.1
043911102		HUDDLESTON INTERMEDIATE	PRINCETON ISD	59.0	53.8	38.2	11.5	7.2	6.0
057916044		RICHARDSON WEST J H	RICHARDSON ISD	58.2	30.4	45.6	13.7	7.6	16.5
062901041		CUERO J H	CUERO ISD	57.7	39.7	43.3	15.3	2.6	13.8
065901041		CLARENDON J H	CLARENDON ISD	58.3	63.1	16.5	9.0	1.9	11.7
080901102		MT VERNON INT	MOUNT VERNON ISD	56.5	66.4	22.4	12.8	5.8	7.2
084901041		R D MCADAMS J H	DICKINSON ISD	58.8	33.0	40.9	12.7	2.4	16.7
112901041		SULPHUR SPRINGS MIDDLE	SULPHUR SPRINGS ISD	58.9	64.6	23.2	11.1	4.0	11.5
120902041		GANADO JH	GANADO ISD	59.9	45.6	51.7	5.5	3.4	2.7
126901041		ALVARADO J H	ALVARADO ISD	59.7	65.7	27.0	15.7	4.5	3.4
129903041		NORMAN J H	KAUFMAN ISD	59.8	56.0	33.3	11.0	3.1	5.8
130902041		COMFORT MIDDLE	COMFORT ISD	57.0	38.6	58.2	9.2	10.8	0.0
133903104		B T WILSON SIXTH GRADE S	KERRVILLE ISD	57.7	47.4	46.2	14.5	4.5	3.3
133904041		INGRAM MIDDLE	INGRAM ISD	60.0	57.6	38.8	16.1	6.1	0.0
150901041		LLANO J H	LLANO ISD	58.3	81.1	15.6	15.1	2.4	1.0
153904041		TAHOKA MIDDLE	TAHOKA ISD	60.1	36.4	58.7	17.2	2.8	2.8
157901041		MASON J H	MASON ISD	56.2	66.0	33.5	11.6	3.4	0.0
161910041		MOODY MIDDLE	MOODY ISD	58.1	71.2	20.7	16.4	2.7	5.4
163901041		DEVINE MIDDLE SCHOOL	DEVINE ISD	58.6	35.1	62.4	11.0	3.3	0.5
165901041		ALAMO J H	MIDLAND ISD	58.1	26.4	62.6	11.9	1.8	8.3
168901041		COLORADO MIDDLE	COLORADO ISD	58.9	39.0	53.1	13.3	1.2	5.4
174906041		WODEN J H	WODEN ISD	56.1	76.7	18.9	15.9	1.1	2.2
179901041		PERRYTON J H	PERRYTON ISD	59.6	37.4	60.9	8.1	6.7	0.0
182903041		MINERAL WELLS J H	MINERAL WELLS ISD	58.1	60.0	33.1	12.5	3.7	3.7
185902041		FARWELL J H	FARWELL ISD	59.3	41.5	58.5	14.4	4.9	0.0
187907041		LIVINGSTON J H	LIVINGSTON ISD	59.6	67.5	18.4	14.5	1.7	9.9
188902103		WILLOW VISTA INT	RIVER ROAD ISD	58.6	77.9	16.7	11.6	0.9	0.0
200904041		WINTERS J H	WINTERS ISD	56.2	52.8	42.7	8.4	1.1	2.2
215901041		BRECKENRIDGE J H	BRECKENRIDGE ISD	58.7	58.7	35.9	9.7	4.0	3.6
220902042		NORTH RICHLAND MIDDLE	BIRDVILLE ISD	60.1	48.9	35.6	15.1	8.2	8.1
220905069		MCLEAN 6TH GRADE	FORT WORTH ISD	56.8	33.4	59.6	8.9	9.4	3.7
220916043		HURST J H	HURST-EULESS-BEDFORD ISD	59.2	40.2	34.5	17.1	8.8	15.9
234907042		WILLS POINT J H	WILLS POINT ISD	59.5	72.6	14.9	15.4	1.5	4.7
244903041		VERNON MIDDLE SCHOOL	VERNON ISD	60.1	47.6	38.2	10.8	3.5	10.6
252903041		OLNEY J H	OLNEY ISD	59.9	63.8	33.9	14.7	4.5	1.1
		Group Average		58.4	50.6	38.0	13.2	4.5	7.3

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

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
BASTROP INT	582	665	712	62	46	Q1	591	660	712	64	52	Q1
BELTON MIDDLE	814	732	766	64	34	Q4	814	718	738	53	20	Q2
EAST CENTRAL HERITAG	909	719	754	53	35	Q3	907	718	729	51	10	Q4
FAIRVIEW J H	561	732	766	51	34	Q4	563	720	737	41	18	Q3
BANGS MIDDLE	259	738	781	146	43	Q2	254	696	708	39	12	Q4
BURNET MIDDLE	650	736	774	67	39	Q2	650	715	744	60	29	Q2
> MARBLE FALLS MIDDLE	762	733	765	56	32	Q4	765	723	740	51	17	Q3
HUDDLESTON INTERMEDI	212	716	733	45	17	Q4	213	710	722	62	12	Q4
RICHARDSON WEST J H	593	776	813	87	37	Q3	584	804	805	60	2	Q4
CUERO J H	259	734	778	75	44	Q1	263	717	748	74	31	Q1
CLARENDON J H	88	740	769	78	29	Q4	88	692	725	41	33	Q1
MT VERNON INT	197	703	739	76	36	Q3	193	696	735	84	40	Q1
R D MCADAMS J H	1058	736	775	78	40	Q2	1062	737	754	53	18	Q3
SULPHUR SPRINGS MIDD	778	737	775	57	38	Q3	780	704	734	60	29	Q2
GANADO JH	129	745	779	65	35	Q3	128	734	744	41	10	Q4
ALVARADO J H	465	744	784	71	40	Q2	466	719	731	47	12	Q4
NORMAN J H	481	753	786	62	33	Q4	486	740	755	25	15	Q3
COMFORT MIDDLE	216	733	782	59	49	Q1	217	708	739	42	31	Q1
B T WILSON SIXTH GRA	310	738	761	80	23	Q4	315	730	753	64	23	Q2
INGRAM MIDDLE	143	728	776	92	48	Q1	141	728	738	69	10	Q4
LLANO J H	361	752	796	92	44	Q1	367	732	768	66	35	Q1
TAHOKA MIDDLE	123	731	774	52	43	Q2	123	739	765	88	26	Q2
MASON J H	169	735	777	77	42	Q2	167	731	737	58	7	Q4
MOODY MIDDLE	181	687	732	62	46	Q1	189	652	699	70	47	Q1
DEVINE MIDDLE SCHOOL	368	727	760	52	33	Q4	365	719	737	46	18	Q3
ALAMO J H	684	734	759	58	25	Q4	687	723	737	46	14	Q4
COLORADO MIDDLE	208	705	747	79	42	Q2	212	684	705	59	20	Q2
WODEN J H	163	739	778	66	38	Q3	163	744	764	91	20	Q2
PERRYTON J H	393	718	752	56	35	Q3	395	696	720	59	23	Q2
MINERAL WELLS J H	462	729	773	64	44	Q1	466	719	739	48	19	Q3
FARWELL J H	108	724	778	56	54	Q1	108	699	732	45	33	Q1
LIVINGSTON J H	735	720	756	62	36	Q3	736	706	740	58	34	Q1
WILLOW VISTA INT	175	678	711	55	33	Q4	174	680	713	55	32	Q1
WINTERS J H	77	749	784	68	35	Q3	78	734	740	36	6	Q4
BRECKENRIDGE J H	188	746	787	61	42	Q2	189	739	754	39	15	Q3
NORTH RICHLAND MIDDL	716	738	776	69	38	Q3	719	712	727	57	15	Q3
MCLEAN 6TH GRADE	418	716	762	71	47	Q1	419	722	749	57	27	Q2
HURST J H	538	766	807	69	41	Q2	531	756	783	61	27	Q2
WILLS POINT J H	347	748	802	71	54	Q1	348	719	741	47	22	Q2
VERNON MIDDLE SCHOOL	367	730	770	51	40	Q2	367	720	740	59	20	Q2
OLNEY J H	142	756	777	64	20	Q4	143	745	770	88	25	Q2
Group Average	381	731	769	65	38	--	382	719	741	55	22	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

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MARBLE FALLS MIDDLE SCHOOL



2011 – 2012

CAMPUS IMPROVEMENT PLAN

Building Tomorrow's Future Today!

MARBLE FALLS MIDDLE SCHOOL

TEA RECOGNIZED CAMPUS

Campus Improvement Plan
2011-2012

"IN PURSUIT OF EXCELLENCE"

DISTRICT GOALS

MFISD:

GOAL I: *WE WILL* BUILD STRONG, VITAL RELATIONSHIPS WITHIN OUR DIVERSE COMMUNITIES.

GOAL II: *WE WILL* EMBRACE INNOVATIVE APPLICATIONS OF TECHNOLOGY WITH PRIMARY FOCUS ON STUDENT IMMERSION.

GOAL III: *WE WILL* CULTIVATE OPPORTUNITIES FOR STUDENT PARTICIPATION THAT EXTEND BEYOND THE CLASSROOM.

GOAL IV: *WE WILL* ENSURE ALL STUDENTS RECEIVE EXCEPTIONAL INSTRUCTION THROUGH INSPIRED LEARNING EXPERIENCES.

GOAL V: *WE WILL* PROMOTE PERSONAL WELLNESS AND HEALTHY CHOICES.

GOAL VI: *WE WILL* EXEMPLIFY STRENGTH OF CHARACTER.

GOAL VII: *WE WILL* PROVIDE A SAFE AND DRUG-FREE ENVIRONMENT.

MISSION STATEMENT FOR MFISD:

THE MISSION OF MFISD IS TO INSPIRE AND EMPOWER ALL STUDENTS TO LEAD EXTRAORDINARY LIVES AND EMBRACE THE POSSIBILITIES OF THE 21ST CENTURY THROUGH RELEVANT, ENGAGING LEARNING EXPERIENCES LED BY INSPIRATIONAL AND NURTURING EDUCATORS.

CEIC/Title Members 2011-2012

Name	Position	Term
John Schumacher	Principal	On-going
Bruce Peckover	Assistant Principal of C & I	On-going
Brenda Belk	At-large professional	On-going
Deb Weis	MFMS teacher	May 2014
Katherine Corley	MFMS teacher	May 2013
Andrea Olfers	MFMS teacher	May 2012
Kathy Fletcher	Parent representative	May 2014
Jennifer Burdett	Parent representative	May 2012
David Crail	Business representative	May 2014
TBA	Community representative	May 2014
Adam Goodman	Staff Title representative	May 2012
Leona Moore	Staff Title representative	May 2012
Heather Rodgers	Staff Title representative	On-going
Kris Obermeyer	Staff Title representative	On-going
Patty McAlpin	Staff Title representative	May 2012
TBA	6th Parent Title representative	May 2014
Erika Ponce	7th Parent Title representative	May 2013
Manuela Ramirez	8th Parent Title representative	May 2012
Laura Portillo	Spanish Translator	On-going
Melissa Fields	District-level representative	On-going
Karman Tindell	DEIC MS liaison	May 2014
Megan Douglas	DEIC MS liaison	May 2013
Marti Futrell	DEIC MS liaison	May 2012

CEIC/Title Meeting Dates:

September	22
November	17
January	19
March	22
May	3

(Meet in Ernest Seitz Library @ 3:50)

District & Campus Goal I: *WE WILL* BUILD STRONG, VITAL RELATIONSHIPS WITHIN OUR DIVERSE COMMUNITIES.

Performance Objective: **Marble Falls Middle School will develop and build strong, vital relationships within our diverse communities.**

Formative Assessments: **Advisory roster, Skyward call logs, parent and volunteer feedback.**

Summative Assessments: **DEIC survey, local questionnaires and volunteer roster**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	• COMMUNICATE CONSISTENTLY WITH PARENTS AND VOLUNTEERS o Principal "Check-up" visits with parents and caregivers ▪ Surveys ▪ Email ▪ Phone Calls ▪ Sky Alert Call System ▪ Meetings o Advisory o ELL Parent Meetings o Community Resources Available to Parents and Students	Responsible: Administration, Staff Resources: Campus/Title Funds Timeline: As Needed
	• PROMOTE HOME/SCHOOL CONNECTION LINK ON MFISD WEBSITE THROUGH: o Sky Alert Call System o Skyward Gradebook o Posted CEIC Minutes o PTO Meetings o Marquee o Announcements o Web-Based Drill Alert o Open House o Campus Calendar on MS web page o Teacher web pages	Responsible: Administration, PTO, and Instructional Technologist Resources: District/Campus Funds Timeline: As Needed
	• PROVIDE PARENT ORIENTATIONS: o Open House: September 19, 2011 o Parent, Principal Team Meetings ▪ No Place for Hate o Current Event Issues o ESL Rosetta Stone Classes	Responsible: Administration, Staff, and Community/Parent Volunteers Resources: District/Campus Funds Timeline: As Needed

	• **ESTABLISH EFFECTIVE TRANSITIONAL ACTIVITIES:** o 5th to 6th Grade End of the Year School Transition Day o New to Middle School Parent Meeting o 8th to 9th Grade Transitional o Project SEED, Social Emotional and Educational Development of Hispanic Children	Responsible: Administration and Counselors Resources: District/Campus Funds Timeline: As Needed
	• **PROVIDE TRANSLATOR FOR MEETINGS AS NEEDED** o TRANSLATE CIP IN SPANISH	Responsible: Administration Resources: District/Campus Funds Timeline: As Needed

District & Campus Goal II: *WE WILL* EMBRACE INNOVATIVE APPLICATIONS OF TECHNOLOGY WITH PRIMARY FOCUS ON STUDENT IMMERSION.

Performance Objective: **Marble Falls Middle School will be innovative in the applications of technology to enhance student immersion.**

Formative Assessments: **Staff, student feedback, local questionnaires, teacher use reports, and technology work orders.**

Summative Assessments: **Campus inventory, STAR charts, and STAAR Scores.**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	• **INSTRUCTIONAL TECHNOLOGY WILL COMMENSURATE WITH THE DEMANDS OF THE 21ST CENTURY LEARNER:** o Incorporate Multi-Media Classes o Professional Development for Staff	Responsible: Administration and District Instructional Technologist Resources: District/Campus Funds Timeline: As Needed
	• **UPDATE TECHNOLOGY TO INCREASE STUDENT ACHIEVEMENT** o Classroom Basic Technology Upgrade o CPU Upgrades o Flat Screen Monitors o Distance Learning Lab o Ignite Learning o AR Reading and Math o Learning.com o Study Island o SuccessMaker o Woodcock-Munoz Scoring CD o On-line ELA textbooks	Responsible: Administration and Technology Cohort Teachers Resources: District/Campus Funds Timeline: As Needed
	• **TECHNOLOGY FAIR:** o Scheduled showcase date of how technology is being used by staff and students o Technology based projects	Responsible: Administration, Staff, and Technology Cohort Teachers Resources: District/Campus Funds Timeline:
	• **ESTABLISH CAMPUS-BASED COHORT OF TEACHERS WHO EXCEL IN TECHNOLOGY AND WILL ASSIST TEACHERS IN THE AREA OF INSTRUCTIONAL TECHNOLOGY AND CURRICULUM INTEGRATION:**	Responsible: Administration and District Instructional Technologist Resources: District/Campus Funds Timeline: As Needed

	• **Develop and Implement a Technology Support Response System**	Responsible: Administration, Staff, and Instructional Technologist Resources: District/Campus Funds Timeline: As Needed

District & Campus Goal III: *WE WILL* CULTIVATE OPPORTUNITIES FOR STUDENT PARTICIPATION THAT EXTEND BEYOND THE CLASSROOM.

Performance Objective: **Marble Falls Middle School will cultivate opportunities to increase student participation that extends beyond the classroom.**

Formative Assessment: **Campus report**

Summative Assessment: **End of the year report.**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES

	• GIVE BACK:
	  ○ Provide meaningful opportunities for students to give back to the community through:
	  ▪ Community service and service learning projects
	  ▪ Food Drives
	  ▪ Volunteering in community groups
	  ▪ Service oriented projects
	  ▪ Recycle programs
	  ▪ Field Labs that address community needs (i.e.: Watersheds)
	  ▪ Culturally enriching experiences
		Responsible: Administration and Staff
		Resources: District/Campus Funds
		Timeline: As Needed

	• ESTABLISH A PARENT VOLUNTEER PROGRAM
	  ○ Student Council
	  ○ Stampede Spirit Club
	  ○ No Place for Hate
		Responsible: Administration, Staff and Parents
		Resources: Campus Funds
		Timeline: As Needed

	• PROVIDE STUDENT MENTORING GROUPS TO ENCOURAGE STUDENT PARTICIPATION:
	  ○ Student Council
	  ○ Stampede Spirit Club
	  ○ UIL Academics
		Responsible: Administration and Staff
		Resources: Campus/Title Funds
		Timeline: As Needed

	• UTILIZE COMMUNITY VOLUNTEERS, BUSINESSES AND GUEST SPEAKERS FROM COMMUNITY THAT WILL ENHANCE LEARNING EXPERIENCES	Responsible: Administration and Staff Resources: Campus/Title Funds Timeline: As Needed

District & Campus Goal IV: *WE WILL* ENSURE THAT ALL STUDENTS RECEIVE EXCEPTIONAL INSTRUCTION THROUGH INSPIRED LEARNING EXPERIENCES.

Performance Objective: **Marble Falls Middle School will ensure that all students will receive exceptional instruction through inspired learning experiences.**

Formative Assessment: **Teacher observations, Grade reports, Short-Term CSCOPE Assessment, Math and Reading AR Evaluations, SuccessMaker Profiles, Study Island Exams, RTI and CST Reviews, and Skills Based Assessments.**

Summative Assessment: **DMAC Report, RPTE, TELPAS, LEP, STAAR Field Test Assessments.**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	• IMPLEMENT INSTRUCTIONAL & CURRICULUM COLLABORATION MEETINGS (PROFESSIONAL LEARNING COMMUNITIES): o Instructionally driven agenda to focus PLC discussion o Determine staff development focusing on differentiated learning, Pre-AP and ELL strategies RTI Intervention o Align instruction to CSCOPE and new STAAR standards o Strategies for supporting Academically Fragile Students and development of an enrichment plan for increasing commended performance o Engaging instruction using technology o Fundamental Five and Foundation Trinity o Weekly review of team folders	Responsible: Administration and Staff Resources: District/Campus/Title Funds Timeline: As Needed
	• IMPLEMENT AN AFTER-SCHOOL ACADEMIC LEARNING OPPORTUNITIES FOR ACADEMIC DEVELOPMENT o UIL Academics o Green Light Tutoring	Responsible: C&I Administrator and Staff Resources: District/Campus/Title Funds Timeline: As Needed
	• CONDUCT PEARSON SKILL BASED ASSESSMENT AND SHORT TERM COMMON ASSESSMENTS o Differentiate instruction on RTI Tiers	Responsible: Administration and Counselors, Resources: District/Campus/Title Funds Timeline: As Needed
	• MONITOR ESL AND ELL MONITORING PROGRAM o Improve STAAR scores by providing professional development o SIOP Training o Use of Title III Funds for professional development and outreach to communicate with ELL learners	Responsible: Administration, Central Office Bilingual Coordinator, and Campus ESL Coordinator Resources: District/Campus/Title Funds Timeline: As Needed

	• **IDENTIFY AND PROVIDE SUPPORT TO STUDENTS WHO QUALIFY UNDER THE FOLLOWING CRITERIA** o Mobile and Migrant o Pregnant o Dyslexic	Responsible: Administration, Counselors, Nurse, and Staff Resources: District/Campus/Title Timeline: As Needed
	• **IMPLEMENT THE FOLLOWING STRATEGIES TO PROMOTE INDIVIDUAL SPECIAL EDUCATION STUDENT GROWTH:** o Review IEP's with inclusion and resource teachers for most effective and least restrictive environment placements o Continue weekly meeting with District SPED Coordinator o Increase the number of strategically planned inclusion classes	Responsible: Administration and SPED Staff Resources: N/A Timeline: Year
	• **MATH INTERVENTION SPECIALISTS:** o Tier II & III Pull Out Interventions o Addition of Math Discovery Intervention Specialist o Upgrade Math Title Paraprofessional position to a Math Teacher to work inclusively with Math Discovery Classes	Responsible: Administration Resources: Title Funds Timeline: Year
	• **DEMOGRAPHIC BREAKDOWN OF EACH STUDENT-GROUPS' EDUCATIONAL NEEDS** o 6th Gr. African American Math (71%) o 6th Gr. African American Reading (71%) o 6th Gr. Hispanic Math (71%) o 6th Gr. Hispanic Reading (71%) o 6th Gr. White Math (84%) o 6th Gr. White Reading (88%) o 6th Gr. Economically Disadvantaged Math (72%) o 6th Gr. Economically Disadvantaged Reading (77%) o 6th Gr. SpEd Math (31%) o 6th Gr. SpEd Reading (38%) o 7th Gr. African American Math (60%) o 7th Gr. African American Reading (43%) o 7th Gr. Hispanic Math (73%) o 7th Gr. Hispanic Reading (79%) o 7th Gr. Economically Disadvantaged Math (80%) o 7th Gr. Economically Disadvantaged Reading (80%) o 7th Gr. SpEd Math (61%) o 7th Gr. SpEd Reading (45%) o 7th Gr. SpEd Writing (67%) o 8th Gr. Hispanic Math (86%) o 8th Gr. Hispanic Science (66%)	Responsible: Administration and Staff Resources: District/Campus/Title Funds Timeline: May 2012

	○ 6th Gr. White Science (84%) ○ 8th Gr. Economically Disadvantaged Math (83%) ○ 8th Gr. Economically Disadvantaged Reading (67%) ○ 8th Gr. SpEd Math (71%) ○ 6th Gr. SpEd Reading (73%) ○ 6th Gr. SpEd Science (42%) ○ 6th Gr. SpEd Social Studies (78%) • **INCREASE THE NUMBER OF STUDENTS BY 10% WHO ACHIEVE COMMENDED PERFORMANCE ON STAAR SCORES.** ○ 6th Grade Reading (28%) ○ 6th Gr. Math (28%) ○ 7th Gr. Reading (23%) ○ 7th Gr. Math (19%) ○ 7th Gr. Writing (29%) ○ 8th Gr. Reading (42%) ○ 8th Gr. Math (19%) ○ 8th Gr. Social Studies (35%) ○ 8th Gr. Science (28%)	Responsible: Administration and Staff Resources: Campus Timeline: May 2011

District & Campus Goal V: *WE WILL* PROMOTE PERSONAL WELLNESS AND HEALTHY CHOICES.

Performance Objective: Marble Falls Middle School will promote personal wellness and healthy choices.

Formative Assessment: Cafeteria reports, counseling and staff reports

Summative Assessment: End of the year cafeteria, counseling, staff and PEIMS reports

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	• PROVIDE PROFESSIONAL DEVELOPMENT FOR HEALTH TEACHER	Responsible: Administration and Health Instructor Resources: Campus Timeline: As Needed
	• PROVIDE SUPPORT OF HEALTH AND WELLNESS INFORMATION o Healthy snack alternatives in cafeteria o Training for athletic instructors to teach student athletes to make eating choices that enhance performance	Responsible: Assistant Principal and Staff Resources: N/A Timeline: As Needed
	• END OF THE YEAR FITNESS EVALUATION FOR PHYSICAL EDUCATION STUDENTS	Responsible: Physical Education Staff Resources: District/Campus Funds Timeline: May 2011
	• INVITE GUEST SPEAKERS FROM ORGANIZATIONS THAT SPECIALIZE IN: o Prevention of Drugs and Alcohol Use o Learning to make healthy choices o Bullying prevention and intervention	Responsible: Administration, Counselors, and Staff Resources: District/Campus/Title Funds Timeline: As Needed

District & Campus Goal VI: WE WILL EXEMPLIFY STRENGTH OF CHARACTER.

Performance Objective: Marble Falls Middle School will model and exemplify strength of character.

Formative Assessments: Monthly student and staff ballots and disciplinary reports.

Summative Assessments: End of the year reports and PEIMS Data

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	• IMPLEMENTATION OF CHARACTER EDUCATION WITHIN CURRICULUM o Student Council o Advisory Class o No Place for Hate o Stampede Spirit Club	Responsible: Counselors and Staff Resources: District/Campus/Title Funds Timeline: As Needed
	• CONTINUE SUBWAY CHARACTER COUNTS PROGRAM	Responsible: Administration and Staff Resources: N/A (Donated by Subway) Timeline: As Needed
	• ADVISORY CLASSES o Buddy lunches with advisory teachers o Reward/Acknowledge positive modeling of strength of character traits	Responsible: C&I Administrator, Counselors and Staff Resources: Campus/Title Funds Timeline: As Needed
	• WALL OF EXCELLENCE: o Teacher of the Month o Student of the Month o Teacher of the Year	Responsible: Administration Resources: Campus Funds Timeline: Monthly
	• APPLY TO BE A NO PLACE FOR HATE SCHOOL o Establish a culture of respect and exemplary character o Involve parents, community and campus staff and students	Responsible: Administration, Counselors, Staff, Parents and Community Resources: Campus/Title Funds Timeline: May 2012

District & Campus Goal VII: WE WILL PROVIDE A SAFE AND DRUG-FREE ENVIRONMENT.

Performance Objective: Marble Falls Middle School will provide a safe and drug-free environment

Formative Assessments: Staff, counseling, safe and drug-free, and attendance coordinator monthly reports.

Summative Assessments: Staff, counseling, safe and drug-free, and attendance coordinator end of the reports.

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	• SCHEDULE AGE APPROPRIATE STUDENT AWARENESS GUIDANCE LESSONS OF CURRENT SOCIAL ISSUES SUCH AS: o Alcohol/Drug Awareness o Bullying Prevention and Intervention o Suicide Prevention o Gender Talks o Student Resource Officer Meetings o Crime Stoppers Program o No Place for Hate	Responsible: Administration, Counselors and Staff Resources: District/Campus/Title Funds Timeline: As Needed
	• SAFE AND DRUG FREE DISTRICT COORDINATOR FUNDED BY TITLE RESOURCES o Security Audits o Safety Walk-Through and Drill Procedures o Drug Dog Checks	Responsible: Administration, Counselors, Staff, and Safe and Drug Free Coordinator Resources: Timeline: As Needed
	• IMPLEMENT AND PRACTICE PURPOSE DRIVEN SAFETY DRILLS o Fire o Tornado o Weather Disaster o Lockdown o Door Checks	Responsible: Assistant Principal, Staff, and Safe and Drug Free Coordinator Resources: N/A Timeline: Monthly
	• INVESTIGATE AND RESEARCH PROGRAMS FOR FUTURE IMPLEMENTATION: o Habitudes o Capturing Kids Hearts o Watch Dogs Program	Responsible: Administration and Staff Resources: N/A Timeline: April 2011

Fund Totals
2010-2011

SOURCE	AMOUNT	DESCRIPTION
Title I	$	Staff Salaries
Title I Allotment	$	Instructional Support
Title III Allotment	$	Professional Development
State Comp. Education	$	For At-Risk Students

Marble Falls Elementary

Performance —Profile
&
Campus Comparable Improvement Reports
2010-2011

2010-11 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS EL

Campus #: 027904101

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Writing

Commended on Science

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	90%	94%	90%	20%	96%	94%	*	*	*	*	83%	82%	*
	2010	92%	96%	97%	97%	*	93%	> 99%	*	*	*	*	> 99%	93%	*
Mathematics	2011	88%	91%	93%	91%	60%	83%	98%	*	*	*	*	> 99%	85%	*
	2010	87%	92%	92%	92%	*	71%	> 99%	*	*	*	*	> 99%	86%	*
All Tests	2011	83%	85%	87%	84%	20%	78%	94%	*	*	*	*	83%	72%	*
	2010	84%	91%	90%	92%	*	71%	> 99%	*	*	*	*	> 99%	86%	*
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	91%	93%	85%	*	63%	96%	*	*	*	*	83%	75%	*
	2010	86%	93%	92%	92%	> 99%	82%	95%	*	*	*	*	89%	87%	> 99%
Mathematics	2011	89%	94%	94%	95%	*	88%	98%	*	*	*	*	83%	97%	*
	2010	89%	91%	92%	94%	> 99%	95%	93%	*	*	*	*	67%	89%	> 99%
Writing	2011	91%	93%	91%	94%	*	94%	96%	*	*	*	*	50%	97%	*
	2010	92%	92%	93%	88%	80%	82%	91%	*	*	*	*	63%	80%	80%
All Tests	2011	78%	83%	84%	81%	*	56%	94%	*	*	*	*	50%	72%	*
	2010	78%	83%	83%	81%	80%	68%	86%	*	*	*	*	33%	69%	80%
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	90%	92%	94%	80%	85%	98%	*	*	*	*	> 99%	93%	*
	2010	86%	88%	91%	91%	80%	81%	95%	*	*	*	*	86%	86%	*
Mathematics	2011	86%	90%	92%	90%	> 99%	81%	93%	*	*	*	*	64%	84%	*
	2010	86%	91%	91%	91%	60%	76%	98%	*	*	*	*	43%	81%	*
Science	2011	86%	89%	91%	89%	80%	85%	91%	*	*	*	*	64%	82%	*
	2010	87%	90%	92%	92%	80%	81%	97%	*	*	*	*	43%	86%	*
All Tests	2011	76%	81%	81%	82%	80%	70%	86%	*	*	*	*	50%	73%	*
	2010	75%	78%	83%	80%	60%	48%	92%	*	*	*	*	< 1%	65%	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	89%	93%	91%	62%	86%	97%	*	*	*	*	92%	87%	63%
	2010	90%	92%	95%	94%	93%	85%	98%	*	n/a	n/a	n/a	91%	90%	90%
Mathematics	2011	84%	82%	92%	94%	85%	89%	97%	*	*	*	*	81%	91%	63%
	2010	84%	83%	93%	94%	86%	88%	97%	*	n/a	n/a	n/a	77%	89%	70%
Writing	2011	92%	93%	91%	94%	*	94%	96%	*	*	*	*	50%	97%	*
	2010	93%	93%	93%	88%	80%	78%	92%	*	n/a	n/a	n/a	63%	80%	80%
Science	2011	83%	80%	91%	89%	80%	85%	91%	*	*	*	*	64%	82%	*
	2010	82%	84%	92%	92%	*	78%	97%	*	n/a	n/a	n/a	43%	86%	*
All Tests	2011	76%	74%	86%	84%	46%	76%	92%	*	*	*	*	58%	75%	38%
	2010	76%	75%	87%	86%	79%	65%	93%	*	n/a	n/a	n/a	45%	74%	50%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	30%	41%	36%	31%	17%	44%	*	*	*	*	35%	25%	< 1%
	2010	32%	30%	43%	41%	43%	19%	47%	*	*	*	*	5%	26%	< 1%
Mathematics	2011	29%	26%	38%	42%	23%	29%	49%	*	*	*	*	15%	32%	< 1%
	2010	28%	26%	40%	53%	36%	33%	61%	*	*	*	*	9%	40%	40%
Writing	2011	31%	32%	28%	31%	*	31%	35%	*	*	*	*	< 1%	32%	*
	2010	32%	31%	31%	26%	60%	9%	30%	*	*	*	*	< 1%	18%	20%
Science	2011	30%	28%	49%	45%	40%	26%	52%	*	*	*	*	29%	38%	*
	2010	28%	30%	50%	66%	40%	33%	78%	*	*	*	*	14%	47%	*
All Tests	2011	16%	14%	21%	20%	15%	6%	26%	*	*	*	*	12%	11%	< 1%
	2010	15%	14%	23%	29%	21%	11%	35%	*	*	*	*	< 1%	13%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	92%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	85%	92%	> 99%	91%	*	> 99%	*	*	*	*	*	91%	90%	*
Mathematics	2011	77%	83%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2010	75%	76%	91%	> 99%	*	*	*	*	*	*	*	> 99%	> 99%	*
Science	2011	60%	52%	67%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	67%	75%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	77%	84%	82%	*	*	71%	*	*	*	*	82%	75%	*
	2010	64%	71%	80%	58%	*	50%	60%	*	*	*	*	58%	55%	*
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	96%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
All Tests	2010	93%	> 99%	> 99%	*	*	*	*	*	*	*	*	*	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.3%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	90.3%	93.2%	94.1%	92.3%	94.2%	93.9%	-	*	-	*	44.4%	91.0%	100.0%
Not on TAKS	7.6%	8.9%	6.5%	5.9%	7.7%	5.8%	6.1%	-	*	-	*	55.6%	9.0%	0.0%
TAKS(Acc) Only	2.4%	2.4%	1.9%	0.8%	0.0%	0.0%	1.2%	-	*	-	*	7.4%	1.5%	0.0%
TAKS-M Only	3.1%	3.0%	2.2%	1.6%	0.0%	1.4%	1.8%	-	*	-	*	14.8%	2.3%	0.0%
TAKS-Alt Only	0.9%	1.0%	0.4%	1.2%	0.0%	2.9%	0.6%	-	*	-	*	11.1%	1.5%	0.0%
Combination	1.3%	2.5%	1.0%	2.4%	7.7%	1.4%	2.5%	-	*	-	*	22.2%	3.8%	0.0%
By Acct Status														
Acct System	94.0%	94.9%	94.5%	96.0%	100.0%	95.7%	95.7%	-	*	-	*	96.3%	94.7%	100.0%
Non-Acct System	4.6%	4.3%	5.0%	4.0%	0.0%	4.3%	4.3%	-	*	-	*	3.7%	5.3%	0.0%
Mobile	4.6%	4.3%	5.0%	4.0%	0.0%	4.3%	4.3%	-	*	-	*	3.7%	5.3%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Other	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Total Count	3,231,780	2,673	258	253	13	69	163	0	4	0	4	27	133	8
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.7%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	*	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	90.7%	92.7%	94.9%	93.8%	92.1%	95.9%	-	*	*	*	43.5%	89.8%	91.7%
Not on TAKS	7.8%	9.0%	6.8%	5.1%	6.3%	7.9%	4.1%	-	*	*	*	56.5%	10.2%	8.3%
TAKS(Acc) Only	2.3%	2.6%	1.8%	1.2%	0.0%	1.6%	1.2%	-	*	*	*	13.0%	2.4%	0.0%
TAKS-M Only	3.3%	3.5%	2.8%	2.4%	0.0%	6.3%	1.2%	-	*	*	*	26.1%	4.7%	8.3%
TAKS-Alt Only	0.8%	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Combination	1.3%	2.0%	1.4%	1.6%	6.3%	0.0%	1.8%	-	*	*	*	17.4%	3.1%	0.0%
By Acct Status														
Acct System	90.0%	92.0%	91.5%	92.2%	87.5%	84.1%	95.9%	-	*	*	*	69.6%	86.6%	75.0%
Non-Acct System	8.6%	7.6%	8.3%	7.8%	12.5%	15.9%	4.1%	-	*	*	*	30.4%	13.4%	25.0%
Mobile	4.4%	3.3%	4.9%	5.5%	12.5%	9.5%	2.9%	-	*	*	*	4.3%	8.7%	16.7%
Non-Acct Test	4.2%	4.4%	3.8%	2.4%	0.0%	6.3%	1.2%	-	*	*	*	26.1%	4.7%	8.3%
Not Tested	1.4%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Total Count	3,175,337	2,584	274	255	16	63	170	0	1	1	4	23	127	12

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	52%	50%	> 99%	*	*	*	*	*	*	*	*	*	*
	2010	50%	62%	65%	50%	*	50%	*	*	*	*	*	*	44%	*
Mathematics	2011	42%	38%	52%	60%	*	60%	60%	*	*	*	*	60%	67%	*
	2010	45%	51%	54%	60%	*	57%	71%	*	*	*	*	40%	50%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	62	95	*	*	*	*	*	*	*	*	*	*	*
	2010	86	108	112	130	*	127	137	*	*	*	*	*	127	*
Mathematics	2011	64	61	85	93	*	73	*	*	*	*	*	*	100	*
	2010	70	78	88	101	*	99	112	*	*	*	*	*	91	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	11%	8%	6%	20%	15%	2%	*	*	*	*	< 1%	7%	*
	2010	15%	13%	9%	10%	20%	19%	6%	*	*	*	*	14%	16%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	95%	97%	98%	> 99%	93%	> 99%	*	*	*	*	> 99%	96%	*
	2010	92%	94%	97%	95%	80%	90%	97%	*	*	*	*	86%	91%	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	11%	8%	10%	< 1%	19%	7%	*	*	*	*	36%	16%	*
	2010	14%	11%	10%	10%	40%	24%	3%	*	*	*	*	57%	21%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	93%	96%	96%	> 99%	96%	95%	*	*	*	*	71%	93%	*
	2010	92%	95%	97%	96%	80%	90%	98%	*	*	*	*	71%	91%	*
English Language Learners Progress Indicator															
2010-11		80%	82%	> 99%	77%	*	82%	*	*	*	*	*	*	83%	63%
2009-10		79%	83%	93%	91%	*	90%	*	*	*	*	*	*	90%	91%
Attendance Rate @															
2009-10		95.5%	95.5%	96.5%	96.2%	95.5%	96.1%	96.3%	*	*	*	96.0%	95.4%	95.5%	96.6%
2008-09		95.6%	95.9%	96.7%	96.1%	95.8%	96.1%	96.2%	*	n/a	n/a	n/a	95.8%	95.4%	95.6%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		561	100.0%	20,144	4,058	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.4%	0.3%	0.3%
	Pre-Kindergarten	44	7.8%	3.3%	5.1%	4.5%
	Kindergarten	82	14.6%	14.7%	7.0%	7.6%
	Grade 1	88	15.7%	15.4%	7.3%	7.9%
	Grade 2	86	15.3%	14.5%	7.3%	7.7%
	Grade 3	82	14.6%	15.6%	7.7%	7.6%
	Grade 4	80	14.3%	17.6%	7.0%	7.6%
	Grade 5	99	17.6%	14.8%	7.7%	7.6%
	Grade 6	0	0.0%	3.6%	7.4%	7.4%
	Grade 7	0	0.0%	0.0%	7.5%	7.3%
	Grade 8	0	0.0%	0.0%	7.6%	7.2%
	Grade 9	0	0.0%	0.0%	7.3%	7.9%
	Grade 10	0	0.0%	0.0%	7.6%	7.0%
	Grade 11	0	0.0%	0.0%	6.7%	6.4%
	Grade 12	0	0.0%	0.0%	6.5%	5.9%
Ethnic Distribution:	African American	27	4.8%	5.3%	2.3%	12.9%
	Hispanic	174	31.0%	28.3%	39.3%	50.3%
	White	340	60.6%	60.7%	56.1%	31.2%
	American Indian	2	0.4%	0.6%	0.4%	0.5%
	Asian	11	2.0%	2.5%	0.7%	3.4%
	Pacific Islander	1	0.2%	0.2%	0.2%	0.1%
	Two or More Races	6	1.1%	2.6%	1.0%	1.6%
Economically Disadvantaged		312	55.6%	39.6%	60.9%	59.2%
Limited English Proficient (LEP)		22	3.9%	5.4%	11.5%	16.9%
Students w/Disciplinary Placements (2009-10)		0	0.0%	0.3%	2.5%	1.9%
At-Risk		186	33.2%	30.7%	44.1%	46.3%
Mobility (2009-10)		102	21.2%	14.7%	16.0%	18.2%
Number of Students per Teacher		15.6	n/a	14.8	13.5	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	1.5%	2.1%	1.6%	2.3%	14.3%	12.7%	7.1%	10.7%
Grade 1	2.8%	3.2%	2.9%	4.7%	0.0%	10.6%	0.0%	8.9%
Grade 2	0.0%	1.4%	0.4%	2.8%	0.0%	2.1%	2.6%	4.1%
Grade 3	3.2%	0.6%	1.3%	2.0%	14.3%	0.3%	6.3%	1.8%
Grade 4	0.0%	0.4%	1.1%	1.1%	0.0%	0.8%	0.0%	0.9%
Grade 5	2.4%	1.3%	0.8%	1.3%	14.3%	1.4%	3.6%	1.3%
Grade 6	-	0.6%	0.0%	0.7%	-	0.0%	0.0%	1.2%
Grade 7	-	-	0.0%	1.0%	-	-	0.0%	1.4%
Grade 8	-	-	1.2%	1.2%	-	-	0.0%	2.1%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	20.0	18.9	19.8	19.0
	Grade 1	21.9	18.7	18.8	18.9
	Grade 2	21.3	18.8	19.6	18.8
	Grade 3	20.0	18.9	16.6	18.8
	Grade 4	19.8	19.1	17.8	19.0
	Grade 5	24.8	21.3	20.3	21.4
	Grade 6	-	19.4	20.7	20.7
	Mixed Grades	-	21.7	-	23.9
Secondary:	English/Language Arts	-	-	17.2	17.3
	Foreign Languages	-	-	18.0	19.0
	Mathematics	-	-	18.4	17.9
	Science	-	-	21.1	19.0
	Social Studies	-	-	21.3	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	56.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	44.0	77.5%	83.1%	59.4%	63.4%
Teachers	36.0	63.4%	71.5%	48.5%	50.5%
Professional Support	6.0	10.6%	8.0%	7.3%	9.0%
Campus Admin. (School Leader.)	2.0	3.5%	3.6%	2.5%	2.8%
Educational Aides:	12.8	22.5%	16.9%	11.4%	9.5%
Total Minority Staff:	6.0	10.6%	10.7%	20.7%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	1.7%	2.0%	9.3%
Hispanic	1.0	2.8%	6.0%	10.2%	23.7%
White	34.0	94.4%	90.0%	87.1%	63.9%
American Indian	1.0	2.8%	0.5%	0.7%	0.4%
Asian	0.0	0.0%	0.4%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.3%	0.0%	1.3%
Males	2.0	5.6%	6.1%	21.4%	23.2%
Females	34.0	94.4%	93.9%	78.6%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	4.4%	4.3%	6.0%
1-5 Years Experience	7.0	19.4%	25.1%	21.9%	30.0%
6-10 Years Experience	6.0	16.7%	20.4%	20.6%	21.1%
11-20 Years Experience	15.0	41.7%	29.6%	33.4%	25.0%
Over 20 Years Experience	8.0	22.2%	20.5%	19.9%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	13.1 yrs.	12.5 yrs.	12.8 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	9.0 yrs.	8.5 yrs.	7.2 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-	$39,693	$36,223	$41,272
1-5 Years Experience	$40,440	$42,185	$40,569	$44,013
6-10 Years Experience	$44,498	$45,104	$44,101	$46,604
11-20 Years Experience	$47,912	$48,673	$49,002	$50,476
Over 20 Years Experience	$55,047	$55,871	$56,381	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$47,476	$47,395	$47,068	$48,638
Professional Support	$53,179	$52,655	$55,772	$57,045
Campus Administration (School Leadership)	$65,542	$68,564	$72,163	$70,819
Contracted Instructional Staff (not incl. above):	0.0	6.3	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$2,982,981	100.0%	$5,443	$3,164,086	100.0%	$5,774	$117,362,065	100.0%	$6,047
Instruction (11,95)	$2,398,164	80.4%	$4,376	$2,558,897	80.9%	$4,670	$89,050,737	75.9%	$4,588
Instructional-Related Services (12,13)	$106,539	3.6%	$194	$111,969	3.5%	$204	$4,722,922	4.0%	$243
Instructional Leadership (21)	$81,377	2.7%	$148	$81,377	2.6%	$148	$1,635,708	1.4%	$84
School Leadership (23)	$232,025	7.8%	$423	$233,229	7.4%	$426	$7,903,631	6.7%	$407
Support Services-Student (31,32,33)	$160,506	5.4%	$293	$166,075	5.2%	$303	$5,634,744	4.8%	$290
Other Campus Costs (35,36,51,52,53)	$4,370	0.1%	$8	$12,539	0.4%	$23	$8,414,323	7.2%	$434
By Program:									
Total Operating Expenditures	$2,978,611	100.0%	$5,435	$3,136,771	100.0%	$5,724	$108,293,390	100.0%	$5,580
Bilingual/ESL Education (25)	$37,466	1.3%	$68	$37,466	1.2%	$68	$1,937,132	1.8%	$100
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$1,205	0.0%	$0
Accelerated Education (24,30)	$431,115	14.5%	$787	$536,801	17.1%	$980	$9,819,528	9.1%	$506
Gifted & Talented Education (21)	$89,197	3.0%	$163	$89,197	2.8%	$163	$1,834,956	1.7%	$95
Regular Education (11)	$2,064,654	69.3%	$3,768	$2,064,654	65.8%	$3,768	$77,007,104	71.1%	$3,968
Special Education (23)	$356,179	12.0%	$650	$408,653	13.0%	$746	$17,636,915	16.3%	$909
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$56,550	0.1%	$3

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	18	3.2%	5.4%	11.7%	16.2%
Career & Technical Education	0	0.0%	0.0%	21.8%	21.0%
Gifted & Talented Education	31	5.5%	6.4%	7.2%	7.7%
Special Education	48	8.6%	9.0%	11.4%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	1.6%	6.6%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.9%	4.0%
Compensatory Education	5.0	13.9%	4.0%	7.6%	2.9%
Gifted & Talented Education	0.0	0.0%	1.6%	1.5%	1.9%
Regular Education	28.0	77.8%	82.8%	70.5%	73.4%
Special Education	3.0	8.3%	9.9%	7.3%	9.1%
Other	0.0	0.0%	0.0%	2.5%	3.2%

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

Target Campus Name: MARBLE FALLS EL
Target Campus #: 027904101
District Name: MARBLE FALLS ISD
Campus Type: Elementary School

Texas Education Agency
2010-11 Campus Comparison Group

Campus Number		Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% Afr_Amer	% LEP
011904101		SMITHVILLE EL	SMITHVILLE ISD	60.5	61.6	27.3	13.6	7.8	4.9
014903111		JOE M PIRTLE EL	BELTON ISD	61.9	33.6	21.7	12.2	8.7	2.8
015910123		HIDDEN FOREST EL	NORTH EAST ISD	60.3	12.6	31.0	9.0	1.3	6.2
016902101		BLANCO EL	BLANCO ISD	59.2	57.6	38.3	15.6	1.1	8.4
018901101		CLIFTON EL	CLIFTON ISD	60.9	60.3	32.0	15.6	1.8	8.2
020905102		A P BEUTEL EL	BRAZOSPORT ISD	61.1	32.8	28.0	9.0	4.2	5.9
020908107		RUSTIC OAK EL	PEARLAND ISD	61.0	16.7	20.7	10.0	6.0	5.7
027904101	>	MARBLE FALLS EL	MARBLE FALLS ISD	60.6	55.6	31.0	21.2	4.8	3.9
041901101		BRONTE EL	BRONTE ISD	61.7	58.0	37.7	20.5	0.0	3.1
042903101		SANTA ANNA EL	SANTA ANNA ISD	59.4	71.3	31.9	16.3	2.5	0.0
046901106		COUNTY LINE ELEMENTARY	NEW BRAUNFELS ISD	59.8	32.8	32.6	13.9	3.2	5.1
047902101		DE LEON EL	DE LEON ISD	61.0	59.4	36.1	15.2	0.6	4.2
061912105		SHADY SHORES EL	LAKE DALLAS ISD	58.9	36.6	25.7	10.1	6.9	10.2
070911103		EASTRIDGE EL	RED OAK ISD	60.5	45.7	31.0	14.6	7.5	3.4
070912107		SHACKELFORD EL	WAXAHACHIE ISD	60.9	34.5	30.5	11.9	4.2	1.7
073905102		LOTT EL	ROSEBUD-LOTT ISD	59.5	65.1	30.2	9.5	6.3	0.8
101916101		JENNIE REID EL	LA PORTE ISD	60.0	45.5	30.4	11.9	7.5	1.0
112901107		DOUGLAS INT	SULPHUR SPRINGS ISD	61.1	59.8	22.9	9.8	10.6	8.6
126903103		MARTI EL	CLEBURNE ISD	61.7	64.7	24.8	30.1	6.8	7.4
130901104		KENDALL EL	BOERNE ISD	60.8	33.5	35.1	13.4	0.8	7.8
143901101		HALLETTSVILLE EL	HALLETTSVILLE ISD	59.9	53.2	23.2	11.5	12.2	1.8
161903101		WOODWAY EL	MIDWAY ISD	61.2	28.7	22.3	13.1	8.0	7.6
165901125		SCHARBAUER EL	MIDLAND ISD	61.4	33.9	32.9	27.4	2.9	0.8
170902127		BROADWAY EL	CONROE ISD	60.1	20.2	22.4	12.8	9.4	7.2
182903105		TRAVIS EL	MINERAL WELLS ISD	59.7	63.1	32.4	15.7	3.7	6.8
188903101		HIGHLAND PARK EL	HIGHLAND PARK ISD	60.5	70.5	30.3	19.0	3.7	7.8
215901103		SOUTH EL	BRECKENRIDGE ISD	61.6	65.1	34.6	11.7	1.7	7.3
220912103		DEER CREEK EL	CROWLEY ISD	60.6	48.6	23.9	12.4	10.9	3.5
220918103		SAGINAW EL	EAGLE MT-SAGINAW ISD	61.1	47.6	33.9	14.4	1.4	4.1
220918112		LAKE POINTE EL	EAGLE MT-SAGINAW ISD	61.9	22.5	25.0	14.3	7.6	5.7
220918114		WILLOW CREEK EL	EAGLE MT-SAGINAW ISD	60.2	36.2	31.6	18.3 **	4.1	11.1
220920104		BLUE HAZE EL	WHITE SETTLEMENT ISD	61.7	37.0	22.5	15.8	9.1	6.0
226903120		SANTA RITA EL	SAN ANGELO ISD	59.4	44.0	35.0	10.8	2.9	2.2
226903122		BONHAM EL	SAN ANGELO ISD	62.3	31.6	30.1	31.9	5.1	1.3
227901121		LEE EL	AUSTIN ISD	61.6	14.3	24.1	8.9	4.2	2.8
243905109		FAIN EL	WICHITA FALLS ISD	60.8	49.3	22.7	15.7	9.7	0.6
246909122		OLD TOWN EL	ROUND ROCK ISD	61.5	20.0	24.9	9.9	5.0	4.0
246913116		JIM PLAIN EL	LEANDER ISD	59.2	37.7	28.7	16.4	6.9	7.7
246913122		RONALD REAGAN EL	LEANDER ISD	61.0	14.9	23.1	11.9	2.6	6.3
248902101		WINK EL	WINK-LOVING ISD	58.9	39.1	38.1	20.5	0.5	3.0
252903101		OLNEY EL	OLNEY ISD	60.7	74.0	35.0	18.3	1.1	9.5
		Group Average		60.7	39.6	28.3	14.7	5.3	5.4

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

Target Campus Name: MARBLE FALLS EL
Target Campus #: 027904101
District Name: MARBLE FALLS ISD
Campus Type: Elementary School

Texas Education Agency
2010-11 Comparable Improvement:

Gold Performance Acknowledgment: Not Qualified

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
SMITHVILLE EL	228	628	675	106	47	Q1	229	609	664	80	54	Q3
JOE M PIRTLE EL	230	662	692	83	30	Q4	229	639	698	103	59	Q2
HIDDEN FOREST EL	207	704	741	98	37	Q3	207	667	735	141	69	Q2
BLANCO EL	120	656	686	126	30	Q4	122	634	690	77	56	Q2
CLIFTON EL	147	623	674	92	51	Q1	145	586	639	62	53	Q3
A P BEUTEL EL	82	679	724	108	45	Q2	81	612	719	134	106	Q1
RUSTIC OAK EL	83	664	705	45	41	Q2	83	649	698	78	49	Q3
> MARBLE FALLS EL	143	657	691	147	35	Q4	148	647	706	93	59	Q2
BRONTE EL	71	663	723	181	59	Q1	71	647	683	65	36	Q4
SANTA ANNA EL	53	637	676	85	39	Q3	53	598	677	117	79	Q1
COUNTY LINE ELEMENTA	121	657	711	89	54	Q1	121	650	687	25	37	Q4
DE LEON EL	40	680	655	-	-25	Q4	40	582	636	92	54	Q3
SHADY SHORES EL	156	674	714	117	39	Q3	157	633	689	74	56	Q2
EASTRIDGE EL	75	609	619	53	10	Q4	75	574	637	82	63	Q2
SHACKELFORD EL	153	648	694	112	46	Q2	154	621	668	68	48	Q3
LOTT EL	33	634	708	186	75	Q1	33	592	705	139	113	Q1
JENNIE REID EL	146	636	674	100	38	Q3	146	615	665	125	51	Q3
DOUGLAS INT	265	662	705	76	44	Q2	266	668	688	49	20	Q4
MARTI EL	109	641	694	119	52	Q1	110	600	657	79	56	Q2
KENDALL EL	241	676	718	75	42	Q2	240	673	708	74	35	Q4
HALLETTSVILLE EL	44	629	673	62	44	Q2	44	607	671	142	64	Q2
WOODWAY EL	110	693	707	99	14	Q4	110	629	706	102	77	Q1
SCHARBAUER EL	222	689	727	69	38	Q3	224	684	730	68	46	Q4
BROADWAY EL	114	660	707	40	48	Q1	115	611	681	63	71	Q1
TRAVIS EL	685	643	679	81	36	Q3	688	617	668	76	51	Q3
HIGHLAND PARK EL	108	645	681	112	35	Q4	108	622	668	64	46	Q4
SOUTH EL	288	644	685	76	41	Q2	292	650	703	110	53	Q3
DEER CREEK EL	81	627	664	125	37	Q3	82	580	649	87	69	Q2
SAGINAW EL	119	654	703	91	49	Q1	125	643	679	109	36	Q4
LAKE POINTE EL	150	662	700	53	37	Q3	149	632	680	81	48	Q3
WILLOW CREEK EL	169	645	681	80	37	Q3	170	628	665	60	36	Q4
BLUE HAZE EL	131	652	669	65	17	Q4	132	600	671	89	72	Q1
SANTA RITA EL	175	715	743	89	28	Q4	177	684	742	108	58	Q2
BONHAM EL	115	665	711	137	46	Q2	114	658	730	126	73	Q1
LEE EL	159	737	760	-	24	Q4	157	674	738	143	65	Q2
FAIN EL	176	671	709	113	38	Q3	176	662	703	74	41	Q4
OLD TOWN EL	264	700	747	142	47	Q1	268	673	735	106	62	Q2
JIM PLAIN EL	217	638	670	102	32	Q4	219	607	653	69	45	Q4
RONALD REAGAN EL	235	682	738	130	56	Q1	239	653	723	96	70	Q1
WINK EL	53	648	696	72	47	Q1	53	671	749	134	79	Q1
OLNEY EL	85	634	675	110	41	Q2	85	618	690	129	71	Q1
Group Average	153	661	700	90	39	--	153	637	691	83	54	--

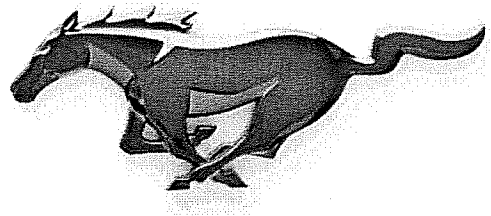
Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

MFES

MARBLE FALLS ELEMENTARY

CAMPUS IMPROVEMENT PLAN

2011 - 2012



Marble Falls Elementary

Campus Improvement Plan
2011-2012

District Goals

Goal I: We will build strong, vital relationships within our diverse communities.

Goal II: We will embrace innovative applications of technology with primary focus on student immersion.

Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.

Goal V: We will promote personal wellness and healthy choices.

Goal VI: We will exemplify strength of character.

Goal VII: We will provide a safe and drug-free environment.

These are both District "targeted" goals and Campus "targeted" goals.



The mission of Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

MFES Mission Statement:

Marble Falls Elementary exists to support, educate, and empower children in a safe, positive environment. We encourage a partnership between school, home, and community. Problem-solving and risk-taking are promoted by engaging students in meaningful learning. Students and staff are held to high standards because "Our future starts here."

MFES Value Statement

The Marble Falls Elementary campus demonstrates our commitment to excellence by embracing and promoting the following values:

- a physically and emotionally safe environment for our students
- differentiated instruction that is both rigorous and relevant
- collaboration
- high standards and quality of work
- relationships between community, home, and school
- respect

Marble Falls Elementary School
CEIC Members
2011-2012

Name	Position
Reddock, Andy	Administration, Chair
McCall, Renetta	Counselor
Bielefeld, Andrea	Librarian
Webel, Ashlea	Teacher
Burget, Sally	Teacher
Howze, Cecily	Teacher
Kennedy, Jamie	Teacher
Phillips, Debby	Teacher
Valentine, Sheri	Teacher
Reed, Becky	Teacher
Ewing, Charles	Special Education Representative
Greer, Jane	Title I Math Specialist
Guthrie, Desiree	K-2 Literacy Specialist
Chisholm, Cristi	3-5 Literacy Specialist
Overman, Paulyne	Paraprofessional Representative
Williams, Royann	Parent Representative
Gutierrez, Ruth	Parent Representative
Valdes, Al	Business Representative
Warczakowski, Lydia	Community Representative
Fields, Melissa	District Representative

Marble Falls Independent School District
Board of Trustees
2011-2012

Rick Edwards	President
Kevin Nauman	Vice-President
Craig Mabry	Secretary
Dr. Kelly Fox	Trustee
Mike Savage	Trustee
Karl Westerman	Trustee
Tommy Chaney	Trustee

Comprehensive Needs Assessment

Marble Falls Elementary

- **Target STAAR Scores at Grades 3-5 in order to achieve "Exemplary" status and improve "Commended Performance"**
  - **Mathematics**
    - Hispanic
    - Economically Disadvantaged
    - African American
    - Emphasis at Grade 3/5
  - **Reading**
    - Hispanic
    - Economically Disadvantaged
    - African American
    - Emphasis at Grade 3/4/5
  - **Writing**
    - Hispanic
    - Emphasis at Grade 4
  - **Science**
    - Hispanic
    - Economically Disadvantaged
    - African American
    - Emphasis at Grade 5
  - **STAAR – Accommodated / STAAR M / STAAR Alt (All Tests)**
    - Achieve 95% or greater passing rate on STAAR Accommodated, STAAR M, and STAAR Alt.
- **Raise Rigor of PK-5 Instruction**
  - Consistent monitoring and feedback reflecting instruction
  - Research and incorporate "best practices" for instruction
  - Provide professional development opportunities for teachers
  - Conduct Instructional Walkthroughs utilizing CSCOPE / DMAC
- **Increase attendance rate (Above 97%)**
  - Provide incentives to students on a quarterly basis
  - Communicate value of attendance to parents, students, and staff
- **Provide a safe, positive learning environment for students, staff, and parents**
  - Teacher / Student recognition and rewards
  - Events to showcase parent appreciation and promote cultural diversity
  - Encourage teachers to take "leadership" roles on campus
  - Reinforce safe and secure procedures on campus that strengthen campus security.

Marble Falls Elementary K-3 TPRI / DRA Data 10-11

(Based on End of Year Grade Level Expectancy)

	DRA @Grade Level Expectancy	INST / IND	TPRI Fluency	TPRI Comprehension Story 1 / 2
Kindergarten	**99%**	**NA**	**NA**	**90% / 87%**
First Grade	**79%**	**87%**	**54%**	**91% / 68%**
Second Grade	**85%**	**89%**	**64%**	**84% / 80%**

Marble Falls Elementary TAKS Accountability Data 10-11

	Reading	Math	Science	Writing
All	91	94	89	94
White	97	97	91	*
Hispanic	86	89	85	94
African American	62	85	80	96
Economically Disadvantaged	87	91	82	97

Marble Falls Elementary TAKS Commended Performance Data 10-11

Target for 2011 – 2012 will be 50% Commended in all areas

	Reading	Math	Science	Writing
All	36	42	45	31
White	44	49	53	35
Hispanic	17	29	25	31
African American	31	23	40	0
Economically Disadvantaged	25	32	38	32

Instructional Targets Based on 2010-2011 TAKS Data

(Below 90% Mastery / Below 80% Mastery)

Mathematics

- **Grade 3**
  - Objective 1 – Demonstrate an understanding of numbers, operations, and quantitative reasoning.
  - Objective 2 – Demonstrate an understanding of patterns, relationships, and algebraic reasoning.
  - Objective 5 – Demonstrate an understanding of probability and statistics.
  - Objective 6 – Demonstrate an understanding of probability and statistics.
- **Grade 4**
  - Objective 4 – Demonstrate an understanding of the concepts and uses of measurement.
  - Objective 5 – Demonstrate an understanding of probability and statistics.
  - Objective 6 – Demonstrate and understanding of math processes and tools used in problems
- **Grade 5**
  - Objective 1 – Demonstrate an understanding of numbers, operations, and quantitative reasoning.
  - Objective 2 – Demonstrate an understanding of patterns, relationships, and algebraic reasoning.
  - Objective 4 – Demonstrate an understanding of the concepts and uses of measurement.
  - Objective 5 – Demonstrate an understanding of probability and statistics.
  - Objective 6 – Demonstrate and understanding of math processes and tools used in problems.

Reading

- **Grade 3**
  - Objective 1 – Demonstrate a basic understanding of culturally diverse written texts.
  - Objective 2 – Apply knowledge of literary elements to understand culturally diverse written texts.
  - Objective 3 – Use a variety of strategies to analyze culturally diverse written texts.
  - Objective 4 – Apply critical thinking skills to analyze culturally diverse written texts.

- **Grade 4**
  - Objective 1 – Demonstrate a basic understanding of culturally diverse written texts.
  - Objective 2 – Apply knowledge of literary elements to understand culturally diverse written texts.
  - Objective 3 – Use a variety of strategies to analyze culturally diverse written texts.
  - Objective 4 – Apply critical thinking skills to analyze culturally diverse written texts.

- **Grade 5**
  - Objective 2 – Apply knowledge of literary elements to understand culturally diverse written texts.
  - Objective 3 – Use a variety of strategies to analyze culturally diverse written texts.
  - Objective 4 – Apply critical thinking skills to analyze culturally diverse written texts.

Science

- **Grade 5**
  - Objective 1 – The student will demonstrate an understanding of the nature of science.
  - Objective 3 – The student will demonstrate an understanding of the physical sciences.
  - Objective 4 – The student will demonstrate an understanding of the earth sciences.

Writing

- **Grade 4**
  - Objective 3– The student will recognize appropriate organization of ideas in written text.
  - Objective 4 – The student will recognize correct and effective sentence construction in written text.
  - Objective 6 – The student will proofread for correct punctuation, capitalization, and spelling in written text.

District & Campus Goal 1: We will build strong, vital relationships within our diverse communities.

Performance Objective: MFES will actively involve parents and various members of our school community in the education of our children through conferences, campus events, and volunteers programs.

Summative Assessment: Parent sign in sheets, DEIC Survey Results, Campus Survey Results, Campus Volunteer Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
1.1	MFES will provide multiple communication resources to parents. These resources are designed to keep parents informed and updated on campus activities, campus services, and district wide information. Parents will be able to access information through: Sky Alert System MFES Campus Web Page MFES Students Folders / Agenda Books MFES Social Media Accounts (Twitter) MFES Campus Newsletter – Pony Express Campus Phone Calls Skyward Family Access	Campus funds District funds Planning time Technology Resources	District Office Principal Classroom Teachers PTO Members	Ongoing
1.2	Family Reading Night to promote literacy and parent involvement.	Campus Funds Flyers	Principal Librarian Classroom Teachers	December 2011 April 2012
1.3	Family STAAR Information Night for 3-5 parents	Campus Funds Flyers	Principal 3-5 Literacy Specialist Math Specialist	October 2011 January 2012
1.4	Campus will produce and distribute campus newsletter titled "Pony Express" which will give grade level information and important dates and events happening on campus.	Campus Funds	Principal Classroom Teachers	Every 2 weeks beginning September 2011
1.5	Folders / Planners will go home each night with students as a form of communication. Monday Folders will include campus information that is sent home weekly.	Campus Funds for Folders and Planners	Principal Classroom Teachers	Daily
1.6	Campus will hold quarterly "Family Nights". Events will promote cultural diversity based on campus demographics.	Campus Funds Title I Funds $1000	Principal Classroom Teachers	Quarterly
1.7	A relationship will be made with local media so that they are invited to attend and cover school news and report to the community.	Contacts to local media	Principal	Ongoing

1.8	Recruit Volunteers through PTO and campus efforts to aide in campus planning, reading, and social support.	Volunteer Coordinator	Principal Classroom Teachers Title I support staff	Ongoing
1.9	Form relationship with the various civic organizations in Marble Falls to support community involvement in education	Time for meeting with civic groups	Principal	Ongoing

District & Campus Goal 2: We will embrace innovative applications of technology with primary focus on student immersion.

Performance Objective: MFES will support the innovative application of technology so that students gain the skills necessary to function in the 21st century.

Summative Assessments: Student Tech Assessment Data, Teacher Tech Assessment Data, Technology Inventory, Campus Technology Meeting Minutes.

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
2.1	The level of skills demonstrated in the classroom will be raised by increasing the use of digital technology tools (I.e., digital cameras, handheld devices, scanners, probes, etc.) to access, analyze, & evaluate information, solve problems, & communicate in multiple formats with diverse audiences.	Technology Funds Digital Hardware Staff Development Copyright laws	Principal Campus Tech Manager Librarian Classroom Teachers	Ongoing
2.2	Provide instruction and appropriate technology so that students will demonstrate mastery of basic skills at progressive levels of difficulty in core curriculum areas.	Technology Funds SuccessMaker Study Island	Technology Dept. Principals Tech Manager Literacy and Math Specialist	Weekly
2.3	Attend professional staff development and opportunities for students to utilize multiple formats for communications with diverse audience	Technology Funds Computer Software / Hardware World Wide Web Computer Hardware	Technology Dept. Principals Tech Manager	Daily
2.4	Monitor Computer Lab Usage	Technology Funds	Principals Tech Managers	Monthly
2.5	Maintain a replacement schedule (hardware, software and infrastructure) to provide students with learning opportunities, utilizing the latest technology available.	State and Federal Funds	Technology Dept. Tech Manager Principal	Annually
2.6	Students will create various technology based projects to be shared with the Marble Falls community during the MFISD Technology Fair.	Time for project planning and development Software and Hardware to meet students needs	Principal Classroom Teachers Campus Tech Manager District Personnel	December 2011

District & Campus Goal 3: We will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objective: MFES will provide students with experiences that promote learning outside of the classroom. These experiences will give student the opportunity to lean and apply knowledge outside of the regular school setting.

Summative Assessments: UIL Team Roster, Field Trip Schema, Destination Imagination Team Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
3.1	Encourage students to participate in extracurricular activities such as UIL and Destination Imagination that promote higher levels of thinking.	Extra duty pay Funds for instructional materials Funding for team fees	Central Office Staff Principal Classroom Teachers	Weekly
3.2	Provide instruction and extra-curricular opportunities for students to participate in activities that foster higher level thinking skills	GT funds Staff Development Time for curriculum planning / integration	Challenge Lab Facilitator Principal	Ongoing
3.3	Provide students with field trip experiences that are selected based on grade level TEKS.	Field Trip Funds	Principal Classroom Teachers	Spring 2012

District & Campus Goal 4: We will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objective: MFES will deliver consistent exemplary services in all areas of the curriculum to include LEP, Special Education, GT, At- Risk / Title I, Dyslexia, Student Success Initiative (SSI).

Summative Assessments: AEIS Report, Classroom Data, DEIC Survey results, STAR results, PDAS Evaluations, Student sign in Sheets.

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
4.1	Assure that all staff attends staff development provided at the campus and district level that is specific to the needs of diverse student groups and allows staff to maintain Highly Qualified standards. Topics include, but are not limited to: Effective Practices for • At-Risk Students • Gifted Students • LEP Students • Special Education Students	Funds for Professional Development Title I funds $2000 Title III funds - $1964	Principal Literacy and Math Specialists District Curriculum Dept. Director of Student Services	Ongoing
4.2	Provide additional instructional support to teachers in mathematics and reading through a Title I funded math specialist, PK-2 Literacy Specialist, and 3-5 Literacy Specialist, and paraprofessional staff	Title I funds Compensatory Funds	Central Office Staff Principal	Daily
4.3	Utilize Challenge Lab teacher to provide enrichment and reinforcement of higher order thinking skills to students in all classrooms	GT Funding	Central Office Staff Principal Challenge Lab Teacher	Daily
4.4	Classroom Teachers, with support of Challenge Lab Teacher and Content Specialists will provide enrichment activities for all students	Campus funds Ideas and activities for use in differentiation of instruction.	Challenge Lab Teacher Content Specialists Classroom Teachers	Daily
4.5	Provide SSI remediation to give identified students additional time to master necessary content and skills	SSI Resources Teaching Staff	Principal Teachers	Weekly
4.6	Use the Wilson Program for identified dyslexic students	Wilson materials Staff to implement program	Literacy Specialist Principal	Weekly
4.7	Provide extended year to students needing to pass STAAR (and/or needing to meet promotion criteria, as funds allow)	OEYP funds	Principal	June 2012
4.8	Increase amount of direct instructional assistance provided to students through the learning lab open before school	Compensatory funds	Principal CM Mastery Aide	Daily

4.9	Implement the components of the Student Success Initiative to include: ▪ Parental notification of at-risk status (Gr. K-5) ▪ Intervention services for any student coming into 5th grade who meets at-risk criteria based on Spring 10 TAKS scores in reading and / or math ▪ Implement research-based teaching strategies and at grades PK-5 ▪ Periodically measure student progress and adjust instruction accordingly. ▪ Establish Grade Placement Committees for grade 5	SSI Guidlines TPRI Assessment	Principal Teachers	Weekly
4.10	Instructional TEAMS consist of administration, specialists, and classroom teachers will conduct Instructional Walkthroughs resulting in open dialogue and recommendation on instructional improvement.	Walkthrough Schedule Monitoring form Time for debriefing	Principal Content Specialist Classroom Teachers	Monthly
4.11	Literacy & Math Specialists will work with teachers and continue to develop teacher awareness and competencies by reviewing use of the Kilgo strategies, Six Trait Writing, Balanced Literacy, and others that have proven successful.	Common planning time	Teachers Principal Literacy Specialists Math Specialist	Ongoing
4.12	Staff will be trained to facilitate and monitor RTI in content areas. RTI plan will be developed and utilized when working with At Risk students.	RTI Planning time Training Time Campus Funds	Principal Literacy Specialists Math Specialist Classroom teachers	RTI Plan September 2011 Training August 2011
4.13	Grade level team meetings will be held weekly as needed during common planning periods. The meetings will include regular sharing of successful strategies/techniques in place and working well, problem-solving to develop and share new strategies, program planning, staff development and intervention strategies. Whenever possible special program staff will join the meetings.	Common planning time	Principal Team Leaders Literacy Specialists Math Specialist Special Ed. Staff	Wednesdays
4.14	Using the comprehensive needs assessments, the Title I staff will plan jointly with classroom teachers to discuss the needs of students served in Title I in order to help them attain mastery in reading, writing and math. These students needs will be addressed by Title I staff using the inclusion model and/or pullout in the students' classroom.	Planning time Title I Teachers Teachers Title I Aides	Principal Teachers Title Staff	Weekly

4.15	Implement the literacy program as defined in district and campus initiatives. • Provide additional staff development • Purchase needed resources • Monitor instruction • Provide support for staff to implement the strategies	Literacy resources Professional Resources Title I	Literacy Specialists Math Specialist Principal Teachers	Ongoing
4.16	Continue to increase the amount of time all students spend in actual reading by: · all students reading daily, silently or aloud, self-selected materials at own pace (Accelerated Reading Time) · choral reading · student reading aloud with a tape, story or book · students keeping daily logs of reading time at home and at school · paired reading within and across grade levels · students keeping a cumulative log of titles read during the year · all students actively participating in the Accelerated Reading program as appropriate · duo-log reading having books available for students in waiting areas	Big books, books, tapes of books, reading logs, AR books and tests Title I funds $1000	Principal Teachers Librarian	Daily
4.17	Develop test familiarity and test taking skills by using activities from various STAAR focuses ancillary materials.	· Title I funds $1000	Classroom Teachers (Grades 3-5) Special Program Classroom Teachers Principal	Daily
4.18	Provide a balanced literacy program in each classroom grades K - 2 based upon scientifically based reading research which is in accord with campus guidelines for literacy instruction and instructional time allocations, which a) provide extensive phonics instruction b) provide systematic spelling instruction based on identified spelling patterns; c) include fluency activities in daily instruction; d) incorporate resources from the state reading academics and instructional strategies in the TPRI Intervention Guide	professional development for all teachers Literacy Specialists to provide support Instructional materials including leveled libraries TPRI Intervention Guides	Curriculum Dept. Principal Literacy Specialists Literacy Consultant Teachers	Ongoing

4.19	Identify students who are at-risk. Determine the appropriate intervention strategies to assist students in meeting mastery. Interventions may include but are not limited to: • RTI • Extended Day • Tutorials • Title I Assistance • Counseling • Special Education Services • Content mastery • Computer based remediation software • Differentiated Instruction • SSI Tutorials • Extended Year	Local Assessments Student Data Title I Funds $10,000 State and Federal Funding sources if available	Classroom Teachers Principal Title 1 Staff Special Program Staff Teachers	Weekly
4.20	Guided Reading / Writing approach will be expected and supported in all K-5 classrooms.	Leveled Readers / Guided Reading library. Title I Funds $1000	Title I support staff Principal Classroom Teachers	Ongoing
4.21	In grades 3-5, regularly chart student progress by charting tested objectives in reading and math. Review data and adjust instruction.	Local and State Assessment Data	Principal Teacher	Monthly
4.22	Each grade level will develop a STAAR plan using the results of data gathered each grading period. The plan will include intervention strategies and the use of test-taking strategies.	STAAR data Planning Time	Principal Title 1 Staff Teachers Special Ed. Staff	Annually but adjusted as needed
4.23	A District Benchmark Test will be administered according to district testing schedule. The results will assist teachers in planning for STAAR: • grouping for instruction based on identified needs • reinforce objectives • reinforce use of strategies	Benchmark Tests Reports with student data	Central Office Staff Principal Teachers Special Program Staff	January 2012
4.24	Utilize and review uniform reading strategies. Strategies will be introduced to 2nd graders during the second semester and will be continued through 5th grade	Collaboration time for Reading teachers in grade 2-5	Principal Literacy Specialist Classroom Teachers	Ongoing
4.25	Encourage small group remediation within classroom setting to reinforce all content areas. Groups no larger than 4 students	STAAR formatted resources, Reading resources targeting the 5 components of reading	Principal Title I support staff Classroom Teacher	Daily

4.26	Evaluate student performance on STAAR formatted reading passages (mini assessments).	STAAR formatted Reading resources	Title I support staff Principal	Weekly
4.27	Provide extended day tutorials for struggling students.	SSI funds / staff	Central Office Staff Principal	Weekly
4.28	Require Science and Math "Word Walls" and journals to reinforce consistent science / mathematics vocabulary and conceptual understanding in grade K-5	Science / Mathematics vocabulary list by grade level journaling notebook	Principal Classroom Teachers	Ongoing
4.29	Benchmark assessments will be administered as per the district testing calendar and district assessment procedures.	District-provided assessments and reports generated through DMAC and Campus Analysis	Central Office staff Principal Teachers	Each 9 weeks
4.30	Teacher-made assessments will also be reviewed for TEKS content, complexity, & context.	Assessment materials	Principal Teachers Content Specialists	Ongoing, following each academic unit
4.31	Engage in data analysis of state & local assessments to determine appropriate intervention strategies	Data Analysis Sheets	Principal Teachers	Weekly
4.32	Utilize formal and informal (mini) assessment data to guide instruction and remediation	Benchmark assessments Informal assessments	Title I Support Staff Principal Classroom Teachers	Weekly
4.33	Information from computer software will be utilized to reinforce student learning. Programs will be facilitated through general and special education classrooms. (i.e. Read Naturally, Lexia, SuccessMaker, Study Island)	Computer hardware Program licensing Title I support staff	Literacy Specialist Title I Math Specialist Principal	Weekly
4.34	Encourage / Enforce individual student conferences with students regarding writing as related to 6+1 Traits.	Title I support	Classroom Teachers Principal	Ongoing
4.35	Utilize reading selections to reinforce writing concepts	6+1 Trait Crates Title I support staff	Classroom Teachers Literacy Specialists Principal	Weekly
4.36	Conduct regular walkthrough monitoring of instruction in all learning environments	Walkthrough documentation	Principal	Ongoing
4.37	95% of GT students at 3-5 grades will be commended on all sections of STAAR testing	Enrichment time	Classroom Teacher Challenge Lab Facilitator Principal	Annually
4.38	All staff must meet Highly Qualified status for all assigned roles. Internet postings, job applications, and job fairs will be utilized to recruit Highly Qualified candidates.	Posting requirements Job Fair opportunities	Principal	August 2011 or as need because of vacancy.

District & Campus Goal 5: We will promote personal wellness and healthy choices.

Performance Objective: MFES will maintain the availability and use of our current facilities to provide a quality educational environment that meets the needs of our students and community.

Summative Assessments: DEIC Surveys, Campus Surveys, Facility usage forms

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
5.1	MFES master schedule will meet or exceed the required number of minutes per week required for Physical Education (150 minutes per week).	MFES Master Schedule	Principal	Weekly
5.2	Encourage students to make healthy choices by providing healthy snack option during lunch periods.	Healthy Snacks	Principal Food Service	Ongoing
5.3	Include healthy food and/or physical activity ideas for parents through campus newsletter.	Newsletter	Assistant Principal PE Teacher	Twice Monthly

District & Campus Goal 6: We will exemplify strength of character.

Performance Objective: MFES will increase provide opportunities for staff and students to recognize good character traits of students and staff.

Summative Assessment: DEIC Survey Results, Campus Survey Results, STAR Student Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
6.1	Implement campus wide Character Education Program: Character Counts	Character Counts Materials Class Schedule	Counselor	Monthly
6.2	Implement STAR Student Program for students PK-5 in order to reinforce responsibility and character.	STAR Student Awards	Principal Registrar Teachers	Ongoing
6.3	Provide What-a-Character incentive tickets to student exemplifying strong character traits.	What-a Character Tickets Prizes	Counselor Principal	Monthly Drawings Ongoing tickets

District & Campus Goal 7: We will provide a safe and drug-free environment.

Performance Objective: MFES will maintain a safe, drug free environment that is conducive to learning.

Summative Assessment: PEIMS Discipline Reports, DEIC Survey Results, Campus Surveys

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
7.1	Continue to analyze discipline statistical data at the campus and district level at the end of each grading period to determine trends effective/non-effective practices including application of consequences and training needs.	Discipline Statistics	Principal	Monthly
7.2	Each teacher will follow classroom discipline plan. A copy will be sent home to parents.	Planning time Completed Plan	Classroom Teachers Principal	August 2011
7.3	Discipline plan and procedures will be periodically reviewed at grade level meetings using statistics from discipline records.	Discipline Reports	Classroom Teachers	October 2011 February and April 2012
7.4	MFES will utilize security software to monitor visitors on campus	Security Software	Title IV Coordinator Principal Office Staff	Ongoing
7.5	Applicable District-adopted crisis, bullying, and violence prevention strategies will be implemented on the campus	District training	Principal Title IV Director Counselor	Ongoing
7.6	MFES will conduct monthly fire evacuation drills and monitor effectiveness of evacuation plan.	Fire Evacuation Maps and Procedures	Principal	Monthly
7.7	MFES will conduct Lock Down drills once per semester and monitor effectiveness of lock down plan	Lock Down Procedures	Principal	October 2011 – January 2012
7.8	MFES will conduct Disaster drills each nine weeks and monitor effectiveness of disaster plan	Disaster Procedures	Principal	Each nine week period
7.9	MFES will require all visitors to have "car tags" displayed in car window when picking up students at school dismissal.	Car Tags Parent Information	Principal MFES Staff	Ongoing

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Colt Elementary

Performance —Profile
&
Campus Comparable Improvement Reports
2010-2011

2010-11 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: COLT EL

Campus #: 027904102

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA
Commended on Writing
Commended on Science

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	90%	91%	94%	*	95%	94%	*	*	*	*	87%	93%	*
	2010	92%	96%	93%	98%	*	> 99%	98%	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	88%	91%	91%	94%	*	95%	94%	*	*	*	*	87%	93%	*
	2010	87%	92%	85%	95%	*	91%	98%	*	*	*	*	89%	96%	*
All Tests	2011	83%	85%	85%	90%	*	90%	90%	*	*	*	*	80%	86%	*
	2010	84%	91%	83%	94%	*	91%	96%	*	*	*	*	89%	96%	*
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	97%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	85%	95%	*	93%	*	93%	*	*	*	*	*	*	92%	92%
Mathematics	2011	77%	91%	*	93%	*	93%	*	*	*	*	*	*	92%	93%
	2010	74%	88%	*	79%	*	79%	*	*	*	*	*	*	75%	75%
All Tests	2011	78%	91%	*	93%	*	93%	*	*	*	*	*	*	92%	93%
	2010	75%	88%	*	79%	*	79%	*	*	*	*	*	*	75%	75%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	91%	88%	95%	*	95%	95%	*	*	*	*	88%	93%	> 99%
	2010	86%	93%	87%	95%	> 99%	95%	94%	*	*	*	*	> 99%	98%	> 99%
Mathematics	2011	89%	94%	92%	98%	*	> 99%	98%	*	*	*	*	88%	95%	*
	2010	89%	91%	86%	94%	> 99%	92%	94%	*	*	*	*	> 99%	97%	*
Writing	2011	91%	93%	91%	98%	*	> 99%	98%	*	*	*	*	> 99%	> 99%	> 99%
	2010	92%	92%	92%	97%	> 99%	93%	98%	*	*	*	*	> 99%	95%	> 99%
All Tests	2011	78%	83%	76%	94%	*	95%	93%	*	*	*	*	88%	93%	> 99%
	2010	78%	83%	76%	89%	> 99%	90%	86%	*	*	*	*	> 99%	91%	> 99%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	88%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	83%	92%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	74%	88%	*	75%	*	75%	*	*	*	*	*	*	82%	82%
	2010	73%	81%	*	78%	*	78%	*	*	*	*	*	*	78%	78%
Writing	2011	93%	> 99%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	94%	90%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
All Tests	2011	75%	85%	*	67%	*	67%	*	*	*	*	*	*	73%	73%
	2010	73%	73%	*	78%	*	78%	*	*	*	*	*	*	78%	78%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	90%	88%	89%	*	79%	92%	*	*	*	*	> 99%	89%	86%
	2010	86%	88%	85%	88%	*	78%	92%	*	*	*	*	> 99%	88%	82%
Mathematics	2011	86%	90%	87%	96%	*	89%	98%	*	*	*	*	> 99%	95%	*
	2010	86%	91%	85%	93%	*	89%	94%	*	*	*	*	> 99%	90%	91%
Science	2011	86%	89%	92%	90%	*	73%	96%	*	*	*	*	71%	83%	63%
	2010	87%	90%	86%	96%	*	93%	98%	*	*	*	*	86%	95%	> 99%
All Tests	2011	76%	81%	78%	84%	*	65%	91%	*	*	*	*	71%	79%	50%
	2010	75%	78%	74%	84%	*	78%	87%	*	*	*	*	86%	83%	82%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	80%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	74%	78%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	50%	45%	*	57%	*	57%	*	*	*	*	*	*	57%	67%
	2010	45%	13%	*	*	*	*	*	*	*	*	*	*	*	*
Science	2011	58%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2010	52%	*	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	63%	56%	*	57%	*	57%	*	*	*	*	*	*	57%	67%
	2010	55%	< 1%	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	89%	90%	94%	> 99%	90%	95%	*	*	*	*	87%	91%	89%
	2010	90%	92%	90%	95%	> 99%	93%	96%	*	n/a	n/a	n/a	> 99%	98%	97%
Mathematics	2011	84%	82%	91%	95%	> 99%	90%	97%	*	*	*	*	90%	92%	86%
	2010	84%	83%	88%	95%	86%	89%	97%	*	n/a	n/a	n/a	96%	94%	82%
Writing	2011	92%	93%	91%	99%	*	> 99%	98%	*	*	*	*	> 99%	> 99%	> 99%
	2010	93%	93%	92%	97%	> 99%	95%	98%	*	n/a	n/a	n/a	> 99%	96%	> 99%
Science	2011	83%	80%	92%	90%	*	73%	96%	*	*	*	*	71%	83%	63%
	2010	82%	84%	86%	94%	*	86%	98%	*	n/a	n/a	n/a	86%	91%	85%
All Tests	2011	76%	74%	83%	88%	> 99%	80%	92%	*	*	*	*	77%	83%	76%
	2010	76%	75%	80%	89%	86%	83%	92%	*	n/a	n/a	n/a	92%	89%	79%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	30%	37%	45%	29%	36%	52%	*	*	*	*	39%	35%	35%
	2010	32%	30%	33%	40%	43%	26%	47%	*	40%	*	*	46%	28%	31%
Mathematics	2011	29%	26%	35%	41%	14%	23%	53%	*	*	*	*	19%	26%	16%
	2010	28%	26%	29%	40%	43%	29%	45%	*	60%	*	*	32%	33%	28%
Writing	2011	31%	32%	28%	41%	*	30%	50%	*	*	*	*	22%	30%	27%
	2010	32%	31%	23%	35%	20%	24%	42%	*	*	*	*	33%	26%	31%
Science	2011	30%	28%	44%	49%	*	23%	58%	*	*	*	*	43%	38%	13%
	2010	28%	30%	43%	52%	*	38%	59%	*	*	*	*	71%	41%	23%
All Tests	2011	16%	14%	19%	23%	< 1%	12%	30%	*	*	*	*	10%	14%	11%
	2010	15%	14%	15%	22%	14%	9%	28%	*	20%	*	*	16%	10%	13%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	92%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	85%	92%	97%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
Mathematics	2011	77%	83%	> 99%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
	2010	75%	76%	87%	> 99%	*	> 99%	> 99%	*	*	*	*	> 99%	> 99%	*
Writing	2011	80%	93%	> 99%	> 99%	*	*	*	*	*	*	*	> 99%	*	*
	2010	80%	81%	> 99%	> 99%	*	*	> 99%	*	*	*	*	> 99%	> 99%	*
Science	2011	60%	52%	75%	71%	*	*	*	*	*	*	*	71%	60%	*
	2010	58%	67%	67%	83%	*	*	*	*	*	*	*	83%	*	*
All Tests	2011	66%	77%	86%	91%	*	78%	> 99%	*	*	*	*	91%	86%	*
	2010	64%	71%	83%	95%	*	> 99%	92%	*	*	*	*	95%	93%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.3%	99.9%	98.9%	100.0%	100.0%	98.8%	*	83.3%	-	*	100.0%	99.3%	93.0%
By Test Version														
TAKS (1 or more)	91.0%	90.3%	92.5%	88.1%	85.7%	87.9%	89.0%	*	83.3%	-	*	21.6%	86.5%	86.0%
Not on TAKS	7.6%	8.9%	7.3%	10.7%	14.3%	12.1%	9.8%	*	0.0%	-	*	78.4%	12.8%	7.0%
TAKS(Acc) Only	2.4%	2.4%	1.7%	1.5%	0.0%	1.1%	1.8%	*	0.0%	-	*	10.8%	1.4%	2.3%
TAKS-M Only	3.1%	3.0%	2.8%	7.0%	14.3%	7.7%	6.1%	*	0.0%	-	*	51.4%	8.8%	4.7%
TAKS-Alt Only	0.9%	1.0%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Combination	1.3%	2.5%	0.8%	2.2%	0.0%	3.3%	1.8%	*	0.0%	-	*	16.2%	2.7%	0.0%
By Acct Status														
Acct System	94.0%	94.9%	93.4%	88.9%	100.0%	91.2%	89.0%	*	66.7%	-	*	83.8%	89.9%	86.0%
Non-Acct System	4.6%	4.3%	6.1%	10.0%	0.0%	8.8%	9.8%	*	16.7%	-	*	16.2%	9.5%	7.0%
Mobile	4.6%	4.3%	6.1%	10.0%	0.0%	8.8%	9.8%	*	16.7%	-	*	16.2%	9.5%	7.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.7%	0.1%	1.1%	0.0%	0.0%	1.2%	*	16.7%	-	*	0.0%	0.7%	7.0%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.3%	0.0%	0.7%	0.0%	0.0%	0.6%	*	16.7%	-	*	0.0%	0.7%	4.7%
Other	0.4%	0.4%	0.0%	0.4%	0.0%	0.0%	0.6%	*	0.0%	-	*	0.0%	0.0%	2.3%
Total Count	3,231,780	2,673	234	270	7	91	163	1	6	0	1	37	148	43
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.7%	100.0%	100.0%	100.0%	100.0%	100.0%	*	100.0%	-	-	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	90.7%	92.2%	91.3%	100.0%	89.9%	91.2%	*	100.0%	-	-	12.0%	89.8%	92.3%
Not on TAKS	7.8%	9.0%	7.0%	8.7%	0.0%	10.1%	8.8%	*	0.0%	-	-	88.0%	10.2%	7.7%
TAKS(Acc) Only	2.3%	2.6%	1.3%	0.4%	0.0%	0.0%	0.6%	*	0.0%	-	-	4.0%	0.0%	0.0%
TAKS-M Only	3.3%	3.5%	3.0%	6.3%	0.0%	6.3%	6.9%	*	0.0%	-	-	64.0%	7.3%	7.7%
TAKS-Alt Only	0.8%	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Combination	1.3%	2.0%	1.1%	2.0%	0.0%	3.8%	1.3%	*	0.0%	-	-	20.0%	2.9%	0.0%
By Acct Status														
Acct System	90.0%	92.0%	90.3%	87.8%	77.8%	88.6%	88.1%	*	100.0%	-	-	36.0%	86.1%	92.3%
Non-Acct System	8.6%	7.6%	8.8%	12.2%	22.2%	11.4%	11.9%	*	0.0%	-	-	64.0%	13.9%	7.7%
Mobile	4.4%	3.3%	5.4%	5.9%	22.2%	5.1%	5.0%	*	0.0%	-	-	0.0%	6.6%	0.0%
Non-Acct Test	4.2%	4.4%	3.7%	6.3%	0.0%	6.3%	6.9%	*	0.0%	-	-	64.0%	7.3%	7.7%
Not Tested	1.4%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Total Count	3,175,337	2,584	216	254	9	79	159	1	5	0	0	25	137	39

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	52%	44%	38%	*	*	60%	*	*	*	*	*	*	*
	2010	50%	62%	41%	63%	*	40%	*	*	*	*	*	*	57%	*
Mathematics	2011	42%	38%	50%	54%	*	29%	80%	*	*	*	*	*	38%	20%
	2010	45%	51%	54%	56%	*	38%	63%	*	*	*	*	*	55%	40%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	62	86	86	*	*	108	*	*	*	*	*	*	*
	2010	86	108	105	135	*	132	*	*	*	*	*	*	139	*
Mathematics	2011	64	61	79	69	*	65	*	*	*	*	*	*	60	66
	2010	70	78	92	104	*	73	113	*	*	*	*	*	98	107
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	11%	12%	13%	*	23%	9%	*	*	*	*	< 1%	13%	13%
	2010	15%	13%	16%	12%	*	21%	8%	*	*	*	*	< 1%	11%	15%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	95%	95%	94%	*	88%	96%	*	*	*	*	> 99%	91%	88%
	2010	92%	94%	92%	94%	*	90%	96%	*	*	*	*	> 99%	98%	> 99%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	11%	14%	7%	*	19%	2%	*	*	*	*	< 1%	11%	25%
	2010	14%	11%	16%	9%	*	14%	6%	*	*	*	*	< 1%	11%	15%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	93%	94%	95%	*	88%	98%	*	*	*	*	> 99%	91%	75%
	2010	92%	95%	92%	99%	*	97%	> 99%	*	*	*	*	> 99%	98%	92%
English Language Learners Progress Indicator															
2010-11		80%	82%	87%	89%	*	88%	*	*	*	*	*	*	88%	89%
2009-10		79%	83%	85%	90%	*	90%	*	*	*	*	*	*	90%	90%
Attendance Rate @															
2009-10		95.5%	95.5%	96.2%	96.0%	95.5%	96.4%	95.8%	*	97.8%	-	*	95.7%	95.8%	97.2%
2008-09		95.6%	95.9%	96.6%	96.4%	96.8%	96.5%	96.3%	*	n/a	n/a	n/a	96.1%	96.1%	97.5%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		563	100.0%	19,829	4,058	4,912,385
Students By Grade:	Early Childhood Education	12	2.1%	0.6%	0.3%	0.3%
	Pre-Kindergarten	69	12.3%	7.1%	5.1%	4.5%
	Kindergarten	70	12.4%	14.3%	7.0%	7.6%
	Grade 1	80	14.2%	14.5%	7.3%	7.9%
	Grade 2	72	12.8%	14.8%	7.3%	7.7%
	Grade 3	93	16.5%	16.6%	7.7%	7.6%
	Grade 4	75	13.3%	16.4%	7.0%	7.6%
	Grade 5	92	16.3%	13.6%	7.7%	7.6%
	Grade 6	0	0.0%	2.0%	7.4%	7.4%
	Grade 7	0	0.0%	0.0%	7.5%	7.3%
	Grade 8	0	0.0%	0.0%	7.6%	7.2%
	Grade 9	0	0.0%	0.0%	7.3%	7.9%
	Grade 10	0	0.0%	0.0%	7.6%	7.0%
	Grade 11	0	0.0%	0.0%	6.7%	6.4%
	Grade 12	0	0.0%	0.0%	6.5%	5.9%
Ethnic Distribution:	African American	13	2.3%	9.8%	2.3%	12.9%
	Hispanic	212	37.7%	43.1%	39.3%	50.3%
	White	326	57.9%	42.1%	56.1%	31.2%
	American Indian	2	0.4%	0.5%	0.4%	0.5%
	Asian	6	1.1%	2.2%	0.7%	3.4%
	Pacific Islander	1	0.2%	0.1%	0.2%	0.1%
	Two or More Races	3	0.5%	2.3%	1.0%	1.6%
Economically Disadvantaged		389	69.1%	69.0%	60.9%	59.2%
Limited English Proficient (LEP)		102	18.1%	16.3%	11.5%	16.9%
Students w/Disciplinary Placements (2009-10)		1	0.1%	0.2%	2.5%	1.9%
At-Risk		276	49.0%	42.5%	44.1%	46.3%
Mobility (2009-10)		108	21.4%	17.5%	16.0%	18.2%
Number of Students per Teacher		12.8	n/a	14.8	13.5	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	0.0%	3.1%	1.6%	2.3%	0.0%	9.9%	7.1%	10.7%
Grade 1	2.9%	4.6%	2.9%	4.7%	0.0%	8.7%	0.0%	8.9%
Grade 2	0.0%	3.4%	0.4%	2.8%	0.0%	2.9%	2.6%	4.1%
Grade 3	0.0%	2.0%	1.3%	2.0%	0.0%	1.8%	6.3%	1.8%
Grade 4	1.3%	1.2%	1.1%	1.1%	0.0%	1.2%	0.0%	0.9%
Grade 5	0.0%	1.1%	0.8%	1.3%	0.0%	0.8%	3.6%	1.3%
Grade 6	-	0.6%	0.0%	0.7%	-	0.0%	0.0%	1.2%
Grade 7	-	-	0.0%	1.0%	-	0.0%	0.0%	1.4%
Grade 8	-	-	1.2%	1.2%	-	-	0.0%	2.1%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	19.0	18.3	19.8	19.0
	Grade 1	20.5	18.4	18.8	18.9
	Grade 2	17.7	18.8	19.6	18.8
	Grade 3	14.7	18.3	16.6	18.8
	Grade 4	15.0	18.5	17.8	19.0
	Grade 5	20.0	20.0	20.3	21.4
	Grade 6	-	19.2	20.7	20.7
	Mixed Grades	-	20.9	-	23.9
Secondary:	English/Language Arts	-	-	17.2	17.3
	Foreign Languages	-	-	18.0	19.0
	Mathematics	-	-	18.4	17.9
	Science	-	-	21.1	19.0
	Social Studies	-	-	21.3	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	62.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	48.8	77.7%	81.2%	59.4%	63.4%
Teachers	43.8	69.8%	69.5%	48.5%	50.5%
Professional Support	4.0	6.4%	7.9%	7.3%	9.0%
Campus Admin. (School Leader.)	1.0	1.6%	3.9%	2.5%	2.8%
Educational Aides:	14.0	22.3%	18.8%	11.4%	9.5%
Total Minority Staff:	13.8	22.0%	20.9%	20.7%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.8%	2.0%	9.3%
Hispanic	7.8	17.9%	11.7%	10.2%	23.7%
White	36.0	82.1%	82.3%	87.1%	63.9%
American Indian	0.0	0.0%	0.4%	0.7%	0.4%
Asian	0.0	0.0%	2.0%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.6%	0.0%	1.3%
Males	2.0	4.6%	5.4%	21.4%	23.2%
Females	41.8	95.4%	94.6%	78.6%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.8	4.2%	6.2%	4.3%	6.0%
1-5 Years Experience	7.0	16.0%	27.5%	21.9%	30.0%
6-10 Years Experience	11.0	25.1%	19.5%	20.6%	21.1%
11-20 Years Experience	13.0	29.7%	26.6%	33.4%	25.0%
Over 20 Years Experience	11.0	25.1%	20.2%	19.9%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	13.9 yrs.	12.0 yrs.	12.8 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	8.3 yrs.	8.8 yrs.	7.2 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$22,599	$38,957	$36,223	$41,272
1-5 Years Experience	$40,266	$41,652	$40,569	$44,013
6-10 Years Experience	$43,685	$43,821	$44,101	$46,604
11-20 Years Experience	$49,074	$47,724	$49,002	$50,476
Over 20 Years Experience	$56,515	$54,286	$56,381	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$47,072	$46,072	$47,068	$48,638
Professional Support	$56,903	$49,654	$55,772	$57,045
Campus Administration (School Leadership)	$75,500	$65,822	$72,163	$70,819
Contracted Instructional Staff (not incl. above):	0.0	6.7	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,415,038	100.0%	$5,645	$3,873,794	100.0%	$6,403	$114,270,489	100.0%	$5,976
Instruction (11,95)	$2,814,597	82.4%	$4,652	$3,225,896	83.3%	$5,332	$88,127,987	77.1%	$4,609
Instructional-Related Services (12,13)	$102,331	3.0%	$169	$127,787	3.3%	$211	$3,753,064	3.3%	$196
Instructional Leadership (21)	$119,009	3.5%	$197	$119,009	3.1%	$197	$1,202,459	1.1%	$63
School Leadership (23)	$204,409	6.0%	$338	$208,702	5.4%	$345	$7,849,445	6.9%	$411
Support Services-Student (31,32,33)	$170,986	5.0%	$283	$180,317	4.7%	$298	$5,386,955	4.7%	$282
Other Campus Costs (35,36,51,52,53)	$3,706	0.1%	$6	$12,083	0.3%	$20	$7,950,579	7.0%	$416
By Program:									
Total Operating Expenditures	$3,411,332	100.0%	$5,639	$3,827,454	100.0%	$6,326	$106,129,632	100.0%	$5,551
Bilingual/ESL Education (25)	$575,536	16.9%	$951	$575,536	15.0%	$951	$6,481,602	6.1%	$339
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Accelerated Education (24,30)	$226,419	6.6%	$374	$561,903	14.7%	$929	$17,816,430	16.8%	$932
Gifted & Talented Education (21)	$82,063	2.4%	$136	$82,063	2.1%	$136	$1,315,356	1.2%	$69
Regular Education (11)	$2,060,855	60.4%	$3,406	$2,060,855	53.8%	$3,406	$66,314,763	62.5%	$3,468
Special Education (23)	$466,459	13.7%	$771	$547,097	14.3%	$904	$14,200,406	13.4%	$743
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$1,075	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	112	19.9%	16.3%	11.7%	16.2%
Career & Technical Education	0	0.0%	0.0%	21.8%	21.0%
Gifted & Talented Education	32	5.7%	4.3%	7.2%	7.7%
Special Education	77	13.7%	8.9%	11.4%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	8.6	19.5%	2.8%	6.6%	5.5%
Career & Technical Education	0.0	0.0%	0.3%	3.9%	4.0%
Compensatory Education	6.0	13.7%	7.1%	7.6%	2.9%
Gifted & Talented Education	1.0	2.3%	0.5%	1.5%	1.9%
Regular Education	28.3	64.5%	81.8%	70.5%	73.4%
Special Education	0.0	0.0%	7.5%	7.3%	9.1%
Other	0.0	0.0%	0.0%	2.5%	3.2%

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

Target Campus Name: COLT EL
Target Campus #: 027904102
District Name: MARBLE FALLS ISD
Campus Type: Elementary School

Texas Education Agency
2010-11 Campus Comparison Group

Campus Number		Campus Name	District Name	% Econ	% White	% Hispanic	% Mobility	% LEP	% Afr Amer
011902103		NEIDIG EL	ELGIN ISD	69.2	31.3	50.2	18.1	22.4	13.9
020902104		WESTSIDE EL	ANGLETON ISD	68.4	24.6	62.2	13.9	36.3	9.9
027904102	>	COLT EL	MARBLE FALLS ISD	69.1	57.9	37.7	21.4	18.1	2.3
029901101		HARRISON/JEFFERSON/MADIS	CALHOUN COUNTY ISD	70.1	24.1	62.1	13.3	13.6	2.5
045903102		SHERIDAN EL	RICE CISD	69.2	54.9	41.8	15.4	6.6	0.0
045905102		WEIMAR EL	WEIMAR ISD	68.9	28.2	52.3	12.0	23.2	15.4
047901042		COMANCHE MIDDLE	COMANCHE ISD	68.6	47.1	50.7	14.1	6.1	0.7
057910119		ZAVALA EL	GRAND PRAIRIE ISD	69.4	16.7	66.0	11.4	31.6	11.5
057910126		ERVIN C WHITT EL	GRAND PRAIRIE ISD	68.7	16.7	64.4	12.3	23.7	14.9
068901112		EL MAGNET AT HAYS	ECTOR COUNTY ISD	68.3	19.6	60.5	11.8	14.0	17.6
084906105		ROOSEVELT-WILSON EL	TEXAS CITY ISD	70.0	38.5	41.9	20.9	13.6	17.9
091903113		LAMAR EL	DENISON ISD	69.7	65.6	11.1	18.0	5.3	11.4
101907145		DANISH EL	CYPRESS-FAIRBANKS ISD	68.1	16.2	48.9	20.9	29.2	21.5
109911102		WHITNEY INT	WHITNEY ISD	68.0	75.7	16.6	19.9	3.8	3.6
110906101		SMYER EL	SMYER ISD	69.4	41.1	54.1	18.1	3.3	1.9
120901104		EDNA EL	EDNA ISD	68.5	41.5	44.0	14.8	12.4	14.4
129905103		CENTRAL EL	MABANK ISD	69.1	79.3	12.8	15.7	3.6	2.6
129905105		LAKEVIEW EL	MABANK ISD	69.7	78.9	12.5	20.1	2.2	1.9
146906103		LIBERTY EL	LIBERTY ISD	68.4	50.2	27.3	11.2	17.6	19.5
152901162		HARDWICK EL	LUBBOCK ISD	68.4	32.8	53.2	21.6	1.2	12.2
154901102		MADISONVILLE INTERMEDIAT	MADISONVILLE CISD	70.0	49.6	29.2	11.9	14.0	19.4
170902115		SAN JACINTO EL	CONROE ISD	68.8	64.0	29.3	17.9	12.7	1.8
170904101		PARMLEY EL	WILLIS ISD	69.8	62.8	24.0	23.2	7.4	10.1
170908104		A M AIKIN EL	NEW CANEY ISD	68.3	52.0	43.7	19.6	29.8	2.4
185902101		FARWELL EL	FARWELL ISD	69.7	45.1	53.5	16.6	23.9	1.0
188901143		TRADEWIND EL	AMARILLO ISD	69.9	33.2	51.0	20.1	9.2	5.9
188902101		ROLLING HILLS EL	RIVER ROAD ISD	68.2	78.7	15.9	15.0	1.4	2.1
211902102		MARY ALLEN EL	STRATFORD ISD	68.0	34.8	63.6	13.4	31.6	0.0
220905107		BURTON HILL EL	FORT WORTH ISD	68.7	34.1	53.3	19.7	21.1	7.0
220916111		WEST HURST EL	HURST-EULESS-BEDFORD ISD	69.7	50.7	22.5	27.0	10.9	19.2
221901113		JOHNSTON EL	ABILENE ISD	70.0	33.0	49.4	12.9	1.0	11.6
226903115		MCGILL EL	SAN ANGELO ISD	68.9	30.4	63.2	18.6	3.0	5.4
227901151		PILLOW EL	AUSTIN ISD	69.4	18.1	49.8	26.0	34.7	17.8
230903102		ORE CITY EL	ORE CITY ISD	69.2	75.0	14.3	18.6	7.7	9.8
235902104		GUADALUPE EL	VICTORIA ISD	68.0	40.2	55.7	23.1	4.9	1.6
235902123		C O CHANDLER EL	VICTORIA ISD	68.9	30.4	57.5	21.3	3.4	6.8
243905129		SOUTHERN HILLS EL	WICHITA FALLS ISD	69.3	44.0	41.6	17.5	14.0	8.4
243906101		CITY VIEW ELEMENTARY	CITY VIEW ISD	70.1	58.0	24.6	23.1	2.2	10.6
246904110		JAMES E MITCHELL EL	GEORGETOWN ISD	68.5	35.4	61.0	12.1	35.6	2.2
249904101		CHICO EL	CHICO ISD	68.4	74.8	23.8	14.7	18.4	0.3
251902101		PLAINS EL	PLAINS ISD	69.9	41.6	58.4	20.9	33.3	0.0
		Group Average		69.0	42.1	43.1	17.5	16.3	9.8

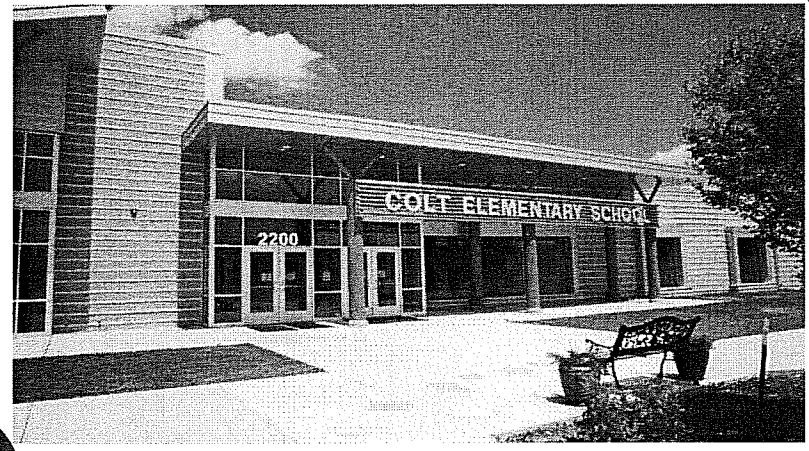
*** Order of columns will vary on lists for other campuses ***

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
NEIDIG EL	159	630	650	76	20	Q4	158	606	647	62	41	Q3
WESTSIDE EL	269	648	677	79	28	Q3	271	639	688	38	49	Q3
> COLT EL	124	661	698	86	37	Q3	133	653	711	69	58	Q2
HARRISON/JEFFERSON/M	176	642	680	118	38	Q3	179	647	695	96	48	Q3
SHERIDAN EL	34	666	720	25	54	Q1	34	657	689	40	32	Q4
WEIMAR EL	63	611	667	76	56	Q1	63	597	606	52	9	Q4
COMANCHE MIDDLE	233	694	721	86	28	Q3	237	658	695	62	37	Q4
ZAVALA EL	155	640	681	95	40	Q2	152	641	690	75	49	Q3
ERVIN C WHITT EL	176	640	679	61	39	Q3	179	626	672	79	46	Q3
EL MAGNET AT HAYS	122	655	698	75	43	Q2	123	648	698	106	50	Q2
ROOSEVELT-WILSON EL	100	630	642	80	12	Q4	103	588	671	122	82	Q1
LAMAR EL	88	648	695	100	46	Q1	86	613	668	78	55	Q2
DANISH EL	266	663	703	113	40	Q2	266	646	722	102	76	Q1
WHITNEY INT	194	630	674	93	44	Q2	195	595	659	79	64	Q2
SMYER EL	68	636	676	50	40	Q2	69	609	676	70	67	Q1
EDNA EL	174	630	669	91	39	Q3	175	592	657	73	65	Q2
CENTRAL EL	78	648	671	115	23	Q4	78	602	675	103	73	Q1
LAKEVIEW EL	74	640	687	122	47	Q1	74	621	682	144	60	Q2
LIBERTY EL	310	623	660	94	36	Q3	309	602	640	64	38	Q4
HARDWICK EL	115	625	672	96	47	Q1	115	609	644	58	35	Q4
MADISONVILLE INTERME	300	612	660	74	48	Q1	300	598	649	74	51	Q2
SAN JACINTO EL	88	624	670	90	46	Q1	86	619	695	148	77	Q1
PARMLEY EL	173	630	673	65	43	Q2	181	625	674	106	49	Q3
A M AIKIN EL	165	638	681	106	43	Q2	166	625	680	78	55	Q2
FARWELL EL	67	634	658	32	24	Q4	69	655	681	85	26	Q4
TRADEWIND EL	116	640	698	126	58	Q1	116	639	690	90	51	Q2
ROLLING HILLS EL	77	620	645	80	25	Q4	75	576	666	129	90	Q1
MARY ALLEN EL	33	631	619	-	-12	Q4	33	591	622	25	31	Q4
BURTON HILL EL	84	663	708	126	45	Q1	83	632	714	131	82	Q1
WEST HURST EL	137	651	696	94	45	Q1	136	636	703	101	67	Q1
JOHNSTON EL	165	619	671	74	52	Q1	164	614	654	67	40	Q3
MCGILL EL	72	660	685	143	25	Q4	70	671	689	224	19	Q4
PILLOW EL	107	634	673	97	39	Q3	108	606	678	85	72	Q1
ORE CITY EL	109	643	664	82	20	Q4	106	622	666	35	44	Q3
GUADALUPE EL	29	649	693	-2	43	Q2	29	625	661	45	36	Q4
C O CHANDLER EL	99	649	680	87	31	Q3	99	636	670	55	34	Q4
SOUTHERN HILLS EL	180	659	703	91	44	Q2	180	660	702	44	42	Q3
CITY VIEW ELEMENTARY	154	669	714	48	45	Q1	156	656	706	101	50	Q2
JAMES E MITCHELL EL	175	664	697	75	33	Q3	170	647	716	117	70	Q1
CHICO EL	93	655	683	79	29	Q3	93	641	696	42	55	Q2
PLAINS EL	29	644	605	-8	-39	Q4	29	599	648	145	49	Q3
Group Average	129	642	679	85	38	--	130	625	677	78	52	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

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MARBLE FALLS



COLT ELEMENTARY

2011 - 2012

CAMPUS IMPROVEMENT PLAN

"Together We Grow!"

Marble Falls ISD Mission Statement:

The mission of MFISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

District and Campus Goals

GOAL	**I:**	We will build strong, vital relationships within our diverse communities.
GOAL	**II:**	We will embrace innovative applications of technology with primary focus on student immersion.
GOAL	**III:**	We will cultivate opportunities for student participation that extend beyond the classroom.
GOAL	**IV:**	We will ensure all students receive exceptional instruction through inspired learning experiences.
GOAL	**V:**	We will promote personal wellness and healthy choices.
GOAL	**VI:**	We will exemplify strength of character.
GOAL	**VII:**	We will provide a safe and drug-free environment.

MFISD Board of Trustees

Rick Edwards	President
Kevin Naumann	Vice-President
Craig Mabry	Secretary
Mike Savage	Member
Dr. Kelly Fox	Member
Tommy Chaney	Member
Karl Westerman	Member

2011-2012 Colt Elementary School CEIC Members

Name	Position	Term
Powell, Keith and Richert, Mark	Administration	On-going
Smathers, Jodye	Counselor	On-going
Weihs, Lenore	Librarian	On-going
Sparks, Becky	Teacher	May 2014
Hardaway, Katherine	Teacher	May 2013
Johnson, Debby	Teacher	May 2013
Bridges, Julie	Teacher	May 2013
Thompson, Connie	Teacher	May 2012
Gray, Holley	Teacher	May 2014
Green, Dana	Teacher	May 2014
Taylor, Cindy	Teacher	May 2012
Layton, Terry	Paraprofessional Representative	May 2012
Floyd, Nancy	Parent Representative	May 2012
Dodgen, Stacia	Business Representative	May 2012
Fletcher, Kathy	Community Representative	May 2012
Fields, Melissa	District Representative	May 2012
Tripp, Cindy	DEIC Liaison	May 2012
Helms, Christina	Special Education Representative	May 2012
Schumacher. Kathy	Title I Representative	May 2013

Responsible for Colt Elementary CIP Implementation
2011 - 2012

Title/Position	Name
Administration	Keith Powell, Mark Richert
Counselor	Jodye Smathers
Librarian/Media Specialist	Lenore Weihs
Nurse	Sandra Pollock
Office Staff	Mary Ratliff, Janessa Tellez
Teachers	CES Staff
Instructional Assistants	CES Staff
Instructional Technologist Assistant	Amy Taylor
PTO	President
Assistant Superintendent C&I	Amy Jacobs
Bilingual District Coordinator	Rachel King
Special Education Campus Coordinator	Stacey Cox
Campus LSSP	Colleen Bertirotti
G/T District/Campus Coordinators	Patti Cryer/Karen Maples
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Carl Coleman

All Students	2009	Gain	2010	Gain	2011	Needed Gain	2012
3rd Grade Math	83%	12%	95%	-2%	93%	7%	100%
3rd Grade Reading	95% (94% in March)	3%	98%	-5%	93%	7%	100%
4th Grade Math	95%	-1%	94%	1%	95%	5%	100%
4th Grade Reading	96%	-2%	94%	0%	94%	6%	100%
4th Grade Writing	96%	1%	97%	0%	97%	3%	100%
5th Grade Math	93%	5%	98%	-3%	95%	5%	100%
5th Grade Reading	98% (89% in March)	2% (86% in April)	100%	-6%	94% (88% in April)	6%	100%
5th Grade Science	89%	6%	97%	-5%	92%	8%	100%

3rd Grade Math	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	80%	--	--	--	--	--	100%
Hispanic	94%	-4%	90%	4%	94%	6%	100%
White	81%	17%	98%	-3%	95%	5%	100%
Eco. Disadvantaged	90%	6%	96%	-4%	92%	8%	100%
Bilingual	92%	-13%	79%	--	--	--	100%

3rd Grade Reading	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	99%	--	--	--	--	--	100%
Hispanic	86%	13%	99%	-5%	94%	6%	100%
White	96%	2%	98%	-3%	95%	5%	100%
Eco. Disadvantaged	97%	-1%	96%	-4%	92%	8%	100%
Bilingual	99%	-6%	93%	--	--	--	100%

4th Grade Math	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	--	--	99%	--	--	--	100%
Hispanic	88%	2%	90%	2%	92%	8%	100%
White	98%	-5%	93%	3%	96%	4%	100%
Eco. Disadvantaged	90%	7%	97%	-6%	91%	9%	100%
Bilingual	--	--	78%	--	--	--	100%

4th Grade Writing	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	--	--	99%	--	--	--	100%
Hispanic	90%	1%	91%	3%	94%	6%	100%
White	98%	0%	98%	0%	98%	2%	100%
Eco. Disadvantaged	95%	2%	97%	3%	100%	0%	100%
Bilingual	--	--	99%	1%	100%	0%	100%

5th Grade Math	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	--	--	--	--	--	--	100%
Hispanic	93%	3%	96%	4%	100%	0%	100%
White	94%	6%	100%	-2%	98%	2%	100%
Eco. Disadvantaged	90%	8%	98%	-9%	89%	11%	100%
Bilingual	--	--	--	--	--	--	100%

5th Grade Reading	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	80%	---	---	--	--		100%
Hispanic	98%	-9%	89%	-8%	81%	19%	100%
White	84%	12%	96%	0%	96%	4%	100%
Eco. Disadvantaged	96%	2%	98%	-10%	88%	12%	100%
Bilingual	--	--	--	--	80%	20%	100%

5th Grade Science	2009	Gain	2010	Gain	2011	Needed Gain	2012
African American	--	--	--	--	--	--	100%
Hispanic	83%	9%	92%	-14%	78%	22%	100%
White	92%	7%	99%	-3%	96%	4%	100%
Eco. Disadvantaged	82%	15%	97%	-10%	87%	13%	100%
Bilingual	--	--	--	--	83%	17%	100%

DRA/EDL on Grade Level at End-of-Year	2009	Gain	2010	Gain	2011	Needed Gain	2012
Kindergarten (2-4)	95%	-2%	95%		80%	20%	100%
First Grade (16-20)	57%	-20%	57%		48%	52%	100%
Second Grade (28-30)	63%	-13%	63%		72%	28%	100%

DRA/EDL at Fluency Level at End-of-Year	2009	Gain	2010	Gain	2011	Needed Gain	2012
Kindergarten (no rate)	NA	-	NA	-	NA	-	NA
First Grade (47-74 wpm)	-	-	60%	-15%	45%	55%	100%
Second Grade (94-124 wpm)	-	-	31%	38%	69%	31%	100%

(1) Working to improve passing and commended state assessment scores in Grades 3-5.

- Third Grade Math
  - Hispanic passing rate
  - Low SES passing rate
  - Hispanic commended rate
  - Females passing rate
  - Low SES commended rate
- Third Grade Reading
  - Low SES passing rate
  - Hispanic commended rate
- Fourth Grade Reading
  - Low SES passing rate
  - Hispanic commended rate
  - Low SES commended rate
  - Bilingual commended rate
- 4th Grade Writing
  - Low SES commended rate
  - Low SES passing rate
- Fifth Grade Reading
  - Hispanic passing rate
  - Low SES passing rate
  - All student commended rate
  - Male commended rate
  - Hispanic commended rate
  - Bilingual commended rate
- Fifth Grade Math
  - Bilingual passing rate
  - Low SES passing rate
  - Hispanic commended rate
  - Bilingual commended rate
- Fifth Grade Science
  - Bilingual commended rate

- Low SES passing rate

(2) Improve first and second grade DRA results in on grade level and fluency level measures.

(3) Increase student attendance rate to at least 97%. (2009-2010 final avg. – 95.66%)

4(5) Staff survey results

- Increase opportunities to recognize staff
- Appropriately enforce all campus rules.
- Campus rules are consistently enforced.
- Appropriately address all discipline referrals in a timely manner.

Campus Goal I: We will build strong, vital relationships within our diverse communities.

Performance Objective: Parent and staff end-of-year surveys will demonstrate a 90% or higher approval rating.

Formative Assessment: Volunteer List; Volunteer Sign-In sheets; file of newsletters sent home; student planners; PTO meeting attendance; parent attendance at special events on campus; community participation in special events on campus; file of media communications

Summative Assessments: Parent Survey, Staff Survey, final Volunteer List and sign in sheets

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Communicate consistently with parents.			
	• Class and/or grade level newsletters and notices (translated in Spanish as appropriate) sent home and posted on teachers' web pages.	CES teachers	Title III(translations)	Minimum - twice monthly
	• Designated day of week for campus and district-wide communication in identified folder to establish consistency.	CES teachers	Folders (donated)	Weekly
	• Provide parents and caregivers information on special programs at monthly PTO meetings (Title I, Title III, RTI, Special Education, Character Counts, etc.).	PTO Board, CES admin	Meeting calendar, agendas	Monthly
	• Provide a translator at parent meetings (Spanish).	PTO Board, CES admin	PTO, CES funds	As needed
	• Call homes of absent students to communicate concern and procedures for returning to school.	Classroom teachers, J. Tellez	Current phone numbers	Daily (after 10am)
	• Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.)	CES admin	Title I (district level)	As needed
	• Provide monthly issues of Home-School Connection Parent Newsletter ; includes hints and information	K. Schumacher	Title I (100% salary)	Monthly

	for parenting, activities, homework tips, etc. (Eng/Sp) • Provide real-time parent access to student grades and attendance records through GradeBook, TxConnect. • Encourage teachers to work on Rosetta Stone to begin to develop Spanish language skills to improve parent communication. • Hold parent conferences at the end of 1st and 3rd nine weeks. • Continue Family Reading Night to encourage families to read and take AR tests together one night a month • Provide learning activities for families at annual Family Science Night. 2011-2012 theme: TBA. Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses. • Meet the Teacher Night with registration and information tables in cafeteria. (Transportation, Nurse, Cafeteria). • Conduct fall open house to extend opportunities for parents to meet teachers. Use time to arrange parent conferences as needed. Develop and maintain a volunteer program. • Recruit and build campus PTO Board and general membership. • Continue WatchDOGS program through PTO. Pizza Kick-Off Night will provide information and opportunity to join. • Continue to recruit community members to participate in volunteer opportunities on and off	MFISD Technology, CES teachers CES admin CES teachers L. Weihs P. Clymer, CES Science Committee CES admin CES admin PTO Board PTO Board (Mark Magee)	District funds Title I (stimulus) Planning time, early release days Library funds Campus, Title I, community donations PTO funds	Daily On-going By Oct. 14 and March 9 Second Tuesday, monthly March, 2012 Aug. 19 Sept. 22 (mid 1st nine weeks) On-going Oct. 2012

	campus. • Establish a "coordinator" to recruit and organize volunteers.	CES admin, PTO Board		On-going
	Spotlight campus activities to inform and encourage participation and/or sponsorship. • Invite local media to Colt Elementary events and/or submit photos and stories as they occur.	PTO Board (Nancy Floyd)		Beginning Aug. 20 and then on-going
	Connect and enlist community resources available to parents and students. • Utilize local partnerships to provide needs and resources for the student body and staff (Rotary Club Dictionaries, Seriff Foundation School Supplies, Edwards Risk Management, Walmart, Payless gift cards, etc.) • Provide resource information (brochures, etc.) in foyer of campus.	CES admin, M.Ratliff J. Smathers, PTO Board		On-going On-going/as needs are identified
	Increase opportunities to recognize staff and celebrate campus accomplishments. • Establish Hospitality Committee to coordinate donations, gifts, luncheons, etc. • Celebrate staff news at the start of monthly meetings (babies, graduations, etc) • Place messages of appreciation and encouragement in staff mailboxes. • Provide special treats (snacks, desserts, etc) in staff lunchroom. • Organize staff luncheons to celebrate birthdays. • Establish a procedure for staff to recognize one another (Kudos, Atta-ways, etc).	CES admin, M. Ratliff CES admin.	Campus funds	On-going (check regularly to keep current) Monthly (minimum)

District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.

Performance Objective: A minimum of 25% of student instruction will utilize or integrate technology.

Formative Assessment: Lesson plans; class observations; student projects; Technology Fair participation; CES Technology Committee reviews; sign up sheet for computer lab flex times;

Summative Assessment: STAR report; CES Technology Committee review; final computer lab usage report; report of student software usage; student survey; staff survey; parent survey

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Provide specialized training based on campus and individual needs with the expectation that all staff will be technologically proficient. • Provide continuing staff development (including PD 360 and Atomic Learning). • Send teacher representatives to the State Computer Education Conference in Austin, Texas (one primary, one intermediate) Instructional technology will be commensurate with the demands of the 21st century learner. Ensure effective and consistent use of instructional technology. • Integrate technology in all content areas: teacher and student created electronic projects, distance learning collaborations, multi-media projects, Power Points, Webquests, graphs & charts created through Excel, graphic organizers through Kidspiration, etc. • Research software, identify funding sources, and purchase one or more of the following: Inspiration, Enchanted Learning (web-based and campus wide),	District Tech. CES Tech Committee CES teachers, CES Tech Committee CES Tech Committee, CEIC	Title I, campus and district funds, fed funds as available CES funds CES funds, Title I, district funds	One Tues per month (minimum) April 2012 On-going On-going (prioritized by

	Timeline XF. • Research hardware, identify funding sources, and purchase one or more of the following: projectors for identified areas, document cameras for each classroom, microscope attachment for document camera in the science lab, Palm Pilots for TPRI testing, wireless laptops for each teacher, tablet lab with 30 tablets. • Research and provide distance learning opportunities. • Upgrade teacher computer stations to include effective processing speed, projectors, and document cameras. • Campus Technology Committee will regularly review teacher and campus technology needs. • Students will use MP3 devices to record and listen to stories as part of the language arts curriculum. Conduct a student-directed technology showcase. • Establish a "Technology Fair" to highlight student and staff applications of technology. • Purchase a class set of digital cameras for student use • Increase the number of student stations in the classroom from a minimum of 4 to 6. • Implement filter criteria that is conducive to on-line learning. • Ensure understanding of new staff policy regarding electronic communication. • Extend and evaluate use of on-line learning opportunities.	CES Tech Committee, CEIC CES teachers IT Assistant, CES Admin IT Assistant, CES Admin D. Gordon, J. Mayfield (CES teachers) CO staff, IT Assistant, CES Admin IT Assistant, CES Admin District Tech CES admin	CES funds, Title I, district funds CES/district funds, Title I Legacy grant Title I, Title II, CES funds Title I, Title II, CES funds District Technology	committees) On-going (prioritized by committees) On-going (target by end of year) As scheduled Weekly December 2010 Target: end of year August 2011

	Utilize computer-based interventions in conjunction with and monitored by teachers to address students' academic needs. Programs include but are not limited to: • SuccessMaker • Lexia • Study Island • Reading A to Z • Razz Kids • Key Skills • Brain Pop • Type to Learn • Easy Tech • United Streaming (Think Central)	CES Tech Committee Reading/math specialists, CES teachers	Title I, CES funds, Sp Ed funds	As scheduled Daily

District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objective: Parent/Student/Staff surveys will show a 90% or more approval rating.

Formative Assessments: Student log during family nights; Volunteer List; Volunteer/Student Sign-In sheets; file of newsletters sent home; student planners; student attendance at special events on campus; student - community participation in special events on campus; file of media communications that relate to student involvement

Summative Assessments: Parent/Student Survey, Staff Survey, final Volunteer List, sign in sheets

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Establish a parent volunteer program. • Continue WatchDOGS program through PTO. Pizza Kick-Off Night will provide information and opportunity to join.	PTO Board (Mark Magee)	PTO funds	Oct. 2011
	• Actively recruit through signs, newsletters, and WatchDOGS visibility throughout the campus.	PTO Board	PTO funds	On-going
	• Identify and recruit parents and community to work with students, help with special activities and programs, and assist teachers.	PTO Board (Nancy Floyd), CES admin and staff		On-going
	Actively inform all students and parents about district-wide and campus-wide student participation opportunities. • Invite local media to Colt Elementary events and/or submit photos and stories for promotion and as they occur.	CES admin, M. Ratliff		On-going
	• Include information on web site, grade level newsletters, and parent newsletters from PTO.	IT Assistant, CES Admin, CES teachers, PTO	Library funds	Updated weekly/ monthly as needed
	• Continue Family Reading Night to encourage families to read and take AR tests together one night a month.	L. Weihs	CES funds, Title I, donations	Second Tues monthly

	• Provide learning activities for families at annual Family Science Night. 2011-2012 theme: TBA. • Coordinate volunteer resources to host a "Marble-ous Falls Festival." Establish an environment of shared success throughout the campus. • Hold monthly rallies to build a sense of community through common celebration of accomplishments and shared events. Continue development and establishment of the Colt Learning Garden. • Provide opportunities for students and/or grade levels to plant and care for themed gardens. • Maintain garden design with community sponsorship, volunteers, and students. Research and plan the implementation of a student mentoring group. Coordinate	P. Clymer, CES Science Committee PTO Board CES admin CES teachers, CES Science Committee P. Clymer, CES Science Committee J. Smathers, CES CEIC	PTO funds, donations Lowe's grant, Edwards donation	March 2012 October 2011 Last Friday monthly Integrated into curriculum weekly On-going Bi-monthly meetings, implement in 2011-2012

District & Campus Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objective: All students will be successful learners in the curriculum as demonstrated by performance in the classroom and on state and local assessments.

Formative Assessment: Teacher observations, grade reports, CScope assessments, benchmarks, STAR and STAR Early Literacy, TPRI/Tejas Lee, DRA/EDL, TEMI, running records, CAI progress monitoring

Summative Assessment: AEIS including all TAKS and TELPAS, EOY TPRI/Tejas Lee, DRA/EDL

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Teachers will engage in purposeful staff development opportunities to meet identified needs of the campus. • Update and/or train staff to implement math, reading, and behavior RTI models (including interventions, modifications and monitoring) for any identified populations, especially bilingual, Hispanic, and gender-specific targeted areas. • Provide professional development opportunities to expand knowledge of changing content and instructional strategies in science. • Provide opportunities to expand and develop strategies in the teaching of students identified as ELL. Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations. • Utilize CSCOPE to ensure TEKS coverage, monitoring through 9-week assessments, and provide grade level, campus and district alignment. o Year at a Glance and IFDs o Use guiding questions and performance	CES admin, L. Baty, R. King CES admin	District funds (PD360) , Title I, Title III Campus funds	August 2011 As identified and available As identified and available Daily use; bi-weekly checks

	indicators to enhance learning. • Utilize strategies for students who are at risk for failure in reading, math, and/or science: o RTI (Response to Intervention) including small groups, o math/reading specialist support, Read Naturally o TEA-Time (Tutor, Enrich, Accelerate) o Content Mastery o Math, reading, and science academies (flexible grouping) o Computer-assisted intervention including SuccessMaker, Rosetta Stone, Study Island, Lexia o Scheduled and consistent monitoring (assessment calendar, campus and district developed tasks, TEMI, STAR, STAR Early Literacy, etc.) • Reading and math specialists will provide inclusion and/or pull-out support for identified students, including students identified with characteristics of dyslexia; utilize and oversee programs including Lexia, Read Naturally, Success Maker for identified students. • Utilize strategies for students in special education: o Identification of students for special education contingent upon proper documentation based on campus RTI model o Utilize inclusion support to extend the limits of LRE o SuccessMaker • Utilize strategies for students needing behavioral support beyond the campus-wide plan : o RTI (aligned with campus discipline plan) o Campus LSSP	CES admin, math and reading specialists Reading and math specialists S. Cox, CES admin	Campus funds, Title I (materials and salaries), Title III, SCE (salaries) Title I and SCE (salaries), district funds Campus funds, Title I, sp ed funds Title I, sp ed	Daily Daily Spring 2012 On-going Per Assessment Calendar Daily As needs are identified As needs are

	○ BEST program ○ Send staff to research-based training as needed/available	CES admin, C. Bertirotti	funds	identified
	• Utilize strategies for students participating in a bilingual program:		Sp Ed funds Sp Ed funds	
	○ Team bilingual teachers (K, 4/5) for specific and specialized content delivery following one-way dual language model. Specific language skill instruction one period per day.	CES admin, R. King	Title I, Title III, SCE (King 100%), campus funds	Fall 2011
	○ Utilize Rosetta Stone to further language development of students (Spanish-English) and staff (English-Spanish),			
	○ Bilingual reading specialist provides inclusion and/or pull-out support for identified students, including students with characteristics of dyslexia.			Daily
	○ Provide professional development opportunities; utilize Title III funds to pay for registration, materials as needed, and substitutes for attendees			Daily
	○ Recruit highly qualified bilingual teachers and staff (English-Spanish)			On-going
	• Utilize strategies for students who are economically disadvantaged:			
	○ Provide school supplies throughout the school year			Spring 2012
	○ Payless gift cards to buy school shoes ○ Holiday assistance for families in need		Donations	As needs are identified
	○ Continue to provide a "clothes closet" for students	CES admin, J. Smathers		
	○ Coordinate services from community programs to assist families			
	○ Maintain openings for preK program for eligible students			

	• Utilize strategies for students participating in a GT program:
	  o Cluster GT students with GT certified teachers
	  o Challenge Lab to serve GT students and provide enrichment opportunities for all students
	  o Monthly meetings with GT Coordinator and Challenge Lab staff
	  o Professional Development for administrators and staff
	• Identify and provide services to children that qualify for the migrant program.
	• Utilize strategies for students participating in ESL program:
	  o One teacher per grade level will attend the ESL Academy and take the ESL certification test until 100% of staff is certified.
	  o Allow students to work on Rosetta Stone to further develop English language skills. (purchased with Title I stimulus)
	  o Allow teachers to work on Rosetta Stone to begin to develop Spanish language skills. (purchased with Title I stimulus)
	• Aide in transition for students:
	  o PreK parent take-home packets
	  o Kindergarten Round-up
	  o PPCD inclusion with gradual increase of time in PreK classroom
	  o 5th grade orientation at MFMS
	• Regularly monitor student progress in the areas of reading andmath to determine level of tiered
		CES admin, K. Maples
		
		A. Jacobs, J. Smathers
		CES admin, ESL teachers
		
		CES staff, J.
			District funds, SCE (Maples 100%), campus funds
			
			Campus funds, Title I, District funds
			
			Campus funds, SCE (Ramirez 100%), sp ed funds
				As registered
				
				Weekly schedule
				
				One Monday per month
				As available
				
				On-going
				
				Summer 2012
				
				Daily
				
				As available
				
				Spring 2012

	intervention needed ○ Establish monitoring frequency based on RTI plan and student needs. ○ Utilize current universal screeners including STAR,STAR Early Literacy, TEMI ○ Research and consider addition and use of math universal screener – STAR Math from Renaissance. ○ Include monitoring reports from CAI programs including Study Island, SuccessMaker, and Lexia. • Provide effective early literacy instruction and intervention for grades K-5 ○ Balanced literacy model ○ Professional development in research-based strategies ○ RTI (frequent monitoring) ○ TEA-Time built into daily schedules (instructional assistants monitor while teachers work with small groups) • Use scheduled planning meetings (GC) to address student concerns and curriculum/assessment issues. ○ PK through 5th grade ○ Bilingual ○ Vertical alignment (math, language arts, science) ○ Special education • Utilize strategies to increase science school-wide achievement. ○ Continue to establish alignment of science vocabulary. ○ Implement aligned science vocabulary in grades K-5. ○ Include "Word of the Week" in daily morning	Tellez, J. Smathers, C. Helms J. Smathers, MFMS Counselors Math and reading specialists, CES admin CES Staff, CES admin CES admin, teachers, math and reading	Campus funds, Title I, SCE Title I (materials and salaries), SCE (salaries)	Daily (IEP specific) May 2012 As identified in RTI plan Per Assessment Calendar January 2012 On-going (weekly for GC meetings) Daily Per RTI tier Daily as scheduled Monthly as scheduled

	announcements ○ Send representatives (3rd-5th) to CAST Conference and/or relevant staff development regarding new TEKS. • Utilize school library to support campus-wide reading instruction. ○ Increase library collection to support campus-wide efforts to improve reading in expository text. ○ Continue to develop AR collection. Honor students who achieve excellence. • Recognize students who display positive character traits in main hallway display, through morning announcements, and monthly awards presentations. • Submit names of students achieving "all A" and "A-B" honor roll to local media. • Submit names of students achieving "perfect attendance" to local media. • Reward 3rd through 4th grade students who achieve AR goals with "buddy reading" with kinder through 2nd grade students. Continue to generate/ implement strategies for student recognition.	specialists, S. Cox P. Clymer, CES Science Committee L. Weihs CES admin, J. Smathers, CEIC	Library funds, Title I	On-going Weekly As available On-going Daily Each 9 weeks Each 9 weeks Each 9 weeks Bi-monthly CEIC

District & Campus Goal V: We will promote personal wellness and healthy choices.

Performance Objective: There will be a group of staff members who consistently go to yoga classes; there will be a 20% increase in the number of students competing/finishing races; a plan will be in place for the implementation of the health curriculum.

Formative Assessments: Staff sign-in log for yoga classes; file of health fliers; student list of "marathon" completions; participation list of all runs; submit ideas of implementation of health curriculum.

Summative Assessment: Sign in sheets; list of participating students in health programs; Staff/Student/Parent surveys

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Provide health information, support programs, and in-services for staff. • Distribute district wellness bulletin to staff • After school yoga classes will be made available to all interested staff.	CO staff D. Johnson, PE teacher	Staff (personal)	Monthly Weekly beginning Oct.
	Offer health and wellness information to staff, parents, and caretakers. • Notify families of opportunities such as free dentist visits on campus, Care-a-Van locations, etc.	S. Pollock		On-going
	Post connection to MyPyramid.gov on CES website for parent access	IT Assistant, CES Admin		September 2011
	Encourage and ensure healthy snack alternatives for students. • Use NCLB information and guidelines to direct staff and families regarding FMNV and acceptable foods for snacks and classroom use.	CES admin, District Food Services	Federal guidelines	Send out in Aug; include on CES website and PTO bulletins
	Promote health through exercise programs and activities.			

	• Students will work toward running a "marathon" and receive tokens and medals as goals are reached. • Continue involvement in promotion and implementation of annual Turkey Trot. • "Smile for a Mile" will reward students for running a mile during PE. Review and plan implementation of health curriculum.	D. Johnson, PE teacher D. Johnson, CES CEIC, District Health Advisory Committee	Boxtop money, campus funds	Spring 2012 November 2011 Spring 2012 On-going, target 2011-2012 school year

District & Campus Goal VI: We will exemplify strength of character.

Performance Objective: Discipline referrals will be reduced by a minimum of 50%. There will be NO teacher reprimands.

Formative Assessment: Student planners; discipline referrals; staff write-ups/reprimands; Star Student Wall; membership in student organizations

Summative Assessments: PEIMS discipline report; staff survey; PDAS; student survey; parent survey

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus.			
	• Monthly classroom visits by counselor using Character Counts curriculum.	J. Smathers	CES funds, Title IV	Monthly
	• Continue to build collection of books in library that teach, illustrate, model traits	L. Weihs, J. Smathers	Library funds, Title IV	On-going
		L. Weihs, J. Smathers		Late October/early November
	Establish and recognize a culture of exemplary character.			
	• Character Counts Pillars displayed in common areas	CES admin		Daily On-going
	• Character Counts Pledge recited each day during announcements	J. Smathers, CES staff	PTO funds, donations	Monthly (Character Counts timeline)
	• Colt Character Award (STAR Students and STAR Teachers)	J. Smathers, PTO Board		
	• Recognize Colt Kids for Character at PTO			

	meetings, as special Helpers in classrooms, and in newspaper.
	• Sponsor Pennies for Patients and other community service projects.
	• Sponsor canned food drive for community
	• Student Leadership Opportunities
	  o Student Council
	  o Safety Patrol
	  o National Honor Society
	  o Library Assistants
		J. Smathers
		
		CES admin, K. Maples, L. Weihs, sponsors TBA
		J. Smathers
			Campus funds	Spring 2012
				
				On-going
				
				Nov. 2011

District & Campus Goal VII: We will provide a safe and drug-free environment.

Performance Objective: Discipline referrals will be reduced by a minimum of 50%. There will be NO breaches of campus security.

Formative Assessment: Front office sign in/sign out documentation, PEIMS discipline reports, discipline referrals, walk-through observations, student planners and other documentation of parent contact

Summative Assessments: PEIMS and V-Soft reports

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Review and modify the District/Campus Crisis Management Flow Chart and plan to establish procedures campus and district-wide.	C. Coleman, CES admin		
	Red Ribbon Month activities will feature and celebrate making safe and healthy choices. • Celebrate healthy choices through slogans and dress themes. • Invite local emergency response teams (fire, police, etc) to help educate students in safety.	J. Smathers CES admin L. Weihs, J. Smathers	Title IV	October 2011 October 2011 October to first week in November
	Firmly establish drug free awareness by designating one day each month to wear red.	J. Smathers		Monthly
	Train/update reception area personnel in student/parent sign-in and sign-out procedures (including checking for legal documents). • V-Soft procedures			

	○ Insert alerts/caution flags as identified	J. Tellez, M. Ratliff		August 2011 and on-going
	Utilize additional walkie-talkies to expand communication on campus.	CES admin	Campus funds, Title I	On-going (and as needs arise)
	Appropriately enforce all campus rules. • Teachers will be included and/or informed regarding consequences for student misbehavior.	CES admin		On-going
	Consistently enforce all campus rules. • Ensure understanding of the campus discipline plan through staff development and conferences. • Establish expectation that every student area has a STOP Station.	CES admin		On-going
	Appropriately address all discipline referrals in a timely manner.	CES admin, LSSP, sp ed staffDistrict sp ed staff	Title I, sp ed funds Sp ed funds	On-going As needed
	Provide staff development opportunities in strategies when working with "hard to manage" children. • Site based • Research based seminars as available • Utilize /LSSP as consultant in classrooms • CPI for selected staff			
	Comply with regularly scheduled safety audits and utilize walk-throughs to identify areas for repair and/or improvements.	CES admin, M. Phillips, C. Coleman	Title IV, district and campus funds	Fall and spring audits

Title I - $17,000 (based on last year's plan)

- Payroll -
  - Kathy Schumacher, math specialist - 100%
  - Margo Lane, reading specialist - 100%
  - Janessa Tellez and Memie Villarreal, bilingual paraprofessionals - 100%

- Staff Development - $5000

- Supplies and Materials (including technology) - $12,000

Title II-D -

- Technology -

411 -

Title III - $10,320.00

- Payroll - $2185.00
  - After school tutorials (up to 109 hrs)
- Contracted Services - $3,000.00
  - LPAC administrative paperwork (up to 2% or $315.00)
  - Additional tutoring during school day (up to 200 hrs.)
  - Translations of written communication to parents ($20.00 per hr)
- Supplies and Materials - $4,135.00
- Staff Development - $1000.00
  - Registration fees
  - Substitutes for teachers
  - Teacher travel
  -

Title IV -

- Supplies and Materials -

State Compensatory Education - (Based on last year's plan)

- **Salaries**
  - Rachel King, bilingual reading specialist - 100%
  - Karen Maples, gifted/talented teacher - 100%
  - Paraprofessionals Layton, Pool, Palacio - 100%

Highland Lakes Elementary

Performance —Profile
&
Campus Comparable Improvement Reports
2010-2011

2010-11 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: HIGHLAND LAKES EL

Campus #: 027904103

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2010-11 Campus Performance

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	90%	90%	88%	*	85%	94%	*	*	*	*	75%	85%	86%
	2010	92%	96%	92%	97%	*	96%	97%	*	*	*	*	93%	95%	91%
Mathematics	2011	88%	91%	88%	91%	*	89%	97%	*	*	*	*	75%	89%	93%
	2010	87%	92%	86%	97%	*	96%	97%	*	*	*	*	> 99%	95%	> 99%
All Tests	2011	83%	85%	82%	83%	*	81%	90%	*	*	*	*	50%	79%	86%
	2010	84%	91%	84%	93%	*	93%	94%	*	*	*	*	93%	90%	91%
TAKS Met 2011 Standard Grade 3 (Spanish)															
Reading	2011	86%	97%	84%	94%	*	94%	*	*	*	*	*	*	94%	94%
	2010	85%	95%	84%	96%	*	96%	*	*	*	*	*	*	96%	96%
Mathematics	2011	77%	91%	75%	89%	*	89%	*	*	*	*	*	*	89%	89%
	2010	74%	88%	*	93%	*	93%	*	*	*	*	*	*	92%	93%
All Tests	2011	78%	91%	75%	89%	*	89%	*	*	*	*	*	*	89%	89%
	2010	75%	88%	73%	93%	*	93%	*	*	*	*	*	*	92%	93%
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	91%	85%	95%	*	93%	97%	*	*	*	*	85%	94%	88%
	2010	86%	93%	85%	88%	*	88%	87%	*	*	*	*	74%	90%	83%
Mathematics	2011	89%	94%	89%	89%	*	89%	89%	*	*	*	*	69%	85%	88%
	2010	89%	91%	89%	76%	*	73%	77%	*	*	*	*	53%	71%	67%
Writing	2011	91%	93%	90%	88%	*	85%	92%	*	*	*	*	92%	85%	88%
	2010	92%	92%	92%	88%	*	92%	84%	*	*	*	*	74%	91%	83%
All Tests	2011	78%	83%	76%	77%	*	74%	81%	*	*	*	*	54%	71%	75%
	2010	78%	83%	75%	69%	*	65%	69%	*	*	*	*	42%	67%	50%
TAKS Met 2011 Standard Grade 4 (Spanish)															
Reading	2011	83%	88%	92%	96%	*	96%	*	*	*	*	*	*	96%	96%
	2010	83%	92%	*	91%	*	91%	*	*	*	*	*	*	91%	91%
Mathematics	2011	74%	88%	*	93%	*	93%	*	*	*	*	*	*	93%	93%
	2010	73%	81%	*	83%	*	83%	*	*	*	*	*	*	83%	82%
Writing	2011	93%	> 99%	> 99%	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2010	94%	90%	*	88%	*	88%	*	*	*	*	*	*	88%	91%
All Tests	2011	75%	85%	84%	93%	*	93%	*	*	*	*	*	*	93%	93%
	2010	73%	73%	63%	71%	*	71%	*	*	*	*	*	*	71%	74%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	90%	88%	87%	*	82%	94%	*	*	*	*	75%	86%	75%
	2010	86%	88%	84%	84%	*	83%	83%	*	*	*	*	83%	82%	62%
Mathematics	2011	86%	90%	87%	83%	*	84%	82%	*	*	*	*	75%	79%	76%
	2010	86%	91%	87%	87%	*	83%	> 99%	*	*	*	*	67%	84%	64%
Science	2011	86%	89%	85%	86%	*	80%	94%	*	*	*	*	58%	86%	79%
	2010	87%	90%	84%	84%	*	77%	> 99%	*	*	*	*	83%	81%	50%
All Tests	2011	76%	81%	71%	75%	*	72%	79%	*	*	*	*	50%	72%	63%
	2010	75%	78%	73%	69%	*	65%	83%	*	*	*	*	67%	65%	35%
TAKS Met 2011 Standard Grade 5 (Spanish) First Administration Only															
Reading	2011	77%	80%	*	78%	*	78%	*	*	*	*	*	*	78%	78%
	2010	74%	78%	*	71%	*	71%	*	*	*	*	*	*	71%	71%
Mathematics	2011	50%	45%	*	*	*	*	*	*	*	*	*	*	*	*
	2010	45%	13%	*	< 1%	*	< 1%	*	*	*	*	*	*	< 1%	< 1%
Science	2011	58%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2010	52%	*	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	63%	56%	*	55%	*	55%	*	*	*	*	*	*	55%	55%
	2010	55%	< 1%	*	< 1%	*	< 1%	*	*	*	*	*	*	< 1%	< 1%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	89%	88%	91%	*	89%	96%	*	*	*	*	79%	90%	90%
	2010	90%	92%	89%	92%	*	92%	92%	*	n/a	n/a	n/a	82%	92%	89%
Mathematics	2011	84%	82%	88%	89%	*	88%	91%	*	*	*	*	71%	86%	87%
	2010	84%	83%	88%	87%	*	87%	88%	*	n/a	n/a	n/a	72%	85%	85%
Writing	2011	92%	93%	91%	91%	*	93%	92%	*	*	*	*	92%	91%	97%
	2010	93%	93%	92%	88%	*	90%	84%	*	n/a	n/a	n/a	74%	90%	90%
Science	2011	83%	80%	84%	85%	*	79%	94%	*	*	*	*	58%	85%	76%
	2010	82%	84%	84%	84%	*	77%	> 99%	*	n/a	n/a	n/a	83%	81%	50%
All Tests	2011	76%	74%	79%	80%	*	79%	85%	*	*	*	*	50%	78%	80%
	2010	76%	75%	78%	80%	*	78%	82%	*	n/a	n/a	n/a	64%	78%	74%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	30%	32%	37%	*	31%	47%	*	*	*	*	19%	32%	34%
	2010	32%	30%	28%	26%	*	23%	32%	*	*	*	*	15%	22%	21%
Mathematics	2011	29%	26%	33%	31%	*	29%	36%	*	*	*	*	2%	29%	31%
	2010	28%	26%	32%	25%	*	28%	18%	*	*	*	*	3%	25%	31%
Writing	2011	31%	32%	21%	14%	*	11%	19%	*	*	*	*	< 1%	13%	11%
	2010	32%	31%	22%	24%	*	27%	24%	*	*	*	*	5%	21%	28%
Science	2011	30%	28%	37%	38%	*	28%	52%	*	*	*	*	25%	32%	16%
	2010	28%	30%	33%	28%	*	23%	44%	*	*	*	*	33%	26%	10%
All Tests	2011	16%	14%	15%	13%	*	8%	23%	*	*	*	*	< 1%	10%	6%
	2010	15%	14%	15%	10%	*	10%	11%	*	*	*	*	< 1%	10%	11%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	92%	97%	95%	*	> 99%	86%	*	*	*	*	95%	93%	> 99%
	2010	85%	92%	> 99%	86%	*	80%	91%	*	*	*	*	86%	87%	75%
Mathematics	2011	77%	83%	95%	81%	*	78%	83%	*	*	*	*	81%	83%	83%
	2010	75%	76%	97%	80%	*	78%	80%	*	*	*	*	80%	77%	75%
Writing	2011	80%	93%	83%	88%	*	80%	*	*	*	*	*	88%	86%	*
	2010	80%	81%	> 99%	71%	*	*	60%	*	*	*	*	71%	*	*
Science	2011	60%	52%	60%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	67%	54%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	77%	80%	77%	*	75%	75%	*	*	*	*	77%	78%	67%
	2010	64%	71%	78%	83%	*	80%	83%	*	*	*	*	83%	81%	75%
TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)															
All Tests	2011	97%	96%	> 99%	70%	*	57%	*	*	*	*	*	70%	57%	*
All Tests	2010	93%	> 99%	> 99%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.3%	99.6%	99.7%	*	99.4%	100.0%	*	-	-	*	100.0%	100.0%	99.0%
By Test Version														
TAKS (1 or more)	91.0%	90.3%	92.2%	86.8%	*	86.9%	87.3%	*	-	-	*	11.6%	86.3%	87.6%
Not on TAKS	7.6%	8.9%	7.2%	12.9%	*	12.5%	12.7%	*	-	-	*	88.4%	13.7%	11.3%
TAKS(Acc) Only	2.4%	2.4%	1.5%	4.4%	*	5.1%	3.6%	*	-	-	*	30.2%	5.2%	4.1%
TAKS-M Only	3.1%	3.0%	3.6%	4.7%	*	4.5%	5.5%	*	-	-	*	32.6%	4.3%	6.2%
TAKS-Alt Only	0.9%	1.0%	0.0%	1.4%	*	1.7%	0.9%	*	-	-	*	9.3%	1.3%	1.0%
Combination	1.3%	2.5%	1.1%	2.4%	*	1.1%	2.7%	*	-	-	*	16.3%	3.0%	0.0%
By Acct Status														
Acct System	94.0%	94.9%	93.2%	93.6%	*	94.9%	91.8%	*	-	-	*	97.7%	95.3%	95.9%
Non-Acct System	4.6%	4.3%	6.3%	6.1%	*	4.5%	8.2%	*	-	-	*	2.3%	4.7%	3.1%
Mobile	4.6%	4.3%	6.3%	6.1%	*	4.5%	8.2%	*	-	-	*	2.3%	4.7%	3.1%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.7%	0.4%	0.3%	*	0.6%	0.0%	*	-	-	*	0.0%	0.0%	1.0%
Absent	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.3%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
Other	0.4%	0.4%	0.0%	0.3%	*	0.6%	0.0%	*	-	-	*	0.0%	0.0%	1.0%
Total Count	3,231,780	2,673	233	295	4	176	110	1	0	0	4	43	233	97
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.7%	99.7%	99.6%	-	99.4%	100.0%	*	*	-	*	100.0%	99.5%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	90.7%	91.4%	87.3%	-	88.5%	85.4%	*	*	-	*	22.0%	88.2%	88.9%
Not on TAKS	7.8%	9.0%	7.6%	12.4%	-	10.8%	14.6%	*	*	-	*	78.0%	11.3%	11.1%
TAKS(Acc) Only	2.3%	2.6%	1.6%	2.7%	-	3.2%	2.1%	*	*	-	*	17.1%	3.0%	2.2%
TAKS-M Only	3.3%	3.5%	3.0%	6.6%	-	5.1%	8.3%	*	*	-	*	41.5%	5.4%	8.9%
TAKS-Alt Only	0.8%	0.9%	0.5%	1.2%	-	1.3%	1.0%	*	*	-	*	7.3%	1.0%	0.0%
Combination	1.3%	2.0%	1.2%	1.9%	-	1.3%	3.1%	*	*	-	*	12.2%	2.0%	0.0%
By Acct Status														
Acct System	90.0%	92.0%	89.3%	88.0%	-	91.1%	83.3%	*	*	-	*	46.3%	91.1%	88.9%
Non-Acct System	8.6%	7.6%	9.5%	11.6%	-	8.3%	16.7%	*	*	-	*	53.7%	8.4%	11.1%
Mobile	4.4%	3.3%	5.6%	3.9%	-	1.9%	7.3%	*	*	-	*	4.9%	2.0%	2.2%
Non-Acct Test	4.2%	4.4%	3.8%	7.7%	-	6.4%	9.4%	*	*	-	*	48.8%	6.4%	8.9%
Not Tested	1.4%	0.3%	0.3%	0.4%	-	0.6%	0.0%	*	*	-	*	0.0%	0.5%	0.0%
Absent	0.1%	0.0%	0.0%	0.4%	-	0.6%	0.0%	*	*	-	*	0.0%	0.5%	0.0%
LEP Exempt	0.9%	0.2%	0.1%	0.0%	-	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	-	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Total Count	3,175,337	2,584	270	259	0	157	96	2	1	0	3	41	203	90

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	52%	47%	46%	*	38%	60%	*	*	*	*	50%	50%	40%
	2010	50%	62%	50%	55%	*	46%	67%	*	*	*	*	83%	50%	25%
Mathematics	2011	42%	38%	50%	69%	*	78%	57%	*	*	*	*	71%	71%	*
	2010	45%	51%	54%	7%	*	< 1%	*	*	*	*	*	13%	< 1%	< 1%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	62	95	64	*	55	*	*	*	*	*	*	64	*
	2010	86	108	100	102	*	90	126	*	*	*	*	*	100	79
Mathematics	2011	64	61	91	87	*	78	100	*	*	*	*	98	82	*
	2010	70	78	89	33	*	31	*	*	*	*	*	*	34	38
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	11%	13%	14%	*	19%	6%	*	*	*	*	25%	15%	24%
	2010	15%	13%	16%	18%	*	19%	17%	*	*	*	*	17%	19%	35%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	95%	92%	89%	*	85%	97%	*	*	*	*	83%	88%	84%
	2010	92%	94%	92%	91%	*	90%	94%	*	*	*	*	83%	89%	75%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	86.8%	100.0%	100.0%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
	2009	84.7%	100.0%	100.0%	*	-	*	-	-	n/a	n/a	n/a	-	*	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	11%	13%	20%	*	21%	18%	*	*	*	*	25%	24%	32%
	2010	14%	11%	14%	21%	*	27%	< 1%	*	*	*	*	33%	25%	55%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	93%	93%	85%	*	83%	88%	*	*	*	*	75%	82%	76%
	2010	92%	95%	92%	90%	*	88%	> 99%	*	*	*	*	67%	88%	75%
TAKS Failers Promoted by Grade Placement Committee @															
	2010	86.1%	*	87.3%	*	-	*	*	-	-	-	-	*	*	*
	2009	84.7%	100.0%	94.4%	*	-	*	-	-	n/a	n/a	n/a	*	*	*
English Language Learners Progress Indicator															
2010-11		80%	82%	84%	81%	*	81%	*	*	*	*	*	83%	81%	79%
2009-10		79%	83%	81%	81%	*	81%	*	*	*	*	*	73%	81%	78%
Attendance Rate @															
2009-10		95.5%	95.5%	96.2%	95.8%	*	96.2%	95.2%	*	*	-	95.3%	94.1%	95.8%	97.0%
2008-09		95.6%	95.9%	96.8%	96.4%	96.4%	96.8%	95.9%	*	n/a	n/a	n/a	94.6%	96.3%	97.4%

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		661	100.0%	22,686	4,058	4,912,385
Students By Grade:	Early Childhood Education	0	0.0%	0.8%	0.3%	0.3%
	Pre-Kindergarten	73	11.0%	9.6%	5.1%	4.5%
	Kindergarten	94	14.2%	13.8%	7.0%	7.6%
	Grade 1	101	15.3%	15.9%	7.3%	7.9%
	Grade 2	104	15.7%	15.2%	7.3%	7.7%
	Grade 3	105	15.9%	14.9%	7.7%	7.6%
	Grade 4	95	14.4%	15.8%	7.0%	7.6%
	Grade 5	89	13.5%	11.3%	7.7%	7.6%
	Grade 6	0	0.0%	2.6%	7.4%	7.4%
	Grade 7	0	0.0%	0.1%	7.5%	7.3%
	Grade 8	0	0.0%	0.0%	7.6%	7.2%
	Grade 9	0	0.0%	0.0%	7.3%	7.9%
	Grade 10	0	0.0%	0.0%	7.6%	7.0%
	Grade 11	0	0.0%	0.0%	6.7%	6.4%
	Grade 12	0	0.0%	0.0%	6.5%	5.9%
Ethnic Distribution:	African American	5	0.8%	10.0%	2.3%	12.9%
	Hispanic	422	63.8%	69.7%	39.3%	50.3%
	White	224	33.9%	16.4%	56.1%	31.2%
	American Indian	4	0.6%	0.4%	0.4%	0.5%
	Asian	0	0.0%	2.0%	0.7%	3.4%
	Pacific Islander	0	0.0%	0.3%	0.2%	0.1%
	Two or More Races	6	0.9%	1.2%	1.0%	1.6%
Economically Disadvantaged		543	82.1%	82.2%	60.9%	59.2%
Limited English Proficient (LEP)		246	37.2%	30.6%	11.5%	16.9%
Students w/Disciplinary Placements (2009-10)		0	0.0%	0.5%	2.5%	1.9%
At-Risk		371	56.1%	58.2%	44.1%	46.3%
Mobility (2009-10)		63	12.8%	17.8%	16.0%	18.2%
Number of Students per Teacher		13.5	n/a	14.9	13.5	14.7

Retention Rates by Grade:	Non-Special Education Rates: Campus	Non-Special Education Rates: Campus Group	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: Campus Group	Special Education Rates: District	Special Education Rates: State
Kindergarten	3.4%	2.0%	1.6%	2.3%	9.1%	13.0%	7.1%	10.7%
Grade 1	3.8%	5.3%	2.9%	4.7%	0.0%	10.6%	0.0%	8.9%
Grade 2	1.2%	3.5%	0.4%	2.8%	5.0%	3.5%	2.6%	4.1%
Grade 3	1.3%	2.2%	1.3%	2.0%	6.7%	2.7%	6.3%	1.8%
Grade 4	2.8%	1.5%	1.1%	1.1%	0.0%	0.5%	0.0%	0.9%
Grade 5	0.0%	1.9%	0.8%	1.3%	0.0%	0.9%	3.6%	1.3%
Grade 6	-	0.3%	0.0%	0.7%	-	0.0%	0.0%	1.2%
Grade 7	-	-	0.0%	1.0%	-	-	0.0%	1.4%
Grade 8	-	-	1.2%	1.2%	-	-	0.0%	2.1%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	20.3	18.6	19.8	19.0
	Grade 1	17.3	19.3	18.8	18.9
	Grade 2	21.0	19.0	19.6	18.8
	Grade 3	15.8	18.8	16.6	18.8
	Grade 4	19.6	19.1	17.8	19.0
	Grade 5	18.4	21.6	20.3	21.4
	Grade 6	-	19.8	20.7	20.7
	Mixed Grades	-	14.6	-	23.9
Secondary:	English/Language Arts	-	19.5	17.2	17.3
	Foreign Languages	-	17.0	18.0	19.0
	Mathematics	-	19.5	18.4	17.9
	Science	-	21.3	21.1	19.0
	Social Studies	-	19.5	21.3	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	74.6	100.0%	100.0%	100.0%	100.0%
Professional Staff:	58.6	78.6%	83.7%	59.4%	63.4%
Teachers	49.0	65.7%	70.4%	48.5%	50.5%
Professional Support	6.6	8.9%	8.8%	7.3%	9.0%
Campus Admin. (School Leader.)	3.0	4.0%	4.6%	2.5%	2.8%
Educational Aides:	16.0	21.4%	16.3%	11.4%	9.5%
Total Minority Staff:	21.0	28.1%	43.4%	20.7%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	7.9%	2.0%	9.3%
Hispanic	10.0	20.4%	30.2%	10.2%	23.7%
White	38.0	77.6%	58.8%	87.1%	63.9%
American Indian	1.0	2.0%	0.3%	0.7%	0.4%
Asian	0.0	0.0%	1.0%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.3%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.5%	0.0%	1.3%
Males	3.0	6.1%	9.4%	21.4%	23.2%
Females	46.0	93.9%	90.6%	78.6%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	1.0	2.0%	5.4%	4.3%	6.0%
1-5 Years Experience	14.0	28.6%	34.0%	21.9%	30.0%
6-10 Years Experience	14.0	28.6%	22.8%	20.6%	21.1%
11-20 Years Experience	12.0	24.5%	22.8%	33.4%	25.0%
Over 20 Years Experience	8.0	16.3%	15.0%	19.9%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.0 yrs.	10.5 yrs.	12.8 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	7.1 yrs.	7.7 yrs.	7.2 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$38,500	$41,459	$36,223	$41,272
1-5 Years Experience	$40,595	$44,277	$40,569	$44,013
6-10 Years Experience	$43,777	$46,207	$44,101	$46,604
11-20 Years Experience	$48,662	$49,877	$49,002	$50,476
Over 20 Years Experience	$55,867	$57,391	$56,381	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$45,930	$47,810	$47,068	$48,638
Professional Support	$51,882	$53,329	$55,772	$57,045
Campus Administration (School Leadership)	$69,249	$67,076	$72,163	$70,819
Contracted Instructional Staff (not incl. above):	0.0	10.7	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$3,616,947	100.0%	$5,769	$4,110,145	100.0%	$6,555	$144,658,493	100.0%	$6,478
Instruction (11,95)	$2,966,997	82.0%	$4,732	$3,420,268	83.2%	$5,455	$108,487,362	75.0%	$4,858
Instructional-Related Services (12,13)	$94,350	2.6%	$150	$99,962	2.4%	$159	$5,310,098	3.7%	$238
Instructional Leadership (21)	$134,830	3.7%	$215	$134,830	3.3%	$215	$1,974,539	1.4%	$88
School Leadership (23)	$240,649	6.7%	$384	$252,012	6.1%	$402	$9,064,677	6.3%	$406
Support Services-Student (31,32,33)	$176,673	4.9%	$282	$191,058	4.6%	$305	$6,636,380	4.6%	$297
Other Campus Costs (35,36,51,52,53)	$3,448	0.1%	$5	$12,015	0.3%	$19	$13,185,437	9.1%	$590
By Program:									
Total Operating Expenditures	$3,613,499	100.0%	$5,763	$4,048,881	100.0%	$6,458	$130,692,254	100.0%	$5,853
Bilingual/ESL Education (25)	$909,322	25.2%	$1,450	$909,322	22.5%	$1,450	$15,404,559	11.8%	$690
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Accelerated Education (24,30)	$767,529	21.2%	$1,224	$1,046,629	25.8%	$1,669	$18,329,284	14.0%	$821
Gifted & Talented Education (21)	$89,838	2.5%	$143	$89,838	2.2%	$143	$818,986	0.6%	$37
Regular Education (11)	$1,370,853	37.9%	$2,186	$1,370,853	33.9%	$2,186	$75,554,226	57.8%	$3,384
Special Education (23)	$475,957	13.2%	$759	$632,239	15.6%	$1,008	$20,584,124	15.8%	$922
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$661	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$414	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	246	37.2%	30.0%	11.7%	16.2%
Career & Technical Education	0	0.0%	0.0%	21.8%	21.0%
Gifted & Talented Education	27	4.1%	3.2%	7.2%	7.7%
Special Education	82	12.4%	9.1%	11.4%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	9.6	19.6%	12.9%	6.6%	5.5%
Career & Technical Education	0.0	0.0%	0.1%	3.9%	4.0%
Compensatory Education	6.0	12.2%	3.4%	7.6%	2.9%
Gifted & Talented Education	2.0	4.1%	0.4%	1.5%	1.9%
Regular Education	27.4	55.9%	72.5%	70.5%	73.4%
Special Education	4.0	8.1%	10.7%	7.3%	9.1%
Other	0.0	0.0%	0.0%	2.5%	3.2%

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

Target Campus Name: HIGHLAND LAKES EL
Target Campus #: 027904103
District Name: MARBLE FALLS ISD
Campus Type: Elementary School

Campus Number		Campus Name	District Name	% Econ	% Hispanic	% LEP	% White	% Mobility	% Afr_Amer
015828002		HARMONY SCHOOL OF INNOVA	HARMONY SCIENCE ACAD (SA	81.9	50.3	14.1	19.8	16.4 **	23.7
015909101		SOMERSET EL	SOMERSET ISD	82.8	85.7	18.9	12.5	20.7	1.0
015915166		BURKE EL	NORTHSIDE ISD	81.7	86.8	20.1	8.1	15.1	4.1
015917105		FREEDOM EL	SOUTHSIDE ISD	81.9	83.5	21.0	15.5	23.0	0.9
020902110		CENTRAL EL	ANGLETON ISD	81.6	49.7	10.0	34.0	22.7 **	13.6
027904103	>	HIGHLAND LAKES EL	MARBLE FALLS ISD	82.1	63.8	37.2	33.9	12.8	0.8
031903122		DR HESIQUIO RODRIGUEZ EL	HARLINGEN CISD	82.7	91.8	25.0	7.2	21.6	0.1
057907112		JAMES R BILHARTZ JR EL	DUNCANVILLE ISD	82.9	66.3	38.3	7.5	17.3	19.5
057909117		WILLIAMS EL	GARLAND ISD	82.9	72.7	48.7	15.5	14.7	9.9
057910118		SAM RAYBURN EL	GRAND PRAIRIE ISD	82.6	82.6	40.0	7.8	18.3	7.1
057910122		BARBARA BUSH EL	GRAND PRAIRIE ISD	82.6	69.5	34.0	11.0	20.8	14.9
057910128		JUAN SEGUIN EL	GRAND PRAIRIE ISD	82.8	78.7	39.3	11.1	14.0	7.6
057914103		GALLOWAY EL	MESQUITE ISD	82.6	64.7	40.4	12.6	14.7	20.8
057914115		LAWRENCE EL	MESQUITE ISD	81.5	52.8	12.5	22.8	23.0	20.0
066901041		BENAVIDES ELEMENTARY	BENAVIDES ISD	82.9	79.0	9.3	21.0	6.8	0.0
068901103		BURLESON EL	ECTOR COUNTY ISD	81.6	79.2	15.3	16.4	18.9	2.3
068901121		SAN JACINTO EL	ECTOR COUNTY ISD	81.4	81.9	15.4	12.7	24.0	3.0
070905104		FERRIS INTERMEDIATE	FERRIS ISD	82.5	64.5	30.9	25.2	10.1	9.3
084901101		KENNETH E LITTLE EL	DICKINSON ISD	82.2	54.8	27.4	37.7	21.2	4.1
084901105		JAKE SILBERNAGEL EL	DICKINSON ISD	82.0	69.9	30.8	17.7	15.7	10.1
090904108		WILSON EL	PAMPA ISD	81.7	55.5	24.0	38.8	18.1	3.3
091906106		JEFFERSON EL	SHERMAN ISD	81.7	49.5	29.6	28.5	23.4	16.7
094901108		PATLAN EL	SEGUIN ISD	81.7	79.5	21.9	14.4	23.8	5.0
101905042		B H HAMBLEN ELEMENTARY	CHANNELVIEW ISD	81.7	69.6	29.8	6.4	15.2	22.9
101907127		METCALF ELEMENTARY	CYPRESS-FAIRBANKS ISD	82.0	67.7	48.8	8.3	15.3	16.7
101907128		HAIRGROVE EL	CYPRESS-FAIRBANKS ISD	82.7	80.3	50.5	8.7	9.6	7.2
101910101		CIMARRON EL	GALENA PARK ISD	81.9	78.8	49.5	15.2	9.4	2.7
101912204		MEMORIAL EL	HOUSTON ISD	82.4	82.4	51.9	9.0	19.6	5.1
101913101		HUMBLE EL	HUMBLE ISD	82.7	53.5	42.2	18.2	23.7	19.8
105902107		HERNANDEZ EL	SAN MARCOS CISD	82.5	73.2	14.0	19.0	20.0	5.6
152901177		RAMIREZ CHARTER SCHOOL	LUBBOCK ISD	82.2	78.5	19.4	8.5	19.9	6.8
171901105		GREEN ACRES EL	DUMAS ISD	82.0	80.4	37.3	15.7	13.5	0.4
175903102		JOSE ANTONIO NAVARRO EL	CORSICANA ISD	82.4	45.2	22.1	35.4	18.6	12.6
175903103		FANNIN EL	CORSICANA ISD	82.6	43.0	19.3	27.3	19.6	23.8
188901112		LAMAR EL	AMARILLO ISD	81.6	36.8	11.2	46.4	18.2	12.2
220901155		BURGIN EL	ARLINGTON ISD	82.3	44.4	38.0	12.2	19.9	23.6
220905148		CHARLES NASH EL	FORT WORTH ISD	81.9	71.5	32.3	12.3	18.8	14.2
227901120		JOSLIN EL	AUSTIN ISD	82.3	74.3	37.8	15.7	17.0	4.1
227901158		SUNSET VALLEY EL	AUSTIN ISD	82.9	82.0	52.9	13.1	22.5	1.4
227907105		BLAKE MANOR EL	MANOR ISD	81.7	68.9	37.1	19.1	20.3	10.3
232903103		ROBB EL	UVALDE CISD	81.9	89.6	7.9	8.6	14.9	0.2
		Group Average		82.2	69.7	30.6	16.4	17.8	10.0

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
HARMONY SCHOOL OF IN	54	653	669	100	16	Q4	53	649	649	35	0	Q4
SOMERSET EL	122	596	632	90	36	Q3	122	562	638	97	77	Q1
BURKE EL	120	620	673	101	52	Q1	122	628	697	134	69	Q1
FREEDOM EL	69	615	634	44	19	Q4	68	577	647	65	69	Q1
CENTRAL EL	64	650	686	78	37	Q3	64	643	694	94	51	Q3
> HIGHLAND LAKES EL	140	629	674	64	46	Q2	136	601	660	87	59	Q3
DR HESIQUIO RODRIGUE	185	624	669	85	45	Q2	185	611	665	94	54	Q3
JAMES R BILHARTZ JR	110	657	644	117	-13	Q4	112	608	654	62	46	Q3
WILLIAMS EL	95	621	676	84	56	Q1	93	591	661	99	71	Q1
SAM RAYBURN EL	92	632	646	89	15	Q4	91	609	659	77	51	Q3
BARBARA BUSH EL	154	623	675	113	52	Q1	156	618	671	53	53	Q3
JUAN SEGUIN EL	150	633	665	90	33	Q3	143	608	671	69	63	Q2
GALLOWAY EL	230	671	700	96	29	Q3	235	679	731	80	52	Q3
LAWRENCE EL	121	647	694	122	47	Q2	119	645	700	102	55	Q3
BENAVIDES ELEMENTARY	73	640	674	57	34	Q3	74	608	654	67	45	Q4
BURLESON EL	172	629	678	97	50	Q1	168	620	689	92	68	Q2
SAN JACINTO EL	219	633	668	69	35	Q3	221	608	674	93	66	Q2
FERRIS INTERMEDIATE	458	636	662	59	26	Q4	463	627	661	56	33	Q4
KENNETH E LITTLE EL	105	623	652	121	29	Q3	105	562	629	115	66	Q2
JAKE SILBERNAGEL EL	109	609	650	45	40	Q3	111	575	685	142	109	Q1
WILSON EL	97	597	659	121	62	Q1	104	590	621	62	32	Q4
JEFFERSON EL	21	602	617	98	15	Q4	22	585	666	104	81	Q1
PATLAN EL	108	600	653	99	53	Q1	110	593	670	77	77	Q1
B H HAMBLEN ELEMENTA	263	639	671	113	32	Q3	259	635	704	94	70	Q1
METCALF ELEMENTARY	272	617	659	82	42	Q2	277	624	670	84	46	Q3
HAIRGROVE EL	228	630	684	108	54	Q1	235	656	713	50	58	Q3
CIMARRON EL	185	640	688	114	48	Q2	181	646	717	90	71	Q1
MEMORIAL EL	56	644	681	106	37	Q3	55	647	692	48	44	Q4
HUMBLE EL	118	600	646	94	46	Q2	106	603	667	94	64	Q2
HERNANDEZ EL	111	642	670	127	28	Q4	111	634	711	115	77	Q1
RAMIREZ CHARTER SCHO	96	643	691	26	47	Q2	96	622	671	55	49	Q3
GREEN ACRES EL	60	613	669	70	56	Q1	60	619	684	121	64	Q2
JOSE ANTONIO NAVARRO	200	636	677	90	41	Q2	200	635	699	101	65	Q2
FANNIN EL	199	628	654	79	26	Q4	200	626	653	43	27	Q4
LAMAR EL	74	651	702	193	50	Q1	75	654	709	155	56	Q3
BURGIN EL	266	638	686	87	48	Q2	268	630	671	54	40	Q4
CHARLES NASH EL	48	620	670	107	50	Q1	50	615	709	117	93	Q1
JOSLIN EL	59	648	696	239	48	Q2	62	669	697	177	28	Q4
SUNSET VALLEY EL	64	646	690	93	43	Q2	61	657	702	78	44	Q4
BLAKE MANOR EL	133	613	652	81	39	Q3	135	613	679	47	66	Q2
ROBB EL	81	628	635	96	6	Q4	82	590	651	102	61	Q2
Group Average	133	630	668	91	38	--	133	622	678	80	56	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

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Highland Lakes Elementary

Campus Improvement Plan

2011-2012



The mission of Marble Falls Independent School District is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

2011-2012 Marble Falls District Goals

MFISD has:

GOAL I: We will build strong, vital relationships within our diverse communities.

GOAL II: We will embrace innovative applications of technology with primary focus on student immersion.

GOAL III: We will cultivate opportunities for student participation that extend beyond the classroom.

GOAL IV: We will ensure all students receive exceptional instruction through inspired learning experiences.

GOAL V: We will promote personal wellness and healthy choices.

GOAL VI: We will exemplify strength of character.

GOAL VI: We will provide a safe and drug-free environment.

These are both District "targeted" goals and Campus "targeted" goals.

Beliefs

Proposed as the district's fundamental convictions, values, and characters

We believe that….

- Safety is paramount.
- Every individual has unique needs and potential.
- Positive self-worth is critical to healthy development.
- Open communication promotes success.
- Relationships are vital.
- Parent and family involvement profoundly influences a child's life.
- Knowledge fosters independence and self-sufficiency.
- Good character traits are essential to a productive society.
- All people are innately responsible for their actions.

Objectives

Proposed as the desired and measurable end results for the district

- Every student will achieve extraordinary academic success.
- Every student will actively pursue learning throughout life.
- Every student will exhibit strength of character.
- All students will realize their uniqueness as citizens and contribute to the well being of their community.

Parameters

Proposed as the established guidelines within which the district will accomplish its mission

- *We will* stress safety throughout the district.
- *We will* honor relationships and treat all people with dignity and respect.
- *We will* model and expect impeccable character.
- *We will* be responsible stewards of our resources.
- *We will* practice and promote open communication.
- *We will not* compromise excellence.

Marble Falls Independent School District
Board of Trustees
2011-2012

Rick Edwards		President	
Kevin Naumann		Vice-President	
Craig Mabray		Secretary	
Mike Savage	Trustee	Dr. Kelly Fox	Trustee
Karl Westerman	Trustee	Tommy Chaney	Trustee

Highland Lakes Elementary School
CEIC Members
2011-2012

Name	Position
Michael Pittard	Administration, Chair
Stacy Lashbrook	Administration
Brickey, Katy	Counselor
Collins, Diana	Librarian
Shirley Baker	5th Gr. Teacher and DEIC liaison
Christina Hartley	4th Gr. Teacher
Mary Ann Stanton	3rd Gr. Teacher
Kara Delancy	2nd Gr. Teacher
Jan Shapland	1st Gr. Teacher
	Kindergarten Teacher
Karen Burns	Pre-Kindergarten Teacher
Julie Skero	Special Education Representative
Cynthia Dixon	Title I Specialist
Kelly Herrington	Parent Representative
Shanna Murrell	Parent Representative
Bill Pipkin	Business Representative
Linda Mezger	Community Representative

Responsible for Highland Lakes Elementary CIP Implementation
2011-2012

Title/Position	Name
Administration	Michael Pittard/Stacy Lashbrook
Counselor	Katy Brickey
Librarian/Media Specialist	Diana Collins
Nurse	Shannon O'Connor
Office Staff	Jeanette Tennison/Debbie Nelson
Teachers	HLES Staff
Instructional Assistants	HLES Para Staff
Instructional Technologist	Brenda Smith/Leslie Talamantes/Christina Hartley
PTO	To be determined
Director C&I	Amy Jacobs
Bilingual District Coordinator	Rachel King
Special Education Campus Coordinator	Julie Skero
Campus LSSP	Shelley Tennyson
Student Services Director	Central Office Staff
G/T District/Campus Coordinators	Patti Cryer/Linda Angelosante
District Technology	Kevin Wier
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Carl Coleman

Comprehensive Needs Assessment

Highland Lakes Elementary School analyzed the data from TAKS, Benchmark Test, and student progress from daily class work. Campus Administration worked with grade level teachers, CEIC and support personnel in order to identify academic strengths and areas requiring improvement.

Areas of Strength:

- TEA reported Highland Lakes Elementary School as a Recognized Campus for the 2010-2011 school year.
- Test score results verified that the campus was in the Exemplary range in 14 out of the 21 indicators that determined the campus rating. The other 7 areas were in the Recognized category.
- The Commended Performance level percentages in reading and math met the criterion for Exemplary rating of 25% or better in the categories of All Students and Economically Disadvantage.
- English Language Learners were measured and the campus exceeded the standard of 60% with an 81% passing percentage.
- The campus objective of obtaining stronger vertical alignment in every grade level was shown to be increasing in a consistent and positive direction.
- From testing data and classroom observations, HLES and its students are benefiting from having a very strong cadre of Bilingual Teachers at every grade level. Bilingual results matched or exceeded most non-Bilingual results.
- All staff members continue to be very proactive in identifying the academic needs of their students. The commitment of the HLES staff to strive for the success of all students continues to reflect the high standards set by the district.

Targeted Areas for improvement:

- **Science – 5th grade improvement in all areas**
- **Continue Written Composition Scores Improvement (more 3's and 4's)**
- **Mastery of Objectives in all STAAR tests (improve to 90% or better)**
- **Increasing percentages of Commended Performances (improve to 50% or better). HLES will focus on differentiated strategies and classroom enrichment programs that will enable students to raise their comprehension well above the minimum set standards for passing.**
- **With the technology priorities set for this year and the 2011-2012 school year, HLES will increase its technology integration at all grade levels as outlined by our technology needs assessment.**

Academic Performance Indicators 2011(TAKS) and Goals 2012

Campus Results: Students Met Standard/Number Taking Test-Percentage Passing

	All Students	African Am	Hispanic	White	Eco Disadvantage	Goal 2012
Reading	252/276 91%	n/a	149/167 89%	97/101 96%	200/222 90%	100%
Math	245/276 89%	n/a	147/167 88%	92/101 91%	192/222 86%	100%
Writing	84/92 91%	n/a	51/55 93%	33/36 92%	68/75 91%	100%
Science	71/84 85%	n/a	37/47 79%	34/36 94%	56/66 85%	100%

Commended Performance: Number Commended/Number Taking Test-Percentages

Reading	# at Commended	Number Taking	Percentages	Goal 2012
All Students	102	276	37%	50%
Econ Disadv	72	222	32%	50%
Math				
All Students	85	276	31%	50%
Econ Disadv	65	222	29%	50%

By Grade Level Percentages: English/Spanish (Bilingual)

	Reading	Math	Writing	Science	Goal 2012
3rd	86%/94%	93%/89%			100%
4th	95%/97%	89%/90%	87%/100%		100%
5th	90%/n/a	86%/na		85%/na	100%

By Grade Level Percentages: English/Spanish Commended Performance

	Reading	Math	Writing	Science	Goal 2012
3rd	49%/50%	38%/33%			50%
4th	27%/52%	23%/59%	15%/14%		50%
5th	31%/n/a	25%/n/a		40%/n/a	50%

Mastery of Objectives

Math (English)

		Grade 3	Grade 4	Grade 5 (1st)
Objective 1	Numbers, Operations, and Quantitative Reasoning	85%	84%	80%
Objective 2	Patterns, Relationships, and Algebraic Reasoning	84%	81%	77%
Objective 3	Geometry and Spatial Reasoning	89%	80%	78%
Objective 4	Concepts and Use of Measurement	86%	76%	78%
Objective 5	Probability and Statistics	90%	79%	75%
Objective 6	Mathematical Processes and Tools	74%	75%	72%

Reading (English)

		Grade 3	Grade 4	Grade 5 (1st)
Objective 1	Basic Understanding	85%	83%	85%
Objective 2	Applying Knowledge of Literary Elements	82%	84%	81%
Objective 3	Using Strategies to Analyze	82%	81%	86%
Objective 4	Applying Critical-Thinking Skills	80%	82%	82%

Math (Spanish)

		Grade 3	Grade 4	Grade 5 (1st)
Objective 1	Numbers, Operations, and Quantitative Reasoning	78%	85%	n/a
Objective 2	Patterns, Relationships, and Algebraic Reasoning	85%	92%	n/a
Objective 3	Geometry and Spatial Reasoning	94%	86%	n/a
Objective 4	Concepts and Use of Measurement	90%	89%	n/a
Objective 5	Probability and Statistics	93%	91%	n/a
Objective 6	Mathematical Processes and Tools	76%	81%	n/a

Reading (Spanish)

		Grade 3	Grade 4	Grade 5 (1st)
Objective 1	Basic Understanding	79%	86%	69%
Objective 2	Applying Knowledge of Literary Elements	85%	89%	79%
Objective 3	Using Strategies to Analyze	81%	89%	68%
Objective 4	Applying Critical-Thinking Skills	84%	84%	67%

Writing (English)

		Grade 4
Objective 3	Appropriate Organization of Ideas	88%
Objective 4	Correct and Effective Sentence Construction	85%
Objective 5	Standard Usage and Appropriate Word Choice	88%
Objective 6	Proofreading for Punctuation, Capitalization, and Spelling	83%

Written Composition (English)

Rating	0	1	2	3	4
Percent	0	13%	68%	13%	5%

Writing (Spanish)

		Grade 4
Objective 3	Appropriate Organization of Ideas	90%
Objective 4	Correct and Effective Sentence Construction	93%
Objective 5	Standard Usage and Appropriate Word Choice	94%
Objective 6	Proofreading for Punctuation, Capitalization, and Spelling	88%

Written Composition (Spanish)

Rating	0	1	2	3	4
Percent	0	0	83%	17%	0

Science

		Grade 5
Objective 1	Nature of Science	85%
Objective 2	Life Sciences	89%
Objective 3	Physical Sciences	87%
Objective 4	Earth Sciences	86%

District & Campus Goal I: We will build strong, vital relationships within our diverse communities.

Result Statements:

1. Campuses will communicate consistently with parents.
2. Each campus will hold a parent orientation for the school year, scheduled at different dates for elementary, middle school, and high school to accommodate multi-sibling families.
3. Each campus will develop and maintain a volunteer program.
4. Campuses will establish effective transitional activities.
5. The district will provide a list of community resources available to parents and students.

Summative Evaluations:

1. Parent & Staff survey to determine effectiveness (May 2012)
2. Chart parent response and involvement as a baseline for future reference
3. Record of parent involvement

Formative Evaluation and Timelines:
Campus surveys; DEIC annual survey (May 2011)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
Communicate consistently with parents ❖ Schedule parent orientation prior to the beginning of school – scheduled for August 19 at 6:00 p.m.	• **Campus Administrator – campus funds (August 2011)**			

❖ Maintain an up-to-date web page that includes: o Calendar of campus & district events o Campus information o Class & grade level info. o Special events o PTO news o CEIC minutes and other pertinent information o SkyAlert o Newsletters o NutriKids and Grade Connection ❖ Provide a campus newsletter once a month highlighting campus news and coming events ❖ Student planners will be utilized for ongoing communication between home & school for attendance, assignments, celebrations, concerns, etc. ❖ Provide parents and caregivers information on special programs at PTO meetings	• **Campus Secretary (weekly, August 2011-May 2012)** • **Administrator – campus funding (Monthly beginning in September)** • **HLES staff – daily (August 2011-May 2012)** • **Administrator, PTO, and HLES staff – campus funding (Bi-monthly)**			

○ October– SSI/TAKS/STAAR ○ November – ○ January – AEIS Report/ ○ March –Student Organizations, Clubs and Book Fair ○ May –Board Elections ❖ Call home of absent students to communicate concern and procedures for returning to school ❖ Use Sky Alert to keep families informed of campus and district issues ❖ Provide parent access to student grades and attendance records through Parent Access ❖ Translation both written and orally in English and Spanish **Hold parent meetings during the school year, scheduled to avoid**	• **HLES staff (August 2011-May 2012 daily as needed)** • **Administrator (August 2011-May 2012 per needed basis)** • **District Administrators/campus Registrars (September 2011-May 2012)** • **Administrator/Bilingual Staff (as needed)-Campus budget (August 2011-May 2012)**			

conflicts with other campuses ❖ Meet the Teacher Night with registration and information tables in foyer ❖ Conduct fall open house with grade-level parent orientations for grades PK-5 early in the school year to provide additional information ❖ Schedule October 14, 2011 and February 17, 2012 for all teachers to conduct parent conferences **Develop and maintain a volunteer program** ❖ Increase parent and community members to serve as volunteers, reading partners, mentors, tutors, etc. by providing an interest form during registration, as well as at PTO and community functions. (ex: live music at lunch, grandparent's day, special cafeteria luncheon days, Destination Imagination, Local EMS, Master Gardeners of Burnet County, Burnet County Agricultural Extension Agency, Sheriff Department, Watch Dog Program, etc)	• **All campus staff – campus budget (August 19, 2011 from 5:00-6:30 p.m.)** • **All HLES classroom teachers – campus budget (September 15 from 5:30-6:00 p.m. for PK-2 & 6:30-7:00 p.m. for 3rd-5th)** • **All HLES classroom teachers – campus budget** • **Office Staff, PTO – campus budget (August 2011-May 2012 ongoing)**			

❖ Establish a coordinator to recruit and organize volunteers **Establish effective transitional activities** ❖ HLES will plan to implement a smooth transition between grade levels, taking into consideration growth & development, parent, and student understanding and needs. **Provide a list of community resources available to parents and students** ❖ The district will produce and provide a list of community resources to HLES school counselor that may be disseminated to parents	• **Administrator/HLES designated staff member (September 2011)** • **HLES Teachers/Administrators (Develop by March 2012)** • **District Administrators (Spring 2012)**			

District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.

Result Statements:

1. The district filter criteria will be conducive to online learning.
2. Specialized training based on individual needs will be provided with the expectation that all staff will be technologically proficient.
3. Instructional technology will be commensurate with the demands of the 21st century learner.
4. A campus-based cohort of teachers who excel in technological learning will assist campus instructional technologists with curriculum integration.
5. A technical support response system will be established to meet district and campus needs.

Summative Evaluations:

Staff surveys to determine program effectiveness (May 2012)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2011)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
Implement a filter criterion that is conducive to online learning ❖ Ensure understanding of district policy regarding electronic communication and online resources **Specialized staff training will be implemented to ensure staff understanding of technology applications** ❖ Provide continuing staff development • DMAC • Other Technology applications training	• **District and Campus Administrators and all staff (August 2011)** • **Tech Cohort Teachers and other Staff (August 2011-May 2012)** • **February 2011 -2 HLES staff members (Costs from Campus Budget $400)**			

❖ Send staff representatives to Texas Computers Education Association Conference in Austin, Texas for training of trainers **Instructional technology will be commensurate with the demands of the 21st century learner** ❖ The campus technology committee will convene to discuss the technology needs of Highland Lakes Elementary. The committee will examine current needs and goals and objectives in the future that will facilitate the needs of 21st century learners. **Campus-based cohort of teachers who excel in technological learning will assist campus instructional technologists with curriculum integration** ❖ Cohort teachers will receive access to district resources to utilize and share technology that provides for increase instructional usage within the classroom **Technical support response system will be established to meet district and campus needs.** ❖ HLES will designate staff that will work with the District Technology Department in meeting the needs of the campus	• **HLES Technology Committee, Administrators, HLES Technology Cohorts, District Technology Department (Fall 2011-Spring 2012)** • **District Technology and GT coordinator/HLES Cohort Teachers (September 2011-May 2012)** • **Designated Staff IT/Campus Secretary/District Technology Department (August 2011-May 2012)**			

District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

Result Statements:

1. The district will actively inform all students and parents about district-wide student participation opportunities.
2. Each campus will establish a parent volunteer program.
3. Each campus will establish a student mentoring group to encourage student participation.

Summative Evaluations:

Staff surveys to determine program effectiveness (May 2012)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2011)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful
Maintain an up-to-date web page that includes: o Calendar of campus & district events o Campus information o Class & grade level info. o Special events o PTO news o Club and Organization information	• **Campus Secretary, Sponsors, and Staff (August 2011-May 2012 – ongoing)** • **All Staff - Ongoing**			
Showcase Clubs and organizations to create interest and opportunities. ❖ Provide regular student showcases in Morning Meeting, afterschool, and other presentation opportunities.	• **HLES staff and students - Activity and Campus funds (March 2012 – Public School Week)**			

❖ Public School Week in March will be student led by all student groups and organizations at HLES. • Student Council • Journalism/Yearbook Club • Choir				
• Safety Patrol • Archery Club • Destination Imagination • Millionaire Club (Accelerated Readers) • HLES Running Club • Challenge Lab • Spirit Club ❖ In partnership with the Andy Roddick Tennis Foundation, we will provide opportunities for our students to take part in tennis programs that they might not necessarily be able to do otherwise because of logistics and cost.	• **Campus Administration, Campus P.E. department, Andy Roddick Foundation Representative, The City Council of Granite Shoals-MFISD transportation department and campus funds (September 2011-May 2012)**			
Establish a parent volunteer program ❖ Continue Watch Dog Program	• **HLES Staff Member, Watch Dog Coordinator (August 2011-May 2012 ongoing)**			
Establish a student mentoring group to encourage student participation ❖ HLES will develop and implement a program of student leadership that will encourage student participation;	• **Administrators/HLES Staff (Fall 2011)**			

District & Campus Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.

Result Statements:

1. Every campus will honor students who achieve excellence.
2. Teachers will engage in purposeful professional development opportunities based on our district's strategic plan.
3. Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations.
4. Teachers will provide authentic learning experiences for students using a variety of technologies.

Summative Evaluations:

Staff surveys to determine program effectiveness (May 2012)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2011)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
Honor students who achieve excellence ❖ Recognize students who display positive character traits in and out of class with morning announcements and other presentations (bulletin boards, etc)	• **Counselor, Administrator, all staff – Campus Budget (August 2011-May 2012)**			
❖ Recognize students who achieve "all A's and "A-B" honor roll through local media, certificates, morning meeting, and other reward opportunities/presentations	• **Counselor, Administrator, all staff – Campus Budget (August 2011-May 2012)**			
❖ Recognize students achieving "perfect attendance through local media, morning meeting, certificates, and other reward opportunities/presentations				

Professional Development ❖ Provide effective, relevant professional development that directly impacts classroom instruction in the areas of balanced literacy, math, writing and science. o Staff Peer Mentoring Groups, Staff and Specialists(balanced literacy) o Math Teachers/Specialists Mentoring Groups o Bilingual Staff and Specialists Mentoring Groups o Technology Training –Tech Cohort Teachers and other staff o Team Building (also at each staff meeting) o Fall– Grade Level Planning/DMAC Training/Assessments/CST & RTI o PD 360 o Across district grade level training ❖ Provide training for all staff to ensure awareness of "safety net" options available for students at risk of failure, including legal implications for each option.	• **Administrator, Bilingual Coordinator, and all teaching staff - District and Campus budget Cost of materials** • **District/Campus professional development time (June 2011-May 2012)** • **HLES Counselor (August 2011)**			

○ Content Mastery ○ Literacy Team interventions ○ Individual/small-group tutoring ○ Dyslexia ○ CST ○ 504 Accommodations ○ RTI **Intervention/Assessment** ❖ Utilize a flow chart of available interventions to support educational services (RTI) ❖ Expand the use of the blue student folders to ensure that at-risk students receive direct interventions and to assess the effectiveness of those interventions. ❖ Provide time (ATM Time-Administrator Teacher Meeting) for grade-level teachers to meet with principal to discuss students and curriculum ❖ Use benchmark and other available data to monitor student progress. ○ Disaggregate data from TAKS and other assessments to	• **ATM time for monitoring (Bi-Weekly on Thursdays)** • **Administrators, Counselor, and all teaching staff (Aug. 2011-May 2012)** • **Professional Development Record**			

identify areas of need o Conduct regular reviews of assessment results and classroom performance to determine progress toward academic goals ❖ Review campus special education program with emphasis on: o CST o Identification o LRE (Least Restrictive Environment) o Monitoring student growth o IEP o ARDs / MDRs o STAAR o Adequate yearly progress o Special Ed. Benchmarks o Teacher training on interventions/modifications ❖ Review campus G/T program with emphasis on: o Monitoring student growth o Discussion of strategies at ATM time o Collaboration time every six weeks	• **Special Education Staff (August 2011)** • **Challenge Lab Teacher-Campus funds (August 2011-May 2012)**			

○ Differentiation ○ Challenge Lab activity and use **Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations** ○ C-Scope will be fully implemented at all grade levels to ensure TEKS objectives and the scope and sequence are aligned with the academic objectives. ○ All lesson plans will consistently include required Special Education modifications, ELP strategies and information on how the classroom teacher is adhering to differentiating instruction in the classroom. Administration will support, advise, and assist on lesson plan requirements that will promote success for all students.	• **District , Campus Administration, Grade level staff, and Counselor-C-scope Exemplary Lessons, Staff ATM time (Campus budget and time)**			

○ Based on campus wide needs assessments, HLES will utilize Title 1 funds to provide opportunities for all students to meet the states proficient and advance levels of student performance. HLES will use effective methods and instructional strategies that are based on scientific research. Strategies will address the needs of all students on campus particularly with a focus on low achieving and at risk students.	• **Campus Administration, Grade level staff, Specialists, Title staff –Title 1 funds (Professional salaries-$102,790; Paraprofessional salaries-$85,361 & supplies costs $20,000) (September 2011-May 2012)**			
○ HLES will utilize Title 1 funds to provide additional supplemental programs and materials in order to ensure student success. Title 1, Part A funds for Highland Lakes Elementary will purchase supplemental teaching materials in accordance data and feedback from classroom teachers and Title math and reading specialists.	• **Campus Administration, Grade level staff, Specialists, Title staff –Title 1 funds (Professional salaries-$102,790; Paraprofessionals salaries-$85,361 & supplies $20,000) (September 2011-May 2012)**			

○ The Success Maker program for Title support and the integration of the Rosetta Stone program for ESL support will be utilized in planned lessons and objectives for targeted students.	• **Campus Administration, Grade level staff, Specialists, Title staff –Guided Reading, Literacy library, RTI process (September 2011-May 2012)**			
○ HLES will increase the commended performance percentage in all state administered tests. Differentiated instruction strategies will be strongly emphasized, monitored and shared with the teaching staff. Teachers will take full advantage of the PD 360 program in order to explore and implement ideas and curriculum enrichment that will provide support for their students being able to increase their mastery of the subject	• **District , Campus Administration, Grade level staff, and Counselor-C-scope Exemplary Lessons, Staff ATM time (Campus budget and time)** • **Campus Administration, MFISD**			

area. o HLES will utilize Title 3 funds to assist the Bilingual students with support and materials designed to increase their opportunity for academic success.	**Bilingual director, Bilingual teaching staff, Title staff-Title 3 funding (Salaries and Services-$13,000 & supplies/travel-$11,021)), professional and contracted services, LPAC paperwork, supplies and materials (September 2011-May 2012)**			

District & Campus Goal V: We will promote personal wellness and healthy choices

Result Statements:

1. Health information, support programs, and in-services for staff will be provided.
2. Health and wellness information will be offered for parents and caretakers.

Summative Evaluations:

Staff surveys to determine program effectiveness (May 2012)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2011)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
Provide health information, support programs, and in-services for staff ❖ Distribute district wellness bulletin to staff **Offer health and wellness information to staff, parents, and caretakers** ❖ Notify families of opportunities for free health services and screenings • Texas Mobile Dentistry • Flu Vaccinations • Department of Health • Seton Care Van • Annual Vision & Screening **Encourage and ensure healthy snack alternatives for students** ❖ Use FMNV guidelines for acceptable foods and snacks and classroom use ❖ Share information with staff and parents and to encourage healthy snack alternatives through a variety of communications (newsletter, webpage, posted in cafeteria, PTO meetings, etc)	• **District and Campus Administrators and staff – (August 2010-May 2011)** • **Cafeteria, Administrator, Nurse – (Fall 2011)** • **Cafeteria, Administrator, Nurse, IT, PTO – (Fall 2011)** • **P.E. Teacher (Ongoing {Marathon})** • **P.E. Teacher, PTO, Administrator, Nurse, and HLES Staff (November**			

Promote health and wellness through exercise programs activities and educational programs ❖ Students will work toward running a "marathon" and receive recognition as goals are reached ❖ Continue involvement and promotion of annual Turkey Trot ❖ Health curriculum information in PE and other classes ❖ Hygiene information and instruction in hand washing, cleanliness, and other age appropriate topics ❖ Growth and Development presentation with 4th and 5th grade students ❖ One-on-One program for identified students/families for an individualized health program	**2011{Turkey Trot})** • **P.E. Teacher, HLES staff (August 2011-May 2012 – ongoing)** • **Nurse (August/September 2011)** • **Nurse (Spring** • **Nurse, HLES staff (August 2011-May 2012)**			

District & Campus Goal VI: **We will exemplify strength of character.**

Result Statements:

1. We will ensure a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the district.
2. We will establish and recognize a culture of exemplary character.

Summative Evaluations:

Staff surveys to determine program effectiveness (May 2012)

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2011)

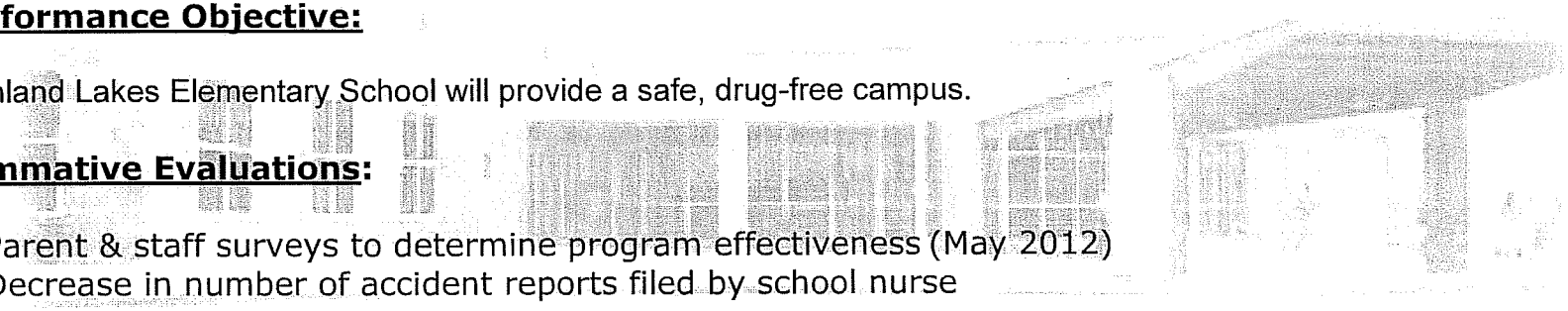
STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus ❖ Classroom visits by counselor using Character Counts curriculum	• **Counselor – campus budget (September 2011-May 2012- monthly**			
❖ Guidance groups will address the character of respect to self and others in discussion with anti-bullying	• **Counselor (September 2011-May 2012)**			
❖ Model character in action and discussions in and out of class by HLES staff	• **All HLES staff (August 2011-2012)**			
❖ Ongoing Character Ed. curriculum will be discussed in morning announcements, school wide assemblies, and teaching strategies in the academic school day.	• **Counselor, all HLES staff– campus budget (August 2011-2012)**			
Establish and recognize a culture				

of exemplary character ❖ Recognition of positive character traits exhibited by students on campus during morning announcements and bulletin boards	• **Counselor, all HLES staff– campus budget (August 2011-2012)**			
❖ Recognize and honor selected students for the Student of the Month. These students will be selected on the basis of demonstrating good citizenship and showing behavior that supports their school, fellow students, and staff.	• **Campus counselor, HLES teacher staff (September 2011-May 2012)**			
❖ The school principal will recognize students who demonstrate strength of character and award them with a Principal's Assistant Certificate awards throughout the course of the 2011-2012 school year.	• **Campus counselor, Administrators, and HLES teacher staff (September 2011-May 2012)**			
❖ HLES students will be spotlighted in local papers and the campus newsletter for good deeds and a commitment in working hard and supporting their campus.	• **Campus counselor, Administrators, and HLES teacher staff (September 2011-May 2012)**			

District & Campus Goal VII: We will provide a safe and drug-free environment.

Performance Objective:

Highland Lakes Elementary School will provide a safe, drug-free campus.



Summative Evaluations:

1. Parent & staff surveys to determine program effectiveness (May 2012)
2. Decrease in number of accident reports filed by school nurse

Formative Evaluation and Timelines:

Campus surveys; DEIC annual survey (May 2011)

STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES	√ Fall	√ Spring	√ Successful Completion
Safety ❖ Provide playground and school safety training for all students ❖ Provide parking area safety training and communication for drop off and pick up procedures. ❖ Provide Yellow Dino presentation in the dangers of strangers and other adult situations ❖ Utilize local emergency, rescue units for information on safety (i.e. fire, EMT, sheriff) **Drug Prevention** ❖ Use Red Ribbon Week to educate students about the dangers of drugs ❖ Grade Level Counseling Groups will meet in guidance to discuss the dangers and effects of tobacco, alcohol, and drugs **Crisis Intervention** ❖ Conduct one weather and one	• **Administrators and all staff (August 2011 – during the first two weeks)** • **Administrators and all staff (August 2011)** • **Counselor (September/October 2011 lasting 4 weeks)** • **Administrators, Counselor, and HLES staff (October 2011)** • **Counselor, all HLES staff – campus budget (October 2011)** • **Counselor - Counseling Groups(regular monthly basis starting September 2011)** • **All HLES staff - Fire 1 x per**			

lock-down drill each semester, along with accompanying staff training, in addition to regularly scheduled fire drills. ❖ Provide staff development to staff personnel on violence prevention techniques ❖ Apply strategies to diffuse possible violent situations toward self/others by utilizing the district Crisis Plan for violence ❖ Instruct selected staff personnel on Crisis Prevention Intervention ❖ Acknowledge and investigate all threats	**month (some announced, some not)** **Lockdown: Sept. 14' and Jan. '12** **Weather: Sept. '22 and Feb. '13** • **Counselor, all HLES staff – (Fall 2011)** • **Counselor, all HLES staff – (September 2011-May 2012)** • **Counselor, selected HLES staff (August 2011)** • **Administrators, Counselor (August 2011-May 2012)**			

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Spicewood Elementary

Performance —Profile
&
Campus Comparable Improvement Reports
2010-2011

2010-11 Academic Excellence Indicator System

District Name: MARBLE FALLS ISD

Campus Name: SPICEWOOD EL

Campus #: 027904104

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA
Commended on Writing
Commended on Mathematics
Commended on Science
Comparable Improvement: Reading & Mathematics

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Met 2011 Standard Grade 3 (English)															
Reading	2011	90%	90%	96%	85%	*	80%	84%	*	*	*	*	*	79%	*
	2010	92%	96%	98%	94%	*	*	96%	*	*	*	*	*	91%	*
Mathematics	2011	88%	91%	94%	82%	*	60%	88%	*	*	*	*	*	71%	*
	2010	87%	92%	95%	84%	*	*	84%	*	*	*	*	*	91%	*
All Tests	2011	83%	85%	92%	76%	*	60%	80%	*	*	*	*	*	64%	*
	2010	84%	91%	94%	84%	*	*	84%	*	*	*	*	*	91%	*
TAKS Met 2011 Standard Grade 4 (English)															
Reading	2011	86%	91%	93%	87%	*	*	88%	*	*	*	*	*	83%	*
	2010	86%	93%	93%	97%	*	83%	> 99%	*	*	*	*	*	92%	80%
Mathematics	2011	89%	94%	92%	> 99%	*	*	> 99%	*	*	*	*	*	> 99%	*
	2010	89%	91%	95%	> 99%	*	> 99%	> 99%	*	*	*	*	*	> 99%	> 99%
Writing	2011	91%	93%	92%	90%	*	*	92%	*	*	*	*	*	> 99%	*
	2010	92%	92%	96%	> 99%	*	> 99%	> 99%	*	*	*	*	*	> 99%	> 99%
All Tests	2011	78%	83%	83%	81%	*	*	80%	*	*	*	*	*	83%	*
	2010	78%	83%	86%	97%	*	83%	> 99%	*	*	*	*	*	92%	80%
TAKS Met 2011 Standard Grade 5 (English) First Administration Only															
Reading	2011	87%	90%	96%	93%	*	80%	96%	*	*	*	*	*	85%	*
	2010	86%	88%	96%	88%	*	*	86%	*	*	*	*	50%	91%	*
Mathematics	2011	86%	90%	93%	97%	*	80%	> 99%	*	*	*	*	*	92%	*
	2010	86%	91%	97%	97%	*	*	97%	*	*	*	*	> 99%	> 99%	*
Science	2011	86%	89%	93%	93%	*	80%	96%	*	*	*	*	*	85%	*
	2010	87%	90%	96%	82%	*	*	86%	*	*	*	*	50%	73%	*
All Tests	2011	76%	81%	87%	86%	*	60%	91%	*	*	*	*	*	69%	*
	2010	75%	78%	92%	76%	*	*	79%	*	*	*	*	33%	73%	*
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator @)															
Reading/ELA	2011	90%	89%	95%	90%	*	86%	90%	*	*	*	*	*	87%	> 99%
	2010	90%	92%	95%	96%	*	86%	98%	*	n/a	n/a	n/a	83%	94%	83%
Mathematics	2011	84%	82%	93%	93%	*	86%	96%	*	*	*	*	*	90%	86%
	2010	84%	83%	94%	94%	*	93%	94%	*	n/a	n/a	n/a	> 99%	97%	> 99%
Writing	2011	92%	93%	93%	90%	*	*	92%	*	*	*	*	*	> 99%	*
	2010	93%	93%	96%	> 99%	*	> 99%	> 99%	*	n/a	n/a	n/a	*	> 99%	> 99%
Science	2011	83%	80%	93%	93%	*	80%	96%	*	*	*	*	*	85%	*
	2010	82%	84%	96%	82%	*	*	86%	*	n/a	n/a	n/a	50%	73%	*
All Tests	2011	76%	74%	87%	83%	*	71%	85%	*	*	*	*	*	77%	86%
	2010	76%	75%	88%	86%	*	71%	88%	*	n/a	n/a	n/a	33%	86%	83%

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2011	33%	30%	47%	47%	*	14%	53%	*	*	*	*	*	31%	14%
	2010	32%	30%	43%	39%	*	7%	44%	*	*	*	*	17%	34%	< 1%
Mathematics	2011	29%	26%	42%	46%	*	36%	49%	*	*	*	*	*	41%	14%
	2010	28%	26%	41%	41%	*	21%	46%	*	*	*	*	< 1%	23%	17%
Writing	2011	31%	32%	28%	42%	*	*	40%	*	*	*	*	*	25%	*
	2010	32%	31%	35%	45%	*	50%	46%	*	*	*	*	*	38%	60%
Science	2011	30%	28%	52%	52%	*	< 1%	65%	*	*	*	*	*	23%	*
	2010	28%	30%	58%	50%	*	*	59%	*	*	*	*	17%	45%	*
All Tests	2011	16%	14%	24%	28%	*	7%	32%	*	*	*	*	*	18%	< 1%
	2010	15%	14%	24%	19%	*	7%	23%	*	*	*	*	< 1%	9%	< 1%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	92%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2010	85%	92%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	77%	83%	92%	*	*	*	*	*	*	*	*	*	*	*
	2010	75%	76%	86%	*	*	*	*	*	*	*	*	*	*	*
Science	2011	60%	52%	64%	*	*	*	*	*	*	*	*	*	*	*
	2010	58%	67%	67%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2011	66%	77%	86%	*	*	*	*	*	*	*	*	*	*	*
	2010	64%	71%	82%	*	*	*	*	*	*	*	*	*	*	*

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.3%	100.0%	100.0%	*	100.0%	100.0%	-	*	*	*	*	100.0%	100.0%
By Test Version														
TAKS (1 or more)	91.0%	90.3%	93.0%	99.0%	*	92.9%	100.0%	-	*	*	*	*	97.5%	100.0%
Not on TAKS	7.6%	8.9%	6.8%	1.0%	*	7.1%	0.0%	-	*	*	*	*	2.5%	0.0%
TAKS(Acc) Only	2.4%	2.4%	1.7%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	0.0%
TAKS-M Only	3.1%	3.0%	3.3%	1.0%	*	7.1%	0.0%	-	*	*	*	*	2.5%	0.0%
TAKS-Alt Only	0.9%	1.0%	0.7%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	0.0%
Combination	1.3%	2.5%	1.1%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	0.0%
By Acct Status														
Acct System	94.0%	94.9%	94.9%	95.9%	*	100.0%	94.8%	-	*	*	*	*	97.5%	100.0%
Non-Acct System	4.6%	4.3%	4.9%	4.1%	*	0.0%	5.2%	-	*	*	*	*	2.5%	0.0%
Mobile	4.6%	4.3%	4.9%	4.1%	*	0.0%	5.2%	-	*	*	*	*	2.5%	0.0%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	0.0%
Not Tested	1.4%	0.7%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	0.0%
Absent	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	0.0%
LEP Exempt	0.9%	0.3%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	0.0%
Other	0.4%	0.4%	0.0%	0.0%	*	0.0%	0.0%	-	*	*	*	*	0.0%	0.0%
Total Count	3,231,780	2,673	215	97	1	14	77	0	1	2	2	1	40	7
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.7%	100.0%	100.0%	*	100.0%	100.0%	-	-	*	*	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	90.7%	93.5%	97.0%	*	100.0%	96.3%	-	-	*	*	50.0%	97.2%	100.0%
Not on TAKS	7.8%	9.0%	6.3%	3.0%	*	0.0%	3.7%	-	-	*	*	50.0%	2.8%	0.0%
TAKS(Acc) Only	2.3%	2.6%	1.2%	1.0%	*	0.0%	1.2%	-	-	*	*	16.7%	0.0%	0.0%
TAKS-M Only	3.3%	3.5%	3.0%	0.0%	*	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
TAKS-Alt Only	0.8%	0.9%	0.6%	0.0%	*	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
Combination	1.3%	2.0%	1.0%	2.0%	*	0.0%	2.5%	-	-	*	*	33.3%	2.8%	0.0%
By Acct Status														
Acct System	90.0%	92.0%	90.6%	98.0%	*	100.0%	98.8%	-	-	*	*	100.0%	97.2%	100.0%
Non-Acct System	8.6%	7.6%	9.5%	2.0%	*	0.0%	1.2%	-	-	*	*	0.0%	2.8%	0.0%
Mobile	4.4%	3.3%	5.1%	2.0%	*	0.0%	1.2%	-	-	*	*	0.0%	2.8%	0.0%
Non-Acct Test	4.2%	4.4%	3.8%	0.0%	*	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
Not Tested	1.4%	0.3%	0.0%	0.0%	*	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
Absent	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.2%	0.0%	0.0%	*	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	*	0.0%	0.0%	-	-	*	*	0.0%	0.0%	0.0%
Total Count	3,175,337	2,584	224	100	1	14	81	0	0	1	2	6	36	6

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	52%	59%	*	*	*	*	*	*	*	*	*	*	*
	2010	50%	62%	65%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	42%	38%	63%	*	*	*	*	*	*	*	*	*	*	*
	2010	45%	51%	66%	88%	*	*	*	*	*	*	*	*	> 99%	*
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2011	75	62	88	*	*	*	*	*	*	*	*	*	*	*
	2010	86	108	111	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2011	64	61	84	*	*	*	*	*	*	*	*	*	*	*
	2010	70	78	96	119	*	*	*	*	*	*	*	*	130	*
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	13%	11%	5%	7%	*	20%	4%	*	*	*	*	*	15%	*
	2010	15%	13%	5%	12%	*	*	14%	*	*	*	*	50%	9%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	95%	98%	> 99%	*	> 99%	> 99%	*	*	*	*	*	> 99%	*
	2010	92%	94%	99%	97%	*	*	97%	*	*	*	*	83%	> 99%	*
TAKS Failers Promoted by Grade Placement Committee @															
	2010	86.8%	100.0%	*	*	-	-	*	-	-	-	-	*	-	-
	2009	84.7%	100.0%	*	-	-	-	-	-	n/a	n/a	n/a	-	-	-
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2011	14%	11%	7%	3%	*	20%	< 1%	*	*	*	*	*	8%	*
	2010	14%	11%	4%	3%	*	*	3%	*	*	*	*	< 1%	< 1%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2011	93%	93%	97%	> 99%	*	> 99%	> 99%	*	*	*	*	*	> 99%	*
	2010	92%	95%	99%	97%	*	*	97%	*	*	*	*	> 99%	> 99%	*
English Language Learners Progress Indicator															
2010-11		80%	82%	93%	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
2009-10		79%	83%	98%	88%	*	88%	*	*	*	*	*	*	88%	83%
Attendance Rate @															
2009-10		95.5%	95.5%	96.4%	96.2%	*	96.2%	96.2%	*	*	*	*	95.8%	95.9%	96.6%
2008-09		95.6%	95.9%	96.6%	96.5%	*	97.7%	96.4%	-	n/a	n/a	n/a	96.2%	96.3%	98.4%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

STUDENT INFORMATION

	Campus Count	Campus Percent	Campus Group	District	State
Total Students:	220	100.0%	16,809	4,058	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	0.5%	0.3%	0.3%
Pre-Kindergarten	19	8.6%	4.7%	5.1%	4.5%
Kindergarten	39	17.7%	13.2%	7.0%	7.6%
Grade 1	28	12.7%	13.3%	7.3%	7.9%
Grade 2	35	15.9%	13.8%	7.3%	7.7%
Grade 3	34	15.5%	14.8%	7.7%	7.6%
Grade 4	34	15.5%	18.2%	7.0%	7.6%
Grade 5	31	14.1%	15.4%	7.7%	7.6%
Grade 6	0	0.0%	5.9%	7.4%	7.4%
Grade 7	0	0.0%	0.1%	7.5%	7.3%
Grade 8	0	0.0%	0.1%	7.6%	7.2%
Grade 9	0	0.0%	0.0%	7.3%	7.9%
Grade 10	0	0.0%	0.0%	7.6%	7.0%
Grade 11	0	0.0%	0.0%	6.7%	6.4%
Grade 12	0	0.0%	0.0%	6.5%	5.9%
Ethnic Distribution: African American	1	0.5%	1.6%	2.3%	12.9%
Hispanic	37	16.8%	16.5%	39.3%	50.3%
White	172	78.2%	78.4%	56.1%	31.2%
American Indian	0	0.0%	0.7%	0.4%	0.5%
Asian	2	0.9%	1.0%	0.7%	3.4%
Pacific Islander	3	1.4%	0.1%	0.2%	0.1%
Two or More Races	5	2.3%	1.7%	1.0%	1.6%
Economically Disadvantaged	99	45.0%	40.8%	60.9%	59.2%
Limited English Proficient (LEP)	16	7.3%	4.9%	11.5%	16.9%
Students w/Disciplinary Placements (2009-10)	0	0.0%	0.2%	2.5%	1.9%
At-Risk	33	15.0%	28.4%	44.1%	46.3%
Mobility (2009-10)	31	16.8%	13.7%	16.0%	18.2%
Number of Students per Teacher	11.9	n/a	14.4	13.5	14.7

Retention Rates by Grade:	Non-Special Education Rates				Special Education Rates			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	0.0%	4.0%	1.6%	2.3%	0.0%	15.9%	7.1%	10.7%
Grade 1	0.0%	3.2%	2.9%	4.7%	0.0%	11.1%	0.0%	8.9%
Grade 2	0.0%	1.3%	0.4%	2.8%	0.0%	4.2%	2.6%	4.1%
Grade 3	0.0%	0.7%	1.3%	2.0%	-	2.4%	6.3%	1.8%
Grade 4	0.0%	0.7%	1.1%	1.1%	-	1.3%	0.0%	0.9%
Grade 5	0.0%	0.6%	0.8%	1.3%	0.0%	1.1%	3.6%	1.3%
Grade 6	-	0.4%	0.0%	0.7%	-	0.0%	0.0%	1.2%
Grade 7	-	0.0%	0.0%	1.0%	-	0.0%	0.0%	1.4%
Grade 8	-	0.0%	1.2%	1.2%	-	-	0.0%	2.1%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	19.5	19.0	19.8	19.0
	Grade 1	14.5	18.4	18.8	18.9
	Grade 2	17.0	18.0	19.6	18.8
	Grade 3	18.2	18.4	16.6	18.8
	Grade 4	17.0	18.5	17.8	19.0
	Grade 5	15.5	20.3	20.3	21.4
	Grade 6	-	20.1	20.7	20.7
	Mixed Grades	-	27.1	-	23.9
Secondary:	English/Language Arts	-	14.5	17.2	17.3
	Foreign Languages	-	12.0	18.0	19.0
	Mathematics	-	7.3	18.4	17.9
	Science	-	10.0	21.1	19.0
	Social Studies	-	12.0	21.3	19.6

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	27.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	24.0	88.9%	82.8%	59.4%	63.4%
Teachers	18.4	68.3%	71.8%	48.5%	50.5%
Professional Support	3.6	13.2%	7.2%	7.3%	9.0%
Campus Admin. (School Leader.)	2.0	7.4%	3.8%	2.5%	2.8%
Educational Aides:	3.0	11.1%	17.2%	11.4%	9.5%
Total Minority Staff:	2.0	7.4%	4.5%	20.7%	44.0%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	0.7%	2.0%	9.3%
Hispanic	1.0	5.4%	1.9%	10.2%	23.7%
White	17.4	94.6%	95.8%	87.1%	63.9%
American Indian	0.0	0.0%	0.5%	0.7%	0.4%
Asian	0.0	0.0%	0.3%	0.0%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.7%	0.0%	1.3%
Males	1.0	5.4%	5.2%	21.4%	23.2%
Females	17.4	94.6%	94.8%	78.6%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	4.1%	4.3%	6.0%
1-5 Years Experience	7.0	38.0%	25.9%	21.9%	30.0%
6-10 Years Experience	4.0	21.7%	21.4%	20.6%	21.1%
11-20 Years Experience	5.4	29.5%	29.2%	33.4%	25.0%
Over 20 Years Experience	2.0	10.9%	19.4%	19.9%	17.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.8 yrs.	12.3 yrs.	12.8 yrs.	11.4 yrs.
Average Years Experience of Teachers with District:	5.2 yrs.	7.5 yrs.	7.2 yrs.	7.7 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-	$39,885	$36,223	$41,272
1-5 Years Experience	$40,440	$41,496	$40,569	$44,013
6-10 Years Experience	$43,423	$42,884	$44,101	$46,604
11-20 Years Experience	$49,722	$47,606	$49,002	$50,476
Over 20 Years Experience	$55,714	$53,973	$56,381	$58,691
Average Actual Salaries (regular duties only):				
Teachers	$45,479	$45,928	$47,068	$48,638
Professional Support	$57,255	$51,545	$55,772	$57,045
Campus Administration (School Leadership)	$67,615	$65,453	$72,163	$70,819
Contracted Instructional Staff (not incl. above):	0.0	2.1	0.0	2,180.4

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	$1,647,384	100.0%	$7,920	$1,674,644	100.0%	$8,051	$94,689,262	100.0%	$5,968
Instruction (11,95)	$1,211,810	73.6%	$5,826	$1,227,729	73.3%	$5,903	$72,443,977	76.5%	$4,566
Instructional-Related Services (12,13)	$50,927	3.1%	$245	$57,011	3.4%	$274	$3,265,893	3.4%	$206
Instructional Leadership (21)	$49,011	3.0%	$236	$49,011	2.9%	$236	$1,005,838	1.1%	$63
School Leadership (23)	$170,260	10.3%	$819	$172,061	10.3%	$827	$6,875,741	7.3%	$433
Support Services-Student (31,32,33)	$162,576	9.9%	$782	$162,854	9.7%	$783	$4,318,540	4.6%	$272
Other Campus Costs (35,36,51,52,53)	$2,800	0.2%	$13	$5,978	0.4%	$29	$6,779,273	7.2%	$427
By Program:									
Total Operating Expenditures	$1,644,584	100.0%	$7,907	$1,644,584	100.0%	$7,907	$86,954,689	100.0%	$5,480
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	$728,477	0.8%	$46
Career & Technical Education (22)	$0	0.0%	$0	$0	0.0%	$0	$12,280	0.0%	$1
Accelerated Education (24,30)	$217,622	13.2%	$1,046	$217,622	13.2%	$1,046	$10,523,170	12.1%	$663
Gifted & Talented Education (21)	$92,297	5.6%	$444	$92,297	5.6%	$444	$1,062,093	1.2%	$67
Regular Education (11)	$1,123,074	68.3%	$5,399	$1,123,074	68.3%	$5,399	$62,591,248	72.0%	$3,945
Special Education (23)	$211,591	12.9%	$1,017	$211,591	12.9%	$1,017	$12,036,345	13.8%	$759
Athletics/Related Activities (91)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
High School Allotment (31)	$0	0.0%	$0	$0	0.0%	$0	$0	0.0%	$0
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$1,076	0.0%	$0

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	16	7.3%	4.7%	11.7%	16.2%
Career & Technical Education	0	0.0%	0.0%	21.8%	21.0%
Gifted & Talented Education	12	5.5%	5.2%	7.2%	7.7%
Special Education	13	5.9%	9.1%	11.4%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	1.1%	6.6%	5.5%
Career & Technical Education	0.0	0.0%	0.0%	3.9%	4.0%
Compensatory Education	2.0	10.9%	5.9%	7.6%	2.9%
Gifted & Talented Education	1.0	5.4%	0.8%	1.5%	1.9%
Regular Education	14.4	78.3%	83.4%	70.5%	73.4%
Special Education	1.0	5.4%	8.9%	7.3%	9.1%
Other	0.0	0.0%	0.0%	2.5%	3.2%

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

Campus Number		Campus Name	District Name	% White	% Econ	% Mobility	% Hispanic	% LEP	% Afr_Amer
014908041		SALADO INT	SALADO ISD	77.0	25.8	13.0	19.3	7.3	1.3
025905101		MAY EL	MAY ISD	77.2	57.4	25.9	18.5	4.3	1.9
027904104	>	SPICEWOOD EL	MARBLE FALLS ISD	78.2	45.0	16.8	16.8	7.3	0.5
061901122		BLANTON EL	DENTON ISD	77.1	10.7	8.7	14.7	5.4	3.0
061905102		BLANCHE DODD INT	KRUM ISD	78.1	34.2	7.5	17.1	4.8	2.2
067902101		CISCO EL	CISCO ISD	78.1	71.6	19.6	16.1	2.8	0.5
070908103		IRVIN EL	MIDLOTHIAN ISD	77.1	41.1	13.6	17.4	1.4	3.1
070915101		LORENE SMITH KIRKPATRICK	MAYPEARL ISD	77.1	41.5	16.9	19.2	7.1	1.0
091902102		COLLINSVILLE PRI	COLLINSVILLE ISD	78.5	47.2	21.9	17.3	8.9	1.4
097902102		ANN WHITNEY EL	HAMILTON ISD	79.7	59.9	17.2	17.9	5.8	0.3
105905101		JACOB'S WELL EL	WIMBERLEY ISD	78.2	30.6	8.2	18.9	8.8	0.2
109913101		BLUM EL	BLUM ISD	78.6	64.8	21.8	15.1	3.8	0.0
116901102		KATHRYN GRIFFIS EL	CADDO MILLS ISD	79.0	34.2	11.1	15.3	4.1	1.9
116908101		A E BUTLER INT	QUINLAN ISD	79.4	70.9	18.9	18.2	7.8	0.5
123905101		HELENA PARK EL	NEDERLAND ISD	77.3	34.1	11.9	15.0	4.8	1.5
126902108		BRANSOM EL	BURLESON ISD	79.0	32.3	14.7	13.6	6.7	3.0
126902111		IRENE CLINKSCALE EL	BURLESON ISD	77.0	32.9	19.6	14.6	1.2	3.3
126905104		NORTH JOSHUA EL	JOSHUA ISD	79.0	25.5	10.6	14.6	2.3	1.0
126905105		PLUM CREEK EL	JOSHUA ISD	78.8	56.9	21.6	17.1	8.1	0.8
129901102		NOLA KATHRYN WILSON EL	CRANDALL ISD	77.6	34.3	13.2	16.6	8.2	1.5
129905104		SOUTHSIDE EL	MABANK ISD	79.1	72.4	20.8	16.1	6.1	1.8
130901105		CIBOLO CREEK EL	BOERNE ISD	78.1	17.9	7.7	18.1	1.1	0.6
146903101		DEVERS EL	DEVERS ISD	77.0	46.8	7.2	19.8	11.1	1.6
150901101		LLANO EL	LLANO ISD	79.3	51.1	14.6	16.6	3.6	0.7
161912101		FOSTER EL	RIESEL ISD	79.2	49.5	13.5	17.6	2.5	1.1
170906107		NICHOLS SAWMILL ELEMENTA	MAGNOLIA ISD	79.2	32.4	13.3	16.0	2.1	1.6
170907104		PINEY WOODS EL	SPLENDORA ISD	77.4	55.1	19.0	20.3	5.1	1.4
182904101		SANTO EL	SANTO ISD	78.6	52.5	13.8	19.1	6.6	0.4
184902109		GOSHEN CREEK EL	SPRINGTOWN ISD	78.5	58.1	17.8 **	17.5	7.9	0.6
184907102		CODER EL	ALEDO ISD	79.6	23.4	10.2	16.1	6.7	0.7
188902101		ROLLING HILLS EL	RIVER ROAD ISD	78.7	68.2	15.0	15.9	1.4	2.1
191901104		SUNDOWN LANE EL	CANYON ISD	76.6	55.9	16.7	18.6	1.0	2.0
199901108		DOROTHY SMITH PULLEN EL	ROCKWALL ISD	79.2	16.9	6.8	12.9	3.8	3.3
209901101		NANCY SMITH EL	ALBANY ISD	77.5	48.2	14.3	15.9	2.9	2.5
227913103		BEE CAVE ELEMENTARY	LAKE TRAVIS ISD	78.3	11.8	8.9	13.3	1.8	0.3
234905101		MARTINS MILL EL	MARTINS MILL ISD	78.2	60.1	15.1	17.3	8.9	3.3
234906104		VAN MIDDLE	VAN ISD	79.1	49.2	12.2	15.2	4.0	3.4
246904109		JO ANN FORD EL	GEORGETOWN ISD	79.5	15.7	6.3	16.0	3.1	1.7
246914101		COUPLAND EL	COUPLAND ISD	78.2	30.6	6.7	20.2	3.2	0.0
249902110		BOYD INT	BOYD ISD	76.9	60.2	22.2	18.5	6.0	0.5
250907103		WINNSBORO EL	WINNSBORO ISD	79.8	58.0	15.6	15.6	9.8	1.8
		Group Average		78.4	40.8	13.7	16.5	4.9	1.6

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

** This campus has a missing mobility rate, so its district's mobility rate was used instead.
Note that the group average (shown at the bottom of the column) does not include this substituted value.

Target Campus Name: SPICEWOOD EL
Target Campus #: 027904104
District Name: MARBLE FALLS ISD
Campus Type: Elementary School

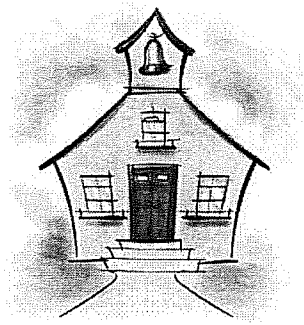
Texas Education Agency
2010-11 Comparable Improvement:
Gold Performance Acknowledgment: Reading and Mathematics

	Reading						Mathematics					
Campus Name	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quar-tile
SALADO INT	263	695	726	57	31	Q3	264	666	690	40	24	Q4
MAY EL	67	652	667	85	15	Q4	66	647	647	28	0	Q4
> SPICEWOOD EL	57	650	703	58	53	Q1	57	649	722	180	73	Q1
BLANTON EL	147	702	737	113	36	Q2	148	678	718	63	39	Q3
BLANCHE DODD INT	234	653	699	103	46	Q1	240	627	674	82	48	Q2
CISCO EL	96	660	697	130	37	Q2	95	644	667	75	23	Q4
IRVIN EL	77	687	714	119	27	Q3	78	656	697	121	42	Q3
LORENE SMITH KIRKPAT	130	663	693	82	29	Q3	128	610	668	99	58	Q2
COLLINSVILLE PRI	40	652	671	94	18	Q4	40	608	650	81	41	Q3
ANN WHITNEY EL	97	669	714	48	45	Q1	100	627	691	63	63	Q2
JACOB'S WELL EL	239	676	722	97	46	Q1	240	630	697	116	67	Q1
BLUM EL	43	646	697	100	51	Q1	42	622	654	71	31	Q3
KATHRYN GRIFFIS EL	102	684	722	164	39	Q2	101	674	705	91	31	Q3
A E BUTLER INT	301	624	667	77	43	Q2	304	626	662	84	37	Q3
HELENA PARK EL	91	637	669	132	33	Q3	92	609	676	75	67	Q1
BRANSOM EL	128	665	708	114	43	Q2	128	634	698	119	63	Q2
IRENE CLINKSCALE EL	124	649	694	92	45	Q1	126	614	697	108	82	Q1
NORTH JOSHUA EL	249	718	748	52	29	Q3	250	687	743	88	57	Q2
PLUM CREEK EL	164	665	712	86	47	Q1	166	632	696	103	64	Q2
NOLA KATHRYN WILSON	218	699	724	36	25	Q4	217	681	716	84	35	Q3
SOUTHSIDE EL	66	658	661	141	3	Q4	66	642	693	153	52	Q2
CIBOLO CREEK EL	262	727	766	140	39	Q2	262	721	765	155	44	Q3
DEVERS EL	25	682	727	-	45	Q1	25	659	743	-	85	Q1
LLANO EL	122	639	697	100	58	Q1	124	636	689	83	53	Q2
FOSTER EL	103	641	689	82	48	Q1	103	618	687	90	69	Q1
NICHOLS SAWMILL ELEM	209	676	712	146	36	Q2	210	645	702	72	57	Q2
PINEY WOODS EL	228	660	687	60	27	Q3	230	636	666	50	30	Q4
SANTO EL	54	617	642	57	25	Q4	54	590	618	40	28	Q4
GOSHEN CREEK EL	77	597	625	88	27	Q3	78	545	617	83	72	Q1
CODER EL	106	682	711	64	29	Q3	105	657	694	2	37	Q3
ROLLING HILLS EL	77	620	645	80	25	Q4	75	576	666	129	90	Q1
SUNDOWN LANE EL	42	648	682	-1	34	Q3	41	649	699	120	50	Q2
DOROTHY SMITH PULLEN	257	708	743	80	35	Q2	258	700	723	86	23	Q4
NANCY SMITH EL	100	703	725	99	22	Q4	101	703	732	129	29	Q4
BEE CAVE ELEMENTARY	177	695	721	161	25	Q4	179	678	724	180	46	Q3
MARTINS MILL EL	97	675	735	117	61	Q1	97	651	720	117	69	Q1
VAN MIDDLE	464	677	699	62	21	Q4	464	661	690	70	30	Q4
JO ANN FORD EL	175	703	748	133	45	Q1	176	685	759	134	74	Q1
COUPLAND EL	61	711	753	81	42	Q2	60	686	714	45	28	Q4
BOYD INT	173	656	687	65	32	Q3	170	617	653	79	37	Q3
WINNSBORO EL	90	680	698	-17	19	Q4	90	611	703	62	91	Q1
Group Average	141	674	709	84	35	--	141	650	697	83	46	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

Spicewood Elementary School

Campus Improvement Plan



2011 – 2012

"Where Excellence is Expected"

District Mission Statement

The mission of Marble Falls Independent School District is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

District and Campus Goals

Goal 1: We will build strong, vital relationships within our diverse communities.

Goal 2: We will embrace innovative applications of technology with primary focus on student immersion.

Goal 3: We will cultivate opportunities for student participation that extend beyond the classroom.

Goal 4: We will ensure all students receive exceptional instruction through inspired learning experiences.

Goal 5: We will promote personal wellness and healthy choices.

Goal 6: We will exemplify strength of character.

Goal 7: We will provide a safe and drug-free environment.

Marble Falls Independent School District Board of Trustees

Rick Edwards	President
Kevin Naumann	Vice President
Craig Mabray	Secretary
Tommy Chaney	Trustee
Dr. Kelly Fox	Trustee
Mike Savage	Trustee
Karl Westerman	Trustee

Campus Educational Improvement Committee

Leslie Baty	Principal, Chair
Valerie Wleczyk	PK-K Representative
Donna Counts	1st Grade Representative
Michelle Jacoby	2nd-3rd Grade Representative
Brad Houser	4th-5th Grade Representative
Kathryn Lane	Specials Area Representative
Patti Cryer	District Representative
Jane Gannaway	Community Representative
Dr. Gary Sengbusch	Business Representative
Kara Stewart	Parent Representative

Comprehensive Needs Assessment

- Target grade level and content area instruction to raise the level of rigor required to prepare students for STAAR exams (multi-step processing, higher level thinking/reasoning, academic vocabulary, subject specific reading comprehension, process skill and instructional gaps)
- Increased emphasis on Character Education
- Ongoing professional development opportunities for teachers
    - Technology integration
    - RtI
    - "Best practices" for instruction
    - Behavior
- Upgrade computers
- Better overall communication for parents, staff and students
- Continue to improve partnership with community
- Build a strong volunteer program
- Build staff morale
- Increase opportunities to recognize staff/students
- Safe, orderly learning environment
    - Emphasize campus wide discipline procedures
    - Consistently enforce all campus rules
    - Appropriately address all discipline referrals in a timely manner
    - Monthly facility walk-throughs

Spicewood Elementary Accountability Data
2010-2011

	Reading	Writing	Math	Science
All Students	90	90	93	93
White	90	92	96	96
Hispanic	86	*	86	80
African American	*	*	*	*
Economically Disadvantaged	87	99	90	85
Special Education	*	*	*	*

* no data due to low numbers

Campus Goal I: We will build strong, vital relationships within our diverse communities.

Performance Objective: SWE will actively involve parents and community in the education of our students.

Formative Assessments: Parent Newsletters; student planners; PTO meeting attendance; parent attendance at special events on campus; community participation in special events on campus; file of media communications

Summative Assessments: Sign in sheets, Volunteer List, District and Campus Survey Results

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Communicate consistently with parents.			
	• Call parents to welcome the students back to school	Classroom Teachers	Phone Numbers	Week before school starts
	• School wide and class newsletters and notices sent home and posted on teachers' web pages	Principal, Teachers	Campus Funds	Ongoing
	• Keep web pages current	All SWE Staff	Planning Time	Ongoing
	• Provide information on special programs at monthly PTO meetings	PTO, Principal	Agendas, flyers	Monthly
	• Increase usage of student planners	All SWE Staff	Planners	Ongoing
	• Call homes of absent students to communicate concern and procedures for returning to school	Classroom Teachers	Phone Numbers	Daily
	• Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.)	Principal	District Funds	As needed
	• Provide real-time parent access to student grades and attendance records through Skyward Family Access	Classroom Teachers	District Funds	Daily
	• Provide monthly issues of Home-School Connection Parent Newsletter	Office Staff	Title Funds *	Monthly
	• Hold parent conferences at the end of 1st nine weeks	Classroom Teachers, Specialists	Planning Time	October 2011
	Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses.			
	• Meet the Teacher Night with information table in the foyer for Transportation, Nurse, Cafeteria, PTO, Volunteer Opportunities	Principal, All SWE Staff, PTO	Meeting Time	August 2011
	• Open House to extend opportunities for parents to meet teachers and learn expectations for the year	Principal, All SWE Staff, PTO	Meeting Time	September 2011
	Develop and maintain a volunteer program.			
	• Recruit and build campus PTO Board and general membership	Principal, All SWE Staff, PTO	Title Funds* PTO	Ongoing
	• Increase parent and community members to serve as volunteers	Office Staff, PTO	Time to make contacts	Ongoing

	Spotlight campus activities to inform and encourage participation and/or sponsorship. • Invite local media to Spicewood Elementary events and/or submit photos and stories as they occur.	Office Staff	Time to make contacts	Ongoing
	Connect and enlist community resources available to parents and students. • Enlist organizations to help implement a Community Night (Family Board Game Night, Chili Cook-off) – Community Library, Spicewood Arts Society, Spicewood Lions Club, etc. • Utilize local partnerships to provide needs and resources for the students and staff (Spicewood Lions Club, Community Library, Spicewood Arts Society, School Supply Drive, Payless Gift Cards)	Office Staff, PTO Office Staff, PTO	Time to make contacts and planning Time to make contacts	Spring 2012 Ongoing
	Increase opportunities to recognize staff and celebrate campus accomplishments. • Celebrate staff news at the beginning of faculty meetings • Place messages of appreciation and encouragement in staff mailboxes. • Announcements at Morning Meeting • Provide special treats in lounge • Sunshine Committee to organize staff luncheons to celebrate birthdays, spread cheer at special times, etc.	Principal Principal Principal Office Staff Sunshine Committee	Meeting Time Campus Funds Meeting Time Campus Funds Campus Funds	Ongoing Ongoing Ongoing Ongoing Ongoing

* Pending Title I status approval

District & Campus Goal II: We will embrace innovative applications of technology with primary focus on student immersion.

Performance Objective: A minimum of 50% of student instruction will utilize or integrate technology.

Formative Assessment: Lesson plans; class observations; student projects; Technology Fair participation; SWE Technology Committee reviews; sign up sheet for computer lab flex times

Summative Assessment: STAR report; SWE Technology Committee review; final computer lab usage report; report of student software usage; District and Campus Surveys

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Provide specialized training based on campus and individual needs with the expectation that all staff will be technologically proficient.		Title Funds *	
	• Increase Technology Proficiencies in Productivity Tools such as Word, Excel, PowerPoint, Outlook, Troubleshooting Tools, and Technology Integration	Technology Dept, Technology Cohort Teachers	District Funds	Ongoing
	• Provide continuing staff development (examples - DMAC, Project Share, PD360, Atomic Learning, components of Office, programs as needed, etc.)	Technology Dept, Technology Cohort Teachers	District Funds	Ongoing
	• Send teacher representatives to the Texas Computer Education Conference in Austin	Principal	Campus Funds	February 2012
	Ensure effective and consistent use of instructional technology.			
	• Integrate technology in core curriculum areas	Principal, Teachers	Campus Funds	Daily
	• Monitor lab usage	Principal	Lab Usage Report	Monthly
	• Increase use of technology tools	Principal, Teachers	Campus Funds	Daily
	• Increase use of distance learning opportunities	Principal, Teachers	Campus Funds	Ongoing
	• Utilize computer-based interventions such as Successmaker, Lexia, Education City, etc.	Teachers	Campus/District Funds	Daily
	Participate in a student-directed technology showcase.	Principal, Teachers, Students	Time for projects	December 2011
	Purchase Technology Tools to meet current needs.		Title Funds *	
	• Document cameras for 3rd – 5th	Principal	Campus Funds	September 2011
	• Upgrade computer stations older than five years to include effective processing speed	Principal	Campus Funds, PTO	Fall 2011

District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objective: SWE will provide opportunities for students to learn outside of the classroom.

Summative Assessments: Sign in sheets from PTO meetings; Information Flyers; Parent Newsletters; Media Communications related to Student Involvement, UIL Participants, Field Trip Plans, Sign in Sheets from Club Meetings, District and Campus Surveys; file of media communications that relate to student involvement

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Encourage participation in extracurricular activities such as hockey, choir, journalism, Safety Patrol, Student Council, UIL and Destination Imagination with an increased emphasis on academic activities.	All SWE Staff, Specific club sponsors	Campus Funds, donations, information flyers	Ongoing
	Showcase clubs and organizations to create interest and opportunities.	Club sponsors	PTO meetings, announcements, hallway presentations	Ongoing
	Provide field trip experiences.	Principal, Teachers	Campus Funds, PTO	Trip will coincide with grade level TEKS it supports

District & Campus Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objective: All students will be successful learners in the curriculum as demonstrated by performance in the classroom and on state and local assessments.

Formative Assessments: Teacher observations/walk throughs, grade reports, CScope assessments, benchmarks, STAR reports, TPRI, DRA, TEMI, running records, classroom data

Summative Assessments: AEIS report including all STAAR and TELPAS, End of Year assessment results, STAR reports, Classroom data, PDAS Evaluations, District and Campus Survey Results

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Teachers will engage in purposeful professional development to meet identified needs of the diverse student groups such as gifted students, LEP students, At-Risk, Special Education students, etc. • Train staff to implement reading, math and behavior RtI including interventions, modifications and monitoring. • Provide opportunities for staff to increase their knowledge and skills in "best practices" - balanced literacy, hands on learning, multi sensory instruction, instructional centers, use of math manipulatives, lab based science, technology integration, .	All SWE Staff, District C & I, Special Education Staff	District Funds, Campus Funds, Title Funds *, Staff Development Time	Ongoing
	Teachers will use instructional strategies to differentiate in order to meet the needs of their diverse populations. • Utilize CSCOPE to ensure TEKS coverage and grade level, campus and district alignment. • Reading and math specialists will provide inclusion and/or pull out support for identified students. Oversee programs such as Lexia and Successmaker. • Utilize strategies for students participating in our GT program. Classroom Teachers, Challenge Lab Teachers and Content Specialists will provide enrichment activities for all students and Challenge Lab Teachers will provide enrichment for identified GT students. • Utilize strategies for students who are at-risk such as RtI, reading/math specialist support, content mastery, content academies, and computer assisted interventions. • Utilize strategies for students in Special Education such as identification, inclusion, resource, and computer assisted interventions.	All SWE Staff, District C & I, Special Education Staff	District Funds, Campus Funds	Ongoing

	• Utilize strategies for students identified as dyslexic through the Wilson program. • Identify and provide services to children that qualify for an ESL program.			
	Regularly monitor student progress in reading and math to determine the level of tiered instruction needed. RtI plans will be developed for students based on needs. • Use of universal screeners including STAR Reading, STAR Math, STAR Early Literacy and TEMI • Use of progress monitoring tools through STAR programs, running records, Education City, Successmaker and Lexia.	All SWE Staff	District Funds, Campus Funds	Ongoing
	Analyze formal and informal assessment data to help guide instruction and remediation.	All SWE Staff	Assessment Data, Time to Analyze	Ongoing
	Use grade level team meetings to address student concerns and curriculum/assessment issues as well as ongoing professional development.	All SWE Staff, District C & I, Special Education Staff	District Funds, Campus Funds, Time for Meetings	Ongoing
	Opportunities for peer observations and collaboration with other staff members via classroom visits.	All SWE Staff, Other Elementary Campuses	Time for Observations	Ongoing
	Honor students who achieve excellence. • Recognize students who achieve "A" and "A-B" honor roll in the office, scroll announcements in the cafeteria, through Morning Meeting and submit names to local media. • Recognize students who achieve "perfect attendance" in the office, scroll announcements in the cafeteria, through Morning Meeting and submit to local media and display in the office.	Office Staff	Campus Funds, Lists of Honor Students and Achievements	Ongoing

* Pending Title I status approval

District & Campus Goal V: We will promote personal wellness and healthy choices.

Performance Objective: SWE will continue to emphasize healthy choices for students and staff.

Formative Assessments: Parent Newsletters, Information Flyers, Cafeteria Report

Summative Assessments: Sign in sheets; list of participating students in health programs; District and Campus Surveys

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Provide health information, support programs, and in-services for students, parents and staff.			
	• Health section on Parent Newsletter	Principal, Nurse	Campus Funds	Monthly
	• Notify families of opportunities such as free dentist visits, Care-a-Van locations	Principal, Nurse	Flyers, Website	Ongoing
	• Notify staff/parents of local events – 5K's, etc.	Principal, Nurse	Flyers, Website	Ongoing
	Encourage and ensure healthy snack alternatives for students.			
	• Research option of frozen yogurt instead of ice cream	Principal, Food Service	Healthy Snacks	Ongoing
	Promote health through exercise programs and activities.			
	• Family Fitness Night	All SWE Staff, PTO	PTO Meeting	April
	• Yoga for Teachers	All SWE Staff	Yoga Mats	Weekly
	• Increase participation in After School Fitness Group for Teachers	All SWE Staff	Time to Attend	Weekly

District & Campus Goal VI: We will exemplify strength of character.

Performance Objective: SWE will increase opportunities for staff and students to recognize good character traits in students and staff.

Formative Assessments: Student planners; Shining Star Student Wall; Morning Meeting recognitions

Summative Assessments: District and campus survey results

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus.			
	• Classroom visits by the counselor using Character Counts curriculum	Counselor	Character Counts Curriculum	Monthly
	• Guidance groups with the counselor	Counselor	Character Curriculum	As Needed
	• Model and discuss character in action	All SWE Staff	Character Curriculum	Ongoing
	Establish and recognize a culture of exemplary character.			
	• Recognition of positive character traits at Morning Meeting and Bulletin Boards.	Counselor, All SWE Staff	Campus Funds	Ongoing
	• Character Counts pillars posted in every classroom and other areas of campus.	All SWE Staff	Campus Funds	Ongoing
	• Wear color of Character Focus for a particular month.	All SWE Staff and Students	Clothing	Monthly

District & Campus Goal VII: We will provide a safe and drug-free environment.

Performance Objective: SWE will provide a safe, orderly and drug-free learning environment.

Formative Assessments: Front office sign in/sign out documentation, PEIMS discipline reports, discipline referrals, walk-through observations, student planners and other documentation of parent contact

Summative Assessments: PEIMS Reports, District and Campus Survey Results and V-Soft Reports

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Review the Campus Crisis Management Plan for effectiveness and modify if necessary.	All SWE Staff	Crisis Mgmt Plan	Annually
	Red Ribbon Month activities will feature and celebrate making safe and healthy choices.	Counselor, All SWE Staff	Campus Funds	October 2011
	Update reception area personnel in student/parent sign-in and sign-out procedures (including checking for legal documents). • Use V-Soft Procedures	Office Staff	District/Campus Funds	Ongoing
	Utilize additional walkie-talkies to expand communication on campus.	All SWE Staff	Campus Funds	Ongoing
	Increased emphasis on campus wide discipline procedures.	All SWE Staff	Posters, Instructional Time	Ongoing
	Discipline plan and procedures will be reviewed during team meetings to determine effective/ineffective practices.	Principal, Teachers	Discipline Plan, Planning Time	Discipline Reports
	Analyze discipline data to determine effective/ineffective practices.	Principal	Discipline Data	Monthly
	Consistently enforce all campus rules.	All SWE Staff	Visual Aids Team Mtg Review	Ongoing
	Continue implementation of crisis, bullying and violence prevention strategies	All SWE Staff	District Funds, Campus Funds, Title Funds *	Ongoing

	Provide staff development opportunities in strategies when working with "hard to manage" children.	Principal, LSSP	Staff Development Time	As Needed
	Conduct facility walk-throughs to identify areas for repair and/or improvements.	Principal, District Maintenance Director	Work Orders	Monthly
	Conduct monthly fire drills and evaluate effectiveness	Principal	School Map, Fire Drill Procedures	Monthly
	Conduct Lock Down drills once a semester and evaluate effectiveness	Principal	Lock Down Procedures	September 2011, January 2012
	Conduct Disaster drills once a semester and evaluate effectiveness	Principal	Disaster Procedures	September 2011, February 2012

* Pending Title I status approval

Fund Totals
2011-2012

Source	Amount	Description
Title I * (Pending approval)	$6,000.00	Instructional Support
Title II (District)	$128, 301	Professional Development
Title III	$1,691.00	Education for LEP Students

III. Texas Higher Education Coordinating Board (THECB)

Report of 2008-2009 High School Graduates Enrollment and Academic Performance in Texas Public Higher Education in FY 2010

Note: The 2009-2010 High School Graduates Enrollment and Academic Performance in Texas Public Higher Education in FY 2011 has not been released at the time of printing the MFISD 2010-2011 District Report Card (01/23/2011). When the report is completed by THECB, an announcement will be sent to the school district contacts and will also be posted on the following website: http://www.thecb.state.tx.us/Reports.

Report of 2008-2009 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2010

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2008- 2009 high school graduates who attended public four-year and two-year higher education in FY 2010. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2009, spring 2010, and summer 2010 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2010, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2010 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink.cfm. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Texas High School Graduates from FY2009
Enrolled in Texas Public or Independent Higher Education in FY 2010

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	MARBLE FALLS ISD								
	027904002	FALLS CAREER H S							
		Four-Year Public University	0						
		Two-Year Public Colleges	9	4	0	0	2	2	1
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	25						
		Total High School Graduates	34						
	027904001	MARBLE FALLS HIGH SCHOOL							
		Four-Year Public University	56	14	16	6	11	6	3
		Two-Year Public Colleges	67	22	9	8	9	13	6
		Independent Colleges & Universities	12						
		Not Trackable	3						
		Not Found	78						
		Total High School Graduates	216						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Glossary

for the

Academic Excellence Indicator System

2010-11 Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2011 state accountability system. Districts and campuses are evaluated on performance on the TAKS, commended performance, completion rate, annual dropout rate, and English Language Learners (ELL) progress. Possible ratings are:

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

The above ratings apply to districts (including charter operators) and schools rated under the standard accountability procedures.

Additionally, alternative education accountability (AEA) ratings are issued to campuses and charters registered to be evaluated under AEA procedures. Possible AEA ratings are:

- *AEA: Academically Acceptable;*
- *AEA: Academically Unacceptable;* and
- *AEA: Not Rated – Other.*
- *AEA: Not Rated – Data Integrity Issues.*

For a more detailed explanation of the accountability system, see the *2011 Accountability Manual* available at

http://ritter.tea.state.tx.us/perfreport/account/2011/manual/

Accountability Subset: This refers to the group of non-mobile students whose performance on the TAKS, Commended Performance and the ELL Progress indicator (this includes the TELPAS reading assessment) is used in determining a school's and district's accountability rating. Specifically, the subsets have been calculated as follows:

Campus-level accountability subset: If a student was reported in membership at one campus on October 29, 2010, but moves to another campus before the test, that student's performance was removed from the accountability results for both campuses, whether the campuses were in the same district or different districts. Campuses were held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

District-level accountability subset: If a student was in one district on October 29, 2010, but then moved to another district before the test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from

campus to campus within the district, his or her performance was included in that district's results, even though it did not count for either campus. This means that district performance results do not match the sum of the campus performance results.

TAKS Participation, included in the AEIS report, shows what percent of a district's or school's test takers are mobile and are not included in the *Accountability Subset*. For additional information and examples of how the accountability subset is determined, see Chapter 2 of the *2011 Accountability Manual*. Also see *Mobile, TAKS Participation,* and *Appendix E*.

Adopted Tax Rate (calendar year 2010) *(District Profile only)*: This is the locally adopted tax rate set for the 2010 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 2011. 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 2011)*

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

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

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

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

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2009-10}}{\text{number of students in grades 9-12 who completed at least one course in 2009-10}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* for advanced course/dual enrollment completion. For a more detailed explanation of *Gold Performance Acknowledgment,* see Chapter 5 of the *2011 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 (2008-09). For a list of advanced courses, see *Appendix C*. *(Source: PEIMS, June 2010, June 2009)*

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

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

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2009-10). For more information on fund codes, see *Appendix B. (Source: PEIMS, March 2011)*

Annual Dropout Rate: Three annual dropout rate indicators are shown:

(1) *Annual Dropout Rate (Gr 7-8).* This includes only grades 7 and 8. This rate is used in determining a campus accountability rating under standard procedures (for campuses that have one or both of those grades) or the district's rating. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2009-10 school year}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2009-10 school year}}$$

(2) *Annual Dropout Rate (Gr 7-12).* This includes grades 7 through 12. This rate is used in determining a campus or charter operator accountability rating under AEA procedures (for campuses or charters that have one or more of those grades). It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 through 12 during the 2009-10 school year}}{\text{number of grade 7-12 students who were in attendance at any time during the 2009-10 school year}}$$

(3) *Annual Dropout Rate (Gr 9-12).* This includes grades 9 through 12. This measure shows the dropout rates for the high school grades. It is a report-only measure and is not used in determining accountability ratings. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2009-10 school year}}{\text{number of grade 9-12 students who were in attendance at any time during the 2009-10 school year}}$$

All three annual rates appear on district, region, and state-level AEIS reports. Reports for secondary campuses evaluated under standard procedures show the grade 7-8 and grade 9-12 rates. Reports for secondary campuses evaluated under AEA procedures show the grade 7-8 and grade 7-12 rates.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay. For a more complete description of dropout rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10* reports, available at

http://www.tea.state.tx.us/index4.aspx?id=4080

See also *Dropout* and *Leaver Record. (Source: PEIMS, Oct. 2009, Oct. 2010 and June 2010)*

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

Three values are calculated for this indicator:

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

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

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

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

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

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

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

Schools and districts may qualify for *Gold Performance Acknowledgment* for participation and performance on AP/IB results (measures (1) and (2) above). For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2011 Accountability Manual*. See also *Criterion Score. (Sources: The College Board, Aug. 2010, Jan. 2010; The International Baccalaureate Organization, Aug. 2010, Aug. 2009; and PEIMS, Oct. 2010, Oct. 2009)*

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

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

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

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

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

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

(Sources: PEIMS, Oct. 2010; Texas Education Code, 81st Texas Legislature)

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

$$\frac{\text{total number of days students were present in 2009-10}}{\text{total number of days students were in membership in 2009-10}}$$

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 *2011 Accountability Manual*. Attendance rates are shown for 2009-10 and 2008-09. *(Source: PEIMS, June 2010, June 2009)*

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. 2010)*

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

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

A half-time employee with a reported actual salary of $30,000 has a full-time equivalent salary of $60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. *(Source: PEIMS, Oct. 2010)*

Average Teacher Salary by Years of Experience *(regular duties only)*: Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplements. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. *(Source: PEIMS, Oct. 2010)*

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. 2010)*

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

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

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

The indicators shown are: The TAKS 2011 accountability base indicator; the SSI indicators (measures 1 and 2 only), the Progress of Prior Year Failers (percent passing only) and the Progress of English Language Learners. Four columns shown in *Section III* are repeated from *Section I:* State, Region, District, and Total LEP.

Section III is included in district, region, and state AEIS reports. The information is not calculated or reported at the campus level. Two years of data are shown.

For more information on *Section III*, see the sample in *Appendix I*. See also *TAKS, Student Success Initiative, Progress of Prior Year TAKS Failers*, and *English Language Learners Progress Indicator*. For definitions of the BE/ESL instructional model types, see the *PEIMS Data Standards*.

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

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

- the percent of African American students enrolled for 2010-11;
- the percent of Hispanic students enrolled for 2010-11;
- the percent of White students enrolled for 2010-11;

- the percent of economically disadvantaged students enrolled for 2010-11;
- the percent of limited English proficient (LEP) students enrolled for 2010-11; and
- the percent of mobile students as determined from 2009-10 cumulative attendance.

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

Step 1: 100 secondary campuses having percentages closest to 40.5% African American are identified;

Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 35.6% economically disadvantaged;

Step 3: 10 of the remaining 90 schools that are most distant from 32.5% White students are eliminated;

Step 4: 10 of the remaining 80 schools that are most distant from 21.7% mobile students are eliminated;

Step 5: 10 of the remaining 70 schools that are most distant from 20.9% Hispanic students are eliminated;

Step 6: 10 of the remaining 60 schools that are most distant from 11.2% limited English proficient students are eliminated; and

Step 7: 10 of the remaining 50 schools that are most distant from 20.9% Hispanic students and/or 32.5% White students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

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

- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation.
- Schools rated under the Alternative Education Accountability (AEA) procedures do not have a campus group.
- Schools shown as *Not Rated: Other* do not have a campus group.
- Districts are not grouped.

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

See *Comparable Improvement* and *Vertical Scale Growth*.

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. But beginning with the 2010-11 PEIMS data collection, districts now report actual class sizes through the PEIMS 090 (Staff Responsibility) record. Each 090 record is now unique by campus ID, staff ID, service ID, and class ID number.

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

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

The following rules apply to the average class sizes:

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

6) only class settings coded as "regular class" are included in the calculation;

7) missing partial FTE counts are not included;

8) elementary classes where the number of students exceeds 100 are not included.

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

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

The indicators include:

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

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

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

Three values are calculated for this indicator:

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

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for ELA}}{\text{number of graduates (class of 2010) with ELA results to evaluate}}$$

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

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for mathematics}}{\text{number of graduates (class of 2010) with mathematics results to evaluate}}$$

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

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criteria on } \textit{both} \text{ ELA \& mathematics}}{\text{number of graduates (class of 2010) with results in both subjects to evaluate}}$$

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

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

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

Schools and districts may qualify for *Gold Performance Acknowledgment* for performance on the College-Ready Graduates indicator (measure 3 above). For a more detailed explanation of *Gold Performance Acknowledgment,* see Chapter 5 of the *2011 Accountability Manual. (Sources: TEA Student Assessment Division, The College Board, Aug. 2010, Aug. 2011, ACT, Inc. Oct. 2010, Oct. 2009; and PEIMS, Oct. 2010, Oct. 2009)*

Commended Performance: See *TAKS Commended Performance.*

Community Services (2009-10) *(District Profile only)*: Expenditures for activities or purposes other than regular public education. These are activities relating to the whole community, such as the operation of a school library, swimming pool, and playgrounds for the public (objects 6100-6400, function 61). Community Services expenditures are shown as a stand-alone amount and are not included in total operating expenditures.

Note this item is reported as *actual* expenditures, not *budgeted.* Accordingly, the information is from the prior year (2009-10). See also *Appendix B. (Source: PEIMS, March 2011)*

Comparable Improvement *(Campus-level only)*: Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS mathematics and reading 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. Since last year (2009-10) a vertical scale for reading and mathematics in grades 3-8 has been used to determine CI. Because vertical scales are not available for tests in the high school grades, CI can only be calculated on schools with grades 4, 5, 6, 7, and/or 8.

CI is calculated separately for reading and mathematics, based on individual student vertical scale growth (VSG) values. VSG is defined as a student's vertical scale score in Year 2 minus the student's vertical scale score in Year 1. An average VSG value for each campus is determined by summing the student-level VSG values to the campus level and dividing by the number of students. The campus average VSG value is rounded to a whole number. The average VSG values for the 40 member group are rank ordered. Schools in

the first quartile (*i.e.* top 10 schools of the 40 in their campus group), receive *Gold Performance Acknowledgment* for CI. Comparable Improvement reports are available at:

http://ritter.tea.state.tx.us/perfreport/ci/2011/index.html

Schools that receive a *Not Rated: Other* accountability rating and schools rated under the Alternative Education Accountability (AEA) procedures do not have a campus group and are not eligible for Comparable Improvement.

Although high schools do not have Comparable Improvement reports, they do have a Comparison Group. See Chapter 5 of the *2011 Accountability Manual* for an explanation of *Gold Performance Acknowledgments*. For an explanation of the Vertical Scale Growth, see *Appendix E* of the *2011 Accountability Manual*. See also *Campus Group, Vertical Scale Growth,* and *Appendix D*.

Completion Rate: This indicator shows the status of a group (cohort) of students after four years in high school (*4-Year Completion Rate*) or after five years in high school (*5-Year Extended Completion Rate*).

For the *4-Year Completion Rate,* the cohort consists of students who first attended ninth grade in 2006-07. They are followed through their expected graduation with the class of 2010.

For the *5-Year Extended Completion Rate,* the cohort consists of students who first attended ninth grade in 2005-06. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2009.

Cohorts:

- A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.
- A student who *transfers out of the cohort* is one who, for example, moves to another public high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked, and students who leave for these reasons are not included in completion rate calculations.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2006-07 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2006-07, but takes 5 years to graduate (*i.e.,* in May 2011) is still part of the class of 2010 cohort; they are not switched to the class of 2011 cohort. This student would be considered a continuing student, and counted as part of the *Continued HS* number for the class of 2010. This is true as well for the 5-year extended completion cohorts.

Other important information:

- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.

- Beginning with the 2011 accountability cycle, the methodology for calculating completion rates has been expanded. The expanded methodology creates completion rates for campuses with grade 9 and either grade 11 or 12 in both year 1 (2006-07) and year 5 (2010-11); or, campuses with grade 12 in both year 1 and year 5. High schools that do not meet these requirements are not evaluated on this indicator in 2011.

There are four student outcomes used in computing each longitudinal rate:

4-Year Completion Rate

(1) *Graduated.* Based on the 2006-07 cohort, this shows the percent who received their high school diploma on time or earlier — by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2010}}{\text{number of students in the 2006-07 cohort*}}$$

(2) *Received GED.* Based on the 2006-07 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2010}}{\text{number of students in the 2006-07 cohort*}}$$

(3) *Continued High School.* Based on the 2006-07 cohort, this shows the percentage still enrolled as students in the fall of the 2010-11 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2010-11 school year}}{\text{number of students in the 2006-07 cohort*}}$$

(4) *Dropped Out (4-yr).* Based on the 2006-07 cohort, this shows the percentage who dropped out and did not return by the fall of the 2010-11 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2010-11 school year}}{\text{number of students in the 2006-07 cohort*}}$$

5-Year Extended Completion Rate

(1) *Graduated.* Based on the 2005-06 cohort, this shows the percent who received their high school diploma by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2010}}{\text{number of students in the 2005-06 cohort*}}$$

(2) *Received GED.* Based on the 2005-06 cohort, this shows the percentage who received a GED certificate by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2010}}{\text{number of students in the 2005-06 cohort*}}$$

(3) *Continued High School.* Based on the 2005-06 cohort, this shows the percentage still enrolled as students in the fall of the 2010-11 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2010-11 school year}}{\text{number of students in the 2005-06 cohort*}}$$

(4) *Dropped Out (5-yr).* Based on the 2005-06 cohort, this shows the percentage who dropped out and did not return by the fall of the 2010-11 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2010-11 school year}}{\text{number of students in the 2005-06 cohort*}}$$

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, or 87.

The four outcomes for each rate sum to 100% (some totals may not equal exactly 100% due to rounding).

In addition to the detailed breakdown of the 4-year and 5-year longitudinal rates, the 2010-11 AEIS reports show the two completion rates that are used as accountability indicators, Completion Rate I and Completion Rate II. On the campus reports only the completion rate that is evaluated for state accountability ratings is shown. For campuses rated under AEA procedures, Completion Rate II is shown; for campuses rated under standard procedures, Completion Rate I is shown.

(1) *Completion Rate II (Graduates, Continuers, and GED).* This 4-year rate sums together the percent of students in the 2006-07 cohort who received their high school diplomas by August 31, 2010, those who received GEDs by August 31, 2010, and those who were still enrolled as high school students for the 2010-11 school year. This rate is used for determining the alternative education accountability ratings.

(2) *Completion Rate I (Graduates and Continuers).* This 4-year rate sums together the percent of students in the 2006-07 cohort who received their high school diplomas by August 31, 2010 and those who were still enrolled as high school students for the 2010-11 school year. This rate is used for determining the standard accountability ratings.

Completion rates for districts serving Texas Youth Commission or Texas Juvenile Probation Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the district of service through *campus of accountability* procedures.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10. (Sources: PEIMS, Oct. 2010, June 2010, Oct. 2009, June 2009, Oct. 2008, June 2008, Oct. 2007, June 2007, Oct. 2006, June 2006, Oct. 2005, June 2005, June 2004, June 2003, June 2002, June 2001, and General Educational Development Information File)*

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

SAT (critical reading and mathematics combined). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. For College-Ready Graduates criterion scores, see College-Ready Graduates.

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

Data Quality *(District Profile only)*: The AEIS reports show the percent of errors a district made in two key data submissions: 1) the 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 4-year dropout rate and the high school completion rate. The AEIS reports show the PID error rate in PEIMS Student Data, collected in Submission 1 *(October 2010)*.

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2010)}}{\text{number of student records in PEIMS submission 1 (fall 2010)}}$$

(2) *Percent of Underreported Students*. Underreported students are 7th-12th graders who were enrolled at any time the prior year and who were not accounted for through district records or TEA processing in the current year. A district is required to submit a leaver record for any student served in grades 7-12 the previous year, unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window (for 2010-11 the end of the school-start window was September 24, 2010). For students who attended in 2009-10, there were 14 possible leaver reasons, including: graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2009-10 school year}}$$

Under the accountability rating system, there are rating consequences for districts that exceed certain thresholds for this measure. For 2011, in order to receive a rating of

Exemplary or *Recognized,* a district's percent and number of underreported students could not exceed 3.0% or 150, respectively.

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

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

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students through the submission of leaver reasons. The leaver record provides 14 possible reasons for leaving school in 2009-10, including one which indicates the student is a dropout (reason code 98). For more information, see *Annual Dropout Rate. (Source: PEIMS, Oct. 2010)*

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. 2010, Oct. 2009; 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. 2010)*

English Language Learners Progress Indicator: The ELL Progress Indicator evaluates the progress of English language learners in becoming proficient readers of English, based on their performance on either the TAKS reading test or the reading component of Texas English Language Proficiency Assessment System (TELPAS). This is a new indicator in the accountability system.

It is calculated as follows:

$$\frac{\text{All current or monitored LEP students in grades 3-11 who met the TAKS reading/ELA standard or met the criteria on the TELPAS reading component}}{\text{All current or monitored LEP students in grades 3-11 who took the TAKS reading/ELA test or the TELPAS reading component}}$$

Other information:

- *Grades tested.* Although the TELPAS is administered to students in grades K-12, only those tested in grades 3 through 11 are included in the calculation
- *Tests included.* Results from the English-version reading TAKS (including TAKS (Accommodated) and TAKS-M) and the TELPAS are included in the calculation.

TAKS-Alt results are not included, even if the TAKS-Alt students also take the reading component of TELPAS.

- *Years in U.S. Schools*. Only students in at least their second year in U.S. schools are included.

See *Appendix H* for more information on the methodology for this indicator, including specifics about the TELPAS criteria used, the accountability subset rules, and other details. Also see the *ELL Frequently Asked Question* document at:

http://ritter.tea.state.tx.us/perfreport/ell_faq.html

For information regarding the appropriate testing of LEP students, refer to the *District and Campus Coordinator Manual,* available at

http://www.tea.state.tx.us/student.assessment/manuals/dccm/

(Source: TEA Student Assessment Division)

Enrollment: See *Total Students*.

Equity Transfers (2009-10) *(District Profile only)*: The amount "excluded from revenues" is the expenditures reported by districts for reducing their property wealth to the required equalized wealth level (function 91). The amount "excluded from expenditures" is the expenditures reported by districts for the cost of reducing their property wealth to the required equalized wealth level (function 91).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. *(Source: PEIMS, March 2011)*

Ethnic Distribution: For the 2010-11 AEIS reports, the new federal definitions for the collection of ethnicity and race are used. Students and staff are now reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. In the *Profile* section, both counts and percentages of the total number of students and staff in each of these categories are shown.

For some performance measures—TAKS (Accountability Indicator), Attendance, Annual Dropout Rate, Advanced Course/Dual Enrollment, RHSP/DAP Graduates, AP/IB, ACT/SAT, and College-Ready Graduates—the groups of Asian, Pacific Islander, and Two or More Races have no data available for the prior school year since the former definitions were in use that year. Missing information is noted as "n/a" for *Not Available*. The Completion Rate and TAKS Exit-level measures show "n/a" for both current and prior years for these groups because these measures use the former definitions for both years.

(Source: PEIMS, Oct. 2010, Oct. 2009; 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 2009-10 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 (2010-11) 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. 2011)*

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

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. *(Source: PEIMS, March 2011)*

Gold Performance Acknowledgment: The *Gold Performance Acknowledgment* (GPA) system acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings. Charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) procedures are also eligible to earn GPAs. Acknowledgment is awarded for high performance on:

- Advanced Course/Dual Enrollment Completion
- AP/IB Examination Results
- Attendance Rate
- College-Ready Graduates
- 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 *(campus only)**

- Comparable Improvement: Mathematics *(campus only)**
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- TSI – Higher Education Readiness Component: English Language Arts
- TSI – Higher Education Readiness Component: Mathematics

* Comparable Improvement GPA is not applicable for campuses evaluated under AEA procedures.

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

Any GPAs earned by a district or campus are listed on the cover page of the AEIS reports, following the Accountability Rating. Refer to Chapters 5 and 13 in the *2011 Accountability Manual* for detailed information on the standards for *Gold Performance Acknowledgment*.

See also *Advanced Course/Dual Enrollment Completion, AP/IB Results, Attendance Rate, College-Ready Graduates, Comparable Improvement, RHSP/DAP Graduates, SAT/ACT Results, Texas Success Initiative*, and *TAKS*.

Graduates (Class of 2010): Shown in the *Profile* section, this is the total number of graduates (including summer graduates) for the 2009-10 school year, as reported by districts in the fall of 2010. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Special education graduates are students who graduated with a special education graduation type code or who received special education services their entire senior year (as determined by attendance data). Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2010 could be coded with one of the following graduation types:

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

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

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

See also *College-Ready Graduates, Completion Rate,* and *RHSP/DAP Graduates. (Source: PEIMS, Oct. 2010)*

Instructional Expenditure Ratio (2009-10) *(District Profile only)*: This measure, required by TEC 44.0071, indicates the percentage of the district's total actual expenditures for the 2009-10 fiscal year that were used to fund direct instructional activities. The instructional expenditure ratio is a district-level only measure, and is calculated as follows:

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

Contact the School Financial Audits Division at (512) 463-9095 for further details on this measure. See *Appendix B* for function and expenditure code labels. *(Source: PEIMS, March 2011)*

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 2010-11 school year. The instructional staff percent is a district-level-only measure, and is calculated as follows:

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

Contact the School Financial Audits Division at (512) 463-9095 for further details about this measure. *(Source: PEIMS, Oct. 2010)*

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

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

See *Data Quality. (Source: PEIMS, Oct. 2010; Secondary School Completion and Dropouts in Texas Public Schools, 2009-10, Texas Education Agency)*

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

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

Section III of the district, region, and state reports shows the performance of LEP students in greater detail. See *Bilingual Education/English as a Second Language Report* and *Appendix I*. See also *Campus Group* and *TAKS Participation. (Source: PEIMS, Oct. 2010)*

Met Standard: See *TAKS Met 2011 Standard.*

Mobile: This measure, which is part of the *TAKS Participation* section of the AEIS, indicates the percent of student test results not included in the accountability system because the students move to a different school or district between the fall and spring.

Note that this measure is different from *Mobility,* which is defined below. See also *Accountability Subset.*

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

$$\frac{\text{number of mobile students in 2009-10}}{\text{number of students who were in membership at any time during the 2009-10 school year}}$$

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 2010)*

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. 2010)*

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. See Chapter 6 in the *2011 Accountability Manual.*

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

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

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

These results are shown at http://ritter.tea.state.tx.us/perfreport/aeis/2011/state.html. Scroll down to *Performance of Mobile Students* (past the TAKS indicators) and click on the link.

The report shows performance by subject summed across all grades tested. For purposes of comparison, *Performance of Mobile Students* is shown for 2011 and 2010. Both years use the new definitions for race and ethnicity.

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

Professional Staff: This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is shown as a percentage of the total staff FTE. See also *Appendix A. (Source: PEIMS, Oct. 2010)*

Progress of Prior Year TAKS Failers: 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 (Sum of Grades 4 – 11).* Of the students who failed the TAKS, including TAKS (Accommodated) and TAKS-Modified, in the prior year, this measure shows the percent that passed the corresponding assessment in the current year.

For 2011, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2010 but passed in 2011}}{\text{number of matched students who failed in 2010}}$$

(2) *Average Vertical Scale Growth (VSG) (Sum of Grades 4 – 8).* For students who failed the TAKS in the prior year, this measure shows their average growth (or change) between the prior year and current year, based on the average *Vertical Scale Growth.*

For 2011, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{sum of individual student VSG values for students who failed in 2010}}{\text{total number of students with VSG values who failed in 2010}}$$

For 2011, students included in these measures are those who:

- took the spring 2011 TAKS reading/ELA and/or mathematics tests in grades 4-11. Progress is not calculated for grade 3 test takers since that is their first TAKS test;
- are part of the 2011 Accountability Subset;
- can be matched to the spring 2010 TAKS administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2010 TAKS administration of reading/ELA and/or mathematics.

Reports for both these measures *by grade* are available for each district and campus on the internet, within the AEIS report that appears on the Division of Performance Reporting's website. To view these reports, access the HTML version of a campus or district report from the AEIS site (http://ritter.tea.state.tx.us/perfreport/aeis/2011/). The link below *Progress of Prior Year TAKS Failers* produces a separate report that provides the progress of prior year failers by grade. This indicator is also available in *Section III* of the reports. See also *Vertical Scale Growth* in this *Glossary*. For a more complete explanation of the *Vertical Scale Growth,* see *Appendix E* in the *2011 Accountability Manual. (Source: TEA Student Assessment Division)*

Note: During the reprocessing of 2010 TAKS data—which was done to conform to test versions and ethnicities for 2011—an error was noted in the 2010 Progress of Prior Year TAKS Failer analyses that were reported on the 2009-10 AEIS reports. This was specifically related to the inappropriate use of vertical scale adjustments due to changes in the vertical scale between 2009 and 2010. With the release of the 2010-11 AEIS, all 2010 Progress of Prior Year TAKS Failer datasets have been recreated, including the median data and the download datasets associated with this indicator. Further, the 2009-10 AEIS reports which were published in December 2010 have been updated to reflect the changed data for this indicator.

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

Retention Rates by Grade: The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in the fall of 2010-11 in the same grade as their grade in the last reported six-week period of the prior year (2009-10). It is calculated as follows:

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

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

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2009-10,* available from TEA. *(Source: PEIMS, Oct. 2010, June 2010)*

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

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

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

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their RHSP/DAP rate. For a more detailed explanation of *Gold Performance Acknowledgment,* see the *2011 Accountability Manual.* See also *Graduates. (Source: PEIMS, Oct. 2010, Oct. 2009)*

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

Three values are calculated for this indicator:

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

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

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

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

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

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

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

and

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

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

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 *2011 Accountability Manual.* See also *Criterion Score. (Sources: The College Board, Aug. 2010, Jan. 2010; ACT, Inc. (ACT) Oct. 2010, Oct. 2009; and PEIMS, Oct. 2010, Oct. 2009)*

School Type: For purposes of creating the Campus Groups, schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled at the school (*i.e.* in membership): *elementary, middle* (including junior high school), *secondary,* and both *elementary/secondary* (K-12). Generally speaking, elementary schools are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12. Schools with grade spans that do not exactly match these are grouped with the school type most similar to their grade span. For exact details on the low and high grade combinations included with each type see the "2011 School Types Chart" at:

http://ritter.tea.state.tx.us/perfreport/account/2011/schtype_chart.html

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

Special Education: This refers to the population served by programs for students with disabilities. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2010-11 school year, a student in special education may have been administered the TAKS, TAKS (Accommodated), TAKS-Modified, or TAKS-Alternate. Results from all these assessments are included in the TAKS performance shown on the AEIS reports. Campus and district-level performance results of the TAKS-Modified and TAKS-Alternate assessments are also shown separately on the AEIS reports.

Other indicators that include the performance of students in special education are: advanced course/dual enrollment completion, attendance rate, annual dropout rates, college-ready graduates, completion rates, RHSP/DAP, TAKS exit-level cumulative pass rate, and the Texas Success Initiative. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates are shown separately for special education and non-special education students. See *TAKS Special Education Assessments* and *TAKS Participation. (Source: PEIMS, Oct. 2010, Oct. 2009, and TEA Student Assessment Division)*

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

Staff Exclusions: These are counts of individuals who serve public school students, but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* work in schools located in districts other than their employing district, or their assigned organization (in PEIMS) shows a code of 751, indicating that

they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Source: PEIMS, Oct. 2010)*

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 2010. 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 2010. At the state level, the per pupil amount is created by dividing by the total number of students in districts with property value. Some districts do not have property value; their students are not included.
- *Value by Category*. This shows aggregates of individual property tax categories expressed as a percent of the Comptroller's property value *before* the exemptions are applied. Thus, the sum of the category values will exceed the value used for per pupil calculations. Note that the values shown are final for tax year 2010.
  - 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 2011)

Student Enrollment by Program: Students are identified as served in programs and/or courses for Special Education, Career and Technical Education, Bilingual/ESL Education, or Gifted and Talented Education. The percentages do not sum to 100, as a student may be enrolled in more than one of these programs. *(Source: PEIMS, Oct. 2010)*

Student Success Initiative (SSI): For the 2010-11 school year, students in 5th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 6th grade, and students in 8th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 9th grade. Students were given three opportunities to pass each required test. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC). The committee members needed to agree that the student was likely to perform on grade level after receiving accelerated instruction. The AEIS report shows four measures for each SSI grade and subject:

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

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

The number of eligible students is calculated from the test answer documents and includes all students who were tested, students who should have been tested but were absent, and students who were not tested for other reasons. Students who were absent during the first administration or were not tested for other reasons are included in the counts of students requiring accelerated instruction.

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

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

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

(3) *TAKS Failers Promoted by Grade Placement Committee (GPC).* This shows the percent of students who failed all attempts to pass, but were promoted to the next grade by their GPC:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who failed all administrations}}$$

(4) *TAKS Met Standard (Failed in Previous Year).* This presents two calculations for students who failed in 2010.

For those who were promoted, the first measure shows the percentage that passed the TAKS in 2011. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 TAKS reading in 2011}}{\text{number of students who were promoted by their GPC and took grade 6 TAKS reading}}$$

For those who were retained, the second measure shows the percentage that passed the TAKS in 2011. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 TAKS reading in 2011}}{\text{number of students retained and took grade 5 TAKS reading in 2011}}$$

The values include results from both the English and Spanish versions of the TAKS for grade 5. All measures also include results for the TAKS-M and TAKS-Alt assessments.

Note that the highest grade served in many elementary schools is grade 5. In these cases, only the performance of 5th graders who were retained will be reported. The performance of the students promoted to 6th grade will appear in the middle school report.

Some schools and districts may not have any prior year failers. In these cases, no information is printed for this measure.

This indicator is also shown in *Section III* of the reports. For more information, see TEA's Student Assessment Division SSI site at

http://ritter.tea.state.tx.us/student.assessment/resources/ssi/index.html

(Source: TEA Student Assessment Division)

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. *(Source: PEIMS, Oct. 2010)*

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 2009-10 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:

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

For 2010-11, 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 2010)*

TAKS (Texas Assessment of Knowledge and Skills): The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. The TAKS is designed to measure to what extent a student has

learned, understood, and is able to apply the concepts and skills expected at each tested grade level.

The grades and subjects shown on the AEIS reports are:

- Grade 3 – reading and mathematics
- Grade 4 – reading, mathematics, and writing
- Grade 5 – reading (first administration only), mathematics (first administration only), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading (first administration only), mathematics (first administration only), science, and social studies
- Grade 9 – reading and mathematics
- Grade 10 – English language arts, mathematics, science, and social studies
- Grade 11 – English language arts, mathematics, science, and social studies. These assessments are known as the exit-level tests; students are required to pass them in order to qualify for graduation from high school.

Each TAKS test is linked directly to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. For more information on TEKS, see the *Texas Essential Knowledge and Skills* website at

http://www.tea.state.tx.us/index2.aspx?id=6148

Note also:

Spanish TAKS. All TAKS tests in grades 3 through 5 are available in either English or Spanish. The AEIS reports show performance on these separately by grade, but combined when performance is summed across grades.

Students with Disabilities. Students with disabilities may take the TAKS (Accommodated), TAKS-Modified (TAKS-M), or the TAKS-Alternate (TAKS-Alt) tests; or they may take the regular TAKS. For 2011, the performance on all tests is included in all TAKS measures shown on the AEIS reports, for both 2011 and 2010.

Race and Ethnicity. The definitions used in determining race and ethnic categories were modified in the 2009-10 school year. That year, for the 2010 TAKS administration, race and ethnic information was collected using both the new and the former definitions. The AEIS reports for that year showed all TAKS results using only the former definition. Beginning with the 2011 TAKS administration, only the new definition was available. For the 2010-11 AEIS reports, all TAKS indicators use the new definition for both current year (2011) and prior year (2010). One exception, the accountability indicator, is noted below.

For 2010-11, the AEIS report shows the percent passing TAKS in several ways:

- *TAKS Met 2011 Standard, By Grade*. The first indicator shown on the report is percent passing TAKS by grade for each subject area and for all tests taken. Please note the following:
  - *Student Success Initiative*. Only performance from the first administration of grade 5 and 8 reading and mathematics is shown by grade. Results that include the second administration can be found on the AEIS reports under *Student Success Initiative: TAKS Cumulative Met Standard*.
  - *TAKS (Accommodated), TAKS–M, TAKS–Alt*. Performance on all TAKS tests is included for all subjects and grades.
  - *Race and Ethnicity*. Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).
  - *Test Administrations Included*. The results shown are for the first administration in the spring for grades 3-10. Students in grade 11 usually take the exit-level test for the first time in the spring semester of their junior year. However, under certain circumstances they may take the test for the first time in the previous October. The performance of these early testers is included in the results shown on the AEIS if they took and passed all four tests.
  - *All Tests Taken*. As described above, the number of tests given varies by grade. This means that the number of tests included in "All Tests Taken" varies by grade.
- *Sum of All Grades Tested*. Several indicators are shown which sum TAKS results (by subject) across grades.
  - *TAKS Met 2011 Standard (Sum of All Grades Tested)*. This is the accountability indicator used for rating campuses and districts evaluated under standard procedures. Note:
    - Performance for 2011 is disaggregated according to the new definitions for race and ethnicity, but for prior year (2010), it is disaggregated according to the former definitions. For this reason, "N/A" is shown for those racial categories that did not exist within the former definitions.
    - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics;
    - Performance includes the TAKS (Accommodated), TAKS–M, and TAKS–Alt assessments for all grades and subjects; and
    - Performance includes all TAKS Spanish versions;

    This indicator is also shown in *Section III* of the reports.
  - *TAKS Commended Performance (Sum of All Grades Tested)*. This measure shows the percent of those students who met the higher "Commended" standard for each subject. See *TAKS Commended* for more information. Note:
    - Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).
    - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics;
    - Performance includes the TAKS (Accommodated), TAKS–M, and TAKS–Alt assessments for all grades and subjects; and
    - Performance includes all TAKS Spanish versions;
  - *TAKS-M Met 2011 Standard (Sum of All Grades Tested)*. This measure shows the percent of those students who met the TAKS passing standard on the TAKS-

Modified assessment. Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).

- *TAKS-Alt Met 2011 Standard (Sum of All Grades Tested).* This measure shows the percent of those students who met the TAKS passing standard on the TAKS-Alternate assessment. Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).

Other important information:

- *Sum of all grades tested.* This refers to the grades tested at the particular school. For example, the percent passing reading in an elementary school with a grade span of K-5 is calculated as follows:

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

- *Rounding of Met Standard Percent.* TAKS performance on the AEIS is rounded to whole numbers. For example, 59.877% is rounded to 60%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.

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

http://ritter.tea.state.tx.us/perfreport/aeis/2011/masking.html

- *Accountability Subset.* Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the AEIS reports. This is referred to as the "October subset" or the *Accountability Subset.* For the district, a student who moved into the district after October 29, 2010 would not have his performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 29, 2010 would not have his performance included at that school, though it would be included at the district level. See *Accountability Subset* for more information.

- *All Tests Taken.* Although *All Tests Taken* is not a measure evaluated for accountability ratings purposes, it is shown on the AEIS report, both "by grade" and "summed across grades." This value shows the percent of students who passed every test they took. For example, a group of 100 students tested in reading and mathematics at the 3rd grade might have the following results: 90 students passed reading and 80 students passed mathematics. However, only 75 of those students passed BOTH reading and mathematics. For this reason, while the percent passing reading would be 90%, and the percent passing mathematics would be 80%, the percent passing *All Tests Taken* would be only 75%, not an average of 80% and 90%. *All Tests Taken* is always equal to or less than the percent of students who passed any of the individual subject areas. The

more tests taken and considered for this measure, the more likely the *All Tests Taken* value will be lower than any of the individual subject areas.

See also *Appendix F* and *TAKS Participation. (Source: TEA Student Assessment Division)*

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

TAKS-Alternate (TAKS-Alt): This assessment is based on alternate academic standards and is designed for students with significant cognitive disabilities. Performance on TAKS-Alt is shown separately in *TAKS-Alt Met 2011 Standard,* summed across grades and subjects. Unless otherwise noted, for other TAKS measures shown on the AEIS, performance on the TAKS-Alt tests is included. Note that prior year performance (2010) for all relevant TAKS measures has been recomputed to include TAKS-Alt performance. *(Source: TEA Student Assessment Division)*

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

For 2011, Commended Performance in reading and mathematics is evaluated as a new base indicator in the state accountability rating system. For a more detailed explanation of how this indicator is used in determining accountability ratings, see Chapter 2 of the *2011 Accountability Manual.*

Schools and districts may also qualify for *Gold Performance Acknowledgment* based on their Commended Performance on reading/ELA, writing, mathematics, social studies, and science. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2011 Accountability Manual.*

TAKS Exit-level Cumulative Pass Rate *(District Performance only)*: The TAKS cumulative pass rate shows the percent of students who first took the TAKS exit-level test in spring 2010, and eventually passed all TAKS tests taken (in the same district) by spring 2011. (Students who failed the first time had four additional opportunities to retake test(s) before their graduation date.) This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAKS, which is a requirement for graduation from Texas public schools. Performance on the TAKS (Accommodated) is included; performance on the TAKS-M and TAKS-Alt test is not included.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2011:

- Any student who took the TAKS or TAKS (Accommodated) for the first time in spring 2010.
- All special education students who took any TAKS or TAKS (Accommodated) test.

- All above students, whether or not they were in the *Accountability Subset* in spring 2010.

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 2010 are not included, even if they took the TAKS and graduated with the class of 2011.
- Performance for 2011 and 2010 is disaggregated according to the former definitions for race and ethnicity. For this reason, "N/A" is shown for those racial categories that did not exist within the former definitions.

(Source: TEA Student Assessment Division)

TAKS Met 2011 Standard: This refers to the current TAKS scale score students must achieve in order to pass the test. For grades and subjects on the horizontal scale, a scale score of 2100 or higher is passing. For grades and subjects on the vertical scale, the scale scores required to pass vary. For the actual number of test questions (raw score) required to pass each assessment, see *Appendix F*. The student passing standard is set by the State Board of Education.

TAKS-Modified (TAKS-M): This alternate assessment is based on modified academic achievement standards and is designed for students served by special education who meet certain participation requirements. TAKS-M results are available on the 2010-11 AEIS reports by subject, summed across grades in *TAKS-M Met 2011 Standard*. The percent meeting the standard is calculated as:

$$\frac{\text{number of students who passed TAKS-M [}\textit{subject}\text{] test in grades 3-11}}{\text{number of students who took the TAKS-M [}\textit{subject}\text{] test in grades 3-11}}$$

Unless otherwise noted, for other TAKS measures shown on the AEIS, performance on the TAKS-M tests is included. Note that prior year performance (2010) for all relevant TAKS measures has been recomputed to include TAKS-M performance. *(Source: TEA Student Assessment Division)*

TAKS Participation: This indicator presents the percent of students tested and not tested on each state assessment, as well as the percent of students included and excluded in determining accountability ratings. For 2011, results from the TAKS, TAKS (Accommodated), TAKS-M and TAKS-Alt tests were used in determining accountability ratings.

Test results were excluded from the accountability system if a student was not enrolled in the same district or campus by the last Friday in the previous October (shown as *Mobile*).

Other students are not tested. Reasons for not testing are as follows:

- *Absent*. Students may have been absent during every test administration.
- *LEP Exempt*. Students may have received a LEP (Limited English Proficient) exemption for every test and taken only the Texas English Language Proficiency Assessment System (TELPAS) test.
- *Other*. Tests may not be scored due to illness during testing or other test administration irregularities.

The percentages of students participating and not participating in testing are based as much as possible on the *total number of students enrolled* at the time of testing. Districts are required to submit a TAKS answer document for every student enrolled in grades 3 through 11. The methodology used to create *TAKS Participation* eliminates, as much as possible, duplicate counts of students resulting from multiple answer documents. *Appendix E* provides a description for each component of *TAKS Participation. (Source: TEA Student Assessment Division)*

TAKS Progress *(AEA Campus and AEA Charter Operator Performance only)*: This measure is used in determining accountability ratings under alternative education accountability (AEA) procedures. TAKS Progress is based on *tests* taken. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). Students who take multiple TAKS exit-level retests are included only when the passing standard is met. This indicator sums performance results across grades 3 through 12 and across all subjects. It is calculated as follows:

$$\frac{\text{number of TAKS tests that meet the standard } \textit{and} \text{ number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken } \textit{and} \text{ number of TAKS exit-level retests that meet the standard}}$$

This measure is only shown on the AEIS reports for campuses and charter operators evaluated under the AEA procedures in 2011. Prior year results are provided regardless of whether the campus or charter operator was evaluated under AEA procedures in the prior year.

- *AEA Campus*. On reports for registered alternative education campuses, the value shown for the *Campus Group* column is a dash (–); the value for the *District* column is an asterisk (*) unless the campus is run by an AEA charter operator. The *State* column shows aggregates of the AEA campuses only.
- *AEA Charter Operator*. On reports for AEA charter operators, the value shown for the *State* and *Region* columns show aggregates of the AEA campuses only.

For more information on this measure, see Chapter 10 in the *2011 Accountability Manual*.

TAKS Special Education Assessments: For students receiving special education services, the ARD committee determines which TAKS assessment is appropriate for each student based on his/her individual needs. TAKS, the general assessment option that includes

TAKS (Accommodated) for students receiving special education services, is administered to the majority of students in Texas. For students who cannot be appropriately assessed with TAKS and/or TAKS (Accommodated), the TAKS–M and TAKS–Alt are the alternate assessments available to those who meet specific participation requirements.

See *TAKS (Accommodated)*, *TAKS-Alt*, and *TAKS-M*. For more information on these assessments, see the Student Assessment Division website, at

http://www.tea.state.tx.us/index3.aspx?id=3534

Teachers by Ethnicity and Sex: These are counts of teacher FTEs by the major ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTEs. Beginning this year, the ethnic groups are based on the new federal definitions of race and ethnicity which allow for separation of the Asian and Pacific Islander races and for the new grouping of Two or More Races. *(Source: PEIMS, Oct. 2010)*

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. 2010)*

Teachers by Program *(population served)*: Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technical education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. *(Source: PEIMS, Oct. 2010)*

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. 2010)*

Texas Growth Index (TGI): The Texas Growth Index was not used in determining the 2011 Accountability ratings, and is not included in any measure on the 2010-11 AEIS reports.

Texas Projection Measure (TPM): The Texas Projection Measure was not used in determining the 2011 Accountability ratings, and is not included in any measure in the 2010-11 AEIS reports.

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

The AEIS reports show the percent of students who were exempted from taking a test for the Texas Success Initiative because they had a high enough score on their exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and English language arts with a written composition score of

3 or higher on the writing component. This indicator shows the percent of students who achieved this level of proficiency by subject (English language arts and mathematics) for 2011 and 2010. Note also:

- This indicator is subject to accountability subset rules.
- Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).
- TAKS-M and TAKS-Alt performance is not included. THECB's standard of college readiness on the exit-level TAKS does not apply to these alternate assessments because students are not required to pass the TAKS-M or TAKS-Alt in order to graduate.

Schools and districts evaluated for GPA under standard accountability procedures may qualify for *Gold Performance Acknowledgment* for performance on TSI. For a more detailed explanation of *Gold Performance Acknowledgment,* see Chapter 5 of the *2011 Accountability Manual. (Source: Division of Student Assessment)*

Total Expenditures by Object (2009-10) *(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 2009-10 students in membership. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total. Object codes appear in parentheses.

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

Note this item is reported as *actual* expenditures, not *budgeted.* Accordingly, the information is from the prior year (2009-10). See also *Appendix B. (Source: PEIMS, March 2011)*

Total Operating Expenditures by Function (2009-10): 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 2009-10 students in membership. Per student operating expenditures are shown for total operating expenditures and for various groupings of operating categories.

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

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

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

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B. (Source: PEIMS, March 2011)*

Total Operating Expenditures by Program (2009-10): 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 2009-10 students in membership. Per student operating expenditures are shown for total operating expenditures by program for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student; it is a per-student average of the total. Program codes appear in parentheses. The sum of operating expenditures by program area is less than total operating expenditures by function because a significant portion of expenditures have no program area designated and are reported as "99" meaning "undistributed." These are not included in any of the program categories shown or in the total operating expenditure amount by program. Also, functions included differ between the two breakdowns (by program versus by function).

- *Regular Education* – This is the cost to provide the basic services for education/instruction to students not served in special education (11).
- *Gifted & Talented Education* – This is the cost to assess students for program placement and provide instructional services beyond the basic educational program, designed to meet the needs of students in gifted and talented programs (21).
- *Career & Technical Education* – This is the cost to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or homemaking. This may include apprenticeship and job training activities (22).
- *Special Education* – This is the cost incurred to evaluate, place and provide educational and/or other services to students with disabilities who have Individual Educational Plans (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students' abilities and/or learning needs (23).
- *Accelerated Education* – This is the cost of providing additional instructional services for students deemed at risk of dropping out of school (24, 30).
- *Bilingual/ESL Education* – This is the cost of evaluating, placing and providing educational and/or other services to English language learners, with the goal of making them proficient in the English language, in primary language literacy, and in composition and academic language related to required courses (25).
- *Other* – This is the cost of providing services to students who are separated from the regular classroom and sent to either a nondisciplinary or a disciplinary alternative education program (26, 28, 29).
- *High School Allotment* – This accounts for the $275 per high school student allotment that assists districts in:
  - preparing underachieving students to enter institutions of higher education;
  - encouraging students to pursue advanced academic opportunities;

- providing opportunities for students to take academically rigorous courses;
- aligning secondary and postsecondary curriculum and expectations;
- supporting other promising high school completion and success initiatives in grades 6-12 approved by the commissioner of education (31).

- *Athletics/Related Activities* – This is the cost of providing competitive athletic activities, including coaching costs as well as costs for sponsors of drill team, cheerleaders, pep squad, and other organized activities that support athletics, excluding band (91).

Note this item is reported as *actual* operating expenditures by program, not *budgeted.* Accordingly, the information is from the prior year (2009-10). See *Appendix B* for details. *(Source: PEIMS, March 2011)*

Total Revenues by Source (2009-10) *(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 2009-10 school year. Per-student revenues are shown for total revenues by source for various groupings of revenue categories. Note that the number shown is not the amount actually received for each and every student, but rather a per-student average of the total.

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

- *Local Tax* – This is district income from local real and personal property taxes (objects 5710-5719, less function 91 expenditures).

- *Other Local and Intermediate* – This includes revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, revenues from intermediate sources (county), and all other local sources (objects 5720-5769).

- *State* – This includes per capita and foundation program entitlements, revenue from other state-funded programs, revenue from other state agencies, and Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district (object 5800 series). Note that state revenue also includes the State Fiscal Stabilization Fund (SFSF). The SFSF amount is the revenue received by the Foundation School Program that was distributed according to the Federal American Recovery and Reinvestment Act of 2009. The SFSF amount received by the district is shown in a footnote at the end of the district report. A similar footnote is also shown on the region and state reports (federal revenue-fund 266 used with object code 5929).

- *Federal* – This includes revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as career and technical education, programs for educationally disadvantaged children *(Education Consolidation and Improvement Act, and Elementary and Secondary Education Act),* food service programs, and other federal programs (object 5900 series).

Note this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. *(Source: PEIMS, March 2011)*

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). Beginning this year, staff race and ethnicities are based on the new federal definitions. The minority staff FTE count is expressed as a percent of the total staff FTE. *(Source: PEIMS, Oct. 2010)*

Total Students: This is the total number of public school students who were reported in membership on October 29, 2010, 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. 2010)*

TSI: See *Texas Success Initiative*.

Turnover Rate for Teachers *(District Profile only)*: This percent shows the total FTE count of teachers from the fall of 2009-10 who were subsequently not employed in the district in the fall of 2010-11, divided by the total teacher FTE count for the fall of 2009-10. Social security numbers for teachers employed in the district in the fall of 2009-10 were checked to verify their employment status in the same district in the fall of 2010-11. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. *(Source: PEIMS, Oct. 2010, Oct. 2009)*

Value by Category: See *Standardized Local Tax Base* (comptroller valuation).

Vertical Scale Growth (VSG): This measure shows growth on TAKS reading and mathematics for grades 3-8. It is used in determining Comparable Improvement (CI).

An average VSG value for each campus is determined by aggregating the student-level VSG values to the campus level and dividing by the number of students. Included in the measure are students who:

- took the spring 2011 TAKS reading and/or mathematics tests, in grades 4 – 8.
- are part of the 2011 *Accountability Subset* (see *Chapter 2* of the *2011 Accountability Manual*);
- can be matched to the spring 2010 TAKS administration—anywhere in the state—to find their prior year performance for reading, and/or mathematics; and,
- have been promoted to one higher grade than in 2010.

Calculating average VSG:

$$\text{average VSG (reading)} = \frac{\text{sum of individual student VSG values for reading}}{\text{total number of students with VSG in reading}}$$

$$\text{average VSG (mathematics)} = \frac{\text{sum of individual student VSG values for mathematics}}{\text{total number of students with VSG in mathematics}}$$

Once the average VSG is determined, it is listed with the other 40 average VSGs of the school's comparison group. The schools are arranged from highest to lowest average VSG. If the target school falls in the top quartile and all other eligibility criteria are met, it is awarded a GPA for CI. This is calculated separately by subject. Comparable Improvement reports are available at:

http://ritter.tea.state.tx.us/perfreport/ci/2011/index.html

Because VSG is only available for grades 3-8, only schools that have students tested in grades 4-8 can have a CI report. VSG calculations begin with grade 4 because students must prior year results (grade 3) in order to show growth.

For a more detailed explanation of VSG, see *Appendix E* of the *2011 Accountability Manual*.

Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary*. Information on the calculation of state accountability ratings is available in the *2011 Accountability Manual*. If, after reading these documents, you have questions about the calculation of AEIS indicators or accountability ratings, contact **Performance Reporting at (512) 463-9704.**

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

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting	463-9704
Advanced Courses	Curriculum	463-9581
Advanced Placement (AP) Programs	Curriculum	463-9581
Charter Schools	Charter Schools	463-9575
College Admissions Tests:		
SAT	College Board	721-1800
ACT	ACT Regional Office	345-1949
Copies of AEIS reports	http://www.tea.state.tx.us/perfreport	
DAEP (Disciplinary Alternative Education Program)		
	Chapter 37, TEC – Safe Schools	463-3070
Distinguished Achievement Program	Curriculum	463-9581
Dropout and Completion	Accountability Research	475-3523
Gold Performance Acknowledgment	Performance Reporting	463-9704
General Inquiry	School Governance and General Inquiries	475-3697
JJAEP (Juvenile Justice Alternative Education Program)		
	Chapter 37, TEC – Safe Schools	463-3070
Limited English Proficient Students		
Testing Issues	Student Assessment	463-9536
Other Issues	Curriculum (Bilingual Education Program Unit)	475-9581
No Child Left Behind Act	NCLB Program Coordination	463-9374
PBM Special Education Monitoring Results Status		
	Program Monitoring and Interventions	463-5226
PEIMS	PEIMS HelpLine	436-9229
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Finance	School Finance	463-9238
School Report Card	Performance Reporting	463-9704
Special Education		
Testing Issues	Student Assessment	463-9536
Other Issues	Special Education	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS (all assessments)	Student Assessment	463-9536
TAKS Testing Contractor	Pearson	(800) 328-5999
	Austin Operational Center	989-5300
TAT (Technical Assistance Team)		
Methodology for List	Performance Reporting	463-9704
Implementation of Team	Program Monitoring and Interventions	463-5226
TELPAS	Student Assessment	463-9536
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board	427-6101

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

PEIMS Role Identifications
(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

003 ..... Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004 ..... Assistant/Associate/Deputy Superintendent
012 ..... Instructional Officer
020 ..... Principal
028 ..... Teacher Supervisor
040 ..... Athletic Director
043 ..... Business Manager
044 ..... Tax Assessor and/or Collector
045 ..... Director - Personnel/Human Resources
055 ..... Registrar
061 ..... Asst/Assoc/Deputy Exec Director
062 ..... Component/Department Director
063 ..... Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002 ..... Art Therapist
005 ..... Psychological Associate
006 ..... Audiologist
007 ..... Corrective Therapist
008 ..... Counselor
011 ..... Educational Diagnostician
013 ..... Librarian
015 ..... Music Therapist
016 ..... Occupational Therapist
017 ..... Certified Orientation & Mobility Specialist
018 ..... Physical Therapist
019 ..... Physician
021 ..... Recreational Therapist
022 ..... School Nurse
023 ..... LSSP/Psychologist
024 ..... Social Worker
026 ..... Speech Therapist/Speech-Lang Pathologist
030 ..... Visiting Teacher
032 ..... Work-Based Learning Site Coordinator
041 ..... Teacher Facilitator
042 ..... Teacher Appraiser
054 ..... Department Head
056 ..... Athletic Trainer
058 ..... Other Campus Professional Personnel
064 ..... Specialist/Consultant
065 ..... Field Service Agent
079 ..... Other ESC Professional Personnel
080 ..... Other Non-Campus Professional Personnel

TEACHERS

087 ..... Teacher
047 ..... Substitute Teacher

EDUCATIONAL AIDES

033 ..... Educational Aide
036 ..... Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

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

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

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

Continued on next page

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

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

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

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

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

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

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

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

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

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

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

Advanced Academic Courses
2010-11 Academic Excellence Indicator System

English Language Arts

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

Mathematics

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

Computer Science

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

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

Fine Arts

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

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- 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
I3030001	Design Technology SL
I3030002	Design Technology HL
I3020000	Environmental Systems
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II

Social Studies/History

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

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

Social Studies/History (cont.)

I3000100	Theory of Knowledge
03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

Advanced Languages (Modern or Classical)

A3120400	Japanese IV
A3400400	Italian IV
A3410100	French IV Language
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Latin Literature)
A3440100	Spanish IV Language
A3440200	Spanish V Literature
A3450400	Russian IV
A3490400	Chinese IV
I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3440600	Spanish VI
I3440700	Spanish VII
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3490600	Chinese VI
I3490700	Chinese VII
I3520400	Hindi IV
I3520500	Hindi V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
I3663600	Other Foreign Language VI

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

Advanced Languages (Modern or Classical) (cont.)

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

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- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) (cont.)

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

Other

N1290317	GT Independent Study Mentorship III
N1290317	GT Independent Study Mentorship IV
I3305100	World Relegions SL

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- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

2010-11 Campus Comparison Group

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

Texas Educat
2010-11 Campus Co

Campus Number	Campus Name	District Name	% Econ	% Afr_Amer	% Mobility	% Hispanic	% White	% LEP
008903041	QUEZAS MIDDLE	QUEZAS ISD	55.2	11.9	18.9	43.3	44.3	2.1
011901041	QESZUAP MIDDLE	QESZUAP ISD	54.7	11.7	15.6	32.3	54.2	6.5
011901104	QESZUAP ONZXUMXIOEZX	QESZUAP ISD	54.8	9.6	12.9	33.7	55.5	8.2
999999999 >	SAMPLE MIDDLE	SAMPLE ISD	54.1	50.4	29.4	24.6	21.0	6.5
015911043	XESZ CXNZU	ESZ CXNZUE		5.7	15.2	51.9	41.8	3.7
015915048	UUIIXU MS	AUZHSOIX		10.4	20.5	58.0	21	
020901046	FEOUVOXW J	LVON ISD		4.2	15.0	44.4	50	
	ZUEVOS MI	ELHAUN CA				54.9	3	
	ENEHUEC MI	NEHUEC ISD	54.0			26.6	51	
	CLEUK JR HIGH	PUONCXZAN ISD	54.5			29.4	61	
057904103	WXSZ ONZ	CXIEU HOLL ISD	55.0	62.4	15.0			3.8
057916044	UOCHEUISAN WXSZ J H	UOCHEUISAN ISD	54.2	17.5	12.1			10.3
062901041	CUXUA J H	CUXUA ISD	52.9	12.9	15.9			2.5
079910041	SZEFFAUI MIDDLE	SZEFFAUI MSI	55.8	42.9	11.5			3.4
081905041	WAUZHEM MIDDLE	WAUZHEM ISD	52.3	18.3	14.4			4.6
083903041	SXMONALX J H	SXMONALX ISD	53.5	2.4	11.7	38.4	58.8	2.8
088902041	GALOEI MIDDLE	GALOEI ISD	52.8	6.6	16.4	43.9	48.6	3.3
092902042	MEUIX LEOUI MIDDLE	KOLGAUX ISD	54.4	18.0	11.2	22.8	56.9	6.2
092904043	PONX ZUXX MIDDLE	PONX ZUXX ISD	55.0	20.3	12.8	21.5	55.8	8.8
095901041	EQXUNEZHY J H	EQXUNEZHY ISD	56.0	3.4	13.6	49.7	46.9	1.1
	MXMPHOS MIDDLE	MXMPHOS ISD	54.8	8.9	17.2	42.7	47.6	5.6
	CEMPQXLL MIDDLE SCHOOL	CYPUXSS-FEOUQENKS ISD	54.7	23.0	16.4	42.9	20.9	7.7
	HOGHLENIS J H	GAASX CUXXK CISD	53.8	22.0	15.4	42.4	34.2	2.7
	GUEIY MIDDLE	HAUSZAN ISD	54.6	23.4	19.2	43.5	26.1	11.9
	MEYIX CUXXK J H	KEZY ISD	53.3	18.5	14.3	44.3	29.2	9.5
	MAUZAN UENCH J H	KEZY ISD	55.1	17.5	11.7	48.8	29.5	8.0
	MXEIOX PUMPHUXY JUNOAU H	XINE ISD	55.2	15.8	15.7	34.2	49.7	2.9
130902041	CAMFAUZ MIDDLE	CAMFAUZ ISD	55.4	0.9	12.0	51.1	46	
133903104	Q Z WOLSAN SOXZH GUEIX S	KXUUVOLLX ISD	54.4	3.1	14.7	43.1	52	
158902041	ZOIXHEVXN ONZ	ZOIXHEVXN ISD	55.7	5.7	15.7	49.4	43	
165901045	SET JECONZA JUNOAU HOGH	MOILENI ISD	53.6	9.3	16.1	55.9	33	
170902073	CUYEU ONZXUMXIOEZX	CANUAX ISD	52.6	15.7	17.5	31.3	50	
188901041	EUSZON MIDDLE	EMEUOLLA ISD	55.2	7.3	18.9	31.2	59	
220905053	MANNOG MIDDLE	FAUZ WAUZH ISD	54.5	32.1	25.9	34.7	32	
220905061	LXANEUI MIDDLE	FAUZ WAUZH ISD	55.8	20.1	27.2	35.3	41	
220912041	H F SZXVXNS MIDDLE	CUAWLXY ISD	52.3	35.6	18.7	24.0	38	
220912042	CUAWLXY MIDDLE	CUAWLXY ISD	54.9	51.7	16.6	31.3	12	
220920105	ZENNEHOLL ONZ	WHOZX SXZZLXMXNZ ISD	54.2	5.6	15.3	32.6	58	
246907041	JEUUXLL MIDDLE	JEUUXLL ISD	52.4	1.1	11.3	35.4	61.4	7.4
246913042	LXENIXU MIDDLE	LXENIXU ISD	53.9	7.7	12.5	35.8	53.7	6.1
247901041	PLAUXSVOLLX MIDDLE	PLAUXSVOLLX ISD	54.3	1.7	13.0	59.5	38.3	1.9
	Group Average		54.4	16.4	15.7	40.3	39.6	5.7

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

Percent of students identified as African American

Percent of students identified as Mobile

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

Percent of students identified as Economically Disadvantaged

Target Campus (identified by >)

Percent of students identified as Hispanic

Percent of students identified as limited English proficient

Percent of students identified as White

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

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

Most secondary schools will not have a page 2 because Comparable Improvement is only available for schools with grades 4, 5, 6, 7, and/or 8.

2010-11 Comparable Improvement

Most secondary schools will not have a page 2 because *Comparable Improvement* is only available for schools with grades 4 - 8.

GPA: The report shows if the target school earned GPA for Comparable Improvement in either reading/ELA, mathematics, or both.

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

x a s E d u c a t i o n A g e n c y
2010-11 Comparable Improvement:

Gold Performance Acknowledgment: Reading

Target Campus (identified by >)

Campus Name	Reading (1) Number Matched Students	Reading (2) 2010 Avg Scale Score	Reading (3) 2011 Avg Scale Score	Reading (4) 2010 Failer Avg VSG	Reading (5) 2011 Avg VSG	Reading (6) 2011 Quartile	Mathematics (1) Number Matched Students	Mathematics (2) 2010 Avg Scale Score	Mathematics (3) 2011 Avg Scale Score	Mathematics (4) 2010 Failer Avg VSG	Mathematics (5) 2011 Avg VSG	Mathematics (6) 2011 Quartile
QUEZAS MIDDLE		738	788	76	50	Q1	165	712				Q1
QESZUAP MIDDLE		731	774	78	43	Q1	550	709				Q1
QESZUAP ONZXUN		674				Q4						Q1
> SAMPLE MIDDLE		716				Q1						Q3
XESZ CXNZUEL H		718				Q4						Q3
UUIIXU MS		740				Q3						Q4
FEOUVOXW J H		730				Q4						Q4
ZUEVOS MIDDLE		743				Q4						Q3
ENEHUEC MIDDLE		745				Q1						Q2
CLEUK JR HIGH		744				Q1						Q3
WXSZ ONZ		689				Q1			732	63	43	Q1
UOCHEUISAN WXSZ J H	540	764	803	71	39	Q3	537	786	797	64	11	Q4
CUXUA J H	235	728	778	76	50	Q1	233	729	756	53	27	Q3
SZEFFAUI MIDDLE											21	Q4
WAUZHEM MIDDLE											38	Q2
SXMONALX J H											32	Q2
GALOEI MIDDLE											37	Q2
MEUIX LEOUI MIDDLE											31	Q3
PONX ZUXX MIDDLE											33	Q2
EQXUNEZHY J H											34	Q2
MXMPHOS MIDDLE											41	Q1
CEMPQXLL MIDDLE SCHO											19	Q4
HOGHLENIS J H	909	730	777	72							39	Q1
MIDDLE	366	726	768	68							45	Q1
CUXXK J H	916	739	774	73	35	Q4	921	721	737	57	16	Q4
N UENCH J H	1050	743	783	65	40	Q3	1075	720	740	52	20	Q4
K PUMPHUXY JUNO	300	718	756	61	38	Q3	297	686	734	74	48	Q1
UZ MIDDLE	211	725										
Q Z WOLSAN SOXZH GUE	263	734										
ZOIXHEVXN ONZ	161	716										
SET JECONZA JUNOAU H	558	737										
CUYEU ONZXUMXIOEZX	467	688										
EUSZON MIDDLE	678	745										
MANNOG MIDDLE	552	714										
LXANEUI MIDDLE	558	726	769	70	43	Q1	553	697	732	48	35	Q2
H F SZXVXNS MIDDLE	635	738	774	77	37	Q3	633	710	725	43	15	Q4
CUAWLXY MIDDLE	528	725	759	60	33	Q4	523	708	715	39	7	Q4
ZENNEHOLL ONZ	678	689	727	70	37	Q3	685	666	696	54	30	Q3
JEUUXLL MIDDLE	160	723	760	75	37	Q3	156	695	732	65	38	Q2
LXENIXU MIDDLE	614	727	778	84	51	Q1	618	712	756	79	44	Q1
PLAUXSVOLLX MIDDLE	723	738	779	73	41	Q2	726	719	747	60	28	Q3
Group Average	490	727	767	69	40	--	490	709	738	58	29	--

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

(1) Number of Matched Students: Those students at each campus whose TAKS results can be found in both current **and** prior years.

(2) 2010 Average Scale Score: The sum of prior year vertical scale scores of matched students, divided by the number of matched students.

(3) 2011 Average Scale Score: The sum of current year vertical scale scores of matched students, divided by the number of matched students.

(4) 2010 Failer Average Vertical Scale Growth: The average VSG for those matched students who failed the TAKS in the prior year. *For information only, not used for accountability.*

(5) 2011 Average VSG: The sum of the differences between the current and prior year vertical scale scores of matched students, divided by the number of matched students.

(6) 2011 Quartile: The average VSG values in column 5 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned. Quartiles may have fewer than or more than 10 campuses, depending on the values. Campuses in Q1 have shown the greatest improvement in TAKS performance, relative to the other schools in the group.

This listing is in campus ID order.

Any school with fewer than ten matched students does not have a VSG value calculated, and is, therefore, not included in the quartile distribution. In these cases, a dash (–) will be shown.

2010-11 TAKS Participation

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

: SAMPLE ISD
SAMPLE HIGH S
555444

Section I - Page 3
Total Students: 1,847
Grade Span: 09 - 12
School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.2%	98.6%	96.7%									[illegible]%	67.5%
By Test Version														
TAKS (1 or more)	91.0%	91.3%	88.7%	90.6%									[illegible]%	57.8%
Not on TAKS	7.6%	6.8%	9.9%	6.1%									[illegible]%	9.6%
TAKS(Acc) Only	2.4%	1.4%	2.9%	2.2%									[illegible]%	2.4%
TAKS-M Only	3.1%	3.2%	3.4%	2.4%									[illegible]%	3.6%
TAKS-Alt Only	0.9%	1.1%	0.7%	0.9%									[illegible]%	0.0%
Combination	1.3%	1.2%	1.2%	0.7%									[illegible]%	3.6%
By Acct Status														
Acct System	94.0%	92.5%	93.5%	91.9%									[illegible]%	63.9%
Non-Acct System	4.6%	5.6%	5.1%	4.8%									[illegible]%	3.6%
Mobile	4.6%	5.6%	5.1%	4.8%									[illegible]%	3.6%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%									[illegible]%	0.0%
Not Tested	1.4%	1.8%	1.4%	3.3%									[illegible]%	32.5%
Absent	0.1%	0.1%	0.1%	0.1%									[illegible]%	0.0%
LEP Exempt	0.9%	0.8%	0.6%	1.6%									[illegible]%	26.5%
Other	0.4%	0.9%	0.5%	1.7%									[illegible]%	6.0%
Total Count	3,231,780	4,060	1,023	1,378									[illegible]0	83
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	97.2%	98.7%	94.8%	96.3%	91.1%	98.0%	95.0%	91.4%	100.0%	100.0%	93.9%	93.8%	57.1%
By Test Version														
TAKS (1 or more)	90.8%	89.7%	89.0%	88				95.0%	91.4%	100.0%	93.3%	9.6%	85.5%	49.5%
Not on TAKS	7.8%	7.5%	9.7%	6				0.0%	0.0%	0.0%	6.7%	84.3%	8.3%	7.6%
TAKS(Acc) Only	2.3%	1.4%	3.4%	1				0.0%	0.0%	0.0%	0.0%	20.9%	1.8%	1.9%
TAKS-M Only	3.3%	3.9%	3.5%	3				0.0%	0.0%	0.0%	0.0%	40.9%	4.3%	5.7%
KS-Alt Only	0.8%	0.9%	0.7%	0				0.0%	0.0%	0.0%	0.0%	11.3%	1.0%	0.0%
mbination	1.3%	1.2%	1.6%	0.9%	1.1%	0.9%	0.7%	0.0%	0.0%	0.0%	6.7%	11.3%	1.1%	0.0%
cct Status														
t System	90.0%	85.7%	90.1%	85.1%	82.7%	83.5%	90.9%	93.3%	82.9%	100.0%	100.0%	37.4%	84.9%	50.5%
-Acc					6%	7.6%	7.1%	1.7%	8.6%	0.0%	0.0%	56.5%	8.9%	6.7%
bile					3%	5.0%	5.6%	1.7%	8.6%	0.0%	0.0%	4.3%	3.6%	1.0%
n-Ac					4%	2.6%	1.5%	0.0%	0.0%	0.0%	0.0%	52.2%	5.3%	5.7%
este					7%	8.9%	2.0%	5.0%	8.6%	0.0%	0.0%	6.1%	6.2%	42.9%
ent					9%	0.6%	1.0%	0.0%	0.0%	0.0%	0.0%	2.6%	0.5%	0.0%
LEP Exe					0%	5.4%	0.5%	3.3%	2.9%	0.0%	0.0%	0.0%	3.3%	32.4%
Other					8%	3.0%	0.5%	1.7%	5.7%	0.0%	0.0%	3.5%	2.4%	10.5%
Total Cou					352	539	408	60	35	7	15	115	870	105

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

This section shows TAKS, TAKS (Accommodated), TAKS-M and/or TAKS-Alt participation rates for all students in grades 3-11.

Tested: The percent of students who took one or more tests on any TAKS assessment.

Not Tested: The percent of students (in the grades tested) who did not take any test.

Absent: The percent of students who were absent for every test.

Other: The percent of students whose answer documents were coded with a combination of the "Not Tested" categories, or whose testing was disrupted by illness or other similar events.

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 2011 TAKS administration and is roughly equivalent to enrollment in the grades tested. The official "enrollment" numbers in grades 3-11 will not match exactly the number of students tested because enrollment is counted in the fall and students are tested in the spring.

The **Tested** section is shown two ways:

By Test Version

TAKS (1 or more): This shows the percent of students who were tested on the TAKS only or in combination with TAKS (Accommodated), TAKS-M or TAKS-Alt.

Not on TAKS: This shows the percent of students who were tested on one or more TAKS (Accommodated), TAKS-M, or TAKS-Alt test only.

By Acct Status

Acct System: This shows the percent of students whose performance on the TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt was used to determine a school's and district's accountability rating. The performance reported in the 2010-11 AEIS reports is based on this subset of non-mobile students.

Non-Acct System: The percent of students in the grades tested with tests results that are not used in the accountability system for one of the following reasons:

Mobile: This includes students who enrolled in the district or campus after late October (the fall PEIMS submission date).

Non-Acct Test: This includes students who tested entirely in TAKS-Alt, with an alternative assessment code of '1' or '4,' for all tests administered.

TAKS Raw Scores for Spring 2011 Tests

Spring 2011 TAKS Reading (English) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Reading (English)	Grade 3	Met Standard	36	22	61%
		Commended Performance		33	92%
	Grade 4	Met Standard	40	27	68%
		Commended Performance		37	93%
	Grade 5[1]	Met Standard	42	30	71%
		Commended Performance		39	93%
	Grade 6	Met Standard	42	30	71%
		Commended Performance		39	93%
	Grade 7	Met Standard	48	31	65%
		Commended Performance		44	92%
	Grade 8[1]	Met Standard	48	35	73%
		Commended Performance		45	94%
	Grade 9	Met Standard	42	27	64%
		Commended Performance		37	88%

Spring 2011 TAKS Reading (Spanish) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Reading (Spanish)	Grade 3	Met Standard	36	21	58%
		Commended Performance		32	89%
	Grade 4	Met Standard	40	26	65%
		Commended Performance		36	90%
	Grade 5[1]	Met Standard	42	27	64%
		Commended Performance		37	88%

Spring 2011 TAKS English Language Arts Performance Standards[2]

		Standard	Total Points Possible	Number Correct	Percent Correct
English Language Arts	Grade 10	Met Standard	73	43	59%
		Commended Performance		64	88%
	Grade 11	Met Standard	73	42	58%
		Commended Performance		63	86%

The numbers and percents shown on this table are based on the first administration of the spring 2011 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2011 TAKS Mathematics (English) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Mathematics (English)	Grade 3	Met Standard	40	26	65%
		Commended Performance		37	93%
	Grade 4	Met Standard	42	27	64%
		Commended Performance		39	93%
	Grade 5[1]	Met Standard	44	28	64%
		Commended Performance		40	91%
	Grade 6	Met Standard	46	28	61%
		Commended Performance		42	91%
	Grade 7	Met Standard	48	27	56%
		Commended Performance		43	90%
	Grade 8[1]	Met Standard	50	29	58%
		Commended Performance		45	90%
	Grade 9	Met Standard	52	28	54%
		Commended Performance		44	85%
	Grade 10	Met Standard	56	32	57%
		Commended Performance		50	89%
	Grade 11	Met Standard	60	31	52%
		Commended Performance		53	88%

Spring 2011 TAKS Mathematics (Spanish) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Mathematics (Spanish)	Grade 3	Met Standard	40	28	70%
		Commended Performance		37	93%
	Grade 4	Met Standard	42	30	71%
		Commended Performance		38	90%
	Grade 5[1]	Met Standard	44	32	73%
		Commended Performance		40	91%

Spring 2011 TAKS Writing (Spanish) Performance Standards[3]

		Standard	Total Points Possible	Number Correct	Percent Correct
Writing (Spanish)	Grade 4	Met Standard	32	15	47%
		Commended Performance		26	81%

The numbers and percents shown on this table are based on the first administration of the spring 2011 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2011 TAKS Writing (English) Performance Standards[3]

		Standard	Total Points Possible	Number Correct	Percent Correct
Writing (English)	Grade 4	Met Standard	32	17	53%
		Commended Performance		28	88%
	Grade 7	Met Standard	44	22	50%
		Commended Performance		38	86%

Spring 2011 TAKS Social Studies Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Social Studies	Grade 8	Met Standard	48	21	44%
		Commended Performance		40	83%
	Grade 10	Met Standard	50	25	50%
		Commended Performance		43	86%
	Grade 11	Met Standard	55	24	44%
		Commended Performance		47	85%

Spring 2011 TAKS Science (English) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Science (English)	Grade 5	Met Standard	40	30	75%
		Commended Performance		37	93%
	Grade 8	Met Standard	50	33	66%
		Commended Performance		44	88%
	Grade 10	Met Standard	55	33	60%
		Commended Performance		49	89%
	Grade 11	Met Standard	55	29	53%
		Commended Performance		49	89%

Spring 2011 TAKS Science (Spanish) Performance Standards

		Standard	Total Points Possible	Number Correct	Percent Correct
Science (Spanish)	Grade 5	Met Standard	40	31	78%
		Commended Performance		37	93%

[1] First administration TAKS and TAKS (Accommodated) standards.

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

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

The numbers and percents shown on this table are based on the first administration of the spring 2011 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

PBM Special Education Monitoring Results Status

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-5226. The "as of date" for the statuses reported in the 2010-11 AEIS report is October 2011.

The definitions of each program status category are:

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

that included actions to address noncompliance with program requirements, and the CIP continued throughout the subsequent year. TEA continues to monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.

- *Year After TEA On-Site Action: Pending Report.* TEA has completed an on-site review of the LEA program. The on-site review report of findings is pending.
- *Year After TEA On-Site Action: Pending CIP Submission.* TEA has completed an on-site review of the LEA program. The LEA is developing a CIP that includes actions to address noncompliance with program requirements.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention.* TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or CIP implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.
- *Pending Random Data Verification.* Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data and appropriate implementation of the program.
- *Pending Random Process Verification.* Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of the implementation of the monitoring system, including data reporting and accuracy of findings.
- *Oversight/Sanction/Intervention.* TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second CIP submission of an LEA at Stage 1, Stage 2, or Stage 3 Intervention was not adequate; (b) the CIP of an LEA at Stage 4 Intervention was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) CIP implementation was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
- *On-Site Intervention Assigned.* TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
- *LEA Closure.* The LEA was closed as a result of TEA sanctions.
- *Proposed Charter Non-Renewal.* The charter school has been notified of TEA's intent not to renew the charter.
- *Charter Operations Suspended.* The operations of the charter school were suspended by the Commissioner of Education or by the governing board of the charter school.
- *In Review.* TEA had not completed initial review of the information submitted by the LEA.

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

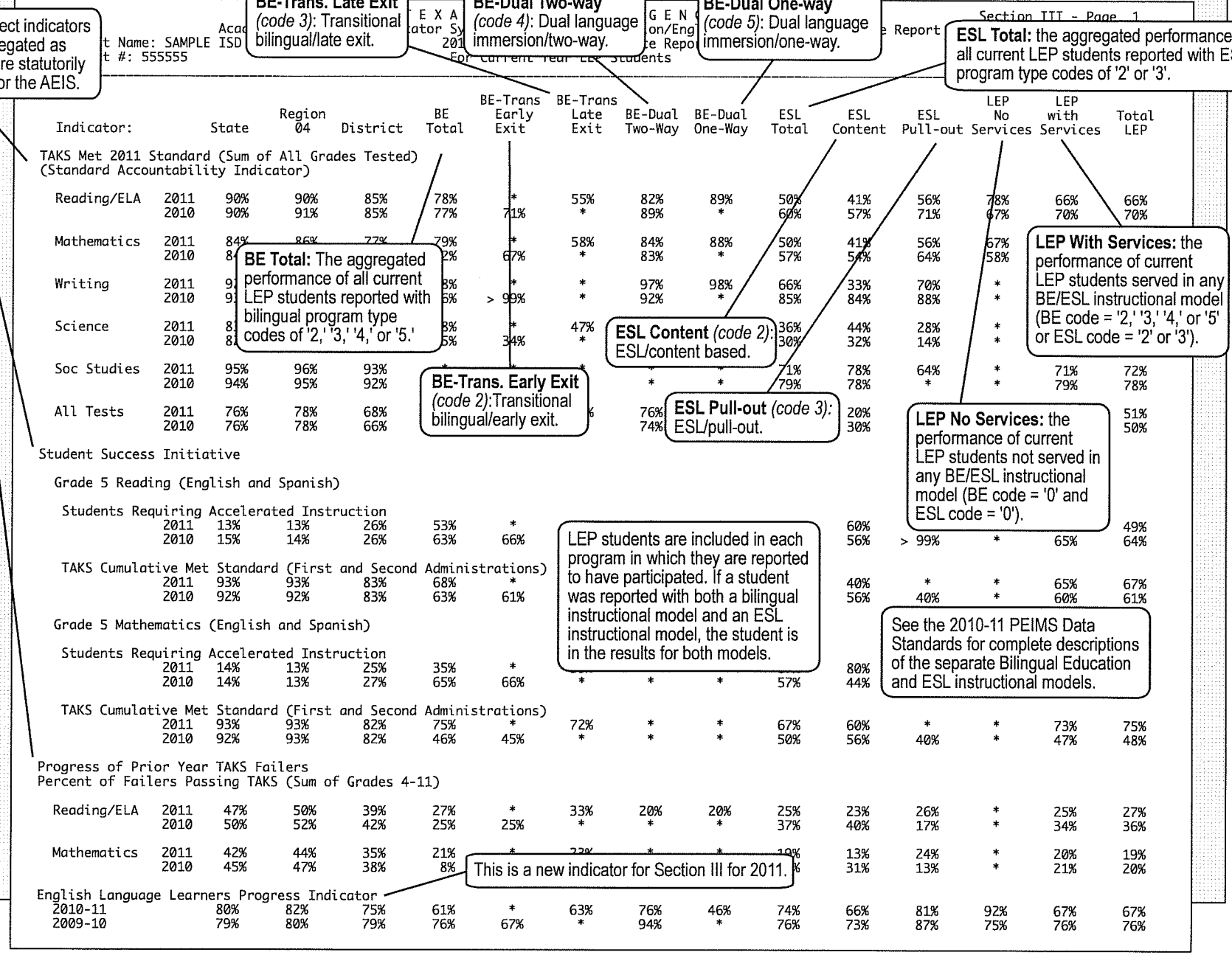
Detailed Summary of English Language Learners Progress Measure

Indicator Components	Details	
Assessments	TAKS, TAKS (Accommodated), TAKS-M, & TELPAS	
Subjects, Grades, Test Language	Reading/ELA in grades 3-11 in English *(TAKS/TAKS (Accommodated)/TAKS-M)* Reading component in grades 3-11 (*TELPAS*) If a student takes any combination of these tests, the best result is evaluated. If a student takes a Spanish version of TAKS and also takes TELPAS, only the TELPAS result is evaluated.	
Students	Current and monitored* LEP students enrolled in at least their second year in U.S. schools and tested in at least one of the assessments listed above (and not tested on any TAKS-Alt assessments). For the assessments and LEP students specified, the performance of students served in special education is included. **A monitored LEP student is a student in his/her first or second year after exit from LEP status, as coded on their TAKS answer document.*	
Student Success Initiative	Grades 5 & 8 – includes first and second administration results (TAKS, TAKS (Accommodated), & TAKS-M)	
Years of Data *(Test Administration Used)*	TELPAS progress – 2011 and 2010 TELPAS met standard – 2011 TAKS/TAKS(Accommodated)/TAKS-M met standard – 2011	
Accountability Subset	The district indicator includes test results for students who were enrolled in the district in the fall and tested in the same district in the spring. The campus indicator includes students who were enrolled on the campus in the fall and tested in the same campus in the spring.	
Texas Projection Measure (TPM)	The TPM is not available for determining 2011 ratings.	
Progress Criteria	1) *Met Standard* on the TAKS/TAKS(Accommodated)/TAKS-M test, or 2) Met TELPAS criteria. (TELPAS criteria vary depending on years in U.S. schools and whether first time or previous TELPAS tester. *See TELPAS Criteria, below.*)	
TELPAS Criteria **	*1st time tester*	*Previous tester*
1st Year in U.S. Schools	Not Evaluated	Not Evaluated
2nd Year in U.S. Schools	*Intermediate* or higher	At least one level higher than the previous year or *Advanced* or higher
3rd Year in U.S. Schools	*Advanced* or higher	*Advanced* or higher
4 or more years in U.S. Schools	*Advanced High*	*Advanced High*
Monitored LEP students first or second year after exit from LEP status	N/A (Only TAKS evaluated.)	N/A (Only TAKS evaluated.)

** If years in U.S. schools is blank on the answer document, the student must achieve Advanced or higher to meet the TELPAS criteria.

For more information on the ELL Progress Indicator, see the *Frequently Asked Questions* at http://www.tea.state.tx.us/perfreport/resources/index.html

Bilingual Education/English as a Second Language Report



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

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

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

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

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

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

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

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

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

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

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

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

See the 2010-11 PEIMS Data Standards for complete descriptions of the separate Bilingual Education and ESL instructional models.

This is a new indicator for Section III for 2011.

Section III - Page 1

t Name: SAMPLE ISD
t #: 555555

Indicator:		State	Region 04	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2011	90%	90%	85%	78%	*	55%	82%	89%	50%	41%	56%	78%	66%	66%
	2010	90%	91%	85%	77%	71%	*	89%	*	60%	57%	71%	67%	70%	70%
Mathematics	2011	84%	86%	77%	79%	*	58%	84%	88%	50%	41%	56%	67%	66%	66%
	2010	8[illegible]		[illegible]2%	67%	*	83%	*		57%	56%	64%	58%		
Writing	2011	9[illegible]		[illegible]8%	*	*	97%	98%		66%	33%	70%	*		
	2010	9[illegible]		[illegible]6%	> 99%	*	92%	*		85%	84%	88%	*		
Science	2011	8[illegible]		[illegible]8%	*	47%				36%	44%	28%	*		
	2010	8[illegible]		[illegible]5%	34%	*				30%	32%	14%	*		
Soc Studies	2011	95%	96%	93%	*	*	*			71%	78%	64%	*	71%	72%
	2010	94%	95%	92%			*	*		79%	78%	*	*	79%	78%
All Tests	2011	76%	78%	68%			76%			20%					51%
	2010	76%	78%	66%			74%			30%					50%
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction	2011	13%	13%	26%	53%	*					60%				49%
	2010	15%	14%	26%	63%	66%					56%	> 99%	*	65%	64%
TAKS Cumulative Met Standard (First and Second Administrations)	2011	93%	93%	83%	68%	*					40%	*	*	65%	67%
	2010	92%	92%	83%	63%	61%					56%	40%	*	60%	61%
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction	2011	14%	13%	25%	35%	*					80%				
	2010	14%	13%	27%	65%	66%	*	*	*	57%	44%				
TAKS Cumulative Met Standard (First and Second Administrations)	2011	93%	93%	82%	75%	*	72%	*	*	67%	60%	*	*	73%	75%
	2010	92%	93%	82%	46%	45%	*	*	*	50%	56%	40%	*	47%	48%
Progress of Prior Year TAKS Failers Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2011	47%	50%	39%	27%	*	33%	20%	20%	25%	23%	26%	*	25%	27%
	2010	50%	52%	42%	25%	25%	*	*	*	37%	40%	17%	*	34%	36%
Mathematics	2011	42%	44%	35%	21%	*	23%	*	*	19%	13%	24%	*	20%	19%
	2010	45%	47%	38%	8%	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]%	31%	13%	*	21%	20%
English Language Learners Progress Indicator															
2010-11		80%	82%	75%	61%	*	63%	76%	46%	74%	66%	81%	92%	67%	67%
2009-10		79%	80%	79%	76%	67%	*	94%	*	76%	73%	87%	75%	76%	76%

Draft as of _____01/19/12_____
to be used only for management discussion purposes; engagement is incomplete; this draft is subject to final review and possible revision.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED AUGUST 31, 2011

Marble Falls Independent School District
Annual Financial Report
For The Year Ended August 31, 2011

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Marble Falls Independent School District
Annual Financial Report
For The Year Ended August 31, 2011

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Introductory Section

CERTIFICATE OF BOARD

Marble Falls Independent School District	Burnet	027-904
Name of School District	County	Co.-Dist. Number

We, the undersigned, certify that the attached annual financial reports of the above named school district were reviewed and (check one) _____approved _____disapproved for the year ended August 31, 2011, at a meeting of the board of trustees of such school district on the ____ day of _____, _____.

_____ Signature of Board Secretary

_____ Signature of Board President

If the board of trustees disapproved of the auditors' report, the reason(s) for disapproving it is (are):
(attach list as necessary)

Financial Section

WEST, DAVIS & COMPANY, LLP
11824 Jollyville Road, Suite 100
Austin, Texas 78759

Independent Auditors' Report on Financial Statements

Board of Trustees
Marble Falls Independent School District
Marble Falls, Texas

Members of the Board of Trustees:

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Marble Falls Independent School District as of and for the year ended August 31, 2011, which collectively comprise the District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Marble Falls Independent School District's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement**.** An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Marble Falls Independent School District as of August 31, 2011, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated January 16, 2012, on our consideration of Marble Falls Independent School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Management's Discussion and Analysis and the budgetary comparison information identified as Required Supplementary Information in the table of contents are not a required part of the basic financial statements but are supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was performed for the purpose of forming opinions on the financial statements which collectively comprise the Marble Falls Independent School District's basic financial statements. The accompanying schedule of expenditures of federal awards required by U. S. Office of Management and Budget Circular

A-133, *Audits of States*, *Local Governments and Non-Profit Organizations* and the combining financial statements and supporting schedules listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. This information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

West, Davis & Company, LLP
January 16, 2012

MANAGEMENT'S DISCUSSION AND ANALYSIS

MANAGEMENT'S DISCUSSION AND ANALYSIS

In this section of the Annual Financial and Compliance Report, we, the managers of Marble Falls Independent School District (the District), discuss and analyze the District's financial performance for the fiscal year ended August 31, 2011. Please read it in conjunction with the independent auditors' report on page 2, and the District's Basic Financial Statements, which begin on page 10. All amounts, unless otherwise indicated, are expressed in thousands of dollars.

USING THIS ANNUAL REPORT

This annual report consists of a series of financial statements. The government-wide financial statements include the Statement of Net Assets and the Statement of Activities (on pages 10 and 11). These provide information about the activities of the District as a whole and present a longer-term view of the District's property and debt obligations and other financial matters. They reflect the flow of total economic resources in a manner similar to the financial reports of a business enterprise. Fund financial statements (starting on page 12) report the District's operations in more detail than the government-wide statements by providing information about the District's most significant funds. For governmental activities, these statements tell how services were financed in the short term as well as what resources remain for future spending. They reflect the flow of current financial resources, and supply the basis for tax levies and the appropriations budget. The remaining statements, fiduciary statements, provide financial information about activities for which the District acts solely as a trustee or agent for the benefit of those outside of the district.

The notes to the financial statements (starting on page 20) provide narrative explanations or additional data needed for full disclosure in the government-wide statements or the fund financial statements.

The sections labeled TEA Required Schedules and Federal Awards Section contain data used by monitoring or regulatory agencies for assurance that the District is using funds supplied in compliance with the terms of grants.

Reporting the District as a Whole

The Statement of Net Assets and the Statement of Activities

The analysis of the District's overall financial condition and operations begins on page 10. Its primary purpose is to show whether the District is better off or worse off as a result of the year's activities. The Statement of Net Assets includes all the District's assets and liabilities at the end of the year while the Statement of Activities includes all the revenues and expenses generated by the District's operations during the year. These apply the accrual basis of accounting which is the basis used by private sector companies.

All of the current year's revenues and expenses are taken into account regardless of when cash is received or paid. The District's revenues are divided into those provided by outside parties who share the costs of some programs, such as grants provided by the U.S. Department of Education to assist children with disabilities of from disadvantaged backgrounds (program revenues), and revenues provided by the taxpayers or by TEA in equalization funding processes (general revenues). All the District's assets are reported whether they serve the current year or future years. Liabilities are considered regardless of whether they must be paid in the current or future years.

These two statements report the District's net assets and changes in them. The District's net assets (the difference between assets and liabilities) provide one measure of the District's financial health, or financial position. Over time, increases or decreases in the District's net assets are one indicator of whether its financial health is improving or deteriorating. To fully assess the overall health of the District, however, you should consider nonfinancial factors as well, such as changes in the District's average daily attendance or its property tax base and the condition of the District's facilities.

In the Statement of Net Assets and the Statement of Activities, we classify the District's activities as Governmental activities:

- Governmental activities–Most of the District's basic services are reported here, including the instruction, counseling, co-curricular activities, food services, transportation, maintenance, community services, and general administration. Property taxes, tuition, fees, and state and federal grants finance most of these activities.

Reporting the District's Most Significant Funds

Fund Financial Statements

The fund financial statements begin on page 12 and provide detailed information about the most significant funds–not the District as a whole. Laws and contracts require the District to establish some funds, such as grants received under the No Child Left Behind Act from the U.S. Department of Education. The District's administration establishes many other funds to help it control and manage money for particular purposes (like campus activities). The District's two kinds of funds–governmental and proprietary–use different accounting approaches.

- Governmental funds–Most of the District's basic services are reported in governmental funds. These use modified accrual accounting (a method that measures the receipt and disbursement of cash and all other financial assets that can be readily converted to cash) and report balances that are available for future spending. The governmental fund statements provide a detailed short-term view of the District's general operations and the basic services it provides. We describe the differences between governmental activities (reported in the Statement of Net Assets and the Statement of Activities) and governmental funds in reconciliation schedules following each of the fund financial statements.

- Proprietary funds–The District reports the activities for which it charges users (whether outside customers or other units of the District) in proprietary funds using the same accounting methods employed in the Statement of Net Assets and the Statement of Activities. The internal service funds report activities that provide supplies and services for the District's other programs and activities–such as the District's self-insurance programs. The District, at present, maintains no proprietary funds.

The District as Trustee

Reporting the District's Fiduciary Responsibilities

The District is the trustee, or fiduciary, for money raised by student activities and scholarship programs. All of the District's fiduciary activities are reported in separate Statements of Fiduciary Net Assets and Changes in Fiduciary Net Assets on pages 18 and 19. We exclude these resources from the District's other financial statements because the District cannot use these assets to finance its operations. The District is only responsible for ensuring that the assets reported in these funds are used for their intended purposes.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Our analysis focuses on the net assets (Table I) and changes in net assets (Table II) of the District's governmental and business-type activities.

Net assets of the District's governmental activities increased from $22.9 million to $26.1 million. Unrestricted net assets – the part of net assets that can be used to finance day-to-day operations without constraints established by debt covenants, enabling legislation, or other legal requirements – were $9.9 million at August 31, 2011. This increase in governmental net assets was the result of the District's decreased expense of contracted instructional services between schools and correction of capital assets schedule.

Table I
Marble Falls Independent School District

NET ASSETS
in thousands

	Governmental Activities	
	2011	2010*
Current and other assets	14,470	12,788
Capital assets	95,419	97,170
Total assets	109,889	109,958
Long-term liabilities	81,887	85,151
Other liabilities	1,919	1,903
Total liabilities	83,806	87,054
Net Assets:		
Invested in capital assets net of related debt	14,176	12,703
Restricted	1,989	1,359
Unrestricted	9,918	8,842
Total net assets	26,083	22,904

Draft as of _____01/19/12_____ to be used only for management discussion purposes; engagement is incomplete; this draft is subject to final review and possible revision.

Table II
Marble Falls Independent School District

CHANGES IN NET ASSETS
in thousands

	Governmental Activities	
	2011	2010*
Revenues:		
Program Revenues:		
Charges for Services	896	1,025
Operating grants and contributions	5,620	4,867
General Revenues:		
Maintenance and operations taxes	30,238	29,471
Debt Service taxes	7,236	6,921
State aid - formula grants	6,431	5,684
Investment Earnings	99	92
Miscellaneous	457	636
Total Revenue	50,977	48,696
Expenses:		
Instruction, curriculum and media services	22,596	23,478
Instructional and school leadership	2,973	3,195
Student support services	3,610	3,588
Child nutrition	2,023	1,942
Extracurricular activities	1,515	1,612
General administration	1,090	1,026
Plant maintenance, security and data processing	5,845	6,143
Community services	156	329
Debt services	3,434	2,248
Contracted Inst. Services between School	3,886	2,704
Other Intergovernmental Charges	670	655
Total Expenses	47,798	46,920
Increase in net assets	3,179	1,776
Net assets at Beginning	22,904	21,128
Net assets at Ending	26,083	22,904

*As restated

Draft as of _____01/19/12_____
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THE DISTRICT'S FUNDS

As the District completed this annual period, its governmental funds (as presented in the balance sheet on page 12) reported a combined fund balance of $10.3 million, which is $1.5 million more than last year's total of $8.8 million. Included in this year's total change in fund balance is an increase of $880 thousand in the District's General Fund, $530 thousand in the Debt Service Fund and $69 thousand in Other Governmental Funds.

Over the course of the year, the Board of Trustees revised the District's budget several times. These budget amendments fall into two categories. The first category includes amendments and supplemental appropriations that were approved shortly after the beginning of the year and reflect the actual beginning balances (versus the amounts we estimated in August 2010). The second category involved amendments moving funds from programs that did not need all the resources originally appropriated to them to programs with resource needs.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

At the end of 2011, the District had $95.4 million invested in a broad range of capital assets, including facilities and equipment for instruction, transportation, athletics, administration, and maintenance.

In November 2007, District voters approved the issuance of some $62.3 million in bonded debt to finance new instructional facilities and renovations. The projects authorized include $54.5 million in school building construction and renovations. In addition, some $7.8 million was authorized for construction of a multi-purpose facility for athletic and other special events. These renovations and construction projects were completed during the 2010 fiscal year. More detailed information about the District's capital assets is presented in Note D to the financial statements.

Debt

At year-end, the District had $74.5 million in bonds outstanding versus $77.7 million last year. More detailed information about the District's long-term liabilities is presented in Note F to the financial statements.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

During the 2011-12 budget cycle the District considered options to reduce spending because current revenue sources would not provide adequate funding. As a result, the District continued with the two year attrition plan which began in the 2010-11 budget cycle. This plan will work to reduce staffing without a reduction-in-force. The District continues to use the comparison study and staffing targets, which were established as a result of this comparison study.

In addition, department managers were asked to trim 10% off of their operating budgets for the 2011-12 school year.

The District continues to look for ways to decrease costs in such a way that the impact on education is minimal.

Draft as of _____01/19/12_____
to be used only for management discussion purposes; engagement is incomplete; this draft is subject to final review and possible revision.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, customers, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the District's business office, at Marble Falls Independent School District, 1800 Colt Circle, Marble Falls, Texas 78654.

Basic Financial Statements

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF NET ASSETS
AUGUST 31, 2011

Data Control Codes		1 Governmental Activities
	ASSETS:	
1110	*Cash and Cash Equivalents*	$ 10,041,030
1120	*Current Investments*	986,720
1225	*Property Taxes Receivable (Net)*	1,918,516
1240	*Due from Other Governments*	707,772
1260	*Internal Balances*	77
1290	*Other Receivables (Net)*	21,870
1300	*Inventories*	103,431
1410	*Deferred Expenses*	63,131
1420	*Capitalized Bond and Other Debt Issuance Costs*	627,557
	Capital Assets:	
1510	*Land*	3,047,266
1520	*Buildings and Improvements, Net*	90,817,421
1530	*Furniture and Equipment, Net*	1,554,226
1000	Total Assets	109,889,017
	LIABILITIES:	
2110	*Accounts Payable*	210,266
2140	*Interest Payable*	129,239
2165	*Accrued Liabilities*	1,433,001
2300	*Unearned Revenue*	146,488
	Noncurrent Liabilities:	
2501	*Due Within One Year*	3,224,524
2502	*Due in More Than One Year*	78,662,439
2000	Total Liabilities	83,805,957
	NET ASSETS	
3200	Invested in Capital Assets, Net of Related Debt	14,176,374
	Restricted For:	
3820	Federal and State Programs	40,332
3850	Debt Service	1,725,656
3870	Campus Activities	223,246
3900	Unrestricted	9,917,452
3000	Total Net Assets	$ 26,083,060

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes	Functions/Programs	1 Expenses	3 Program Revenues: Charges for Services	4 Program Revenues: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Assets: Governmental Activities
	Governmental Activities:				
11	*Instruction*	$ 21,830,288	$ 60,216	$ 2,096,431	$ (19,673,641)
12	*Instructional Resources and Media Services*	599,072	--	6,320	(592,752)
13	*Curriculum and Staff Development*	166,476	--	7,722	(158,754)
21	*Instructional Leadership*	783,757	--	6,089	(777,668)
23	*School Leadership*	2,189,664	--	75,993	(2,113,671)
31	*Guidance, Counseling, & Evaluation Services*	1,304,497	--	63,123	(1,241,374)
33	*Health Services*	428,971	--	--	(428,971)
34	*Student Transportation*	1,876,299	--	251	(1,876,048)
35	*Food Service*	2,022,866	633,846	1,300,135	(88,885)
36	*Cocurricular/Extracurricular Activities*	1,514,739	202,227	36,449	(1,276,063)
41	*General Administration*	1,090,371	--	363	(1,090,008)
51	*Plant Maintenance and Operations*	4,550,612	--	--	(4,550,612)
52	*Security and Monitoring Services*	85,524	--	--	(85,524)
53	*Data Processing Services*	1,209,084	--	30,229	(1,178,855)
61	*Community Services*	155,700	--	1,569,429	1,413,729
72	*Interest on Long-term Debt*	3,391,939	--	--	(3,391,939)
73	*Bond Issuance Costs and Fees*	42,055	--	--	(42,055)
91	*Contracted Instructional Services between Schools*	3,885,871	--	--	(3,885,871)
99	*Other Intergovernmental Charges*	670,380	--	--	(670,380)
TG	Total Governmental Activities	47,798,165	896,289	5,620,040	(41,281,836)
TP	Total Primary Government	$ 47,798,165	$ 896,289	$ 5,620,040	(41,281,836)

	General Revenues:	
MT	*Property Taxes, Levied for General Purposes*	30,237,935
DT	*Property Taxes, Levied for Debt Service*	7,235,812
IE	*Investment Earnings*	98,890
GC	*Grants and Contributions Not Restricted to Specific Programs*	6,431,391
MI	*Miscellaneous*	457,275
TR	Total General Revenues	44,461,303
CN	Change in Net Assets	3,179,467
NB	Net Assets - Beginning	23,358,744
PA	Prior Period Adjustment	(455,151)
	Net Assets - Beginning, as Restated	22,903,593
NE	Net Assets - Ending	$ 26,083,060

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

BALANCE SHEET - GOVERNMENTAL FUNDS
AUGUST 31, 2011

Data Control Codes		10 General Fund	50 Debt Service Fund	Other Governmental Funds	98 Total Governmental Funds
	ASSETS:				
1110	*Cash and Cash Equivalents*	$ 8,787,189	$ 763,456	$ 490,385	$ 10,041,030
1120	*Current Investments*	93,768	892,952	--	986,720
1225	*Taxes Receivable, Net*	1,600,016	318,500	--	1,918,516
1240	*Due from Other Governments*	319,929	15,375	372,468	707,772
1260	*Due from Other Funds*	75	--	31,810	31,885
1290	*Other Receivables*	18,279	--	3,591	21,870
1300	*Inventories*	61,408	--	42,023	103,431
1410	*Deferred Expenditures*	63,131	--	--	63,131
1000	Total Assets	$ 10,943,795	$ 1,990,283	$ 940,277	$ 13,874,355
	LIABILITIES:				
	Current Liabilities:				
2110	*Accounts Payable*	$ 128,250	$ --	$ 82,016	$ 210,266
2150	*Payroll Deductions & Withholdings*	(16,562)	--	--	(16,562)
2160	*Accrued Wages Payable*	1,383,823	--	65,740	1,449,563
2170	*Due to Other Funds*	--	--	31,808	31,808
2300	*Deferred Revenue*	1,626,648	318,500	--	1,945,148
2000	Total Liabilities	3,122,159	318,500	179,564	3,620,223
	FUND BALANCES:				
	Nonspendable Fund Balances:				
3410	*Inventories*	61,408	--	--	61,408
3430	*Prepaid Items*	4,894	--	--	4,894
	Restricted Fund Balances:				
3450	*Federal/State Funds Grant Restrictions*	--	--	537,467	537,467
3480	*Retirement of Long-Term Debt*	--	1,671,783	--	1,671,783
	Committed Fund Balances:				
3545	*Other Committed Fund Balance*	--	--	223,246	223,246
3600	Unassigned	7,755,334	--	--	7,755,334
3000	Total Fund Balances	7,821,636	1,671,783	760,713	10,254,132
4000	Total Liabilities and Fund Balances	$ 10,943,795	$ 1,990,283	$ 940,277	$ 13,874,355

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET ASSETS
AUGUST 31, 2011

Total fund balances - governmental funds balance sheet	$	10,254,132
Amounts reported for governmental activities in the Statement of Net Assets ("SNA") are different because:		
Capital assets used in governmental activities are not reported in the funds.		95,418,912
Property taxes receivable unavailable to pay for current period expenditures are deferred in the funds.		1,798,660
Payables for bond principal which are not due in the current period are not reported in the funds.		(74,498,864)
The accumulated accretion of interest on CAB's is not reported in the funds.		(6,743,675)
Payables for bond interest which are not due in the current period are not reported in the funds.		(129,239)
Bond premiums are deferred in the SNA but not in the funds.		(644,424)
Bond issuance costs and similar items are capitalized in the SNA but not in the funds.		627,556
Rounding difference		2
Net assets of governmental activities - Statement of Net Assets	$	26,083,060

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		10 General Fund	50 Debt Service Fund	Other Governmental Funds	98 Total Governmental Funds
	REVENUES:				
5700	*Local and Intermediate Sources*	$ 30,679,467	$ 7,194,074	$ 846,833	$ 38,720,374
5800	*State Program Revenues*	6,771,900	--	200,360	6,972,260
5900	*Federal Program Revenues*	332,555	--	4,746,616	5,079,171
5020	Total Revenues	37,783,922	7,194,074	5,793,809	50,771,805
	EXPENDITURES:				
	Current:				
0011	*Instruction*	17,550,630	--	2,824,201	20,374,831
0012	*Instructional Resources and Media Services*	516,827	--	51,800	568,627
0013	*Curriculum and Staff Development*	142,391	--	14,242	156,633
0021	*Instructional Leadership*	710,123	--	25,308	735,431
0023	*School Leadership*	1,967,032	--	92,695	2,059,727
0031	*Guidance, Counseling, & Evaluation Services*	1,121,394	--	95,103	1,216,497
0033	*Health Services*	399,499	--	2,106	401,605
0034	*Student Transportation*	1,836,023	--	251	1,836,274
0035	*Food Service*	--	--	1,971,096	1,971,096
0036	*Cocurricular/Extracurricular Activities*	1,387,700	--	71,187	1,458,887
0041	*General Administration*	987,040	--	388	987,428
0051	*Plant Maintenance and Operations*	4,425,966	--	--	4,425,966
0052	*Security and Monitoring Services*	74,730	--	9,616	84,346
0053	*Data Processing Services*	1,112,709	--	139,417	1,252,126
0061	*Community Services*	113,930	--	20,808	134,738
0071	*Principal on Long-term Debt*	--	3,165,234	--	3,165,234
0072	*Interest on Long-term Debt*	--	3,494,952	--	3,494,952
0073	*Bond Issuance Costs and Fees*	--	3,600	--	3,600
0081	*Capital Outlay*	--	--	406,855	406,855
0091	*Contracted Instructional Services*				
0091	*Between Public Schools*	3,885,871	--	--	3,885,871
0099	*Other Intergovernmental Charges*	670,380	--	--	670,380
6030	Total Expenditures	36,902,245	6,663,786	5,725,073	49,291,104
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	881,677	530,288	68,736	1,480,701
	Other Financing Sources and (Uses):				
7912	*Sale of Real or Personal Property*	5,550	--	--	5,550
7915	*Transfers In*	--	30	212,286	212,316
8911	*Transfers Out*	(1,600)	--	(210,716)	(212,316)
7080	Total Other Financing Sources and (Uses)	3,950	30	1,570	5,550
1200	Net Change in Fund Balances	885,627	530,318	70,306	1,486,251
0100	Fund Balances - Beginning	7,391,160	1,141,465	690,407	9,223,032
1300	Prior Period Adjustment	(455,151)	--	--	(455,151)
	Fund Balances - Beginning, as Restated	6,936,009	1,141,465	690,407	8,767,881
3000	Fund Balances - Ending	$ 7,821,636	$ 1,671,783	$ 760,713	$ 10,254,132

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED AUGUST 31, 2011

Net change in fund balances - total governmental funds	$	1,486,251
Amounts reported for governmental activities in the Statement of Activities ("SOA") are different because:		
Capital outlays are not reported as expenses in the SOA.		903,209
The depreciation of capital assets used in governmental activities is not reported in the funds.		(2,640,062)
Trade-in or disposal of capital assets decrease net assets in the SOA but not in the funds.		(14,604)
Certain property tax revenues are deferred in the funds. This is the change in these amounts this year.		214,881
Repayment of bond principal is an expenditure in the funds but is not an expense in the SOA.		3,165,234
Bond issuance costs and similar items are amortized in the SOA but not in the funds.		(38,455)
The accretion of interest on capital appreciation bonds is not reported in the funds.		59,665
(Increase) decrease in accrued interest from beginning of period to end of period.		4,102
Bond premiums are reported in the funds but not in the SOA.		39,246
Change in net assets of governmental activities - Statement of Activities	$	3,179,467

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET ASSETS
FIDUCIARY FUNDS
AUGUST 31, 2011

Data Control Codes		Private-purpose Trust Funds	Agency Funds Student Activity
	ASSETS:		
1110	*Cash and Cash Equivalents*	$ 27,098	$ 100,506
1800	*Restricted Assets*	20,905	--
1000	Total Assets	$ 48,003	$ 100,506
	LIABILITIES:		
	Current Liabilities:		
2110	*Accounts Payable*	$ --	$ 13,076
2190	*Due to Student Groups*	--	87,430
2000	Total Liabilities	--	100,506
	NET ASSETS		
3800	*Held in Trust*	48,003	--
3000	Total Net Assets	$ 48,003	$ --

The accompanying notes are an integral part of this statement.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

STATEMENT OF CHANGES IN FIDUCIARY NET ASSETS
FIDUCIARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

	Private-Purpose Trusts
Additions:	
Investment Income	$ 864
Contributions	--
Total Additions	864
Deductions:	
Scholarship Awards	--
Other Expenses	--
Total Deductions	--
Change in Net Assets	864
Net Assets-Beginning of the Year	47,139
Net Assets-End of the Year	$ 48,003

The accompanying notes are an integral part of this statement.

A. Summary of Significant Accounting Policies

The basic financial statements of Marble Falls Independent School District (the "District") have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP") applicable to governmental units in conjunction with the Texas Education Agency's Financial Accountability System Resource Guide ("Resource Guide"). The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

1. Reporting Entity

The Board of School Trustees ("Board"), a seven-member group, has governance responsibilities over all activities related to public elementary and secondary education within the jurisdiction of the District. The Board is elected by the public and has the exclusive power and duty to govern and oversee the management of the public schools of the District. All powers and duties not specifically delegated by statute to the Texas Education Agency ("TEA") or to the State Board of Education are reserved for the Board, and the TEA may not substitute its judgment for the lawful exercise of those powers and duties by the Board. The District receives funding from local, state and federal government sources and must comply with the requirements of those funding entities. However, the District is not included in any other governmental "reporting entity" as defined by the GASB in its Statement No. 14, "The Financial Reporting Entity" and there are no component units included within the reporting entity.

2. Basis of Presentation, Basis of Accounting

a. Basis of Presentation

Government-wide Financial Statements: The statement of net assets and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The District does not allocate indirect expenses in the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds.

The District reports the following major governmental funds:

General Fund: This is the District's primary operating fund. It accounts for all financial resources of the District except those required to be accounted for in another fund.

Capital Projects Fund: This fund accounts for proceeds from various bond issues and the corresponding expenditures for construction of voter approved facilities.

Debt Service Fund: This fund accounts for debt service property taxes and the payment of bond principal and interest as it comes due.

In addition, the District reports the following fund types:

Private-Purpose Trust Funds: These funds are used to report trust arrangements under which principal and income benefit individuals, private organizations, or other governments not reported in other fiduciary fund types.

Agency Funds: These funds are used to report student activity funds and other resources held in a purely custodial capacity (assets equal liabilities). Agency funds typically involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments.

Fiduciary funds are reported in the fiduciary fund financial statements. However, because their assets are held in a trustee or agent capacity and are therefore not available to support District programs, these funds are not included in the government-wide statements.

b. Measurement Focus, Basis of Accounting

Government-wide and Fiduciary Fund Financial Statements: These financial statements are reported using the economic resources measurement focus. They are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District does not consider revenues collected after its year-end to be available in the current period. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured**.** General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

3. Financial Statement Amounts

a. Property Taxes

Property taxes are levied by October 1 on the assessed value listed as of the prior January 1 for all real and business personal property in conformity with Subtitle E, Texas Property Tax Code. Taxes are due on receipt of the tax bill and are delinquent if not paid before February 1 of the year following the year in which imposed. On January 1 of each year, a tax lien attaches to property to secure the payment of all taxes, penalties, and interest ultimately imposed**.** Property tax revenues are considered available when they become due or past due and receivable within the current period.

Allowances for uncollectible tax receivables within the General and Debt Service Funds are based upon historical experience in collecting property taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature.

b. Inventories and Prepaid Items

The District records purchases of supplies as expenditures, utilizing the purchase method of accounting for inventory in accordance with the Resource Guide.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of $5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

Asset Class	Estimated Useful Lives
Infrastructure	30
Buildings	50
Building Improvements	20
Vehicles	2-15
Office Equipment	3-15
Computer Equipment	3-15

d. Receivable and Payable Balances

The District believes that sufficient detail of receivable and payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates those balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

e. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net assets.

f. Use of Estimates

The preparation of financial statements in conformity with GAAP requires the use of management's estimates.

g. Data Control Codes

Data Control Codes appear in the rows and above the columns of certain financial statements. The TEA requires the display of these codes in the financial statements filed with TEA in order to insure accuracy in building a statewide database for policy development and funding plans.

h. Fund Balances - Governmental Funds

Fund balances of the governmental funds are classified as follows:

Nonspendable Fund Balance - represents amounts that cannot be spent because they are either not in spendable form (such as inventory or prepaid insurance) or legally required to remain intact (such as notes receivable or principal of a permanent fund).

Restricted Fund Balance - represents amounts that are constrained by external parties, constitutional provisions or enabling legislation.

Committed Fund Balance - represents amounts that can only be used for a specific purpose because of a formal action by the District's governing board. Committed amounts cannot be used for any other purpose unless the governing board removes those constraints by taking the same type of formal action**.** Committed fund balance amounts may be used for other purposes with appropriate due process by the governing board. Commitments are typically done through adoption and amendment of the budget**.** Committed fund balance amounts differ from restricted balances in that the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

Assigned Fund Balance - represents amounts which the District intends to use for a specific purpose, but that do not meet the criteria to be classified as restricted or committed. Intent may be stipulated by the governing board or by an official or body to which the governing board delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the general fund conveys that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the District itself.

Unassigned Fund Balance - represents amounts which are unconstrained in that they may be spent for any purpose. Only the general fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification because of overspending for specific purposes for which amounts had been restricted, committed or assigned.

When an expenditure is incurred for a purpose for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds.

B. Compliance and Accountability

1. Finance-Related Legal and Contractual Provisions

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations:

Violation			Action Taken
Expenditures exceeded appropriations in the following General Fund Functions:			The District will make every effort to review general ledger activity to ensure that all items, such as, Medicare Part D on-behalf amounts are recorded throghout the year. In addition, budget adjustments for these items will be made in advance.
11	Instruction	$ 24,709	
12	Instructional Resources	329	
31	Guidance, Counseling	11,212	
33	Health Services	1,317	
36	Cocurricular	11,837	
51	Plant Maintenance	12,743	
53	Data Processing	3,585	

2. Deficit Fund Balance or Fund Net Assets of Individual Funds

Following are funds having deficit fund balances or fund net assets at year end, if any, along with remarks which address such deficits:

Fund Name	Deficit Amount	Remarks
None	$ --	Not Applicable

C. Deposits and Investments

The District's funds are required to be deposited and invested under the terms of a depository contract. The depository bank deposits for safekeeping and trust with the District's agent bank approved pledged securities in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation ("FDIC") insurance.

1. Cash Deposits:

At August 31, 2011, the carrying amount of the District's deposits (cash, certificates of deposit, and interest-bearing savings accounts included in temporary investments) was $10,041,029 and the bank balance was $10,592,491. The District's cash deposits at August 31, 2011 and during the period ended August 31, 2011, were entirely covered by FDIC insurance or by pledged collateral held by the District's agent bank in the District's name.

2. Investments:

The District is required by Government Code Chapter 2256, The Public Funds Investment Act, to adopt, implement, and publicize an investment policy. That policy must address the following areas: (1) safety of principal and liquidity, (2) portfolio diversification, (3) allowable investments, (4) acceptable risk levels, (5) expected rates of return, (6) maximum allowable stated maturity of portfolio investments, (7) maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio, (8) investment staff quality and capabilities, and (9) bid solicitation preferences for certificates of deposit.

The Public Funds Investment Act ("Act") requires an annual audit of investment practices. Audit procedures in this area conducted as a part of the audit of the basic financial statements disclosed that in the areas of investment practices, management reports and establishment of appropriate policies, the District adhered to the requirements of the Act. Additionally, investment practices of the District were in accordance with local policies.

The Act determines the types of investments which are allowable for the District. These include, with certain restrictions, 1) obligations of the U.S. Treasury, U.S. agencies, and the State of Texas, 2) certificates of deposit, 3) certain municipal securities, 4) securities lending program, 5) repurchase agreements, 6) bankers acceptances, 7) mutual funds, 8) investment pools, 9) guaranteed investment contracts, and 10) commercial paper.

The District's investments at August 31, 2011 are shown below.

Investment or Investment Type	Maturity	Ratings	Fair Value	Percentage
Lone Star Investment Pool	24 days average	AAA	$ 986,720	100%

3. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the District was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The ratings of securities by nationally recognized rating agencies are designed to give an indication of credit risk. At year end, the District's investments were rated as noted above.

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name.

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name.

At year end, the District was not exposed to custodial credit risk.

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. At year end, the District investments respresenting more than 5% of total investments are disclosed above.

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. At year end, the District does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the District was not exposed to foreign currency risk.

Investment Accounting Policy

The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

Public Funds Investment Pools

Public funds investment pools in Texas ("Pools") are established under the authority of the Interlocal Cooperation Act, Chapter 79 of the Texas Government Code, and are subject to the provisions of the Public Funds Investment Act (the "Act"), Chapter 2256 of the Texas Government Code. In addition to other provisions of the Act designed to promote

liquidity and safety of principal, the Act requires Pools to: 1) have an advisory board composed of participants in the pool and other persons who do not have a business relationship with the pool and are qualified to advise the pool; 2) maintain a continuous rating of no lower than AAA or AAA-m or an equivalent rating by at least one nationally recognized rating service; and 3) maintain the market value of its underlying investment portfolio within one half of one percent of the value of its shares. The District's investments in Pools are reported at an amount determined by the fair value per share of the pool's underlying portfolio, unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

D. Capital Assets

Capital asset activity for the year ended August 31, 2011, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	$ 3,047,266	$ --	$ --	$ 3,047,266
Construction in progress	--	--	--	--
Total capital assets not being depreciated	3,047,266	--	--	3,047,266
Capital assets being depreciated:				
Buildings and improvements	112,836,341	501,649	393,000	112,944,990
Furniture and Equipment	3,953,646	401,560	81,969	4,273,237
Total capital assets being depreciated	116,789,987	903,209	474,969	117,218,227
Less accumulated depreciation for:				
Buildings and improvements	(20,257,084)	(2,263,485)	(393,000)	(22,127,569)
Furniture and Equipment	(2,409,799)	(376,577)	(67,365)	(2,719,011)
Total accumulated depreciation	(22,666,883)	(2,640,062)	(460,365)	(24,846,580)
Total capital assets being depreciated, net	94,123,104	(1,736,853)	14,604	92,371,647
Governmental activities capital assets, net	$ 97,170,370	$ (1,736,853)	$ 14,604	$ 95,418,913

Depreciation was charged to functions as follows:

Instruction	$ 1,474,657
Instructional Resources and Media Services	30,445
Curriculum and Staff Development	9,843
Instructional Leadership	48,326
School Leadership	129,937
Guidance, Counseling, & Evaluation Services	88,000
Health Services	27,366
Student Transportation	221,035
Food Services	138,492
Extracurricular Activities	72,693
General Administration	102,943
Plant Maintenance and Operations	237,440
Security and Monitoring Services	1,178
Data Processing Services	36,745
Community Services	20,962
	$ 2,640,062

E. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at August 31, 2011, consisted of the following:

Due To Fund	Due From Fund	Amount	Purpose
General Fund	Other Governmental Funds	$ 31,808	Short-term loans
	Total	$ 31,808	

All amounts due are scheduled to be repaid within one year.

Transfers To and From Other Funds

Transfers to and from other funds at August 31, 2011, consisted of the following:

Transfers From	Transfers To	Amount	Reason
General Fund	Capital Projects Fund	$ 1,600	Supplement other funds sources
Campus Activity Funds	Campus Activity Funds	210,686	Reclassify Accounts
Capital Projects Fund	Debt Service Fund	30	Residual Fund Balance
	Total	$ 212,316	

F. Long-Term Obligations

The District has entered into a continuing disclosure undertaking to provide Annual Reports and Material Event Notices to the State Information Depository of Texas, which is the Municipal Advisory Council. This information is required under SEC Rule 15c2-12 to enable investors to analyze the financial condition and operations of the District.

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended August 31, 2011, are as follows:

Series	Original Issue (millions)	Interest Rate	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Governmental activities:							
2002	12.325	3.0-4.5%	$ 2,695,506	$ --	$ 740,234	$ 1,955,272	694,524
2002A	8.940	2.5-5.0%	6,810,000	--	1,005,000	5,805,000	1,055,000
2006	6.967	4.2-4.61%	6,966,778	--	--	6,966,778	--
2007A	25.000	3.67-4.51%	24,525,000	--	500,000	24,025,000	525,000
2008	28.000	3.0-5.0%	27,090,443	--	570,000	26,520,443	590,000
2009A	9.342	2.0-5.0%	414,754	--	200,000	214,754	205,000
2009B	0.570	2.0%	9,161,617	--	150,000	9,011,617	155,000
			77,664,098	--	3,165,234	74,498,864	3,224,524
Premium on Bonds			683,670	--	39,246	644,424	--
Accumulated Accretion on CAB's			6,803,340	385,101	444,766	6,743,675	--
Total governmental activities			$ 85,151,108	$ 385,101	$ 3,649,246	$ 81,886,963	$ 3,224,524
Due Within One Year						$ 3,224,524	
Due in More Than One Year						78,662,439	
						$ 81,886,963	

2. Debt Service Requirements

Debt service requirements on long-term debt at August 31, 2011, are as follows:

	Governmental Activities		
Year Ending August 31,	Principal	Interest	Total
2012	$ 3,224,524	$ 3,441,837	$ 6,666,361
2013	3,232,282	3,437,180	6,669,462
2014	3,070,462	3,490,874	6,561,336
2015	3,146,854	3,421,083	6,567,937
2016	2,693,390	3,876,796	6,570,186
2017-2021	10,562,739	15,419,831	25,982,570
2022-2026	11,313,613	13,566,525	24,880,138
2021-2022	12,045,000	7,877,684	19,922,684
2032-2036	15,210,000	4,698,431	19,908,431
2037-2041	10,000,000	968,875	10,968,875
Totals	$ 74,498,864	$ 60,199,116	$ 134,697,980

3. Advance Refunding of Debt

GASB Statement No. 7, "Advance Refundings Resulting in Defeasance of Debt," provides that refunded debt and assets placed in escrow for the payment of related debt service be excluded from the financial statements**.** As of August 31, 2011, outstanding balances of bond issues that have been refunded and defeased in-substance by placing existing assets and the proceeds of new bonds in an irrevocable trust to provide for all future debt service payments are as follows.

Bond Issue	Amount
Series 1996	$ 300,000
Series 2002	7,034,744
Total	$ 7,334,744

G. Risk Management

The District is exposed to various risks of loss related to torts, theft, damage or destruction of assets, errors and omissions, injuries to employees, and natural disasters. During fiscal year 2011, the District purchased commercial insurance to cover general liabilities. There were no significant reductions in coverage in the past fiscal year and there were no settlements exceeding insurance coverage for each of the past three fiscal years.

H. Pension Plan

1. Plan Description

The District contributes to the Teacher Retirement System of Texas (TRS), a cost-sharing multiple employer defined benefit pension plan. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas. It operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government Code, Title 8, Subtitle C. TRS also administers proportional retirement benefits and service credit transfer under Texas Government Code, Title 8, Chapters 803 and 805, respectively. The Texas state legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit pension plan. That report may be obtained by downloading the report from the TRS internet website, www.trs.state.tx.us, under the TRS Publications heading, by calling the TRS Communications Department at 1-800-223-8778, or by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701.

2. Funding Policy

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) The state constitution requires the legislature to establish a member contribution rate of not less than 6.0% of the member's annual compensation and a state contribution rate of not less that 6.0% and not more than 10% of the aggregate annual compensation of all members of the system. (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action. State law provides for a member contribution rate of 6.4% for fiscal years 2011, 2010, and 2009, and a state contribution rate of 6.644% for fiscal years 2011-2010 and 6.58% for fiscal year 2009. In certain instances the reporting district is required to make all or a portion of the state's 6.644% contribution, limited to 6.4% for the period of September through December 2009 and increased to 6.644% for the period of January 2010 through August 2011. State contributions to TRS made on behalf of the District's employees for the years ending August 31, 2011, 2010 and 2009 were $1,584,830, $1,643,613 and $1,573,303, respectively. The District paid additional state contributions for the years ending June 30, 2011, 2010 and 2009 in the amount of $292,763, $300,502 and $261,256, respectively, on portion of the employees' salaries that exceeded the statutory minimum and contributions from federal and private grants.

I. Health Care Coverage

During the period ended August 31, 2011, employees of the District were covered by a state-wide plan, TRS Active Care. The District paid premiums of $150 per month per employee to the Plan. Employees at their option may authorize payroll withholdings to pay premiums for dependent coverage. The Teacher Retirement System of Texas (TRS) manages TRS Active Care. The Plan is administered by Blue Cross and Blue Shield of Texas, and Scott and White HMO for the medical plan while Medco Health was assigned the prescription drug plan.

The District's participation is renewable annually.

The latest financial information on the state-wide plan is avavailable from TRS (see note H1).

J. Retiree Health Plan

1. Plan Description

The District contributes to the Texas Public School Retired Employees Group Insurance Program (TRS-Care), a cost-sharing multiple-employer defined benefit postemployment health care plan administered by the Teacher Retirement System of Texas. TRS-Care Retired Plan provides health care coverage for certain persons (and their dependents) who retired under the Teacher Retirement System of Texas. The statutory authority for the program is Texas Insurance Code, Chapter 1575. Section 1575.052 grants the TRS Board of Trustees the authority to establish and amend basic and optional group insurance coverage for participants. The TRS issues a publicly available financial report that includes financial statements and required supplementary information for TRS-Care. That report may be obtained by visiting the TRS Web site at www.trs.state.tx.us, by writing to the Communications Department of the Teacher Retirement System of Texas at 1000 Red River Street, Austin, Texas 78701, or by calling 1-800-223-8778.

2. Funding Policy

Contribution requirements are not actuarially determined but are legally established each biennium by the Texas Legislature. Texas Insurance Code, Sections 1575.202, 203, and 204 establish state, active employee, and public school contributions, respectively. The State of Texas and active public school employee contribution rates were 1.0% and 0.65% of public school payroll, respectively, with school districts contributing a percentage of payroll set at 0.55% for fiscal years 2011, 2010 and 2009. Per Texas Insurance Code, Chapter 1575, the public school contribution may not be less than 0.25% or greater than 0.75% of the salary of each active employee of the public school. For the years ended August 31, 2011, 2010 and 2009, the State's contributions to TRS-Care were $228,255, $235,592, and $232,890, respectively, the active member contributions were $148,366, $153,135, and $151,378, respectively, and the school district's contributions were $125,540, $129,576, and $128,089, respectively, which equaled the required contributions each year.

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003, which was effective January 1, 2006, established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. One of the provisions of Medicare Part D allows for the Texas Public School Retired Employee Group Insurance Program (TRS-Care) to receive retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the fiscal years ended 2011, 2010, and 2009 the subsidy payments received by TRS-Care on behalf of the District were $58,437, $66,184, and $57,475, respectively.

K. Commitments and Contingencies

1. Contingencies

The District participates in grant programs which are governed by various rules and regulations of the grantor agencies**.** Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivable may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying basic financial statements for such contingencies.

2. Litigation

No reportable litigation was pending against the District at August 31,2011.

L. Prior Period Adjustments

The following adjustments have been made which relate to prior periods. These adjustments relate to "settle-up amounts paid to or received from the Texas Education Agency (TEA) during the current year that settle-up years ending as far back as the 2007-08 school year.

Description	Fiscal Year	Amounts
Chapter 41 Recapture	2007-08	$ 34,800
Chapter 41 Recapture	2009-10	19,099
Chapter 41 Recapture	2009-10	(105,328)
Foundation Formula	2009-10	(32,038)
Foundation Formula	2009-10	(6,240)
Foundation Formula	2009-10	544,858
Prior Period Adjustment		$ 455,151

Required Supplementary Information

Required supplementary information includes financial information and disclosures required by the Governmental Accounting Standards Board but not considered a part of the basic financial statements.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

EXHIBIT G-1

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		1 Budgeted Amounts Original	2 Budgeted Amounts Final	3 Actual	Variance with Final Budget Positive (Negative)
	REVENUES:				
5700	*Local and Intermediate Sources*	$ 30,513,200	$ 30,652,141	$ 30,679,467	$ 27,326
5800	*State Program Revenues*	5,573,472	6,473,472	6,771,900	298,428
5900	*Federal Program Revenues*	215,000	277,540	332,555	55,015
5020	Total Revenues	36,301,672	37,403,153	37,783,922	380,769
	EXPENDITURES:				
	Current:				
	Instruction & Instructional Related Services:				
0011	*Instruction*	17,548,808	17,525,921	17,550,630	(24,709)
0012	*Instructional Resources and Media Services*	523,583	516,498	516,827	(329)
0013	*Curriculum and Staff Development*	164,790	153,290	142,391	10,899
	Total Instruction & Instr. Related Services	18,237,181	18,195,709	18,209,848	(14,139)
	Instructional and School Leadership:				
0021	*Instructional Leadership*	754,082	730,498	710,123	20,375
0023	*School Leadership*	2,071,418	1,988,147	1,967,032	21,115
	Total Instructional & School Leadership	2,825,500	2,718,645	2,677,155	41,490
	Support Services - Student (Pupil):				
0031	*Guidance, Counseling and Evaluation Services*	1,082,634	1,110,182	1,121,394	(11,212)
0033	*Health Services*	394,333	398,182	399,499	(1,317)
0034	*Student (Pupil) Transportation*	1,595,362	1,849,745	1,836,023	13,722
0036	*Cocurricular/Extracurricular Activities*	1,364,785	1,375,863	1,387,700	(11,837)
	Total Support Services - Student (Pupil)	4,437,114	4,733,972	4,744,616	(10,644)
	Administrative Support Services:				
0041	*General Administration*	1,068,206	989,406	987,040	2,366
	Total Administrative Support Services	1,068,206	989,406	987,040	2,366
	Support Services - Nonstudent Based:				
0051	*Plant Maintenance and Operations*	5,108,613	4,413,223	4,425,966	(12,743)
0052	*Security and Monitoring Services*	80,465	80,465	74,730	5,735
0053	*Data Processing Services*	1,151,214	1,121,814	1,112,709	9,105
	Total Support Services - Nonstudent Based	6,340,292	5,615,502	5,613,405	2,097
	Ancillary Services:				
0061	*Community Services*	228,203	128,203	113,930	14,273
	Total Ancillary Services	228,203	128,203	113,930	14,273
	Intergovernmental Charges:				
0091	*Contracted Instr. Services Between Public Schools*	2,861,005	4,722,005	3,885,871	836,134
0099	*Other Intergovernmental Charges*	677,500	671,500	670,380	1,120
	Total Intergovernmental Charges	3,538,505	5,393,505	4,556,251	837,254
6030	Total Expenditures	36,675,001	37,774,942	36,902,245	872,697
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	(373,329)	(371,789)	881,677	1,253,466
	Other Financing Sources (Uses):				
7912	*Sale of Real or Personal Property*	--	--	5,550	5,550
8911	*Transfers Out*	--	--	(1,600)	(1,600)
7080	Total Other Financing Sources and (Uses)	--	--	3,950	3,950
1200	Net Change in Fund Balance	(373,329)	(371,789)	885,627	1,257,416
0100	Fund Balance - Beginning	7,391,160	7,391,160	7,391,160	--
1300	Prior Period Adjustment	--	--	(455,151)	(455,151)
0100	Fund Balance - Beginning, as Restated	7,391,160	7,391,160	6,936,009	(455,151)
3000	Fund Balance - Ending	$ 7,017,831	$ 7,019,371	$ 7,821,636	$ 802,265

Combining Statements and Budget Comparisons as Supplementary Information

This supplementary information includes financial statements and schedules not required by the Governmental Accounting Standards Board, nor a part of the basic financial statements, but are presented for purposes of additional analysis.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
AUGUST 31, 2011

Data Control Codes		Special Revenue Funds	Capital Projects Fund	Total Nonmajor Governmental Funds (See Exhibit C-1)
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ 490,385	$ --	$ 490,385
1240	*Due from Other Governments*	372,468	--	372,468
1260	*Due from Other Funds*	31,810	--	31,810
1290	*Other Receivables*	3,591	--	3,591
1300	*Inventories*	42,023	--	42,023
1000	Total Assets	$ 940,277	$ --	$ 940,277
	LIABILITIES:			
	Current Liabilities:			
2110	*Accounts Payable*	$ 82,016	$ --	$ 82,016
2160	*Accrued Wages Payable*	65,740	--	65,740
2170	*Due to Other Funds*	31,808	--	31,808
2000	Total Liabilities	179,564	--	179,564
	FUND BALANCES:			
	Restricted Fund Balances:			
3450	*Federal/State Funds Grant Restrictions*	537,467	--	537,467
	Committed Fund Balances:			
3545	*Other Committed Fund Balance*	223,246	--	223,246
3000	Total Fund Balances	760,713	--	760,713
4000	Total Liabilities and Fund Balances	$ 940,277	$ --	$ 940,277

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		Special Revenue Funds	Capital Projects Fund	Total Nonmajor Governmental Funds (See Exhibit C-2)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 846,833	$ --	$ 846,833
5800	*State Program Revenues*	200,360	--	200,360
5900	*Federal Program Revenues*	4,746,616	--	4,746,616
5020	Total Revenues	5,793,809	--	5,793,809
	EXPENDITURES:			
	Current:			
0011	*Instruction*	2,824,201	--	2,824,201
0012	*Instructional Resources and Media Services*	51,800	--	51,800
0013	*Curriculum and Staff Development*	14,242	--	14,242
0021	*Instructional Leadership*	25,308	--	25,308
0023	*School Leadership*	92,695	--	92,695
0031	*Guidance, Counseling, & Evaluation Services*	95,103	--	95,103
0033	*Health Services*	2,106	--	2,106
0034	*Student Transportation*	251	--	251
0035	*Food Service*	1,971,096	--	1,971,096
0036	*Cocurricular/Extracurricular Activities*	71,187	--	71,187
0041	*General Administration*	388	--	388
0052	*Security and Monitoring Services*	9,616	--	9,616
0053	*Data Processing Services*	139,417	--	139,417
0061	*Community Services*	20,808	--	20,808
0081	*Capital Outlay*	405,255	1,600	406,855
6030	Total Expenditures	5,723,473	1,600	5,725,073
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	70,336	(1,600)	68,736
	Other Financing Sources and (Uses):			
7915	*Transfers In*	210,686	1,600	212,286
8911	*Transfers Out*	(210,686)	(30)	(210,716)
7080	Total Other Financing Sources and (Uses)	--	1,570	1,570
1200	Net Change in Fund Balances	70,336	(30)	70,306
0100	Fund Balances - Beginning	690,377	30	690,407
3000	Fund Balances - Ending	$ 760,713	$ --	$ 760,713

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
AUGUST 31, 2011

Data Control Codes		204 ESEA Title IV SDFSC	206 ESEA Title X Part C Homeless	211 ESEA Title I Improving Basic Programs	224 IDEA-B Formula
	ASSETS:				
1110	*Cash and Cash Equivalents*	$ --	$ (3,500)	$ (69,706)	$ (53,410)
1240	*Due from Other Governments*	--	--	103,701	83,904
1260	*Due from Other Funds*	--	--	--	1
1290	*Other Receivables*	--	3,500	--	--
1300	*Inventories*	--	--	--	--
1000	Total Assets	$ --	$ --	$ 33,995	$ 30,495
	LIABILITIES:				
	Current Liabilities:				
2110	*Accounts Payable*	$ --	$ --	$ --	$ 8,049
2160	*Accrued Wages Payable*	--	--	33,995	22,446
2170	*Due to Other Funds*	--	--	--	--
2000	Total Liabilities	--	--	33,995	30,495
	FUND BALANCES:				
	Restricted Fund Balances:				
3450	*Federal/State Funds Grant Restrictions*	--	--	--	--
	Committed Fund Balances:				
3545	*Other Committed Fund Balance*	--	--	--	--
3000	Total Fund Balances	--	--	--	--
4000	Total Liabilities and Fund Balances	$ --	$ --	$ 33,995	$ 30,495

225 IDEA-B Preschool Grant	226 IDEA-B Discretionary	240 National School Breakfast/Lunch Program	242 Summer Feeding Program	244 Vo Ed Basic Grant
$ --	$ (9,405)	$ 487,325	$ 15,804	$ (4,298)
1,440	9,405	--	15,929	4,297
--	--	31,733	--	1
--	--	--	--	91
--	--	42,023	--	--
$ 1,440	$ --	$ 561,081	$ 31,733	$ 91
$ --	$ --	$ 63,946	$ --	$ --
1,440	--	--	--	--
--	--	--	31,733	--
1,440	--	63,946	31,733	--
--	--	497,135	--	91
--	--	--	--	--
--	--	497,135	--	91
$ 1,440	$ --	$ 561,081	$ 31,733	$ 91

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
AUGUST 31, 2011

Data Control Codes		255 ESEA Title II Training & Recruiting	263 English Lang Acquisition and Enhancement	266 ARRA of 2009 Title XIV State Fiscal Stabilization	272 MAC Program
	ASSETS:				
1110	*Cash and Cash Equivalents*	$ (530)	$ (144)	$ --	$ --
1240	*Due from Other Governments*	8,389	90	--	--
1260	*Due from Other Funds*	--	75	--	--
1290	*Other Receivables*	--	--	--	--
1300	*Inventories*	--	--	--	--
1000	Total Assets	$ 7,859	$ 21	$ --	$ --
	LIABILITIES:				
	Current Liabilities:				
2110	*Accounts Payable*	$ --	$ --	$ --	$ --
2160	*Accrued Wages Payable*	7,859	--	--	--
2170	*Due to Other Funds*	--	75	--	--
2000	Total Liabilities	7,859	75	--	--
	FUND BALANCES:				
	Restricted Fund Balances:				
3450	*Federal/State Funds Grant Restrictions*	--	(54)	--	--
	Committed Fund Balances:				
3545	*Other Committed Fund Balance*	--	--	--	--
3000	Total Fund Balances	--	(54)	--	--
4000	Total Liabilities and Fund Balances	$ 7,859	$ 21	$ --	$ --

279 Enhancing Education through Technology-ARRA	283 IDEA - Part B Formula - ARRA	284 IDEA - Part B Preschool - ARRA	285 ESEA Title 1 Part A Improving Basic Programs - ARRA	289 Summer School LEP
$ --	$ (92,822)	$ --	$ (2,853)	$ (2,150)
--	134,091	--	2,853	2,274
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
$ --	$ 41,269	$ --	$ --	$ 124
$ --	$ 10,021	$ --	$ --	$ --
--	--	--	--	--
--	--	--	--	--
--	10,021	--	--	--
--	31,248	--	--	124
--	--	--	--	--
--	31,248	--	--	124
$ --	$ 41,269	$ --	$ --	$ 124

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
AUGUST 31, 2011

Data Control Codes		394 Life Skills Program	397 Advanced Placement Incentives	404 Student Success Initiative
	ASSETS:			
1110	*Cash and Cash Equivalents*	$ (3,761)	$ 8,136	$ (2,255)
1240	*Due from Other Governments*	3,840	--	2,255
1260	*Due from Other Funds*	--	--	--
1290	*Other Receivables*	--	--	--
1300	*Inventories*	--	--	--
1000	Total Assets	$ 79	$ 8,136	$ --
	LIABILITIES:			
	Current Liabilities:			
2110	*Accounts Payable*	$ --	$ --	$ --
2160	*Accrued Wages Payable*	--	--	--
2170	*Due to Other Funds*	--	--	--
2000	Total Liabilities	--	--	--
	FUND BALANCES:			
	Restricted Fund Balances:			
3450	*Federal/State Funds Grant Restrictions*	79	8,136	--
	Committed Fund Balances:			
3545	*Other Committed Fund Balance*	--	--	--
3000	Total Fund Balances	79	8,136	--
4000	Total Liabilities and Fund Balances	$ 79	$ 8,136	$ --

411 Technology Allotment	429 State Funded Special Revenue Fund	461 Campus Activity Funds	481 LCRA Grants	Total Nonmajor Special Revenue Funds (See Exhibit H-1)
$ 707	$ --	$ 223,246	$ 1	$ 490,385
--	--	--	--	372,468
--	--	--	--	31,810
--	--	--	--	3,591
--	--	--	--	42,023
$ 707	$ --	$ 223,246	$ 1	$ 940,277
$ --	$ --	$ --	$ --	$ 82,016
--	--	--	--	65,740
--	--	--	--	31,808
--	--	--	--	179,564
707	--	--	1	537,467
--	--	223,246	--	223,246
707	--	223,246	1	760,713
$ 707	$ --	$ 223,246	$ 1	$ 940,277

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		204 ESEA Title IV SDFSC	206 ESEA Title X Part C Homeless	211 ESEA Title I Improving Basic Programs	224 IDEA-B Formula
	REVENUES:				
5700	*Local and Intermediate Sources*	$ --	$ --	$ --	$ --
5800	*State Program Revenues*	--	--	--	--
5900	*Federal Program Revenues*	10,444	3,500	799,801	642,053
5020	Total Revenues	10,444	3,500	799,801	642,053
	EXPENDITURES:				
	Current:				
0011	*Instruction*	828	3,500	780,990	587,101
0012	*Instructional Resources and Media Services*	--	--	12,596	--
0013	*Curriculum and Staff Development*	--	--	1,762	--
0021	*Instructional Leadership*	--	--	4,403	16,029
0023	*School Leadership*	--	--	--	--
0031	*Guidance, Counseling, & Evaluation Services*	--	--	--	28,701
0033	*Health Services*	--	--	--	--
0034	*Student Transportation*	--	--	--	--
0035	*Food Service*	--	--	--	--
0036	*Cocurricular/Extracurricular Activities*	--	--	--	10,222
0041	*General Administration*	--	--	50	--
0052	*Security and Monitoring Services*	9,616	--	--	--
0053	*Data Processing Services*	--	--	--	--
0061	*Community Services*	--	--	--	--
0081	*Capital Outlay*	--	--	--	--
6030	Total Expenditures	10,444	3,500	799,801	642,053
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	--	--	--	--
	Other Financing Sources and (Uses):				
7915	*Transfers In*	--	--	--	--
8911	*Transfers Out*	--	--	--	--
7080	Total Other Financing Sources and (Uses)	--	--	--	--
1200	Net Change in Fund Balances	--	--	--	--
0100	Fund Balances - Beginning	--	--	--	--
3000	Fund Balances - Ending	$ --	$ --	$ --	$ --

225 IDEA-B Preschool Grant	226 IDEA-B Discretionary	240 National School Breakfast/Lunch Program	242 Summer Feeding Program	244 Vo Ed Basic Grant
$ --	$ --	$ 636,745	$ --	$ --
--	--	12,109	31,733	--
16,267	31,753	1,300,135	--	46,049
16,267	31,753	1,948,989	31,733	46,049
16,267	31,753	--	--	38,040
--	--	--	--	--
--	--	--	--	--
--	--	--	--	4,876
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	1,939,363	31,733	--
--	--	--	--	3,042
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
16,267	31,753	1,939,363	31,733	45,958
--	--	9,626	--	91
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	--	9,626	--	91
--	--	487,509	--	--
$ --	$ --	$ 497,135	$ --	$ 91

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		255 ESEA Title II Training & Recruiting	263 English Lang Acquisition and Enhancement	266 ARRA of 2009 Title XIV State Fiscal Stabilization	272 MAC Program
	REVENUES:				
5700	*Local and Intermediate Sources*	$ --	$ --	$ --	$ --
5800	*State Program Revenues*	--	--	--	--
5900	*Federal Program Revenues*	181,391	53,212	1,134,423	6,962
5020	Total Revenues	181,391	53,212	1,134,423	6,962
	EXPENDITURES:				
	Current:				
0011	*Instruction*	180,630	42,192	937,608	--
0012	*Instructional Resources and Media Services*	--	--	--	--
0013	*Curriculum and Staff Development*	423	11,074	--	--
0021	*Instructional Leadership*	--	--	--	--
0023	*School Leadership*	--	--	75,993	--
0031	*Guidance, Counseling, & Evaluation Services*	--	--	56,571	5,060
0033	*Health Services*	--	--	--	1,902
0034	*Student Transportation*	--	--	251	--
0035	*Food Service*	--	--	--	--
0036	*Cocurricular/Extracurricular Activities*	--	--	33,771	--
0041	*General Administration*	338	--	--	--
0052	*Security and Monitoring Services*	--	--	--	--
0053	*Data Processing Services*	--	--	30,229	--
0061	*Community Services*	--	--	--	--
0081	*Capital Outlay*	--	--	--	--
6030	Total Expenditures	181,391	53,266	1,134,423	6,962
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	--	(54)	--	--
	Other Financing Sources and (Uses):				
7915	*Transfers In*	--	--	--	--
8911	*Transfers Out*	--	--	--	--
7080	Total Other Financing Sources and (Uses)	--	--	--	--
1200	Net Change in Fund Balances	--	(54)	--	--
0100	Fund Balances - Beginning	--	--	--	--
3000	Fund Balances - Ending	$ --	$ (54)	$ --	$ --

279 Enhancing Education through Technology-ARRA	283 IDEA - Part B Formula - ARRA	284 IDEA - Part B Preschool - ARRA	285 ESEA Title 1 Part A Improving Basic Programs - ARRA	289 Summer School LEP
$ --	$ --	$ --	$ --	$ --
--	--	--	--	2,220
1,570	458,890	14,426	38,972	6,768
1,570	458,890	14,426	38,972	8,988
1,570	22,387	14,426	38,972	8,864
--	--	--	--	--
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--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	405,255	--	--	--
1,570	427,642	14,426	38,972	8,864
--	31,248	--	--	124
--	--	--	--	--
--	--	--	--	--
--	--	--	--	--
--	31,248	--	--	124
--	--	--	--	--
$ --	$ 31,248	$ --	$ --	$ 124

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		394 Life Skills Program	397 Advanced Placement Incentives	404 Student Success Initiative
	REVENUES:			
5700	*Local and Intermediate Sources*	$ --	$ --	$ --
5800	*State Program Revenues*	20,887	900	22,552
5900	*Federal Program Revenues*	--	--	--
5020	Total Revenues	20,887	900	22,552
	EXPENDITURES:			
	Current:			
0011	*Instruction*	--	--	22,552
0012	*Instructional Resources and Media Services*	--	--	--
0013	*Curriculum and Staff Development*	--	197	--
0021	*Instructional Leadership*	--	--	--
0023	*School Leadership*	--	--	--
0031	*Guidance, Counseling, & Evaluation Services*	--	--	--
0033	*Health Services*	--	--	--
0034	*Student Transportation*	--	--	--
0035	*Food Service*	--	--	--
0036	*Cocurricular/Extracurricular Activities*	--	--	--
0041	*General Administration*	--	--	--
0052	*Security and Monitoring Services*	--	--	--
0053	*Data Processing Services*	--	--	--
0061	*Community Services*	20,808	--	--
0081	*Capital Outlay*	--	--	--
6030	Total Expenditures	20,808	197	22,552
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	79	703	--
	Other Financing Sources and (Uses):			
7915	*Transfers In*	--	--	--
8911	*Transfers Out*	--	--	--
7080	Total Other Financing Sources and (Uses)	--	--	--
1200	Net Change in Fund Balances	79	703	--
0100	Fund Balances - Beginning	--	7,433	--
3000	Fund Balances - Ending	$ 79	$ 8,136	$ --

411 Technology Allotment	429 State Funded Special Revenue Fund	461 Campus Activity Funds	481 LCRA Grants	Total Nonmajor Special Revenue Funds (See Exhibit H-2)
$ --	$ --	$ 210,088	$ --	$ 846,833
109,895	64	--	--	200,360
--	--	--	--	4,746,616
109,895	64	210,088	--	5,793,809
--	--	96,521	--	2,824,201
--	64	39,140	--	51,800
--	--	786	--	14,242
--	--	--	--	25,308
--	--	16,702	--	92,695
--	--	4,771	--	95,103
--	--	204	--	2,106
--	--	--	--	251
--	--	--	--	1,971,096
--	--	24,152	--	71,187
--	--	--	--	388
--	--	--	--	9,616
109,188	--	--	--	139,417
--	--	--	--	20,808
--	--	--	--	405,255
109,188	64	182,276	--	5,723,473
707	--	27,812	--	70,336
--	--	210,686	--	210,686
--	--	(210,686)	--	(210,686)
--	--	--	--	--
707	--	27,812	--	70,336
--	--	195,434	1	690,377
$ 707	$ --	$ 223,246	$ 1	$ 760,713

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF FIDUCIARY NET ASSETS
PRIVATE-PURPOSE TRUST FUNDS
AUGUST 31, 2011

Data Control Codes		806 Harold Horne Scholarship	821 Designated Gifts & Bequests
	ASSETS:		
1110	*Cash and Cash Equivalents*	$ --	$ 26,655
1800	*Restricted Assets*	20,905	--
1000	Total Assets	$ 20,905	$ 26,655
	LIABILITIES:		
2000	Total Liabilities	--	--
	NET ASSETS		
3800	*Held in Trust*	$ 20,905	$ 26,655
3000	Total Net Assets	$ 20,905	$ 26,655

824 DEIC	825 Technology Gifts	Total Private-Purpose Trust Funds (See Exhibit E-1)
$ 293	$ 150	$ 27,098
--	--	20,905
$ 293	$ 150	$ 48,003
--	--	--
$ 293	$ 150	$ 48,003
$ 293	$ 150	$ 48,003

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

COMBINING STATEMENT OF CHANGES IN FIDUCIARY NET ASSETS
ALL PRIVATE-PURPOSE TRUST FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

	806 Harold Horne Scholarship	821 Designated Gifts & Bequests	824 DEIC
Additions:			
Investment Income	$ 864	$ --	$ --
Net (Decrease) in Fair Value of Investments	--	--	--
Employer Contributions	--	--	--
Plan Member Contributions	--	--	--
Total Additions	864	--	--
Deductions:			
Scholarship Awards	--	--	--
Benefits	--	--	--
Refunds of Contributions	--	--	--
Administrative Expenses	--	--	--
Total Deductions	--	--	--
Change in Net Assets	864	--	--
Net Assets-Beginning of the Year	20,041	26,655	293
Net Assets-End of the Year	$ 20,905	$ 26,655	$ 293

825 Technology Gifts	Total Private-Purpose Trust Funds (See Exhibit E-2)
$ --	$ 864
--	--
--	--
--	--
--	864
--	--
--	--
--	--
--	--
--	--
--	864
150	47,139
$ 150	$ 48,003

Other Supplementary Information

This section includes financial information and disclosures not required by the Governmental Accounting Standards Board and not considered a part of the basic financial statements. It may, however, include information which is required by other entities.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF DELINQUENT TAXES RECEIVABLE
FOR THE YEAR ENDED AUGUST 31, 2011

Year Ended August 31	1 Tax Rates Maintenance	2 Tax Rates Debt Service	3 Assessed/Appraised Value For School Tax Purposes
2002 and Prior Years	$ Various	$ Various	$ Various
2003	1.473	.1692	1,450,227,551
2004	1.467	.175	1,573,214,710
2005	1.49	.165	1,614,903,867
2006	1.49	.15	1,782,184,878
2007	1.341	.1306	2,010,430,891
2008	1.04	.195	2,215,553,847
2009	1.04	.215	2,643,333,785
2010	1.04	.245	2,865,855,749
2011 (School Year Under Audit)	1.04	.25	2,855,639,845
1000 Totals			
9000 - Portion of Row 1000 for Taxes Paid into Tax Increment Zone Under Chapter 311, Tax Code			

10 Beginning Balance 9/1/10	20 Current Year's Total Levy	31 Maintenance Collections	32 Debt Service Collections	40 Entire Year's Adjustments	50 Ending Balance 8/31/11
$ 222,374	$ --	$ 12,859	$ 2,147	$ (4,922)	$ 202,446
50,800	--	9,346	1,073	1,512	41,893
54,555	--	12,036	1,436	(774)	40,309
71,680	--	13,453	1,490	(890)	55,847
102,016	--	15,397	1,548	(699)	84,372
117,229	--	21,783	2,117	737	94,066
129,515	--	25,028	4,678	8,335	108,144
339,939	--	100,968	20,860	15,096	233,207
826,089	--	340,258	79,802	9,400	415,429
--	36,837,754	28,961,828	6,960,511	(35,492)	879,923
$ 1,914,197	$ 36,837,754	$ 29,512,956	$ 7,075,662	$ (7,697)	$ 2,155,636
$ --	$ --	$ --	$ --	$ --	$ --

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-2

SCHEDULE OF EXPENDITURES FOR COMPUTATION OF INDIRECT COST FOR 2012-2013
GENERAL AND SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2011

FUNCTION 41 AND RELATED FUNCTION 53 - GENERAL ADMINISTRATION AND FUNCTION 99 - APPRAISAL DISTRICT COST

Account Number	Account Name	1 (702) School Board	2 (703) Tax Collection	3 (701) Supt's Office	4 (750) Indirect Cost	5 (720) Direct Cost	6 (Other) Misc.	7 Total
611X-6146	Payroll Costs	$ --	$ --	$ 277,718	$ 495,353	$ --	$ 2,461	$ 775,532
6149	Fringe Benefits (Unused Leave for Separating Employees in Function 41 and Related 53)	--	--	--	--	--	--	--
6149	Fringe Benefits (Unused Leave for Separating Employees in all Functions except Function 41 and Related 53)	--	--	--	--	--	--	--
6211	Legal Services	--	--	20,110	--	--	--	20,110
6212	Audit Services	--	--	--	14,950	--	--	14,950
6213	Tax Appraisal and Collection	--	670,380	--	--	--	--	670,380
621X	Other Prof. Services	30,420	--	3,747	30,647	--	388	65,202
6220	Tuition and Transfer Payments	--	--	--	--	--	--	--
6230	Education Service Centers	--	--	--	2,375	--	--	2,375
6240	Contr. Maint. and Repair	--	--	--	--	31,515	--	31,515
6250	Utilities	--	--	--	--	--	--	--
6260	Rentals	--	--	8,611	553	--	--	9,164
6290	Miscellaneous Contr.	--	--	--	--	--	--	--
6310	Operational Supplies, Materials	--	--	--	--	--	--	--
6320	Textbooks and Reading	--	--	2,201	264	--	--	2,465
6330	Testing Materials	--	--	--	--	--	--	--
63XX	Other Supplies, Materials	132	--	8,769	9,852	--	180	18,933
6410	Travel, Subsistence, Stipends	4,148	--	5,440	8,210	--	--	17,798
6420	Ins. and Bonding Costs	16,698	--	--	--	--	--	16,698
6430	Election Costs	7,297	--	--	--	--	--	7,297
6490	Miscellaneous Operating	1,343	--	15,822	4,010	--	--	21,175
6500	Debt Service	--	--	--	--	--	--	--
6600	Capital Outlay	--	--	--	--	--	--	--
	Total	$ 60,038	$ 670,380	$ 342,418	$ 566,214	$ 31,515	$ 3,029	$ 1,673,594

Total Expenditures for General and Special Revenue Funds	(9)		$ 42,625,718
LESS: Deductions of Unallowable Costs			
FISCAL YEAR			
Total Capital Outlay (6600)	(10)	$ 901,609	
Total Debt & Lease (6500)	(11)	$ --	
Plant Maintenance (Function 51, 6100-6400)	(12)	$ 4,288,981	
Food (Function 35, 6341 and 6499)	(13)	$ 47,717	
Stipends (6413)	(14)	$ --	
Column 4 (above) - Total Indirect Cost		$ 566,214	
Subtotal			5,804,521
Net Allowed Direct Cost			$ 36,821,197
CUMULATIVE			
Total Cost of Buildings Before Depreciation (1520)	(15)		$ 112,944,990
Historical Cost of Buildings over 50 years old	(16)		2,261,931
Amount of Federal Money in Building Cost (Net of #16)	(17)		381,064
Total Cost of Furniture & Equipment Before Depreciation (1530 & 1540)	(18)		4,355,206
Historical Cost of Furniture & Equipment over 16 years old	(19)		20,000
Amount of Federal Money in Furniture & Equipment (Net of #19)	(20)		$ 135,022

(8) Note A - $15,786 in Function 53 expenditures and $670,380 in Function 99 expenditures are included in this report on administrative costs.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-3

NATIONAL SCHOOL BREAKFAST AND LUNCH PROGRAM
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 808,043	$ 636,745	$ (171,298)
5800	*State Program Revenues*	12,058	12,109	51
5900	*Federal Program Revenues*	1,427,620	1,300,135	(127,485)
5020	Total Revenues	2,247,721	1,948,989	(298,732)
	EXPENDITURES:			
	Current:			
	Support Services - Student (Pupil):			
0035	*Food Services*	2,436,893	1,939,363	497,530
	Total Support Services - Student (Pupil)	2,436,893	1,939,363	497,530
6030	Total Expenditures	2,436,893	1,939,363	497,530
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	(189,172)	9,626	198,798
1200	Net Change in Fund Balance	(189,172)	9,626	198,798
0100	Fund Balance - Beginning	487,509	487,509	--
3000	Fund Balance - Ending	$ 298,337	$ 497,135	$ 198,798

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

EXHIBIT J-4

DEBT SERVICE FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED AUGUST 31, 2011

Data Control Codes		1 Budget	2 Actual	3 Variance Positive (Negative)
	REVENUES:			
5700	*Local and Intermediate Sources*	$ 6,670,188	$ 7,194,074	$ 523,886
5020	Total Revenues	6,670,188	7,194,074	523,886
	EXPENDITURES:			
	Debt Service:			
0071	*Principal on Long-Term Debt*	3,165,234	3,165,234	--
0072	*Interest on Long-Term Debt*	3,494,954	3,494,952	2
0073	*Bond Issuance Costs and Fees*	10,000	3,600	6,400
	Total Debt Service	6,670,188	6,663,786	6,402
6030	Total Expenditures	6,670,188	6,663,786	6,402
1100	Excess (Deficiency) of Revenues Over (Under)			
1100	Expenditures	--	530,288	530,288
	Other Financing Sources (Uses):			
7915	*Transfers In*	--	30	30
7080	Total Other Financing Sources and (Uses)	--	30	30
1200	Net Change in Fund Balance	--	530,318	530,318
0100	Fund Balance - Beginning	1,141,465	1,141,465	--
3000	Fund Balance - Ending	$ 1,141,465	$ 1,671,783	$ 530,318

WEST, DAVIS & COMPANY, LLP
11824 Jollyville Road, Suite 100
Austin, Texas 78759

Independent Auditors' Report

Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

Board of Trustees
Marble Falls Independent School District
Marble Falls, Texas

Members of the Board of Trustees:

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Marble Falls Independent School District as of and for the year ended August 31, 2011, which collectively comprise the Marble Falls Independent School District's basic financial statements and have issued our report thereon dated January 16, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting
In planning and performing our audit, we considered Marble Falls Independent School District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Marble Falls Independent School District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Marble Falls Independent School District's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters
As part of obtaining reasonable assurance about whether Marble Falls Independent School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, others within the entity, the Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

West, Davis & Company, LLP
January 16, 2012

WEST, DAVIS & COMPANY, LLP
11824 Jollyville Road, Suite 100
Austin, Texas 78759

Independent Auditors' Report

Report on Compliance with Requirements That Could Have a Direct and Material Effect on each Major Program and on Internal Control Over Compliance In Accordance With OMB Circular A-133

Board of Trustees
Marble Falls Independent School District
Marble Falls, Texas

Members of the Board of Trustees:

Compliance

We have audited Marble Falls Independent School District's compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of Marble Falls Independent School District's major federal programs for the year ended August 31, 2011. Marble Falls Independent School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs**.** Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of Marble Falls Independent School District's management. Our responsibility is to express an opinion on Marble Falls Independent School District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Marble Falls Independent School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Marble Falls Independent School District's compliance with those requirements.

In our opinion, Marble Falls Independent School District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2011.

Internal Control Over Compliance

Management of Marble Falls Independent School District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered Marble Falls Independent School District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Marble Falls Independent School District's internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses, as defined above.

This report is intended solely for the information and use of management, others within the entity, the Board of Trustees, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

West, Davis & Company, LLP
January 16, 2012

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2011

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued:	Unqualified	
Internal control over financial reporting:		
One or more material weaknesses identified?	____ Yes	X No
One or more significant deficiencies identified that are not considered to be material weaknesses?	____ Yes	X None Reported
Noncompliance material to financial statements noted?	____ Yes	X No

2. Federal Awards

Internal control over major programs:		
One or more material weaknesses identified?	____ Yes	X No
One or more significant deficiencies identified that are not considered to be material weaknesses?	____ Yes	X None Reported
Type of auditor's report issued on compliance for major programs:	Unqualified	
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of OMB Circular A-133?	____ Yes	X No

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
84.027A	IDEA-B Formula
84.173A	IDEA-B, Preschool
84.391A	ARRA - IDEA-Part B Formula
84.392A	ARRA - IDEA Part B, Preschool
84.394A	ARRA of 2009 Title XIV State Fiscal Stabilization Fund

Dollar threshold used to distinguish between type A and type B programs:	$300,000	
Auditee qualified as low-risk auditee?	X Yes	____ No

B. Financial Statement Findings

NONE

C. Federal Award Findings and Questioned Costs

NONE

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2011

(1)	(2)	(2A)	(3)
Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Passed Through State Department of Education:			
*Medicaid Administrative Claiming Program (MAC) **	93.778	027-904	$ 6,962
Total U. S. Department of Health and Human Services			6,962
U. S. DEPARTMENT OF EDUCATION			
Direct Programs:			
*ESEA Title X Part C - Education for Homeless Children and Youth **	84.196	027-904	3,500
Total Direct Programs			3,500
Passed Through State Department of Education:			
*ESEA Title I Part A - Improving Basic Programs **	84.010A	11610101027904	773,744
*ESEA Title I Part A - Improving Basic Programs **	84.010A	12610101027904	34,729
Total CFDA Number 84.010A			808,473
*IDEA-B Formula **	84.027A	106600010279046600	37
*IDEA-B Formula **	84.027A	116600010279046600	610,831
*IDEA-B Formula **	84.027A	116600010279046600	38,642
*IDEA-B Formula **	84.027A	106600010279046600	(37)
*IDEA-B Discretionary **	84.027A	116600010279046600	32,111
Total CFDA Number 84.027A			681,584
Career and Technical - Basic Grant	84.048A	11420006027904	42,260
Career and Technical - Basic Grant	84.048A	12420006027904	4,206
Total CFDA Number 84.048A			46,466
*IDEA-B Preschool **	84.173A	116610010279046610	14,827
*IDEA-B Preschool **	84.173A	126610010279046610	1,440
Total CFDA Number 84.173A			16,267
ESEA Title IV Part A-Safe & Drug-Free Schools & Communities Act	84.186A	11691001227950	10,444
Total CFDA Number 84.186A			10,444
Title III Part A English Language Acquisition and Language Enhancement	84.365A	11671001027904	53,212
Title III Part A English Language Acquisition and Language Enhancement	84.365A	10671001027904	54
Total CFDA Number 84.365A			53,266
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367A	11694501027904	175,457
ESEA Title II Part A - Teacher & Principal Training & Recruiting	84.367A	12694501027904	7,859
Total CFDA Number 84.367A			183,316
Summer School LEP	84.369A	69551002	8,864
Total CFDA Number 84.369A			$ 8,864
*ARRA - Title II Part D Subpart 1-Enhancing Education Through Technology **	84.386A	10553001027904	$ 1,570
*ARRA - ESEA, Title I, Part A - Improving Basic Programs **	84.389A	10551001027904	41,825

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2011

(1)	(2)	(2A)	(3)
Federal Grantor/ Pass-Through Grantor/ Program Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
ARRA - IDEA-Part B Formula *	84.391A	10554001027904	431,664
ARRA - IDEA Part B, Preschool *	84.392A	10555001027904	14,426
ARRA of 2009 Title XIV State Fiscal Stabilization Fund *	84.394A	11557001027904	1,134,423
Total CFDA Number 84.394A			1,134,423
Total Passed Through State Department of Education			3,432,586
Total U. S. Department of Education			3,436,086
U. S. DEPARTMENT OF AGRICULTURE			
Passed Through State Department of Education:			
Food Distribution	10.550	027-904	46,790
School Breakfast Program *	10.553	71401101	327,040
National School Lunch Program *	10.555	71301101	926,305
Total Passed Through State Department of Education			1,300,135
Total U. S. Department of Agriculture			1,300,135
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 4,743,183

* Indicates clustered program under OMB Circular A-133 Compliance Supplement

The accompanying notes are an integral part of this schedule.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2011

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Marble Falls Independent School District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations.* Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the general purpose financial statements.

MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF REQUIRED RESPONSES TO SELECTED SCHOOL FIRST INDICATORS
AS OF AUGUST 31, 2011

Data Control Codes		Responses
SF2	Were there any disclosures in the Annual Financial Report and/or other sources of information concerning default on bonded indebtedness obligations?	No
SF4	Did the district receive a clean audit? - Was there an unqualified opinion in the Annual Financial Report?	Yes
SF5	Did the Annual Financial Report disclose any instances of material weaknesses in internal controls?	No
SF9	Was there any disclosure in the Annual Financial Report of material noncompliance?	No
SF10	What was the total accumulated accretion on capital appreciation bonds included in the government-wide financial statements at fiscal year-end?	$ 6,743,675

BURNET CENTRAL APPRAISAL DISTRICT
P. O. BOX 908 / 223 SOUTH PIERCE
BURNET, TEXAS 78611
PHONE (512) 756-8291
FAX (512) 756-7873

December 21, 2011

Marble Falls I.S.D
1800 Colt Circle
Marble Falls, TX 78654

Dear Superintendent:

The following members have been elected to the Board of Directors for the Burnet Central Appraisal District for the 2012-2013 term:

Bobbye Hensley
Paul Shell
Ed Dalke
Calvin Chamness
Kay Renick

If you have any questions please let me know.

Thank you,

Stan Hemphill
Chief Appraiser

TEA
TEXAS EDUCATION AGENCY

Amendment

2011 - 2012 Request for Maximum Class Size Exception

State Waiver Unit

1701 N. Congress Ave. Austin, TX 78701-1494 (512) 463-9630 Fax (512) 475-3666 www.tea.state.tx.us

This form is also available on-line at www.tea.state.tx.us/exception_applications. Completed forms must be submitted via email to waivers@tea.state.tx.us or in hard copy to the Texas Education Agency, State Waiver Unit, 1701 North Congress Avenue, Austin, TX 78701-1494 or Fax: 512-475-3666. (This report is authorized under TEC §25.112.)

It is not necessary to submit this form unless an exception is needed.

District Name:	District Address:	District City, Zip Code:	County/District #:	District Accountability Rating: (E=Exemplary, R=Recognized, A=Acceptable, U=Unacceptable, NR=Not Rated)
Marble Falls ISD	1800 Colt Circle	Marble Falls, 78654	027904	E☐ R☐ A☒ U☐ NR☐

Instructions

At the beginning of the school year, each school district in Texas is required to review its class size enrollment to determine whether its class sizes for grades kindergarten (K) through four meet the requirements of TEC §25.112. If the review indicates that any class for grades K-4 exceeds the allowable class size limit of 22 students per class (22:1), the district must submit a request for exception under TEC §25.112(d). Enter the total number of sections and the reason(s) for the exception request. Class size limits do not apply to physical education or fine arts classes.

The exception request must be submitted to TEA (Commissioner) no later than **October 3, 2011 or the 30th day after the first school day the district exceeds the limit.**

Campus Name	Campus No.	Campus Accountability Rating: (E=Exemplary, R=Recognized, A=Acceptable, U=Unacceptable, NR=Not Rated)	Total Sections K	1	2	3	4	Total K-4 Sections	Reason(s): (F=Facilities, T=Teachers, UG=Unanticipated Growth, FH=Financial Hardship, O=Other)
* Marble Falls Elem. School	101	E☐ R☒ A☐ U☐ NR☐		3				3	F☐ T☐ UG☐ FH☒ O☐
*Highland Lakes Elem. School	103	E☐ R☒ A☐ U☐ NR☐		0				0	F☐ T☐ UG☐ FH☒ O☐
*Colt Elementary School	102	E☐ R☒ A☐ U☐ NR☐			2			2	F☐ T☐ UG☐ FH☒ O☐
		District Totals:	0	3	2	0	0	5	

☒ Dr. ☐ Mr. ☐ Mrs. ☐ Ms.	Print Name of Superintendent:	* Signature of Superintendent:
	Rob O'Connor	

Print Name of Contact Person:	Phone: (###) ###-####	Fax: (###) ###-####	E-mail:
Amy Jacobs	(830) 693-4357	(830) 798-3697	abjacobs@mfisd.txed.net

* The signature of the superintendent reflects an assurance that the Board of Trustees approved the exception request.

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1701 N. Congress Ave. Austin, TX 78701-1494 (512) 463-9630 Fax (512) 475-3666 www.tea.state.tx.us

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MFISD Advanced Placement Program Model
Implemented Fall 2011

Goals	Objectives

Improve **student participation** and **performance** in the Advanced Placement program.	• Increase student **participation in program by 5%**
	• Increase **student** participation in the AP exam program
	  ○ Parent Acknowledgment form submission required prior to AP exam
	  ○ Participation level of **70%+** in each AP course
	• Increase # of **3+ scores on AP exams** to 50%

Increase alignment in secondary PreAP/AP programs	• Establish a committee process to review and approve **summer projects** (Spring 2012) • Align **curricular expectations** and guidelines through **vertical team** meetings held once a semester • Administer **local assessments** for PAP courses in 6th – 10th grades • Review course **grade correlation** to AP exam/PAP local assessments

Implement and sustain a professional development system to support PreAP/AP program	• Require the following **professional development**:
	  ○ AP/PAP **4-day College Board summer institute** every 3 years
	  ○ **GT** – Initial **30 hour training** + annual **6 hour updates**
	  ○ Continuing district staff development programs:
	  ▪ **iLearn** (Spring 2012) – 3 sessions offered; attendance required at 1
	  ▪ **Advanced Placement Overview** - required of all professional staff
	  ○ **Departmental** professional development
	  ○ **Peer coaching/peer observation**
	  ○ **Administrator/Counselor** professional development
	• Increase awareness of **Gifted and Talented State Plan**

Increase marketing and parent/student awareness of the Advanced Placement program	• Host annual **parent orientation** with a possible student panel • Host **AP Parent Academy** • Consistently **communicate program expectations** and **updates** • Communicate AP program **opportunities** and **achievements** to students, parents and the community

TO: **Board of Trustees**
Dr. Rob O'Connor, Superintendent
FROM: **Vicki Crouse, Human Resources Manager**
DATE: **January 23, 2012**
RE: **PERSONNEL**

Recommendations

Todd Dodge	Athletic Director/Head Football Coach	replacing Cord Woerner
Dr. Janice Mauldin	Asst. Supt. of C & I	replacing Amy Jacobs
James Wade Stanford	Executive Director of Finance	replacing Glenn Graham

FOR YOUR INFORMATION ONLY

Employment Agreements

Courtney Gatton	2nd grade – SWE	replacing Michelle Jacoby
Debi Shell	Speech & Lang. Therapist – SWE	replacing contracted position

RESIGNATIONS

PROFESSIONAL

Shelly Fidler	PE Teacher – SWE	resigned effective 01.20.12
Debbie Hagood	Reading Specialist - SWE	resigned effective 12.15.11

PARAPROFESSIONAL

Andrea Saccomanno	Best Aide – MS	resigned effective 12.09.11

NEW HIRES

PARAPROFESSIONAL

None at this time.

TRANSFERS

Spicewood Elementary

Michelle Jacoby will move from teaching 2nd grade to the Reading Specialist replacing Debbie Hagood.

RECOMMENDATION FORM
TEACHER AND PROFESSIONAL EMPLOYEES

Name: **Courtney Gatton** Grade/Subject area assignments: 2nd grade

Replacement for: Michelle Jacoby who is replacing Debbie Hagood

Background information to the board:

Degree held: Bachelor's College/University: Angelo State Univ

Years of experience: 11 Is this person fully certified in Texas (yes or no): yes

If no, please justify

Does this person meet NCLB highly qualified for this position (yes or no): yes

How does this person meet highly qualified?

Brief background on candidate: Courtney taught 2nd grade at Spicewood Elementary several years ago. She only moved away because she got married and her husband had a job elsewhere. They both have family in the area and wanted to relocate back to this area. Her husband just got a job here so they were moving back anyway. Fortunately for us, she is a perfect fit for our 2nd grade position.

References and their comments:

Name: Kim Coe Title: Principal

Courtney is a phenomenal teacher. You are getting one of our best!

Name: JoAnn Dilworth Title: Retired Principal

Courtney was an excellent teacher during her time at Spicewood Elementary. You would be fortunate to get her back.

Name: Michael Pittard Title: Principal

Courtney is a great professional and I would hire her to come back to MFISD if given the opportunity.

Leslie Baty 01.13.12

Principal/Administrator's signature Date

RECOMMENDATION FORM
TEACHER AND PROFESSIONAL EMPLOYEES

Name: Debi Shell

Grade/Subject area assignment: Speech and Language Therapist

Coaching or other assignments: N/A

New position ____OR replacement for: Contract personnel at SWE
Work agreement will be initiated similar to one she had at the beginning of the school year

Background information to the board:

Degree held: B.A. & M.Ed. **College/University:** Sam Houston University

Major: Speech language pathology & audiology

Is this person fully certified in Texas? (yes or no):

Does this person meet NCLB highly qualified for this position? (yes or no)
How does this person meet highly qualified? She meets requirements for this position in Texas

Brief background on candidate: Debi has worked in the district for many years as a teacher and speech therapist. She retired in 2006 and has returned to work part-time under a work agreement for 2 days a week.

12-14-11

Administrator's signature **Date**
Executive Director of Special Services

January 6, 2012

Mrs. Baty,

Teaching physical education at Spicewood Elementary School has been one of the best experiences in my life. You are truly an awesome leader with so much love and passion in everything that you do.

I will miss everyone dearly, but my husband had to re-locate to Midland, Texas. I must resign my position as physical education teacher on January 20th and take another teaching position in Midland, Texas at Travis Elementary. Thank you for allowing me to work at such a wonderful district.

Sincerely,

Shelly Fidler

Shelly Fidler

Accepted

1-6-12

12-15-11

I, Debbie Hagood, resign from my position at Spicewood Elementary effective today December 15, 2011

Debbie Hagood

Accepted

12-15-11

November 30, 2011

Dear John,

The purpose of this letter is to announce my resignation from Marble Falls ISD, effective two weeks from today. This was not an easy decision to make. The past 4 years have been very rewarding for me personally. I've enjoyed working for the district and take tremendous pride in what we've been able to accomplish.

I have accepted a position as a Sales Manager for Executive Security Systems. This position will allow me to continue growing professionally and is located in the DFW Metroplex, near my family.

I wish you all and the entire staff here the very best. Thank you for the encouragement, support, and opportunities that you have provided me during my tenure. I have enjoyed my time here very much. If I can be of any help during this transition, please let me know. I would be glad to assist in any way that I can.

Sincerely yours,

Andrea Saccomanno

Andrea Saccomanno

Accepted

RECOMMENDATION TRANSFER FORM
TEACHER AND PROFESSIONAL EMPLOYEES

Name: **Michelle Jacoby** Grade/Subject area assignments: Reading Specialist

New position ____ OR replacement for: Debbie Hagood

Background information to the board:

Degree held: Bachelor of Science College/University: University of Texas

Years of experience: 7 Is this person fully certified in Texas (yes or no): yes

Does this person meet NCLB highly qualified for this position (yes or no): yes

How does this person meet highly qualified? She has passed her Generalist EC-4 and ESL TeXes exam.

Brief background on candidate:

Michelle is an exceptionally strong reading teacher. She was already planning to pursue a reading certification and the career path of reading specialist. For these reasons she is the perfect fit for our recently vacated reading specialist position.

Leslie Baty 1-19-12

Principal/Administrator's signature Date