THE EFFECTS OF PRINCIPAL LEADERSHIP ON TEACHER MORALE AND STUDENT ACHIEVEMENT

A Doctoral Thesis Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education
in Professional Leadership

by

Lawrence A. Hindt

May, 2012

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ABSTRACT

Teachers comprise the greatest professional population of a school; they have the most contact with students; and they have perhaps the greatest influence on school climate. For this reason, teacher morale is a topic of great concern to public school administrators. Moreover, research suggests that poor teacher morale negatively affects student performance just as high teacher morale positively affects student performance. Research also indicates that teacher morale is influenced more by the leadership style of the principal than any other single factor.

This study was designed to determine whether certain relationships exist between teacher morale and the following independent variables: (1) principal trust and (2) leadership satisfaction. Additionally, investigations were conducted to determine whether the aforementioned independent variables lead to increased student achievement.

Information regarding teacher morale was collected from 65 teachers using the 2009 MDed – Multi Dimensional Education Incorporated (MDed) Survey at three 7-8 Initiative schools in a large suburban district in southeast Texas. It was the intent of this study to determine whether principal leadership and teacher morale are significantly correlated. The study also demonstrated whether or not teachers' and principals' perceptions of leadership behaviors contribute to student achievement.

After analyzing the data, it was found that principal leadership behaviors do significantly impact teacher morale, and student achievement. Additionally, it was found that positive teacher morale and student achievement in the Initiative Schools influenced positive student behaviors, ultimately reducing student discipline referrals. Multiple interventions were put into place that led to the positive outcomes. The interventions, new principal leadership, ongoing intensive staff development, establishment of small learning communities, reduction of student population and low student to teacher class ratios, were the catalysts that lead to the Initiative Schools' transformational success, a transformation of high teacher morale, increased student achievement, and positive student behaviors.

DEDICATION

I take pride in dedicating this dissertation to my beautiful, loving and supportive wife, Kathryn. Without her my life would not be full and this paper would not be complete. She means the world to me!

I would also like to acknowledge my two wonderful kids. To my son Zach and my daughter Alex, your laughter, music, drums, guitar, humor, weightlifting and running up and down the stairs while I studied and wrote this paper made me realize daily what is most important in my life – My Beautiful Family!

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CHAPTER ONE

INTRODUCTION

Introduction

Schools are quite unique and remarkable social institutions. Each school, for instance, represents a microcosm of the larger society in which it resides. In reflection of the larger society, a school upholds a set of norms, roles, expectations, and needs which serve as the driving force that forward the accomplishment of its overall goals. More specifically, the building principal holds the formal position of leadership and authority in each school. Improving principal effectiveness has become the common denominator and the crucial component with relation to educational reform efforts throughout the nation. Current research suggests that the principal's influence has an indirect but noteworthy effect on learning and is dependent on the principal's interactions with school and community members, situational events, as well as the organizational and cultural factors of the school (Hallinger & Heck 1998, Hoy et al., 2006, Leithwood et al., 2004). Leithwood (1992) refers to principals as "change agents" and suggests that their greatest impact on the school comes about through the transformation of the school culture. Whether positive or negative, a school culture can have a subsequent impact on the larger society. Thus, it behooves educational leaders and researchers more the reason to lend credence to the importance of a principal's role.

When leadership is defined as "getting organizational goals accomplished through the efforts of other people" (Fairman, 2008), it places the concept of leadership in perspective. Hence, leaders are only as effective as those that follow them. Leaders, by definition, have followers who also strive to accomplish overall organizational goals.

Effective leaders are sensitive and responsive to the needs, values, and aspirations of their subordinates, and possess the ability to work effectively with individuals with diverse backgrounds, values, and needs. Maslowki (2001) stated that a close association exists between leadership values and behaviors and school culture. Similarly, the seminal work of Witziers (2003), which explored the indirect effect of principal leadership on student outcomes, also suggested that educational leadership is related to the organization and culture of the school, and, in turn, related to student achievement.

Educational theories and practices are constantly changing and evolving to keep up with society's shifting needs. Namely, curricular changes and adaptations as well as improved teaching methodologies are amongst topics currently prevalent in educational discussions. The ongoing challenge is to discover better methods that can subsequently improve learning and student achievement. And, with this particular goal in mind, millions of dollars are spent annually in an effort to meet this need. However, one of the most critical and underlying factors of improving the effectiveness of a school or school system is teacher motivation and morale (Rowland, 2008). Morale is defined as "that state in which a person, group, or organization has a sense of security, satisfaction, pleasure and well-being" (Fairman, 2008, p. 96). Teacher morale and motivation are largely affected by the feelings that teachers share with regard to the individual school and the leadership that exists therein (Evans, 1997; Hunter-Boykin & Evans, 1995). Furthermore, research has shown that teacher morale and motivation can significantly affect the motivation and achievement of students.

Not only do teachers comprise the greatest professional population within a school, they also have the most personal contact with students on any given day. More importantly, teachers possess perhaps the greatest influence on the emotional environment of the school. When teacher morale is high, that is when teachers feel positively about their roles and their ability and support in accomplishing organizational goals, they have tremendous power to positively influence the students and the school environment in general. Conversely, the opposite is also true – that is, when teachers feel their attempts are futile or feel they lack the necessary support to be successful, they may negatively influence the overall climate, which can ultimately have a negative effect on student achievement. Teachers – both collectively and individually – have the ability and power to set the tone for a building. Therefore, it is critical that educational leaders be aware of factors that contribute to teacher morale if for no other reason than teacher morale's effect on student achievement, which represents the bottom line for any school or school system.

In the extremely dynamic and ever-changing field of education, the role of the teacher continues to evolve. In addition, expectations for teachers have shifted: Moving the focus from the teachers' behaviors and actions to what the students are doing and learning. It is no longer expected that the teacher follow a structured set of criteria for presenting a lesson as outlined in a textbook or teacher's manual. Rather, the teacher is expected to be a facilitator of learning in the classroom so that the students have opportunities to discover and, in so doing, internalize information and skills in order to be successful on standardized tests and, ultimately, in life. Given the shift toward increased

teacher accountability, classroom teachers have also experienced a significant increase in pressures and daily demands. As these pressures and demands increase, they can cause an equivalent decline in teacher morale. The added pressures and workload can prove to be burdensome and have been noted to be agents of not only decreased morale and teacher efficacy but even an impetus for some teachers to even exit the profession altogether (Hardy, 1999; Tye & O'Brien, 2002). Additionally, teachers often feel they are not treated or even regarded as true professionals, are not appreciated, and are overworked. Others feel they are not provided with the necessary support, encouragement, or supplies to be successful. These feelings can also lead to a decline in teacher morale. Luckily, however, a building principal has the power to positively impact the diminishing morale issues through his/her daily practices (Hunter-Boykin & Evans, 1995; Lester, 1990; Rhodes, Nevill, & Allan, 2004). For instance, some teachers with high morale often explain that they are able to do their job of teaching students because they are not required to perform an abundance of clerical tasks assigned by administration. They often add that their principals are especially supportive; that they trust them to do the job for which they were hired; and that they provide encouragement, assistance, or even funding for initiatives in which the teachers believe. When teachers feel that the principal can be depended upon to provide those things which they feel are critical and necessary to their success – and to do it in a timely fashion – trust in that principal as an effective leader is established (Kratzer, 1997; Sebring & Bryk, 2000).

Another significant cause of low teacher morale is student discipline. Teachers who find the challenge of disciplinary issues to be overwhelming or who feel they receive

inadequate support from their administration while handling disciplinary issues may have low morale, and may also decide to leave the profession as a direct result (Tye & O'Brien, 2002).

Just as teachers' roles have continued to shift and change, and perhaps *because* teachers' roles have continued to shift and change, so have the roles of the school administrator. With the renewed focus on and increase in school accountability, principals can no longer serve simply as managers of schools and their employees (Leithwood et al.). As today's educational leaders seek to meet the ever-increasing demands placed upon the educational system of the twenty-first century, the need for effective leadership is vital. One of the most critical roles of school administrators that is gaining attention is that of establishing a positive school climate. Gonder and Hymes (1994) asserted that school climate refers to the emotional atmosphere of the school and can be one of the most significant influential factors and indicators of student achievement. Climate can be measured in the attitudes of students, faculty, staff, and parents. Gonder and Hymes also cite that "[c]limate can affect everything from the morale, satisfaction, and productivity of everyone involved in the organization" (p. 11), including students, faculty, staff, and community members. One vehicle for initiating a positive school climate is a leader's vision. In fact, Bolman and Deal (1997), Leithwood, Jantzi, and Steinbach (2000), Nonaka and Takeuchi (1995), Willower and Licata (1997), and Yukl (2006) acknowledged that one important hallmark of effective leaders is the ability to establish a strong vision for their organizations. In addition to the establishment of a strong vision, these researchers also found that it is equally important for a leader to

promote a shared vision in order to provide a clear focus on an organization's goals and directions so that all are moving forward to those ends. Furthermore, according to Kouzes and Posner (2009), education can take the following lesson from the corporate world:

> The best way to lead people into the future is to connect with them deeply in the present. The only visions that take hold are shared visions—and you will create them only when you listen very, very closely to others, appreciate their hopes, and attend to their needs. The best leaders are able to bring their people into the future because they engage in the oldest form of research: They observe the human condition. (p.1)

By creating buy-in and supporting teachers' efforts toward the organization's shared vision, a principal empowers teachers, affecting a positive influence on teacher morale and, therefore, school climate.

Of the many roles a school leader must fill, perhaps the most important one principals must acknowledge is the tremendous impact they have on teacher morale and school climate. This particular function within the school represents an essential role for which they must accept responsibility and actually institute concrete plans for the establishment and continued improvement of building morale.

The purpose of this study was to examine the relationship between principal leadership, teacher morale and student achievement in three grade 7-8 suburban middle schools in southeast Texas. This study examined archival data collected from a survey administered during the 2009 school year, after the first year of the inception of the 7-8 pilot program. The survey consisted of questions provided to middle school teachers at

the three Initiative 7-8 Middle Schools that measured their perspectives on school climate as well as their opinions of their principals' leadership practices. The survey administered was the MDed Survey - Multi-Dimensional Educational Incorporated Survey. The first chapter of this dissertation describes the background of the study, details the statement of the problem, discusses the professional significance of the study, and briefly overviews the methodology.

Background of the Study

In January of 2007, as part of the rezoning efforts of a large suburban school district in southeast Texas, the district's Board of Trustees charged district leadership with developing a plan for academic enhancements at three eastside middle schools who had primarily minority student populations from low socio-economic backgrounds. The students attending these schools historically attained low standardized test scores, had high numbers of student discipline referrals, and the teacher population had high teacher-turnover. As a result of this directive, central leadership developed a plan to reduce the three identified middle school campuses' student population by removing the sixth-grade; and, thus, rezone those students to ten bordering elementary schools. Such actions demonstrated that the district felt a critical need to commit to creating a smaller student environment. The three campuses were designated "Initiative Middle Schools" due to the reconfiguration of the student population. District administration also determined that the morale of the teachers was an area that needed to be addressed. Consequently, new principals were carefully selected to lead the students, teachers, and community stakeholders during this unique transitional period at the selected campuses.

Additionally, the teaching staff was provided with extensive staff development in professional learning communities and data teaming, providing some necessary support for effective instruction and a chance to understand and become part of the school's mission. The student-to-teacher ratio for the three campuses was capped at 21:1 in order to support smaller, more engaging learning settings. The combined teaching staff for the three initiative schools consisted of 89 teachers, and the combined student population totaled approximately 1,600 students.

As part of this transition, the Board of Trustees requested that the administration report back to them at the conclusion of the first year of the initiative to examine the results of the implementation. District administration also utilized the services of Multi-Dimensional Education Incorporated (MDed) in order to survey teachers, students and community stakeholders. The subsequent data from these surveys was used to evaluate the effectiveness of the transition.

Purpose of the Study

The purpose of this study was to examine the importance of principal leadership as it relates to teacher morale and student achievement in the three identified grade 7-8 initiative middle schools.

Teacher morale is a recurrent topic of concern for public school administrators. Morale, or lack thereof, is discussed on radio and television talk shows, read about in the newspapers, emphasized at superintendent/administrator meetings, blogged about on multiple teacher websites and discussion boards, and evidenced in conversations in teacher lounges across the nation.

Work attitudes have proven to be important indicators of school performance. Because poor morale can indeed inhibit the achievement of a school's vision, it is imperative that administrators understand the very nature of the teacher-principal relationship and its instrumental role in regulating the level of teacher morale. Therefore, the problem identified within this study is to ascertain the effects of principal leadership on teacher morale and student achievement.

A variety of research studies, such as those conducted by Anderson (1953) and Koura (1963), have established a strong connection between high teacher morale and high student achievement. Andrews and Soder (1987) also found that teachers' perceptions of the principal as an instructional leader are also critical to the reading and mathematics achievement of students. Their findings suggest that many principals were simply not cognizant of the fact that their actions (or inactions) could have direct effects upon the teachers in the building in terms of morale and job satisfaction, or that low teacher morale and job satisfaction can have direct effects on student achievement. Their findings also concluded that when a principal or administrative team took action directly toward improving teacher morale, student achievement simultaneously increased.

For more than 40 years, educational researchers have debated the issue of whether or not schools make a difference and have a positive impact on student achievement when so many other critical factors, such as a student's family background, socio-economic level, language, culture, and ethnicity, were also at play. In 1966, the Coleman Report (Coleman et al., 1966) reported that student background and socio-economic status are important indicators in determining educational outcome. A closer reading of

the study also showed that other influences, especially the quality of teachers, also have a significant effect on student outcomes. Since that time, there has been substantial research which has supported the idea that all students can learn at high levels and that schools do, in fact, make a difference.

After the Coleman Report was published, researchers dismissed the argument that schools did not make a difference in the achievement of students. Instead, they pushed forward to study how schools can make the most difference. Educational researchers used correlational studies to identify five school-wide correlates that differentiated effective schools from their ineffective counterparts. The five correlates were: (1) strong educational leadership (i.e., principal); (2) high expectations; (3) an emphasis on basic skills; (4) safe and orderly climate; and (5) frequent evaluation of student progress on achievement (Brookover, Beady, Flood, Schweitzer, & Weisenbaker, 1979; Brookover and Lezotte, 1979; Edmonds, 1979a, 1979b; Rutter, Maughan, Mortimore, & Ouston, 1979).

Correlate number one (i.e., strong educational leadership from the principal) was one of the factors reported to produce a marked difference in schools. In fact, Sergiovanni (2006) testified, "The quality of schooling is greatly influenced by the principal" (p.190). Moreover, Barth (1990) supported Sergiovanni's argument and further asserted that strong leadership from the principal helped to sustain and push forward the effectiveness of schools. Leithwood et al. (2004) also suggested that leadership does make a difference. In fact, Leithwood's findings suggest that successful leadership is critical to school reform and is second only to school-related factors in its impact on

student learning. Leithwood (2004) indicated that troubled schools would not likely be improved without an effective leader and that leadership was actually a vehicle necessary for change. The studies of Gonder and Hymes (1994) also purported that leadership is indeed a critical factor in shaping and maintaining a positive school culture and climate.

Therefore, the goal of this study was to ascertain the effects of principal leadership on teacher morale and student achievement in three 7-8 Initiative Middle Schools in suburban southeast Texas. Does the level of trust that teachers have in the building principal influence their level of satisfaction or morale? Does the level of confidence that teachers have in the actions and decisions of their principal influence teacher morale? It is this level of trust in the building principal and the overall teacher satisfaction and morale that was targeted in the questions administered in the 2009 MDed Survey. The results of this survey were used to examine the influence of this trust on teacher morale and ultimately student achievement.

Research Questions

1. As measured by the MDed Survey, what was the level of teacher morale in the three 7-8 Initiative Middle Schools?
2. How did teacher morale change as a result of the 7-8 Initiative Middle Schools interventions?
3. Did increased teacher morale impact student achievement in the three 7-8 Initiative Middle Schools?

Significance of the Study

First of all, the present study is significant to the field of education in general because it builds upon the available body of knowledge related to teacher morale and principal leadership. Several studies have examined the relationship between teacher morale and principal leadership; however, this particular study focuses on three geographically distinct schools located on the east side of a large suburban school district in southeast Texas. These schools are innately unique in their characteristics and challenges. Another significance of this study is that it focuses on three Initiative Middle Schools as a means of providing an in-depth look into this challenging level of education. Much of the present research focuses on elementary education, high school education, or a combination of levels of education. In addition to its overall significance and relevance for the field, this research is important to the school system in which the study was performed. In particular, this study can lead to potential improvements in the principal preparation program in order to raise teacher morale and, thus, student achievement. With the demands on this growing school system to hire and retain teachers, this sort of principal preparation program improvement could prove very beneficial.

Overview of Methodology

To address the problem of the study and attempt to answer the research questions, the variables studied were investigated with a survey instrument distributed to 89 middle school teachers at three 7-8 Initiative Middle Schools. The 7-8 Initiative teachers were chosen to determine a representation of the teachers' morale as compared to principal trust and leadership satisfaction. The MDed Survey asked teachers to respond with their

impressions or observations of the aforementioned principal's leadership characteristics. The survey was distributed to the teachers at their respective schools with instructions and an explanation of the rationale behind the research. The researcher collected all surveys from the schools and analyzed the data. Next, once the research data had been tallied, reports were developed and provided to the administration of the district. Results were then distributed back to campus administration who shared the results with staff. District administration shared the results with the school board in an open board meeting. Furthermore, the general public of the district was privy to the results through the board meeting session.

Organization of Doctoral Thesis

Following this introductory chapter, this doctoral thesis will be organized into four additional chapters. Chapter Two deals with a review of the literature on the topic of principal leadership and its relation to teacher morale. Then, Chapter Three turns to a detailed discussion of the methodology used in the study. Chapter Four presents the results of the research as they relate to the research questions. Finally, Chapter Five summarizes and discusses in detail the findings and implications of the study.

CHAPTER TWO

REVIEW OF RELATED RESEARCH AND LITERATURE

Since its inception, the role of the principalship in American schools has been in a constant state of change. The changes have mostly centered on the issue of whether the principal is a building manager or a leader of the school. Furthermore, there have been wide variances in the roles of the principal with respect to curricular and instructional expectations.

According to Rousmaniere (2007), the position of the school principal emerged in the middle of the nineteenth century. With the creation of graded education programs – particularly in urban areas – many systems created the position of a head teacher in order to provide leadership, guidance, and support to other teachers in the school. The lead teacher, later called the principal teacher, came to serve as the authority figure and the disciplinarian. In addition, his/her responsibilities included the organization of curriculum and supervision of various school operations. Rousmaniere pointed out that as the urbanization in America continued, so did the evolution of the position of school principal. Moreover, by the end of the nineteenth century, most urban schools had a principal at the helm, and the roles of that position were as diverse as the schools in which they were carried out. In some systems the principal was primarily a lead teacher with minor duties pertaining to school operations, while the principal's role in other systems included a clerical or record keeping capacity.

By the turn of the century, however, the principal's role had been transformed into one of school administrator, with prerequisites of the job being professional

experience and necessary licensing required for employment. According to Usdan, McCloud, and Podmostko (2000), for much of the next century, "The role of the principal was that of manager who was expected to uphold district mandates, manage personnel, manage the budget, and handle other operational issues." With the movement toward increased accountability in the later part of the twentieth century, the role of the school principal necessitated a transition from manager to leader. Cawelti's (1984) findings support this transition: "Continuing research on effective schools has verified the common-sense observation that schools are rarely effective, in any sense of the word, unless the principal is a 'good leader'" (p. 3). Usdan, McCloud, & Podmostko further illustrated findings in support of this change in roles by emphasizing that "principals today must serve as leaders for student learning" (p. 2). The following is a list of characteristics of principals that they suggest for successful fulfillment of this role:

- Has a knowledge of academic content as well as pedagogical knowledge;
- Deliberately plans for helping teachers strengthen instructional skills;
- Analyzes and uses pertinent data;
- Recruits all stakeholders to aid in the increase of student achievement; and
- Possess strong leadership skills (Usdan, McCloud, & Podmostko).

Leadership

Leadership is a quality that is difficult to define much less evaluate. Leaders in all walks of life possess a wide array of leadership traits or skills; thus, there are many behaviors and traits that exemplify and define an effective leader. In *The School Principal as Leader: Guiding Schools to Better Teaching and Learning*, The Wallace

Foundation (2012) describes the principal traditionally as resembling the middle manager in William Whyte's 1950's bestseller, *The Organization Man*. Here the principal is depicted as simply a manager, a supervisor of books, boilers, and buses. However, in today's era of high stakes testing and rising accountability, a new type of school leader is necessary – specifically, one who more closely resembles the model in Jim Collins' (2001) *Good to Great*. In Collin's seminal work, lessons are drawn from contemporary corporate operations suggesting that leadership must have a laser-like focus on the organization's vision and what is truly essential for its realization. Furthermore, the leader in this model must move away from simply managing to empowering, encouraging, and impelling all involved in a forward motion toward organizational goals.

The call for this type of leadership requires dramatic changes. No longer can principals function as building managers whose tasks consist merely of ensuring the adherence to district rules and policies and overseeing processes to make certain that regulations are executed and mistakes are avoided. They must be leaders who turn a sensitive ear to their employees, tend to their needs, and provide them with necessary support. They must be lead learners in a community of learners who are skilled in developing a team that can deliver effective instruction. The Wallace Foundation suggests that the following five responsibilities are essential roles of today's principals:

- Shaping a vision of academic success for all students, one based on high standards;
- Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail;

- Cultivating leadership in others so that teachers and other adults assume their part in realizing the school vision;
- Improving instruction to enable teachers to teach at their best and students to learn at their utmost; and
- Managing people, data and process to foster school improvement.

Each of these key responsibilities must coincide and work in tandem with the others in order to achieve success. The end result of student success cannot be achieved if the school climate is one of student disengagement or teachers who do not have complete buy-in. Students will never reach their full potentials if teachers are not aware of the instructional methods that work best with their pupils or if test data is poorly organized or misinterpreted. When all five are functioning in concert, the most effective form of leadership is in force.

To examine leadership qualities in greater detail, the following leadership theories will be examined: The Great Man Theory, Trait Theory, Situational Leadership, and Transformational Leadership. A brief description of each is provided below.

The Great Man Theory

Although now obsolete, The Great Man Theory of Leadership affirmed that great leaders were born predisposed with qualities that compel others to naturally want to follow their lead. This theory, based upon the assumption that great leaders are innately equipped with leadership skills, proposed that these leaders would simply arise as they were needed. In other words, if a situation surfaced that required a leader's direction, the leader would arise and take charge, and others would trust and follow (Lippitt, 1969).

Researchers finally concluded, however, that there were no such universal attributes of great leaders.

The Trait Theory

The Trait Theory's main emphasis is on traits such as physical appearance, personality, intelligence, social background, and natural ability (Taylor, 1994). Like The Great Man Theory, this theory proposed that leaders were born with certain qualities that make them naturally effective leaders. Hackman and Johnson (2000) reported evidence from many earlier studies that were conducted in order to evaluate the specific traits of highly effective leaders. Although initial research had mainly inconclusive results, upon a closer look with more advanced statistical analyses, recent research has shown that there are certain traits or attributes that appear to be present in many highly effective leaders.

Administrative factors, interpersonal factors, and cognitive factors are the three features most evident in effective leaders according to Hackman and Johnson. Administrative factors of leadership involve the ability to plan and organize in addition to a willingness to perform even the most menial tasks that are regularly required of the followers. Interpersonal factors include attributes such as integrity, emotional stability, self-confidence, sensitivity, consistency, as well as conflict management skills, and communication skills. Cognitive factors are those related to natural intelligence. Leaders with these traits are more creative and tend to be better problem solvers, decision makers, and critical thinkers. All of these factors would cultivate trust in the leadership.

Situational Leadership

Lippitt (1969) asserted, "Leadership must be flexible in style to meet the need of a particular situation" (p. 2). Situational leadership involves changing or adapting the methods of leading an organization depending upon the situation or organization's needs. There are four situational approaches to leadership briefly described below: Fiedler's Contingency Model, Path-Goal Theory, Hersey and Blanchard's Situational Leadership, and Leader-Member Exchange Theory.

Fiedler's Contingency Model. This particular model contends that there are three factors which determine the amount of influence a leader will have over his followers. The first factor, titled *position power*, refers to the leader's power to administer reward or punishment to his/her constituents. The higher position a leader has, the greater the influence he holds over the followers. The second factor, titled *task-structure*, refers to a leader's flexibility, or lack thereof, in delineating the steps that must be carried out in order to complete a task. The third factor, *leader-member relations*, refers to the sense of loyalty, trust, affection, and respect, in other words, the relationship, between the leader and the follower (Hackman & Johnson).

The Path-Goal Theory. This is a leadership theory based upon the needs, abilities, values, and personalities of followers; yet, it also takes into account the structure and clarity of assigned tasks and duties. In each situation that arises, the leader determines the proper approach to communication depending on the task involved and the followers' level of skill, confidence, experience, and commitment. For instance, when an unsure or inexperienced follower must complete an unstructured task, this theory

asserts that a directive communication approach is most beneficial for the leader to take. If the follower possesses the necessary skills yet lacks the confidence or the commitment to the structured task, the leader must take the approach of using a supportive communication style. If both the followers are unsure and the task unstructured, the most beneficial style for a leader to enlist is a participative communication style, which is designed to elicit ideas and suggestions from followers. Finally, if a follower is experienced and must perform an unstructured task, the leader's best bet is to use an achievement-oriented communication style, which is designed to demonstrate the leader's confidence in the follower to complete the task successfully (Hackman & Johnson).

Hersey and Blanchard's Situational Leadership Theory takes into consideration the readiness levels of followers. Within this particular theory, a follower's readiness level refers to his/her combination of skill level and motivation. Similar to the Path-Goal Theory, unskilled or unmotivated followers with low readiness require the leader to use a *telling* approach, which involves providing specific instructions followed by close supervision. Therefore, these followers must be given structure and guidance. They trust in and thrive on the security of leaders who determine the priorities in given situations. If a follower is a willing participant but does not possess the necessary skills, the leader must use a *selling* approach, which involves an explanation followed by an opportunity for clarification. This approach requires less supervision; yet, these followers still need to be convinced that goals are appropriate. If a follower is skilled and capable but has little or no motivation, the leader should use a *participating* approach, which includes the follower in the decision-making, creating more buy-in and, thus, increased motivation.

These followers have proven themselves *ready* to be involved in the goal-setting necessary for the cause. Finally, if the follower possesses both high skill and motivation, the leader's approach should be that of *delegating*. During the delegating process, a leader simply turns over responsibility to the follower to make and implement decisions. These followers have the capability of accepting and independently executing organizational duties. (Hackman & Johnson).

The Leader-Member Exchange Theory is one that focuses primarily on the relationship developed between the leader and follower. When followers first become part of an organization, they fall in rank with either the leader's in-group or his/her out-group. The leader's in-group consists of trusted followers who are assigned to make some of the decisions of the group and have input into the direction and future of the organization. Members of the out-group are simply required to satisfactorily perform their duties but are not allowed any autonomy or participation to which the members of the in-group are privy (Hackman & Johnson).

Transformational Leadership

The leadership theory that has the greatest prevalence in research literature is that of Transformational Leadership. Transformational Leadership centers around getting all stakeholders involved in decision-making. "The overriding element of successful leadership is to involve people in the process of leading" (Horan, 1999, p. 21). Most descriptions of Transformational Leadership commence by first distinguishing it from Transactional Leadership. The latter involves a leader who is primarily concerned with rewarding followers by taking care of their basic needs in exchange for favorable group

or organizational outcomes. While Transformational Leadership also strives to meet the needs of followers, its aim is more far-reaching in that more than merely basic needs are targeted. Transformational Leadership holds that organizational goals are achieved sooner because higher-level needs are targeted through trust, empowerment, and inspiration. Additionally, Transformational Leaders exhibit five common characteristics. According to Hackman & Johnson, they are visionary, creative, interactive, passionate, and empowering.

Kouzes and Posner (2002) list and describe the five practices common to all exemplary leaders, which are the following: Model the Way (interactive), Inspire a Shared Vision (visionary), Challenge the Process (creative), Enable Others to Act (empowering), and Encourage the Heart (passionate). The practice of Modeling the Way refers to the way some leaders lead by example; hence, exemplary leaders tend to motivate followers when they set an example by directly involving themselves in the organization's mission. When leaders Inspire a Shared Vision, the leader formulates, articulates, and creates enthusiasm for the organization's vision. Others are inspired and motivated to work toward organizational success. To create buy-in for working toward the organization's goals, the leader must initially motivate his/her followers by relating organizational goals to the personal goals and ambitions of the followers. A leader Challenges the Process when he/she uses his/her leadership ability to seek and select innovative ways for improving the organization. In order to do so, the leader must become an expert on the organization and its people so that he/she may determine the best course of action to lead the organization toward improvement. The category of

Enabling Others to Act involves of the leader's ability to engage the group as a team, build trust in the group, and empower followers to continue to work toward the organization's aims. Finally, when leaders Encourage the Heart, they use their resilience and positive outlook to motivate and encourage others especially through the frustrating and exhausting periods that often occur with change.

Although the verbiage may be quite different, researchers who have studied educational leadership all agree that the most effective principals are successful in establishing a school-wide vision that focuses on a commitment to high standards and the success of all students. However, in order for others to follow toward realization of the vision, a leader must first gain the trust of his/her followers as implied in all of the leadership theories discussed thus far.

Leadership Trust

Trust is the underlying force of relational power; the most powerful form of influence (Hower, 2005). In short, trust perpetuates a positive cycle. It is first inspiring and empowering, and then leads to increased productivity and greater efficiency. It increases competitive advantage as it improves communication and mutual understanding. As it reduces stress, it builds even more trust (Bibb & Kourdi, 2004).

Perhaps most importantly, once trust is established, it permeates an organization. In education, it becomes a norm that sets the standard for how teachers, for example, should behave toward each other, toward their students, and toward the school and community itself. Once ingrained in the culture of the school, trust works to empower people to perform to the best of their abilities; to give their very best to others; and to

have the courage to take risks. All of these behaviors improve school performance in all areas thus making them better places for students (Sergiovanni, 2005, p. 90).

Trust has other benefits as well. For instance, when trust is evident, it can reduce operational costs, improve investment opportunities, increase stability in relations, stimulate learning and the exchange of knowledge, and stimulate creativity (Koppenjan & Klijn, 2004, p. 84-85).

According to Fairholm (1994; 1997), trust is a necessary ingredient in developing organizational cultures of respect. Moreover, trust increases productivity through cooperation and collaboration, rather than through a sense of competitiveness. When trust is evident, concentration and energy can center on production instead of defensiveness or self-preservation. Trust is a necessary component for team development. It facilitates creative problem solving by enabling people to share knowledge, perspectives, and perceptions. Trust allows individuals and groups to commit to ideas, people, and organizations.

Because trust in a school environment enhances collective decision-making, it increases the likelihood that members of the overall school body will participate in reform efforts – thus, creating a sort of "moral imperative" to accomplish school reform, especially with respect to increasing the efforts of all involved. While reform efforts alone increase teacher vulnerability, relational trust decreases that vulnerability and encourages advancement toward reform (Bryk & Schneider, 2002).

Trust is also helpful during the hiring process and in labor negotiations (R. E. Smith, 2005). Internal trust is a necessary component in conflict resolution, as all parties

involved in the conflict must be completely honest in order to move toward the best solution (Farnsworth, 2007). We can learn from the business world that relationships founded upon trust between individual negotiators that have developed a common language and culture have served as gateways for international agreements that would not have otherwise occurred (Iklé, 1998). If trust can lead to relationships that bring about significant international agreements, it can certainly help teachers and administrators find common ground in determining how to best help students grow while nurturing simultaneous professional growth in the teachers and administrators of the system.

Trust has been found to improve nearly all aspects of a system's or organization's operations. Within the context of a school, all operations are focused on student achievement. If a school is to succeed toward this end, trust must be the foundation on which all work and relations are built (Bryk & Schneider, 2002). That factor alone should be cause enough for educational leaders to focus on the building of trust in their organizations.

Teacher Morale

Teacher morale is particularly difficult to measure and perhaps even more difficult to define. For years, attempts have been made to bring clarity to the definition of morale. Child (1941) stated that "morale pertains to factors in the individuals' life that bring about a hopeful and energetic participation on his part so that his efforts enhance the effectiveness of the group in accomplishing the task at hand" (p. 393). Lonsdale's (1964) definition of morale is "a measure of the effectiveness in role enactment, of congruence between role perceptions and role expectations and of congruence between

role expectations and needs dispositions" (p. 156-166). Bentley and Rempel (1980), the authors of the Purdue Teacher Opinionaire, offer the following definition: "Morale refers to the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation" (p. 2). And, as previously stated in Chapter One of this Thesis, "Teacher morale and motivation are largely affected by the feelings that teachers share regarding the school and the emotional environment which exists at the school" (Evans, 1997; Hunter-Boykin & Evans, 1995). More recently, in the document titled *Enhancing Leadership Effectiveness*, Marvin Fairman and Leon McLean offer the following definition for morale: "That state in which a person, group, or organization has feelings of well-being, satisfaction, and pleasure" (2008). In Gatzels and Guba's Social Systems Model of the late 1950s, morale was defined as "an interaction of feelings of identification, belongingness and rationality" (1957).

Three decades later in a report in the Phi Delta Kappan, Andrew et. al. (1985) reported that "belongingness, togetherness, achievement, and self or group esteem are generally related to high morale" (p.11). Morale is the interaction between an individual's needs and an organization's goals. Hence, a high morale would result only when in the process of achieving the organization's goals; subsequently, only then can an individual's needs also be adequately met. Morale is an internal state a person feels and is free from the perceived reality of others. Since it is an internal feeling or set of thoughts, it is not an observable trait, although it can produce outward effects that are observable. For instance, Wentworth (1990) stated, "Low staff morale results from professional lives that have little meaning; from frustration and the inability to change what is happening"

(p. 1). All of these definitions emphasize that teacher morale is an internal state with an external presentation.

Several different methods of measuring teacher morale have been employed as evidenced from the vast amount of research regarding the topic. Some of the most noteworthy research efforts are the Purdue Teacher Opinionaire, the School Survey, the Likert School Profile Questionnaire, the Sergiovanni-Trusty Job Satisfaction Questionnaire, and most recently, the Multi-Dimensional Education Incorporated or MDed Survey, to name just a few. Furthermore, as studies of teacher morale document, there are several factors which can affect and shape teacher morale. Some of those factors include: salaries, school size, working conditions, student/teacher ratio, job security, available resources, leader/member relations, and opportunities to participate in decision making. While all of these factors have been acknowledged as contributors to teacher morale, the review of the literature clearly shows that the building principal is the key contributor to the level of morale that teachers on a campus possess (Macneil, Prater, & Busch, 2007).

Factors that Affect Teacher Morale

Not only have many researchers attempted to define morale, but many have also studied the effects of certain factors on teacher morale. Cook (1979) identified five key areas of school operation that influence teacher morale: Administrative Leadership, Administrative Concern, Personal Interaction, Opportunity for Input, and Professional Growth. The first area of Administrative Leadership posits that a positive morale is achieved when teachers have confidence in the competence of their administrator. The

second area (i.e., Administrative Concern) is an area that deals with the teachers' need to feel appreciated and an administrator's concurrent awareness of that need. Personal Interaction is an area that encompasses the need for individuals to communicate and have support from colleagues as well as administrators. When channels for effective communication are open, the chance for high morale is more likely. Opportunity for Input is an area of school operation that recognizes the teachers' needs to be a part of decisions that directly affect them. Finally, Professional Growth is the area that deals with the teachers' needs to continue their education or professional development. When all these areas are in operation, high teacher morale is present.

Tye and O'Brien (2002) surveyed several teachers who had exited the profession. Respondents gave the following range of reasons for dissatisfaction with teaching and for changing professions: increased accountability, student attitudes, increased paperwork, lack of parental support, unresponsive administration, low professional status, and low salary. Hardy (1999) offered the following list as reasons that teachers choose to leave the profession: low pay, poor professional status, negative interactions with students, and poor relationships with administrators. Liu and Meyer (2005) list student discipline as the number one factor leading to a low teacher morale and salary as the second factor. Wentworth (1990) listed the following as the most influential factors affecting teacher morale:

- Input into decision-making that directly affects curriculum, instruction, and school climate;

- Recognition and appreciation of teacher and student achievement;
- A school climate that reflects a feeling of unity, pride, cooperation, acceptance of differences, and security;
- Good communication;
- Opportunities for meaningful professional growth;
- Clear, shared goals;
- Strong, supportive leadership;
- Quality time for collegial interaction: planning, educational dialog, decision making, problem solving;
- Well-maintained physical environment;
- Good human relations, both within school and between school and community;
- Encouragement and reward for risk taking, innovation, and good teaching;
- Attention to professional needs such as salary, benefits, etc.; and
- Attention to personal needs such as stress management, good health, and social interaction.

Achievement

In addition to the research on teacher morale and the factors that influence it, there is a body of research reports on the relationship of teacher morale to student

achievement. Hunter-Boykin and Evans (1995) stated that higher teacher morale results in a more effective academic environment. Conversely, Wentworth (1990) stated that a low morale has a negative effect on student achievement. In Araki's (1982) three year study, he examined leadership in both public and private schools in the state of Hawaii. He found a direct correlation between the leadership style and practices of the principal, teacher morale level, and student SAT scores. In addition, Houchard (2005) analyzed the effect of teacher morale on student achievement as measured by the North Carolina End-of-Course Test scores. He also found teacher morale to be positively and significantly correlated to these test scores.

Culture and Climate

School culture and climate, which are both shown to be linked to teacher morale, have also been a focus of research in determining their effects on student achievement. With these two organizational school concepts in mind, MacNeil, Prater and Busch (2007) stated, "Organizational theorists have long reported that paying attention to culture is the most important action that a leader can perform" (p. 1). Educational theorists have similarly purported that the principal's impact on learning and achievement is mediated through the school climate and culture (Hallinger & Heck 1998). Furthermore, Watson (2001) warned that if the culture in a school is not hospitable or conducive to learning, then student achievement can indeed suffer. Fink and Resnick (2001) reiterated that it is the responsibility of the school principal to establish a pervasive culture in the school that fosters an enthusiastic, two-way exchange of

knowledge between all active members of the school from administrators to teachers to students.

Culture and climate are also concepts that theorists have struggled to define. One point on which researchers agree is that the two overlap (Miner, 1995). To offer a distinction between climate and culture, Hoy et. al. (1991) describes school or organizational climate from a psychological perspective and school culture from an anthropological perspective. That is, climate is seen to have more to do with behaviors and thoughts and the emotions that drive them while culture has more to do with inherent similarities and differences in the physical and traditional make up of the school's population. Differences between school climate and culture are also highlighted in organizational studies. Climate is often viewed as behavioral evidences, while culture is thought to comprise the values and norms of the school or organization (Hoy 1990; Heck & Marcoulides, 1996).

Deal and Peterson (1999) explained that "[c]ulture and ethos have been used to capture the essence of a school's heart and soul, but culture provides a more accurate and correct way to help school leaders understand the school's unwritten rules and tradition, norms, and expectations that seem to permeate everything: the way people act, how they dress, what they talk about or avoid talking about, whether they seek out colleagues for help or don't and how teachers feel about their work and students" (pgs. 2-3). Colley (2002) suggested that it is difficult to provide a simple, succinct definition of culture because culture deals largely with unwritten and informal nuances and subtleties.

No definition of culture is universally accepted because researchers agree that no one single definition of culture encompasses all of its facets. Some have simply defined culture as "the way we do things around here." Others have defined it as a set of shared beliefs and values that closely bind a community together (Deal & Kennedy, 1999; Bower, 1966). A widely recognized definition utilized in Schein's (1985) work is that culture is "a pattern of basic assumptions - invented, discovered, or developed by a given group as it learns to cope with problems…that has worked well enough to be considered valid, and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems" (p. 9).

Given that culture permeates nearly every aspect of human existence, attention to culture in a variety of human endeavors is not new. Deal and Peterson (1999) posited that culture is studied as a means of explaining human behavior. In fact, in anthropological studies, the term culture was first used in explaining the differences between various tribes, societies, and ethnic groups. Then social scientists later used the term to explain behavior patterns within organizations. The term "organizational culture" found its way into the corporate world as it was used to describe how corporations and other business groups differed from like organizations in their day-to-day business dealings and decision-making (Gonder & Hymes, 1994). Williams (2010) succinctly stated, "Understanding the culture of an organization, can allow one to dig beneath the surface to discover the patterns and unwritten rules for how people relate to one another, how decisions are made, and how values are determined."

Gonder and Hymes (1994) suggested that the biggest reason culture is difficult to define is that it is comprehensive of three striated layers: artifacts and symbols, values, and basic assumptions. Artifacts and symbols are those objects which describe the physical and social setting of a group or organization. Values consist of those shared understandings held by a group but originally proposed by one or a select few individuals. Basic assumptions are those ingrained beliefs about human nature, human relationships, and the realities of time and space. Gonder and Hymes also purported that culture is best understood when these three elements are considered in isolation.

Beckhard (2006) compared the culture of an organization to an individual's personality. Beckhard also stated, "Just as individuals have personalities, which are a function of both heredity and environment, so organizations have personalities with the same causes" (p. 950). This comparison leads to the understanding that over time, an organization develops deeply ingrained habits, characteristics, attitudes, and values that shape and define their culture.

Sergiovanni (1999) stated that culture "includes values, symbols, beliefs, and shared meanings of parents, students, teachers, and others conceived as a group or community. Culture governs what is of worth for this group and how members should think, feel, or behave" (p.11). Sergiovanni also asserted "that all organizations have either a "strong or weak, functional or dysfunctional culture" (p.12). Those schools that have strong, functional cultures are those in which the school's leadership and membership have purposefully addressed the area of school culture. In this type of school, the culture serves as a compass which keeps schools pointed in and moving in a

common direction. It also establishes norms and goals, as well as provides all stakeholders with a sense of significance and community. Furthermore, a cycle is created that involves goal-setting to accomplishment in order to further goal-setting and higher accomplishment. By contrast, weak, dysfunctional cultures are characterized by a lack of enthusiasm and accomplishment. There appears to be an inherent cycle as well. The lack of community goals leads to very little if any accomplishment and, therefore, little enthusiasm. The lack of enthusiasm results in a lack of confidence in the group and, therefore, no plans for goal setting.

The study of school climate was first initiated when Perry (1908) approached the topic of climate as synonymous with school pride. School pride, as Perry described, was an element of school spirit evidenced in the celebration of ceremonial events, symbolic traditions, school athletic events, and the overall enthusiasm of various alumni groups. Halpin and Croft (1963) extended the discussion of school climate and furthered the research in this area of study. Their focus on climate revealed several dimensions to school climate ranging from socioeconomic status, parental attitudes, district policies, and the geographic location of the school. Halpin and Croft also examined feedback and comments from elementary teachers and delineated eight dimensions of study. Four dimensions related directly to teachers, while the remaining four were more closely related to administration.

Similar to aspects of school culture, Wynn et al. (2007) noted that climate can be difficult to define in an accurate and succinct manner. Climate has been described as "the enduring characteristics that describe the psychological character of a particular school,

distinguish it from other schools, and influence the behavior of teachers, and students, and is the psychological 'feel' that teachers and students have for school" (Sergiovanni & Starratt, 1993, p. 82). According to Gonder and Hymes (1994), climate referred to the overall atmosphere of the school and can be measured by the attitudes of students, faculty, staff, and parents. They explained that climate can have an overall negative or positive feel, even if some minor aspects are considered to be to the contrary. Gonder and Hymes also stated, "Climate can affect everything from the morale, satisfaction, and productivity of everyone involved in the organization" (p. 11). The Center for Social and Emotional Education, the National School Climate Center, and the National Center for Learning and Citizenship and Education Commission of the States (2008) referred to school climate as "the character of school life. It is based on patterns of school life experiences and reflects norms, goals, values, interpersonal relationships, teaching, learning and leadership practices, and organizational structures" (p.5). Tableman (2004) described climate as "the physical and psychological aspects of the school that provide the preconditions necessary for teaching and learning to take place" (p.2).

Moos (1979) added that school climate is a social atmosphere that he divided into three components: relationship (refers to the level of involvement of members), personal growth/goal orientation (refers to individuals' motivation for personal development and self-improvement), and systems maintenance (refers to the orderliness of environment and the clarity of rules). Freiberg and Stein (1999) described school climate as the unique personality of the school and its distinctive qualities that encourage students and staff to come on board.

Just as culture has been considered to be multi-faceted, Gonder and Hymes suggested that climate consists of the four following facets or dimensions: academic, social, physical, and affective. Firstly, the academic dimension is inclusive of all the instructional norms, beliefs, and practices in existence in a school, especially with regard to high expectations, the monitoring of student progress, and efforts toward a safe and orderly climate. Next, the social dimension is one influenced by the many modes of interaction between stakeholders in a school, especially interactions between teachers and students, student-to-student communication, and the allowance for students to have a voice in decision making. Thirdly, the physical dimension includes all the physical aspects of a school including the materials necessary for day to day operations. And, lastly, the affective dimension of school culture refers to the feelings and attitudes shared by students, faculty, staff, and parents.

No matter what definition or even combination of definitions one subscribes to in regard to school culture and climate, one cannot refute or deny the research with regard to its impact on student achievement. In an attempt to examine the relationship between school culture and student achievement, MacNeil et al. (2009) conducted a study to investigate whether schools with the same Texas school accountability ratings (Exemplary, Recognized, and Acceptable) would be considered to be similar in climate. The results indicated that Exemplary schools had productive, more positive cultures and climates than those with Acceptable ratings. In other words, students achieved higher scores on standardized tests in schools with positive cultures. Gonder and Hymes (1994) also found a direct link between positive school climate, high staff productivity, and

student achievement. In a review of the related research literature, they found that climate and culture can greatly impact a student's success or failure. Of the 134 secondary schools included in the 2004 Hay Group Study, Fullan (2005) found that "successful schools had a much more demanding culture - hunger for improvement, promoting excellence, holding hope for every child - while the less successful schools had less of a press for improvement and were much more forgiving if results were not forthcoming" (p. 58).

Whether one prefers the term school climate or culture, research indicates that it can have an impact on a variety of aspects within in a school. It can affect every facet of a school community from teacher morale and job satisfaction to teacher retention, student discipline and student achievement.

The key to ensuring long-lasting success may lie in a school leader's ability to examine, nurture, and purposefully plan for a positive school culture by creating and sharing a vision, common values, norms, beliefs, and traditions. School principals who purposely attend to the various dimensions of school climate can affect positive change in student achievement (Pellicer 2003). Fairman and Clark (1982) stated in more descriptive terms that "healthy schools are schools that exhibit the following types of cultures, also known as dimensions of organizational health: goal focus, communication, optimal power equalization, resource utilization, cohesiveness, morale, innovativeness, autonomy, adaptation and problem-solving adequacy."

MacNeil et al. (2007) also added the following statement:

> Strong school cultures have better motivated teachers. Highly motivated teachers have greater success in terms of student performance, student behaviors and student outcomes. And research suggests that schools that have motivated teachers and high student success with trusted leadership have high levels of teacher morale. (pg. 5)

Leadership's Effect on Morale

Lester (1990) proclaimed that "[c]learly, the Principal is the key figure in raising teacher morale and commitment" (p. 274). Other educational researchers have concurred that a school's administrative leadership plays a vital role in the establishment of school climate and teacher morale (Kelley, Thornton, & Daugherty, 2005; Butt, Lance, Fielding, Gunter, Rayner, & Thomas, 2005; Rhodes, Nevill, & Allan, 2004; Evans, 1997). This research includes a review of several studies that address a principal's role in influencing teacher morale and teacher job satisfaction, and, thus, student achievement.

To examine their effects on teacher morale, researchers have targeted specific components of educational leadership for study both from a practical as well as a theoretical standpoint. Egley and Jones (2005) focused on the relationships of elementary teachers and their principals and studied the nuances therein. They found that when principals treated their staff members more like equals and invited them into leadership roles, teacher morale overall improved. A principal who invites leadership in this way tends to focus on "compassion and respect for the individual through collaboration and mutual respect" (Egley & Jones). In a much earlier study, Bidwell (1957) investigated the

roles that teachers expected their principals to fill. Subsequently, he discovered that when teachers felt their principals fulfilled such expected roles, there was job satisfaction and high morale. He also found that when teachers did not believe their leaders fulfilled their expectations, they possessed lower morale and increased job dissatisfaction. Implied in these findings, therefore, is the notion that principals who fulfill the teachers' expectations of their role can positively affect the morale of those teachers and increase satisfaction in their jobs. Similarly, Schulz and Teddlie (1989) determined that the principal's use of *Referent Power* is directly related to teacher morale. Referent Power refers to the power a leader holds when his/her followers identify with and wish to emulate him/her. Additionally, Blase, Dedrick, and Strathe (1986) further reported that teachers who identified with their principals and felt they had traits worthy of emulation sustained higher levels of job satisfaction.

Hipp (1997) initiated a qualitative study examining the relationship of school leadership to teacher efficacy. In her study, the very definition of "efficacy" encompasses teacher morale. The specific scripted interview questions of which the study consisted were designed to delve into issues regarding teacher efficacy and principal behaviors according to the thirty-four teachers surveyed. The results concluded that the following principal actions were found to significantly influence teacher efficacy: "modeling behavior, inspiring group purpose, recognizing teacher efforts and accomplishments, providing personal and professional support, managing student behavior, and promoting a sense of community" (Hipp).

Thomas (1997) presented a meta-analysis focusing on leadership, leadership theory and style, and the effect of principal leadership on teacher morale. The results supported that the leadership style of the building principal had a significant effect on teacher morale. To be precise, a collaborative leadership style had the most positive impact on teacher morale. In other words, schools with shared visions and decision-making responsibilities were discovered to have higher teacher morale than schools which allowed less teacher input into decision-making.

In order to determine which leadership style had the greatest impact on teacher morale, Nguni, Sleegers, and Denessen (2006) examined two leadership styles, *transactional* and *transformational leadership*. Transformational leadership traits, they found, have a positive correlation to teacher morale. On the other hand, they found transactional leadership traits to have the opposite correlation to teacher morale. As mentioned before, transactional leadership offers motivation simply through rewards, for instance, rewarding work with financial compensation. In contrast, transformational leadership tends to provide the follower with more motivation as it enhances the individual's performance "beyond the exchange level to the level of self-actualization" (Nguni, Sleegers, and Denessen, 2006).

In contrast to some of the other findings, Evans and Johnson (1990) surveyed middle and high school teachers and found inconsistent results. From their study, they concluded that principal leadership had an overall effect on the stress level of teachers, but they found the correlation between principal behaviors and teacher job satisfaction to be insignificant. They also determined that a principal's leadership has very little to do

with teacher job satisfaction. However, it is important to understand that the only sample surveyed in this study consisted of a group of Physical Education teachers.

In order to determine the factors which affect teacher morale, Andrew, Parks, and Nelson (1985) performed a study that would also produce an instrument that could be used to measure morale and a handbook that would aid schools in raising morale. In schools where a high morale already existed, principals were found to embody the following list of traits or behaviors: a good listener, enthusiastic, outgoing, friendly, available, energetic, fair, and organized. In schools where morale was low, the principals' roles, traits, or behaviors displayed consisted of the following list: disciplinarian, inconsistent, unsupportive, formal, and impatient. Throughout their study, they developed the following list of administrative behaviors, roles, and practices that ensure and sustain high teacher morale:

- Be open and have good morale yourself;
- Communicate at many levels;
- Involve others in setting objectives, planning, and decision-making;
- Set planning priorities;
- Your job is to get things done, not to do them yourself;
- Know the values and needs of your community, your students, and your staff;
- Hold high expectations for staff, but recognize your responsibility in helping them meet your expectations;

- Give recognition to those who are helping to advance the objectives of the school;
- Have written policy developed for procedures and regulations;
- Exercise your authority;
- Provide resources needed to achieve the school's objectives; and
- Do your best to obtain competitive salary levels so you can obtain the very best staff. (pg. 12)

Bhella (1982) conducted a study that correlated the Perdue Teacher Opinionaire and The Principal Leadership Style Questionnaire. The results concluded that a significant relationship exists between teacher/principal rapport and the principal's level of concern for people and production. The results indicated that an administrator who exhibits a high level of concern for people also has a better rapport with the staff.

The final two studies submitted in this review enlist the use of two instruments commonly present in research regarding principal leadership practices. In addition, the instrumentation, method of data collection, and statistical methods of analysis of these studies are quite similar as well. Each of these studies utilized the Perdue Teacher Opinionaire, which is a questionnaire to evaluate leadership. The second study also included the use of the Leadership Practices Inventory. In their study, Hunter-Boykin and Evans (1995) focused on the relationship between high school principals' leadership practices and styles with teacher morale using the Perdue Teacher Opinionaire. To collect

the data, the Leadership Ability Evaluation instrument was used. The sample for the study consisted of 40 high school principals and 411 high school teachers. The results of the study demonstrated a low-positive correlation between the principal's leadership style and the teacher morale. It is important to note that the design of the study was such that the principal's leadership was self-reported rather than teacher-reported.

The last study investigated the relationship between principal leadership, teacher morale, and student achievement (Houchard, 2005). The instruments utilized were the Perdue Teacher Opinionaire, the Leadership Practices Inventory, and the North Carolina End-of-Course exams. The cross-section of this study consisted of teachers who voluntarily submitted their responses. One hundred thirteen of the 124 teachers polled responded to the Perdue Teacher Opinionaire and 115 responded to the Leadership Practices Inventory. The sample population included eleven administrators who responded to the Perdue Teacher Opinionaire, but no information on the number of administrators who responded to the Leadership Practices Inventory is known. Several significant relationships were evinced by the study. In the morale category, Rapport with the Principal had a significant correlation to the leadership category of Enabling Others to Act and Encouraging the Heart. Secondly, a significant correlation was found to exist between the morale aspect of Satisfaction with Teaching with the leadership aspect of Inspiring a Shared Vision and Enabling Others to Act. Another significant correlation evidenced was that between the morale factor of Rapport with Teachers and the leadership aspect of Enabling Others to Act and Encouraging the Heart. In addition, there was also a significant correlation found between the morale factor of Teacher Load and

the leadership factor of Inspiring a Shared Vision and Enabling Others to Act. In the fifth and final point, a positive correlation was found between the morale aspect of Faculties and the leadership aspect of Inspiring a Shared Vision and Enabling Others to Act.

This review of the literature includes several works and studies that overwhelmingly establish a link between the leadership styles and behaviors of the principal and the morale of the teachers. A myriad of studies have been presented which repeatedly demonstrated that teacher morale was significantly affected by the leadership of the principal. Some of the research included also demonstrated a positive correlation between teacher morale and academic achievement. It can be concluded, therefore, that a principal's leadership plays a vital role in establishing the climate and culture of the school, regulating teacher morale, and, ultimately, determining student achievement. In virtually every study, the literature shows a positive correlation between certain leadership traits or behaviors and positive teacher morale. Regardless of whether in the realm of elementary or secondary principal leadership, this review of teacher morale research seems to offer a clear message to principals: The principal has a critical hand in determining the outcomes of his or her school. In effecting positive changes or maintaining success, one of the most important areas of focus for a principal is that of teacher morale. It is incumbent upon those who hold this position to identify and develop methods to achieve and maintain positive teacher morale, because teacher morale has far-reaching and significant effects, especially with relation to the ultimate goal of education – namely, student achievement.

CHAPTER THREE

RESEARCH METHODOLOGY

The design of this study and the procedures used to collect and analyze the data are fully explained in this chapter. Detail is used in the explanation and description of the context of the study, the participants, the instruments, and the methods used in gathering the data. The chapter concludes with an explanation of the data analysis. The purpose of the proposed study was to examine the effects of principal leadership and its relationship between teacher morale and student achievement in three grade 7-8 middle schools. The following research questions were analyzed:

1. As measured by the MDed Survey, what was the level of teacher morale in the three 7-8 Initiative Middle Schools?
2. How did teacher morale change as a result of the 7-8 Initiative Middle Schools interventions?
3. Did increased teacher morale impact student achievement in the three 7-8 Initiative Middle Schools?

Research Perspective

This study utilized archival data using the results of the 2009 MDed Survey to attempt to answer the research questions. In addition, the MDed Survey measured multiple variables. For the purpose of this study two independent variables were selected from the survey results. The study was designed to determine whether a relationship exists between teacher morale and the independent variables of principal trust and leadership satisfaction. In addition, student achievement and discipline were evaluated to determine whether there was any relationship to teacher morale.

Population and Sample

The study took place in a large school system located in a suburban region of southeast Texas. At the time of the survey, the school system served on the order of 69,000 students during the 2009–2010 school year, and employed over 4,500 teachers. For the purpose of this study, three middle schools were selected from the east side of the district to become a pilot program. These three campuses were selected as Initiative Middle Schools by the district because of previously identified poor teacher morale, poor student achievement, and high student discipline. Traditional middle schools in this school system contained grades six, seven, and eight, and each school consisted of student populations ranging between 1000-1500 students. The district administration reconfigured the student population of these three schools to decrease the student-teacher ratio and overall size of the student body. Prior to the pilot school year, the district removed the sixth grade from the three Initiative campuses, committing to a smaller student environment. Additionally, new principals were carefully selected to lead the students, teachers and community during this transitional period at the selected campuses. The teaching staff was provided extensive, on-going staff development in professional learning communities and data teaming, and the student-to-teacher ratio for the three campuses was capped at 21:1. The combined teaching staff for the three initiative schools equaled 89 teachers, and the combined student population was 1600 students. The three campuses contained majority minority student populations consisting predominately of African American and Hispanic students, and all three campuses were designated as Title I schools due to their high economically disadvantaged student

populations. On average, as outlined by the Texas Education Agency 2009 Academic Excellence Indicator System (AEIS), the three campuses combined contained a 64% low income student population demographic.

Overall, the school district consisted of 69 schools during the 2008-2009 school year – more specifically, 42 elementary, 14 middle, 10 high and 3 alternative campuses. Archival data was collected at only the three 7-8 Initiative Middle Schools in this district.

Subjects

The population of the proposed study included all middle school teachers at the three identified middle school campuses in this school system. The faculties of these three schools contained a combined 89 teachers. The sample proposed for this study consisted of all respondents from these 89 teachers.

The middle school teachers in this study had an average of 11.4 years' experience in education. In particularly, twenty six percent of the middle school teachers were male, while seventy four percent were female. Seventy-six percent of the middle school teachers had a bachelor's degree as their highest degree; nineteen percent had obtained a master's degree; and five percent had a specialist or doctoral degree.

Instrumentation

For this study, the instrument used was the MDed Survey (see Appendix A) provided by the Multi-Dimensional Education Incorporated (i.e., the MDed). The subsequent findings of the survey are summarized in The 2009 Middle School District Report (see Appendix B). The MDed Survey captures data from students, parents and educators through the following seven dimensions: Community Engagement, Curriculum

Expectations, Developmental Perspectives, Educational Attitudes, Faculty Fidelity, Leadership Potential, and School Climate. Furthermore, each of these dimensions encompass four dimensional index scales. For the purpose of this study, only one dimension is utilized – specifically, the Leadership Potential. Within this dimension only the following two dimensional index scales were researched: (a) The independent variables of principal trust and (b) leadership satisfaction.

The dimension "Leadership Potential" was designed to relate teachers' perceptions of their principals in two of the four dimensional index scales - principal trust and leadership satisfaction. The validity of the instrument was based upon the design purposes and specificity. Moreover, the MDed Survey was designed solely as a comprehensive assessment tool to evaluate students, parents, and staff responses in order to provide school districts with data to help every child reach his or her potential; to assess leadership potential; and to assist school leaders by providing more accurate information to help teachers reach their potential. The Multi-Dimensional Assessment provides valuable data essential for identifying what changes are needed to improve educational achievement and educator effectiveness. This is accomplished by focusing on the seven dimensions and comprehensive index scales within each dimension. Principal trust and leadership satisfaction are specific index scales that measure teacher morale as related to the teachers' perceptions of their principals' leadership ability.

Permission to use the instrument was granted by the participating school district. It is also important to point out that this instrument was carefully analyzed to ensure that its age would not hinder its validity. Thus, the language used within this survey was made

consistent with current educational language so that responses were not hindered by the age of the instrument. The version of the survey used for this study was the 2009 survey data completed by the teachers regarding their principal's trust and leadership satisfaction. The MDed Survey had content validity in that the questions were closely aligned with the leadership characteristics they were designed to measure.

All teachers were assigned to receive the MDed Survey during the fall of the 2009 school year. The total return rate for the MDed survey for all three schools was 62%. A total of 55 of the 89 teacher surveys were returned.

Permission to use this survey was obtained in writing from the authors (see Appendix C). Also, permission was granted through the University of Houston, Department of Research, to conduct this study under Category 4 of the research application as exempt status (see Appendix D). In addition, permission was received from the participating school district to research the archival MDed data for the purpose of this study (see Appendix E).

Data Collection Procedures

At the direction of the superintendent, permission to perform the study was first obtained from the three middle school principals. The Assistant Superintendent for Middle Schools was then supplied with information in order to support the cost of the survey at the district level. Once the superintendent's signature was obtained, the principals were contacted for faculty lists and to discuss the process for distributing the surveys. A copy of the permission to perform research form is found in Appendix E.

After obtaining a list of each schools' faculties, the assistant superintendent provided the teacher lists to MDed. MDed provided each principal with enough surveys for their teaching staffs and their student populations. Surveys were also sent to the students' guardian addresses as listed in the district's student information system.

Teachers received an email from the principal describing the purpose of the research prior to receiving the surveys. The email requested their participation and offered an incentive for participation. The principals explained that their faculty would receive a breakfast from the principal if their school's return rate was at or above 60%. It was also stated that the surveys would be collected in approximately two weeks.

Each teacher received a survey with a cover letter explaining the purpose of the survey and a stated request for his or her participation. The cover letter also contained a confidentiality statement which guaranteed that individuals would be kept anonymous and that all research records would be kept secure. Additionally, the cover letter contained an explanation stressing that their participation was voluntary and would in no way affect their relationship to the local school system.

The surveys were addressed to each individual teacher in a sealed envelope. A return envelope was also supplied to protect the anonymity of the respondents. Each school was coded using letters A-C. This coding was used to identify the specific school during the data collection only. This coding had no relation to the numbering of the schools used when reporting results.

The surveys were distributed early in May of 2009. Multi-Dimensional Education Incorporated delivered the surveys to individual schools along with a box for the return of

the surveys. The surveys were then placed in the teachers' boxes in each school's mailroom.

Next, the principals sent two additional emails. The first email was sent to remind the teachers of the surveys and the incentive, stating again the procedure for returning the surveys and to offer to send an additional survey to any individual who may have misplaced the original one. Approximately 17 additional surveys were sent to teachers who requested one. The second additional email was sent stating that the collection of all surveys would occur within the last week of May, 2009. The email also thanked teachers for their responses and informed them that they would be notified if their faculty had earned a breakfast. And, upon the completion of the process, two of the three initiative schools received the breakfast. The surveys were gathered by the assistant superintendent and sent to Multi-Dimensional Education Incorporated during the first week of June, 2009.

In August of 2009, the district received the results of the MDed survey. Survey results were shared with the campus principals and staff. Additionally, the Assistant Superintendent for Middle Schools summarized for the school systems Board of Trustees during a regularly scheduled August Board meeting the comprehensive results for the three 7-8 Initiative Middle Schools.

Data Analysis

Data organization. In an effort to compile the data, the participating school district Assistant Superintendent for Middle Schools created a one-page summary sheet to track the campus surveys. Each survey was then given a unique identification code to

pair it with the tracking sheet and home campus to allow easy matching in the event of a discrepancy. The raw data will be discussed and presented in Chapter Four.

***Statistical procedures*.** To evaluate the research questions, this study used the responses to the MDed Survey to determine if teachers' perceptions of their principals as they apply to principal trust and leadership satisfaction lead to high teacher morale at the select campuses. Additionally, anecdotal perceptions were included in the survey and were used in determining the level of teacher morale at the three 7-8 Initiative Middle Schools. As a means of comparing student achievement to teacher morale at each 7-8 Initiative Middle School, the campus State of Texas Academic Excellence Indicator System (AEIS) report containing standardized archival testing data was reviewed in the subjects 7th and 8th grade reading and math, comparing three years of AEIS data (i.e., 2008, 2009, and 2010) (see Appendix F). It is important to note that this comparison utilizes data contained during the 2008 school year prior to the establishment of the 7-8 Initiative to 2009 and 2010 data after the establishment of the 7-8 Initiative. Additionally, campus student discipline was reviewed comparing 2008 discipline to 2009 discipline at all three of the 7-8 Initiative Middle Schools. Again, it is important to note that this discipline comparison utilized data obtained during the 2008 year prior to the establishment of the 7-8 Initiative to 2009 data after the establishment of the 7-8 Initiative.

Summary of Methodology

This chapter described and explained the methods used in this study. It stated the type of research and described the context for the research. A description of the

participants of the study was given along with a description of the survey. The procedures were fully discussed then the data analysis explained. Next, Chapter Four will present the findings of the study. Then, Chapter Five will provide as summary of the findings, conclusions and recommendations for future research.

CHAPTER FOUR

RESULTS OF THE STUDY

The results of the MDed Survey and associated data are presented in this chapter. MDed Survey data specific to the dimensional scales, principal trust and principal satisfaction as they apply to the three 7-8 Initiative Middle Schools will be provided. Student achievement scores as measured by the Texas Assessment of Knowledge and Skills (TAKS) in Math and Reading at the 7-8 Initiative Middle Schools are presented and student discipline comparisons for each of the 7-8 Initiative Middle School are reviewed. In addition, all the results are examined as they relate to the research questions:

1. As measured by the MDed Survey, what was the level of teacher morale in the three 7-8 Initiative Middle Schools?
2. How did teacher morale change as a result of the 7-8 Initiative Middle Schools interventions?
3. Did increased teacher morale impact student achievement in the three 7-8 Initiative Middle Schools?

The results of this study found that as measured by the MDed Survey in the areas of principal trust and leadership satisfaction, teacher morale increased positively in the three 7-8 Initiative Middle Schools. Although it was determined teacher morale varied slightly at the three campuses, the overall results showed that teacher morale was high at all three 7-8 Initiative Middle Schools as a result of the 7-8 Initiative.

The results of the study also found that standardized student testing scores increased at the three campuses – specifically, in the area of math after the

implementation of the 7-8 Initiative. It was also determined that student discipline decreased as a result of the implementation of the three 7-8 Initiative Middle Schools.

Description of the Sample

The sample for this study was obtained from the population of all middle school teachers at the three 7-8 Initiative Middle Schools in the district under investigation. The MDed Survey was administered in May of 2009 after one year of implementation of the 7-8 Initiative at each of the three identified campuses. Campus standardized testing data was compared in the areas of reading and math the year prior to the 7-8 Middle School Initiative and two years following implementation. Student discipline data was reviewed comparing data obtained the year prior to the 7-8 Middle School Initiative to data obtained the year after implementation.

Principal Trust as Measured by MDed

Table 4.1 below provides the teacher results in the Dimensional scale area "Principal Trust" as measured by the MDed Survey.

Table 4.1

Dimensional Scale "Principal Trust" as Measured by MDed

School	School Mean	7-8 Initiative Mean
#1	3.8	4.1
#2	4.3	4.1
#3	4.1	4.1

Note: Scales range from 1 to 5 with 1 being the lowest score and 5 being the highest.

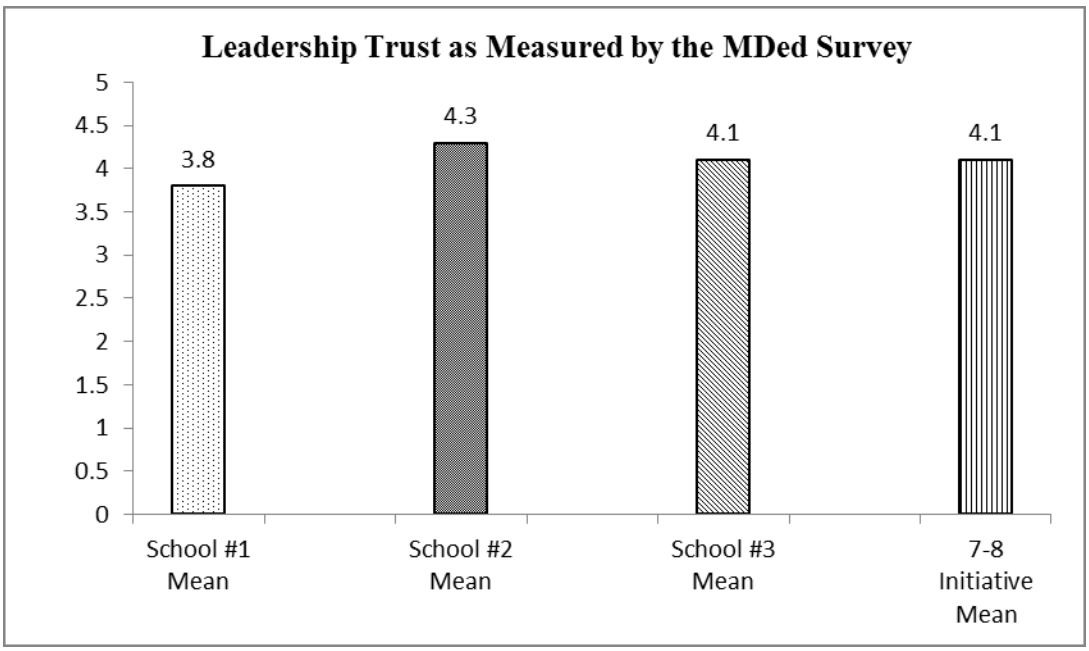

Figure 1. "Leadership trust" as measured by the MDed Survey. This figure illustrates the mean average results regarding the Dimensional scale area "Principal Trust" as measured by the MDed Survey.

The data in Table 4.1 implies that teachers at the three 7-8 Initiative Middle Schools have a high level of trust in their principals. School #1 shows that on a scale of one to five, teachers had a mean of 3.8, slightly higher than average. School #2 shows that teachers have a principal trust level of 4.3, which was the highest trust level among the three Initiative Middle Schools. School #3 shows principal trust as measured by the MDed Survey at 4.1.

Once again, the data as measured by the MDed Survey in the dimensional scale "Principal Trust" shows that teachers have a high level of trust in the leadership of their school. The average of the three Initiative Middle Schools, as measured by the MDed

survey, at the three 7-8 Initiative Middle Schools, equals 4.1 on a scale range of 1 to 5 with 1 being the lowest and 5 being the highest.

Leadership Satisfaction as Measured by MDed

Table 4.2 provides the teacher results in the Dimensional scale area "Leadership Satisfaction" as measured by the MDed Survey.

Table 4.2

Dimensional Scale "Leadership Satisfaction" as Measured by MDed

School	School Mean	7-8 Initiative Mean
#1	3.9	4.2
#2	4.5	4.2
#3	4.1	4.2

Note: Scales range from 1 to 5 with 1 being the lowest score and 5 being the highest.

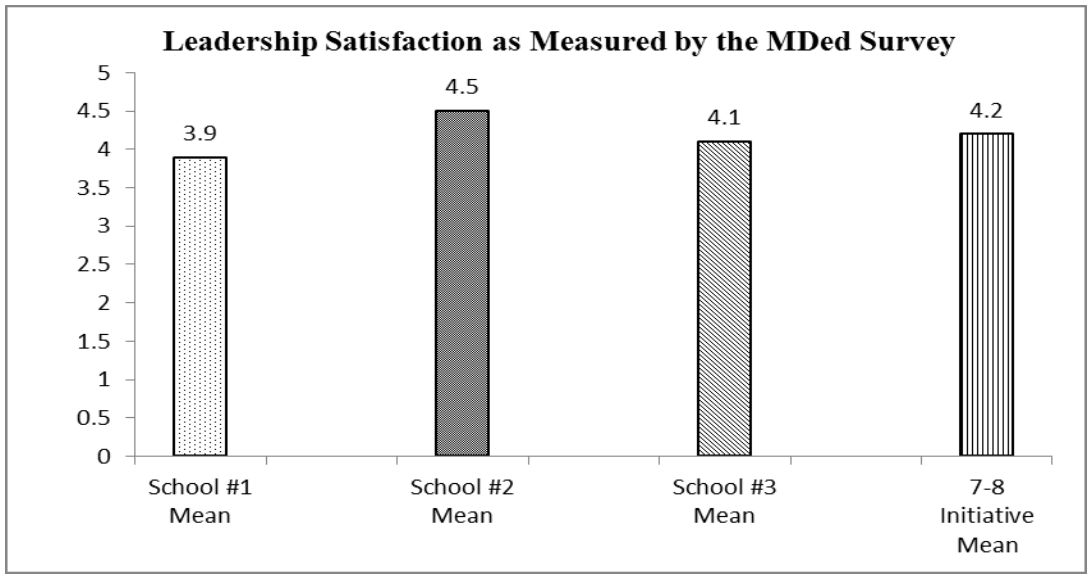

Figure 2. Leadership satisfaction as measured by the MDed survey. This figure illustrates the mean average results regarding the Dimensional scale area "Leadership Satisfaction" as measured by the MDed Survey.

The data in Table 4.2 implies that teachers at the three 7-8 Initiative Middle Schools possess a high level of satisfaction in the leadership at their school. School #1 shows that – on a scale of one to five – teachers had a mean of 3.9, which was slightly higher than average. The School #2 data illustrates that teachers have a principal trust level of 4.5, which is the highest trust level among the three Initiative Middle Schools. School #3 shows principal trust as measured by the MDed Survey at 4.1. Again, the data as measured by the MDed Survey in the dimensional scale "Leadership Satisfaction" shows that teachers have a high level of satisfaction in the leadership of their school. The average of the three Initiative Middle Schools, as measured by the MDed Survey, equals 4.2 on a scale range of 1 to 5 – with 1 being the lowest and 5 being the highest.

7th Grade Math TAKS Scores

Table 4.3 provides testing data specific to 7th grade student standardized testing scores in math at the three separate 7-8 Initiative Middle Schools. The data was derived from the Texas Assessment of Knowledge and Skills (TAKS), as reported in the annual State of Texas Academic Excellence Indicator System (AEIS), and reported per individual campus. In addition, three years of data are presented – specifically, the years of 2008, 2009 and 2010. It is important to note that scores for the 2008 year data were obtained prior to the establishment of the 7-8 Initiative Middle Schools. Furthermore, as reported in the AEIS report, the numerical score attributed to each campus, per year, accounts for the percentage of all students that met minimum expectations as determined by the State of Texas on the 7th grade Math TAKS test.

Table 4.3

7th Grade Math TAKS Percentage Scores by School by Year

School	2008	2009	2010
#1	45	49	63
#2	69	72	79
#3	54	61	71

Note: Scores indicate the percentage of all students who met minimum expectations on the 7th grade Math TAKS test.

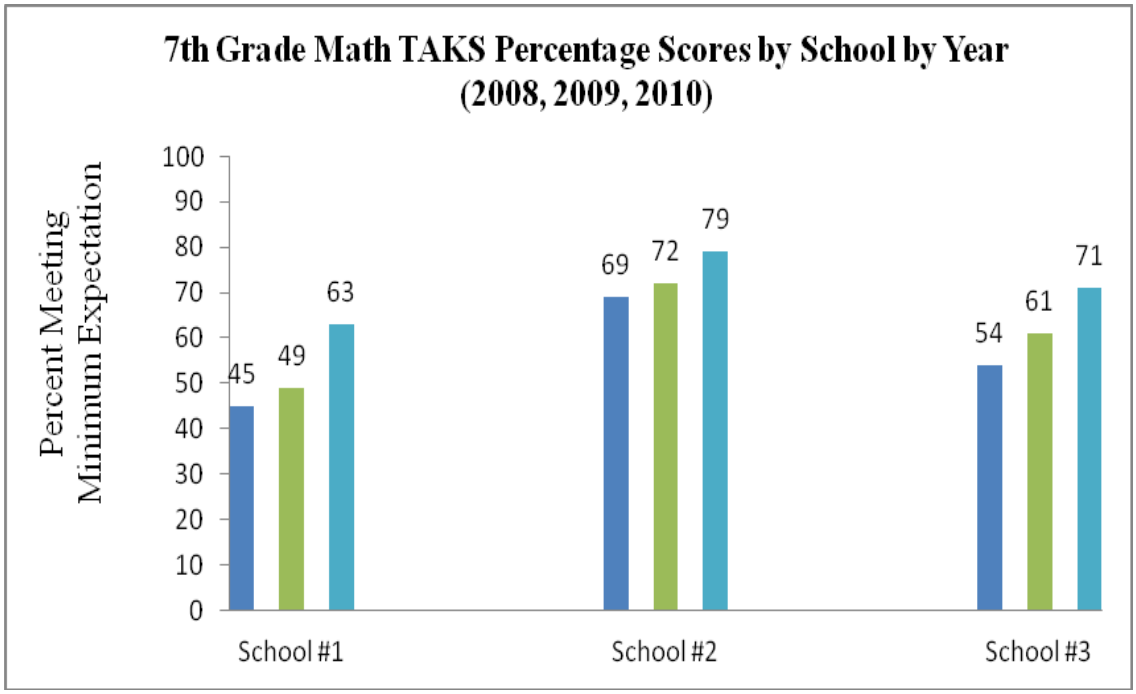

Figure 3. 7th grade math TAKS percentage scores by school by year. This figure illustrates the percentage of campus meeting minimum expectations for years 2008, 2009, and 2010.

The data in Table 4.3 implies that 7th grade students at School #1, School #2, and School #3 showed significant gains over the three year period. For instance, in 2008,

prior to the establishment of the 7-8 Initiative, only 45 percent of 7th grade students met minimum expectations on the 7th grade Math TAKS test at School #1; 69 percent of these students met the minimum expectations at School #2; and, lastly, only 54 percent of these students met minimum expectations at School #3. Then, in 2009, which was the first year of implementation of the 7-8 Initiative, students at School #1 showed a 4 percent increase by scoring 49 percent meeting minimum expectation. In addition, students at School #2 showed a 3 percent increase by scoring 72 percent, and students at School #3 showed an increase of 7 percent scoring 61 percent meeting minimum expectations. Subsequently, in the second year of full implementation of the 7-8 Initiative, students at School #1 scored 63 percent meeting minimum expectation on the 7th grade TAKS test; thus, representing an 18-point percentage gain from 2008 and a 14-point gain from 2009. Students at School #2 showed a 10-point percentage gain from 2008, and an additional 7-point gain from 2009. Students at School #3 showed a 17-point percentage gain from 2008 and another 10-point percentage gain from 2009.

The data as presented in Table 4.3 suggests that student achievement increased at all three 7-8 Initiative Middle Schools in the area of 7th grade math as assessed by the TAKS test data comparing 2008, 2009 and 2010.

8th Grade Math TAKS Scores

Table 4.4 provides testing data specific to 8th grade student standardized testing scores in math at the three 7-8 initiative middle schools. The data is derived from the Texas Assessment of Knowledge and Skills (TAKS) assessment as reported in the annual State of Texas Academic Excellence Indicator System (AEIS), reported per individual

campus. Once again, three years of data are presented - specifically, 2008, 2009 and 2010. It is important to note that scores for the year 2008 reflect data established prior to the establishment of the 7-8 Initiative Middle Schools. Additionally, as reported in the AEIS report, the numerical score attributed to each campus, per year, accounts for the percentage of all students that met minimum expectations as determined by the State of Texas on the 8th grade math TAKS test.

Table 4.4

8th Grade Math TAKS Percentage Scores by School by Year

School	2008	2009	2010
#1	59	61	95
#2	69	82	89
#3	76	72	79

Scores indicate the percentage of all students who met minimum expectations on the 8th grade Math TAKS test.

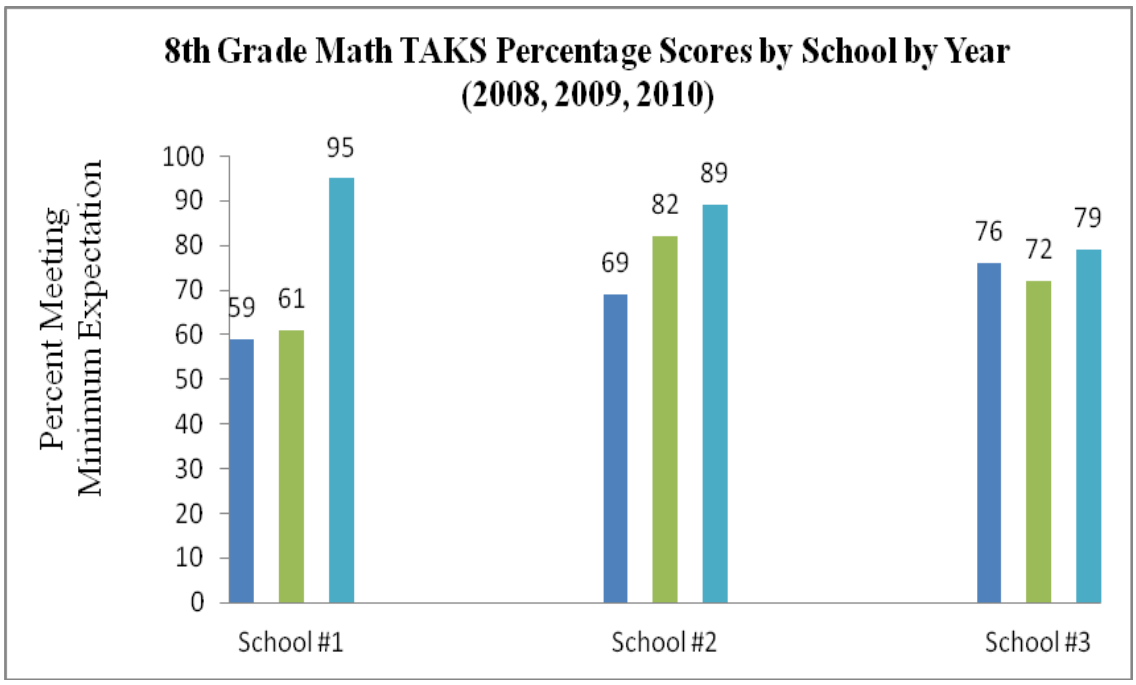

Figure 4. 8th grade math TAKS percentage scores by school by year. This figure illustrates the 8th grade math TAKS results for three schools for years 2008, 2009, and 2010.

The data in Table 4.4 implies that 8th grade students at School #1, School #2, and School #3 showed significant gains over the three-year period. For instance, in 2008, prior to the establishment of the 7-8 initiative, only 59 percent of 8th grade students met minimum expectation on the 8th grade math TAKS test at School #1, 69 percent at School #2, and 76 percent at School #3. Moreover, in the first year of implementation of the 7-8 initiative, in the year 2009, students at School #1 showed a 2 point percentage increase by scoring 61 percent meeting minimum expectations. Students at School #2 showed a 13 percent increase by scoring 82 percent, and students at School #3 showed a slight decrease of 4 percent by scoring 72 percent. In the second year of full implementation of the 7-8 Initiative, in 2010, students at School #1 scored 95 percent meeting minimum

expectation on the 8th grade TAKS test – a 36-point percentage gain from 2008, and a 34-point gain from 2009. Students at School #2 showed a 20-point percentage gain from 2008, and a 7-point gain from 2009. And, students at School #3 showed a 3-point percentage gain from 2008, and a 7-point percentage gain from 2009.

The data as presented in Table 4.4 suggests that student achievement increased at all three 7-8 Initiative Middles Schools in 8th grade math as assessed by the TAKS test data comparing 2008, 2009 and 2010.

7th Grade Reading TAKS Scores

Table 4.5 provides testing data specific to 7th grade student scores in reading at the three 7-8 Initiative Middle Schools. The data is derived from the Texas Assessment of Knowledge and Skills (TAKS) assessment as reported in the annual State of Texas Academic Excellence Indicator System (AEIS) as reported per individual campus. Again, three years of data are presented (i.e., 2008, 2009 and 2010). It is important to note that scores for the year 2008 reflect data collected prior to the establishment of the 7-8 Initiative. Additionally, as reported in the AEIS report, the numerical score attributed to each campus, per year, accounts for the percentage of all students that met minimum expectation as determined by the State of Texas on the 7th grade Math TAKS test.

Table 4.5

7th Grade Reading TAKS Percentage Scores by School by Year

School	2008	2009	2010
#1	73	71	74
#2	88	88	92
#3	82	83	80

Scores indicate the percentage of all students who met minimum expectations on the 7th grade Reading TAKS test.

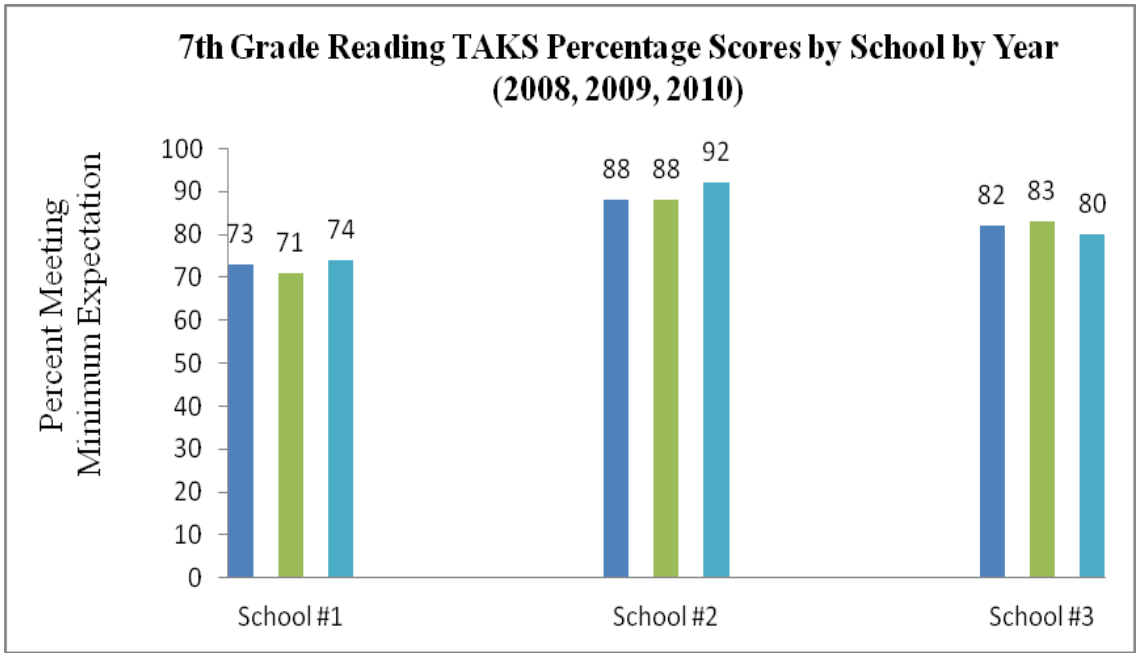

*Figure 5.*7th grade reading TAKS percentage scores by school by year. This figure illustrates the 7th grade reading TAKS results for three schools for years 2008, 2009, and 2010.

The data in Table 4.5 implies that 7th grade students at School #1, School #2, and School #3 showed moderate gains in reading over a three-year period. In the year 2008,

prior to the establishment of the 7-8 Initiative, only 73 percent of 7th grade students met minimum expectations on the 7th grade reading TAKS test at School #1, 88 percent at School #2, and 82 percent at School #3. In the first year of implementation of the 7-8 Initiative, in the year 2009, students at School #1 showed a 2-point percentage decrease by scoring 71 percent meeting minimum expectation. In addition, students at School #2 showed no percent increase by scoring 88 percent, and students at Campus #3 showed a slight increase of 1 percent by scoring 83 percent meeting minimum expectations. In the second year of full implementation of the 7-8 Initiative, in 2010, students at School #1 scored 74 percent meeting minimum expectation on the 8th grade TAKS test, a 1-point percentage gain from 2008, and a 4-point gain from 2009. Students at School #2 showed a 4-point percentage gain from 2008, and a 4-point gain from 2009. Students at School #3 showed a 2-point percentage decrease from 2008, and a 3-point percentage decrease from 2009.

The data as presented in Table 4.5 suggests that student achievement increased slightly at School #1 and School #2 and decreased slightly at School #3 in the area of 7th grade reading as assessed by the TAKS Reading test comparing scores from 2008, 2009 and 2010.

8th Grade Reading TAKS Scores

Table 4.6 provides testing data specific to 8th grade student scores in reading at the three 7-8 Initiative Middle Schools. The data is derived from the Texas Assessment of Knowledge and Skills (TAKS) assessment as reported in the annual State of Texas Academic Excellence Indicator System (AEIS) as reported per individual campus.

Again, three years of data are presented – namely, 2008, 2009 and 2010. It is important to note that scores for the year 2008 reflect data collected prior to the establishment of the 7-8 Initiative. Additionally, as reported in the AEIS report, the numerical score attributed to each campus, per year, accounts for the percentage of all students that met minimum expectations as determined by the State of Texas on the 8th grade math TAKS test.

Table 4.6

8th Grade Reading TAKS Percentage Scores by School by Year

School	2008	2009	2010
#1	94	93	98
#2	95	99	97
#3	95	96	92

Scores indicate the percentage of all students who met minimum expectations on the 8th grade Reading TAKS test.

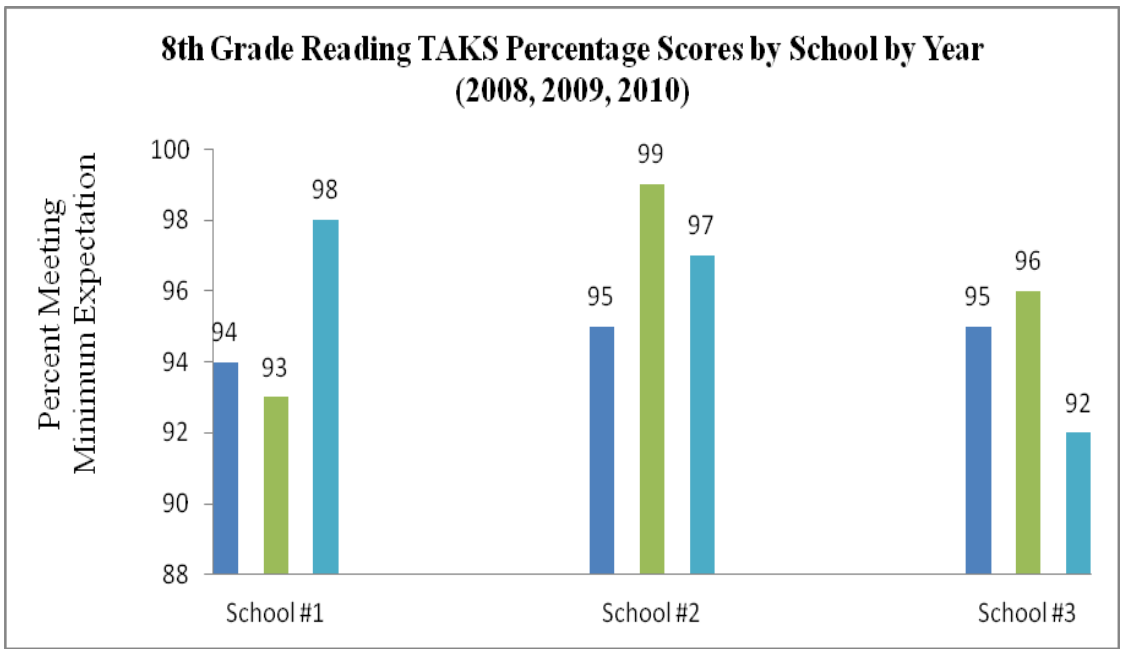

Figure 6. 8th grade reading TAKS percentage scores by school by year. This figure illustrates the 8th grade reading TAKS results for three schools for years 2008, 2009, and 2010.

The data in Table 4.6 indicates that 8th grade students at School #1 and School #2 showed moderate gains in reading over a three-year period. And, in 2008, prior to the establishment of the 7-8 Initiative, 94 percent of 8th grade students met minimum expectations on the 8th grade reading TAKS test at Campus #1, 95 percent at School #2, and 95 percent at School #3, respectively. In the first year of implementation of the 7-8 initiative, in the year 2009, students at School #1 showed a 1-point percentage decrease scoring 93 percent meeting minimum expectations. Students at School #2 showed a 4 percent increase by scoring 99 percent meeting minimum expectations, and students at School #3 showed a slight increase of 1 percent by scoring 96 percent. In the second year of full implementation of the 7-8 Initiative, in 2010, students at School #1 scored 98

percent meeting minimum expectation on the 8th grade TAKS test, a 4-point percentage gain from 2008, and a 5-point gain from 2009. In addition, students at Campus #2 showed a 2-point percentage gain from 2008, and a 2-point decrease from 2009. Lastly, students at Campus #3 showed a 3-point percentage decrease from 2008, and a 4-point percentage decrease from 2009.

The data as presented in Table 4.6 suggests that student achievement increased slightly at School #1 and School #2, and decreased slightly at School #3 in the area of 8th grade reading as assessed by the TAKS test comparing scores from the years 2008, 2009 and 2010. It is important to note that reading scores at the 8th grade level at the three 7-8 Initiative Middle Schools were in the mid to high 90th percentile over the three years measured. Although reading was not an area of academic concern, standardized testing scores increased at two of the 7-8 Initiative Middles Schools.

State Accountability

Table 4.7 provides campus accountability ratings as reported by the State of Texas Academic Excellence Indicator System for the years 2008, 2009, and 2010. It is important to note that ratings for the year 2008 were established prior to the implementation of the 7-8 Initiative Middle Schools. AEIS campus ratings fall within four areas, from the lowest academic rating to the highest academic rating – specifically, Academically Unacceptable, Academically Acceptable, Recognized, and Exemplary.

Table 4.7

AEIS Campus Accountability Rating by School by Year

School	2008	2009	2010
#1	AA	AA	AA
#2	AA	AA	R
#3	AA	AA	R

Note: AU=Academically Unacceptable; AA=Academically Acceptable; R=Recognized.

The ratings in Table 4.7 indicate that, during the 2008 academic year, School #1, School #2, and School #3 were all rated Academically Acceptable. It is important to note that 2008 ratings were assessed to campuses prior to implementation of the 7-8 Initiative. Next, during the 2009 academic year, after the establishment of the 7-8 Initiative, all three initiative campuses again received an Academically Acceptable AEIS rating. Finally, during the 2010 academic year, two years after the implementation of the 7-8 Initiative Middle Schools, School #1 maintained an Academically Acceptable rating and School #2 and School #3 received a Recognized rating (i.e., the second highest rating a campus can receive by the AEIS).

The data as presented in Table 4.7 indicates that the three 7-8 Initiative Middle Schools showed rating increases after the implementation of the 7-8 Initiative as gauged by the State of Texas Academic Excellence Indicator System (AEIS).

Federal Accountability

Table 4.8 provides campus accountability ratings as reported by the No Child Left Behind Adequate Yearly Progress (AYP) Federal Accountability System for the years 2008, 2009, and 2010. It is important to note that ratings for the year 2008 were established prior to the implementation of the 7-8 Initiative. AYP ratings are gauged by the percentage of students meeting federal accountability expectations in reading and math. In this particular case, AYP campus ratings fall within the two following designations: "Met Adequate Yearly Progress" or "Did Not Meet Adequate Yearly Progress".

Table 4.8

NCLB - AYP Campus Accountability Rating by School by Year

School	2008	2009	2010
#1	Did Not Meet AYP	Met AYP	Met AYP
#2	Did Not Meet AYP	Met AYP	Met AYP
#3	Did Not Meet AYP	Met AYP	Met AYP

The ratings in Table 4.8 indicate that, during the 2008 academic year, School #1, School #2, and School #3 did not meet Adequate Yearly Progress (AYP). It is important to note that 2008 ratings were assessed to campuses prior to implementation of the 7-8 Initiative. Next, during the 2009 academic year, after the establishment of the 7-8 Initiative, all three initiative campuses received a federal accountability rating of Met AYP. During the 2010 academic year, two years after the implementation of the 7-8

middle school initiative, all three initiative campuses maintained the federal accountability rating of Met AYP.

The data as presented in Table 4.8 shows that the three 7-8 Initiative Middle Schools showed rating increases after the establishment of the 7-8 Initiative during the 2009 and 2010 school year as gauged by the No Child Left Behind Adequate Yearly Progress (AYP) Federal Accountability System.

7th Grade Discipline Referrals

Table 4.9 provides campus discipline referral totals for 7th grade students during the 2008 and 2009 school years. It is important to note that discipline totals for the 2008 school year were reported prior to the implementation of the 7-8 Initiative. Discipline referral totals for the year 2009 were reported after one year of implementation of the 7-8 Initiative Middle Schools.

Table 4.9

7th Grade Discipline Referrals by School by Year

School	2008	2009
#1	621	652
#2	580	338
#3	537	443

The data in Table 4.9 shows that student discipline referrals for School #1 totaled 621 for the 2008 school year. Later, during the 2009 school year, School #1 showed a slight increase in student discipline referrals totaling 652. School #2 showed a total

number of 580 discipline referral for the 2008 year, and 338 for the year 2009 (i.e., a significant decrease from the previous school year). School #3 showed a total number of 537 discipline referrals for the 2008 school year, and 443 for the year 2009 (i.e., a significant decrease from the previous school year).

The data presented in Table 4.9 shows that School #1 had a slight increase in 7th grade student discipline referrals from the 2009 to 2008 school year, which was established prior to the 7-8 Initiative. Alternatively, however, when compared to discipline referral data in 2008 school year (i.e., prior to the implementation of the 7-8 Initiative), data presented for School #2 and School #3 shows that 7th grade student discipline decreased during the 2009 school year after the implementation of the 7-8 Initiative Middle Schools.

8th Grade Discipline Referrals

Table 4.10 provides campus discipline referral totals for 8th grade students during the 2008 and 2009 school years. It is important to note that discipline referral totals for the 2008 school year were collected prior to the implementation of the 7-8 Initiative Middle Schools. Discipline totals for the year 2009 were reported after one year of implementation of the 7-8 Initiative.

Table 4.10

8th Grade Yearly Total of Discipline Referrals by School by Year

School	2008	2009
#1	598	420
#2	750	447
#3	746	481

The data in Table 4.10 shows that student discipline referrals for School #1 totaled 598 for the 2008 school year. During the 2009 school year, School #1 showed a decrease with 420 referrals. School #2 showed a total number of 750 disciplines for the 2008 year, and a total of 447 for the 2009 (i.e., a significant decrease from the previous school year). Next, School #3 showed a total number of 746 discipline referrals for the 2008 school year, and 481 for the year 2009 (i.e., a significant decrease from the previous school year).

The data presented in Table 4.10 shows that School #1, School #2 and School #3 had significant decreases in 8th grade student discipline referrals comparing school year 2008 prior to the 7-8 Initiative to 2009 after the establishment of the 7-8 Initiative Middle schools.

Final Summary of Research Findings

Research question number one asked "As measured by the MDed Survey, what was the teacher morale in the three 7-8 Initiative Middle Schools?" Based on a review of the literature, the findings of my research, and my professional opinion as a practitioner

in the field of education, it is safe to conclude that the morale of teachers at the three 7-8 Initiative Middle Schools increased significantly due to the initiative implemented. An intended focus on increased teacher morale was in place and plans were carefully made to effect the changes necessary. Prior to the pilot school year, the district removed the sixth-grade from the three Initiative schools; thus, committing to a smaller student environment. Additionally, new principals were carefully selected to lead the students, teachers and community during this transitional period at the selected campuses. In addition, the teaching staff was provided extensive, on-going, staff development in professional learning communities and data teaming, and the student to teacher-student ratio for the three campuses was capped at 21:1. After the initial year of the implementation, the staff was surveyed utilizing the MDed survey asking teachers their opinions as it applied to the trust and satisfaction in their principal. On a scale of 1 to 5 (with 1 being the lowest and 5 being the highest), the overall mean for all three 7-8 Initiative Middle Schools in the area of Principal Trust was 4.1. The overall mean for Leadership Satisfaction was 4.2. Based on the research that links principal trust and leadership satisfaction to teacher morale, the results of the MDed survey and my professional opinion, teacher morale had significantly increased at all three 7-8 Initiative Middle Schools after the first year of implementation and at the time of the survey.

Research question two asked "How did teacher morale change as a result of the 7-8 Initiative Middle Schools interventions?" Due to the many interventions implemented within the 7-8 Initiative Middle Schools, teacher morale increased as evidenced by the survey results, but also as demonstrated by community and student input. Not identified

in this study is my experience working with all three schools as the direct supervisor to the principals. Parents and community were more involved in the schools; teachers acted as true professionals; students behaved and were provided consistent structure; teachers were provided on-going staff development opportunities; and principals were given flexibility at their campuses to make instructional, staff and personnel changes to best meet the needs of students. Classroom student counts were low and a more direct approach to instruction was administered. It was, in fact, confirmed that the overall morale at the campus was one that provided for a positive school climate. Thus, the 7-8 Middle School Implementation instituted a positive change in the culture of the schools – namely, a culture where the only option was success!

Research question three asked "Did increased teacher morale impact student achievement in the three 7-8 Initiative Middle Schools?" As a direct result of the 7-8 Initiative, this study found that student achievement did increase significantly in math and moderately in reading. As teacher morale increased so did student achievement as measured by the TAKS test. Furthermore, all three campuses increased their campus accountability ratings within one year of implementation of the 7-8 Initiative Middle Schools both at the state and federal levels.

Simply stated, through the review of the data presented in this study, through my opinion as an expert in this field, and through my over-site of the 7-8 Initiative as the Assistant Superintendent of Middle Schools, it is my belief that teacher morale increased. The data speaks for itself in that it confirms that achievement increased within schools,

while student discipline referrals concurrently decreased after the implementation of the 7-8 Initiative Middle Schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the four following sections: (a) summary of the study; (b) discussion of the findings and conclusions pertaining to relationships between principal leadership, teacher morale and student achievement; (c) a presentation of the implications for future practice; and finally, (d) recommendations for future study.

Summary of the Study

The purpose of the proposed study was to examine the effects of principal leadership and its relationship between teacher morale and student achievement in three grade 7-8 middle schools.

This study was designed to examine the relationship between teacher morale and principal leadership. Specifically, principal trust and leadership satisfaction was investigated. As stated in Chapter One, the purpose of this study was to ascertain the effects of principal leadership on teacher morale and student achievement in three 7-8 Initiative Middle Schools in a suburban southeast Texas school district. In addition, this study asks two general questions: Does the level of trust that teachers have in the building principal influence their level of satisfaction or morale? And, does the level of confidence that teachers have in the actions and decisions of their principal influence teacher morale? Trust has been found to improve nearly all aspects of a system's or organization's operations. Within the context of a school environment, all operations are focused on student achievement. And, if a school is to succeed toward this end, trust must be the foundation on which all work and relations are built (Bryk & Schneider, 2002).

Trust is the underlying force of relational power, the most powerful form of influence (Hower, 2005). It is this level of trust in the building principal, as well as the overall teacher satisfaction and morale, that was targeted in the questions administered in the 2009 MDed Survey. The results of the survey were used to examine the influence of this trust on teacher morale and, ultimately, student achievement. To evaluate the problem, the researcher analyzed the results in terms of the three research questions:

1. As measured by the MDed Survey, what was the level of teacher morale in the three 7-8 Initiative Middle Schools?
2. How did teacher morale change as a result of the 7-8 Initiative Middle Schools interventions?
3. Did increased teacher morale impact student achievement in the three 7-8 Initiative Middle Schools?

To address the problem of the study and answer the research questions, the variables studied were obtained with a survey instrument distributed to 89 middle school teachers at three 7-8 Initiative Middle Schools. The 7-8 Initiative teachers were chosen to determine a representation of the teachers' morale as related to principal trust and leadership satisfaction. The MDed Survey asked teachers to respond with their impressions or observations of their principals' leadership characteristics. The survey was distributed to the teachers at their respective schools with instructions and an explanation of the rationale behind the research. The researcher collected all surveys from the schools and analyzed the data. Once the research data had been tallied, reports were developed and provided to the administration of the district. Results were then

distributed back to campus administration who subsequently shared the results with their staff. District administration also shared the results with the school board in an open board meeting. Lastly, the general public within the district was privy to the results through the board meeting session.

Findings and Conclusions

The analysis of the data was reported in Chapter Four. The results revealed that significant correlations were found to exist between teacher morale and principal trust and leadership satisfaction. The available anecdotal evidence also suggests the same trend. Additionally, correlations were found between teacher morale and student achievement. Further, it was found the implemented interventions which lead to high teacher morale also attributed to lower student discipline; thus, they provide an environment conducive to high teacher morale – that is, a positive school climate and culture. The results of this study corroborate the findings of MacNeil, Prater and Busch (2007) who stated that "[o]rganizational theorists have long reported that paying attention to culture is the most important action that a leader can perform" (p. 1). The results of this study also support Gonder and Hymes (1994) who found that a school's climate and culture can "affect everything from the morale, satisfaction, and productivity of everyone involved in the organization" (p. 11). In accordance with these previous research findings, the answers to the research questions of this study indicate that the morale of teachers at the three 7-8 Initiative Middles Schools increased significantly due to the initiative implemented. As measured by the MDed Survey, and based on my professional opinion as the Assistant Superintendent for Middle Schools responsible for the 7-8

Initiative, teacher morale increased at all three 7-8 Initiative Middle Schools after the first year of implementation and at the time of the survey. Due to the many interventions put in place at the 7-8 Initiative Middle Schools teacher morale increased as evidenced by the survey results, but also as demonstrated through both community and student input. Already identified in this study is my experience working with all three schools as the Assistant Superintendent of Middle Schools, the direct supervisor to the principals. During this transformative process, I directly witnessed and experienced the following instances: Parents and community members were becoming more and more involved in the schools; teachers were acting with consistently higher levels of professionalism; students were behaving appropriately in a consistent, structured environment; teachers were collaborating during on-going staff development opportunities; and principals were exemplifying empowerment in making instructional, staff and personnel changes to best meet the needs of students. Classroom student-to-teacher ratios were also lower, and a focus on quality instruction and best practices was noted. Although this account is merely anecdotal data, the overall morale at the campus was such that it provided for a positive overall school climate. This anecdotal evidence was corroborated through the results of the MDed Survey.

As outlined in Chapter Four, the results of this study also indicate that student achievement did increase significantly in math and moderately in reading as a result of the 7-8 Initiative. Subsequently, as teacher morale increased, student achievement simultaneously increased as measured by the TAKS tests. All three campuses increased

their campus accountability ratings within one year of implementation of the 7-8 Initiative.

Implications for Future Practice

The chief implication of this study for the practice of educational administration is the verification that principal leadership does affect teacher morale, and that there are distinct correlations between high teacher morale and increased student achievement. Additionally, it was noted that student behavior influences teacher morale.

This study confirmed that should a school system choose to increase teacher morale, increase student achievement and decrease student discipline, the measures used when establishing the 7-8 Initiative Middle Schools could serve as a "blueprint" for this transition. As outlined in Chapter One, in order to transform a campus, one from low teacher morale and low student achievement, to one of high teacher morale and increased student achievement, a school system must have the courage to truly transform the culture and climate. As determined by this study, the following interventions are necessary to truly impact teacher morale and student achievement:

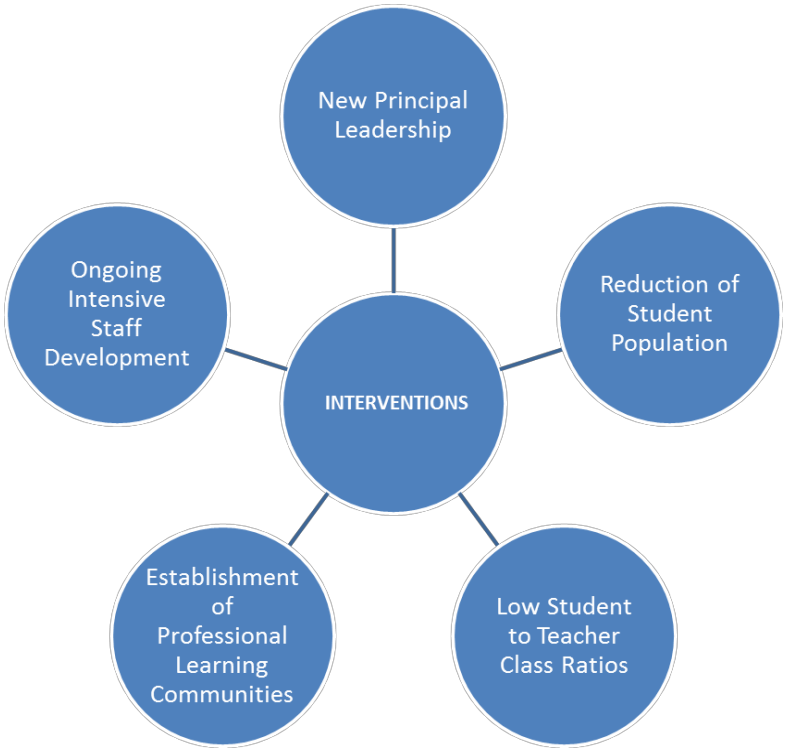

Figure 7. Interventions necessary to impact teacher morale and student achievement. This figure illustrates the five specific interventions that must be implemented in order to affect authentic change in a school's culture, climate and overall morale.

New principal leadership. As already mentioned at several points in this paper, new principals were carefully selected to lead the students, teachers, and community during the transitional period at the selected campuses. To attract the finest applicants principal salaries were adjusted. The principals hired demonstrated high intellect and what might be best described as "people skills." As indicated by multiple researchers throughout this dissertation, principal leadership is the number one influence on positive teacher morale.

On-going intensive staff development. Another factor that leads to positive teacher morale is teacher training. Throughout the year, at the 7-8 Initiative Middle Schools, the teaching staff was given intensive staff development in the areas of

professional learning communities and data teaming, which was intended to provide some necessary support for effective instruction. Teaching practices were also monitored on a daily basis and coaching and mentoring was provided for teachers. This particular instructional training became part of the culture of the schools.

Establishment of small learning communities. The 7th and 8th grade student populations were placed in learning communities specific to their grade levels. Grade level subject area teachers were housed within the same locations in the hallways and their planning periods were coordinated allowing for a common planning period for all subject area teachers.

Reduction of student population. Prior to the establishment of the 7-8 Initiative, students entering into their 6th grade, and zoned to attend one of the three 7-8 Initiative Middle Schools, remained at their feeder pattern elementary school allowing for a smaller learning environment at the three 7-8 Initiative Middle Schools.

Low student-to-teacher class ratios. The student-to-teacher ratio for the three 7-8 Initiative Middle Schools was capped at twenty one students to one teacher. This particular format allowed teachers more opportunity for small group instruction, one-on-one teaching, and differentiated methods of instructional delivery.

Recommendations for Future Research

This study has added to the body of knowledge of teacher morale as it relates to principal leadership. The following recommendations are intended to provide a deeper look into principal/teacher relationships, as well as how these relationships can contribute

to increased student achievement and positive student behavior. Based upon the findings of this study, the following recommendations for future research are suggested:

1. Investigations should extend beyond the boundaries of a single school district. This would provide for a more extensive look into the interventions to transform a school.
2. Where the need is present, a similar implementation should be administered at the elementary or high school levels and a similar study should be conducted. There may be unique differences in the varying levels of schools that could impact the relationships between teachers and administrators.
3. Since the results of this study suggest that differences in school leadership may affect teacher morale, future research should attempt to identify those differences in schools that may be contributing to high or low teacher morale.
4. The research can be expanded to include a qualitative aspect as to why the teachers answered the survey questions directly related to principal trust and leadership satisfaction as they did. This could provide more information as to factors that may improve the morale of teachers.
5. Because of the individual nature of teacher morale, other research methods should be employed to study the phenomenon in more depth.
6. And, finally, the research could be expanded to include the effects of superintendent interactions with principals and district leaders as they relate to teacher morale and student achievement.

Teacher morale is a complex phenomenon that is of the utmost importance to administrators, students, and parents. Practitioners and researchers need to address the relationships between principal leadership and teacher morale in order to develop effective plans to keep teacher morale high and to keep our schools productive and positive places for teaching and learning. It is unfortunate that state and national obsessions with standardized tests and accountability have led to a system of "industrialized" education that negates positive school culture and climate; thus, forcing teachers to "teach to a test" rather than to the interests of students. Principals who develop positive relationships with their staffs, students and communities, provide appropriate, ongoing staff development, initiate professional learning communities and maintain manageable student enrollments and classroom student to teacher ratios, prove to be leaders who embrace relationship building, teacher creativity and student exploration in learning. In order to have schools that truly embrace this type of teaching and learning, we must first have educational goals, objectives and values that are focused on the relationships built within our learning communities, rather than goals, objectives and values centered on standardized assessment data. In the United States, during the Industrial Revolution, and for some time afterward, schools were perceived as mass producers of educated citizens. As we transform our schools from industrialized memorization factories with low teacher morale and student achievement to learning environments built on trust and relationships, we must not forget that the most influential denominators to make such a transformation lies in the hands of our leaders. Our campus and district leaders must embrace the agents of change that lead to high teacher morale,

increased student achievement, and positive student behaviors. Our leaders must accept that positive school climate and culture are the necessary ingredients for school environments that lead to positive outcomes for all stakeholders.

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APPENDIX A

MULTI-DIMENTIONAL EDUCATION INCORPORATED

MDed SURVEY

ID (left justify)

MULTI-DIMENSIONAL ASSESSMENT: STUDENT VERSION

CORRECT MARK

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.
- Do not fold, tear, or mutilate this form.

INCORRECT MARKS

Dear Student: Your answers to the following survey questions are greatly appreciated. Rest assured that your answers will be kept completely anonymous. Please try not to fold your answer sheet and make sure to use a No. 2 pencil to fill in the bubbles. After completing the survey, please turn over your answer sheet and wait for one of the survey administrators to collect it. We would like for you to feel comfortable with the fact that your parents, teachers, and principal will not see your answers, and that you can answer these questions with honesty. Thank you again for your participation. Please read the directions for each section carefully and give your honest opinion. If you do not have enough knowledge to answer a particular question, please leave it blank and move on to the next question.

Demographic Questions

1. **Are you a:** ○ Female **or** ○ Male

2. **What grade are you in currently?** ○ 5th ○ 6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th ○ 12th

3. **Ethnicity** (*mark all that apply*)
○ Hispanic or Latino ○ White ○ Black or African American ○ American Indian or Alaskan Native
○ Asian ○ Native Hawaiian or Other Pacific Islander ○ Other

Section 1

Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement. There are no right or wrong answers. Some of the statements are similar to other statements. Please do not let this concern you. Work quickly and record your first impression.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. I am motivated to do my schoolwork.	1	2	3	4	5
2. I am not interested in my schoolwork.	1	2	3	4	5
3. I put in the time needed to complete my schoolwork.	1	2	3	4	5
4. I am often excited to complete my schoolwork.	1	2	3	4	5
5. I do not look forward to doing my schoolwork.	1	2	3	4	5
6. I look out for myself and do not try to solve other people's problems.	1	2	3	4	5
7. People should handle their own problems and not rely on others to fix their problems.	1	2	3	4	5
8. I do not concern myself with unfortunate events in other parts of the world.	1	2	3	4	5
9. I cannot worry about other people's problems because I personally have enough problems.	1	2	3	4	5
10. I would like to do better in school.	1	2	3	4	5
11. I feel that I am giving my best effort in school.	1	2	3	4	5
12. I think I am a good student.	1	2	3	4	5
13. I do not feel that I am a very smart student.	1	2	3	4	5
14. I participate actively in class.	1	2	3	4	5
15. I turn my schoolwork in on time.	1	2	3	4	5
16. If I do not understand something, I ask the teacher for help.	1	2	3	4	5
17. I pay attention in class.	1	2	3	4	5
18. I take the time to study outside of class.	1	2	3	4	5
19. If I miss class I ask the teacher what I missed.	1	2	3	4	5
20. My grades are important to me.	1	2	3	4	5
21. My parents or legal guardian are active at my school.	1	2	3	4	5
22. My parents or legal guardian often help me with my schoolwork.	1	2	3	4	5
23. My parents or legal guardian take an interest in my schoolwork.	1	2	3	4	5
24. My parents or legal guardian attend school activities regularly (examples: parent/teacher conferences, sporting events).	1	2	3	4	5
25. My parents or legal guardian are not active in my neighborhood or community.	1	2	3	4	5
26. My parents or legal guardian often volunteer or do things for others in my neighborhood or community.	1	2	3	4	5
27. My parents or legal guardian are concerned about the well-being of my neighborhood or community.	1	2	3	4	5
28. I know my neighbors very well on a personal basis.	1	2	3	4	5
29. I feel a strong connection to the community where I live.	1	2	3	4	5
30. I do not know my neighbors well.	1	2	3	4	5
31. Considering the residents in my community, I personally know most of them.	1	2	3	4	5

PLEASE DO NOT WRITE IN THIS AREA

SERIAL #

SAMPLE

Section 1 (continued)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
32. I communicate with my neighbors at least once a week.	1	2	3	4	5
33. I spend quality time with my neighbors at least once a week.	1	2	3	4	5
34. I feel my relationships with my neighbors are very valuable.	1	2	3	4	5
35. My relationships with my neighbors have helped me to be a better person.	1	2	3	4	5
36. I have many friendships with adults in my neighborhood.	1	2	3	4	5
37. I have many places and friends to go to for help in my neighborhood.	1	2	3	4	5
38. The adults in my neighborhood serve as role models.	1	2	3	4	5
39. I do not feel a strong connection to the community where I live.	1	2	3	4	5
40. I often volunteer or help others outside of school.	1	2	3	4	5
41. I rarely ever take part in activities that help others in my neighborhood or community.	1	2	3	4	5
42. Students at this school often take part in community activities.	1	2	3	4	5
43. Helping others in the community is not important to students in this school.	1	2	3	4	5
44. Students at this school are expected to donate time to helping others in the community.	1	2	3	4	5

Section 2

For the following questions, please indicate which statement applies to you by marking: (1) never, (2) once or twice, (3) 3 to 5 times, (4) 6 to 9 times, or (5) 10 or more times. Work quickly and record your first impression.

During the past year…	Never	Once or twice	3 to 5 times	6 to 9 times	10 or more times
1. How often have you broken school rules?	1	2	3	4	5
2. How often have you cheated on an assignment or test?	1	2	3	4	5
3. How often have you not obeyed your teachers?	1	2	3	4	5
4. How often have you skipped school without permission?	1	2	3	4	5
5. How often have you helped or gotten help for someone who needed assistance?	1	2	3	4	5
6. How often have you defended someone who was being teased?	1	2	3	4	5
7. How often have you supported someone who was sad or hurt?	1	2	3	4	5
8. How often have you tried to not be mean to others?	1	2	3	4	5
9. How often have you helped a classmate?	1	2	3	4	5

Section 3

Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Teachers in my school often discipline students without knowing the whole story.	1	2	3	4	5
2. The teachers in my school help me to feel safe and at ease.	1	2	3	4	5
3. The teachers in my school always treat me with fairness.	1	2	3	4	5
4. I trust the teachers in my school.	1	2	3	4	5
5. The teachers in my school keep their word.	1	2	3	4	5
6. The teachers in my school care about the students.	1	2	3	4	5
7. The teachers in my school are honest.	1	2	3	4	5
8. The teachers at my school work hard to make sure students succeed.	1	2	3	4	5
9. The teachers at my school do not seem to be able to help students who have been exposed to negative influences at home.	1	2	3	4	5
10. If parents are not supporting a student at home, there is little my teachers can do at this school to help the student succeed.	1	2	3	4	5
11. The teachers at this school do not help students become more successful.	1	2	3	4	5
12. When students demonstrate diligence it is often because teachers in this school have encouraged the students to not give up.	1	2	3	4	5
13. The teachers at this school are willing to help a student do better in school.	1	2	3	4	5
14. The teachers at this school try to help students make positive changes in their lives.	1	2	3	4	5
15. The teachers at this school are continually finding better ways to improve student success.	1	2	3	4	5
16. The teachers at my school are not respected for the work they do.	1	2	3	4	5
17. The teachers at my school seem committed to their work.	1	2	3	4	5
18. The teachers at my school appear to get along well with each other.	1	2	3	4	5
19. The teachers at my school are generally positive and happy at school.	1	2	3	4	5
20. The teachers at my school express boredom with their work.	1	2	3	4	5

Section 3 (continued)

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
21. The teachers at my school take pride in their teaching.	1	2	3	4	5
22. When it comes to group work, people can rely on me to do my part.	1	2	3	4	5
23. When things are not going my way, I do not give up.	1	2	3	4	5
24. I will help other students with schoolwork, but will not let them copy my work.	1	2	3	4	5
25. I rarely forget to do my schoolwork.	1	2	3	4	5
26. I think about my grades, and often think I need to work harder.	1	2	3	4	5
27. In order to do better on a test or an assignment for school, I am often willing to not watch TV, play video games or hang out with friends.	1	2	3	4	5
28. I have done school assignments over again in order to get a better grade.	1	2	3	4	5
29. The principal in my school often disciplines students without knowing the whole story.	1	2	3	4	5
30. The principal in my school helps me to feel safe and at ease.	1	2	3	4	5
31. The principal in my school always treats me with fairness.	1	2	3	4	5
32. I trust the principal in my school.	1	2	3	4	5
33. The principal in my school keeps their word.	1	2	3	4	5
34. The principal in my school cares about the students.	1	2	3	4	5
35. The principal in my school is honest.	1	2	3	4	5
36. The principal in my school is a great example of a good leader.	1	2	3	4	5
(Important: As you answer the following questions please understand that "administration" refers to the team of principals, vice principals, assistant principals and counselors.)					
37. The administration directs us towards being a great school.	1	2	3	4	5
38. The administration is available to teachers and students when needed.	1	2	3	4	5
39. The administration helps teachers and students be successful at school.	1	2	3	4	5
40. The administration actively participates in important school activities.	1	2	3	4	5
41. The administration is interested in helping students succeed.	1	2	3	4	5
42. The administration publicly recognizes teachers who do an outstanding job.	1	2	3	4	5
43. The administration supports me.	1	2	3	4	5
44. The administration takes time to talk with students and teachers during breaks such as recess or lunch.	1	2	3	4	5
45. The administration visits classrooms to discuss school issues with teachers and students.	1	2	3	4	5
46. The administration informs students of the school's academic progress.	1	2	3	4	5
47. The administration ensures that the teachers are helping students learn.	1	2	3	4	5
48. The administration points out areas where teachers and students can do better.	1	2	3	4	5
49. Our school recognizes students who do superior work with formal rewards such as an honor roll.	1	2	3	4	5
50. My school's administrators are interested in my life outside of school.	1	2	3	4	5
51. Administrators and teachers discuss the school's academic goals.	1	2	3	4	5
52. The administration and teachers are dedicated to making our school successful.	1	2	3	4	5
53. The administration and teachers express their confidence that we will achieve our school goals.	1	2	3	4	5
54. The administration and teachers post highly visible displays in the school explaining our school's goals (examples: posters or bulletin boards emphasizing good grades).	1	2	3	4	5
55. Students, teachers, and administration share the same goals for our school.	1	2	3	4	5

Section 4

Using the following scale, please mark the response that best describes your relationship to each of the words listed below.	I do not know what this is.	I know what this is, but I do not think about it often.	I know what this is, I think about it often, and I practice it occasionally.	I know what this is, I think about it often, and I practice it often.	I know what this is, I think about it often, and I practice it consistently.
1. Honesty	1	2	3	4	5
2. Self-discipline	1	2	3	4	5
3. Responsibility	1	2	3	4	5
4. Respect (for others)	1	2	3	4	5
5. Self-respect	1	2	3	4	5
6. Trust	1	2	3	4	5
7. Care (for others)	1	2	3	4	5
8. Fairness	1	2	3	4	5

Section 5

Please indicate in the space provided the degree to which each statement applies to you by marking whether you (1) strongly disagree, (2) disagree, (3) are undecided, (4) agree, or (5) strongly agree with each statement.

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1.	This school is a safe place to be.	1	2	3	4	5
2.	There is mutual respect between teachers and students.	1	2	3	4	5
3.	This school is free from bullying and harassment.	1	2	3	4	5
4.	In this school there is respect for the property of others.	1	2	3	4	5
5.	In this school classes are orderly and free of disruptions.	1	2	3	4	5
6.	In this school guidelines for positive student behavior are clear.	1	2	3	4	5
7.	In this school students are expected to follow the rules.	1	2	3	4	5
8.	The cafeteria is a safe and pleasant place to eat.	1	2	3	4	5
9.	You won't find vandalism at this school.	1	2	3	4	5
10.	Students are friendly to each other in this school.	1	2	3	4	5
11.	Students in this school share ideas with each other.	1	2	3	4	5
12.	Students in this school work well together.	1	2	3	4	5
13.	Students do not get along well with each other in this school.	1	2	3	4	5
14.	I enjoy spending time at this school.	1	2	3	4	5
15.	I find myself bored in this school.	1	2	3	4	5
16.	I look forward to coming to school.	1	2	3	4	5
17.	I hate coming to this school.	1	2	3	4	5
18.	I like this school.	1	2	3	4	5
19.	At this school I have plenty of friends.	1	2	3	4	5
20.	I do not have a lot of friends to hang out with at this school.	1	2	3	4	5
21.	I feel like no one knows who I am at this school.	1	2	3	4	5
22.	Other students at this school do not like me.	1	2	3	4	5
23.	I have very few people to talk to at this school.	1	2	3	4	5
24.	The teachers in my school provide feedback on my assignments.	1	2	3	4	5
25.	The teachers in my school make the goals of the class clear.	1	2	3	4	5
26.	The teachers in my school are creative in how they teach us.	1	2	3	4	5
27.	The teachers in my school speak enthusiastically about what needs to be accomplished.	1	2	3	4	5
28.	The teachers in my school help prepare me for the quizzes and tests I take in the classroom.	1	2	3	4	5
29.	Teachers develop lessons that are easily understood and used by students in the school.	1	2	3	4	5
30.	My teachers help me to understand what is expected in the class.	1	2	3	4	5
31.	The teachers in my school expect me to do the best I can on my assignments.	1	2	3	4	5
32.	The teachers in my school set clear learning goals for the classroom, and expect us to accomplish them.	1	2	3	4	5
33.	The teachers in my school provide me with assignments that are challenging.	1	2	3	4	5
34.	The teachers in my school expect my work to be of high quality.	1	2	3	4	5
35.	In most of my classrooms we do group work.	1	2	3	4	5
36.	The teachers in my school challenge me to try new approaches to learning class content.	1	2	3	4	5
37.	The teachers in my school allow for different points of view from students when teaching us new concepts.	1	2	3	4	5
38.	The teachers in my school do most of the talking while students are expected to just listen.	1	2	3	4	5
39.	The teachers in my school use technology in the classroom.	1	2	3	4	5
40.	The teachers in my school make an extra effort to make the subject matter interesting.	1	2	3	4	5
41.	The teachers in my school try to get the students involved in the learning of new ideas.	1	2	3	4	5
42.	The teachers in my school are willing to spend time outside of class to help me learn.	1	2	3	4	5
43.	If I do not understand something in class, there are people in my school I can go to for help.	1	2	3	4	5
44.	The teachers in my school take a personal interest in my education, and work together to help me succeed.	1	2	3	4	5
45.	The teachers in my school encourage students when they are doing well in class.	1	2	3	4	5
46.	The teachers in my school spend extra time in class to cover topics that students do not understand.	1	2	3	4	5
47.	The teachers in my school communicate with my parents or guardian to get me the help I need to succeed.	1	2	3	4	5

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APPENDIX B

MULTI-DIMENTIONAL EDUCATION INCORPORATED

2009 MIDDLE SCHOOL DISTRICT REPORT

2009 Middle School District Report

Provided By

MDED

Multi-Dimensional Education Incorporated

East Coast Office: 366 Bella Vista Drive, Boone, North Carolina 28607

West Coast Office: 3001 Redhill Avenue B6, Suite 207, Costa Mesa, California 92626

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The MDED Multi-Dimensional Difference

At MDED, we believe in assessing many dimensions of education with as few questions as possible. Through federally funded research on randomly selected samples, our instrument has been field tested on thousands of educators, parents, and students in states all across the U.S.A. Through extensive use and factor analysis of our survey we have reduced the amount of questions needed to reliably capture a valid multi-dimensional assessment of education. In other words, less is more with MDED.

Instead of having your students take surveys throughout the year, with MDED your students will only need to take a survey that takes approximately one hour; one time a year. Additionally, while most surveys provide you with only demographic analysis and some descriptive figures that provide very little predictive insight, with the longitudinal use of MDED you will receive more descriptive information than you would normally get as well as analysis that provides you with solutions as to how to lower academic challenges and increase academic achievement.

How Does The MDED Data Collection Process and MDED Dimensional Model Work?

The Multi-Dimensional model to follow provides you with a visual description of the analysis we provide. We began by taking the schools you requested to be a part of this assessment and selecting an adequate, representative number of students, staff, and parents from each school. Your students began by completing the MDED Assessment Instrument (MDA) in 2008 and the data to follow illustrates the findings from the follow up assessment in year 2009. We did this by providing you with pre-coded survey booklets printed for your schools' analysis that were distributed to your schools and administered by teachers or counselors at a convenient time. The surveys did not require any form of student or adult personal identification, so the surveys were anonymous. Next, to help you complete an analysis that begins to link our behavioral and attitudinal data to your academic challenges and achievement, we worked with your district to collect existing data on academic challenges such as: behavioral/discipline codes, drop-out and turnover rates, attendance and retention. Then we also requested data relating to your students' academic achievement (e.g. test scores). If this data was provided it is included in this report.

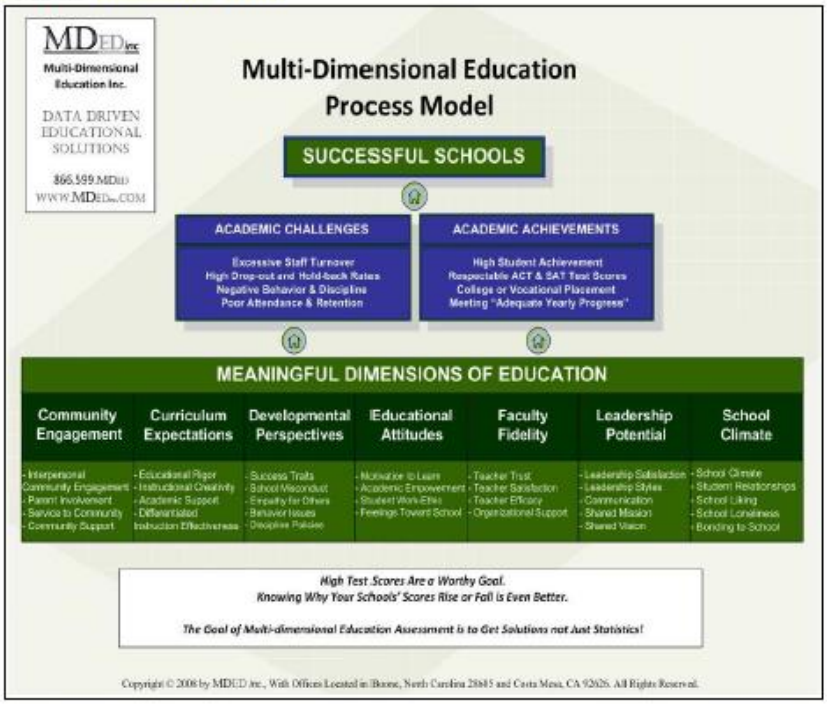
Once we completed the data collection process, we then developed this report to give you a detailed performance report on your participating schools' academic challenges and academic achievement. This report also will provide you with an analysis of your school district's (as well as individual participating schools') performance on the dimensions included in the model to follow. These reports will not only provide you with descriptive statistics to assess which schools in your district are doing well or poorly, but also will provide you with information that helps to determine more precisely why schools are doing well or poorly. Here in lies the key of MDED. Once you understand what are the issues that are affecting the learning of students or the

attitudes of your parents or educators, you can develop strategies to turn the concerns into strengths. Without such data, many other school systems are forced to guess on such issues.

At MDED, our goal is to help you know, not guess.

In other words, we use the MDED Assessment (MDA) Instrument to help you determine more precisely which schools are performing well or not so well on the following dimensions, and how that performance is affecting their academic challenges and achievements. And as this baseline report details, we have collected this data from parent and educator perspectives as well as students in order to provide you with more of a 360 degree triangulation on how your schools are perceived by the many stakeholders who are part of your system. Furthermore, in most school districts we work with, the MDA is provided in both English and Spanish to assure that a greater number of stakeholders within your district had a chance to respond.

The MDED Dimensional Model



The MDED Dimensions of Education

The following is a brief description of the dimensions that decades of practice and research have determined to be quite meaningful to educational success. Each dimension is assessed by using an assortment of reliable and validated proprietary scales developed and tested by MDED. We use multiple scales to create educational indices that capture a more realistic measure of the dimension. Please note that these scales have been adapted to measure and triangulate the opinions of staff and parents in relation to the students. **Please note: Scales marked with ~~E~~ are not used on the elementary student survey.**

Dimension 1: Community Engagement

According to a host of educational visionaries (e.g., Dewey, Piaget, Vygotsky), without the help of parents and positive interpersonal interactions within the greater community, educators face increased challenges to achieving miracles in youth development and instructional success. What is the level of community engagement being practiced in your schools? Is it contributing to the educational success or unfortunate failures?

This dimension assesses factors such as:

- Interpersonal Community Engagement *(measures students' level of community communication)*
- Parent Involvement *(measures parents' involvement in school and community)*
- Service to Community *(measures students' level of service to community)* ~~E~~

Dimension 2: Curriculum Expectations

Schools that are surpassing the norm in America approach teaching as a science. Studies reveal they use theory to create, prepare, and deliver a rigorous challenging education. They use technology and enthusiasm to share such knowledge. How do the students and educators feel about your curriculum? Is your curriculum meaningful and challenging? Is the instruction meeting the many expectations?

This dimension assesses factors such as:

- Instructional Curriculum *(measures perceptions of the instruction and lessons received)* ~~E~~
- Instructional Creativity *(measures perceptions of how creative staff is in the classroom)* ~~E~~
- Academic Support *(measures perceived support given to students)*
- Educational Rigor *(measures the level of rigor perceived)*

Dimension 3: Developmental Perspectives

Recent private and federally-funded pro-social education research into such areas as character education, social-emotional learning, and moral development has produced empirical

evidence that show increases in academic achievement when schools focus simultaneously on academics and developing caring citizens. Are your schools focusing on the social, emotional, and moral development of students and educators? Are you practicing character right or light?

This dimension assesses factors such as:

- Student Success Traits *(measures the level of character understood and exhibited)*
- School Misconduct *(measures level of student misconduct in school; note that this scale has been recoded so that the lower the number the more times a student has broken the rules)*
- Compassion for Others *(measures how much a student thinks and cares about others)*
- Good Deeds *(measures how often a student has helped others)*

Dimension 4: Educational Attitudes

GPA and standardized testing supposedly offer insight into one's hypothesized academic achievement. Yet most of us know a smart child who is not motivated to learn or take a test. Motivation is the key to learning and increasing achievement, and improving educational attitudes is the answer to increasing motivation. How about considering the students' feelings toward school or testing? How about seeking more information as to how one might build an intrinsic drive to learn or achieve?

This dimension assesses factors such as:

- Motivation to Learn *(measures how motivated a student is to learn)*
- Personal Academic Empowerment *(measures how empowered a student feels)*
- Student Work-Ethic *(measures how hard a student works on academics)*
- Feelings for School *(measures how a student feels about school)*

Dimension 5: Faculty Fidelity

Approximately 45% of new teachers do not make it past 3 to 5 years in the profession. An equal amount of seasoned teachers are in need of rejuvenation. Professional development is paramount to insuring that all participants fully understand the basics to instructional success and continuous improvement. More thorough understanding of our teachers' needs and increasing retention is obtained through ongoing instructional support and coaching. Are your teachers supported? How well are they teaching? How well are they respected or trusted?

This dimension assesses factors such as:

- Teacher Trust *(measures perceptions as to how much a student trusts teachers)*
- Teacher Satisfaction *(measures perceptions of how teachers feel about their work)*
- Teacher Belief in Students *(measures perceptions as to how much teachers believe in students)*

Dimension 6: Leadership Potential

Principals and leadership teams are critical to the success of creating an organizational culture for instructional and professional success. With poor leadership at the foundation of the organization, success and continuous educational improvement will rarely ever materialize. Assessing organizational management practices and communication is essential for academic achievement. How do the teachers feel about your principals? How do the children feel about the leadership teams? How do your parents feel about the leadership? As Fortune 500 companies learned long ago, knowing how your stakeholders or customers feel is paramount to offering the best quality service and increasing performance.

This dimension assesses factors such as:

- Leadership Satisfaction *(measures how satisfied the stakeholders are with school leadership)*
- Principal Trust *(measures how much a student trusts principals)*
- Leadership Communication *(measures the level of communication provided by leadership)*
- Leadership Shared Mission and Vision *(measures the connectedness of shared mission and vision between stakeholders)*~~.~~

Dimension 7: School Climate

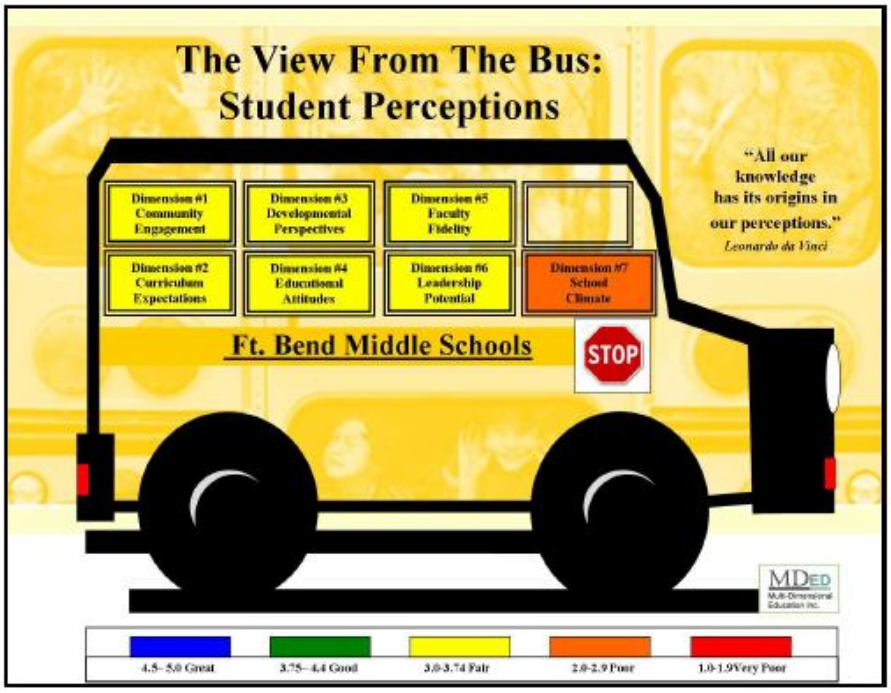
Safe and caring schools are a necessity for a student/teacher relationship to grow. The emotional attachment of a student to his or her school is critical to a good education, and the school climate is a major impact on this attachment and academic achievement. How do students, parents, and educators feel when they walk through the school doors? Do students, parents, and educators feel safe? Do your schools offer a positive learning environment?

This dimension assesses factors such as:

- MDED School Climate *(measures the school climate or environment perceived)*
- Student Relationships *(measures the quality of relationships between your students)*
- School Liking *(measure how much students like their school)*
- School Isolation *(measures to what extent students feel isolated within the school; note that this scale has been recoded so that the lower the number the more isolated the students feels.)*

(Please note, as mentioned previously, we also request the data outlined in our dimensional model pertaining to academic challenges and academic achievement from your district representatives. When provided this data is used within our longitudinal analyses to provide you with more insights as to how the dimensions outlined relate to or impact your schools' academic performance and challenges. Often for educational success to occur we must first know how our stakeholders FEEL before we can better understand their PERCEPTIONS and help our students PERFORM.)

MDED– Multi-Dimensional Education Inc.



As Leonardo da Vinci
once mused,
"All our knowledge
has its origins
in our perceptions."

8

How is This Report Organized? And How Can I Use it?

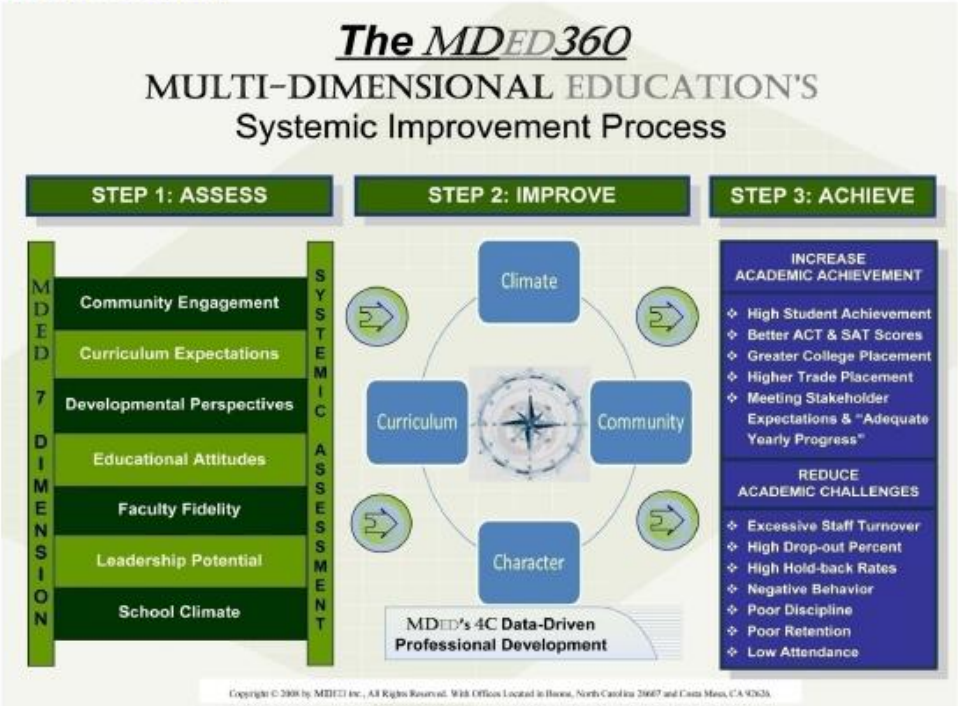
The quantitative findings of this report begin with a *breakdown of the participants* who took part in this Multi-Dimensional Assessment (MDA) of your participating schools. Next we will provide you with a *summary of your overall district performance related to the dimensions* measured by our MDA. This summary provides you with a *breakdown of the scales by dimensions* as well as the items that measure each scale. Within the scale breakdown we also will provide you with the mean score for each item reported by your district. Then we will illustrate the academic achievement and challenge data you provide. And as you continue to work with MDED, and dependent upon how large of a sample of schools and students you ask us to assess, to complete this analysis we will provide you with further insights as to *how academic achievement and academic challenges relate to or impact your participating schools' efforts*. Typically, this will take the form of a correlation or regression analysis, but as you continue to use the MDA data to drive improvement we can provide a longitudinal model of your progress.

After you have reviewed the findings on your district level report, we also provide you with *individual school reports* for the participating schools that further details how each participating school performed in comparison to the schools measured within the district. We have designed the individual school reports to be used as a tool to guide your schools in improving educational success. The individual school reports explain in detail how to go about using the MDED data for continuous improvement. Our school reports and professional development efforts are designed around the MDED 360 illustrated on the next page and fully supported by a series of professional development videos available for free on our web site. Please visit www.mdedinc.com for more information on using the MDED 4C's to Systemic Improvement.

If you have any questions pertaining to the findings on your district's participating schools or participants, please do not hesitate to call us for more clarification on the statistics and solutions provided.

Thank you for your school district's collaboration with MDED and we look forward to assisting you with your educational efforts in the future!

The MDED 360 Model



Breakdown of Participants (at District Level)

The following are an assortment of tables and charts that provide you with a clear breakdown as to which stakeholders at a district level took part in the MDA assessment of your elementary school sample. The breakdown of participant data pertaining to MDED's efforts in your school district is useful because it provides you with reliable and valid statistical evidence and that the selection encompassed a representative sample of the assorted race, gender, and age differences within your community of stakeholders from the schools you asked us to assess.

Table 1: Student Gender

Student Gender		
	Frequency	Percent
Female	148	51
Male	143	49
Total	291	100

Chart 1: Student Gender

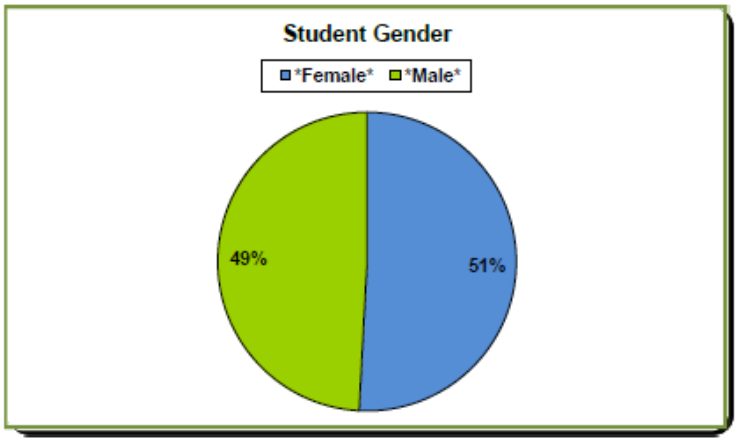


Table 2: Student Grade Level

Grade Level		
	Frequency	Percent
6th	36	12
7th	126	44
8th	127	44
Total	289	100

Chart 2: Student Grade Level

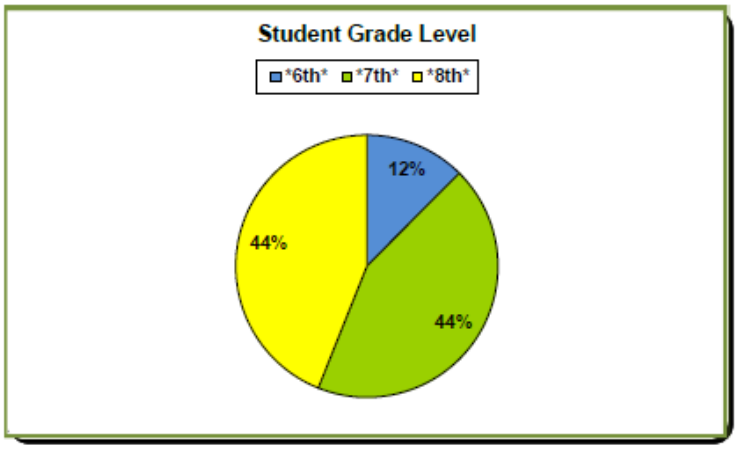


Table 3: Student Ethnicity

Student Ethnicity		
	Frequency	Percent
Hispanic	82	27
White	17	6
Black	162	54
American Indian	11	4
Asian	10	3
Native Hawaiian	7	2
Other	12	4
Total	301	100

Chart 3: Student Ethnicity

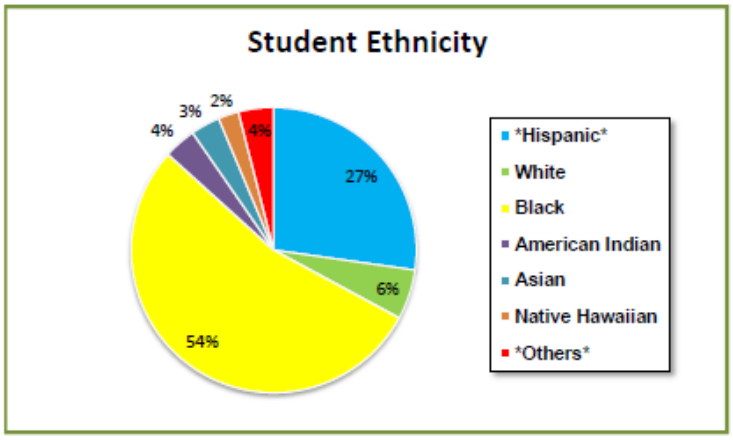


Table 4: Staff Gender

Staff Gender		
	Frequency	Percent
Female	36	75
Male	12	25
Total	48	100

Chart 4: Staff Gender

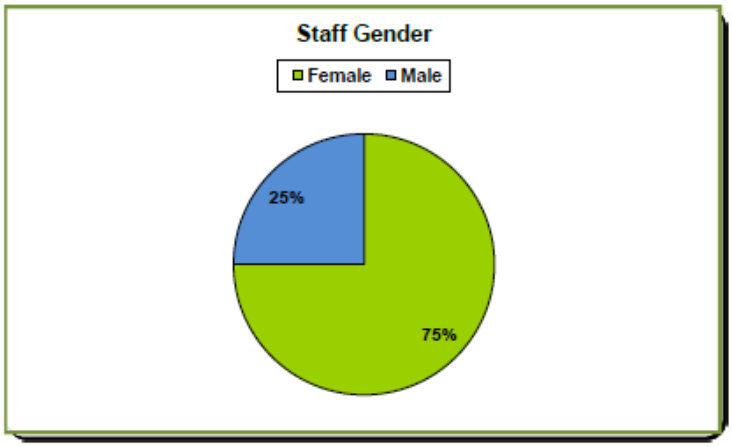


Table 5: Staff Position

Staff Position		
	Frequency	Percent
Faculty Member	47	98
School Administrator	1	2
Total	48	100

Chart 5: Staff Position

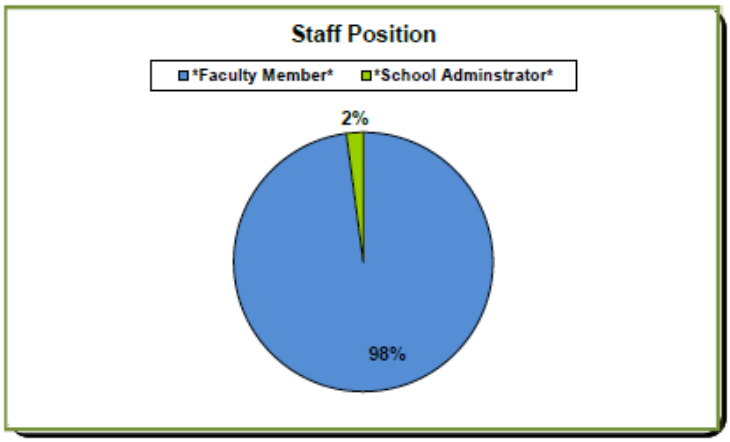


Table 6: Parent Ethnicity

Parent Ethnicity		
	Frequency	Percent
"Hispanic"	57	19
"Asian"	5	2
"White"	6	2
"Black"	44	15
"Others"	2	1
No Response	187	62
Total	301	100

Chart 6: Parent Ethnicity

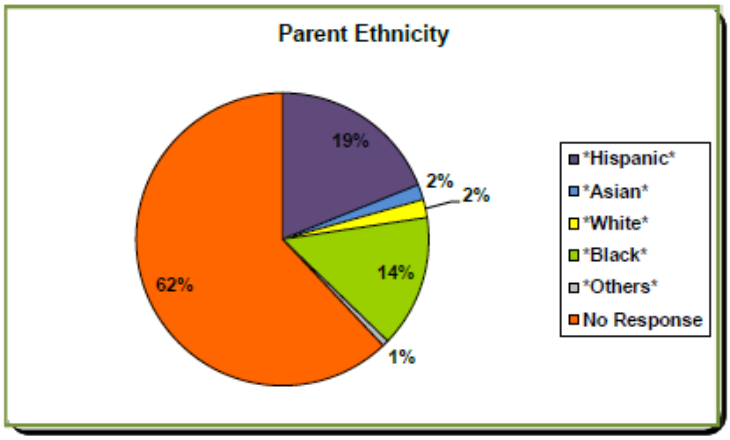
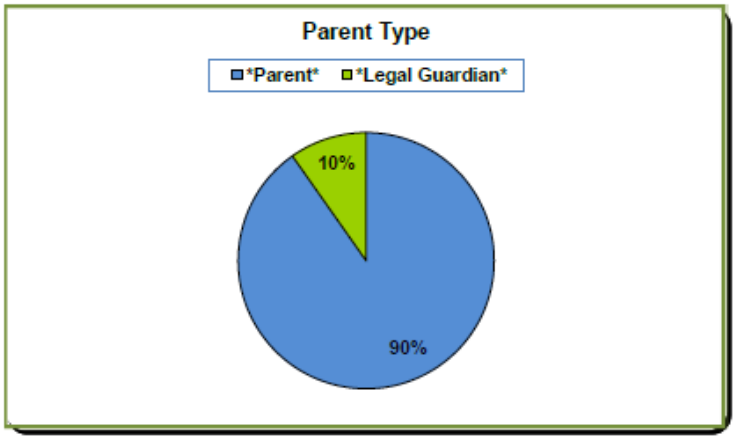


Table 7: Parent Type

Parent Type		
	Frequency	Percent
Parent	103	34
Legal Guardian	11	4
Total	114	38

Chart 7: Parent Type



Triangulation Mean Charts of MDED Dimensional Findings

The following tables and bar charts provide you with a means comparison as to how your district performed in regard to the dimensions assessed by MDED. The tables and bar charts provide a triangulated view of how your students, staff, and parents *feel* about the community involvement, curriculum, school climate, and other meaningful dimensions present within your schools that are important to improving your educational efforts. This section begins with an overall dimensional assessment and breaksdown the dimensional findings further so that you can look more closely as to the differences or similarities on each dimension by stakeholder.

We suggest that you give close attention to the following aspects of these findings:

1. **Given that our scales range from 1 to 5 (with one being the lowest score and 5 being the highest score, and 3 often representing a neutral/undecided position), we ask you to look closely at the mean scores of the findings and consider as to how much progress can be made in the future on such dimensions by focusing on improving upon your schools' or district's strengths and weaknesses.**

2. **Often students, staff, and parents have differing views as to what is taking place within our educational efforts. Therefore, we ask you also to look closely at how opinions differ amongst stakeholders and how might you in the future work toward getting all stakeholders more closely aligned in relation to views of the meaningful dimensions of education assessed.**

Chart 8: Overall Dimensional Scales

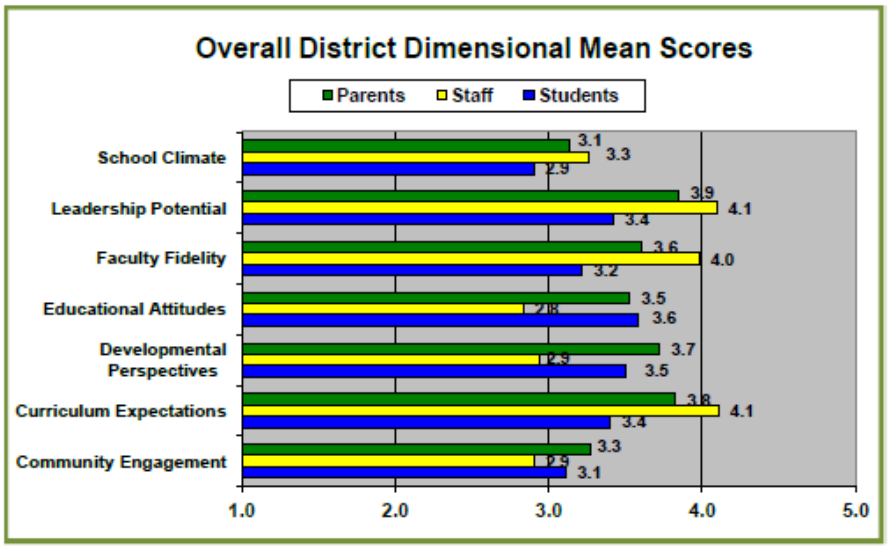
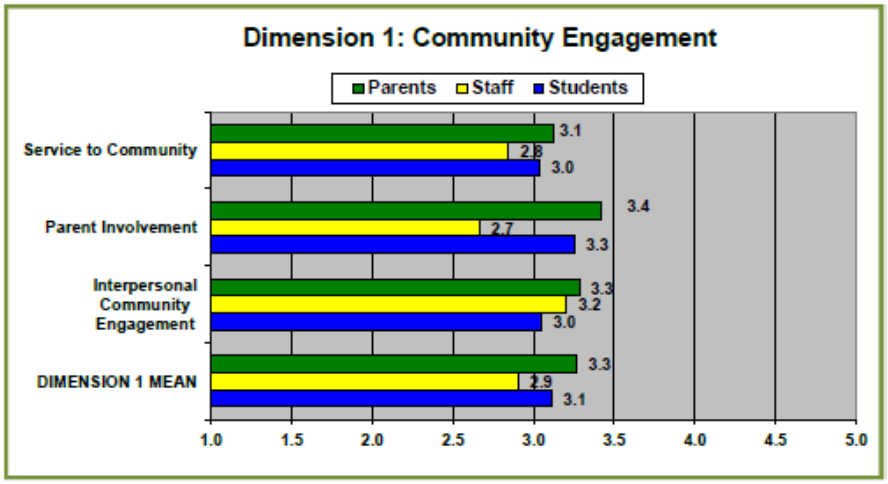


Table 8: *Dimensional Scale Mean Scores*

Mean Scores for each Dimensional Scale			
	Students	Staff	Parents
Interpersonal Community Engagement	3.0	3.2	3.3
Parent Involvement	3.3	2.7	3.4
Service to Community	3.0	2.8	3.1
Community Engagement	**3.1**	**2.9**	**3.3**
Instructional Curriculum	3.4	4.1	3.9
Educational Rigor	3.5	4.2	3.9
Instructional Creativity	3.2	3.9	3.6
Academic Support	3.5	4.2	3.9
Curriculum Expectations	**3.4**	**4.1**	**3.8**
School Misconduct	3.7	3.0	4.1
Good Deeds	3.3	2.9	3.3
Compassion for Others	3.0	3.0	3.3
Student Success Traits	4.0	2.9	4.1
Developmental Perspectives	**3.5**	**2.9**	**3.7**
Motivation to Learn Scale	3.4	2.8	3.6
Personal Academic Empowerment	3.8	3.2	3.1
Student Work Ethic	3.5	2.5	3.7
Feelings for School	3.6	2.8	3.7
Educational Attitudes	**3.6**	**2.8**	**3.5**
Teacher Trust Scale	3.0	3.9	3.6
Teacher Belief in Students	3.4	4.2	3.7
Teacher Satisfaction Scale	3.3	3.8	3.5
Faculty Fidelity	**3.2**	**4.0**	**3.6**
Principal Trust	3.4	4.1	3.7
Leadership Satisfaction	3.5	4.2	4.0
Leadership Communication	3.4	4.0	3.8
Leadership Shared Mission & Vision	3.4	4.1	3.9
Leadership Potential	**3.4**	**4.1**	**3.9**
MDED School Climate	3.0	3.4	3.4
Student Relationships	3.0	3.5	3.3
School Liking	3.2	3.5	3.3
School Isolation	2.5	2.6	2.4
School Climate	**2.9**	**3.3**	**3.1**

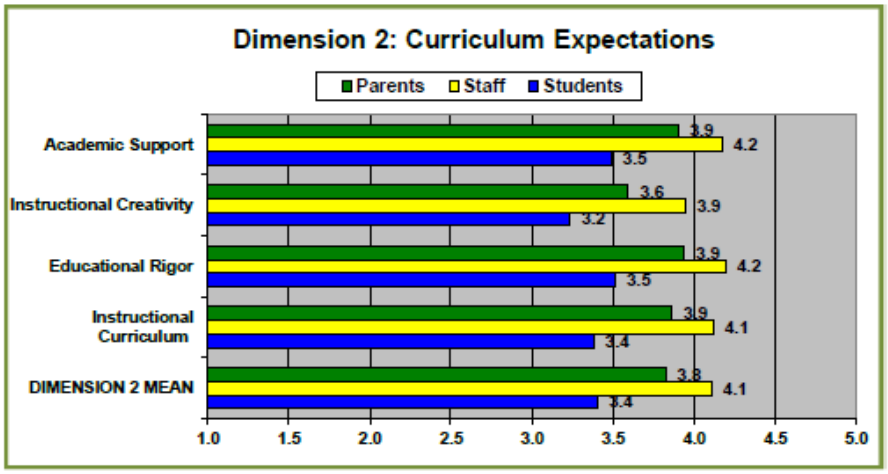
Chart 9: Parent, Staff and Student Dimension 1



Points for Consideration on Dimension 1 Findings:

Notes:

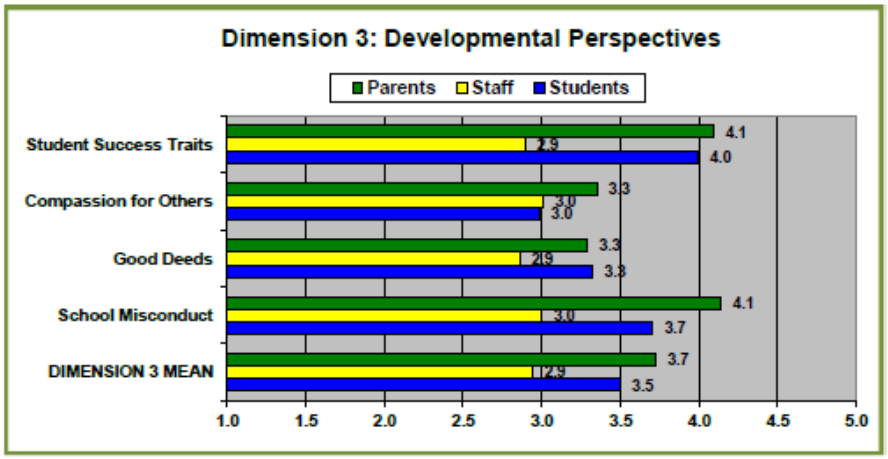
Chart 10: Parent, Staff and Student Dimension 2



Points for Consideration on Dimension 2 Findings:

Notes:

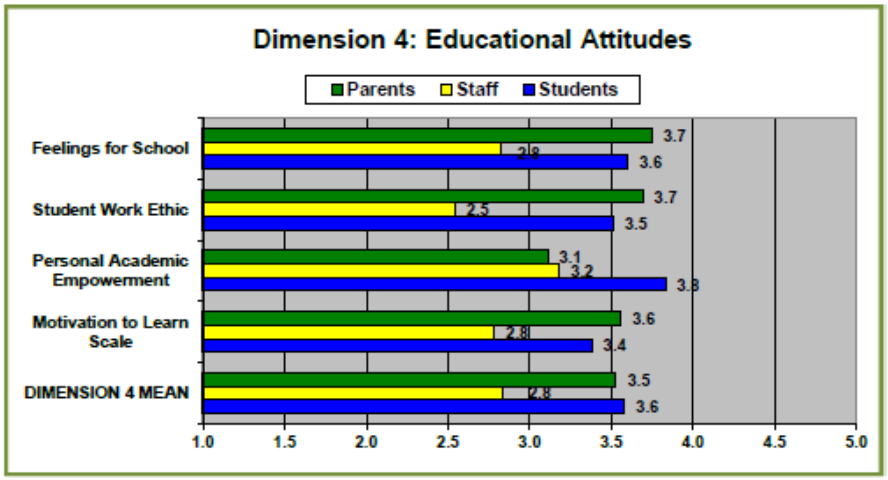
Chart 11: Parent, Staff and Student Dimension 3



Points for Consideration on Dimension 3 Findings:

Notes:

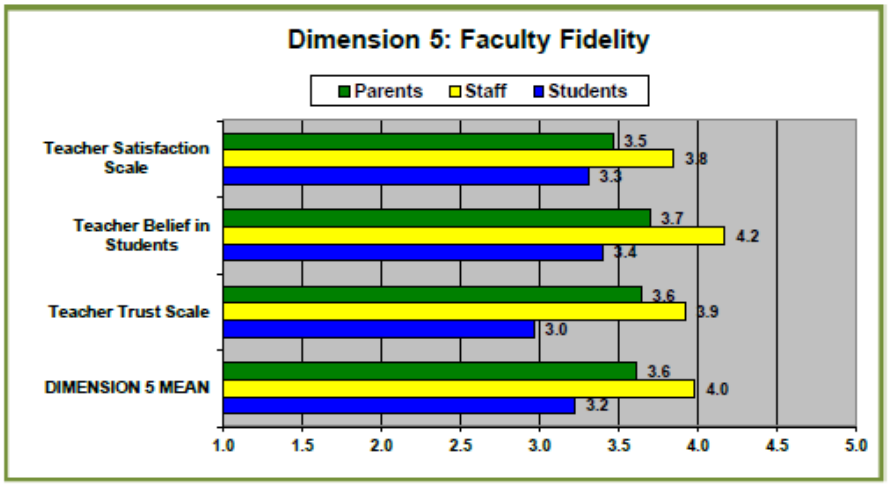
Chart 12: Parent, Staff and Student Dimension 4



Points for Consideration on Dimension 4 Findings:

Notes:

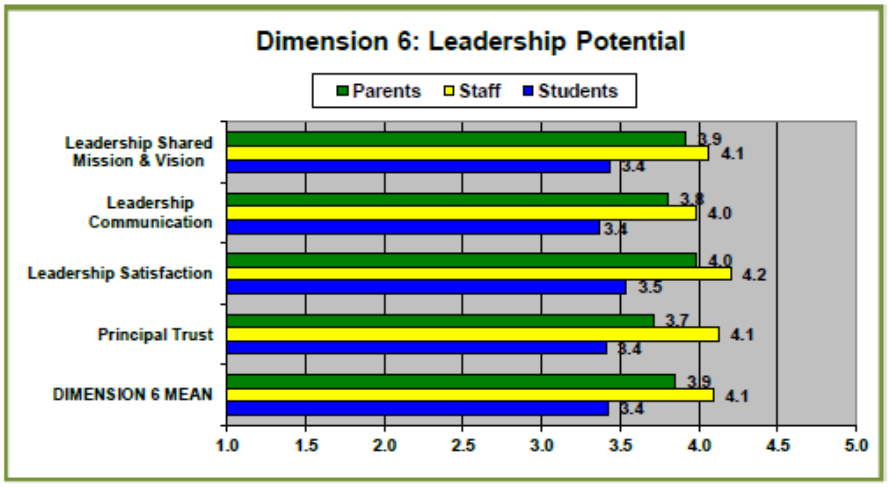
Chart 13: Parent, Staff and Student Dimension 5



Points for Consideration on Dimension 5 Findings:

Notes:

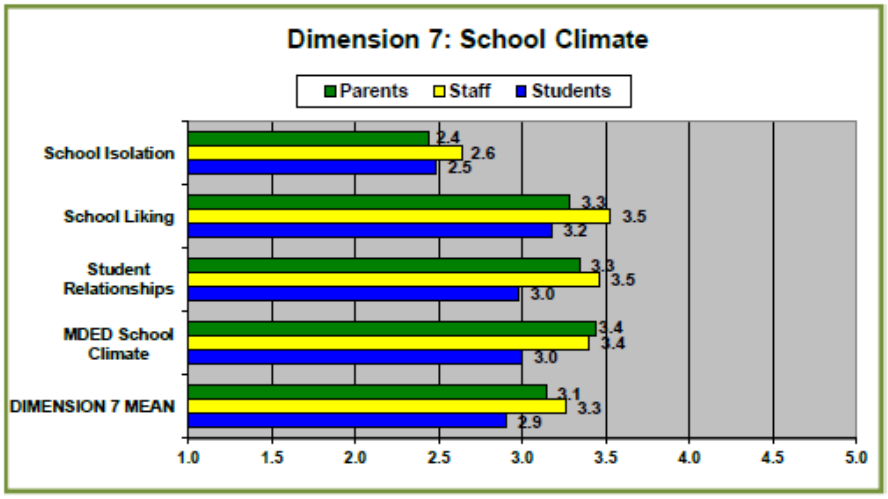
Chart 14: Parent, Staff and Student Dimension 6



Points for Consideration on Dimension 6 Findings:

Notes:

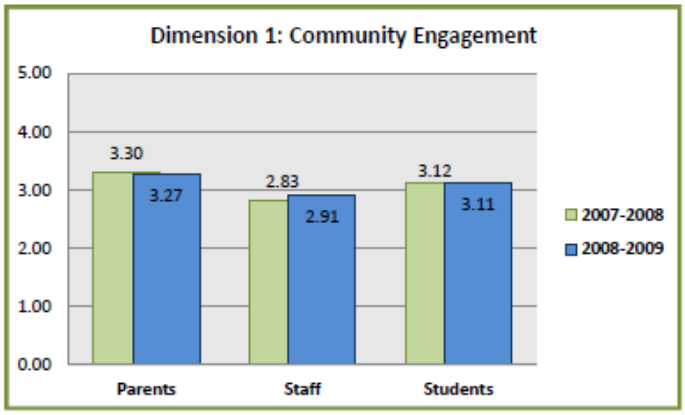
Chart 15: Parent, Staff and Student Dimension 7



Points for Consideration on Dimension 7 Findings:

Notes:

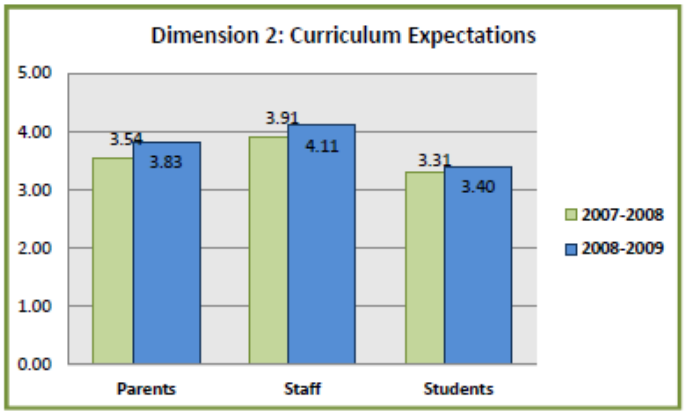
Chart 16: Two Year Comparison Dimension 1



Points for Consideration on Dimension 1 Findings:

Notes:

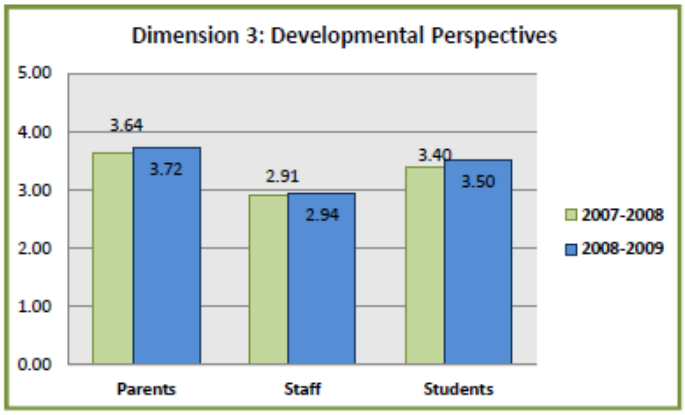
Chart 17: Two Year Comparison Dimension 2



Points for Consideration on Dimension 2 Findings:

Notes:

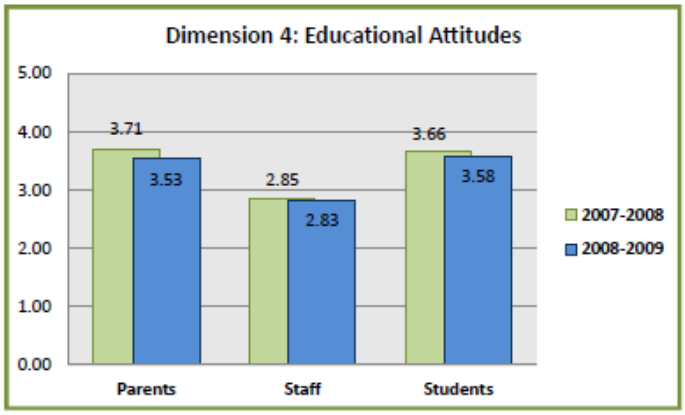
Chart 18: Two Year Comparison Dimension 3



Points for Consideration on Dimension 3 Findings:

Notes:

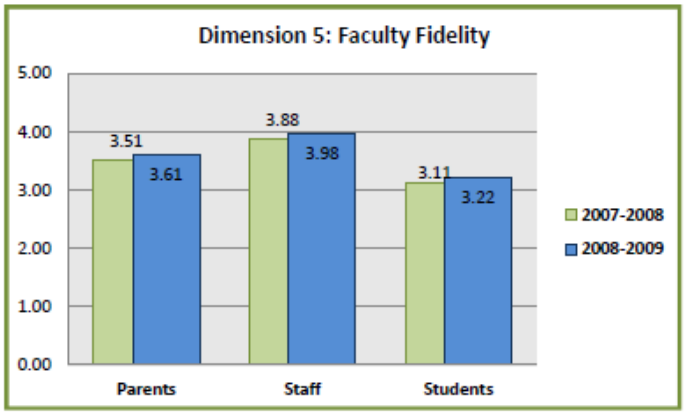
Chart 19: Two Year Comparison Dimension 4



Points for Consideration on Dimension 4 Findings:

Notes:

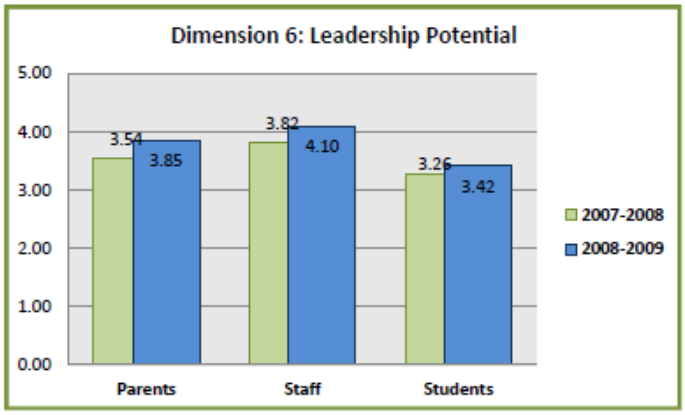
Chart 20: Two Year Comparison Dimension 5



Points for Consideration on Dimension 5 Findings:

Notes:

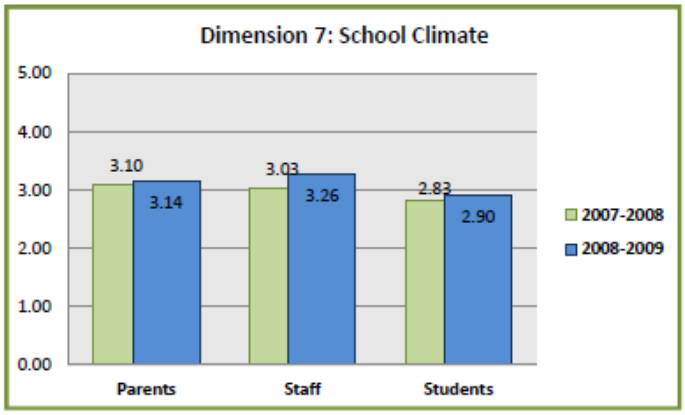
Chart 21: Two Year Comparison Dimension 6



Points for Consideration on Dimension 6 Findings:

Notes:

Chart 22: Two Year Comparison Dimension 7



Points for Consideration on Dimension 7 Findings:

Notes:

Table 9: **MDED** *Scale Reliabilities*

Reliability Cronbach's Alpha				
Scales	Teachers	Parents	Middle School	Elementary School
Interpersonal Community Engagement Scale	.935	.867	.873	.754
Parent Involvement Scale	.780	.752	.799	.876
Service to Community Scale	.849	.793	.845	-
Dimension 1: Community Engagement	.942	.914	.926	.756
Instructional Curriculum Scale	.873	.812	.834	-
Educational Rigor	.748	.778	.803	.785
Instructional Creativity	.809	.760	.867	-
Academic Support Scale	.750	.800	.750	.681
Dimension 2: Curriculum Expectations	.849	.803	.880	.813
School Misconduct Scale	.888	.862	.850	-
Good Deeds Scale	.790	.850	.833	-
Compassion for Others Scale	.858	.861	.834	.753
Student Success Traits Scale	.816	.787	.795	-
Dimension 3: Developmental Perspectives	.848	.807	.859	.753
Motivation to Learn Scale	.834	.799	.758	.778
Personal Academic Empowerment Scale	.785	.750	.900	.792
Student Work Ethic Scale	.750	.760	.890	.817
Feelings for School Scale	.798	.842	.777	-
Dimension 4: Educational Attitudes	.891	.755	.845	.817
Teacher Trust Scale	.714	.760	.897	.773
Teacher Belief in Students Scale	.946	.923	.881	.780
Teacher Satisfaction Scale	.793	.751	.754	-
Dimension 5: Faculty Fidelity	.897	.872	.836	.773
Principal Trust Scale	.824	.981	.756	.868
Leadership Satisfaction Scale	.812	.755	.788	.817
Leadership Communication Scale	.785	.787	.812	.846
Leadership Shared Mission & Vision Scale	.465	.861	.933	-
Dimension 6: Leadership Potential	.893	.878	.871	.867
MDED School Climate Scale	.959	.932	.911	.852
Student Relationships Scale	.863	.843	.847	.773
School Liking Scale	.875	.859	.854	.786
School Isolation Scale	.852	.849	.838	.795
Dimension 7: School Climate	.971	.962	.958	.905

MDA Validity Evidence

The MDA versions were first developed in 2005. The current 2009 versions have subsequently been through three revisions and presently stand as the most reliable and valid to date. In 2005 the MDA version underwent pilot test and re-test reliability where improvements in the assessment were conducted to move each scale and dimension to a minimum alpha score of .72. Since 2005 the MDA has been analyzed and revised each year, as well as undergoing extensive review by experts in the field to insure face and content validity. In 2007 and 2008 the MDA data was factor analyzed to reduce the size of the complete battery of questions and increase the reliability and validity within the scales and dimensions.

Through random research trials funded by the United States Department of Education and the Partnerships in Character Education Program on a 4 state sample of more than 30,000 participants MDED has collected evidence strongly suggestive of the content and construct validity of the scales within each of the seven dimensions. Further convergent validity has been supportive within each dimension and the strength of the inner scale correlations (.35-.85) within the dimensions combined with the strong reliability (.75-.95) values for the dimensions provides strong evidence to the consistent and valid nature of the dimensional index constructs and scale constructs being measured by the MDA with all participants.

Executive Summary

This preliminary report begins to illustrate how different stakeholders within your district (students, staff, and parents/guardians) sometimes vary significantly in perceptions of the dimensions assessed by the **MD**ED Dimensional Model. The assessment of meaningful dimensions critical to educational success such as school climate, faculty fidelity, and the developmental perspectives (e.g., character) of the students highlight that the participating schools in your district could improve greatly over the next year. Our research has found that when schools focus on improving these key dimensions of education (critical parts to an effective school systemic model), better academic achievement and lower academic challenges follow. Therefore, we urge to share this information and personalized individual school reports with your school administrators and discuss how strategic efforts can be made in the coming academic year. Our goal at **MD**ED is to help you determine more precisely what is working in your school district and what might be holding your efforts back from reaching the level of success you strive for. Thank you again for working with **MD**ED and if we can be of any further assistance, please do not hesitate to call.

School by School Dimensional and Academic Achievement Reports

The following school by school reports provide an analysis of the dimensions by school and further offer a chance to see how the schools compare to the district level averages outlined previously. The intention of the school by school reports is to provide the school with a report card of sorts so that they can use this data at the school level to discuss the level of findings and further discuss possible discrepancies between the view of students, staff, and parents.

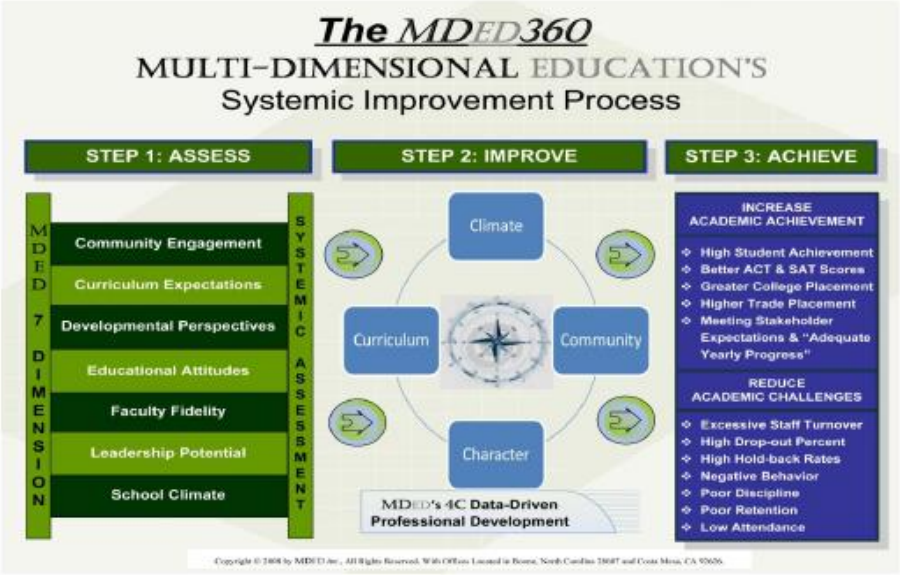
INDIVIDUAL SCHOOL REPORTS FOR PARTICIPATING SCHOOLS

School #1

2009 Report Summary

MDED

Multi-Dimensional Education Incorporated



How to Use This Data for Systemic Improvement

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Strengths: All schools need to understand what they do well. Too often educators only hear the negative news about their schools. As you review the data upon your first glance take some time to look for positive information. You might find that students, parents and teachers all feel positive about the school climate and that the school Climate Dimension score is at a 4.50. This is good news and is something that should be shared with every stakeholder at the school.

Differing Opinions: As you review the data further take a closer look at the scores given on the dimensions and scales between different respondents. You will want to make some notes where the differences between the respondents' scores (e.g., scores of parents compared to staff) are large (greater than .25 for example). Note these areas as possible places where perceptions are much different for one group versus another group, and work can be done to improve communicate and understanding between such stakeholders.

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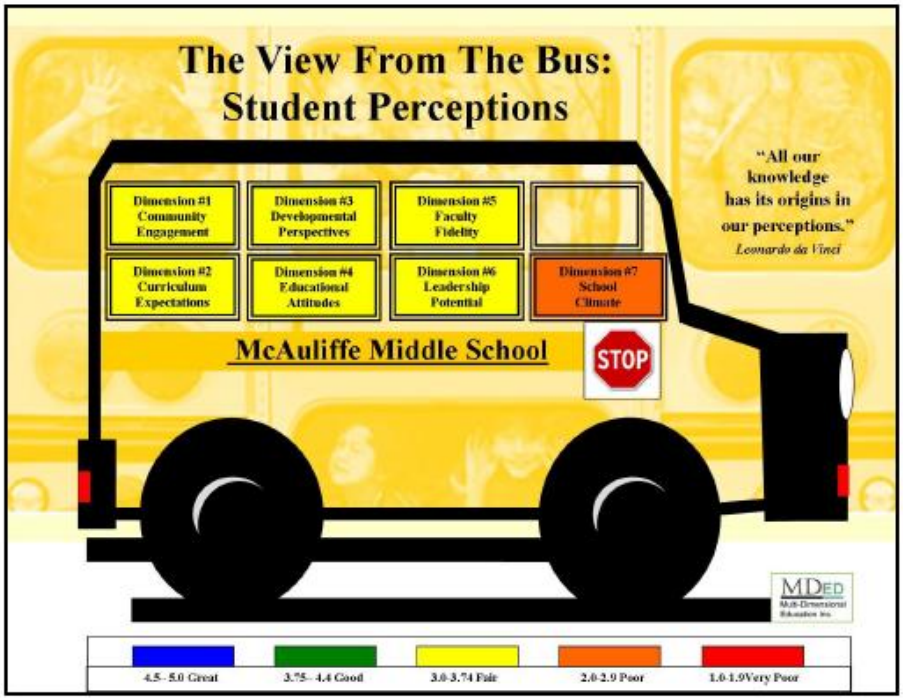
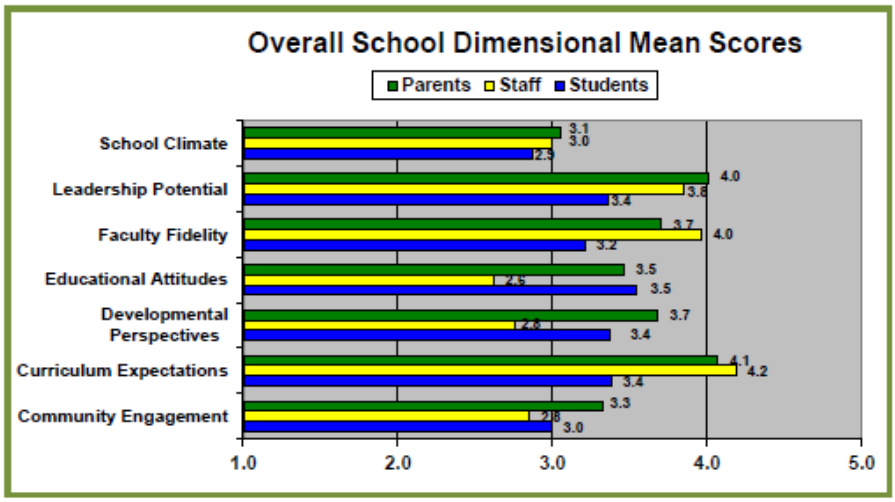

The View From The Bus:
Student Perceptions
"All our knowledge has its origins in our perceptions."
Leonardo da Vinci
Dimension #1 Community Engagement
Dimension #3 Developmental Perspectives
Dimension #5 Faculty Fidelity
Dimension #2 Curriculum Expectations
Dimension #4 Educational Attitudes
Dimension #6 Leadership Potential
Dimension #7 School Climate
McAuliffe Middle School
STOP
MDED
4.5 - 5.0 Great
3.75 - 4.4 Good
3.0-3.74 Fair
2.0-2.9 Poor
1.0-1.9Very Poor

Chart 1: Dimensional Means Total



Points for Consideration on Findings:

- Given that our scales range from 1 to 5 (with 1 being the lowest score and 5 being the highest score, and 3 often representing a neutral/undecided position), we ask you to look closely at the mean scores of the findings and consider as to how much progress can be made in the future on such dimensions by focusing on improving upon your school's strengths and weaknesses.
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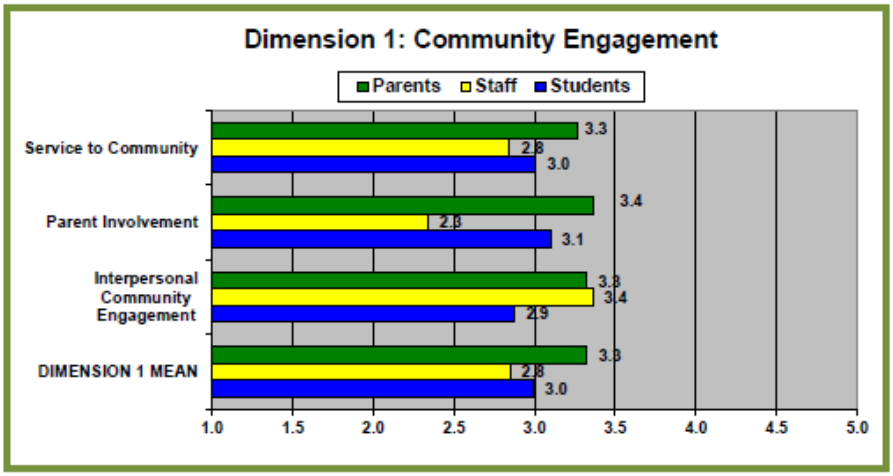
Table 1: Dimensions and Scales Comparative Means

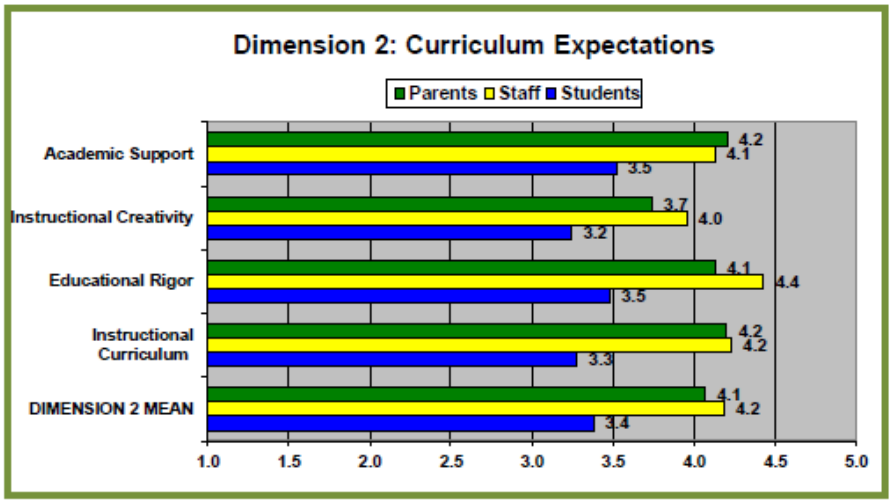
McAuliffe Middle School Dimensions and Scales Comparative Means	Students		Staff		Parents	
	School Mean	District Mean	School Mean	District Mean	School Mean	District Mean
Interpersonal Community Engagement	2.9	3.0	3.4	3.2	3.3	3.3
Parent Involvement	3.1	3.3	2.3	2.7	3.4	3.4
Service to Community	3.0	3.0	2.8	2.8	3.3	3.1
Community Engagement	3.0	3.1	2.8	2.9	3.3	3.3
Instructional Curriculum	3.3	3.4	4.2	4.1	4.2	3.9
Educational Rigor	3.5	3.5	4.4	4.2	4.1	3.9
Instructional Creativity	3.2	3.2	4.0	3.9	3.7	3.6
Academic Support	3.5	3.5	4.1	4.2	4.2	3.9
Curriculum Expectations	3.4	3.4	4.2	4.1	4.1	3.8
School Misconduct	3.7	3.7	3.0	3.0	4.1	4.1
Good Deeds	3.1	3.3	2.7	2.9	3.3	3.3
Compassion for Others	2.9	3.0	2.7	3.0	3.5	3.3
Student Success Traits	3.9	4.0	2.6	2.9	3.8	4.1
Developmental Perspectives	3.4	3.5	2.8	2.9	3.7	3.7
Motivation to Learn Scale	3.4	3.4	2.7	2.8	3.6	3.6
Personal Academic Empowerment	3.9	3.8	2.9	3.2	3.1	3.1
Student Work Ethic	3.4	3.5	2.4	2.5	3.6	3.7
Feelings for School	3.5	3.6	2.5	2.8	3.5	3.7
Educational Attitudes	3.5	3.6	2.6	2.8	3.5	3.5
Teacher Trust Scale	2.9	3.0	3.8	3.9	3.7	3.6
Teacher Belief in Students	3.5	3.4	4.3	4.2	3.9	3.7
Teacher Satisfaction Scale	3.2	3.3	3.8	3.8	3.5	3.5
Faculty Fidelity	3.2	3.2	4.0	4.0	3.7	3.6
Principal Trust	3.4	3.4	3.8	4.1	3.7	3.7
Leadership Satisfaction	3.5	3.5	3.9	4.2	4.2	4.0
Leadership Communication	3.4	3.4	3.8	4.0	3.9	3.8
Leadership Shared Mission & Vision	3.4	3.4	3.8	4.1	4.2	3.9
Leadership Potential	3.4	3.4	3.8	4.1	4.0	3.9
MDED School Climate	3.0	3.0	2.8	3.4	3.1	3.4
Student Relationships	2.9	3.0	3.3	3.5	3.2	3.3
School Liking	3.0	3.2	3.2	3.5	3.3	3.3
School Isolation	2.6	2.5	2.7	2.6	2.6	2.4
School Climate	2.9	2.9	3.0	3.3	3.1	3.1

Chart 2: Parent, Staff and Student Dimension 1



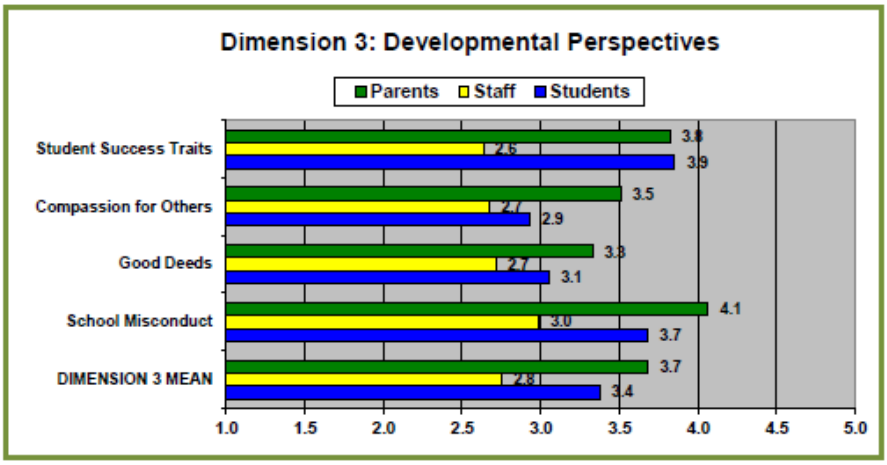
Notes:

Chart 3: Parent, Staff and Student Dimension 2



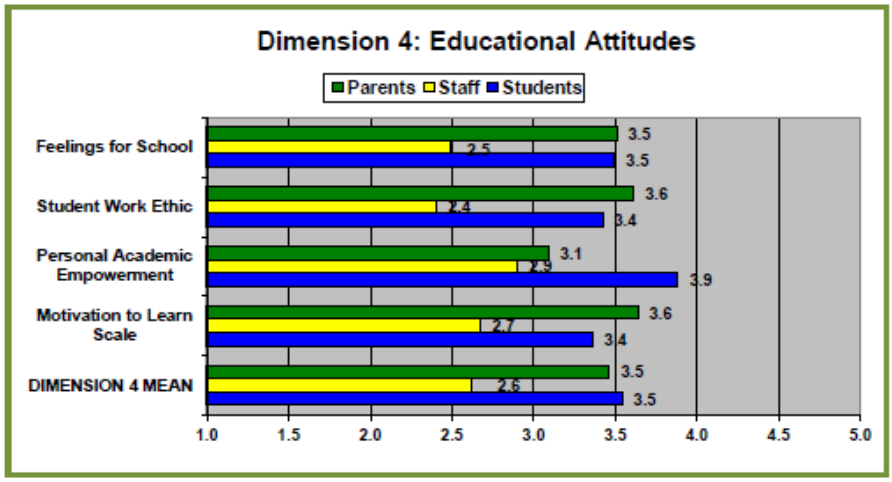
Notes:

Chart 4: Parent, Staff and Student Dimension 3



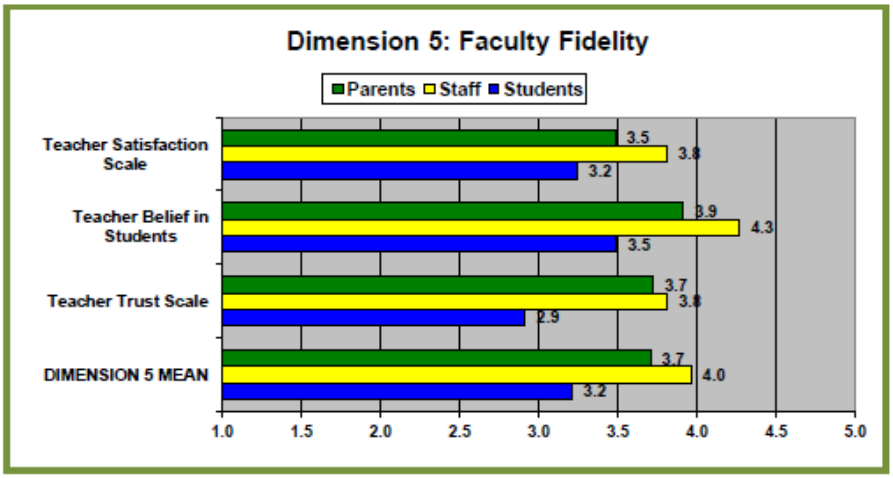
Notes:

Chart 5: Parent, Staff and Student Dimension 4



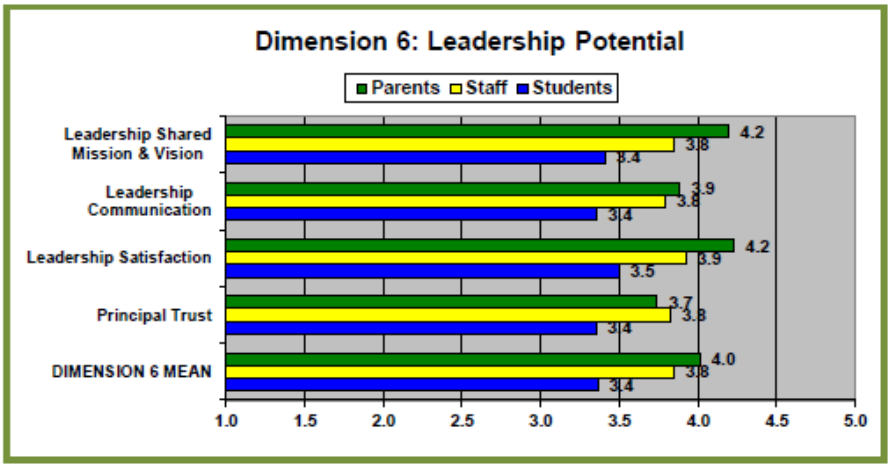
Notes:

Chart 6: Parent, Staff and Student Dimension 5



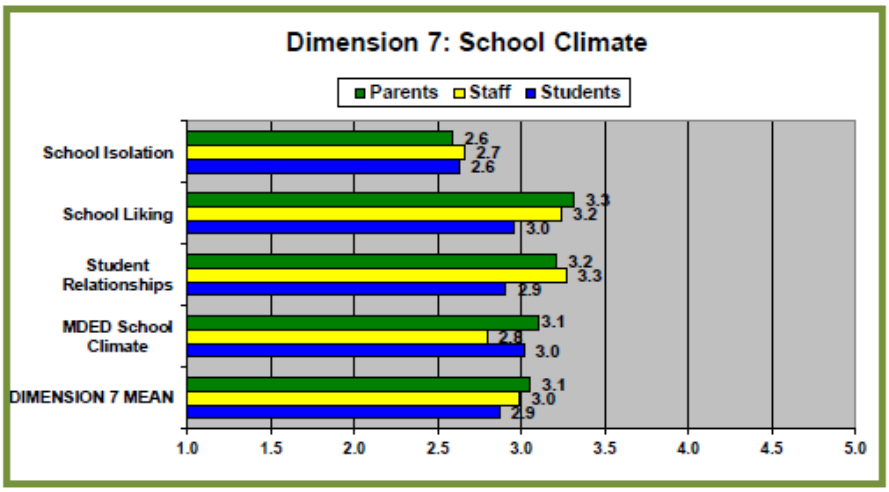
Notes:

Chart 7: Parent, Staff and Student Dimension 6



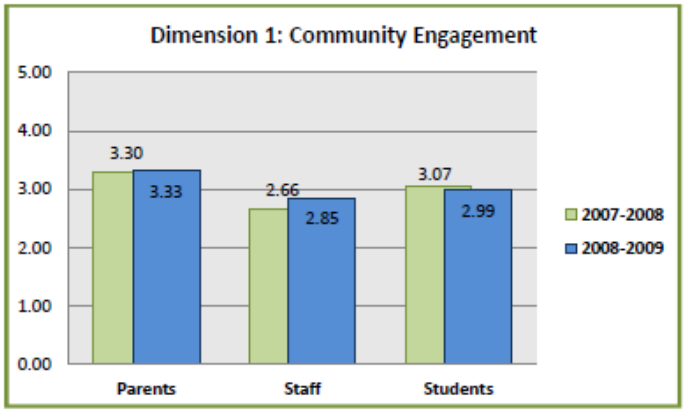
Notes:

Chart 8: Parent, Staff and Student Dimension 7



Notes:

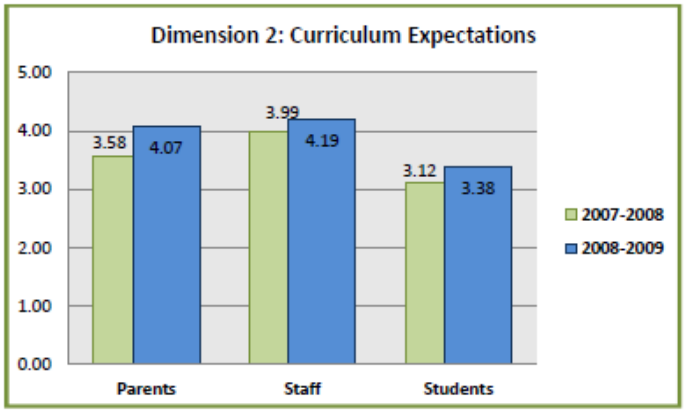
Chart 9: Two Year Comparison Dimension 1



Points for Consideration on Dimension 1 Findings:

Notes:

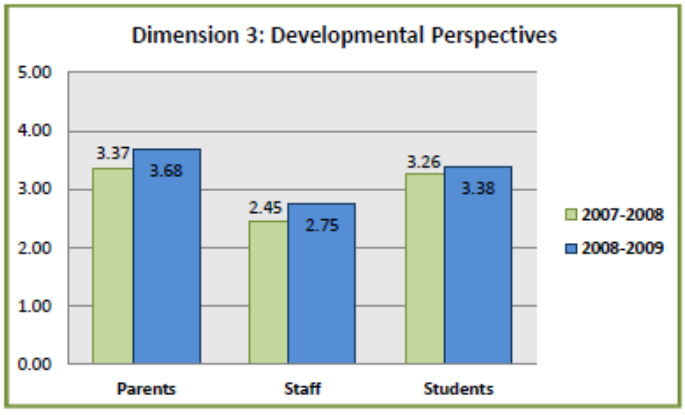
Chart 10: Two Year Comparison Dimension 2



Points for Consideration on Dimension 2 Findings:

Notes:

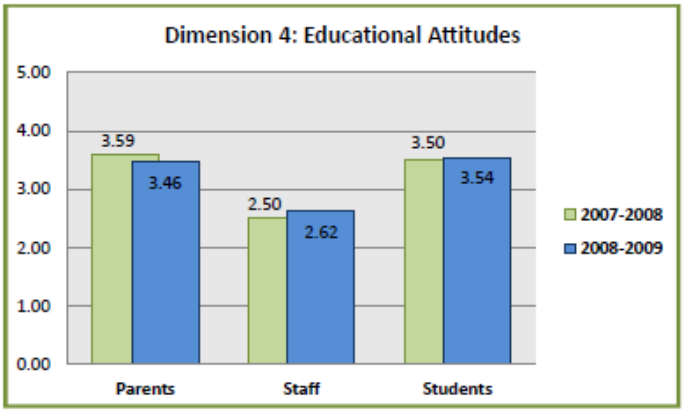
Chart 11: Two Year Comparison Dimension 3



Points for Consideration on Dimension 3 Findings:

Notes:

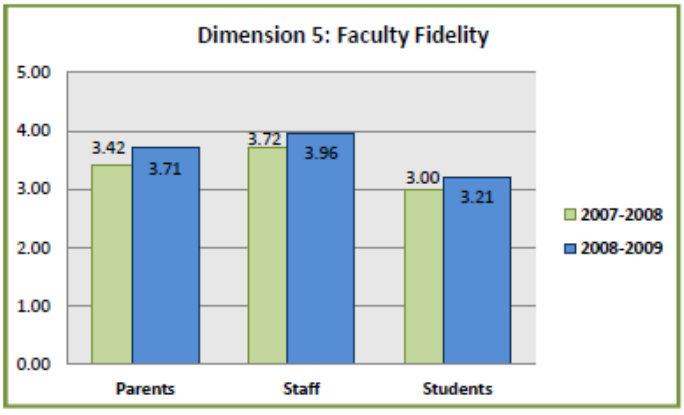
Chart 12: Two Year Comparison Dimension 4



Points for Consideration on Dimension 4 Findings:

Notes:

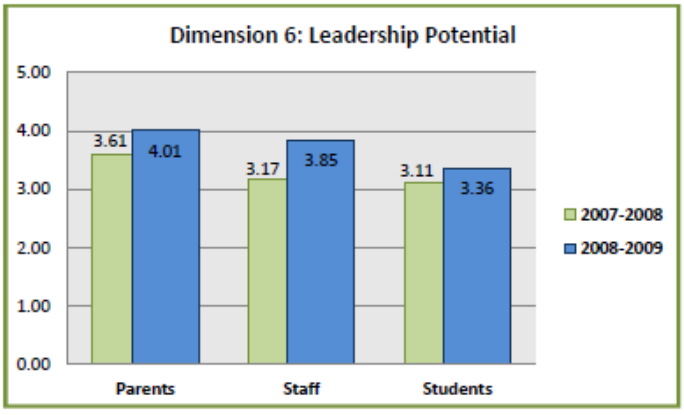
Chart 13: Two Year Comparison Dimension 5



Points for Consideration on Dimension 5 Findings:

Notes:

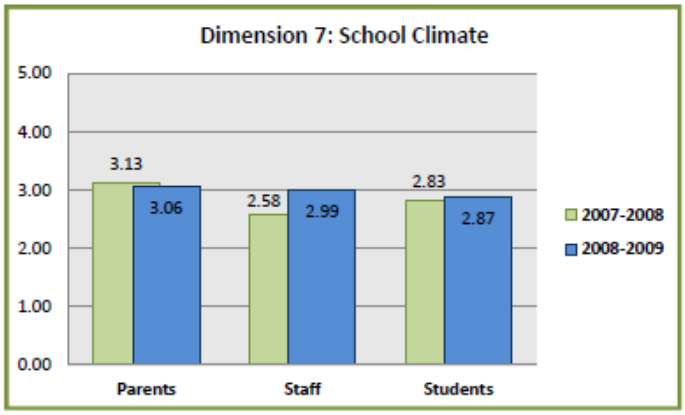
Chart 14: Two Year Comparison Dimension 6



Points for Consideration on Dimension 6 Findings:

Notes:

Chart 15: Two Year Comparison Dimension 7



Points for Consideration on Dimension 7 Findings:

Notes:

Results Analysis: In consideration of your school bus, comparative mean charts, and dimensional mean charts, please consider the following questions about your school data.

What appear to be our Strengths?

1._____

2. _____

3. _____

4. _____

5. _____

How do the three stakeholders differ on the dimensional scores?

1._____

2. _____

3. _____

4. _____

5. _____

What appear to be our Concerns?

1._____

2. _____

3. _____

4. _____

5. _____

How are we presently addressing our Concerns?

1._____

2. _____

3._____

How might we address our Concerns in a School-wide Focus?

1._____

2. _____

3. _____

4. _____

5. _____

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This Goal and Objective template has been designed to help you clarify your goal under each of the 4C's and determine the objectives that will be needed to meet the goal. Objectives should be state clearly and should be measurable using a scale(s) within the dimensions. Also provided are the six areas that you will need to give consideration in your plan to meet the objectives you have developed.

Climate Goal: By _____ of 2010, strategies will be implemented to improve the overall school climate of the school as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are_____ (list mean(s)) and the desired score is _____ (list mean(s).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.)Improve student relationship–						
2.)Improve student school bonding-						

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Curriculum Goal: By _____ of 2010, strategies will be implemented to improve the overall curriculum implementation in the school as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are_____ (list mean(s)) and the desired score is _____ (list mean(s).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.) Increase academic support-						
2.) Improve instructional creativity-						

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Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.)Improve parent involvement in school and community-						
2.)Increase service to community by students-						

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Character Goal: By _____ of 2010, strategies will be implemented to improve the overall character of the stakeholders as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are_____ (list mean(s)) and the desired score is _____ (list mean(s).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.) Improve student relationships-						
2.) Improve student work ethic--						

Prioritizing Objectives-

It is important to address the objectives under each of our goals. This does not mean that you will address all of the objectives immediately. You must prioritize the one(s) that you feel would be achievable and make a difference. Therefore, prioritize what you will do in the next month to meet these goals.

1st Priority: _____

2nd Priority: _____

3rd Priority: _____

4th Priority: _____

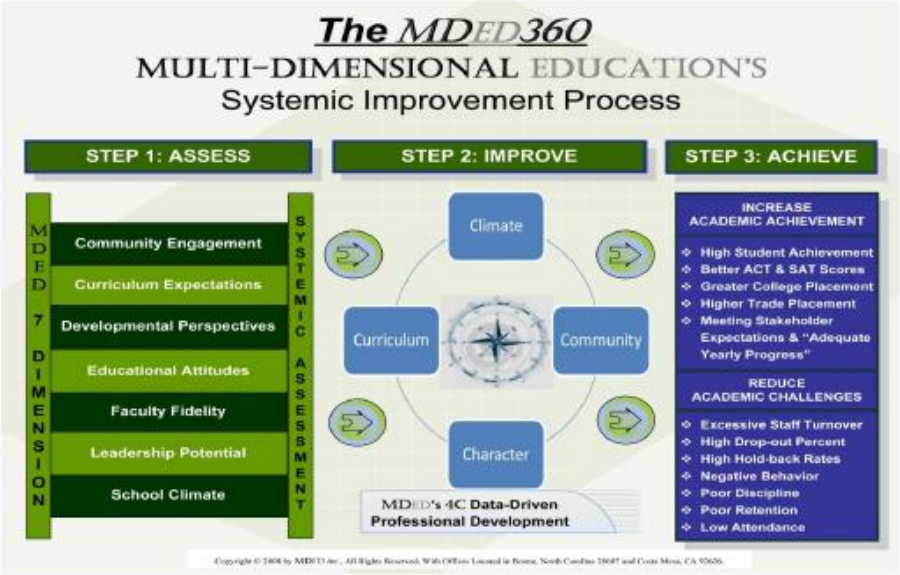
5th Priority: _____

School #3

2009 Report Summary

MDED

Multi-Dimensional Education Incorporated



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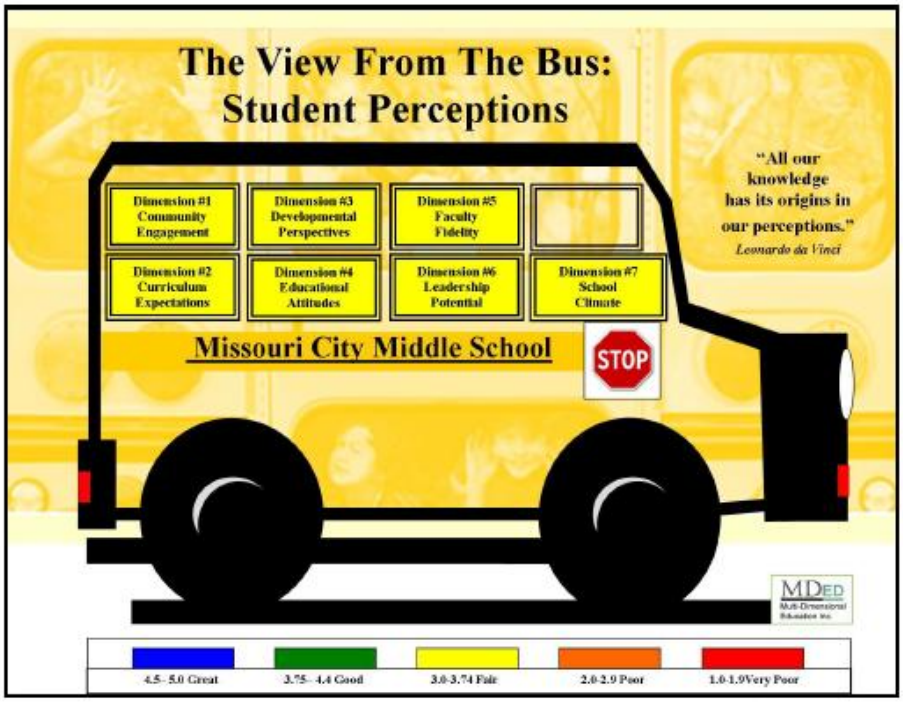

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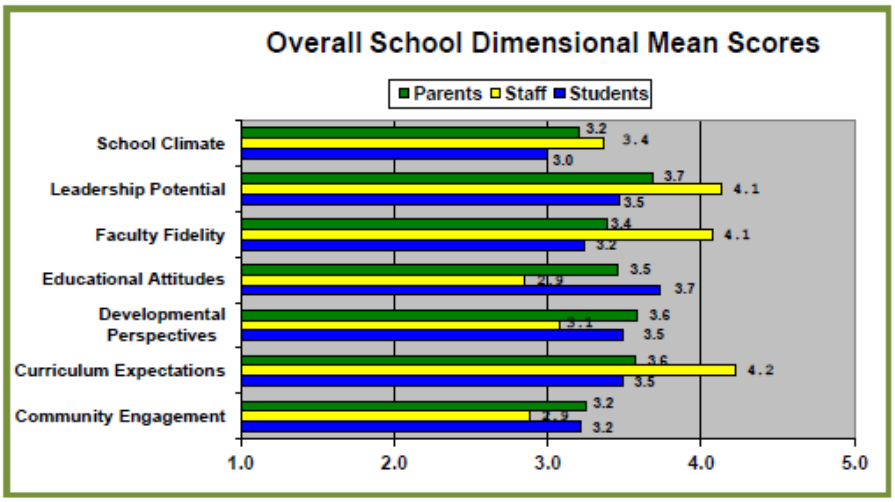
Chart 1: Dimensional Means Total



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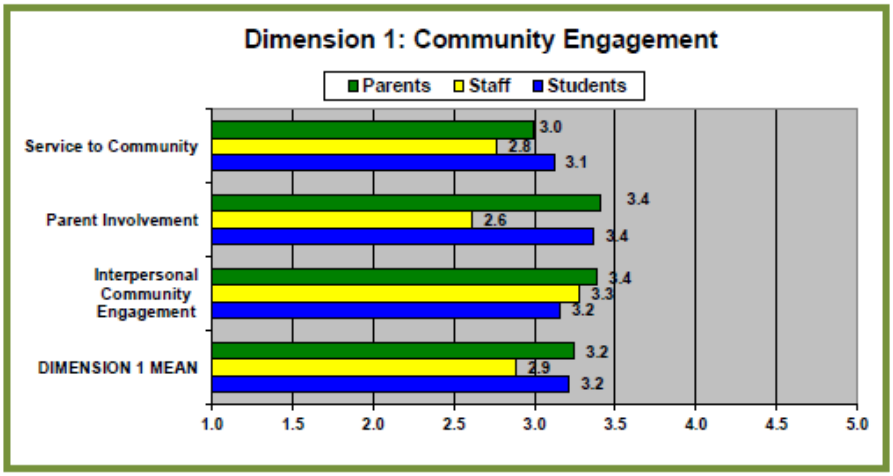
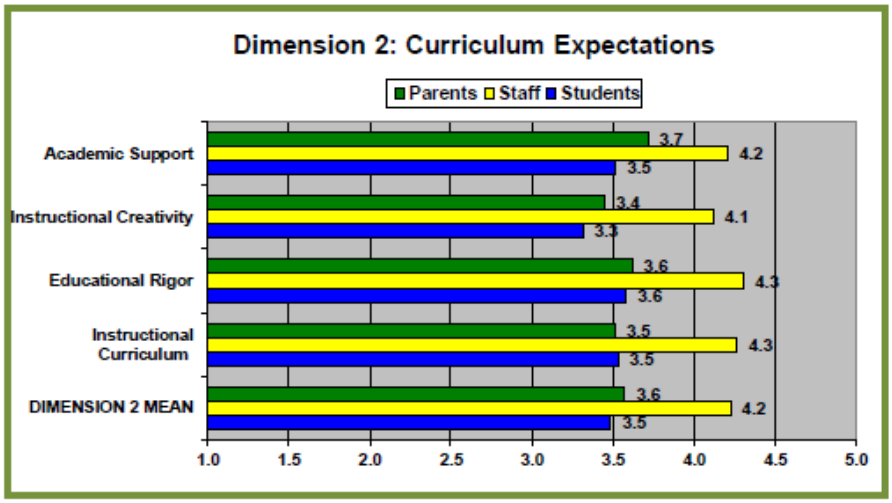
Interpersonal Community Engagement	3.2	3.0	3.3	3.2	3.4	3.3
Parent Involvement	3.4	3.3	2.6	2.7	3.4	3.4
Service to Community	3.1	3.0	2.8	2.8	3.0	3.1
Community Engagement	3.2	3.1	2.9	2.9	3.2	3.3
Instructional Curriculum	3.5	3.4	4.3	4.1	3.5	3.9
Educational Rigor	3.6	3.5	4.3	4.2	3.6	3.9
Instructional Creativity	3.3	3.2	4.1	3.9	3.4	3.6
Academic Support	3.5	3.5	4.2	4.2	3.7	3.9
Curriculum Expectations	3.5	3.4	4.2	4.1	3.6	3.8
School Misconduct	3.7	3.7	3.0	3.0	4.0	4.1
Good Deeds	3.4	3.3	3.2	2.9	3.1	3.3
Compassion for Others	2.8	3.0	3.0	3.0	3.0	3.3
Student Success Traits	4.1	4.0	3.1	2.9	4.2	4.1
Developmental Perspectives	3.5	3.5	3.1	2.9	3.6	3.7
Motivation to Learn Scale	3.6	3.4	2.7	2.8	3.4	3.6
Personal Academic Empowerment	4.0	3.8	3.3	3.2	3.0	3.1
Student Work Ethic	3.6	3.5	2.5	2.5	3.7	3.7
Feelings for School	3.8	3.6	2.9	2.8	3.8	3.7
Educational Attitudes	3.7	3.6	2.9	2.8	3.5	3.5
Teacher Trust Scale	3.0	3.0	4.0	3.9	3.5	3.6
Teacher Belief in Students	3.4	3.4	4.3	4.2	3.4	3.7
Teacher Satisfaction Scale	3.3	3.3	3.9	3.8	3.2	3.5
Faculty Fidelity	3.2	3.2	4.1	4.0	3.4	3.6
Principal Trust	3.4	3.4	4.1	4.1	3.6	3.7
Leadership Satisfaction	3.6	3.5	4.1	4.2	3.7	4.0
Leadership Communication	3.4	3.4	4.0	4.0	3.8	3.8
Leadership Shared Mission & Vision	3.6	3.4	4.3	4.1	3.7	3.9
Leadership Potential	3.5	3.4	4.1	4.1	3.7	3.9
MDED School Climate	3.1	3.0	3.7	3.4	3.7	3.4
Student Relationships	3.0	3.0	3.6	3.5	3.4	3.3
School Liking	3.3	3.2	3.6	3.5	3.1	3.3
School Isolation	2.5	2.5	2.5	2.6	2.5	2.4
School Climate	3.0	2.9	3.4	3.3	3.2	3.1

Chart 2: Parent, Staff and Student Dimension 1



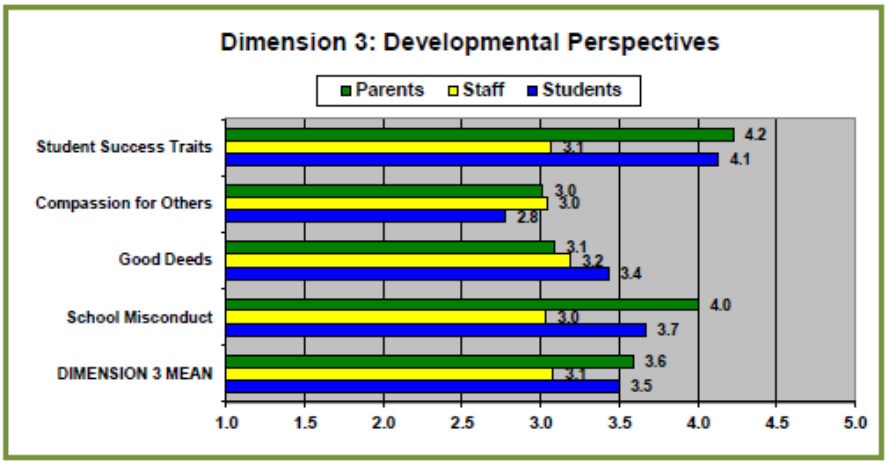
Notes:

Chart 3: Parent, Staff and Student Dimension 2



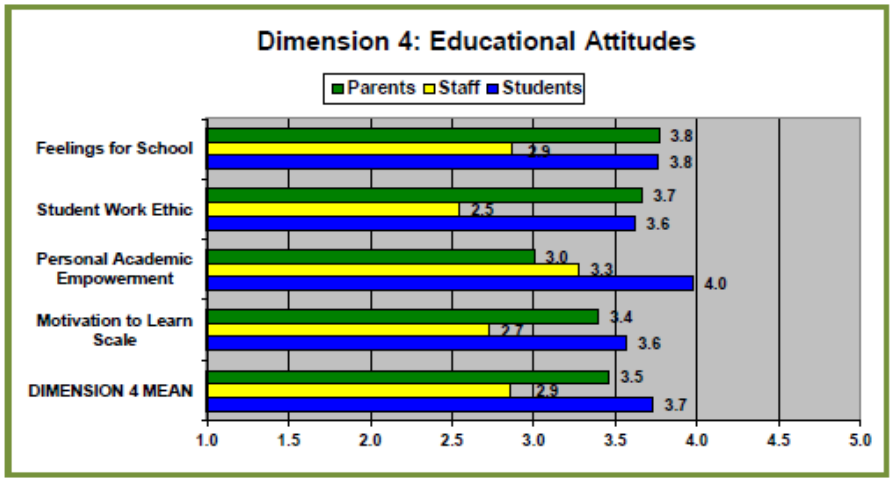
Notes:

Chart 4: Parent, Staff and Student Dimension 3



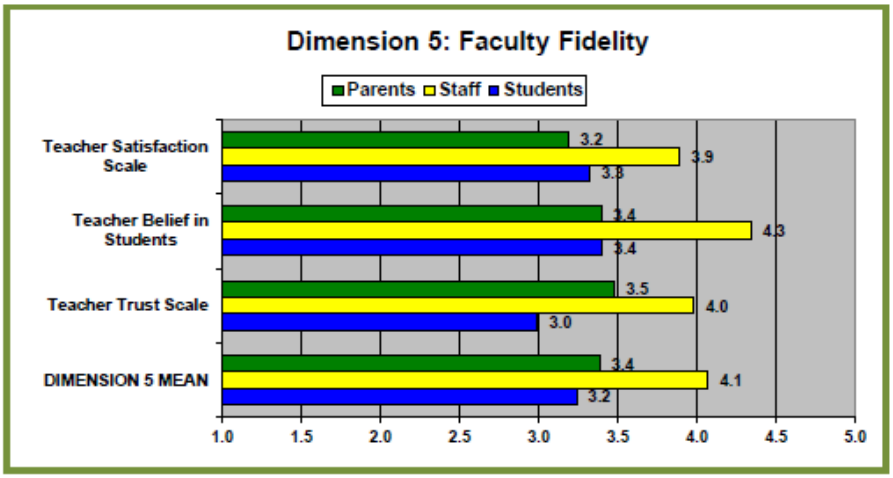
Notes:

Chart 5: Parent, Staff and Student Dimension 4



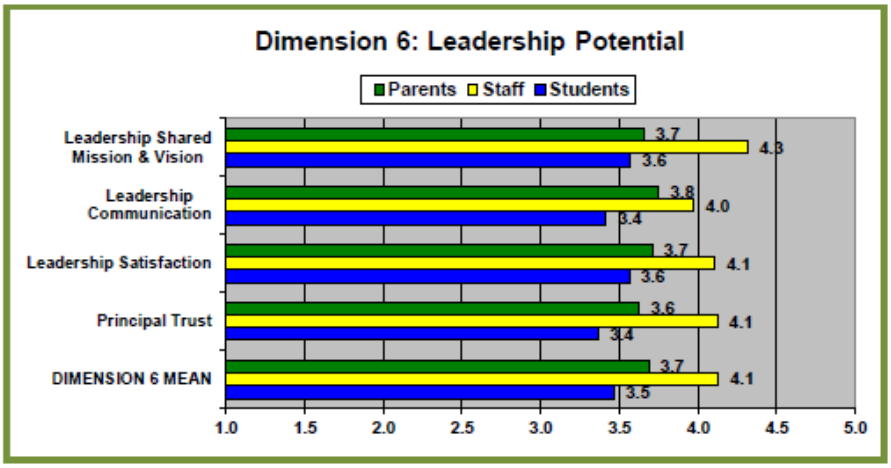
Notes:

Chart 6: Parent, Staff and Student Dimension 5



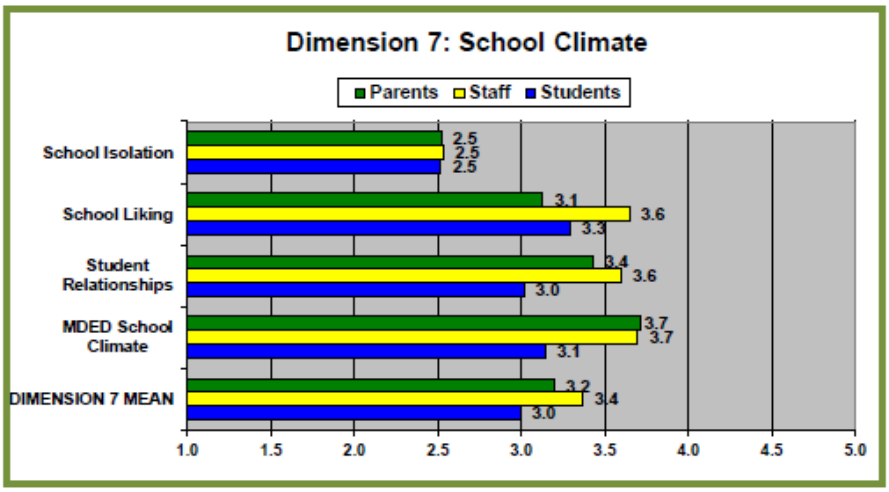
Notes:

Chart 7: Parent, Staff and Student Dimension 6



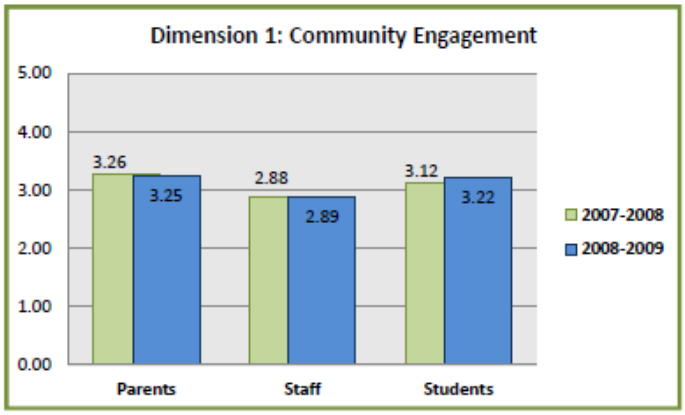
Notes:

Chart 8: Parent, Staff and Student Dimension 7



Notes:

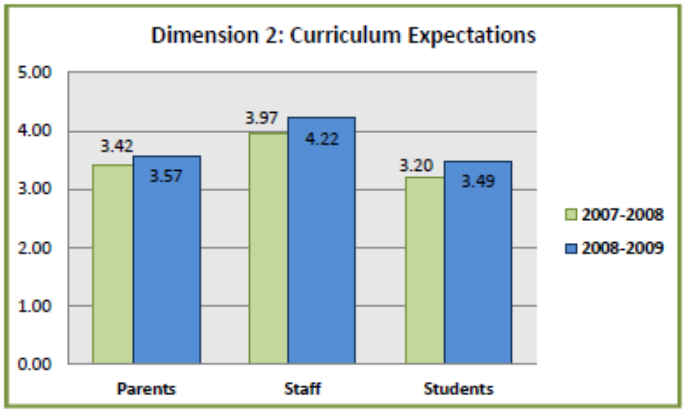
Chart 9: Two Year Comparison Dimension 1



Points for Consideration on Dimension 1 Findings:

Notes:

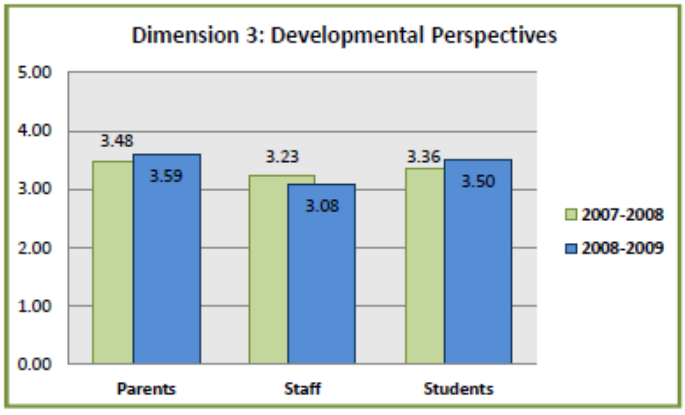
Chart 10: Two Year Comparison Dimension 2



Points for Consideration on Dimension 2 Findings:

Notes:

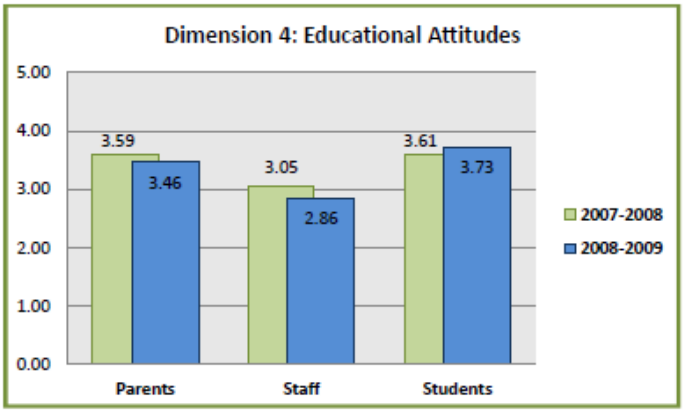
Chart 11: Two Year Comparison Dimension 3



Points for Consideration on Dimension 3 Findings:

Notes:

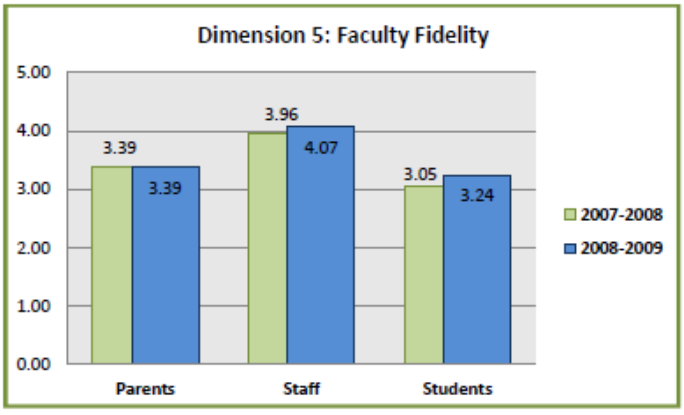
Chart 12: Two Year Comparison Dimension 4



Points for Consideration on Dimension 4 Findings:

Notes:

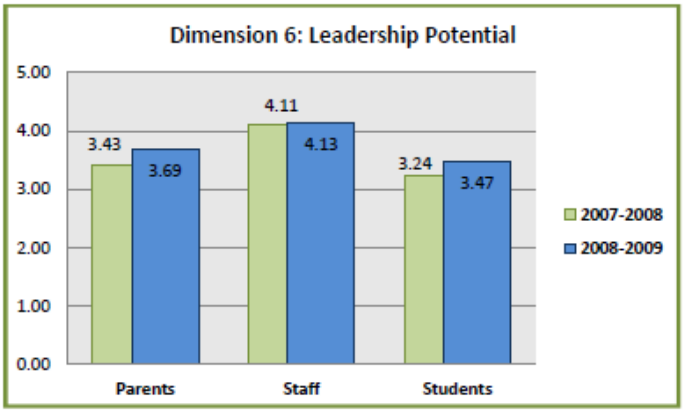
Chart 13: Two Year Comparison Dimension 5



Points for Consideration on Dimension 5 Findings:

Notes:

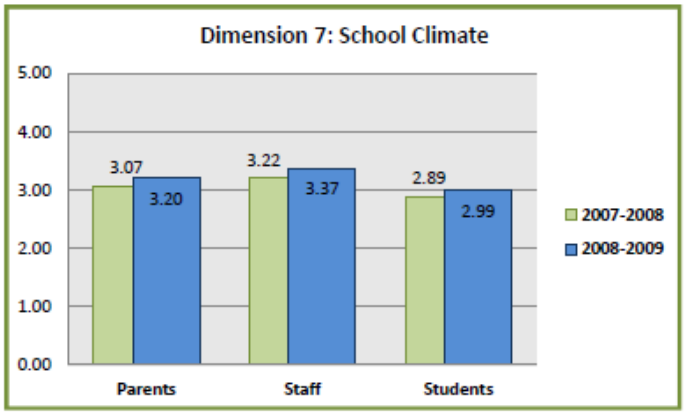
Chart 14: Two Year Comparison Dimension 6



Points for Consideration on Dimension 6 Findings:

Notes:

Chart 15: Two Year Comparison Dimension 7



Points for Consideration on Dimension 7 Findings:

Notes:

Results Analysis: In consideration of your school bus, comparative mean charts, and dimensional mean charts, please consider the following questions about your school data.

What appear to be our Strengths?

1._____

2. _____

3. _____

4. _____

5. _____

How do the three stakeholders differ on the dimensional scores?

1._____

2. _____

3. _____

4. _____

5. _____

What appear to be our Concerns?

1._____

2. _____

3. _____

4. _____

5. _____

How are we presently addressing our Concerns?

1._____

2. _____

3._____

How might we address our Concerns in a School-wide Focus?

1._____

2. _____

3. _____

4. _____

5. _____

MDED– Multi-Dimensional Education Inc.

This Goal and Objective template has been designed to help you clarify your goal under each of the 4C's and determine the objectives that will be needed to meet the goal. Objectives should be state clearly and should be measurable using a scale(s) within the dimensions. Also provided are the six areas that you will need to give consideration in your plan to meet the objectives you have developed.

Climate Goal: By _____ of 2010, strategies will be implemented to improve the overall school climate of the school as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are_____ (list mean(s)) and the desired score is _____ (list mean(s).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.)Improve student relationship–						
2.)Improve student school bonding-						

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Curriculum Goal: By _____ of 2010, strategies will be implemented to improve the overall curriculum implementation in the school as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are_____ (list mean(s)) and the desired score is _____ (list mean(s).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.)Increase academic support-						
2.)Improve instructional creativity-						

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Community Goal: By _____ of 2010, strategies will be implemented to improve the overall community engagement of the school as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are_____ (list mean(s)) and the desired score is _____ (list mean(s).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.)Improve parent involvement in school and community-						
2.)Increase service to community by students-						

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This Goal and Objective template has been designed to help you clarify your goal under each of the 4C's and determine the objectives that will be needed to meet the goal. Objectives should be state clearly and should be measurable using a scale(s) within the dimensions. Also provided are the six areas that you will need to give consideration in your plan to meet the objectives you have developed.

Character Goal: By _____ of 2010, strategies will be implemented to improve the overall character of the stakeholders as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are_____ (list mean(s)) and the desired score is _____ (list mean(s).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.) Improve student relationships-						
2.) Improve student work ethic--						

Prioritizing Objectives-

It is important to address the objectives under each of our goals. This does not mean that you will address all of the objectives immediately. You must prioritize the one(s) that you feel would be achievable and make a difference. Therefore, prioritize what you will do in the next month to meet these goals.

1st Priority: _____

2nd Priority: _____

3rd Priority: _____

4th Priority: _____

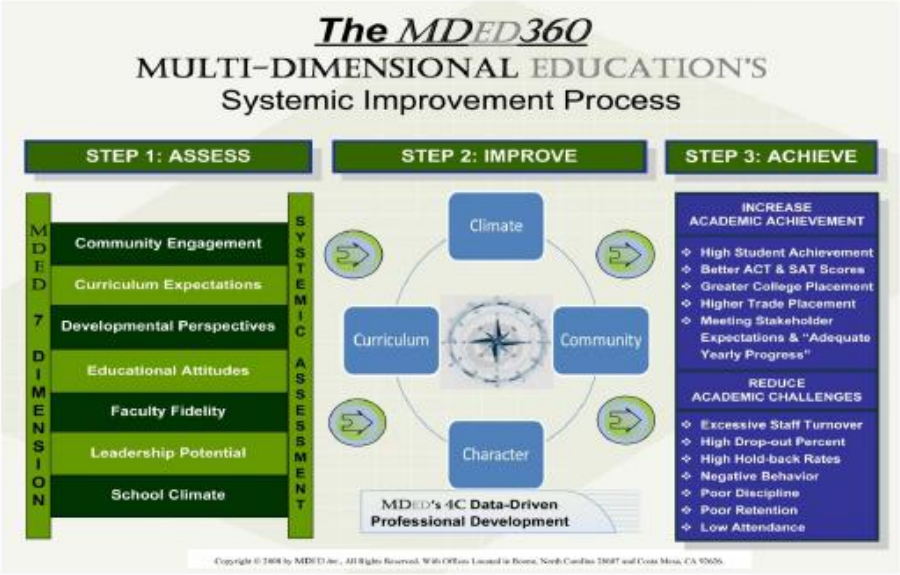
5th Priority: _____

School #2

2009 Report Summary

MDED

Multi-Dimensional Education Incorporated



How to Use This Data for Systemic Improvement

Dear Educators, We are honored to collaborate with you and your school system. Rest assured our goal is to help you by providing data on your school related to the many perceptions and attitudes held by your students, parents, and fellow educators. What follows for your individual school is a summary report of the Multi-Dimensional data collected on the MDED360 seven dimensions of education as reported by your students, parents, and educators. The Multi-Dimensional Assessment measures your stakeholders' perceptions in relation to your school on dimensions of Community Engagement, Curriculum Expectations, Developmental Perspectives, Educational Attitudes, Faculty Fidelity, Leadership Potential, and School Climate. The dimensions are assessed by using 26 reliable, proprietary scales that we validated through federally funded random trials on more than 30,000 participants across the United States. In our research, we have found that schools that use this data for systemic improvement not only make gains in improving on the MDED360 seven dimensions, but also experience beneficial outcomes including higher achievement. We encourage you to take a few moments to look over the School Bus on the next page, as well as the charts that follow. Space has been provided for you after each dimensional chart to make some notes. As you review the data it would be helpful to make some notes on the following areas:

Strengths: All schools need to understand what they do well. Too often educators only hear the negative news about their schools. As you review the data upon your first glance take some time to look for positive information. You might find that students, parents and teachers all feel positive about the school climate and that the school Climate Dimension score is at a 4.50. This is good news and is something that should be shared with every stakeholder at the school.

Differing Opinions: As you review the data further take a closer look at the scores given on the dimensions and scales between different respondents. You will want to make some notes where the differences between the respondents' scores (e.g., scores of parents compared to staff) are large (greater than .25 for example). Note these areas as possible places where perceptions are much different for one group versus another group, and work can be done to improve communicate and understanding between such stakeholders.

Possible Concerns: As you think about this data within the context of your school and what you know about your school, note areas that appear to be concerning. You might want to review the differing opinions area to consider if those differing opinions might also be areas for concern. Areas for concern can be looked at on a large scale by reviewing the scores on the school bus, which provide an overview of your school scores on each dimension. In addition you should also review the individual scales under each dimension, which help provide a deeper understand as to why the dimension might be low for your school.

Next Steps: Once you have had some time to review and discuss the data there are several template forms at the end of your school report that you can use to combine your notes. These forms will be most helpful as you talk with your team about the data and what it means for your school. In addition there is a goal setting and objective development template that will help you begin to consider how you will take concerns and turn them into strengths.

MDED– Multi-Dimensional Education Inc.

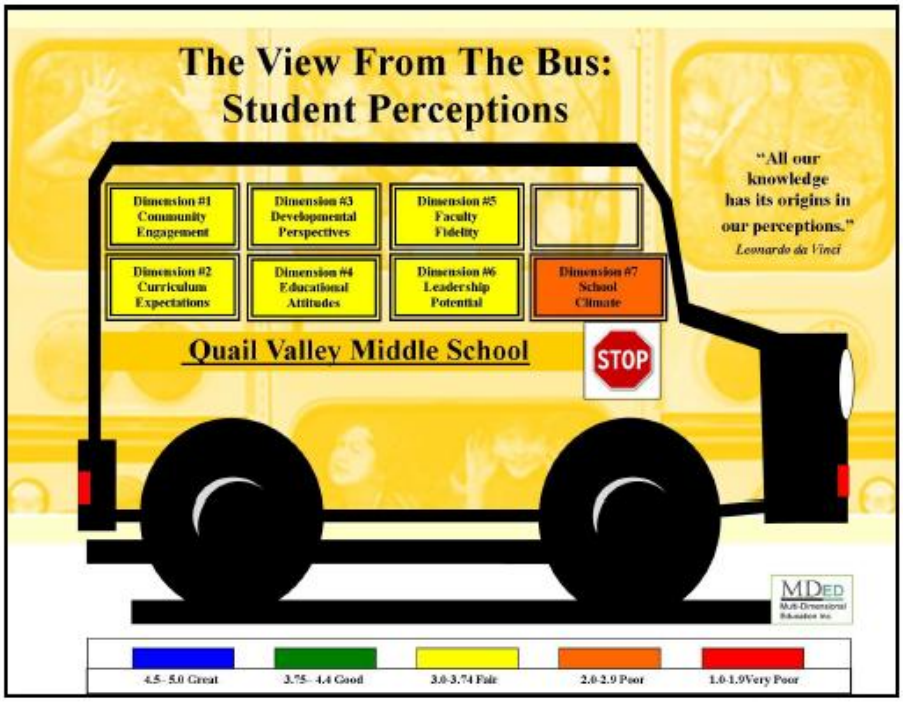
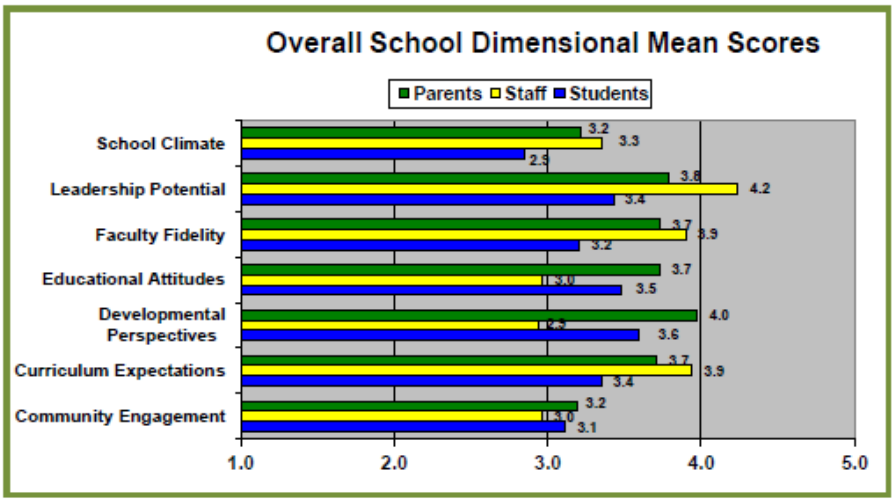


Chart 1: Dimensional Means Total



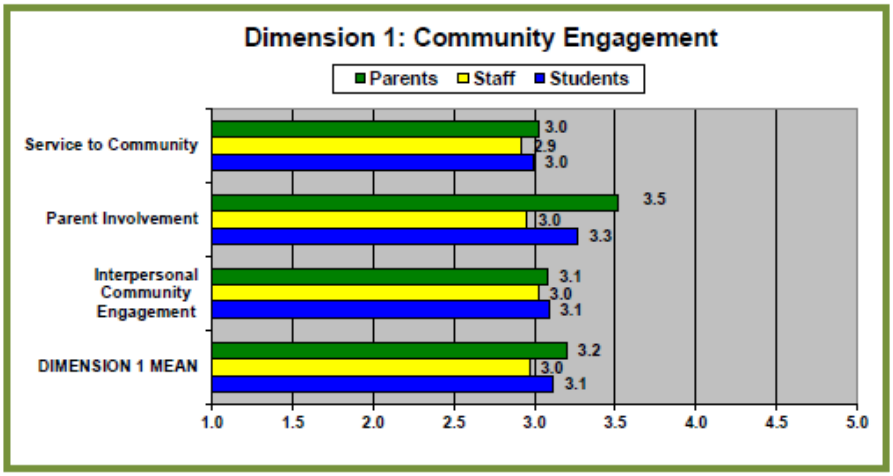
Points for Consideration on Findings:

- Given that our scales range from 1 to 5 (with 1 being the lowest score and 5 being the highest score, and 3 often representing a neutral/undecided position), we ask you to look closely at the mean scores of the findings and consider as to how much progress can be made in the future on such dimensions by focusing on improving upon your school's strengths and weaknesses.
- Often students, staff, and parents have differing views as to what is taking place within our educational efforts. Therefore, we ask you also to look closely at how opinions differ amongst stakeholders and how might you in the future work toward getting all stakeholders more closely aligned in relation to views of the meaningful dimensions of education assessed.
- Visit www.MDEDinc.com for more information pertaining to our survey and scales, as well as additional training and free professional development resources and videos. If for some reason you are in need of additional answers, please email us at info@MDEDinc.com. Our goal is to help you use our data guide you in your continuous improvement efforts.

Table 1: Dimensions and Scales Comparative Means

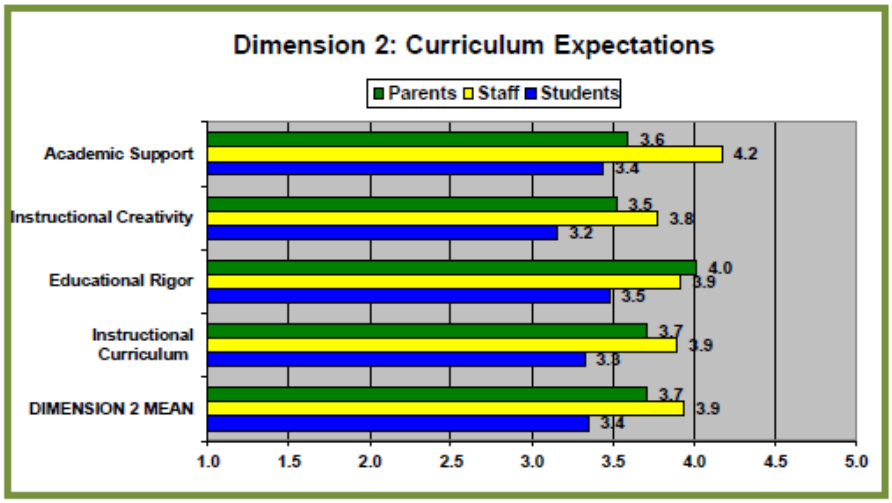
Quail Valley Middle School Dimensions and Scales Comparative Means						
	Students		Staff		Parents	
	School Mean	District Mean	School Mean	District Mean	School Mean	District Mean
Interpersonal Community Engagement	3.1	3.0	3.0	3.2	3.1	3.3
Parent Involvement	3.3	3.3	3.0	2.7	3.5	3.4
Service to Community	3.0	3.0	2.9	2.8	3.0	3.1
Community Engagement	3.1	3.1	3.0	2.9	3.2	3.3
Instructional Curriculum	3.3	3.4	3.9	4.1	3.7	3.9
Educational Rigor	3.5	3.5	3.9	4.2	4.0	3.9
Instructional Creativity	3.2	3.2	3.8	3.9	3.5	3.6
Academic Support	3.4	3.5	4.2	4.2	3.6	3.9
Curriculum Expectations	3.4	3.4	3.9	4.1	3.7	3.8
School Misconduct	3.8	3.7	3.0	3.0	4.4	4.1
Good Deeds	3.4	3.3	2.7	2.9	3.5	3.3
Compassion for Others	3.2	3.0	3.2	3.0	3.5	3.3
Student Success Traits	4.0	4.0	2.9	2.9	4.4	4.1
Developmental Perspectives	3.6	3.5	2.9	2.9	4.0	3.7
Motivation to Learn Scale	3.2	3.4	2.9	2.8	3.6	3.6
Personal Academic Empowerment	3.7	3.8	3.3	3.2	3.3	3.1
Student Work Ethic	3.5	3.5	2.6	2.5	3.9	3.7
Feelings for School	3.5	3.6	3.0	2.8	4.2	3.7
Educational Attitudes	3.5	3.6	3.0	2.8	3.7	3.5
Teacher Trust Scale	3.0	3.0	3.9	3.9	3.7	3.6
Teacher Belief in Students	3.3	3.4	3.9	4.2	3.7	3.7
Teacher Satisfaction Scale	3.3	3.3	3.8	3.8	3.8	3.5
Faculty Fidelity	3.2	3.2	3.9	4.0	3.7	3.6
Principal Trust	3.5	3.4	4.3	4.1	3.8	3.7
Leadership Satisfaction	3.6	3.5	4.5	4.2	3.9	4.0
Leadership Communication	3.3	3.4	4.1	4.0	3.7	3.8
Leadership Shared Mission & Vision	3.3	3.4	4.0	4.1	3.8	3.9
Leadership Potential	3.4	3.4	4.2	4.1	3.8	3.9
MDED School Climate	2.9	3.0	3.6	3.4	3.7	3.4
Student Relationships	3.0	3.0	3.5	3.5	3.5	3.3
School Liking	3.2	3.2	3.6	3.5	3.4	3.3
School Isolation	2.3	2.5	2.7	2.6	2.1	2.4
School Climate	2.9	2.9	3.3	3.3	3.2	3.1

Chart 2: Parent, Staff and Student Dimension 1



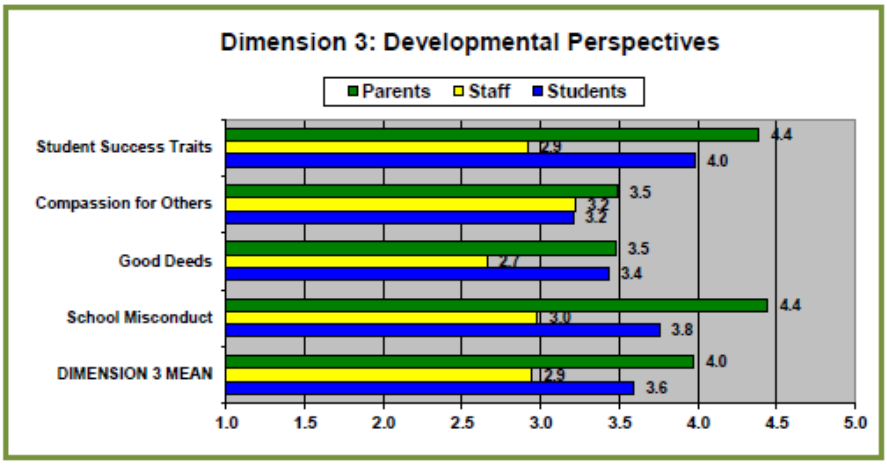
Notes:

Chart 3: Parent, Staff and Student Dimension 2



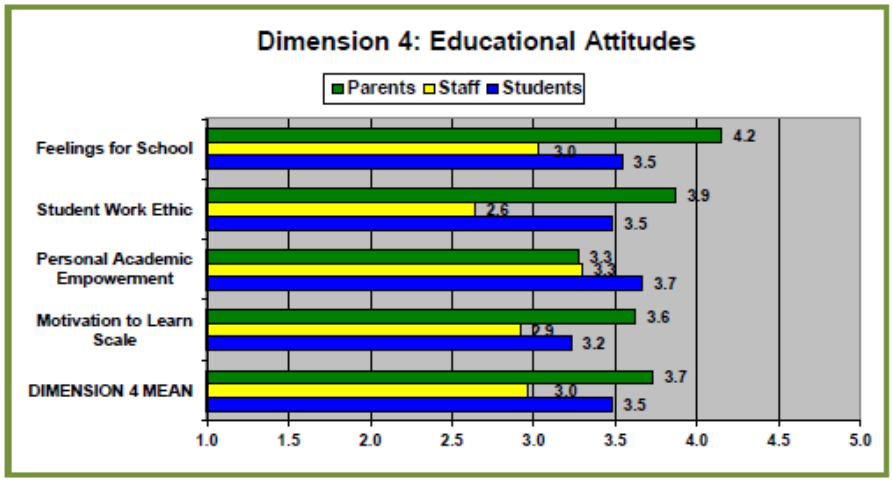
Notes:

Chart 4: Parent, Staff and Student Dimension 3



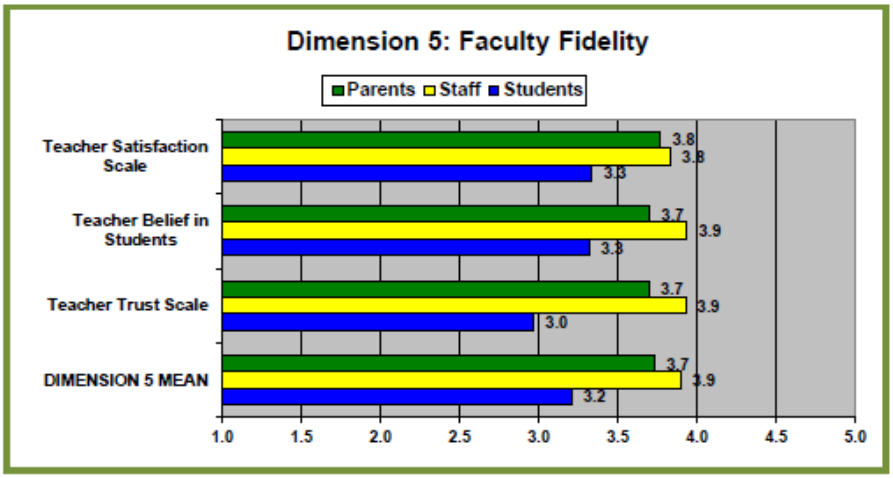
Notes:

Chart 5: Parent, Staff and Student Dimension 4



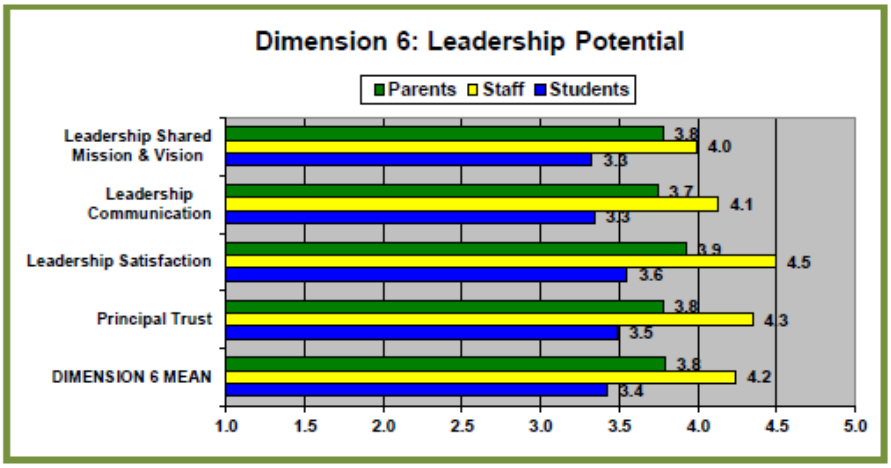
Notes:

Chart 6: Parent, Staff and Student Dimension 5



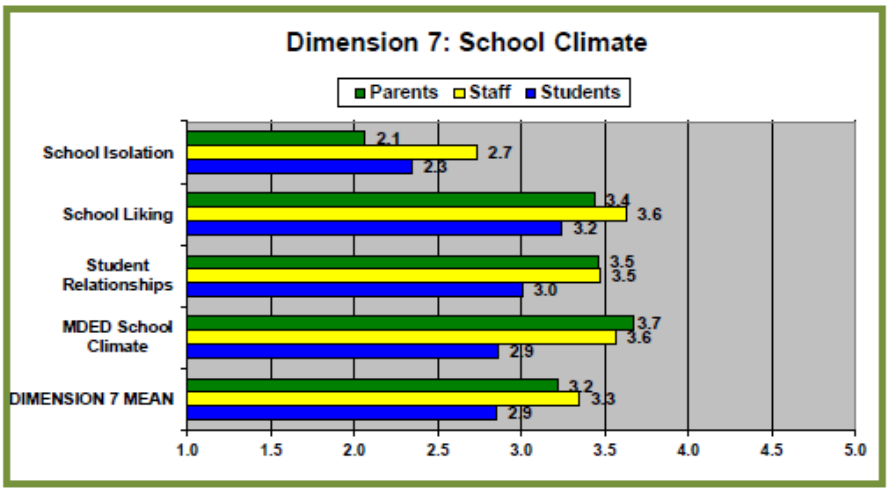
Notes:

Chart 7: Parent, Staff and Student Dimension 6



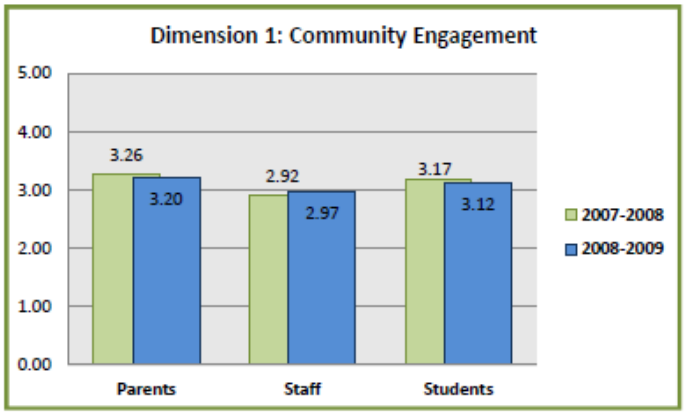
Notes:

Chart 8: Parent, Staff and Student Dimension 7



Notes:

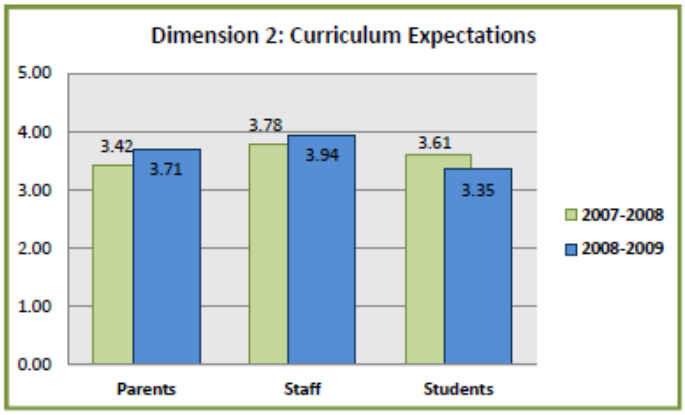
Chart 9: Two Year Comparison Dimension 1



Points for Consideration on Dimension 1 Findings:

Notes:

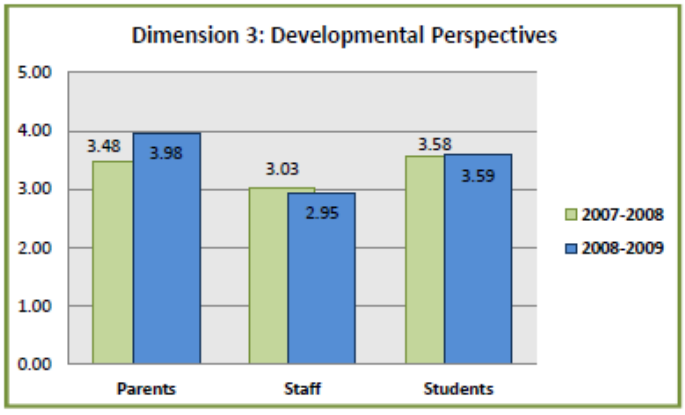
Chart 10: Two Year Comparison Dimension 2



Points for Consideration on Dimension 2 Findings:

Notes:

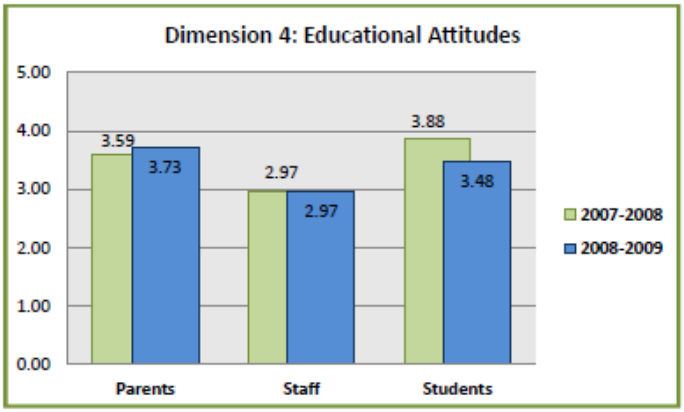
Chart 11: Two Year Comparison Dimension 3



Points for Consideration on Dimension 3 Findings:

Notes:

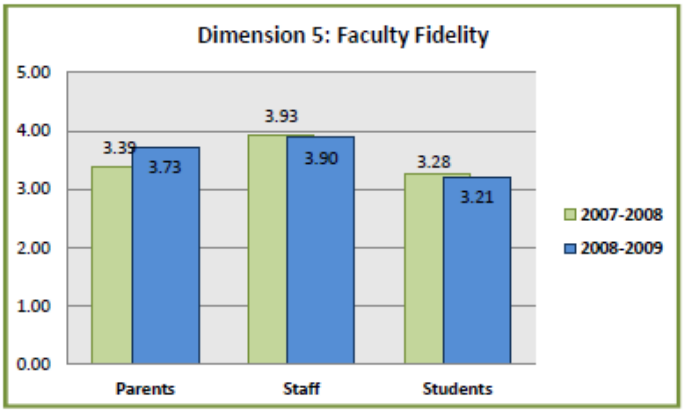
Chart 12: Two Year Comparison Dimension 4



Points for Consideration on Dimension 4 Findings:

Notes:

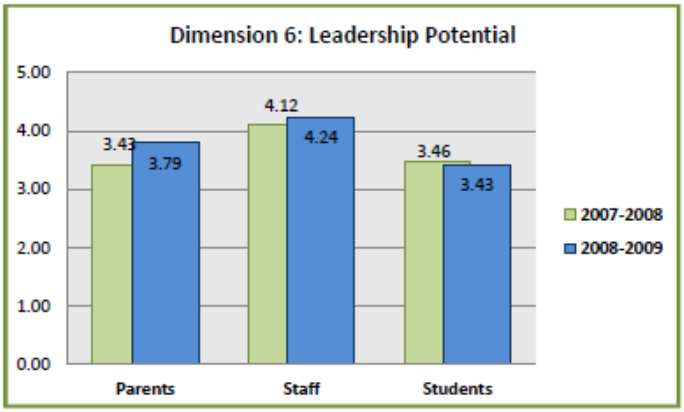
Chart 13: Two Year Comparison Dimension 5



Points for Consideration on Dimension 5 Findings:

Notes:

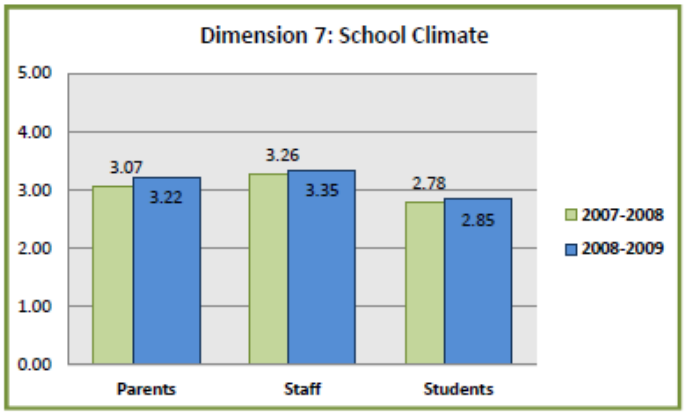
Chart 14: Two Year Comparison Dimension 6



Points for Consideration on Dimension 6 Findings:

Notes:

Chart 15: Two Year Comparison Dimension 7



Points for Consideration on Dimension 7 Findings:

Notes:

Results Analysis: In consideration of your school bus, comparative mean charts, and dimensional mean charts, please consider the following questions about your school data.

What appear to be our Strengths?

1._____

2. _____

3. _____

4. _____

5. _____

How do the three stakeholders differ on the dimensional scores?

1._____

2. _____

3. _____

4. _____

5. _____

What appear to be our Concerns?

1._____

2. _____

3. _____

4. _____

5. _____

How are we presently addressing our Concerns?

1._____

2. _____

3._____

How might we address our Concerns in a School-wide Focus?

1._____

2. _____

3. _____

4. _____

5. _____

MDED– Multi-Dimensional Education Inc.

This Goal and Objective template has been designed to help you clarify your goal under each of the 4C's and determine the objectives that will be needed to meet the goal. Objectives should be state clearly and should be measurable using a scale(s) within the dimensions. Also provided are the six areas that you will need to give consideration in your plan to meet the objectives you have developed.

Climate Goal: By _____ of 2010, strategies will be implemented to improve the overall school climate of the school as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are_____ (list mean(s)) and the desired score is _____ (list mean(s).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.)Improve student relationship–						
2.)Improve student school bonding-						

MDED– Multi-Dimensional Education Inc.

This Goal and Objective template has been designed to help you clarify your goal under each of the 4C's and determine the objectives that will be needed to meet the goal. Objectives should be state clearly and should be measurable using a scale(s) within the dimensions. Also provided are the six areas that you will need to give consideration in your plan to meet the objectives you have developed.

Curriculum Goal: By _____ of 2010, strategies will be implemented to improve the overall curriculum implementation in the school as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are_____ (list mean(s)) and the desired score is _____ (list mean(s).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.) Increase academic support-						
2.) Improve instructional creativity-						

MDED– Multi-Dimensional Education Inc.

This Goal and Objective template has been designed to help you clarify your goal under each of the 4C's and determine the objectives that will be needed to meet the goal. Objectives should be state clearly and should be measurable using a scale(s) within the dimensions. Also provided are the six areas that you will need to give consideration in your plan to meet the objectives you have developed.

Community Goal: By _____ of 2010, strategies will be implemented to improve the overall community engagement of the school as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are_____ (list mean(s)) and the desired score is _____ (list mean(s).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.) Improve parent involvement in school and community-						
2.) Increase service to community by students-						

MDED– Multi-Dimensional Education Inc.

This Goal and Objective template has been designed to help you clarify your goal under each of the 4C's and determine the objectives that will be needed to meet the goal. Objectives should be state clearly and should be measurable using a scale(s) within the dimensions. Also provided are the six areas that you will need to give consideration in your plan to meet the objectives you have developed.

Character Goal: By _____ of 2010, strategies will be implemented to improve the overall character of the stakeholders as reported by students, parents, and teachers. The measure(s) for achievement of this goal is/are _____ (list scale or dimension). The current scores is/are_____ (list mean(s)) and the desired score is _____ (list mean(s).

Objective	Strategies	Professional Development	Resources	Timeline	Tasks	Monitoring
1.) Improve student relationships-						
2.) Improve student work ethic--						

Prioritizing Objectives-

It is important to address the objectives under each of our goals. This does not mean that you will address all of the objectives immediately. You must prioritize the one(s) that you feel would be achievable and make a difference. Therefore, prioritize what you will do in the next month to meet these goals.

1st Priority: _____

2nd Priority: _____

3rd Priority: _____

4th Priority: _____

5th Priority: _____

APPENDIX C

FORT BEND ISD RESEARCH WRITER APPROVAL MESSAGE

Fort Bend ISD Research Writer Approval Message

Dear Mr. Hindt,

Your research application titled **"The Effects of Principal Leadership on Teacher Moral and Student Achievement at Three Fort Bend Independent School District 7-8 Initiative Middle Schools" (Application No. 2011-30)** has been approved by Fort Bend ISD. You have the district approval to conduct your research from **Nov. 1, 2011 to May 31, 2012** on **three 7-8 Initiative middle schools (Missouri City, McAuliffe, and Quail Valley Middle Schools). For the data intended in your study, Dr. Olwen Herron has authorized the release of the Multi-Dimensional Educational Incorporated MDed survey data and will contact the company for data. Please contact Dr. Herron for further information.**

This email will serve as an approval letter. If you need an official letter with the Fort Bend ISD letterhead, please let us know and we can provide one as well.

When you complete your research, please submit the Data Collection Completion Notification Form (available on the FBISD research website) and share with us your findings in a summary.

We wish you good luck in your research effort. If you have any further question, please let us know.

Yuping Anselm, Ph.D.

Coordinator of Research and Program Evaluation

Fort Bend Independent School District<=p>

Tel: 281-634-1296

Fax: 281-634-1532

Email: yuping.anselm@fortbendisd.com

3119 Sweetwater Blvd.

Sugar Land, TX 77479

APPENDIX D

COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS FORM

UNIVERSITY of HOUSTON

DIVISION OF RESEARCH

March 13, 2012

Mr. Lawrence Hindt
c/o Dr. Steven Busch
Curriculum and Instruction

Dear Mr. Lawrence Hindt,

Based upon your request for exempt status, an administrative review of your research proposal entitled "The Effects of Principal Leadership on Teacher Morale and Student Achievement." was conducted on March 8, 2012.

In accordance with institutional guidelines, your project is exempt under **Category 4**, contingent upon the following:

- The response to question 11 of the application must clarify where the data is being obtained from. If the data is not publically available a letter of cooperation stating the investigator has permission to use the data for analyses must be submitted to the CPHS.
- The response to question 25 of the application should confirm that data will remain on UH property (provide room number or name of individual responsible) for a minimum of 3 years following completion of the study. The study is complete when all data analysis is finished.

The required revisions to your application must be submitted online via the Research Administration Management Portal (RAMP), by April 9, 2012 or the Committee's sanction may be revoked. To expedite review; please highlight the changes made for all revised documents that will be uploaded.

As long as you continue using procedures described in this project, you do not have to reapply for review.
* Any modification of this approved protocol will require review and approval by the Committee.

If you have any questions, please contact Alicia Vargas at (713) 743-9215.

Sincerely yours,

Kirstin M. Rochford, MPH, CIP, CPIA
Director, Research Compliance

Protocol Number: 12309-EX

316 E. Cullen Building Houston, TX 77204-2015 (713) 743-9204 Fax: (713) 743-9577

COMMITTEES FOR THE PROTECTION OF HUMAN SUBJECTS

APPENDIX E

OFFICIAL FORT BEND ISD RESEARCH APPROVAL LETTER

FBISD
A Global Tomorrow

Fort Bend Independent School District
Department of Accountability and Program Evaluation

Feb. 6, 2012
Mr. Lance Hindt
Superintendent of Schools
Stafford Municipal School District
1625 Staffordshire Road
Stafford, Texas 77477

Dear Mr. Hindt,

Your research application titled **"The Effects of Principal Leadership on Teacher Moral and Student Achievement at Three Fort Bend Independent School District 7-8 Initiative Middle Schools" (Application No. 2011-30)** has been approved by Fort Bend ISD. You have the district approval to conduct your research from **Nov. 1, 2011 to May 31, 2012** on **three 7-8 Initiative middle schools (Missouri City, McAuliffe, and Quail Valley Middle Schools)**.

When you complete your research, please submit the Data Collection Completion Notification Form (available on the FBISD research website) and share with us your findings in a summary.

We wish you good luck in your research effort. If you have any further question, please let us know.

Yours Sincerely,

Yuping Anselm

Yuping Anselm, Ph.D.
Coordinator of Research and Program Evaluation
Fort Bend ISD
Tel: 281-634-1296
Email: Yuping.Anselm@fortbendisd.com

APPENDIX F

CAMPUS AEIS REPORT DATA

Texas Education Agency | Performance Reporting

District Name:
Campus Name: School #1
Campus

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2007-08 Campus Performance
2008 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments: Commended on Reading/ELA
Commended on Social Studies

Section 1
Total Students: 1
Grade Span: 06 - 0
School Type: Middl

		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad
TAKS Met 2008 Standard Grade 6 (English)														
Reading	2008	94%	94%	92%	64%	86%	82%	*	*	*	82%	87%	71%	83%
	2007	92%	92%	91%	85%	96%	84%	*	*	*	88%	90%	*	93%
Mathematics	2008	83%	82%	75%	32%	56%	60%	*	*	*	56%	59%	14%	56%
	2007	80%	78%	73%	50%	47%	52%	*	*	*	49%	50%	33%	48%
All Tests	2008	81%	80%	73%	54%	56%	54%	*	*	*	52%	56%	14%	52%
	2007	78%	76%	71%	37%	44%	50%	*	*	*	46%	48%	33%	45%
TAKS Met 2008 Standard Grade 7														
Reading	2008	88%	90%	86%	74%	77%	71%	*	*	*	68%	88%	*	70%
	2007	85%	87%	83%	74%	71%	78%	*	*	*	72%	77%	67%	74%
Mathematics	2008	80%	80%	76%	48%	48%	44%	*	*	*	43%	49%	*	42%
	2007	77%	75%	70%	63%	40%	56%	*	*	*	40%	47%	38%	50%
Writing	2008	93%	93%	93%	90%	80%	79%	*	*	*	69%	91%	20%	78%
	2007	93%	93%	92%	89%	89%	89%	*	*	*	88%	95%	73%	88%
All Tests	2008	74%	74%	68%	42%	44%	40%	*	*	*	37%	47%	< 1%	37%
	2007	71%	71%	64%	43%	35%	52%	*	*	*	43%	42%	25%	44%
TAKS Met 2008 Standard Grade 8 First Administration Only														
Reading	2008	95%	96%	92%	92%	91%	93%	*	*	*	91%	93%	82%	92%
	2007	89%	92%	88%	84%	86%	82%	*	*	*	82%	88%	44%	82%
Mathematics	2008	79%	80%	75%	49%	44%	55%	*	*	*	47%	51%	14%	50%
	2007	72%	72%	66%	55%	52%	59%	*	*	*	54%	55%	14%	54%
@ Science	2008	69%	72%	65%	54%	51%	58%	*	*	*	57%	52%	21%	55%
	2007	67%	69%	*	35%	45%	45%	*	*	*	49%	42%	5%	41%
@ Soc Studies	2008	91%	91%	90%	89%	85%	94%	*	*	*	87%	90%	56%	86%
	2007	84%	86%	80%	81%	82%	79%	*	*	*	78%	83%	34%	78%
@ All Tests	2008	64%	66%	57%	38%	34%	45%	*	*	*	36%	40%	4%	40%
	2007	58%	61%	*	35%	33%	39%	*	*	*	36%	35%	2%	32%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)														
Reading/ELA	2008	91%	93%	91%	85%	86%	83%	*	*	*	82%	88%	77%	83%
	2007	89%	91%	87%	91%	81%	81%	*	*	*	78%	84%	60%	80%
Mathematics	2008	80%	83%	79%	53%	53%	58%	*	*	*	54%	56%	28%	53%
	2007	77%	78%	69%	51%	46%	56%	*	*	*	51%	50%	31%	50%
Writing	2008	93%	93%	93%	90%	80%	79%	*	*	*	69%	91%	20%	78%
	2007	92%	93%	92%	89%	89%	89%	*	*	*	88%	95%	73%	88%
Science	2008	74%	78%	65%	54%	51%	58%	*	*	*	57%	52%	21%	55%
	2007	66%	71%	47%	36%	36%	38%	*	*	*	42%	31%	< 1%	32%
Soc Studies	2008	91%	94%	90%	89%	85%	94%	*	*	*	87%	90%	56%	89%
	2007	87%	90%	80%	91%	82%	79%	*	*	*	78%	83%	34%	78%
All Tests	2008	72%	75%	68%	46%	45%	49%	*	*	*	44%	49%	12%	44%
	2007	67%	70%	57%	40%	35%	46%	*	*	*	40%	38%	10%	39%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)														
Reading/ELA	2008	89%	93%	87%	85%	86%	83%	*	*	*	82%	88%	79%	83%
Mathematics	2008	78%	82%	75%	53%	53%	58%	*	*	*	54%	56%	27%	53%
Writing	2008	91%	93%	89%	86%	80%	79%	*	*	*	69%	91%	20%	78%
Science	2008	74%	78%	65%	54%	51%	58%	*	*	*	57%	52%	21%	55%
Soc Studies	2008	91%	94%	90%	89%	85%	94%	*	*	*	87%	90%	56%	89%
All Tests	2008	70%	75%	64%	44%	45%	45%	*	*	*	44%	49%	12%	44%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))														
Reading/ELA	2008	34%	40%	34%	24%	27%	25%	*	*	*	23%	30%	9%	26%
	2007	30%	36%	31%	22%	24%	18%	*	*	*	19%	25%	12%	20%
Mathematics	2008	28%	34%	20%	7%	6%	8%	*	*	*	9%	6%	< 1%	7%
	2007	25%	30%	14%	6%	5%	7%	*	*	*	6%	6%	2%	6%
Writing	2008	33%	35%	24%	11%	13%	10%	*	*	*	8%	15%	< 1%	9%
	2007	30%	33%	24%	12%	13%	10%	*	*	*	7%	13%	9%	13%

Science	2008	22%	27%	159	6%	6%	11%	*	*	*	6%	8%	< 1%	11%
	2007	13%	19%	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2008	38%	45%	288	35%	34%	36%	*	*	*	13%	36%	7%	32%
	2007	34%	43%	238	29%	28%	29%	*	*	*	29%	29%	< 1%	26%
All Tests	2008	15%	20%	106	4%	4%	4%	*	*	*	4%	4%	< 1%	4%
	2007	12%	15%	75	2%	2%	3%	*	*	*	2%	3%	3%	2%

2008 TAKS/TAKS(Accommodated)/TAKS-M/TAKS-Alt Participation (Grades 3-11)

Tested	98.4%	98.6%	98.5%	98.2%	99.4%	97.0%	100.0%	*	*	97.9%	98.6%	97.9%	97.8%
By Test Version													
TAKS (1 or more)	90.8%	94.7%	89.7%	97.3%	92.3%	94.8%	80.0%	*	*	91.7%	95.1%	66.8%	92.3%
Not on TAKS	7.5%	3.9%	8.0%	4.9%	6.7%	2.3%	20.0%	*	*	6.1%	3.6%	53.1%	5.5%
TAKS(Acc) Only	2.7%	0.4%	3.9%	0.2%	0.3%	0.0%	0.0%	*	*	0.3%	0.2%	2.1%	0.1%
TAKS-M Only	2.9%	2.2%	2.3%	1.7%	5.2%	1.6%	20.0%	*	*	4.4%	3.0%	40.6%	4.1%
TAKS-Alt Only	0.7%	0.8%	4.6%	0.5%	1.0%	0.7%	0.0%	*	*	1.3%	0.4%	9.4%	1.2%
Combination	1.2%	0.5%	1.2%	0.1%	0.2%	0.0%	0.0%	*	*	0.2%	0.8%	1.0%	0.1%
By Acct Status													
Acct System	87.1%	91.7%	83.4%	85.4%	82.7%	89.3%	60.0%	*	*	84.3%	86.8%	43.8%	86.5%
Non-Acct System	11.3%	6.8%	14.6%	13.4%	16.3%	7.7%	40.0%	*	*	13.5%	12.8%	54.2%	11.4%
Mobile	5.1%	2.5%	6.8%	6.1%	10.0%	5.5%	20.0%	*	*	7.6%	8.7%	3.1%	6.1%
Non-Acct Year	6.2%	3.4%	8.1%	4.7%	6.3%	2.3%	20.0%	*	*	5.9%	3.4%	51.0%	5.3%
Not Tested	1.6%	1.4%	1.5%	1.8%	1.0%	3.0%	0.0%	*	*	2.2%	1.4%	2.1%	2.2%
Absent	0.2%	0.1%	0.0%	0.2%	0.3%	0.0%	0.0%	*	*	0.4%	0.3%	1.0%	0.3%
LEP Exempt	0.9%	0.9%	0.9%	0.5%	0.0%	1.1%	0.0%	*	*	0.8%	0.8%	0.0%	0.6%
Other	0.5%	0.4%	0.2%	1.1%	0.7%	1.9%	0.0%	*	*	1.3%	0.3%	1.0%	1.3%
Total Count	3,075,882	48,020	748	1,083	600	449	5	1	1	540	593	96	775

2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)

Tested	97.7%	98.5%	98.2%	99.6%	99.5%	99.0%	100.0%	-	-	99.6%	99.6%	99.3%	99.5%
By Program													
TAKS (1 or more)	91.1%	94.9%	88.0%	92.3%	91.4%	95.3%	66.7%	-	-	98.8%	95.0%	49.3%	92.0%
Not on TAKS	6.7%	3.6%	9.4%	6.7%	8.1%	4.5%	33.3%	-	-	0.8%	4.6%	50.0%	7.5%
TAKS-I Only	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%
SDAA II Only	4.6%	2.3%	6.4%	5.6%	7.1%	3.1%	33.3%	-	-	0.1%	4.0%	41.3%	6.1%
TAKS-Alt Only	0.4%	0.5%	0.1%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%
Combination	1.6%	0.6%	2.4%	1.3%	1.0%	1.4%	0.0%	-	-	1.7%	0.6%	8.7%	1.3%
By Acct Status													
Acct System	91.6%	93.8%	90.5%	92.3%	90.6%	96.8%	100.0%	-	-	92.4%	92.2%	80.4%	94.3%
Non-Acct System	6.1%	4.7%	7.2%	7.3%	9.1%	3.0%	0.0%	-	-	7.3%	7.4%	10.9%	5.2%
Mobile	5.4%	4.0%	6.8%	7.3%	9.1%	3.0%	0.0%	-	-	7.3%	7.4%	10.9%	5.2%
Non-Acct Year	0.7%	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%
Not Tested	2.3%	1.5%	1.8%	0.4%	0.5%	0.2%	0.0%	-	-	0.4%	0.4%	0.7%	0.5%
Absent	0.2%	0.2%	0.1%	0.0%	0.5%	0.2%	0.0%	-	-	0.4%	0.4%	0.7%	0.5%
ARD Exempt	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.6%	1.3%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%
Other	0.8%	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%
Total Count	3,048,283	47,676	751	1,023	553	424	6	0	0	524	499	138	749

Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)

Percent of Failers Passing TAKS

Reading/ELA	2008	53%	54%	55%	57%	61%	52%	*	*	*	56%	58%	36%	56%
	2007	49%	52%	54%	54%	56%	52%	*	*	*	46%	60%	47%	46%
Mathematics	2008	36%	40%	35%	35%	20%	16%	*	*	*	19%	18%	9%	17%
	2007	34%	35%	28%	26%	16%	26%	*	*	*	23%	18%	21%	21%

Average TOI Growth

Reading/ELA	2008	0.58	0.64	0.59	0.65	0.60	0.71	*	*	*	0.65	0.67	0.74	0.68
	2007	0.55	0.60	0.54	0.60	0.71	0.47	*	*	*	0.54	0.66	0.22	0.55
Mathematics	2008	0.34	0.43	0.45	0.33	0.38	0.10	*	*	*	0.13	0.16	-0.05	0.14
	2007	0.33	0.35	0.27	0.13	0.15	0.25	*	*	*	0.21	0.17	0.78	0.22

Link to: Progress of Prior Year TAKS Failers, by Grade Level

Student Success Initiative

Grade 5 Reading (English and Spanish)

TAKS Failers Promoted by Grade Placement Committee

2007	78.0%	86.3%	*	100.0%	100.0%	*	-	-	-	100.0%	*	-	100.0%
2006	78.4%	35.3%	*	*	*	*	-	-	-	*	*	-	*

TAKS Not Standard (Failed in Previous Year)

Promoted to Grade 6

2008	55%	53%	55%	56%	56%	54%	*	*	*	59%	65%	*	58%

Grade 8 Mathematics (English and Spanish)

TAKS Failers Promoted by Grade Placement Committee

2007	37.5%	47.0%	*	100.0%	100.0%	-	-	-	-	*	*	-	*
2006	73.9%	33.5%	*	*	*	*	-	-	-	*	*	-	*

TAKS Met Standard (Failed in Previous Year)													
Promoted to Grade 6													
2008	22%	15%	13%	17%	11%	28%	*	*	*	28%	14%	*	13%
Grade 8 Reading													
Students Requiring Accelerated Instruction													
2008	6%	5%	8%	9%	10%	8%	*	*	*	10%	8%	25%	10%
TAKS Cumulative Met Standard (First and Second Administrations)													
2008	97%	98%	96%	98%	94%	95%	*	*	*	93%	95%	82%	94%
Grade 8 Mathematics													
Students Requiring Accelerated Instruction													
2008	21%	20%	27%	32%	57%	45%	*	*	*	56%	50%	87%	50%
TAKS Cumulative Met Standard (First and Second Administrations)													
2008	86%	84%	83%	61%	54%	69%	*	*	*	63%	59%	43%	60%
Attendance Rate													
2006-07	95.5%	96.3%	95.7%	94.0%	96.3%	95.7%	91.1%	-	-	94.6%	95.0%	91.9%	94.7%
2005-06	95.5%	96.5%	95.9%	96.0%	96.5%	97.3%	96.8%	-	*	96.5%	97.0%	95.8%	96.9%
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)													
2006-07	0.0%	0.3%	0.2%	0.0%	0.0%	0.3%	0.3%	-	-	1.0%	0.3%	1.7%	0.6%
2005-06	0.4%	0.3%	0.3%	0.5%	0.3%	0.3%	0.3%	-	*	0.7%	1.1%	0.8%	0.8%
Annual Dropout Rate (Gr 9-12)													
2006-07	3.9%	2.5%	*	*	*	-	-	-	-	-	*	-	*
2005-06	3.7%	2.0%	*	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2007-08 Campus Profile

District Name: FORT BEND ISD
Campus Name: CHRISTA MCAULIFFE MIDDLE
Campus #: 079907046

Section II
Total Students: 1,045
Grade Span: 06 - 08
School Type: Middle

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		1,045	100.0%	29,209	67,780	4,651,514
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	1.5%	4.1%
	Kindergarten	0	0.0%	0.0%	4.3%	7.7%
	Grade 1	0	0.0%	0.0%	6.9%	8.1%
	Grade 2	0	0.0%	0.0%	7.3%	7.9%
	Grade 3	0	0.0%	0.0%	7.2%	7.6%
	Grade 4	0	0.0%	0.0%	7.5%	7.4%
	Grade 5	0	0.0%	1.5%	7.3%	7.4%
	Grade 6	326	31.2%	28.5%	7.6%	7.2%
	Grade 7	342	32.7%	35.8%	7.8%	7.3%
	Grade 8	377	36.1%	34.1%	8.0%	7.1%
	Grade 9	0	0.0%	0.0%	9.1%	8.5%
	Grade 10	0	0.0%	0.0%	8.4%	7.1%
	Grade 11	0	0.0%	0.0%	7.7%	6.3%
	Grade 12	0	0.0%	0.0%	6.9%	5.8%
Ethnic Distribution:	African American	488	58.2%	27.9%	31.8%	14.3%
	Hispanic	429	41.1%	58.3%	23.0%	47.2%
	White	6	0.6%	11.3%	24.3%	34.8%
	Native American	1	0.1%	0.2%	0.2%	0.3%
	Asian/Pac. Islander	1	0.1%	2.4%	20.6%	3.4%
Economically Disadvantaged		796	76.2%	75.8%	38.6%	55.3%
Limited English Proficient (LEP)		124	11.9%	12.0%	12.4%	16.7%
Students w/Disciplinary Placements (2006-07)		49	4.2%	5.3%	2.2%	2.3%
At-Risk		758	72.5%	52.2%	41.5%	48.0%
Mobility (2006-07)		247	21.2%	21.1%	14.3%	20.9%
Number of Students per Teacher		14.2	n/a	14.4	15.7	14.5

Retention Rates by Grade:	Non-Special Education Rates: Campus	Campus Group	District	State	Special Education Rates: Campus	Campus Group	District	State
Kindergarten	-	-	1.7%	2.8%	-	-	11.9%	12.3%
Grade 1	-	-	5.3%	5.9%	-	-	9.3%	10.6%
Grade 2	-	-	2.6%	3.5%	-	-	4.2%	4.6%
Grade 3	-	-	1.9%	2.8%	-	-	3.5%	2.8%
Grade 4	-	-	1.5%	1.6%	-	-	1.6%	1.3%
Grade 5	-	3.3%	1.9%	2.3%	-	0.0%	2.3%	1.8%
Grade 6	5.0%	1.3%	1.9%	1.1%	0.0%	1.5%	2.3%	1.4%
Grade 7	0.4%	1.7%	2.3%	1.7%	2.1%	2.4%	1.3%	2.2%
Grade 8	0.2%	1.3%	1.7%	1.3%	3.8%	2.8%	0.2%	2.0%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	19.1	18.9
	Grade 1	-	-	17.5	18.9
	Grade 2	-	-	18.7	19.0
	Grade 3	-	-	18.4	19.0
	Grade 4	-	-	18.5	19.6

	Grade 5	-	21.9	21.3	22.3
	Grade 6	17.4	21.6	21.0	21.4
	Mixed Grades	-	18.0	9.3	22.4
Secondary:	English/Language Arts	17.1	20.5	22.0	20.5
	Foreign Languages	13.5	19.4	22.2	21.0
	Mathematics	21.9	20.9	20.6	19.8
	Science	24.4	21.6	22.5	20.8
	Social Studies	19.7	21.7	23.5	21.8

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	98.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	92.6	94.2%	89.6%	61.6%	62.9%
Teachers	73.6	74.9%	77.3%	48.4%	50.8%
Professional Support	14.0	15.1%	7.6%	10.8%	9.3%
Campus Admin. (School Leader.)	4.0	4.1%	4.8%	2.3%	2.8%
Educational Aides:	5.9	6.0%	10.2%	8.8%	9.9%
Total Minority Staff:	91.3	92.9%	41.2%	52.8%	43.1%
Teachers By Ethnicity and Sex:					
African American	63.7	86.6%	26.9%	27.8%	9.6%
Hispanic	3.9	5.3%	9.2%	9.8%	21.4%
White	4.0	5.4%	62.1%	59.7%	67.5%
Native American	0.0	0.0%	0.4%	0.2%	0.3%
Asian/Pacific Islander	2.0	2.7%	1.5%	1.1%	1.2%
Males	20.5	27.8%	29.0%	21.9%	22.8%
Females	53.2	72.2%	71.0%	78.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	5.6	7.6%	12.2%	8.3%	7.9%
1-5 Years Experience	30.2	41.0%	35.6%	33.6%	29.8%
6-10 Years Experience	10.6	14.5%	10.3%	22.2%	19.7%
11-20 Years Experience	15.3	20.7%	19.0%	20.4%	23.4%
Over 20 Years Experience	11.9	16.2%	16.0%	15.8%	19.2%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	9.8 yrs.	9.4 yrs.	10.4 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	6.2 yrs.	6.3 yrs.	6.4 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$42,988	$40,237	$39,383	$39,372
1-5 Years Experience	$44,466	$42,380	$45,307	$41,374
6-10 Years Experience	$48,491	$46,136	$48,260	$43,886
11-20 Years Experience	$51,679	$49,126	$52,887	$48,174
Over 20 Years Experience	$63,172	$58,259	$62,622	$56,356
Average Actual Salaries (regular duties only):				
Teachers	$49,699	$46,389	$49,769	$46,179
Professional Support	$55,034	$53,287	$56,963	$54,543
Campus Administration (School Leadership)	$78,525	$68,942	$73,938	$67,397
Contracted instructional staff (not incl. above):	0.8	2.2	17.9	2,841.9

ACTUAL OPERATING EXPENDITURE INFORMATION (2006-07)	Campus General Fund	Percent	Per Student	Campus All Funds	Percent	Per Student	Campus Group All Funds	Percent	Per Stud
By Function:									
Total Operating Expenditures	$6,551,774	100.0%	$6,294	$7,487,491	100.0%	$7,193	$179,974,659	100.0%	$6,0
Instruction (11,95)	$4,667,129	71.2%	$4,483	$5,114,486	68.3%	$4,913	$122,385,576	68.0%	$4,1
Instructional-Related Services (12,13)	$164,609	2.5%	$158	$196,332	2.6%	$189	$6,591,985	3.7%	$2
Instructional Leadership (21)	$79,638	1.2%	$77	$80,893	1.1%	$78	$2,642,189	1.5%	$
School Leadership (23)	$585,522	8.9%	$562	$592,685	7.9%	$569	$14,573,570	8.1%	$4
Support Services-Student (31,32,33)	$485,521	7.4%	$466	$516,982	6.9%	$497	$16,258,150	9.7%	$5
Other Campus Costs (35,36,51,52,53)	$569,355	8.7%	$547	$986,084	13.2%	$948	$23,529,391	13.1%	$7
By Program:									
Total Operating Expenditures	$5,982,419	100.0%	$5,747	$6,464,255	108.8%	$6,210	$155,633,174	100.0%	$5,2
Bilingual/ESL Education (25)	$2,257	0.0%	$2	$2,257	0.0%	$2	$3,514,682	2.3%	$1
Career & Technology Education (23)	$143,872	2.4%	$138	$143,872	2.2%	$138	$2,052,587	1.3%	$
Accelerated Education (24,30)	$122,188	2.0%	$117	$372,913	5.8%	$358	$19,518,071	12.5%	$6
Gifted & Talented Education (21)	$139,228	2.3%	$134	$139,228	2.2%	$134	$3,963,980	2.5%	$1
Regular Education (11)	$4,483,944	75.0%	$4,307	$4,656,286	72.0%	$4,473	$102,487,916	65.9%	$3,4
Special Education (21)	$1,090,930	18.2%	$1,048	$1,149,691	17.8%	$1,104	$23,989,387	15.4%	$8
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$166,031	0.1%	

PROGRAM INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Student Enrollment by Program:					
Bilingual/ESL Education	102	9.6%	11.0%	11.4%	15.5%
Career & Technical Education	0	0.0%	22.6%	18.3%	20.9%
Gifted & Talented Education	38	3.3%	10.1%	6.6%	7.5%
Special Education	120	11.5%	11.9%	7.8%	10.0%
Teachers by Program (population served):					
Bilingual/ESL Education	2.3	3.2%	3.4%	5.5%	7.3%
Career & Technical Education	0.0	0.0%	3.0%	3.1%	3.9%
Compensatory Education	0.0	0.0%	3.1%	1.1%	3.6%
Gifted & Talented Education	2.0	2.7%	4.9%	2.7%	2.9%

Regular Education	58.1	76.9%	71.3%	74.6%	70.7%
Special Education	11.2	15.2%	19.2%	10.0%	9.8%
Other	0.0	8.0%	4.1%	3.0%	2.8%

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

Link to 2007-08 Campus Comparable Improvement Report
Link to 2006-07 AEIS Report

Performance Reporting | TEA Home

Performance Reporting | TEA Home

This request took 3.39 seconds of real time (V9.2 build 1496).

Texas Education Agency | Performance Reporting

District Name:
Campus Name: School #1
Campus

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2008-09 Campus Performance
2009 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:
Comparable Improvement: Reading/ELA

Section I
Total Students:
Grade Span: 07 - 0
School Type: Middl

		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad
TAKS Met 2009 Standard Grade 7														
Reading	2009	87%	80%	84%	71%	73%	68%	*	*	*	64%	77%	32%	74%
	2008	88%	90%	86%	76%	77%	71%	*	*	*	69%	80%	*	79%
Mathematics	2009	82%	82%	75%	49%	46%	50%	*	*	*	53%	44%	33%	48%
	2008	80%	80%	76%	66%	49%	64%	*	*	*	43%	49%	*	62%
Writing	2009	96%	94%	94%	90%	82%	77%	*	*	*	76%	85%	63%	86%
	2008	93%	93%	93%	90%	80%	78%	*	*	*	69%	91%	20%	78%
All Tests	2009	76%	78%	68%	39%	42%	42%	*	*	*	42%	43%	29%	41%
	2008	74%	76%	68%	42%	44%	40%	*	*	*	37%	47%	< 1%	37%
TAKS Met 2009 Standard Grade 8 First Administration Only														
Reading	2009	85%	86%	84%	91%	80%	91%	*	*	*	87%	92%	*	89%
	2008	95%	96%	92%	92%	91%	93%	*	*	*	91%	93%	82%	92%
Mathematics	2009	82%	83%	75%	84%	41%	46%	*	*	*	46%	42%	*	43%
	2008	79%	80%	75%	49%	44%	55%	*	*	*	47%	53%	14%	50%
¥ Science	2009	73%	76%	64%	51%	49%	55%	*	*	*	59%	45%	10%	50%
	2008	69%	72%	*	54%	51%	58%	*	*	*	57%	52%	21%	55%
¥ Soc Studies	2009	92%	94%	91%	86%	83%	89%	*	*	*	85%	86%	55%	84%
	2008	93%	91%	90%	89%	85%	94%	*	*	*	87%	90%	56%	88%
¥ All Tests	2009	67%	70%	57%	35%	34%	38%	*	*	*	35%	33%	9%	35%
	2008	64%	66%	*	38%	34%	45%	*	*	*	36%	40%	4%	40%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)														
Reading/ELA	2009	91%	90%	90%	82%	84%	80%	*	*	*	77%	87%	56%	82%
	2008	91%	93%	91%	85%	86%	83%	*	*	*	82%	88%	77%	83%
Mathematics	2009	82%	85%	78%	56%	52%	58%	*	*	*	58%	53%	36%	55%
	2008	80%	83%	79%	65%	53%	58%	*	*	*	54%	56%	28%	53%
Writing	2009	93%	94%	94%	89%	92%	77%	*	*	*	78%	85%	83%	80%
	2008	93%	93%	93%	89%	88%	79%	*	*	*	69%	91%	20%	78%
Science	2009	78%	82%	68%	51%	49%	55%	*	*	*	59%	45%	10%	50%
	2008	74%	78%	65%	54%	51%	58%	*	*	*	57%	52%	21%	55%
Soc Studies	2009	93%	95%	91%	85%	93%	89%	*	*	*	85%	86%	55%	84%
	2008	91%	94%	90%	89%	85%	94%	*	*	*	87%	90%	56%	89%
All Tests	2009	74%	79%	66%	43%	41%	44%	*	*	*	45%	41%	17%	41%
	2008	72%	75%	66%	44%	45%	49%	*	*	*	44%	45%	12%	44%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))														
Reading/ELA	2009	98%	97%	97%	92%	92%	91%	*	*	*	89%	94%	78%	92%
Mathematics	2009	89%	91%	86%	71%	71%	72%	*	*	*	73%	70%	55%	69%
Writing	2009	97%	97%	96%	89%	92%	77%	*	*	*	76%	85%	83%	80%
Science	2009	83%	86%	68%	52%	49%	55%	*	*	*	59%	45%	10%	50%
Soc Studies	2009	98%	99%	99%	96%	97%	> 99%	*	*	*	97%	99%	55%	98%
All Tests	2009	84%	87%	75%	53%	52%	54%	*	*	*	57%	49%	28%	51%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))														
Reading/ELA	2009	34%	42%	34%	23%	24%	21%	*	*	*	20%	26%	11%	22%
	2008	34%	40%	34%	24%	27%	25%	*	*	*	23%	30%	9%	26%
Mathematics	2009	31%	39%	19%	3%	3%	4%	*	*	*	3%	4%	< 1%	3%
	2008	28%	34%	20%	3%	6%	8%	*	*	*	9%	6%	< 1%	7%
Writing	2009	34%	40%	27%	6%	8%	7%	*	*	*	9%	6%	< 1%	9%
	2008	33%	39%	24%	11%	13%	10%	*	*	*	8%	15%	< 1%	9%
Science	2009	26%	32%	17%	6%	4%	8%	*	*	*	8%	4%	< 1%	5%
	2008	22%	27%	15%	2%	6%	11%	*	*	*	6%	8%	< 1%	11%
Soc Studies	2009	44%	54%	36%	36%	29%	31%	*	*	*	34%	26%	9%	29%
	2008	36%	45%	28%	33%	34%	36%	*	*	*	33%	36%	7%	32%
All Tests	2009	16%	22%	10%	2%	1%	2%	*	*	*	2%	2%	< 1%	2%
	2008	15%	20%	10%	4%	4%	4%	*	*	*	4%	4%	< 1%	4%
TAKS-M Met 2009 Standard (Sum of All Grades Tested)														
Reading/ELA	2009	82%	81%	80%	64%	83%	83%	*	*	*	81%	91%	84%	83%
Mathematics	2009	69%	62%	68%	60%	66%	60%	*	*	*	68%	70%	63%	64%

Writing	2009	72%	76%	67%	70%	76%	*	*	*	*	71%	*	78%	98%
Science	2009	51%	43%	50%	60%	83%	*	*	*	*	71%	*	64%	33%
Soc Studies	2009	94%	61%	57%	42%	43%	*	*	*	*	38%	*	42%	25%
All Tests	2009	57%	57%	57%	56%	56%	71%	*	*	*	50%	75%	58%	58%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)														
Reading/ELA	2009	87%	91%	89%	76%	77%	74%	*	*	*	71%	80%	98%	74%
	2008	86%	91%	81%	79%	77%	75%	*	*	*	72%	81%	63%	74%
Mathematics	2009	93%	84%	75%	80%	92%	58%	*	*	*	50%	53%	38%	55%
	2008	78%	82%	75%	69%	93%	58%	*	*	*	54%	56%	27%	53%
Writing	2009	92%	94%	92%	90%	82%	77%	*	*	*	76%	85%	83%	88%
	2008	91%	93%	89%	89%	90%	79%	*	*	*	69%	91%	29%	78%
Science	2009	78%	83%	64%	51%	89%	55%	*	*	*	59%	45%	19%	54%
	2008	76%	78%	65%	54%	91%	58%	*	*	*	57%	52%	21%	55%
Soc Studies	2009	93%	95%	91%	95%	93%	89%	*	*	*	85%	86%	55%	84%
	2008	91%	94%	86%	88%	85%	94%	*	*	*	87%	90%	56%	88%
All Tests	2009	72%	77%	61%	62%	61%	63%	*	*	*	44%	41%	17%	48%
	2008	69%	74%	62%	64%	63%	67%	*	*	*	42%	47%	7%	42%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)														
Reading/ELA	2009	87%	91%	81%	74%	78%	74%	*	*	*	72%	81%	77%	75%
Mathematics	2009	80%	64%	74%	58%	54%	58%	*	*	*	58%	54%	56%	55%
Writing	2009	91%	93%	91%	90%	82%	77%	*	*	*	76%	85%	79%	80%
Science	2009	76%	81%	64%	52%	90%	58%	*	*	*	60%	44%	35%	49%
Soc Studies	2009	92%	96%	90%	96%	81%	88%	*	*	*	92%	85%	49%	81%
All Tests	2009	71%	77%	61%	63%	61%	64%	*	*	*	44%	41%	35%	41%
TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)														
All Tests	2009	84%	71%	95%	> 99%	> 99%	*	*	*	*	> 99%	*	> 99%	> 99%
2009 TAKS Participation (Grades 3-11)														
Tested		98.5%	98.8%	98.6%	98.6%	99.4%	96.4%	*	*	*	97.4%	98.7%	100.0%	97.6%
By Test Version														
TAKS (1 or more)		90.8%	94.4%	88.9%	90.6%	98.7%	92.6%	*	*	*	86.5%	93.4%	26.2%	89.5%
Not on TAKS		7.7%	4.3%	9.6%	7.4%	19.7%	2.8%	*	*	*	11.0%	3.3%	73.9%	9.2%
TAKS(Acc) Only		2.3%	0.7%	3.1%	0.5%	0.0%	0.0%	*	*	*	0.9%	0.8%	4.4%	0.2%
TAKS-M Only		3.3%	2.1%	3.5%	5.5%	8.0%	2.1%	*	*	*	7.6%	3.0%	55.4%	6.0%
TAKS-Alt Only		0.8%	0.9%	0.8%	0.6%	8.0%	0.4%	*	*	*	1.2%	0.0%	6.2%	0.9%
Combination		1.3%	0.6%	1.5%	0.8%	1.1%	0.4%	*	*	*	1.2%	0.1%	7.7%	1.1%
By Acct Status														
Acct System		87.3%	91.7%	86.2%	81.4%	77.4%	87.5%	*	*	*	76.1%	87.5%	27.7%	83.4%
Non-Acct System		11.2%	7.1%	12.3%	18.2%	22.0%	8.8%	*	*	*	21.3%	11.2%	72.3%	14.2%
Mobile		4.7%	3.2%	5.5%	6.5%	11.0%	5.3%	*	*	*	10.1%	7.6%	6.2%	6.2%
Non-Acct Test		6.4%	3.7%	6.3%	8.2%	9.6%	2.5%	*	*	*	9.8%	3.8%	66.2%	7.1%
Hurricane Ike		0.1%	0.2%	0.0%	1.1%	1.4%	0.7%	*	*	*	1.4%	0.7%	0.0%	0.9%
Not Tested		1.5%	1.2%	1.5%	1.4%	0.6%	3.6%	*	*	*	2.6%	1.3%	0.0%	2.4%
Absent		0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt		0.9%	0.9%	1.1%	1.2%	0.3%	3.2%	*	*	*	2.0%	1.2%	0.0%	1.9%
Other		0.4%	0.2%	0.2%	0.2%	0.3%	0.4%	*	*	*	0.6%	0.0%	0.0%	0.4%
Hurricane Ike		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Total Count		3,132,150	48,657	837	696	363	281	2	1	2	347	303	65	485
2008 TAKS Participation (Grades 3-11)														
Tested		98.4%	98.6%	98.5%	99.2%	99.0%	97.0%	100.0%	*	*	97.8%	98.6%	97.9%	97.0%
By Program														
TAKS (1 or more)		90.9%	94.7%	89.7%	93.3%	92.3%	94.8%	50.0%	*	*	91.7%	95.1%	44.8%	92.3%
Not on TAKS		7.5%	3.9%	8.8%	5.9%	6.7%	2.3%	20.0%	*	*	6.1%	3.6%	53.1%	5.5%
TAKS(Acc)		2.7%	0.4%	3.9%	1.2%	0.3%	0.0%	0.0%	*	*	0.2%	0.2%	2.1%	0.1%
TAKS-M Only		2.9%	2.2%	2.3%	3.7%	5.2%	1.6%	20.0%	*	*	4.4%	3.3%	40.6%	4.1%
TAKS-Alt Only		0.7%	0.8%	0.6%	0.9%	1.0%	0.7%	0.0%	*	*	1.3%	0.4%	9.4%	1.2%
Combination		1.2%	0.5%	1.2%	0.1%	0.2%	0.0%	0.0%	*	*	0.2%	0.9%	1.0%	0.1%
By Acct Status														
Acct System		87.1%	91.7%	83.4%	85.4%	82.7%	89.3%	60.0%	*	*	84.3%	86.5%	43.8%	86.5%
Non-Acct System		11.3%	6.9%	14.9%	12.3%	16.3%	7.7%	40.0%	*	*	13.5%	12.9%	56.2%	11.4%
Mobile		5.1%	3.5%	6.0%	5.1%	10.0%	5.5%	20.0%	*	*	7.6%	8.7%	3.1%	6.1%
Non-Acct Test		6.2%	3.4%	8.1%	6.7%	6.3%	2.3%	20.0%	*	*	5.9%	3.4%	51.8%	5.3%
Not Tested		1.6%	1.4%	1.5%	1.5%	1.0%	3.0%	0.0%	*	*	2.2%	1.4%	2.1%	2.2%
Absent		0.2%	0.1%	0.0%	0.2%	0.3%	0.0%	0.0%	*	*	0.4%	0.0%	1.0%	0.3%
LEP Exempt		0.9%	0.8%	0.9%	0.5%	0.6%	1.3%	0.0%	*	*	0.4%	0.6%	0.0%	0.6%
Other		0.5%	0.4%	0.2%	1.1%	0.7%	1.8%	0.0%	*	*	1.5%	0.8%	1.0%	1.3%
Total Count		3,075,662	48,020	749	1,047	609	449	5	1	1	549	507	96	775
Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)														
Percent of Failers Passing TAKS														
Reading/ELA	2009	48%	52%	52%	47%	47%	46%	*	*	*	43%	50%	*	48%
	2008	53%	54%	55%	57%	63%	52%	*	*	*	56%	58%	50%	56%
Mathematics	2009	27%	40%	32%	21%	15%	23%	*	*	*	24%	18%	25%	21%
	2008	38%	40%	35%	38%	20%	16%	*	*	*	13%	18%	9%	17%

Average TGI Growth

Reading/ELA	2009	0.52	0.61	0.53	0.57	0.58	0.57	*	*	*	0.63	0.58	*	0.61
	2008	0.58	0.64	0.59	0.62	0.60	0.71	*	*	*	0.65	0.67	0.78	0.68
Mathematics	2009	0.38	0.50	0.31	0.36	0.36	0.35	*	*	*	0.32	0.39	-0.02	0.39
	2008	0.34	0.43	0.45	0.15	0.19	0.19	*	*	*	0.13	0.16	-0.05	0.14

Link to: Progress of Prior Year TAKS Failers, by Grade Level

Student Success Initiative

Grade 8 Reading

Students Requiring Accelerated Instruction													
	2009	6%	4%	7%	10%	11%	9%	*	*	*	14%	7%	*	11%
	2008	4%	5%	8%	9%	10%	9%	*	*	*	10%	8%	25%	10%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2009	97%	98%	96%	94%	94%	94%	*	*	*	92%	96%	*	94%
	2008	97%	98%	96%	94%	94%	95%	*	*	*	93%	95%	82%	94%
TAKS Failers Promoted by Grade Placement Committee													
	2008	88.5%	68.9%	86.0%	71.4%	71.4%	71.4%	-	-	-	57.1%	85.7%	*	72.7%
TAKS Met Standard (Failed in Previous Year)													
Retained in Grade 8													
	2009	59%	81%	*	*	*	*	*	*	*	*	*	*	*

Grade 8 Mathematics

Students Requiring Accelerated Instruction													
	2009	18%	17%	25%	16%	59%	53%	*	*	*	54%	50%	*	57%
	2008	21%	20%	27%	32%	57%	45%	*	*	*	54%	50%	67%	54%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2009	67%	69%	62%	62%	58%	68%	*	*	*	63%	61%	48%	61%
	2008	64%	66%	63%	57%	58%	69%	*	*	*	63%	59%	43%	60%
TAKS Failers Promoted by Grade Placement Committee													
	2008	80.5%	85.8%	95.0%	95.9%	96.9%	93.9%	-	-	-	92.9%	98.2%	90.5%	95.7%
TAKS Met Standard (Failed in Previous Year)													
Retained in Grade 8													
	2009	48%	50%	13%	*	*	*	*	*	*	*	*	*	*

English Language Learners Progress Measure (2011 Preview)

2008-09	74%	65%	76%	79%	-	33%	-	-	-	69%	82%	86%	75%

Attendance Rate

2007-08	95.5%	96.4%	95.7%	94.4%	93.7%	95.6%	*	*	*	94.1%	94.8%	91.1%	94.1%
2006-07	95.5%	96.3%	95.7%	94.6%	96.3%	95.7%	91.1%	-	-	94.6%	95.8%	91.9%	94.7%

Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)

2007-08	0.3%	0.2%	0.2%	0.9%	1.4%	0.0%	0.0%	-	-	1.2%	0.5%	1.0%	0.8%
2006-07	0.4%	0.3%	0.2%	0.8%	0.8%	0.3%	0.0%	-	-	1.8%	0.3%	1.7%	0.8%

TEXAS EDUCATION AGENCY — Section II
Academic Excellence Indicator System
2008-09 Campus Profile

District Name: FORT BEND ISD
Campus Name: CHRISTA MCAULIFFE MIDDLE
Campus #: 079907044

Total Students: 641
Grade Span: 07 - 08
School Type: Middle

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		641	100.0%	31,874	68,507	4,728,204
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.2%	8.3%
	Pre-Kindergarten	0	0.0%	0.0%	1.5%	4.2%
	Kindergarten	0	0.0%	0.0%	6.5%	7.7%
	Grade 1	0	0.0%	0.0%	6.6%	8.0%
	Grade 2	0	0.0%	0.0%	7.2%	7.9%
	Grade 3	0	0.0%	0.0%	7.4%	7.8%
	Grade 4	0	0.0%	0.0%	7.4%	7.5%
	Grade 5	0	0.0%	2.2%	7.6%	7.5%
	Grade 6	0	0.0%	29.4%	7.6%	7.3%
	Grade 7	342	53.4%	34.2%	7.0%	7.3%
	Grade 8	299	46.6%	34.2%	7.9%	7.3%
	Grade 9	0	0.0%	0.0%	8.9%	8.2%
	Grade 10	0	0.0%	0.0%	8.3%	7.0%
	Grade 11	0	0.0%	0.0%	7.0%	6.4%
	Grade 12	0	0.0%	0.0%	6.9%	5.8%
Ethnic Distribution:	African American	361	56.3%	28.3%	31.5%	14.2%
	Hispanic	274	42.7%	52.6%	23.7%	47.9%
	White	3	0.5%	15.5%	23.1%	34.0%
	Native American	2	0.3%	0.3%	0.2%	0.4%
	Asian/Pac. Islander	1	0.2%	3.3%	21.5%	3.6%
Economically Disadvantaged		450	70.2%	70.5%	38.9%	58.7%
Limited English Proficient (LEP)		88	13.7%	11.7%	13.1%	16.9%
Students w/Disciplinary Placements (2007-08)		68	5.8%	4.9%	2.3%	2.1%

At-Risk	423	66.0%	48.5%	43.4%	48.3%
Mobility (2007-08)	232	19.9%	16.5%	13.2%	15.8%
Number of Students per Teacher	12.2	n/a	14.4	15.7	14.4

Retention Rates by Grade:	Non-Special Education Rates				Special Education Rates			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	2.0%	2.6%	-	-	10.9%	11.7%
Grade 1	-	-	4.3%	5.5%	-	-	7.5%	10.5%
Grade 2	-	-	3.6%	3.2%	-	-	5.3%	4.7%
Grade 3	-	-	2.4%	2.4%	-	-	3.3%	3.6%
Grade 4	-	-	1.2%	1.3%	-	-	4.6%	1.3%
Grade 5	-	2.0%	2.7%	1.7%	-	5.8%	2.0%	2.4%
Grade 6	6.0%	0.9%	1.1%	0.9%	0.0%	0.8%	1.4%	1.4%
Grade 7	11.9%	1.7%	2.2%	1.4%	2.9%	1.5%	1.6%	2.2%
Grade 8	1.6%	2.2%	2.1%	1.7%	6.1%	3.7%	5.5%	3.3%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	19.2	19.8
	Grade 1	-	-	17.2	19.0
	Grade 2	-	-	19.8	19.3
	Grade 3	-	-	19.1	19.3
	Grade 4	-	-	19.8	19.7
	Grade 5	-	21.0	22.0	22.1
	Grade 6	-	20.2	21.1	21.5
	Mixed Grades	-	20.9	9.3	21.8
Secondary:	English/Language Arts	16.6	19.4	22.7	19.8
	Foreign Languages	16.9	20.1	22.3	21.1
	Mathematics	19.9	19.4	21.8	19.8
	Science	15.3	21.3	23.8	20.5
	Social Studies	15.3	21.5	24.0	21.7

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	74.7	100.0%	100.0%	100.0%	100.0%
Professional Staff:	69.8	92.1%	89.7%	62.7%	62.9%
Teachers	52.4	70.1%	77.5%	48.9%	50.7%
Professional Support	13.4	18.8%	7.9%	11.3%	8.4%
Campus Admin. (School Leader.)	3.0	4.0%	4.2%	2.2%	2.8%
Educational Aides:	5.9	7.9%	10.3%	6.3%	9.7%
Total Minority Staff:	69.0	92.3%	57.9%	53.6%	43.8%
Teachers By Ethnicity and Sex:					
African American	44.4	84.7%	21.5%	27.3%	9.7%
Hispanic	3.0	5.7%	11.6%	9.4%	22.1%
White	3.0	5.7%	65.0%	58.9%	66.7%
Native American	0.0	0.0%	0.3%	0.3%	0.3%
Asian/Pacific Islander	2.0	3.8%	1.6%	4.2%	1.3%
Males	14.6	27.9%	29.8%	21.9%	22.9%
Females	37.8	72.1%	72.8%	78.2%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	10.1%	6.5%	7.3%
1-5 Years Experience	23.7	45.3%	36.6%	33.6%	30.5%
6-10 Years Experience	10.0	19.1%	19.7%	23.3%	20.0%
11-20 Years Experience	9.6	18.4%	18.7%	21.5%	23.7%
Over 20 Years Experience	9.0	17.2%	15.8%	15.0%	18.6%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.5 yrs.	9.6 yrs.	10.5 yrs.	11.9 yrs.
Average Years Experience of Teachers with District:	7.0 yrs.	6.6 yrs.	6.5 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	-	$41,126	$41,865	$40,372
1-5 Years Experience	$46,180	$42,830	$44,498	$42,463
6-10 Years Experience	$48,787	$44,923	$49,893	$45,835
11-20 Years Experience	$53,154	$48,364	$53,398	$49,883
Over 20 Years Experience	$64,272	$55,944	$62,968	$57,325
Average Actual Salaries (regular duties only):				
Teachers	$51,036	$46,068	$50,782	$47,159
Professional Support	$58,463	$53,076	$58,649	$55,819
Campus Administration (School Leadership)	$72,657	$70,085	$76,241	$68,991
Contracted Instructional Staff (not incl. above):	0.2	0.0	15.9	2,034.5

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	Campus General Fund	Percent	Per Student	Campus All Funds	Percent	Per Student	Campus Group All Funds	Percent	Pe Stud
By Function:									
Total Operating Expenditures	$6,089,946	100.0%	$6,517	$7,631,887	100.0%	$7,363	$196,122,831	100.0%	$6,1
Instruction (11,95)	$4,973,511	71.6%	$4,684	$5,135,941	67.3%	$4,915	$139,692,113	71.2%	$4,3
Instructional-Related Services (12,13)	$237,209	3.5%	$227	$244,943	3.2%	$236	$6,388,287	3.3%	$2
Instructional Leadership (21)	$84,126	1.2%	$81	$86,126	1.1%	$81	$2,858,123	1.5%	$
School Leadership (23)	$513,742	7.5%	$492	$585,321	7.7%	$569	$15,222,714	7.8%	$4

Support Services-Student (31,32,33)	$582,582	8.0%	$519	$578,419	7.5%	$546	$18,598,012	5.4%	$3
Other Campus Costs (35,36,51,52,53)	$698,776	8.2%	$535	$1,008,087	13.2%	$966	$21,413,184	10.9%	$6
By Program:									
Total Operating Expenditures	$6,251,178	100.0%	$5,982	$6,614,034	100.0%	$6,329	$173,885,924	100.0%	$5,4
Bilingual/ESL Education (25)	$1,932	0.0%	$2	$1,932	0.0%	$2	$3,552,752	2.0%	$1
Career & Technical Education (22)	$171,080	2.7%	$164	$171,080	2.6%	$164	$1,545,234	0.9%	$
Accelerated Education (24,39)	$183,916	2.9%	$138	$417,987	6.3%	$400	$15,125,513	8.7%	$4
Gifted & Talented Education (21)	$136,462	2.2%	$131	$136,462	2.1%	$131	$4,076,748	2.3%	$1
Regular Education (11)	$4,613,284	73.8%	$4,415	$4,621,970	70.0%	$4,429	$119,596,891	68.8%	$3,7
Special Education (23)	$1,104,536	18.9%	$1,134	$1,258,693	19.0%	$1,206	$29,775,230	17.1%	$9
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$133,550	0.1%	

PROGRAM INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Student Enrollment by Program:					
Bilingual/ESL Education	71	11.1%	10.6%	12.4%	16.0%
Career & Technical Education	0	0.0%	25.2%	18.3%	21.4%
Gifted & Talented Education	14	2.2%	8.6%	8.1%	7.5%
Special Education	61	9.5%	11.3%	7.1%	9.4%
Teachers by Program Population Served:					
Bilingual/ESL Education	1.6	3.0%	2.3%	5.3%	7.5%
Career & Technical Education	0.0	0.0%	2.9%	3.2%	3.9%
Compensatory Education	0.0	0.0%	3.5%	1.2%	3.6%
Gifted & Talented Education	0.9	1.8%	2.0%	3.7%	2.0%
Regular Education	41.3	78.6%	69.8%	73.0%	70.4%
Special Education	8.5	16.2%	11.7%	9.8%	9.7%
Other	0.1	0.2%	7.4%	3.7%	2.9%

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

Link to 2008-09 Campus Comparable Improvement Report
Link to 2007-08 AEIS Report

Performance Reporting | TEA Home

Performance Reporting | TEA Home

This request took 4.03 seconds of real time (v9.2 build 1496).

Texas Education Agency | Performance Reporting

District Name:
Campus Name:
Campus: School #1

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 Campus Performance
2010 Accountability Rating: Academically Acceptable

Section 1
Total Students:
Grade Span: 07 - 0
School Type: Middl

Gold Performance Acknowledgments:
Comparable Improvement: Reading

		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad
TAKS Met 2010 Standard Grade 7														
Reading	2010	86%	90%	80%	75%	75%	74%	*	*	*	68%	82%	< 11	75%
	2009	85%	90%	83%	71%	73%	68%	*	*	*	85%	77%	43%	71%
Mathematics	2010	82%	84%	73%	64%	56%	69%	*	*	*	63%	65%	*	64%
	2009	80%	81%	72%	49%	46%	51%	*	*	*	53%	44%	43%	49%
Writing	2010	95%	97%	93%	90%	93%	97%	*	*	*	84%	96%	80%	90%
	2009	93%	94%	83%	90%	82%	77%	*	*	*	76%	95%	83%	80%
All Tests	2010	75%	80%	65%	55%	52%	57%	*	*	*	52%	59%	< 11	55%
	2009	73%	77%	65%	42%	42%	42%	*	*	*	82%	43%	29%	41%
TAKS Met 2010 Standard Grade 8 First Administration Only														
Reading	2010	91%	94%	88%	87%	86%	78%	*	*	*	88%	95%	54%	83%
	2009	88%	92%	86%	82%	82%	83%	*	*	*	79%	85%	*	80%
Mathematics	2010	81%	85%	74%	57%	57%	56%	*	*	*	56%	57%	29%	55%
	2009	80%	82%	71%	44%	41%	47%	*	*	*	44%	42%	20%	43%
Science	2010	78%	81%	71%	53%	54%	52%	*	*	*	53%	54%	13%	54%
	2009	73%	76%	*	51%	49%	55%	*	*	*	59%	45%	10%	50%
Soc Studies	2010	95%	96%	94%	93%	93%	85%	*	*	*	90%	92%	73%	92%
	2009	92%	94%	91%	85%	83%	89%	*	*	*	85%	86%	55%	84%
All Tests	2010	70%	75%	61%	43%	40%	41%	*	*	*	38%	48%	17%	40%
	2009	65%	69%	*	35%	34%	37%	*	*	*	38%	33%	9%	34%
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)														
Reading/ELA	2010	90%	93%	86%	83%	84%	79%	*	*	*	77%	86%	38%	82%
	2009	88%	92%	83%	78%	79%	76%	*	*	*	73%	82%	58%	77%
Mathematics	2010	84%	87%	80%	68%	67%	69%	*	*	*	67%	69%	18%	67%
	2009	80%	85%	75%	55%	52%	58%	*	*	*	60%	53%	38%	55%
Writing	2010	93%	96%	95%	90%	93%	97%	*	*	*	84%	96%	80%	90%
	2009	92%	94%	92%	90%	82%	77%	*	*	*	76%	85%	83%	80%
Science	2010	83%	86%	72%	53%	54%	52%	*	*	*	53%	54%	13%	54%
	2009	78%	82%	64%	51%	49%	55%	*	*	*	59%	45%	10%	50%
Soc Studies	2010	95%	96%	94%	94%	93%	89%	*	*	*	90%	92%	73%	92%
	2009	93%	95%	91%	95%	83%	89%	*	*	*	85%	96%	55%	84%
All Tests	2010	77%	82%	68%	62%	62%	62%	*	*	*	58%	66%	13%	62%
	2009	72%	78%	62%	43%	41%	44%	*	*	*	45%	41%	17%	41%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)														
Reading/ELA	2010	96%	97%	96%	96%	91%	92%	*	*	*	98%	95%	50%	92%
	2009	95%	97%	95%	91%	92%	91%	*	*	*	89%	93%	70%	92%
Mathematics	2010	91%	93%	87%	79%	77%	77%	*	*	*	75%	83%	27%	77%
	2009	88%	91%	84%	71%	71%	72%	*	*	*	72%	78%	54%	69%
Writing	2010	97%	98%	93%	90%	93%	97%	*	*	*	94%	96%	80%	90%
	2009	96%	96%	92%	90%	82%	77%	*	*	*	76%	85%	83%	80%
Science	2010	92%	94%	95%	86%	87%	85%	*	*	*	83%	90%	19%	86%
	2009	83%	86%	68%	51%	49%	55%	*	*	*	59%	45%	10%	50%
Soc Studies	2010	99%	99%	> 99%	99%	98%	98%	*	*	*	98%	99%	73%	99%
	2009	96%	99%	99%	96%	97%	> 99%	*	*	*	97%	99%	55%	98%
All Tests	2010	88%	91%	84%	73%	73%	72%	*	*	*	69%	78%	13%	72%
	2009	82%	86%	73%	53%	52%	54%	*	*	*	57%	49%	28%	51%
TAKS Commended Performance (Sum of All Grades Tested)														
Reading/ELA	2010	33%	41%	26%	20%	20%	18%	*	*	*	15%	24%	< 11	20%
	2009	31%	39%	25%	19%	20%	15%	*	*	*	16%	19%	< 11	17%
Mathematics	2010	29%	37%	17%	8%	6%	9%	*	*	*	7%	8%	< 11	8%
	2009	28%	36%	15%	2%	1%	3%	*	*	*	2%	3%	< 11	2%
Writing	2010	33%	42%	23%	9%	12%	6%	*	*	*	5%	13%	< 11	8%
	2009	33%	40%	20%	6%	8%	7%	*	*	*	5%	6%	< 11	8%

Science	2010	28%	35%	21%	6%	5%	11%	*	*	*	10%	6%	< 1%	3%
	2009	26%	32%	17%	5%	4%	8%	*	*	*	6%	4%	< 1%	1%
Soc Studies	2010	47%	57%	33%	24%	22%	27%	*	*	*	24%	25%	20%	24%
	2009	44%	54%	36%	30%	29%	31%	*	*	*	34%	26%	9%	29%
All Tests	2010	15%	22%	9%	3%	2%	1%	*	*	*	2%	2%	< 1%	2%
	2009	15%	20%	9%	1%	1%	1%	*	*	*	1%	2%	< 1%	1%

TAKS-M Met 2010 Standard (Sum of All Grades Tested)

Reading/ELA	2010	85%	85%	85%	69%	76%	88%	*	*	*	71%	68%	89%	69%
	2009	82%	81%	80%	64%	83%	83%	*	*	*	91%	91%	84%	83%
Mathematics	2010	75%	68%	72%	58%	65%	29%	*	*	*	54%	67%	56%	52%
	2009	69%	63%	68%	63%	66%	60%	*	*	*	69%	70%	63%	64%
Writing	2010	80%	77%	75%	52%	50%	20%	*	*	*	58%	*	36%	30%
	2009	72%	76%	67%	79%	76%	*	*	*	*	71%	*	78%	80%
Science	2010	58%	51%	47%	38%	36%	*	*	*	*	38%	*	36%	36%
	2009	53%	43%	50%	69%	43%	*	*	*	*	71%	*	68%	33%
Soc Studies	2010	67%	56%	68%	45%	45%	*	*	*	*	68%	*	45%	45%
	2009	64%	61%	57%	42%	43%	*	*	*	*	38%	*	42%	25%
All Tests	2010	44%	59%	62%	44%	50%	25%	*	*	*	38%	60%	44%	36%
	2009	57%	57%	57%	56%	56%	71%	*	*	*	50%	75%	58%	58%

TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)

All Tests	2010	93%	87%	> 99%	36%	82%	*	*	*	*	82%	*	96%	71%
All Tests	2009	84%	71%	95%	> 99%	> 99%	*	*	*	*	> 99%	*	> 99%	> 99%

TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)

Reading/ELA	2010	90%	93%	66%	81%	83%	78%	*	*	*	77%	85%	58%	81%
	2009	88%	91%	83%	74%	79%	76%	*	*	*	74%	82%	78%	78%
Mathematics	2010	84%	87%	80%	67%	69%	68%	*	*	*	66%	69%	50%	68%
	2009	80%	84%	74%	56%	58%	58%	*	*	*	56%	54%	60%	56%
Writing	2010	93%	95%	92%	81%	91%	95%	*	*	*	83%	94%	56%	87%
	2009	91%	93%	91%	98%	82%	77%	*	*	*	75%	85%	81%	88%
Science	2010	82%	86%	72%	63%	54%	52%	*	*	*	52%	54%	20%	53%
	2009	77%	81%	64%	52%	50%	55%	*	*	*	61%	44%	41%	50%
Soc Studies	2010	94%	96%	82%	90%	90%	89%	*	*	*	87%	92%	64%	90%
	2009	92%	94%	89%	84%	81%	88%	*	*	*	92%	85%	52%	81%
All Tests	2010	76%	81%	68%	51%	50%	51%	*	*	*	49%	54%	22%	50%
	2009	71%	77%	61%	63%	42%	68%	*	*	*	45%	41%	40%	41%

TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)

Reading/ELA	2010	32%	40%	25%	19%	20%	17%	*	*	*	15%	24%	8%	20%
Mathematics	2010	28%	36%	16%	7%	6%	9%	*	*	*	7%	9%	4%	7%

2010 TAKS Participation (Grades 3-11)

Tested	98.6%	99.6%	98.5%	97.2%	98.8%	96.1%	*	*	*	96.6%	97.9%	98.6%	97.6%
By Test Version													
TAKS (1 or more)	90.8%	94.5%	89.8%	88.7%	86.4%	92.8%	*	*	*	86.5%	92.7%	10.2%	95.5%
Not on TAKS	7.8%	4.5%	9.5%	7.9%	12.6%	3.3%	*	*	*	10.1%	5.2%	86.4%	7.2%
TAKS(Acc) Only	3.3%	0.8%	2.2%	1.2%	1.8%	0.7%	*	*	*	1.4%	1.0%	13.6%	0.6%
TAKS-M Only	3.3%	2.0%	4.2%	4.0%	6.3%	1.6%	*	*	*	5.9%	1.7%	68.1%	4.4%
TAKS-Alt Only	0.8%	0.9%	0.7%	0.9%	1.2%	0.3%	*	*	*	0.8%	0.7%	0.5%	0.6%
Combination	1.3%	0.7%	1.5%	1.5%	3.0%	0.7%	*	*	*	2.0%	1.7%	20.3%	1.4%
By Acct Status													
Acct System	93.0%	93.1%	86.7%	88.4%	79.2%	90.5%	*	*	*	88.0%	98.9%	39.8%	87.1%
Non-Acct System	0.6%	5.6%	11.3%	12.6%	19.6%	5.6%	*	*	*	15.8%	3.1%	57.6%	10.5%
Mobile	4.4%	2.5%	6.2%	7.9%	12.1%	3.4%	*	*	*	9.0%	6.6%	5.1%	5.6%
Non-Acct Test	0.2%	2.9%	4.0%	4.8%	7.6%	2.9%	*	*	*	6.0%	2.4%	52.5%	5.3%
Not Tested	1.4%	1.5%	1.6%	2.8%	1.2%	3.9%	*	*	*	3.4%	2.1%	3.4%	2.4%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.7%	1.3%	2.5%	0.6%	3.5%	*	*	*	2.9%	2.1%	0.0%	2.0%
Other	0.4%	0.3%	0.2%	0.3%	0.6%	0.0%	*	*	*	0.6%	0.0%	3.4%	0.4%
Total Count	3,175,337	48,457	870	643	331	305	3	2	1	355	287	59	983

2009 TAKS Participation (Grades 3-11)

Tested	98.5%	98.8%	98.6%	98.0%	99.4%	98.6%	*	*	*	97.4%	98.7%	109.0%	97.6%
By Test Version													
TAKS (1 or more)	90.8%	94.4%	88.3%	86.6%	88.7%	93.6%	*	*	*	86.5%	95.4%	26.2%	89.5%
Not on TAKS	7.7%	4.3%	9.6%	7.4%	10.7%	2.6%	*	*	*	11.5%	3.3%	73.8%	8.2%
TAKS(Acc) Only	2.3%	0.7%	3.1%	2.5%	0.8%	0.0%	*	*	*	0.9%	0.0%	4.6%	0.2%
TAKS-M Only	3.3%	2.1%	3.5%	3.5%	8.4%	2.1%	*	*	*	7.8%	3.0%	55.4%	6.0%
TAKS-Alt Only	0.8%	0.9%	0.8%	0.6%	0.8%	0.4%	*	*	*	1.2%	0.0%	0.2%	0.9%
Combination	1.3%	0.6%	1.5%	0.5%	1.1%	0.4%	*	*	*	1.2%	0.3%	7.7%	1.1%
By Acct Status													
Acct System	87.3%	91.7%	84.2%	81.4%	77.8%	87.5%	*	*	*	76.1%	87.5%	27.7%	83.4%

Non-Acct System	11.2%	7.1%	14.3%	16.4%	22.6%	8.9%	*	*	*	21.3%	11.2%	72.3%	14.2%
Mobile	4.7%	3.2%	5.5%	6.9%	11.8%	5.7%	*	*	*	10.1%	7.6%	4.3%	8.2%
Non-Acct Test	6.4%	3.7%	8.3%	9.5%	9.6%	2.5%	*	*	*	9.8%	3.0%	66.2%	7.1%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1.5%	1.2%	1.5%	2.0%	0.6%	1.6%	*	*	*	2.6%	1.3%	0.8%	2.4%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.8%	0.0%
LEP Exempt	0.8%	0.8%	1.1%	1.7%	0.3%	1.2%	*	*	*	2.0%	1.3%	0.0%	1.9%
Other	0.4%	0.4%	0.2%	0.2%	0.3%	0.4%	*	*	*	0.6%	0.0%	0.0%	0.4%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Count	3,132,150	48,807	637	650	363	281	2	1	2	247	303	65	465

Progress of Prior Year TAKS Failers

Percent of Failers Passing TAKS (Sum of Grades 4-11)

Reading/ELA	2010	46%	48%	45%	49%	57%	42%	*	*	*	48%	48%	*	50%
	2009	43%	47%	38%	36%	34%	38%	*	*	*	38%	43%	*	39%
Mathematics	2010	43%	43%	34%	37%	34%	40%	*	*	*	38%	35%	17%	36%
	2009	36%	40%	32%	21%	19%	23%	*	*	*	23%	19%	22%	21%

Average Vertical Scale Growth (Sum of Grades 4-8)

Reading	2010	86	91	78	83	91	77	*	*	*	89	73	*	85
Mathematics	2010	70	71	59	58	54	63	*	*	*	59	57	48	59

Link to: Progress of Prior Year TAKS Failers, by Grade Level

Student Success Initiative

Grade 8 Reading

Students Requiring Accelerated Instruction													
	2010	9%	7%	12%	19%	16%	23%	*	*	*	22%	16%	50%	18%
	2009	7%	5%	9%	14%	11%	9%	*	*	*	14%	7%	*	11%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2010	95%	97%	94%	87%	90%	83%	*	*	*	85%	89%	56%	88%
	2009	98%	93%	88%	85%	84%	85%	*	*	*	83%	87%	*	83%
TAKS Failers Promoted by Grade Placement Committee														
	2009	88.5%	89.5%	98.0%	90.0%	80.0%	100.0%	-	-	-	83.3%	*	*	88.9%
	2008	88.5%	89.9%	*	71.4%	71.4%	71.4%	-	*	-	57.1%	85.7%	*	72.7%

Grade 8 Mathematics

Students Requiring Accelerated Instruction													
	2010	19%	15%	24%	45%	45%	45%	*	*	*	45%	44%	75%	47%
	2009	20%	18%	30%	50%	50%	53%	*	*	*	54%	58%	88%	57%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2010	80%	90%	85%	75%	74%	68%	*	*	*	71%	72%	29%	85%
	2009	85%	88%	79%	62%	58%	47%	*	*	*	63%	61%	33%	80%
TAKS Failers Promoted by Grade Placement Committee														
	2009	91.1%	93.0%	93.6%	96.1%	92.2%	81.3%	-	-	-	53.3%	78.9%	100.0%	88.9%
	2008	98.5%	85.8%	*	95.0%	86.9%	93.9%	-	*	-	82.9%	98.2%	90.9%	95.7%

TAKS Met Standard (Failed in Previous Year)

Retained in Grade 8													
	2010	53%	42%	47%	33%	*	33%	*	*	*	*	25%	*	33%
	2009	48%	52%	*	*	*	*	*	*	*	*	*	*	*

English Language Learners Progress Indicator
(2011 Preview)

2009-10	79%	86%	83%	72%	*	72%	*	*	*	78%	75%	44%	78%
2008-09	76%	85%	75%	77%	*	76%	*	*	*	71%	85%	86%	76%

Attendance Rate

2008-09	95.6%	96.0%	96.8%	95.1%	94.8%	95.7%	*	*	*	95.3%	95.2%	92.3%	95.2%
2007-08	95.5%	96.0%	95.7%	94.4%	93.7%	95.6%	*	*	*	94.1%	94.8%	91.1%	94.1%

Annual Dropout Rate (Gr 7-8)
(Standard Accountability Indicator)

2008-09	0.3%	0.3%	0.3%	1.7%	2.2%	1.0%	*	*	*	1.0%	2.5%	1.2%	1.6%
2007-08	0.3%	0.2%	0.2%	0.8%	1.8%	0.0%	0.0%	-	-	1.2%	0.5%	1.0%	0.8%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 Campus Profile

District Name: FORT BEND ISD
Campus Name: CHRISTA MCAULIFFE MIDDLE
Campus #: 079907046

Section II
Total Students: 637
Grade Span: 07 - 08
School Type: Middle

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		637	100.0%	33,585	68,066	4,824,770
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	1.6%	4.4%
	Kindergarten	0	0.0%	0.0%	6.3%	7.6%
	Grade 1	0	0.0%	0.0%	7.3%	7.9%
	Grade 2	0	0.0%	0.0%	8.0%	7.8%
	Grade 3	0	0.0%	0.0%	7.4%	7.7%
	Grade 4	0	0.0%	0.0%	7.3%	7.6%

Grade 5	8	0.0%	3.7%	7.5%	7.5%
Grade 6	8	0.0%	31.1%	7.7%	7.3%
Grade 7	274	45.1%	32.5%	8.9%	7.3%
Grade 8	333	54.9%	32.6%	7.8%	7.3%
Grade 9	8	0.0%	0.0%	8.8%	8.1%
Grade 10	8	0.0%	0.0%	8.1%	6.8%
Grade 11	8	0.0%	0.0%	7.4%	6.4%
Grade 12	8	0.0%	0.0%	7.1%	5.9%
Ethnic Distribution: African American	387	50.6%	31.1%	31.1%	14.8%
Hispanic	295	48.6%	54.9%	24.1%	48.6%
White	2	0.3%	11.0%	22.5%	33.3%
Native American	2	0.3%	0.2%	0.2%	0.4%
Asian/Pac. Islander	1	0.2%	2.7%	21.9%	3.7%
Economically Disadvantaged	478	78.9%	79.2%	35.2%	58.6%
Limited English Proficient (LEP)	128	19.8%	16.3%	13.4%	16.9%
Students w/Disciplinary Placements (2008-09)	223	29.4%	29.9%	12.8%	13.4%
At-Risk	403	66.4%	53.3%	43.6%	47.2%
Mobility (2008-09)	208	27.2%	19.9%	12.1%	10.9%
Number of Students per Teacher	12.2	n/a	14.4	15.8	14.6

Retention Rates by Grade:	Non-Special Education Rates				Special Education Rates			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	1.8%	2.4%	-	-	8.8%	11.8%
Grade 1	-	-	4.4%	5.3%	-	-	6.9%	9.7%
Grade 2	-	-	2.8%	3.0%	-	-	4.3%	4.2%
Grade 3	-	-	2.0%	2.3%	-	-	2.8%	2.4%
Grade 4	-	-	1.3%	1.2%	-	-	0.7%	1.0%
Grade 5	-	5.9%	2.0%	1.7%	-	1.7%	1.3%	1.7%
Grade 6	-	1.2%	0.8%	0.8%	-	1.6%	0.5%	1.3%
Grade 7	3.4%	1.4%	1.8%	1.2%	0.0%	1.7%	1.3%	1.9%
Grade 8	5.5%	2.1%	1.8%	1.4%	0.0%	2.3%	2.7%	2.5%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	16.0	19.6	19.3
	Grade 1	-	-	17.4	19.1
	Grade 2	-	-	19.1	19.2
	Grade 3	-	-	19.5	19.3
	Grade 4	-	-	18.8	19.9
	Grade 5	-	29.9	21.5	22.4
	Grade 6	-	23.2	21.4	21.1
	Mixed Grades	-	10.0	10.9	24.7
Secondary:	English/Language Arts	18.5	16.9	23.0	17.8
	Foreign Languages	19.4	19.8	22.4	19.8
	Mathematics	18.7	19.9	22.1	18.5
	Science	16.8	20.9	24.1	19.3
	Social Studies	16.6	21.1	25.1	20.4

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	70.9	100.0%	100.0%	100.0%	100.0%
Professional Staff:	64.0	90.3%	90.1%	62.4%	63.2%
Teachers	49.0	76.5%	76.9%	49.5%	50.5%
Professional Support	11.0	15.6%	8.8%	11.4%	8.3%
Campus Admin. (School Leader.)	3.0	4.2%	4.4%	2.2%	2.8%
Educational Aides:	6.9	9.7%	9.9%	6.6%	9.8%
Total Minority Staff:	64.8	91.5%	45.3%	53.6%	43.9%
Teachers By Ethnicity and Sex:					
African American	40.9	82.0%	31.0%	27.1%	9.5%
Hispanic	3.0	6.0%	9.2%	9.5%	22.5%
White	4.0	8.0%	57.7%	58.0%	66.0%
Native American	0.0	0.0%	0.3%	0.3%	0.3%
Asian/Pacific Islander	2.0	4.0%	1.7%	4.4%	1.3%
Males	13.0	26.5%	27.6%	22.4%	23.0%
Females	36.0	73.5%	72.4%	77.6%	77.0%
Teachers by Years of Experience:					
Beginning Teachers	3.0	6.1%	8.2%	5.3%	6.0%
1-5 Years Experience	17.9	35.9%	41.1%	32.8%	31.0%
6-10 Years Experience	10.6	21.3%	18.0%	24.2%	20.3%
11-20 Years Experience	10.4	20.8%	17.9%	22.6%	24.4%
Over 20 Years Experience	8.0	16.0%	14.0%	15.1%	18.3%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.7 yrs.	9.4 yrs.	10.3 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	7.0 yrs.	6.4 yrs.	6.9 yrs.	7.0 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$33,781	$43,737	$40,216	$41,165
1-5 Years Experience	$47,185	$45,374	$47,244	$42,527
6-10 Years Experience	$50,373	$47,956	$50,342	$46,149
11-20 Years Experience	$54,737	$51,439	$54,462	$50,153
Over 20 Years Experience	$46,659	$60,084	$64,357	$58,427

Average Actual Salaries (regular duties only):				
Teachers	$51,735	$48,980	$51,046	$49,263
Professional Support	$58,424	$55,288	$59,882	$56,470
Campus Administration (School Leadership)	$76,527	$70,631	$76,606	$70,209
Contracted Instructional Staff (not incl. above):	0.1	0.5	16.6	1,722.9

ACTUAL OPERATING EXPENDITURE INFORMATION (2008-09)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Pe Stud
By Function:									
Total Operating Expenditures	$7,701,909	100.0%	$12,015	$8,908,248	100.0%	$13,979	$224,141,624	100.0%	$6,3
Instruction (11,95)	$3,522,795	45.7%	$5,496	$3,952,309	44.1%	$6,166	$158,869,769	70.5%	$4,7
Instructional-Related Services (12,13)	$115,587	1.5%	$180	$128,084	1.4%	$200	$7,428,187	3.3%	$2
Instructional Leadership (21)	$60,612	0.8%	$107	$106,529	1.2%	$166	$3,600,342	1.6%	$1
School Leadership (23)	$537,863	7.0%	$838	$540,318	6.0%	$843	$17,822,620	7.9%	$5
Support Services-Student (31,32,33)	$421,826	5.5%	$661	$443,012	4.9%	$691	$13,278,450	5.9%	$4
Other Campus Costs (35,36,51,52,53)	$3,046,890	39.6%	$4,753	$3,789,995	42.3%	$5,913	$24,732,256	11.0%	$7
By Program:									
Total Operating Expenditures	$4,455,802	100.0%	$7,262	$5,167,738	100.0%	$8,082	$197,917,706	100.0%	$5,9
Bilingual/ESL Education (25)	$288	0.0%	$0	$298	0.0%	$0	$5,887,127	3.0%	$1
Career & Technical Education (22)	$169,463	3.8%	$284	$169,463	3.3%	$264	$1,731,377	0.9%	$
Accelerated Education (26,30)	$2,265,573	48.7%	$3,536	$2,530,406	49.0%	$3,948	$21,456,319	10.8%	$6
Gifted & Talented Education (21)	$104,763	2.3%	$163	$104,763	2.0%	$163	$5,910,142	3.0%	$1
Regular Education (11)	$1,192,281	25.6%	$1,868	$1,369,867	26.5%	$2,137	$134,680,271	67.7%	$4,0
Special Education (23)	$922,635	19.8%	$1,439	$992,853	19.2%	$1,549	$28,982,342	14.6%	$8
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$10,268	0.0%	

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	65	19.7%	15.2%	12.3%	16.1%
Career & Technical Education	0	0.0%	19.5%	18.1%	21.3%
Gifted & Talented Education	7	1.2%	9.0%	7.9%	7.4%
Special Education	55	9.1%	10.5%	6.4%	9.0%
Teachers by Program (population served):					
Bilingual/ESL Education	2.0	6.0%	3.5%	6.1%	7.0%
Career & Technical Education	0.0	0.0%	2.9%	3.1%	3.9%
Compensatory Education	0.0	0.0%	3.9%	1.1%	3.4%
Gifted & Talented Education	1.5	3.0%	4.9%	4.9%	2.0%
Regular Education	38.1	76.4%	70.7%	71.4%	71.0%
Special Education	8.3	16.6%	11.6%	9.2%	9.6%
Other	0.0	0.0%	3.5%	3.9%	3.0%

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

Link to 2009-10 Campus Comparable Improvement Report
Link to 2008-09 AEIS Report

Performance Reporting | TEA Home

Performance Reporting | TEA Home

This request took 4.10 seconds of real time (v9.2 build 1496).

Texas Education Agency | Performance Reporting

District Name:
Campus Name
Campus

School #2

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2007-08 Campus Performance
2008 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments: Commended on Reading/ELA

Section I
Total Students:
Grade Span: 06 - 8
School Type: Middl

		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad
TAKS Met 2008 Standard Grade 6 (English)														
Reading	2008	94%	94%	89%	93%	93%	> 99%	96%	*	> 99%	93%	98%	40%	92%
	2007	92%	92%	88%	89%	87%	86%	96%	*	> 98%	87%	96%	27%	85%
Mathematics	2008	83%	82%	68%	75%	65%	84%	91%	*	> 95%	78%	75%	< 1%	68%
	2007	80%	78%	65%	62%	53%	70%	85%	*	98%	58%	65%	41%	46%
All Tests	2008	91%	88%	85%	76%	65%	84%	93%	*	> 99%	78%	75%	< 1%	64%
	2007	78%	76%	63%	60%	52%	63%	83%	*	98%	55%	64%	35%	43%
TAKS Met 2008 Standard Grade 6 (Spanish)														
Reading	2008	72%	*	*	*	*	*	*	*	*	*	*	*	*
	2007	78%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2008	59%	*	*	*	*	*	*	*	*	*	*	*	*
	2007	59%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2008	59%	*	*	*	*	*	*	*	*	*	*	*	*
	2007	59%	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2008 Standard Grade 7														
Reading	2008	88%	90%	84%	88%	86%	92%	96%	*	> 99%	86%	98%	50%	81%
	2007	85%	87%	78%	81%	75%	78%	93%	*	> 99%	76%	86%	48%	74%
Mathematics	2008	80%	80%	70%	76%	63%	74%	91%	*	91%	73%	68%	67%	62%
	2007	77%	75%	59%	62%	57%	65%	79%	*	> 99%	62%	61%	58%	56%
Writing	2008	93%	93%	91%	90%	89%	88%	96%	*	> 99%	85%	95%	33%	89%
	2007	93%	93%	90%	92%	92%	91%	91%	*	> 99%	89%	94%	70%	89%
All Tests	2008	76%	76%	64%	67%	60%	69%	85%	*	91%	67%	67%	20%	64%
	2007	71%	71%	55%	54%	52%	57%	75%	*	> 99%	55%	58%	36%	51%
TAKS Met 2008 Standard Grade 8 First Administration Only														
Reading	2008	95%	96%	92%	94%	92%	94%	> 99%	*	> 99%	96%	92%	64%	93%
	2007	89%	92%	87%	86%	84%	81%	98%	*	93%	84%	88%	47%	86%
Mathematics	2008	79%	80%	65%	63%	57%	65%	83%	*	> 99%	62%	65%	50%	58%
	2007	73%	72%	57%	60%	54%	65%	75%	*	93%	59%	62%	29%	53%
8 Science	2008	69%	72%	53%	57%	49%	58%	86%	*	89%	58%	54%	41%	44%
	2007	67%	69%	*	52%	41%	49%	85%	*	93%	55%	48%	12%	38%
8 Soc Studies	2008	91%	91%	87%	87%	85%	86%	96%	*	89%	87%	87%	55%	78%
	2007	84%	86%	78%	80%	77%	72%	94%	*	93%	79%	80%	36%	67%
8 All Tests	2008	66%	66%	44%	48%	39%	53%	75%	*	89%	50%	45%	22%	32%
	2007	58%	61%	*	43%	33%	43%	68%	*	93%	43%	43%	8%	30%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accomodated)) (Standard Accountability Indicator)														
Reading/ELA	2008	91%	93%	90%	95%	92%	91%	97%	*	> 99%	92%	94%	63%	88%
	2007	88%	91%	84%	86%	83%	81%	95%	*	97%	82%	88%	53%	80%
Mathematics	2008	86%	83%	74%	72%	65%	75%	92%	*	96%	73%	72%	52%	62%
	2007	77%	76%	61%	60%	55%	67%	79%	*	93%	60%	62%	39%	52%
Writing	2008	93%	93%	91%	90%	89%	88%	96%	*	> 99%	85%	95%	33%	89%
	2007	92%	93%	90%	92%	92%	91%	91%	*	> 99%	89%	94%	70%	89%
Science	2008	76%	76%	55%	57%	49%	59%	86%	*	89%	59%	54%	41%	44%
	2007	69%	71%	39%	42%	32%	41%	76%	*	78%	49%	30%	12%	29%
Soc Studies	2008	91%	94%	87%	87%	85%	86%	95%	*	89%	87%	87%	55%	78%
	2007	87%	90%	78%	84%	77%	72%	94%	*	93%	79%	80%	36%	67%
All Tests	2008	72%	75%	63%	68%	55%	67%	88%	*	96%	65%	64%	26%	52%
	2007	67%	70%	48%	50%	42%	52%	73%	*	87%	49%	52%	20%	40%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDE ALL TAKS(Accomodated)) (2010 Preview)														
Reading/ELA	2008	89%	93%	86%	92%	92%	91%	96%	*	> 99%	92%	94%	66%	88%
Mathematics	2008	78%	82%	67%	72%	64%	75%	90%	*	96%	72%	71%	39%	61%
Writing	2008	91%	93%	87%	89%	88%	86%	93%	*	> 99%	84%	94%	31%	88%
Science	2008	74%	78%	55%	57%	48%	59%	86%	*	89%	59%	54%	41%	44%
Soc Studies	2008	91%	94%	87%	87%	85%	86%	95%	*	89%	87%	87%	55%	78%
All Tests	2008	70%	75%	58%	64%	55%	67%	86%	*	96%	64%	63%	23%	51%

TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))

Reading/ELA	2008	34%	48%	35%	43%	38%	43%	61%	+	74%	41%	45%	11%	31%
	2007	30%	36%	26%	31%	27%	28%	50%	+	69%	28%	35%	7%	24%
Mathematics	2008	24%	34%	13%	15%	10%	23%	32%	+	61%	18%	19%	< 1%	8%
	2007	25%	33%	10%	11%	9%	11%	19%	+	37%	11%	12%	4%	8%
Writing	2008	33%	39%	22%	29%	24%	32%	42%	+	55%	15%	42%	< 1%	19%
	2007	30%	37%	16%	25%	20%	31%	35%	+	83%	16%	35%	5%	19%
Science	2008	22%	27%	10%	11%	7%	14%	23%	+	56%	12%	10%	< 1%	4%
	2007	13%	19%	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2008	36%	45%	22%	27%	21%	33%	45%	+	48%	31%	23%	23%	16%
	2007	34%	43%	18%	30%	22%	29%	52%	+	79%	30%	30%	4%	20%
All Tests	2008	15%	20%	8%	14%	7%	16%	28%	+	57%	14%	15%	< 1%	6%
	2007	12%	15%	3%	8%	4%	6%	9%	+	30%	4%	5%	< 1%	2%

2008 TAKS/TAKS(Accommodated)/TAKS-M/TAKS-Alt Participation (Grades 3-11)

Tested		98.4%	98.0%	99.5%	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)		93.9%	94.7%	89.8%	95.0%	96.1%	95.7%	96.2%	-	94.4%	94.6%	97.3%	45.9%	93.3%
Not on TAKS		7.5%	3.9%	9.6%	4.0%	3.9%	4.3%	3.8%	-	5.6%	5.4%	2.7%	54.1%	6.7%
TAKS(Acc) Only		2.7%	0.4%	3.9%	0.6%	0.5%	0.7%	1.5%	-	0.0%	0.6%	0.6%	8.1%	1.0%
TAKS-M Only		2.9%	2.2%	2.2%	1.4%	2.2%	0.0%	1.3%	-	0.0%	2.4%	0.0%	21.8%	3.5%
TAKS-Alt Only		0.7%	0.8%	0.6%	1.1%	0.5%	2.1%	1.3%	-	5.6%	1.4%	0.0%	14.9%	1.6%
Combination		1.2%	0.5%	0.6%	0.7%	0.8%	1.4%	0.0%	-	0.0%	1.0%	0.4%	9.5%	0.6%
By Acct Status														
Acct System		87.1%	91.7%	83.8%	91.0%	90.2%	93.6%	94.2%	-	85.2%	90.7%	91.4%	31.4%	87.8%
Non-Acct System		11.3%	6.8%	15.9%	7.7%	9.8%	6.4%	5.8%	-	14.8%	9.3%	8.6%	48.6%	12.2%
Mobile		5.1%	2.5%	8.1%	3.7%	6.8%	3.6%	2.6%	-	9.3%	4.8%	6.6%	4.1%	6.1%
Non-Acct Test		6.2%	3.4%	7.9%	3.3%	3.3%	2.9%	3.2%	-	5.6%	4.6%	2.1%	44.4%	6.1%
Not Tested		1.6%	1.4%	0.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
Absent		0.2%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt		0.9%	0.8%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
Other		0.5%	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count		3,075,682	48,020	627	400	648	140	156	0	54	504	486	74	312

2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)

Tested		97.7%	98.5%	98.0%	99.8%	100.0%	100.0%	98.0%	-	100.0%	99.8%	99.8%	100.0%	99.5%
By Program														
TAKS (1 or more)		91.1%	94.9%	88.6%	95.3%	95.7%	94.6%	95.9%	-	94.1%	93.6%	97.5%	64.6%	92.8%
Not on TAKS		6.7%	3.6%	9.8%	4.7%	4.3%	5.4%	2.0%	-	5.9%	6.3%	2.3%	35.2%	6.7%
TAKS-I Only		0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only		4.6%	2.5%	6.7%	2.9%	3.2%	2.4%	1.6%	-	0.0%	4.2%	1.2%	22.5%	4.1%
TAKS-Alt Only		0.4%	0.5%	0.2%	1.1%	1.0%	2.4%	0.0%	-	5.9%	1.7%	0.9%	10.6%	2.4%
Combination		1.4%	0.6%	1.5%	0.5%	0.3%	0.0%	0.4%	-	0.0%	0.3%	0.2%	2.1%	0.2%
By Acct Status														
Acct System		91.6%	93.8%	90.2%	93.1%	92.2%	91.7%	96.7%	-	88.2%	92.9%	91.9%	83.1%	93.5%
Non-Acct System		6.1%	4.3%	8.8%	5.4%	7.8%	8.3%	4.1%	-	11.8%	6.9%	8.0%	16.9%	6.1%
Mobile		5.4%	4.0%	8.6%	4.9%	6.6%	6.0%	3.5%	-	5.9%	5.3%	6.9%	6.3%	6.4%
Non-Acct Test		0.7%	0.7%	0.3%	1.4%	1.1%	2.4%	0.6%	-	5.9%	1.7%	1.1%	10.6%	2.6%
Not Tested		2.3%	1.5%	1.9%	0.2%	0.0%	0.0%	1.2%	-	0.0%	0.2%	0.2%	0.0%	0.5%
Absent		0.2%	0.2%	0.2%	0.1%	0.0%	0.0%	0.0%	-	0.0%	0.2%	0.0%	0.0%	0.2%
ARD Exempt		0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt		1.0%	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
Other		0.8%	0.6%	0.3%	0.1%	0.0%	0.0%	0.6%	-	0.0%	0.0%	0.2%	0.0%	0.2%
Total Count		3,040,203	47,674	603	1,190	785	168	171	0	34	592	566	142	419

Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)

Percent of Failers Passing TAKS

Reading/ELA	2008	53%	54%	55%	61%	62%	54%	60%	*	*	66%	56%	*	46%
	2007	49%	52%	50%	41%	45%	22%	48%	*	*	39%	44%	41%	42%
Mathematics	2008	36%	40%	28%	24%	21%	30%	44%	*	*	28%	27%	28%	19%
	2007	36%	35%	25%	21%	19%	32%	31%	*	*	21%	22%	26%	15%
Average TGI Growth														
Reading/ELA	2008	0.58	0.64	0.57	0.60	0.64	0.47	0.68	*	*	0.59	0.62	-0.08	0.51
	2007	0.55	0.68	0.57	0.36	0.63	-0.08	0.35	*	*	0.33	0.43	0.36	0.47
Mathematics	2008	0.34	0.43	0.31	0.19	0.14	0.22	0.28	*	*	0.18	0.32	0.33	0.09
	2007	0.33	0.35	0.25	0.21	0.17	0.37	0.39	*	*	0.22	0.20	0.47	0.15

Link to: Progress of Prior Year TAKS Failers, By Grade Level

Student Success Initiative

Grade 5 Reading (English and Spanish)

TAKS Met Standard (Failed in Previous Year)

Promoted to Grade 6														
	2008	55%	53%	58%	70%	57%	*	*	*	*	38%	*	*	60%

Grade 5 Mathematics (English and Spanish)

TAKS Met Standard (Failed in Previous Year)

Promoted to Grade 6													
2008	22%	15%	10%	11%	20%	*	*	*	*	< 1%	*	*	*

Grade 8 Reading

Students Requiring Accelerated Instruction													
2008	6%	5%	8%	8%	8%	6%	< 1%	*	< 1%	5%	0%	36%	13%
TAKS Cumulative Met Standard (First and Second Administrations)													
2008	97%	96%	96%	96%	96%	96%	> 99%	*	> 99%	96%	96%	79%	92%

Grade 8 Mathematics

Students Requiring Accelerated Instruction													
2008	21%	24%	35%	30%	43%	47%	19%	*	11%	20%	36%	42%	58%
TAKS Cumulative Met Standard (First and Second Administrations)													
2008	86%	86%	76%	77%	87%	89%	93%	*	99%	71%	72%	67%	58%

Attendance Rate

2006-07	96.5%	96.3%	95.8%	95.3%	96.2%	95.2%	95.4%	-	97.2%	95.6%	96.3%	93.7%	95.8%
2005-06	96.5%	96.5%	95.7%	95.0%	96.1%	95.5%	95.7%	*	97.7%	95.5%	96.5%	94.6%	96.8%

Annual Dropout Rate (Gr 7-8)
(Standard Accountability Indicator)

2006-07	0.4%	0.3%	0.6%	0.3%	0.2%	0.8%	0.8%	-	0.8%	0.4%	0.0%	3.0%	0.8%
2005-06	0.4%	0.3%	0.5%	0.1%	0.2%	0.0%	0.8%	*	0.8%	0.2%	0.0%	3.0%	0.8%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2007-08 Campus Profile

District Name: FORT BEND ISD
Campus Name: QUAIL VALLEY MIDDLE
Campus #: 079907044

Section II
Total Students: 998
Grade Span: 06 - 08
School Type: Middle

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		998	100.0%	25,950	67,700	4,653,516
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
	Pre-Kindergarten	0	0.0%	6.0%	1.5%	4.5%
	Kindergarten	0	0.0%	6.0%	6.2%	7.1%
	Grade 1	0	0.0%	6.0%	6.9%	8.1%
	Grade 2	0	0.0%	6.0%	7.3%	7.8%
	Grade 3	0	0.0%	6.0%	7.2%	7.6%
	Grade 4	0	0.0%	6.0%	7.5%	7.4%
	Grade 5	0	0.0%	1.0%	7.7%	7.4%
	Grade 6	335	33.6%	29.3%	7.6%	7.2%
	Grade 7	313	31.4%	33.6%	7.8%	7.3%
	Grade 8	342	34.3%	33.3%	9.0%	7.1%
	Grade 9	0	0.0%	6.0%	9.3%	8.5%
	Grade 10	0	0.0%	6.0%	8.4%	7.1%
	Grade 11	0	0.0%	6.0%	7.7%	6.3%
	Grade 12	0	0.0%	6.0%	6.9%	5.0%
Ethnic Distribution:	African American	642	64.3%	63.7%	31.8%	14.3%
	Hispanic	138	13.9%	21.9%	23.8%	47.2%
	White	158	16.0%	11.4%	24.3%	34.8%
	Native American	3	0.3%	0.3%	0.2%	0.3%
	Asian/Pac. Islander	52	5.3%	2.7%	20.4%	3.4%
Economically Disadvantaged		319	32.2%	62.3%	30.6%	55.3%
Limited English Proficient (LEP)		6	0.6%	6.3%	12.4%	16.7%
Students w/Disciplinary Placements (2006-07)		74	5.8%	4.8%	2.2%	2.3%
At-Risk		458	46.3%	40.2%	41.5%	48.4%
Mobility (2006-07)		238	17.1%	22.8%	14.2%	20.9%
Number of Students per Teacher		14.5	n/a	14.4	15.7	14.5

Retention Rates by Grade:	Non-Special Education Rates: Campus	Campus Group	District	State	Special Education Rates: Campus	Campus Group	District	State
Kindergarten	-	-	1.7%	2.8%	-	-	11.9%	12.3%
Grade 1	-	-	5.3%	5.9%	-	-	9.3%	10.6%
Grade 2	-	-	2.6%	3.5%	-	-	4.2%	4.6%
Grade 3	-	-	1.9%	2.8%	-	-	3.5%	3.4%
Grade 4	-	-	1.5%	1.6%	-	-	1.6%	1.3%
Grade 5	-	4.0%	1.9%	2.3%	-	1.7%	2.3%	1.8%
Grade 6	3.4%	2.4%	1.8%	1.1%	2.6%	2.7%	2.3%	1.4%
Grade 7	2.4%	1.8%	2.3%	1.7%	2.2%	2.2%	1.3%	2.2%
Grade 8	1.5%	1.3%	1.7%	1.3%	2.1%	2.4%	4.2%	2.0%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	19.0	18.1	18.9
	Grade 1	-	22.1	17.5	18.9
	Grade 2	-	22.8	18.7	19.0
	Grade 3	-	20.3	18.8	19.0
	Grade 4	-	-	18.9	19.6
	Grade 5	-	22.9	21.3	22.2

	Grade 6	19.1	20.6	21.8	21.4
	Mixed Grades	-	13.0	8.3	22.4
Secondary:	English/Language Arts	19.1	20.8	22.8	20.0
	Foreign Languages	16.5	19.2	22.2	21.0
	Mathematics	17.1	19.6	20.9	19.8
	Science	14.0	20.4	20.5	20.0
	Social Studies	19.5	24.9	23.5	21.8

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	94.2	100.0%	100.0%	100.0%	100.0%
Professional Staff:	84.3	89.6%	89.7%	61.8%	62.5%
Teachers	68.3	72.5%	76.2%	48.4%	50.8%
Professional Support	12.1	12.8%	9.7%	10.8%	9.3%
Campus Admin. (School Leader.)	4.0	4.2%	4.0%	2.2%	2.8%
Educational Aides:	9.8	10.4%	10.3%	6.9%	9.9%
Total Minority Staff:	50.1	53.2%	55.6%	52.8%	43.1%
Teachers By Ethnicity and Sex:					
African American	31.4	46.0%	47.2%	27.0%	9.6%
Hispanic	1.8	2.7%	4.3%	8.0%	21.4%
White	34.1	49.9%	47.3%	58.7%	67.5%
Native American	0.0	0.0%	0.3%	0.2%	0.3%
Asian/Pacific Islander	1.0	1.5%	1.0%	4.1%	1.2%
Males	26.2	38.4%	28.0%	21.9%	22.9%
Females	42.0	61.6%	71.2%	78.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	8.0	12.9%	10.2%	8.0%	7.9%
1-5 Years Experience	28.6	45.2%	37.1%	33.6%	28.8%
6-10 Years Experience	12.1	17.7%	17.7%	22.2%	19.7%
11-20 Years Experience	11.1	16.2%	16.0%	20.4%	23.4%
Over 20 Years Experience	6.8	10.0%	13.1%	15.8%	18.2%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	8.2 yrs.	8.1 yrs.	10.4 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	4.0 yrs.	4.0 yrs.	6.4 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,580	$39,714	$39,383	$39,372
1-5 Years Experience	$45,068	$42,371	$45,307	$41,374
6-10 Years Experience	$47,613	$44,594	$48,260	$43,884
11-20 Years Experience	$51,576	$48,946	$52,887	$48,174
Over 20 Years Experience	$61,438	$57,432	$62,422	$56,354
Average Actual Salaries (regular duties only):				
Teachers	$47,618	$45,785	$49,769	$48,179
Professional Support	$56,508	$52,936	$56,563	$54,543
Campus Administration (School Leadership)	$72,753	$68,074	$73,930	$67,297
Contracted Instructional Staff (not incl. above):	0.4	6.0	17.9	2,681.9

ACTUAL OPERATING EXPENDITURE INFORMATION (2006-07)	Campus General Fund	Campus Percent	Campus Per Student	Campus All Funds	Campus Percent	Campus Per Student	Campus Group All Funds	Campus Group Percent	Campus Group Per Stud
By Function:									
Total Operating Expenditures	$6,344,963	100.0%	$5,893	$8,883,153	100.0%	$5,942	$153,635,049	100.0%	$6,1
Instruction (11,95)	$4,463,130	68.8%	$3,778	$4,430,320	64.8%	$3,453	$104,108,906	67.8%	$4,1
Instructional-Related Services (12,13)	$188,139	2.9%	$161	$208,846	2.1%	$182	$5,666,376	3.7%	$2
Instructional Leadership (21)	$72,945	1.1%	$63	$72,945	1.1%	$63	$2,231,663	1.5%	$
School Leadership (23)	$522,257	8.2%	$452	$522,257	7.6%	$452	$12,661,285	8.2%	$5
Support Services-Student (31,32,33)	$481,750	7.6%	$417	$502,864	7.3%	$435	$8,428,890	5.5%	$3
Other Campus Costs (35,36,51,52,53)	$716,718	11.3%	$622	$1,104,961	16.1%	$957	$20,537,729	13.4%	$8
By Program:									
Total Operating Expenditures	$5,626,245	100.0%	$4,871	$5,734,525	100.0%	$4,965	$132,609,304	100.0%	$5,3
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	$1,600,788	0.8%	$
Career & Technology Education (22)	$33,747	0.6%	$29	$33,747	0.6%	$29	$2,000,282	1.5%	$
Accelerated Education (24,30)	$99,092	1.8%	$86	$99,092	1.7%	$86	$11,843,723	8.9%	$4
Gifted & Talented Education (21)	$176,204	3.1%	$153	$176,204	3.1%	$153	$6,856,968	4.6%	$2
Regular Education (11)	$4,347,129	77.3%	$3,764	$4,354,238	75.9%	$3,770	$90,942,147	68.6%	$3,6
Special Education (23)	$970,073	17.2%	$840	$1,071,246	18.7%	$927	$20,846,389	15.6%	$8
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$138,977	0.1%	

PROGRAM INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	3.8%	11.4%	15.5%
Career & Technical Education	0	0.0%	10.4%	16.3%	20.9%
Gifted & Talented Education	152	15.4%	8.1%	8.8%	7.5%
Special Education	73	7.4%	12.4%	7.8%	10.0%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	1.7%	5.5%	7.3%
Career & Technical Education	0.0	0.0%	3.3%	3.1%	3.9%
Compensatory Education	0.0	0.0%	4.8%	1.1%	3.6%
Gifted & Talented Education	5.4	7.8%	4.0%	2.7%	2.0%
Regular Education	54.5	79.9%	71.1%	74.6%	70.3%

Special Education	8.3	12.2%	10.4%	10.0%	9.6%
Other	0.0	0.0%	4.8%	3.0%	2.0%

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

Link to 2007-08 Campus Comparable Improvement Report
Link to 2006-07 AEIS Report

Performance Reporting | TEA Home

Performance Reporting | TEA Home

This request took 3.39 seconds of real time (v9.2 build 1496).

Texas Education Agency | Performance Reporting

District Name:
Campus Name: School #2
Campus

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2008-09 Campus Performance
2009 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgement:
Commended on Reading/ELA
Comparable Improvement: Mathematics

Section I
Total Students:
Grade Span: 06 - 0
School Type: MIDDI

		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad
TAKS Met 2009 Standard Grade 6 (English)														
Reading	2009	93%	96%	98%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
	2008	94%	96%	89%	95%	83%	> 98%	96%	*	> 99%	93%	98%	40%	92%
Mathematics	2009	82%	86%	76%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
	2008	83%	82%	68%	75%	65%	84%	91%	*	> 99%	74%	79%	< 1%	64%
All Tests	2009	90%	94%	74%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
	2008	81%	80%	65%	75%	65%	84%	91%	*	> 99%	78%	75%	< 1%	64%
TAKS Met 2009 Standard Grade 7														
Reading	2009	87%	86%	87%	83%	84%	89%	96%	*	> 99%	96%	92%	*	82%
	2008	88%	90%	84%	80%	86%	83%	96%	*	> 99%	88%	89%	58%	81%
Mathematics	2009	82%	82%	75%	76%	64%	81%	88%	*	86%	73%	74%	*	82%
	2008	80%	84%	70%	76%	44%	78%	91%	*	92%	73%	69%	67%	82%
Writing	2009	94%	94%	94%	90%	98%	> 99%	> 99%	*	> 99%	96%	99%	*	97%
	2008	93%	93%	91%	90%	88%	89%	96%	*	> 99%	85%	95%	33%	89%
All Tests	2009	76%	78%	88%	72%	61%	81%	98%	*	96%	72%	73%	*	59%
	2008	74%	78%	84%	67%	60%	69%	98%	*	91%	67%	87%	20%	58%
TAKS Met 2009 Standard Grade 8 First Administration Only														
Reading	2009	95%	96%	96%	96%	95%	93%	> 99%	*	> 99%	94%	97%	83%	96%
	2008	95%	96%	92%	94%	92%	94%	> 99%	*	> 99%	96%	92%	64%	87%
Mathematics	2009	82%	83%	75%	75%	70%	80%	95%	*	> 99%	79%	71%	50%	75%
	2008	78%	80%	65%	64%	57%	65%	83%	*	> 99%	62%	65%	58%	58%
8 Science	2009	73%	78%	68%	59%	49%	64%	98%	*	73%	63%	55%	25%	48%
	2008	69%	72%	*	51%	49%	39%	86%	*	89%	59%	54%	41%	44%
8 Soc Studies	2009	92%	96%	92%	93%	91%	93%	99%	*	> 99%	91%	94%	73%	89%
	2008	91%	91%	87%	87%	85%	86%	95%	*	89%	87%	87%	55%	78%
8 All Tests	2009	67%	70%	61%	53%	45%	58%	77%	*	73%	57%	58%	25%	44%
	2008	64%	66%	*	46%	39%	53%	75%	*	89%	50%	45%	32%	32%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)														
Reading/ELA	2009	91%	94%	92%	95%	93%	92%	99%	*	> 99%	94%	97%	76%	92%
	2008	91%	93%	90%	93%	92%	91%	97%	*	> 99%	92%	94%	62%	88%
Mathematics	2009	82%	85%	80%	83%	74%	87%	94%	*	99%	84%	82%	44%	78%
	2008	80%	83%	74%	78%	65%	75%	92%	*	96%	73%	72%	52%	62%
Writing	2009	93%	94%	94%	90%	96%	> 99%	> 99%	*	> 99%	96%	99%	*	97%
	2008	93%	93%	91%	90%	88%	88%	96%	*	> 99%	85%	95%	33%	89%
Science	2009	78%	82%	72%	66%	69%	66%	98%	*	73%	63%	55%	25%	49%
	2008	74%	78%	55%	59%	45%	59%	86%	*	89%	58%	60%	41%	44%
Soc Studies	2009	93%	95%	92%	93%	91%	93%	98%	*	> 99%	91%	96%	73%	89%
	2008	91%	94%	87%	87%	85%	88%	95%	*	89%	87%	87%	55%	78%
All Tests	2009	74%	79%	78%	72%	57%	74%	92%	*	96%	74%	70%	27%	56%
	2008	72%	75%	61%	64%	55%	67%	88%	*	96%	65%	64%	24%	52%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))														
Reading/ELA	2009	96%	97%	98%	98%	98%	99%	> 99%	*	> 99%	97%	99%	89%	97%
Mathematics	2009	89%	91%	87%	89%	84%	91%	97%	*	> 99%	90%	89%	54%	83%
Writing	2009	97%	97%	94%	94%	96%	> 99%	> 99%	*	> 99%	96%	99%	*	97%
Science	2009	83%	88%	72%	69%	69%	64%	98%	*	73%	63%	55%	25%	49%
Soc Studies	2009	98%	99%	98%	98%	> 99%	> 99%	98%	*	> 99%	> 99%	99%	> 99%	98%
All Tests	2009	84%	87%	78%	74%	63%	77%	94%	*	97%	79%	73%	27%	62%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))														
Reading/ELA	2009	34%	42%	36%	53%	37%	47%	75%	*	84%	50%	55%	22%	36%
	2008	34%	40%	35%	43%	36%	42%	61%	*	74%	41%	45%	11%	31%
Mathematics	2009	21%	19%	22%	25%	14%	34%	51%	*	91%	38%	31%	< 1%	14%
	2008	20%	24%	13%	14%	10%	23%	32%	*	61%	18%	13%	< 1%	9%
Writing	2009	34%	40%	28%	43%	30%	33%	67%	*	85%	38%	47%	*	29%
	2008	33%	39%	22%	29%	24%	32%	42%	*	55%	15%	42%	< 1%	19%

Science	2009	26%	32%	28%	12%	8%	19%	40%	*	55%	18%	14%	< 1%	12%
	2008	22%	27%	18%	11%	7%	14%	23%	*	56%	12%	10%	< 1%	4%
Soc Studies	2009	84%	58%	35%	29%	20%	26%	51%	*	> 99%	34%	24%	< 1%	19%
	2008	36%	45%	22%	25%	21%	37%	45%	*	44%	31%	23%	23%	16%
All Tests	2009	18%	22%	12%	07%	10%	18%	45%	*	78%	24%	27%	< 1%	12%
	2008	15%	20%	8%	10%	7%	14%	28%	*	57%	14%	19%	< 1%	6%

TAKS-M Met 2009 Standard (Sum of All Grades Tested)

Reading/ELA	2009	82%	81%	80%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%	> 99%
Mathematics	2009	69%	63%	66%	71%	84%	*	*	*	*	75%	67%	71%	67%
Writing	2009	72%	76%	67%	58%	60%	*	*	*	*	*	*	60%	*
Science	2009	51%	43%	39%	35%	60%	*	*	*	*	> 99%	*	75%	*
Soc Studies	2009	64%	61%	58%	69%	80%	*	*	*	*	80%	*	89%	*
All Tests	2009	57%	57%	49%	46%	53%	*	*	*	*	63%	57%	60%	58%

TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)

Reading/ELA	2009	87%	91%	96%	91%	87%	89%	99%	*	> 99%	89%	93%	68%	84%
	2008	86%	91%	88%	87%	85%	86%	93%	*	98%	85%	89%	51%	81%
Mathematics	2009	88%	88%	78%	62%	72%	80%	93%	*	99%	85%	81%	33%	75%
	2008	78%	82%	68%	72%	64%	75%	90%	*	96%	72%	71%	39%	61%
Writing	2009	92%	94%	92%	97%	96%	> 99%	98%	*	> 99%	96%	99%	60%	97%
	2008	91%	93%	87%	89%	88%	86%	93%	*	> 99%	84%	94%	33%	88%
Science	2008	78%	88%	72%	59%	49%	64%	88%	*	73%	63%	69%	25%	49%
	2008	74%	78%	55%	57%	48%	59%	86%	*	89%	59%	58%	41%	44%
Soc Studies	2008	93%	95%	92%	93%	91%	93%	98%	*	> 99%	91%	96%	73%	89%
	2008	91%	94%	87%	87%	85%	86%	95%	*	89%	87%	87%	35%	78%
All Tests	2009	72%	77%	66%	71%	58%	73%	90%	*	96%	72%	69%	15%	53%
	2008	69%	74%	57%	53%	54%	66%	85%	*	96%	63%	63%	18%	51%

TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)

Reading/ELA	2009	97%	91%	96%	91%	87%	88%	99%	*	> 99%	90%	93%	81%	85%
Mathematics	2009	89%	88%	78%	62%	73%	86%	93%	*	99%	83%	81%	50%	74%
Writing	2009	91%	93%	92%	97%	95%	> 99%	98%	*	> 99%	95%	99%	55%	94%
Science	2009	76%	81%	70%	55%	50%	64%	88%	*	73%	64%	54%	45%	50%
Soc Studies	2009	92%	94%	90%	92%	90%	92%	98%	*	> 99%	90%	94%	79%	88%
All Tests	2009	71%	77%	65%	70%	56%	73%	90%	*	98%	72%	69%	31%	53%

TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)

All Tests	2009	68%	71%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%	> 99%

2009 TAKS Participation (Grades 3-11)

Tested	98.5%	98.8%	99.3%	99.1%	99.5%	100.0%	98.8%	*	100.0%	99.7%	99.2%	97.5%	99.4%
By Test Version													
TAKS (1 or more)	98.8%	94.4%	89.9%	95.7%	95.1%	94.8%	96.3%	*	100.0%	95.2%	86.4%	25.0%	92.6%
Not on TAKS	1.2%	4.3%	8.9%	3.7%	4.4%	5.1%	2.5%	*	0.0%	4.6%	2.8%	72.5%	6.9%
TAKS(Acc) Only	2.3%	0.7%	1.0%	1.0%	1.4%	0.8%	1.2%	*	0.0%	1.8%	0.3%	20.0%	1.3%
TAKS-M Only	1.3%	2.1%	2.9%	1.8%	2.3%	2.8%	0.6%	*	0.0%	1.8%	1.5%	32.5%	3.5%
TAKS-Alt Only	0.8%	0.9%	0.9%	0.6%	0.5%	1.0%	0.6%	*	0.0%	0.5%	0.8%	12.5%	1.3%
Combination	1.3%	0.6%	1.4%	0.6%	0.3%	2.8%	0.0%	*	0.0%	0.5%	0.3%	7.5%	0.9%
By Acct Status													
Acct System	87.3%	91.7%	85.7%	93.4%	92.3%	91.8%	94.5%	*	99.0%	93.1%	93.7%	37.5%	89.2%
Non-Acct System	11.2%	7.1%	13.4%	6.3%	7.2%	8.2%	4.3%	*	1.0%	6.8%	5.6%	60.0%	10.4%
Mobile	4.7%	3.2%	5.5%	2.6%	3.7%	4.1%	1.0%	*	1.0%	3.8%	2.5%	2.5%	4.6%
Non-Acct Test	6.4%	3.7%	6.8%	3.6%	3.3%	4.1%	2.5%	*	0.0%	3.0%	2.8%	57.5%	5.2%
Hurricane Ike	0.1%	0.2%	0.8%	0.1%	0.2%	0.0%	0.0%	*	0.0%	0.0%	0.3%	0.0%	0.4%
Not Tested	1.5%	1.2%	0.7%	0.3%	0.5%	0.0%	1.2%	*	0.0%	0.3%	0.8%	2.5%	0.6%
Absent	0.1%	0.1%	0.0%	0.3%	0.0%	0.0%	1.2%	*	0.0%	0.0%	0.5%	0.0%	0.0%
LEP Exempt	0.9%	0.8%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.4%	0.2%	0.3%	0.5%	0.0%	0.0%	*	0.0%	0.3%	0.3%	2.5%	0.4%
Hurricane Ike	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,132,158	48,557	638	766	420	98	163	1	97	394	354	40	231

2008 TAKS Participation (Grades 3-11)

Tested	98.4%	98.6%	99.5%	100.0%	100.0%	100.0%	100.0%	-	100.0%	100.0%	100.0%	100.0%	100.0%
By Program													
TAKS (1 or more)	98.9%	94.7%	89.8%	96.0%	96.1%	95.7%	96.2%	-	94.4%	94.6%	97.3%	45.9%	93.3%
Not on TAKS	1.5%	3.9%	9.6%	4.0%	3.9%	4.3%	3.8%	-	5.6%	5.4%	2.7%	54.1%	6.7%
TAKS(Acc)	2.7%	0.4%	3.9%	0.6%	0.5%	0.7%	1.3%	-	0.0%	0.4%	0.6%	8.1%	1.0%
TAKS-M Only	2.9%	2.2%	2.2%	1.6%	2.2%	2.0%	1.3%	-	0.0%	3.4%	0.8%	21.6%	3.5%
TAKS-Alt Only	0.7%	0.8%	0.6%	1.3%	0.5%	2.1%	1.3%	-	5.6%	1.4%	0.8%	14.9%	1.6%
Combination	1.2%	0.5%	0.6%	0.7%	0.8%	1.4%	0.0%	-	0.0%	1.0%	0.4%	0.5%	0.6%
By Acct Status													
Acct System	87.1%	91.7%	83.8%	91.1%	93.2%	93.6%	94.2%	-	85.2%	98.7%	91.4%	51.4%	87.8%
Non-Acct System	11.3%	6.9%	15.9%	8.9%	6.8%	6.4%	5.8%	-	14.8%	9.3%	8.6%	48.6%	12.2%
Mobile	5.1%	3.5%	8.1%	5.7%	4.6%	3.6%	2.6%	-	9.3%	4.8%	4.6%	4.1%	6.1%
Non-Acct Test	6.2%	3.4%	7.9%	3.3%	2.3%	2.9%	3.2%	-	5.6%	4.6%	2.1%	44.6%	6.1%
Not Tested	1.6%	1.4%	0.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
Absent	0.2%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.8%	0.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%

Other	0.5%	0.4%	0.1%	[illegible]	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,075,682	48,020	427	[illegible]	668	140	156	0	54	504	686	74	312

Progress of Prior Year TAKS Failers (Rus of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)

~~Percent of Failers Passing TAKS~~

Reading/ELA	2009	49%	52%	50%	[illegible]	43%	63%	*	*	*	54%	80%	*	61%
	2008	53%	54%	55%	[illegible]	62%	58%	80%	*	*	66%	54%	*	46%
Mathematics	2009	37%	40%	28%	[illegible]	33%	35%	43%	*	*	34%	33%	*	35%
	2008	36%	40%	29%	[illegible]	21%	30%	44%	*	*	20%	27%	29%	19%

Average Tol Growth

Reading/ELA	2009	0.52	0.61	0.65	[illegible]	0.67	0.73	*	*	*	0.53	1.01	*	0.49
	2008	0.58	0.64	0.57	[illegible]	0.64	0.47	0.40	*	*	0.59	0.62	-0.08	0.51
Mathematics	2009	0.30	0.30	0.20	[illegible]	0.39	0.46	0.32	*	*	0.49	0.30	*	0.42
	2008	0.34	0.43	0.31	[illegible]	0.14	0.22	0.26	*	*	0.10	0.22	0.33	0.09

Link to: Progress of Prior Year TAKS Failers, by Grade Level

Student Success Initiative

Grade 8 Reading

Students Requiring Accelerated Instruction													
	2009	6%	6%	5%	[illegible]	5%	7%	2%	*	< 1%	6%	3%	17%	4%
	2008	6%	5%	9%	[illegible]	8%	6%	< 1%	*	< 1%	5%	8%	36%	11%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	97%	98%	99%	[illegible]	99%	95%	> 99%	*	> 99%	98%	99%	83%	98%
	2008	97%	98%	96%	[illegible]	96%	94%	> 99%	*	> 99%	96%	98%	79%	92%
TAKS Failers Promoted by Grade Placement Committee														
	2008	86.5%	69.9%	92.8%	[illegible]	66.7%	*	*	-	-	*	83.3%	66.7%	100.0%
TAKS Met Standard (Failed in Previous Year)														
Retained in Grade 8														
	2009	59%	81%	*	*	*	*	*	*	*	*	*	*	*

Grade 8 Mathematics

Students Requiring Accelerated Instruction													
	2009	18%	17%	26%	[illegible]	31%	21%	15%	*	< 1%	21%	29%	58%	26%
	2008	21%	20%	35%	[illegible]	43%	27%	19%	*	11%	20%	36%	42%	50%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2009	87%	85%	92%	[illegible]	78%	80%	96%	*	> 99%	85%	81%	58%	82%
	2008	86%	86%	76%	[illegible]	67%	69%	93%	*	89%	71%	72%	47%	59%
TAKS Failers Promoted by Grade Placement Committee														
	2008	91.5%	85.8%	98.0%	[illegible]	82.2%	88.0%	*	-	-	83.3%	81.5%	63.6%	82.1%
TAKS Met Standard (Failed in Previous Year)														
Retained in Grade 8														
	2009	48%	53%	*	[illegible]	67%	*	*	*	*	*	*	*	*

English Language Learners Progress Measure (2011 Preview)

2008-09	78%	85%	85%	[illegible]	*	67%	*	*	*	88%	68%	*	75%

Attendance Rate

2007-08	95.5%	96.4%	96.2%	[illegible]	96.8%	95.9%	96.2%	-	98.1%	96.6%	96.7%	94.3%	96.2%
2006-07	95.5%	96.3%	95.8%	[illegible]	96.2%	95.2%	95.4%	-	97.2%	95.6%	96.3%	93.7%	95.0%

Annual Dropout Rate (Gr 7-8)
(Standard Accountability Indicator)

2007-08	0.3%	0.2%	0.1%	[illegible]	0.2%	0.0%	0.0%	-	0.0%	0.3%	0.0%	0.0%	0.0%
2006-07	0.4%	0.3%	0.4%	[illegible]	0.2%	0.8%	0.0%	-	0.0%	0.4%	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2008-09 Campus Profile

District Name: FORT BEND ISD
Campus Name: DUMAS VALLEY MIDDLE
Campus #: 079907044

Section II
Total Students: 792
Grade Span: 06 - 08
School Type: Middle

STUDENT INFORMATION

		Count	Percent	Campus Group	District	State
Total Students:		792	100.0%	27,212	68,507	4,726,206
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.3%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	1.5%	4.2%
	Kindergarten	0	0.0%	0.0%	6.5%	7.7%
	Grade 1	0	0.0%	0.0%	6.8%	8.0%
	Grade 2	0	0.0%	0.0%	7.2%	7.8%
	Grade 3	0	0.0%	0.0%	7.4%	7.8%
	Grade 4	0	0.0%	0.0%	7.4%	7.5%
	Grade 5	0	0.0%	11.1%	7.4%	7.5%
	Grade 6	161	20.3%	29.3%	7.8%	7.3%
	Grade 7	305	38.5%	29.7%	7.0%	7.3%
	Grade 8	326	41.2%	30.0%	7.9%	7.3%
	Grade 9	0	0.0%	0.0%	8.9%	8.2%

Grade 10	0	0.0%	8.0%	8.3%	7.8%
Grade 11	0	0.0%	8.0%	7.8%	6.4%
Grade 12	0	0.0%	8.0%	6.9%	5.8%
Ethnic Distribution: African American	826	54.8%	58.6%	31.5%	14.2%
Hispanic	181	12.0%	26.0%	23.7%	47.3%
White	483	32.0%	14.6%	43.4%	34.4%
Native American	1	0.1%	0.4%	0.2%	0.4%
Asian/Pac. Islander	98	6.5%	0.4%	1.5%	3.8%
Economically Disadvantaged	228	28.8%	56.1%	30.9%	56.7%
Limited English Proficient (LEP)	4	0.5%	5.3%	13.1%	16.9%
Students w/Disciplinary Placements (2007-08)	56	5.2%	3.0%	2.3%	2.1%
At-Risk	279	35.2%	38.4%	43.4%	48.3%
Mobility (2007-08)	152	14.1%	17.1%	13.2%	18.8%
Number of Students per Teacher	16.0	n/a	14.7	15.7	14.4

Retention Rates by Grade:	Non-Special Education Rates: Campus	Campus Group	District	State	Special Education Rates: Campus	Campus Group	District	State
Kindergarten	-	-	2.0%	2.4%	-	-	10.9%	11.7%
Grade 1	-	-	4.3%	5.5%	-	-	7.5%	10.5%
Grade 2	-	-	3.6%	3.2%	-	-	5.3%	4.7%
Grade 3	-	-	2.4%	2.5%	-	-	3.3%	3.0%
Grade 4	-	-	1.2%	1.3%	-	-	0.8%	1.3%
Grade 5	-	1.7%	2.7%	1.9%	-	0.3%	2.0%	2.4%
Grade 6	0.8%	0.9%	1.1%	0.9%	0.6%	1.3%	1.4%	1.6%
Grade 7	0.4%	1.5%	2.2%	1.4%	0.6%	1.9%	1.6%	2.2%
Grade 8	2.3%	1.7%	2.1%	1.7%	10.8%	2.9%	5.5%	3.3%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	19.2	19.8
	Grade 1	-	-	17.2	19.9
	Grade 2	-	-	19.0	19.3
	Grade 3	-	-	19.1	19.3
	Grade 4	-	-	19.0	19.7
	Grade 5	-	23.6	22.0	22.1
	Grade 6	17.5	22.0	23.1	21.5
	Mixed Grades	-	7	8.7	21.8
Secondary:	English/Language Arts	21.7	19.9	22.7	19.8
	Foreign Languages	13.6	20.4	22.3	21.1
	Mathematics	18.0	19.6	21.8	19.8
	Science	21.5	20.7	23.8	20.5
	Social Studies	21.5	21.5	24.0	21.7

STAFF INFORMATION

	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	76.2	100.0%	100.0%	100.0%	100.0%
Professional Staff:	70.9	93.0%	88.9%	62.7%	62.9%
Teachers	56.7	74.3%	78.2%	48.9%	50.7%
Professional Support	10.3	13.5%	6.8%	11.9%	8.6%
Campus Admin. (School Leader.)	4.0	5.2%	4.7%	2.2%	2.6%
Educational Aides:	5.3	7.0%	11.1%	6.3%	9.7%
Total Minority Staff:	35.3	46.3%	42.9%	53.6%	43.6%
Teachers By Ethnicity and Sex:					
African American	22.9	40.5%	32.7%	27.3%	9.7%
Hispanic	0.8	1.5%	5.1%	9.4%	22.1%
White	31.9	56.3%	60.3%	58.9%	66.7%
Native American	0.0	0.0%	0.4%	0.3%	0.5%
Asian/Pacific Islander	1.0	1.8%	1.5%	4.2%	1.3%
Males	19.8	35.0%	26.3%	21.6%	22.9%
Females	36.9	65.0%	73.7%	78.2%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	3.0	5.3%	16.5%	6.6%	7.3%
1-5 Years Experience	24.2	42.7%	37.1%	23.6%	30.5%
6-10 Years Experience	12.1	21.4%	26.8%	23.5%	20.0%
11-20 Years Experience	12.0	21.1%	18.5%	21.5%	23.7%
Over 20 Years Experience	5.4	9.5%	13.5%	15.0%	18.6%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	8.0 yrs.	9.1 yrs.	10.5 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:	5.1 yrs.	5.4 yrs.	6.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$43,850	$42,814	$41,865	$40,372
1-5 Years Experience	$47,212	$43,390	$46,498	$42,463
6-10 Years Experience	$48,899	$45,758	$49,893	$45,035
11-20 Years Experience	$55,157	$49,177	$53,390	$49,062
Over 20 Years Experience	$62,636	$56,230	$62,965	$57,329
Average Actual Salaries (regular duties only):				
Teachers	$50,123	$46,536	$50,783	$47,158
Professional Support	$60,934	$53,573	$58,649	$54,819
Campus Administration (School Leadership)	$67,084	$70,947	$74,241	$68,851

Contracted Instructional Staff (not incl. above):			0.2		7.2		15.9	2,834.5	
ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Pe Stud
By Function:									
Total Operating Expenditures	$8,615,594	100.0%	$6,682	$7,130,811	100.0%	$7,203	$157,797,703	100.0%	$6,1
Instruction (11,95)	$4,424,728	68.5%	$4,469	$4,537,363	63.6%	$4,583	$109,726,606	69.5%	$4,2
Instructional-Related Services (12,13)	$266,128	3.9%	$263	$266,154	3.7%	$269	$5,327,514	3.4%	$2
Instructional Leadership (21)	$77,411	1.2%	$78	$77,411	1.1%	$78	$2,053,578	1.3%	$
School Leadership (23)	$513,545	7.9%	$518	$513,604	7.2%	$519	$12,912,158	8.2%	$5
Support Services-Student (31,32,33)	$516,982	7.9%	$521	$516,364	7.2%	$522	$8,684,105	5.5%	$3
Other Campus Costs (35,36,51,52,53)	$823,760	12.8%	$832	$1,220,095	17.1%	$1,232	$20,101,672	12.7%	$7
By Program:									
Total Operating Expenditures	$5,781,804	100.0%	$5,858	$5,804,130	100.0%	$5,964	$138,672,219	100.0%	$5,2
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	$1,779,916	1.3%	$
Career & Technical Education (22)	$39,296	0.7%	$40	$39,296	0.7%	$40	$1,019,049	0.7%	$
Accelerated Education (24,30)	$123,235	2.1%	$124	$123,235	2.1%	$124	$11,545,429	8.4%	$4
Gifted & Talented Education (21)	$173,451	3.0%	$175	$173,451	2.9%	$175	$4,421,381	3.2%	$1
Regular Education (11)	$4,450,201	76.8%	$4,495	$4,478,405	75.8%	$4,521	$93,881,447	68.7%	$3,6
Special Education (23)	$1,065,711	17.4%	$1,016	$1,092,743	18.5%	$1,104	$23,856,512	17.5%	$9
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$165,765	0.1%	

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	0	0.0%	4.7%	12.4%	16.0%
Career & Technical Education	0	0.0%	17.7%	19.3%	21.4%
Gifted & Talented Education	280	35.4%	8.8%	8.1%	7.5%
Special Education	42	5.3%	11.2%	7.1%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	1.3%	5.2%	7.5%
Career & Technical Education	0.0	0.0%	2.5%	3.2%	3.9%
Compensatory Education	0.0	0.0%	2.7%	1.2%	3.8%
Gifted & Talented Education	10.8	19.1%	2.6%	3.7%	2.8%
Regular Education	38.7	68.3%	71.2%	73.0%	70.4%
Special Education	7.2	12.6%	12.3%	9.8%	9.7%
Other	0.0	0.0%	7.4%	3.7%	2.9%

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

Link to 2009-09 Campus Comparable Improvement Report
Link to 2007-08 AEIS Report

Performance Reporting | TEA Home

Performance Reporting | TEA Home

This request took 4.05 seconds of real time (v9.2 build 1496).

Texas Education Agency | Performance Reporting

District Name:
Campus Name: School #2
Campus

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 Campus Performance
2010 Accountability Rating: Recognized

Gold Performance Acknowledgments:
Attendance (2008-09)
Commended on Reading/ELA
Commended on Social Studies

Section 1
Total Students:
Grade Span: 06 - 0
School Type: Middl

		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad
TAKS Met 2010 Standard Grade 6														
Reading	2010	86%	88%	87%	> 99%	> 98%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
	2009	86%	88%	85%	> 99%	> 98%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
Mathematics	2010	93%	96%	76%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
	2009	91%	85%	73%	> 99%	> 99%	> 99%	> 98%	*	> 99%	> 99%	> 99%	*	> 99%
All Tests	2010	77%	82%	70%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
	2009	75%	80%	68%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
TAKS Met 2010 Standard Grade 7														
Reading	2010	86%	90%	89%	94%	92%	91%	94%	*	> 99%	92%	95%	*	88%
	2009	85%	90%	83%	84%	84%	88%	97%	*	> 99%	85%	92%	50%	82%
Mathematics	2010	82%	84%	76%	90%	67%	73%	92%	*	90%	82%	78%	*	65%
	2009	80%	81%	71%	75%	63%	81%	85%	*	96%	72%	74%	17%	63%
Writing	2010	85%	87%	96%	98%	97%	95%	98%	*	> 99%	96%	99%	*	95%
	2009	93%	94%	92%	92%	96%	> 99%	98%	*	> 99%	96%	99%	58%	97%
All Tests	2010	75%	80%	78%	78%	65%	75%	89%	*	86%	79%	78%	*	63%
	2009	73%	77%	64%	72%	61%	81%	85%	*	96%	71%	72%	17%	59%
TAKS Met 2010 Standard Grade 8 First Administration Only														
Reading	2010	91%	94%	91%	93%	93%	89%	93%	*	> 99%	91%	95%	*	93%
	2009	88%	92%	88%	99%	85%	89%	> 99%	*	> 99%	87%	90%	65%	86%
Mathematics	2010	81%	85%	76%	92%	72%	89%	91%	*	> 99%	80%	82%	*	88%
	2009	80%	82%	71%	74%	69%	79%	85%	*	> 99%	79%	71%	42%	73%
Science	2010	78%	81%	74%	83%	77%	81%	96%	*	> 99%	86%	83%	*	74%
	2009	73%	76%	*	38%	49%	64%	88%	*	73%	63%	55%	25%	49%
Soc Studies	2010	95%	96%	85%	95%	95%	97%	98%	*	> 99%	97%	96%	*	93%
	2009	92%	94%	92%	93%	91%	93%	99%	*	> 99%	91%	94%	73%	89%
All Tests	2010	70%	75%	65%	74%	64%	78%	88%	*	> 99%	74%	74%	*	58%
	2009	65%	69%	*	52%	43%	59%	77%	*	73%	56%	48%	21%	39%
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)														
Reading/ELA	2010	88%	93%	98%	96%	95%	93%	97%	*	> 99%	96%	97%	68%	93%
	2009	88%	92%	87%	99%	87%	91%	99%	*	> 99%	94%	93%	74%	89%
Mathematics	2010	84%	87%	80%	69%	79%	86%	96%	*	95%	89%	88%	*	74%
	2009	80%	85%	76%	67%	72%	86%	93%	*	99%	93%	81%	33%	75%
Writing	2010	93%	96%	96%	98%	97%	95%	98%	*	> 99%	96%	96%	*	95%
	2009	92%	94%	92%	97%	96%	> 99%	98%	*	> 99%	96%	89%	50%	97%
Science	2010	83%	86%	75%	94%	77%	81%	98%	*	> 99%	86%	83%	*	74%
	2009	78%	82%	72%	55%	49%	64%	88%	*	73%	63%	55%	25%	49%
Soc Studies	2010	95%	96%	95%	76%	95%	97%	98%	*	> 99%	97%	96%	*	93%
	2009	93%	95%	92%	93%	91%	93%	98%	*	> 99%	91%	94%	73%	88%
All Tests	2010	77%	82%	72%	84%	72%	90%	96%	*	99%	85%	84%	60%	67%
	2009	72%	78%	67%	71%	56%	74%	90%	*	96%	72%	69%	20%	54%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)														
Reading/ELA	2010	96%	97%	97%	99%	98%	98%	99%	*	> 99%	99%	99%	88%	97%
	2009	95%	97%	96%	98%	96%	99%	99%	*	> 99%	97%	98%	84%	97%
Mathematics	2010	91%	93%	87%	93%	88%	93%	97%	*	> 99%	93%	98%	*	86%
	2009	88%	91%	85%	89%	84%	90%	96%	*	> 99%	90%	89%	56%	83%
Writing	2010	97%	98%	98%	98%	97%	95%	98%	*	> 99%	96%	99%	*	95%
	2009	96%	96%	92%	97%	96%	> 99%	98%	*	> 99%	96%	89%	50%	97%
Science	2010	92%	94%	94%	96%	96%	> 99%	> 99%	*	> 99%	99%	97%	*	97%
	2009	89%	86%	72%	59%	49%	64%	88%	*	73%	63%	55%	25%	49%
Soc Studies	2010	99%	99%	> 99%	> 99%	> 99%	> 99%	> 99%	*	> 99%	> 99%	> 99%	*	> 99%
	2009	98%	99%	99%	> 99%	> 99%	> 99%	99%	*	> 99%	> 99%	99%	> 99%	98%

All Tests	2010	80%	81%	94%	3%	88%	92%	97%	*	> 99%	83%	94%	60%	86%	
	2009	82%	86%	78%	7%	63%	76%	92%	*	97%	76%	73%	25%	61%	
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2010	33%	41%	32%	6%	42%	48%	80%	*	67%	59%	65%	20%	40%	
	2009	31%	39%	29%	5%	32%	36%	67%	*	79%	40%	31%	11%	28%	
Mathematics	2010	29%	37%	19%	9%	22%	41%	69%	*	90%	53%	48%	*	24%	
	2009	28%	36%	17%	3%	13%	28%	49%	*	88%	34%	38%	< 1%	14%	
Writing	2010	33%	42%	21%	4%	26%	41%	70%	*	78%	83%	55%	*	26%	
	2009	33%	40%	26%	6%	30%	33%	64%	*	85%	38%	47%	17%	28%	
Science	2010	20%	30%	25%	4%	23%	38%	64%	*	98%	45%	35%	*	22%	
	2009	24%	32%	20%	3%	8%	19%	40%	*	55%	14%	14%	< 1%	12%	
Soc Studies	2010	47%	57%	48%	4%	35%	48%	73%	*	83%	54%	45%	*	31%	
	2009	44%	54%	35%	2%	20%	26%	51%	*	> 99%	34%	24%	< 1%	19%	
All Tests	2010	15%	22%	11%	1%	13%	31%	61%	*	75%	42%	41%	< 1%	15%	
	2009	15%	23%	8%	1%	9%	14%	42%	*	72%	24%	25%	< 1%	10%	
TAKS-M Met 2010 Standard (Sum of All Grades Tested)															
Reading/ELA	2010	95%	85%	84%	3%	98%	*	*	*	*	*	> 99%	90%	89%	
	2009	82%	81%	80%	1%	> 99%	*	*	*	*	> 99%	> 99%	> 99%	> 99%	
Mathematics	2010	75%	68%	72%	3%	56%	*	*	*	*	*	58%	60%	56%	
	2009	69%	63%	66%	1%	64%	*	*	*	*	76%	67%	71%	67%	
Writing	2010	80%	77%	63%	5%	*	*	*	*	*	*	*	80%	60%	
	2009	72%	76%	67%	6%	60%	*	*	*	*	*	*	60%	*	
Science	2010	58%	51%	53%	*	*	*	*	*	*	*	*	*	*	
	2009	51%	43%	39%	3%	60%	*	*	*	*	> 99%	*	35%	*	
Soc Studies	2010	67%	56%	68%	*	*	*	*	*	*	*	*	*	*	
	2009	64%	61%	58%	4%	80%	*	*	*	*	90%	*	88%	*	
All Tests	2010	64%	59%	68%	5%	44%	*	*	*	*	*	50%	58%	44%	
	2009	57%	57%	49%	4%	55%	*	*	*	*	63%	57%	60%	50%	
TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)															
All Tests	2010	83%	87%	> 99%	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	
All Tests	2009	84%	71%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%	> 99%	
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	90%	93%	80%	3%	95%	93%	97%	*	> 99%	95%	97%	80%	93%	
	2009	88%	91%	87%	3%	87%	91%	99%	*	> 99%	90%	93%	86%	87%	
Mathematics	2010	84%	87%	79%	4%	78%	87%	96%	*	89%	89%	83%	75%	78%	
	2009	80%	84%	76%	3%	73%	86%	93%	*	95%	83%	91%	56%	75%	
Writing	2010	93%	95%	86%	5%	86%	96%	99%	*	> 99%	96%	99%	83%	94%	
	2009	91%	93%	92%	6%	95%	> 99%	98%	*	> 99%	95%	99%	82%	95%	
Science	2010	82%	86%	74%	6%	77%	91%	96%	*	> 99%	96%	91%	78%	74%	
	2009	77%	83%	71%	5%	50%	68%	88%	*	71%	64%	55%	58%	50%	
Soc Studies	2010	94%	96%	94%	9%	94%	97%	98%	*	> 99%	97%	95%	67%	91%	
	2009	92%	94%	90%	3%	91%	92%	98%	*	> 99%	90%	94%	81%	88%	
All Tests	2010	78%	81%	70%	4%	71%	81%	94%	*	99%	85%	83%	72%	67%	
	2009	71%	77%	64%	3%	58%	74%	91%	*	96%	72%	69%	42%	54%	
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	32%	40%	31%	6%	41%	45%	79%	*	87%	58%	64%	8%	38%	
Mathematics	2010	28%	36%	19%	5%	22%	39%	68%	*	90%	52%	48%	0%	23%	
2010 TAKS Participation (Grades 3-11)															
Tested		98.6%	99.0%	99.3%	100.0%	100.0%	100.0%	100.0%	*	100.0%	100.0%	100.0%	100.0%	100.0%	1
By Test Version															
TAKS (1 or more)		98.8%	94.5%	91.2%	96.7%	95.3%	94.2%	97.3%	*	100.0%	97.0%	96.3%	8.7%	86.9%	1
Not on TAKS		7.8%	4.5%	7.8%	3.3%	4.7%	5.8%	2.7%	*	0.0%	3.0%	3.7%	93.5%	8.1%	
TAKS(Acc) Only		2.3%	0.8%	2.3%	0.4%	0.3%	1.0%	1.0%	*	0.0%	0.5%	0.7%	14.7%	8.4%	
TAKS-M Only		3.3%	2.8%	3.4%	1.4%	3.1%	1.0%	0.0%	*	0.0%	1.1%	1.7%	40.0%	4.7%	
TAKS-Alt Only		0.8%	0.5%	0.9%	1.3%	1.1%	3.9%	1.1%	*	0.0%	1.1%	1.2%	33.3%	2.5%	
Combination		1.3%	0.7%	1.2%	0.1%	0.3%	0.0%	0.0%	*	0.0%	0.2%	0.0%	3.3%	3.4%	
By Acct Status															
Acct System		90.8%	93.1%	89.8%	94.3%	91.4%	92.2%	95.8%	*	89.5%	94.0%	94.8%	16.7%	85.2%	
Non-Acct System		6.8%	5.8%	8.9%	5.7%	8.6%	7.8%	4.4%	*	0.5%	6.0%	5.4%	83.3%	14.8%	
Mobile		4.4%	2.9%	4.8%	5.1%	4.4%	2.9%	3.3%	*	0.5%	3.7%	2.5%	10.0%	7.6%	
Non-Acct Test		4.2%	2.9%	4.4%	1.4%	4.2%	4.9%	1.1%	*	0.0%	2.3%	2.9%	73.3%	7.2%	
Not Tested		1.4%	1.0%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	
Absent		0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	
LEP Exempt		0.9%	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	
Other		0.4%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	
Total Count		3,179,337	48,457	786	744	388	103	182	2	197	436	486	30	236	

2009 TAKS Participation (Grades 3-11)

Tested	98.5%	98.8%	99.3%	99.5%	99.5%	100.0%	98.8%	*	100.0%	99.7%	99.2%	97.5%	99.6%
By Test Version													
TAKS (1 or more)	96.8%	94.4%	89.9%	95.9%	95.1%	96.9%	96.3%	*	100.0%	96.2%	96.4%	25.0%	92.6%
Not on TAKS	1.7%	4.3%	9.6%	3.7%	4.4%	3.1%	2.5%	*	0.0%	4.0%	3.0%	72.5%	6.9%
TAKS(Acc) Only	2.3%	0.7%	3.0%	1.0%	1.4%	0.0%	1.2%	*	0.0%	1.8%	0.3%	20.0%	1.3%
TAKS-M Only	1.3%	2.1%	2.5%	1.4%	2.3%	2.0%	0.6%	*	0.0%	1.8%	1.5%	32.5%	3.5%
TAKS-Alt Only	0.0%	0.9%	0.5%	0.0%	0.5%	1.0%	0.6%	*	0.0%	0.5%	0.0%	12.5%	1.3%
Combination	1.3%	0.6%	1.4%	0.9%	0.2%	2.0%	0.0%	*	0.0%	0.5%	0.3%	7.5%	0.9%
By Acct Status													
Acct System	87.3%	91.7%	85.7%	93.6%	92.3%	91.8%	94.5%	*	99.0%	93.1%	93.7%	37.5%	89.2%
Non-Acct System	11.2%	7.1%	13.4%	6.1%	7.2%	8.2%	4.3%	*	1.0%	6.8%	5.6%	60.0%	10.4%
Mobile	4.7%	3.2%	5.5%	3.0%	3.7%	4.1%	1.8%	*	1.0%	3.8%	2.5%	2.5%	4.6%
Non-Acct Test	6.4%	3.7%	6.8%	2.9%	3.3%	4.1%	2.5%	*	0.0%	3.0%	2.9%	57.5%	5.2%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	*
Not Tested	1.5%	1.2%	0.7%	0.5%	0.5%	0.0%	1.2%	*	0.0%	0.3%	0.0%	2.5%	0.4%
Absent	0.1%	0.1%	0.0%	0.2%	0.0%	0.0%	1.2%	*	0.0%	0.0%	0.5%	0.0%	0.0%
LEP Exempt	0.9%	0.8%	0.3%	0.0%	0.5%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.4%	0.2%	0.3%	0.0%	0.0%	0.0%	*	0.0%	0.3%	0.2%	2.5%	0.4%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	*
Total Count	3,132,150	48,557	648	769	424	98	163	1	97	394	394	40	231

Progress of Prior Year TAKS Failers

Percent of Failers Passing TAKS (Sum of Grades 4-11)

Reading/ELA	2010	46%	48%	50%	60%	70%	58%	*	*	*	62%	56%	*	71%
	2009	43%	47%	42%	52%	52%	50%	*	*	*	41%	73%	48%	44%
Mathematics	2010	43%	43%	32%	25%	22%	46%	40%	*	*	20%	30%	*	18%
	2009	36%	40%	28%	33%	32%	35%	33%	*	*	32%	33%	< 1%	35%

Average Vertical Scale Growth (Sum of Grades 4-8)

Reading	2010	86	91	77	69	97	100	*	*	*	91	84	*	80
Mathematics	2010	70	71	59	53	49	62	67	*	*	44	62	*	47

Link to: Progress of Prior Year TAKS Failers, by Grade Level

Student Success Initiative

Grade 8 Reading

Students Requiring Accelerated Instruction													
	2010	8%	7%	10%	6%	8%	11%	9%	*	4%	10%	6%	*	7%
	2009	7%	5%	7%	4%	5%	7%	2%	*	< 1%	6%	3%	8%	4%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2010	85%	93%	95%	97%	98%	92%	98%	*	> 99%	96%	98%	*	95%
	2009	89%	93%	90%	91%	88%	91%	> 99%	*	> 99%	90%	92%	85%	87%
TAKS Failers Promoted by Grade Placement Committee													
	2009	88.5%	88.5%	100.0%	*	*	*	-	-	-	*	*	-	*
	2009	88.5%	69.5%	*	70.8%	66.7%	*	*	-	-	*	83.3%	66.7%	100.0%
TAKS Met Standard (Failed in Previous Year)													
Retained in Grade 8													
	2010	51%	91%	*	*	*	*	*	*	*	*	*	*	*
	2009	34%	42%	*	*	*	*	*	*	*	*	*	*	*

Grade 8 Mathematics

Students Requiring Accelerated Instruction													
	2010	18%	15%	25%	25%	28%	11%	9%	*	4%	20%	19%	*	32%
	2009	28%	18%	29%	26%	31%	23%	15%	*	< 1%	23%	30%	58%	27%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2010	88%	96%	85%	98%	85%	92%	96%	*	> 99%	90%	89%	*	78%
	2009	85%	88%	78%	82%	77%	86%	98%	*	> 99%	84%	90%	42%	79%
TAKS Failers Promoted by Grade Placement Committee													
	2009	91.1%	93.8%	97.3%	90.2%	80.2%	*	*	-	-	100.0%	81.0%	100.0%	86.7%
	2009	98.5%	85.8%	*	92.4%	82.2%	88.0%	*	-	-	93.9%	81.5%	83.8%	82.1%
TAKS Met Standard (Failed in Previous Year)													
Retained in Grade 8													
	2010	53%	42%	*	*	*	*	*	*	*	*	*	*	*
	2009	49%	52%	*	63%	67%	*	*	*	*	*	*	*	*

English Language Learners Progress Indicator
(2011 Preview)

2009-10	79%	86%	84%	92%	*	98%	*	*	*	> 99%	*	*	89%
2008-09	76%	85%	85%	85%	*	78%	*	*	*	88%	80%	*	80%

Attendance Rate

2008-09	95.6%	96.8%	96.1%	97.0	96.9%	96.3%	96.4%	*	98.7%	97.8%	96.9%	93.2%	96.2%
2007-08	95.5%	96.4%	96.2%	96.6%	96.8%	95.9%	96.2%	-	98.1%	96.6%	96.7%	94.3%	96.2%

Annual Dropout Rate (Gr 7-8)
(Standard Accountability Indicator)

2008-09	0.3%	0.3%	0.2%	0.1%	0.2%	0.0%	0.0%	-	0.0%	0.3%	0.0%	0.0%	0.0%
2007-08	0.3%	0.3%	0.1%	0.1%	0.2%	0.0%	0.0%	-	0.0%	0.3%	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 Campus Profile

District Name: FORT BEND ISD
Campus Name: QUAIL VALLEY MIDDLE
Campus #: 079907044

Section II
Total Students: 848
Grade Span: 06 - 08
School Type: Middle

STUDENT INFORMATION

	Campus Count	Campus Percent	Campus Group	District	State
Total Students:	848	100.0%	32,355	69,066	4,824,778
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	1.6%	4.4%
Kindergarten	0	0.0%	0.0%	6.5%	7.6%
Grade 1	0	0.0%	0.0%	7.3%	7.9%
Grade 2	0	0.0%	0.0%	6.9%	7.8%
Grade 3	0	0.0%	0.0%	7.4%	7.7%
Grade 4	0	0.0%	0.0%	7.5%	7.6%
Grade 5	0	0.0%	7.3%	7.5%	7.5%
Grade 6	199	23.5%	26.0%	7.7%	7.3%
Grade 7	343	40.4%	33.7%	8.0%	7.3%
Grade 8	306	36.1%	33.0%	7.6%	7.2%
Grade 9	0	0.0%	0.0%	9.0%	8.1%
Grade 10	0	0.0%	0.0%	8.3%	6.5%
Grade 11	0	0.0%	0.0%	7.4%	6.4%
Grade 12	0	0.0%	0.0%	7.1%	5.9%
Ethnic Distribution: African American	360	42.5%	41.1%	31.3%	14.0%
Hispanic	105	12.4%	29.6%	24.1%	48.6%
White	182	21.5%	22.7%	32.5%	33.3%
Native American	2	0.2%	0.4%	0.2%	0.4%
Asian/Pac. Islander	199	23.5%	6.3%	11.9%	3.7%
Economically Disadvantaged	223	26.3%	58.8%	35.2%	58.8%
Limited English Proficient (LEP)	4	0.5%	5.7%	13.4%	16.8%
Students w/Disciplinary Placements (2008-09)	214	25.4%	27.8%	12.8%	13.4%
At-Risk	193	22.8%	40.5%	43.6%	47.2%
Mobility (2008-09)	86	10.2%	15.5%	12.1%	16.3%
Number of Students per Teacher	16.3	n/a	14.9	15.8	14.5

Retention Rates by Grade:	Non-Special Education Rates: Campus	Campus Group	District	State	Special Education Rates: Campus	Campus Group	District	State
Kindergarten	-	-	1.9%	2.4%	-	-	8.9%	11.8%
Grade 1	-	-	4.4%	5.3%	-	-	6.9%	9.7%
Grade 2	-	-	2.8%	3.0%	-	-	4.3%	4.2%
Grade 3	-	-	2.8%	2.3%	-	-	2.8%	2.4%
Grade 4	-	-	1.3%	1.2%	-	-	0.7%	1.0%
Grade 5	-	1.2%	2.0%	1.7%	-	0.5%	1.3%	1.7%
Grade 6	0.0%	0.7%	0.8%	0.8%	-	1.2%	0.5%	1.3%
Grade 7	2.4%	1.1%	1.8%	1.2%	5.9%	2.3%	1.3%	1.9%
Grade 8	2.1%	1.2%	1.4%	1.4%	0.0%	1.8%	2.7%	2.5%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	19.6	19.3
Grade 1	-	-	17.4	19.1
Grade 2	-	-	19.1	19.2
Grade 3	-	-	19.5	19.3
Grade 4	-	-	18.8	19.9
Grade 5	-	22.2	21.5	22.4
Grade 6	17.9	22.0	21.4	21.1
Mixed Grades	-	23.9	18.9	24.7
Secondary: English/Language Arts	22.7	19.9	23.0	17.8
Foreign Languages	26.7	22.3	22.8	19.4
Mathematics	18.8	20.9	22.1	18.5
Science	19.2	21.7	24.1	19.3
Social Studies	21.9	22.7	25.3	20.4

STAFF INFORMATION

	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	76.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:	73.1	93.7%	85.7%	62.4%	63.2%
Teachers	55.3	72.9%	74.7%	48.5%	50.5%
Professional Support	14.8	19.0%	6.3%	11.4%	9.9%
Campus Admin. (School Leader.)	3.0	3.8%	4.7%	2.2%	2.8%
Educational Aides:	4.9	6.3%	14.3%	6.8%	9.8%
Total Minority Staff:	36.0	46.1%	37.5%	53.8%	43.9%
Teachers By Ethnicity and Sex:					
African American	20.3	36.6%	27.0%	27.1%	9.5%
Hispanic	1.0	1.8%	6.7%	9.5%	22.5%
White	32.1	58.0%	64.3%	58.8%	66.4%
Native American	0.2	0.3%	0.6%	0.3%	0.3%
Asian/Pacific Islander	2.0	3.6%	1.3%	4.4%	1.3%
Males	18.8	34.0%	27.2%	22.8%	21.0%
Females	36.5	66.0%	72.8%	77.0%	79.0%

Teachers by Years of Experience:					
Beginning Teachers	3.3	6.8%	8.2%	5.3%	6.8%
1-5 Years Experience	18.0	32.5%	38.3%	32.8%	31.8%
6-10 Years Experience	14.3	25.8%	21.3%	24.3%	30.3%
11-20 Years Experience	11.6	24.6%	18.9%	22.6%	24.4%
Over 20 Years Experience	6.1	11.0%	11.4%	15.1%	10.3%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	9.7 yrs.	9.2 yrs.	10.7 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	5.7 yrs.	5.4 yrs.	6.9 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$52,368	$42,345	$40,218	$41,165
1-5 Years Experience	$47,363	$44,637	$47,244	$43,527
6-10 Years Experience	$50,768	$47,288	$50,342	$46,149
11-20 Years Experience	$54,078	$50,584	$54,482	$50,153
Over 20 Years Experience	$62,965	$58,118	$66,357	$58,427
Average Actual Salaries (regular duties only):				
Teachers	$51,913	$47,827	$51,846	$48,263
Professional Support	$59,811	$54,844	$59,842	$56,470
Campus Administration (School Leadership)	$78,018	$71,402	$76,606	$70,209
Contracted Instructional Staff (not incl. above):	8.0	3.4	16.6	1,722.9

ACTUAL OPERATING EXPENDITURE INFORMATION (2008-09)	Campus General Fund	Campus Percent	Campus Per Student	Campus All Funds	Campus Percent	Campus Per Student	Campus Group All Funds	Campus Group Percent	Campus Group Per Stud
By Function:									
Total Operating Expenditures	$5,470,527	100.0%	$6,907	$6,145,982	100.0%	$7,760	$203,878,614	100.0%	$6,3
Instruction (11,95)	$3,426,503	66.3%	$4,581	$3,904,917	63.5%	$4,930	$140,377,037	68.9%	$4,3
Instructional-Related Services (12,13)	$173,851	3.2%	$220	$177,499	2.8%	$224	$6,554,383	3.2%	$2
Instructional Leadership (21)	$61,721	1.1%	$78	$61,721	1.0%	$78	$2,811,021	1.4%	$
School Leadership (23)	$452,304	8.3%	$571	$453,489	7.4%	$572	$15,621,019	7.7%	$4
Support Services-Student (31,32,33)	$457,690	8.4%	$578	$458,185	7.5%	$578	$11,804,422	5.8%	$3
Other Campus Costs (35,36,51,52,53)	$696,298	12.7%	$879	$1,089,331	17.7%	$1,375	$26,709,934	13.1%	$8
By Program:									
Total Operating Expenditures	$4,774,229	100.0%	$6,028	$5,056,543	100.0%	$6,377	$175,268,873	100.0%	$5,4
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	$2,118,127	1.2%	$
Career & Technical Education (22)	$36,505	0.8%	$46	$36,585	0.7%	$46	$1,045,246	0.6%	$
Accelerated Education (24,30)	$122,633	2.6%	$155	$122,633	2.4%	$155	$11,658,878	6.7%	$3
Gifted & Talented Education (21)	$459,728	9.6%	$580	$478,274	9.5%	$604	$7,821,617	4.5%	$2
Regular Education (11)	$3,364,929	70.5%	$4,249	$3,548,376	70.2%	$4,495	$120,753,023	68.9%	$3,7
Special Education (23)	$790,434	16.6%	$996	$852,755	16.9%	$1,077	$31,455,523	17.9%	$9
Other (26,39,29)	$0	0.0%	$0	$0	0.0%	$0	$396,459	0.2%	$

PROGRAM INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Student Enrollment by Program:					
Bilingual/ESL Education	1	0.1%	5.2%	12.3%	16.1%
Career & Technical Education	8	0.8%	15.7%	10.1%	21.3%
Gifted & Talented Education	447	52.7%	13.0%	7.8%	7.6%
Special Education	34	4.0%	10.0%	6.4%	9.0%
Teachers by Program (population served):					
Bilingual/ESL Education	0.0	0.0%	1.5%	6.1%	7.0%
Career & Technical Education	0.0	0.0%	2.3%	3.1%	3.9%
Compensatory Education	0.0	0.0%	1.7%	1.1%	3.4%
Gifted & Talented Education	15.8	26.6%	4.6%	4.9%	2.0%
Regular Education	34.1	61.7%	78.0%	71.6%	71.0%
Special Education	5.3	9.5%	12.9%	9.2%	9.6%
Other	0.1	0.2%	7.1%	3.9%	3.0%

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

Link to 2009-10 Campus Comparable Improvement Report
Link to 2008-09 AEIS Report

Performance Reporting | TEA Home

Performance Reporting | TEA Home

This request took 4.03 seconds of real time (v9.2 build 1496).

Texas Education Agency | Performance Reporting

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2007-08 Campus Performance
2008 Accountability Rating: Academically Acceptable
Gold Performance Acknowledgments: Commended on Reading/ELA
Comparable Improvement: Reading/ELA

District Name:
Campus Name: School #3
Campus:

Section I
Total Students:
Grade Span: 06 - 8
School Type: Middl

		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad
TAKS Met 2008 Standard Grade 6 (English)														
Reading	2008	54%	94%	88%	86%	91%	87%	*	*	*	84%	95%	63%	89%
	2007	52%	92%	87%	85%	86%	84%	*	*	*	81%	91%	75%	83%
Mathematics	2008	83%	82%	66%	59%	56%	63%	*	*	*	57%	68%	11%	59%
	2007	80%	78%	61%	62%	61%	62%	*	*	*	56%	74%	20%	55%
All Tests	2008	81%	80%	63%	59%	56%	63%	*	*	*	55%	69%	20%	58%
	2007	78%	76%	58%	59%	50%	59%	*	*	*	51%	69%	25%	52%
TAKS Met 2008 Standard Grade 7														
Reading	2008	88%	90%	81%	83%	87%	73%	*	*	*	78%	88%	50%	75%
	2007	85%	87%	82%	84%	68%	67%	*	*	*	82%	74%	30%	65%
Mathematics	2008	80%	80%	65%	56%	56%	56%	*	*	*	55%	58%	27%	55%
	2007	77%	75%	61%	49%	45%	63%	*	*	*	49%	49%	15%	46%
Writing	2008	93%	93%	89%	90%	92%	85%	*	*	*	86%	94%	73%	88%
	2007	93%	93%	90%	94%	87%	74%	*	*	*	78%	90%	30%	82%
All Tests	2008	74%	76%	57%	57%	53%	48%	*	*	*	49%	58%	18%	48%
	2007	71%	71%	56%	61%	40%	47%	*	*	*	38%	45%	7%	38%
TAKS Met 2008 Standard Grade 8 First Administration Only														
Reading	2008	96%	96%	90%	92%	93%	87%	*	*	*	91%	92%	67%	90%
	2007	89%	92%	86%	84%	83%	86%	*	*	*	92%	86%	29%	80%
Mathematics	2008	79%	80%	63%	65%	68%	70%	*	*	*	64%	62%	38%	59%
	2007	73%	72%	56%	47%	45%	54%	*	*	*	45%	50%	< 1%	44%
8 Science	2008	69%	72%	52%	49%	47%	52%	*	*	*	49%	48%	4%	43%
	2007	67%	69%	*	33%	32%	38%	*	*	*	34%	32%	4%	29%
8 Soc Studies	2008	91%	91%	86%	79%	78%	77%	*	*	*	79%	79%	22%	76%
	2007	84%	86%	77%	64%	63%	68%	*	*	*	62%	67%	21%	61%
8 All Tests	2008	64%	66%	48%	40%	38%	45%	*	*	*	43%	38%	7%	38%
	2007	58%	61%	*	27%	27%	29%	*	*	*	26%	29%	4%	24%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)														
Reading/ELA	2008	91%	93%	88%	89%	92%	84%	*	*	*	85%	94%	65%	89%
	2007	88%	91%	84%	78%	79%	79%	57%	*	*	75%	83%	48%	76%
Mathematics	2008	80%	83%	70%	64%	63%	67%	*	*	*	64%	65%	27%	64%
	2007	77%	78%	62%	52%	50%	60%	57%	*	*	50%	55%	12%	48%
Writing	2008	93%	93%	89%	90%	93%	85%	*	*	*	86%	96%	73%	86%
	2007	92%	93%	90%	94%	87%	74%	*	*	*	78%	90%	30%	82%
Science	2008	74%	78%	53%	48%	47%	52%	*	*	*	49%	48%	4%	43%
	2007	66%	71%	41%	22%	20%	26%	*	*	*	22%	21%	< 1%	17%
Soc Studies	2008	91%	94%	86%	79%	79%	77%	*	*	*	79%	79%	22%	76%
	2007	87%	90%	77%	64%	63%	68%	*	*	*	62%	67%	21%	61%
All Tests	2008	72%	75%	56%	51%	50%	54%	*	*	*	50%	52%	12%	48%
	2007	67%	70%	48%	39%	37%	43%	29%	*	*	36%	42%	7%	35%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDE ALL TAKS(Accommodated)) (2010 Preview)														
Reading/ELA	2008	89%	93%	85%	83%	92%	84%	*	*	*	85%	94%	66%	88%
Mathematics	2008	78%	82%	66%	64%	63%	66%	*	*	*	64%	65%	26%	64%
Writing	2008	91%	93%	84%	90%	93%	85%	*	*	*	86%	96%	73%	88%
Science	2008	74%	78%	53%	46%	47%	52%	*	*	*	49%	48%	4%	43%
Soc Studies	2008	91%	94%	86%	79%	78%	77%	*	*	*	79%	79%	22%	76%
All Tests	2008	70%	75%	54%	51%	50%	54%	*	*	*	50%	52%	12%	48%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))														
Reading/ELA	2008	34%	48%	27%	30%	38%	28%	*	*	*	23%	36%	5%	28%
	2007	38%	36%	24%	22%	21%	22%	29%	*	*	17%	27%	3%	19%
Mathematics	2008	28%	34%	12%	9%	7%	12%	*	*	*	8%	10%	3%	8%
	2007	25%	30%	8%	5%	5%	6%	< 1%	*	*	4%	6%	< 1%	6%
Writing	2008	33%	39%	20%	16%	18%	15%	*	*	*	15%	21%	7%	15%
	2007	38%	37%	14%	14%	15%	14%	*	*	*	7%	23%	< 1%	10%

Science	2008	22%	27%	8%	3%	5%	3%	*	*	*	4%	5%	4%	4%
	2007	13%	14%	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2008	36%	45%	22%	13%	17%	11%	*	*	*	13%	10%	4%	12%
	2007	34%	43%	14%	5%	9%	8%	*	*	*	9%	10%	< 1%	5%
All Tests	2008	15%	26%	6%	4%	4%	4%	*	*	*	3%	6%	< 1%	4%
	2007	12%	15%	3%	3%	3%	2%	< 1%	*	*	2%	3%	< 1%	3%

2008 TAKS/TAKS(Accommodated)/TAKS-M/TAKS-Alt Participation (Grades 3-11)

Tested	98.6%	98.6%	98.0%	98.3%	99.3%	96.4%	100.0%	-	*	98.9%	98.1%	97.7%	97.9%	
By Test Version														
TAKS (1 or more)	91.9%	94.7%	88.3%	90.5%	90.5%	91.5%	57.1%	-	*	88.1%	93.2%	35.6%	88.5%	
Not on TAKS	7.5%	3.9%	10.4%	7.7%	8.8%	5.9%	42.9%	-	*	10.8%	4.9%	62.1%	9.4%	
TAKS(Acc) Only	2.7%	0.4%	3.9%	2.1%	0.0%	0.4%	0.0%	-	*	0.2%	0.0%	0.8%	0.0%	
TAKS-M Only	2.9%	2.2%	3.0%	2.5%	5.2%	4.3%	42.9%	-	*	7.5%	2.6%	40.9%	6.4%	
TAKS-Alt Only	0.7%	0.8%	0.7%	1.3%	1.7%	0.4%	0.0%	-	*	1.4%	0.9%	9.8%	1.4%	
Combination	1.2%	0.5%	0.8%	1.4%	1.9%	0.8%	0.0%	-	*	1.5%	1.3%	10.6%	1.6%	
By Acct Status														
Acct System	87.1%	91.7%	81.2%	84.1%	84.3%	84.7%	42.9%	-	*	83.7%	86.8%	43.2%	82.6%	
Non-Acct System	11.3%	6.9%	17.6%	14.3%	15.6%	11.7%	57.1%	-	*	17.2%	11.3%	56.5%	15.2%	
Mobile	5.1%	3.5%	8.8%	7.3%	8.1%	7.1%	14.3%	-	*	8.0%	7.7%	3.8%	7.3%	
Non-Acct Test	6.2%	3.4%	8.8%	7.0%	6.9%	4.6%	42.9%	-	*	9.1%	3.6%	50.8%	7.9%	
Not Tested	1.4%	1.4%	1.9%	1.7%	0.7%	3.6%	0.0%	-	*	1.1%	1.9%	2.3%	2.1%	
Absent	0.2%	0.1%	0.3%	0.2%	0.4%	0.0%	0.0%	-	*	0.5%	0.0%	0.8%	0.3%	
LEP Exempt	0.9%	0.8%	0.5%	0.5%	0.1%	2.5%	0.0%	-	*	0.4%	1.5%	0.8%	1.5%	
Other	0.5%	0.4%	0.3%	0.4%	0.1%	1.1%	0.0%	-	*	0.2%	0.6%	1.5%	0.5%	
Total Count	3,075,682	48,029	849	1,917	726	201	7	0	3	547	470	132	627	

2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)

Tested	97.7%	98.5%	96.5%	96.8%	99.5%	96.5%	100.0%	*	*	98.0%	98.6%	97.7%	98.2%	
By Program														
TAKS (1 or more)	81.1%	94.9%	87.9%	90.6%	91.1%	90.2%	88.9%	*	*	98.7%	93.3%	34.1%	89.4%	
Not on TAKS	6.7%	3.6%	13.9%	9.4%	8.4%	6.3%	11.1%	*	*	18.3%	5.2%	63.6%	8.8%	
TAKS-I Only	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	
SDAA II Only	4.4%	2.3%	7.5%	4.6%	6.9%	5.5%	11.1%	*	*	8.7%	4.3%	53.0%	7.2%	
TAKS-Alt Only	0.4%	0.5%	0.3%	0.3%	0.1%	0.4%	0.0%	*	*	0.2%	0.2%	1.5%	0.3%	
Combination	1.4%	0.6%	2.2%	1.3%	1.4%	0.4%	0.0%	*	*	1.4%	0.8%	9.1%	1.2%	
By Acct Status														
Acct System	81.6%	93.8%	88.4%	92.0%	92.1%	91.8%	88.9%	*	*	92.7%	91.6%	98.4%	91.8%	
Non-Acct System	8.1%	4.7%	9.4%	6.8%	7.4%	4.7%	11.1%	*	*	6.3%	6.9%	0.1%	6.3%	
Mobile	5.4%	4.0%	9.2%	6.8%	7.2%	4.3%	11.1%	*	*	8.1%	6.7%	7.6%	6.0%	
Non-Acct Test	8.7%	8.7%	8.4%	6.2%	8.1%	6.4%	0.0%	*	*	0.2%	0.2%	1.5%	0.3%	
Not Tested	2.3%	1.5%	1.2%	1.2%	0.5%	3.5%	0.0%	*	*	1.0%	1.5%	2.3%	1.8%	
Absent	0.2%	0.2%	0.2%	0.2%	0.3%	0.4%	0.0%	*	*	0.5%	0.8%	0.9%	0.5%	
ARD Exempt	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	
LEP Exempt	1.0%	0.6%	0.5%	0.7%	0.0%	2.7%	0.0%	*	*	0.3%	1.0%	0.0%	0.9%	
Other	0.8%	0.6%	0.3%	0.3%	0.3%	0.4%	0.0%	*	*	0.2%	0.4%	1.5%	0.5%	
Total Count	3,040,283	47,476	823	1,856	707	255	8	1	4	575	478	132	849	

Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)

Percent of Failers Passing TAKS

Reading/ELA	2008	53%	54%	55%	54%	71%	47%	*	*	*	61%	67%	50%	59%
	2007	49%	52%	51%	47%	63%	50%	*	*	*	46%	42%	38%	43%
Mathematics	2008	36%	40%	28%	33%	34%	29%	*	*	*	33%	33%	17%	34%
	2007	34%	35%	25%	30%	18%	28%	*	*	*	21%	20%	< 1%	18%

Average TGI Growth

Reading/ELA	2008	0.58	0.68	0.56	0.60	0.68	0.62	*	*	*	0.67	0.50	0.84	0.75
	2007	0.55	0.60	0.58	0.56	0.57	0.61	*	*	*	0.62	0.50	0.34	0.51
Mathematics	2008	0.38	0.43	0.33	0.43	0.48	0.26	*	*	*	0.33	0.40	0.33	0.43
	2007	0.33	0.35	0.28	0.28	0.21	0.17	*	*	*	0.28	0.20	0.88	0.18

Link to: Progress of Prior Year TAKS Failers, by Grade Level

Student Success Initiative

Grade 5 Reading (English and Spanish)

TAKS Met Standard (Failed in Previous Year)

Promoted to Grade 6														
	2008	55%	53%	52%	52%	55%	53%	*	*	*	43%	67%	*	53%

Grade 5 Mathematics (English and Spanish)

TAKS Met Standard (Failed in Previous Year)

Promoted to Grade 6														
	2008	22%	15%	18%	16%	13%	9%	*	*	*	18%	< 1%	*	13%

Grade 8 Reading

Students Requiring Accelerated Instruction

2008	8%	5%	11%	6%	7%	13%	*	*	*	9%	7%	33%	18%

TAKS Cumulative Met Standard (First and Second Administrations)

2008	97%	98%	94%	95%	96%	91%	*	*	*	83%	87%	63%	94%

Grade 8 Mathematics

Students Requiring Accelerated Instruction

2008	21%	20%	38%	28%	48%	31%	*	*	*	36%	29%	62%	41%

TAKS Cumulative Met Standard (First and Second Administrations)

2008	96%	88%	74%	77%	75%	83%	*	*	*	79%	75%	38%	78%

Attendance Rate

2006-07	95.5%	96.3%	95.1%	94.3%	95.4%	93.4%	94.1%	*	*	94.7%	95.2%	92.8%	94.3%
2005-06	95.5%	96.3%	95.8%	95.5%	95.8%	94.4%	92.5%	*	*	94.9%	96.2%	93.1%	94.8%

Annual Dropout Rate (Gr 7-8)
(Standard Accountability Indicator)

2006-07	0.4%	0.3%	0.8%	0.7%	0.5%	1.5%	0.8%	*	*	0.7%	0.7%	1.0%	0.8%
2005-06	0.4%	0.3%	0.7%	1.2%	1.1%	2.5%	0.8%	*	*	1.0%	1.9%	2.7%	0.9%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2007-08 Campus Profile

District Name: FORT BEND ISD
Campus Name: HISSOMI CITY MIDDLE
Campus #: 079901042

Section II
Total Students: 995
Grade Span: 06 - 08
School Type: Middle

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		995	100.0%	27,008	67,788	4,651,518
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.2%	8.3%
	Pre-Kindergarten	0	0.0%	0.0%	1.5%	4.1%
	Kindergarten	0	0.0%	0.0%	6.2%	7.7%
	Grade 1	0	0.0%	0.0%	6.9%	8.1%
	Grade 2	0	0.0%	0.0%	7.3%	7.9%
	Grade 3	0	0.0%	0.0%	7.2%	7.6%
	Grade 4	0	0.0%	0.0%	7.5%	7.4%
	Grade 5	0	0.0%	4.5%	7.7%	7.4%
	Grade 6	340	34.2%	28.1%	7.6%	7.2%
	Grade 7	301	30.3%	34.3%	7.0%	7.3%
	Grade 8	354	35.6%	33.0%	8.0%	7.1%
	Grade 9	0	0.0%	0.0%	9.1%	8.5%
	Grade 10	0	0.0%	0.0%	8.4%	7.1%
	Grade 11	0	0.0%	0.0%	7.7%	6.2%
	Grade 12	0	0.0%	0.0%	6.9%	5.6%
Ethnic Distribution:	African American	713	71.7%	44.1%	31.8%	14.3%
	Hispanic	272	27.4%	27.7%	23.0%	47.2%
	White	5	0.5%	4.6%	24.3%	34.8%
	Native American	0	0.0%	0.1%	0.2%	0.3%
	Asian/Pac. Islander	4	0.4%	2.4%	20.6%	3.4%
Economically Disadvantaged		612	61.5%	72.7%	30.6%	55.3%
Limited English Proficient (LEP)		96	9.6%	7.0%	12.4%	16.7%
Students w/Disciplinary Placements (2006-07)		77	6.2%	8.8%	2.2%	2.3%
At-Risk		644	64.7%	52.6%	41.5%	48.4%
Mobility (2006-07)		292	23.5%	26.1%	16.2%	20.8%
Number of Students per Teacher		14.3	n/a	14.0	15.7	14.5

Retention Rates by Grade:	Non-Special Education Rates: Campus	Campus Group	District	State	Special Education Rates: Campus	Campus Group	District	State
Kindergarten	-	-	1.7%	2.8%	-	-	11.9%	12.3%
Grade 1	-	-	5.3%	5.9%	-	-	9.3%	10.6%
Grade 2	-	-	2.6%	3.5%	-	-	4.2%	4.6%
Grade 3	-	-	1.9%	2.8%	-	-	3.5%	2.8%
Grade 4	-	-	1.5%	1.6%	-	-	1.8%	1.3%
Grade 5	-	2.5%	1.9%	2.3%	-	0.7%	2.3%	1.9%
Grade 6	3.7%	2.8%	1.9%	1.3%	6.1%	1.6%	2.3%	1.6%
Grade 7	5.3%	2.8%	2.3%	1.7%	0.0%	2.2%	1.3%	2.2%
Grade 8	2.2%	1.6%	1.7%	1.3%	3.1%	4.2%	4.2%	2.9%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	-	18.1	18.9
	Grade 1	-	-	17.9	18.8
	Grade 2	-	-	18.7	19.0
	Grade 3	-	-	18.8	19.0
	Grade 4	-	-	18.5	19.8
	Grade 5	-	23.6	21.3	22.2
	Grade 6	17.9	20.0	21.0	21.8
	Mixed Grades	-	5.0	8.3	22.8
Secondary:	English/Language Arts	17.5	20.3	22.0	20.0
	Foreign Languages	14.5	19.0	22.2	21.0
	Mathematics	14.9	20.6	20.8	19.9
	Science	17.8	21.4	22.5	20.8
	Social Studies	20.3	21.9	23.5	21.8

STAFF INFORMATION	Campus Count	Campus Percent	Campus Group	District	State

Total Staff:	100.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	99.5	99.2%	99.1%	61.6%	62.9%
Teachers	69.8	69.6%	76.2%	68.4%	50.8%
Professional Support	15.7	15.6%	8.2%	10.6%	8.3%
Campus Admin. (School Leader.)	4.0	4.0%	4.7%	3.2%	2.8%
Educational Aides:	10.8	10.8%	18.9%	6.6%	9.9%
Total Minority Staff:	90.0	89.8%	71.5%	52.8%	43.1%
Teachers By Ethnicity and Sex:					
African American	80.7	97.0%	63.9%	27.0%	9.6%
Hispanic	1.0	1.4%	3.8%	9.6%	21.4%
White	6.0	8.7%	30.4%	58.7%	67.5%
Native American	1.0	1.4%	0.3%	0.3%	0.3%
Asian/Pacific Islander	1.0	1.4%	1.6%	4.1%	1.2%
Males	20.3	29.1%	30.4%	21.9%	22.8%
Females	49.5	70.9%	69.4%	78.1%	77.2%
Teachers by Years of Experience:					
Beginning Teachers	5.5	6.4%	11.7%	8.0%	7.8%
1-5 Years Experience	22.9	33.9%	37.1%	33.6%	29.8%
6-10 Years Experience	18.7	23.9%	19.2%	22.2%	19.7%
11-20 Years Experience	9.1	13.0%	16.2%	20.4%	23.4%
Over 20 Years Experience	15.2	21.8%	15.9%	15.8%	19.2%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	10.9 yrs.	9.5 yrs.	10.4 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	6.2 yrs.	6.5 yrs.	6.4 yrs.	7.4 yrs.

Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$33,056	$41,265	$39,883	$39,372
1-5 Years Experience	$45,090	$43,761	$45,307	$41,274
6-10 Years Experience	$47,984	$48,338	$48,288	$43,886
11-20 Years Experience	$51,980	$50,793	$52,897	$48,174
Over 20 Years Experience	$62,353	$61,269	$62,622	$58,354
Average Actual Salaries (regular duties only):				
Teachers	$49,632	$47,881	$49,768	$48,179
Professional Support	$55,806	$54,480	$56,563	$54,543
Campus Administration (School Leadership)	$74,345	$70,477	$73,538	$67,393
Contracted Instructional Staff (not incl. above):	0.0	3.1	17.9	2,841.9

ACTUAL OPERATING EXPENDITURE INFORMATION (2006-07)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Pe Stud
By Function:									
Total Operating Expenditures	$6,463,239	100.0%	$5,938	$7,325,764	100.0%	$6,721	$176,612,575	100.0%	$6,4
Instruction (11,95)	$4,447,456	69.0%	$4,089	$4,902,611	66.9%	$4,499	$121,410,415	68.7%	$4,4
Instructional-Related Services (12,13)	$176,589	2.7%	$162	$178,387	2.4%	$164	$5,875,250	3.3%	$2
Instructional Leadership (21)	$78,531	1.2%	$72	$78,531	1.1%	$72	$2,667,457	1.5%	$
School Leadership (23)	$571,212	8.8%	$524	$571,212	7.8%	$524	$15,404,832	8.7%	$5
Support Services-Student (31,32,33)	$412,977	6.4%	$379	$436,366	6.0%	$400	$9,380,442	5.3%	$3
Other Campus Costs (35,36,51,52,53)	$766,074	11.9%	$703	$1,157,657	15.8%	$1,062	$23,948,979	13.6%	$7
By Program:									
Total Operating Expenditures	$5,698,365	100.0%	$5,226	$6,168,127	100.0%	$5,659	$154,255,342	100.0%	$5,5
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	$2,334,288	1.5%	$
Career & Technology Education (22)	$235,418	4.1%	$216	$235,416	3.8%	$216	$3,614,750	2.3%	$1
Accelerated Education (24,26)	$119,279	2.1%	$109	$437,176	7.1%	$401	$16,592,796	10.8%	$6
Gifted & Talented Education (21)	$100,727	1.8%	$92	$108,727	1.8%	$82	$5,548,602	3.6%	$2
Regular Education (11)	$4,157,687	73.0%	$3,814	$4,158,385	67.4%	$3,815	$100,776,089	65.3%	$3,6
Special Education (23)	$1,083,257	19.0%	$994	$1,226,443	20.0%	$1,134	$25,326,297	16.4%	$9
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$63,998	0.0%	

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	71	7.1%	6.3%	11.4%	15.5%
Career & Technical Education	0	0.0%	20.0%	16.3%	20.9%
Gifted & Talented Education	20	2.0%	7.8%	8.8%	7.5%
Special Education	133	13.4%	14.0%	7.9%	10.0%
Teachers by Program (population served):					
Bilingual/ESL Education	2.0	2.9%	2.1%	5.5%	7.3%
Career & Technical Education	0.0	0.0%	3.6%	3.1%	3.9%
Compensatory Education	0.0	0.0%	4.2%	1.1%	3.6%
Gifted & Talented Education	1.1	1.6%	4.3%	2.7%	2.0%
Regular Education	57.2	82.0%	76.1%	74.4%	70.7%
Special Education	9.6	13.5%	13.2%	10.0%	9.0%
Other	0.0	0.0%	2.5%	3.0%	2.8%

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

Link to 2007-08 Campus Comparable Improvement Report

Link to 2006-07 AEIS Report

Performance Reporting | TEA Home

Performance Reporting | TEA Home

Texas Education Agency | Performance Reporting

District Name:
Campus Name: School #3
Campus

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2008-09 Campus Performance
2009 Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:
Commended on Social Studies
Comparable Improvement: Mathematics

Section I
Total Students:
Grade Span: 07 - 0
School Type: Middl

		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad
TAKS Met 2009 Standard Grade 7														
Reading	2009	87%	90%	83%	65%	87%	79%	*	*	*	79%	80%	43%	84%
	2008	88%	90%	81%	62%	87%	73%	*	*	*	78%	85%	58%	79%
Mathematics	2009	82%	82%	72%	63%	63%	66%	*	*	*	61%	65%	8%	65%
	2008	80%	88%	83%	56%	56%	56%	*	*	*	55%	58%	27%	55%
Writing	2009	94%	94%	93%	95%	91%	94%	*	*	*	90%	96%	48%	90%
	2008	83%	93%	89%	90%	83%	85%	*	*	*	86%	96%	73%	86%
All Tests	2009	76%	78%	65%	58%	59%	57%	*	*	*	54%	62%	8%	58%
	2008	74%	76%	57%	52%	53%	48%	*	*	*	49%	56%	18%	49%
TAKS Met 2009 Standard Grade 8 First Administration Only														
Reading	2009	95%	96%	93%	91%	85%	88%	*	*	*	90%	97%	88%	91%
	2008	95%	96%	90%	92%	93%	87%	*	*	*	91%	93%	67%	90%
Mathematics	2009	82%	83%	66%	66%	65%	69%	*	*	*	64%	70%	29%	65%
	2008	79%	80%	63%	63%	60%	70%	*	*	*	64%	62%	18%	58%
@ Science	2009	73%	76%	59%	54%	56%	63%	*	*	*	57%	54%	16%	58%
	2008	69%	72%	*	46%	47%	52%	*	*	*	49%	48%	4%	43%
@ Soc Studies	2009	92%	94%	90%	92%	85%	91%	*	*	*	92%	93%	68%	92%
	2008	91%	93%	86%	74%	79%	77%	*	*	*	79%	79%	22%	76%
@ All Tests	2009	67%	70%	50%	46%	47%	62%	*	*	*	45%	47%	0%	46%
	2008	64%	66%	*	40%	39%	45%	*	*	*	43%	38%	7%	34%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)														
Reading/ELA	2009	91%	94%	88%	90%	82%	86%	*	*	*	87%	93%	82%	88%
	2008	91%	93%	88%	85%	82%	84%	*	*	*	85%	94%	65%	88%
Mathematics	2009	82%	85%	75%	68%	67%	74%	*	*	*	66%	78%	21%	68%
	2008	80%	83%	79%	62%	63%	67%	*	*	*	64%	65%	27%	64%
Writing	2009	93%	94%	93%	89%	91%	94%	*	*	*	94%	94%	40%	90%
	2008	93%	93%	89%	90%	92%	95%	*	*	*	96%	96%	73%	88%
Science	2009	76%	82%	63%	58%	56%	69%	*	*	*	67%	64%	19%	66%
	2008	74%	78%	53%	40%	47%	52%	*	*	*	49%	48%	4%	43%
Soc Studies	2009	93%	95%	90%	93%	93%	91%	*	*	*	92%	93%	68%	92%
	2008	91%	94%	86%	79%	79%	77%	*	*	*	79%	79%	22%	76%
All Tests	2009	74%	79%	63%	54%	55%	63%	*	*	*	61%	57%	8%	54%
	2008	72%	75%	56%	51%	50%	54%	*	*	*	50%	52%	12%	49%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))														
Reading/ELA	2009	96%	97%	97%	97%	97%	95%	*	*	*	95%	98%	82%	96%
Mathematics	2009	89%	91%	84%	82%	83%	91%	*	*	*	82%	83%	82%	83%
Writing	2009	97%	97%	93%	99%	91%	94%	*	*	*	94%	94%	40%	90%
Science	2009	83%	86%	63%	54%	58%	69%	*	*	*	67%	64%	19%	66%
Soc Studies	2009	98%	99%	89%	97%	97%	96%	*	*	*	95%	99%	68%	98%
All Tests	2009	84%	87%	72%	63%	65%	80%	*	*	*	81%	86%	18%	84%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))														
Reading/ELA	2009	34%	42%	31%	29%	30%	23%	*	*	*	25%	32%	12%	29%
	2008	34%	40%	27%	24%	30%	28%	*	*	*	28%	36%	9%	28%
Mathematics	2009	31%	39%	15%	9%	3%	5%	*	*	*	3%	7%	< 1%	6%
	2008	28%	34%	12%	8%	7%	12%	*	*	*	8%	16%	3%	8%
Writing	2009	34%	40%	26%	18%	20%	15%	*	*	*	13%	24%	< 1%	19%
	2008	32%	39%	20%	13%	10%	15%	*	*	*	15%	23%	7%	15%
Science	2009	26%	32%	14%	9%	6%	11%	*	*	*	8%	7%	< 1%	9%
	2008	22%	27%	8%	5%	5%	3%	*	*	*	4%	5%	0%	4%
Soc Studies	2009	44%	54%	30%	33%	30%	30%	*	*	*	31%	29%	8%	30%
	2008	36%	45%	22%	15%	17%	13%	*	*	*	13%	18%	0%	12%
All Tests	2009	16%	22%	8%	3%	3%	3%	*	*	*	2%	4%	< 1%	4%
	2008	15%	20%	6%	4%	4%	6%	*	*	*	3%	6%	< 1%	4%
TAKS-M Met 2009 Standard (Sum of All Grades Tested)														
Reading/ELA	2009	82%	81%	80%	94%	92%	> 95%	*	*	*	93%	> 95%	94%	91%

Science	2008	22%	27%	8%	3%	5%	3%	*	*	*	4%	5%	4%	4%
	2007	13%	14%	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2008	36%	45%	22%	13%	17%	11%	*	*	*	13%	10%	4%	12%
	2007	34%	43%	14%	5%	9%	8%	*	*	*	9%	10%	< 1%	5%
All Tests	2008	15%	20%	6%	4%	4%	4%	*	*	*	3%	6%	< 1%	4%
	2007	12%	15%	3%	3%	3%	2%	< 1%	*	*	2%	3%	< 1%	3%

2008 TAKS/TAKS(Accommodated)/TAKS-M/TAKS-Alt Participation (Grades 3-11)

Tested	98.6%	98.6%	98.0%	98.3%	99.3%	96.4%	100.0%	-	*	98.9%	98.1%	97.7%	97.9%
By Test Version													
TAKS (1 or more)	93.9%	94.7%	88.3%	90.5%	90.5%	91.5%	57.1%	-	*	88.1%	93.2%	35.6%	88.5%
Not on TAKS	7.5%	3.9%	10.4%	9.5%	9.5%	5.5%	42.9%	-	*	10.4%	4.9%	62.1%	9.4%
TAKS(Acc) Only	2.7%	0.4%	3.9%	3.1%	0.0%	0.4%	0.0%	-	*	0.2%	0.0%	0.8%	0.0%
TAKS-M Only	2.9%	2.2%	3.0%	3.5%	5.2%	4.3%	42.9%	-	*	7.5%	2.6%	40.9%	6.4%
TAKS-Alt Only	0.7%	0.8%	0.7%	1.3%	1.7%	0.4%	0.0%	-	*	1.4%	0.9%	0.8%	1.4%
Combination	1.2%	0.5%	0.8%	1.4%	1.9%	0.0%	0.0%	-	*	1.5%	1.3%	10.6%	1.6%
By Acct Status													
Acct System	97.1%	91.7%	81.2%	84.1%	84.3%	84.7%	42.9%	-	*	83.7%	96.8%	43.2%	82.6%
Non-Acct System	11.3%	6.9%	17.6%	14.3%	15.6%	11.7%	57.1%	-	*	17.2%	11.3%	56.5%	15.2%
Mobile	5.1%	3.5%	8.8%	7.3%	8.1%	7.1%	14.3%	-	*	8.0%	7.7%	3.8%	7.3%
Non-Acct Test	8.2%	3.4%	8.6%	7.0%	6.9%	4.6%	42.9%	-	*	9.1%	3.6%	50.8%	7.9%
Not Tested	1.4%	1.4%	1.3%	1.7%	0.7%	3.6%	0.0%	-	*	1.1%	1.9%	2.3%	2.1%
Absent	0.2%	0.1%	0.3%	0.3%	0.4%	0.0%	0.0%	-	*	0.5%	0.0%	0.8%	0.3%
LEP Exempt	0.9%	0.8%	0.5%	0.3%	0.1%	2.5%	0.0%	-	*	0.4%	1.5%	0.8%	1.5%
Other	0.5%	0.4%	0.3%	0.4%	0.1%	1.1%	0.0%	-	*	0.2%	0.6%	1.5%	0.5%
Total Count	3,075,682	48,029	849	1,917	726	201	7	0	3	547	470	132	627

2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)

Tested	97.7%	98.5%	96.5%	96.8%	99.5%	96.5%	100.0%	*	*	98.0%	98.6%	97.7%	98.2%
By Program													
TAKS (1 or more)	91.1%	94.9%	87.9%	91.6%	91.1%	90.2%	88.9%	*	*	98.7%	93.3%	34.1%	89.4%
Not on TAKS	6.7%	3.6%	13.9%	5.2%	8.4%	6.3%	11.1%	*	*	10.3%	5.2%	63.6%	8.8%
TAKS-I Only	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
SDAA II Only	4.4%	2.3%	7.5%	4.4%	6.9%	5.5%	11.1%	*	*	8.7%	4.3%	53.0%	7.2%
TAKS-Alt Only	0.4%	0.5%	0.3%	0.3%	0.1%	0.4%	0.0%	*	*	0.2%	0.2%	1.5%	0.3%
Combination	1.4%	0.6%	2.2%	1.1%	1.4%	0.4%	0.0%	*	*	1.4%	0.8%	9.1%	1.2%
By Acct Status													
Acct System	91.6%	93.8%	89.4%	92.0%	92.1%	91.8%	88.9%	*	*	92.7%	91.6%	98.4%	91.8%
Non-Acct System	6.1%	4.7%	9.4%	6.8%	7.4%	4.7%	11.1%	*	*	6.3%	6.9%	0.1%	6.3%
Mobile	5.4%	4.0%	9.2%	6.4%	7.2%	4.3%	11.1%	*	*	6.1%	6.7%	7.6%	6.0%
Non-Acct Test	0.7%	0.7%	0.4%	0.2%	0.1%	0.4%	0.0%	*	*	0.2%	0.2%	1.5%	0.3%
Not Tested	2.3%	1.5%	1.2%	1.2%	0.5%	3.5%	0.0%	*	*	1.0%	1.5%	2.3%	1.8%
Absent	0.2%	0.2%	0.2%	0.2%	0.3%	0.4%	0.0%	*	*	0.5%	0.2%	0.8%	0.5%
ARD Exempt	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.6%	0.5%	0.7%	0.0%	2.7%	0.0%	*	*	0.3%	1.0%	0.0%	0.9%
Other	0.8%	0.6%	0.3%	0.3%	0.3%	0.4%	0.0%	*	*	0.2%	0.4%	1.5%	0.5%
Total Count	3,040,283	47,676	823	1,856	707	255	8	1	4	575	478	132	849

Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)

Percent of Failers Passing TAKS

Reading/ELA	2008	53%	54%	55%	54%	71%	47%	*	*	*	61%	67%	50%	59%
	2007	49%	52%	51%	47%	63%	50%	*	*	*	46%	42%	38%	43%
Mathematics	2008	36%	40%	28%	33%	34%	29%	*	*	*	33%	33%	17%	34%
	2007	34%	35%	25%	30%	18%	28%	*	*	*	21%	20%	< 1%	18%

Average TGI Growth

Reading/ELA	2008	0.58	0.68	0.56	0.60	0.68	0.62	*	*	*	0.67	0.90	0.84	0.75
	2007	0.55	0.60	0.58	0.56	0.57	0.61	*	*	*	0.62	0.50	0.34	0.51
Mathematics	2008	0.38	0.43	0.33	0.43	0.48	0.26	*	*	*	0.33	0.40	0.33	0.43
	2007	0.33	0.35	0.28	0.28	0.21	0.17	*	*	*	0.28	0.20	0.08	0.18

Link to: Progress of Prior Year TAKS Failers, by Grade Level

Student Success Initiative

Grade 5 Reading (English and Spanish)

TAKS Met Standard (Failed in Previous Year)

Promoted to Grade 6													
	2008	55%	53%	52%	52%	55%	53%	*	*	*	43%	67%	*	53%

Grade 5 Mathematics (English and Spanish)

TAKS Met Standard (Failed in Previous Year)

Promoted to Grade 6													
	2008	22%	15%	18%	18%	13%	9%	*	*	*	18%	< 1%	*	13%

Grade 8 Reading

Students Requiring Accelerated Instruction

2008	36%	40%	38%	39%	34%	28%	*	*	*	33%	33%	17%	34%

Average TGI Growth

Reading/ELA	2009	0.52	0.61	0.61	0.72	0.67	0.80	*	*	*	0.88	0.65	1.23	0.78
	2008	0.58	0.64	0.56	0.99	0.99	0.42	*	*	*	0.87	0.98	0.96	0.75
Mathematics	2009	0.38	0.50	0.32	0.78	0.67	0.78	*	*	*	0.69	0.71	0.53	0.74
	2008	0.34	0.43	0.33	0.53	0.68	0.26	*	*	*	0.39	0.48	0.33	0.43

Link to: Progress of Prior Year TAKS Failers, by Grade Level

Student Success Initiative

Grade 8 Reading

Students Requiring Accelerated Instruction

	2009	6%	4%	7%	7%	5%	14%	*	*	*	11%	3%	13%	9%
	2008	6%	5%	11%	9%	7%	13%	*	*	*	9%	7%	33%	10%

TAKS Cumulative Met Standard (First and Second Administrations)

	2009	97%	98%	96%	97%	97%	98%	*	*	*	98%	98%	> 99%	96%
	2008	97%	98%	94%	90%	96%	91%	*	*	*	93%	97%	83%	94%

TAKS Failers Promoted by Grade Placement Committee

	2008	88.5%	69.9%	100.0%	75.0%	71.4%	80.0%	-	-	-	85.7%	60.0%	*	85.7%

TAKS Met Standard (Failed in Previous Year)

Retained in Grade 8														
	2009	59%	81%	*	-	*	*	*	*	*	*	*	*	*

Grade 8 Mathematics

Students Requiring Accelerated Instruction

	2009	18%	17%	35%	34%	35%	32%	*	*	*	37%	30%	71%	25%
	2008	23%	20%	38%	38%	40%	31%	*	*	*	38%	28%	62%	41%

TAKS Cumulative Met Standard (First and Second Administrations)

	2009	87%	85%	75%	73%	72%	75%	*	*	*	71%	78%	43%	72%
	2008	86%	86%	74%	77%	75%	63%	*	*	*	79%	73%	38%	76%

TAKS Failers Promoted by Grade Placement Committee

	2008	98.5%	85.8%	96.0%	95.5%	91.2%	81.8%	-	-	-	86.4%	91.3%	100.0%	80.9%

TAKS Met Standard (Failed in Previous Year)

Retained in Grade 8														
	2009	48%	53%	*	60%	*	*	*	*	*	*	*	*	*

English Language Learners Progress Measure (2011 Preview)

2008-09		76%	85%	78%	82%	*	91%	*	*	*	77%	69%	89%	84%

Attendance Rate

2007-08		95.5%	96.4%	95.0%	94.7%	95.1%	93.5%	94.0%	-	*	96.2%	95.2%	92.9%	94.3%
2006-07		95.5%	96.3%	95.1%	94.9%	95.4%	93.4%	94.1%	*	*	96.1%	95.2%	92.9%	94.3%

Annual Dropout Rate (Gr 7-8)
(Standard Accountability Indicator)

2007-08		0.3%	0.2%	0.2%	0.3%	8.7%	0.8%	20.0%	-	*	0.1%	0.6%	8.9%	0.4%
2006-07		0.4%	0.3%	0.8%	0.3%	8.9%	1.5%	0.0%	*	*	0.1%	0.1%	1.0%	0.8%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2008-09 Campus Profile

District Name: FORT BEND ISD
Campus Name: MISSOURI CITY MIDDLE
Campus #: 079807042

Section II
Total Students: 692
Grade Span: 07 - 08
School Type: Middle

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		692	100.0%	26,460	68,507	4,728,208
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	1.5%	4.2%
	Kindergarten	0	0.0%	0.0%	6.5%	7.7%
	Grade 1	0	0.0%	0.0%	6.8%	8.0%
	Grade 2	0	0.0%	0.0%	7.2%	7.9%
	Grade 3	0	0.0%	0.0%	7.4%	7.8%
	Grade 4	0	0.0%	0.0%	7.4%	7.5%
	Grade 5	0	0.0%	7.9%	7.6%	7.5%
	Grade 6	0	0.0%	38.3%	7.8%	7.3%
	Grade 7	381	55.5%	38.3%	7.8%	7.3%
	Grade 8	381	44.1%	31.4%	7.9%	7.3%
	Grade 9	0	0.0%	0.0%	0.8%	0.2%
	Grade 10	0	0.0%	0.0%	8.3%	7.0%
	Grade 11	0	0.0%	0.0%	7.8%	6.4%
	Grade 12	0	0.0%	0.0%	6.9%	5.6%
Ethnic Distribution:	African American	492	70.7%	62.0%	31.5%	14.2%
	Hispanic	193	28.3%	29.3%	23.7%	47.9%
	White	4	0.6%	5.0%	33.1%	34.0%
	Native American	0	0.0%	0.2%	0.2%	0.4%
	Asian/Pac. Islander	3	0.4%	2.5%	21.5%	3.6%
Economically Disadvantaged		407	59.7%	68.8%	30.8%	56.7%
Limited English Proficient (LEP)		54	7.8%	6.4%	13.1%	16.5%

Students w/Disciplinary Placements (2007-08)	58	5.1%	4.6%	2.3%	2.1%	
At-Risk	422	61.9%	49.7%	43.4%	48.3%	
Mobility (2007-08)	232	20.4%	21.1%	13.2%	19.8%	
Number of Students per Teacher	13.5	n/a	14.6	15.7	14.4	

Attention Rates by Grade:	Non-Special Education Rates				Special Education Rates			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	2.0%	2.6%	-	-	10.9%	11.7%
Grade 1	-	-	4.3%	5.5%	-	-	7.6%	10.5%
Grade 2	-	-	3.6%	3.2%	-	-	5.3%	4.7%
Grade 3	-	-	2.4%	2.5%	-	-	2.3%	3.0%
Grade 4	-	-	1.2%	1.3%	-	-	0.8%	1.3%
Grade 5	-	1.6%	2.7%	1.9%	-	0.9%	2.6%	2.4%
Grade 6	0.3%	1.6%	1.3%	0.9%	0.8%	1.2%	1.4%	1.8%
Grade 7	5.3%	2.3%	2.2%	1.4%	2.4%	2.9%	1.6%	2.2%
Grade 8	2.3%	1.7%	2.1%	1.7%	0.8%	3.8%	5.5%	3.3%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	18.0	19.3	19.4
	Grade 1	-	16.5	17.2	19.8
	Grade 2	-	-	19.0	19.3
	Grade 3	-	19.5	19.1	19.3
	Grade 4	-	-	19.8	19.7
	Grade 5	-	30.8	22.0	22.1
	Grade 6	-	23.5	23.1	21.5
	Mixed Grades	-	23.6	9.7	21.8
Secondary:	English/Language Arts	21.0	20.1	22.7	19.8
	Foreign Languages	14.3	21.3	22.3	21.1
	Mathematics	17.4	19.4	21.8	19.8
	Science	16.4	21.0	23.8	20.5
	Social Studies	20.1	21.3	24.0	21.7

STAFF INFORMATION

	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	79.1	100.0%	100.0%	100.0%	100.0%
Professional Staff:	70.3	88.9%	89.8%	82.7%	82.9%
Teachers	50.5	63.9%	76.8%	68.9%	58.7%
Professional Support	16.7	21.2%	8.4%	11.3%	8.8%
Campus Admin. (School Leader.)	3.0	3.8%	4.9%	2.2%	2.8%
Educational Aides:	8.8	11.1%	10.2%	6.3%	9.7%
Total Minority Staff:	70.4	89.0%	65.7%	53.6%	41.6%
Teachers By Ethnicity and Sex:					
African American	43.2	85.5%	56.0%	27.3%	9.7%
Hispanic	1.9	3.7%	5.3%	9.4%	22.1%
White	4.7	9.3%	37.1%	58.9%	66.7%
Native American	0.0	0.0%	0.2%	0.3%	0.3%
Asian/Pacific Islander	0.7	1.4%	1.4%	4.2%	1.3%
Males	13.9	27.5%	28.9%	21.8%	22.9%
Females	36.7	72.5%	71.1%	78.2%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	2.0	4.0%	11.0%	6.5%	7.3%
1-5 Years Experience	16.3	32.3%	38.1%	33.6%	30.5%
6-10 Years Experience	9.0	17.9%	20.0%	23.3%	20.0%
11-20 Years Experience	11.6	22.9%	15.9%	21.5%	23.7%
Over 20 Years Experience	11.6	23.0%	15.1%	15.0%	18.6%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	12.3 yrs.	9.0 yrs.	10.5 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:	7.6 yrs.	5.9 yrs.	6.5 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$28,480	$42,584	$41,665	$40,372
1-5 Years Experience	$46,746	$44,825	$46,494	$42,463
6-10 Years Experience	$48,901	$47,254	$49,593	$45,835
11-20 Years Experience	$52,751	$51,080	$52,988	$49,883
Over 20 Years Experience	$65,845	$60,746	$62,865	$57,325
Average Actual Salaries (regular duties only):				
Teachers	$51,867	$48,439	$50,703	$47,159
Professional Support	$57,025	$54,515	$58,849	$55,819
Campus Administration (School Leadership)	$76,031	$74,483	$74,241	$68,091
Contracted Instructional Staff (not incl. above):	0.0	7.4	15.9	2,034.5

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)

	Campus General Fund	Campus Percent	Campus Per Student	Campus All Funds	Campus Percent	Campus Per Student	Campus Group All Funds	Campus Group Percent	Campus Group Per Stud
By Function:									
Total Operating Expenditures	$6,696,443	100.0%	$6,730	$9,102,942	100.0%	$9,149	$176,099,543	100.0%	$6,4
Instruction (11,95)	$4,454,443	66.5%	$4,477	$5,891,758	64.7%	$5,921	$121,812,054	69.2%	$4,4
Instructional-Related Services (12,13)	$197,099	2.9%	$198	$443,978	4.9%	$446	$5,961,380	3.4%	$2
Instructional Leadership (21)	$82,525	1.2%	$83	$82,525	0.9%	$83	$2,330,667	1.3%	$

School Leadership (23)	$496,813	7.4%	$497	$692,936	1.4%	$696	$14,878,803	8.4%	$5
Support Services-Student (31,32,33)	$424,735	6.3%	$427	$473,756	5.2%	$476	$9,318,597	5.3%	$3
Other Campus Costs (35,36,51,52,53)	$1,042,824	15.6%	$1,048	$1,617,698	16.7%	$1,626	$22,105,956	12.6%	$8
By Program:									
Total Operating Expenditures	$5,653,617	100.0%	$5,682	$7,208,932	100.0%	$7,245	$153,647,979	100.0%	$55,6
Bilingual/ESL Education (25)	$36	0.0%	$0	$36	0.0%	$0	$2,449,579	1.6%	$
Career & Technical Education (22)	$284,026	5.0%	$285	$284,026	3.9%	$285	$2,659,814	1.7%	$
Accelerated Education (28,30)	$92,706	1.6%	$93	$516,157	7.2%	$519	$12,203,601	7.9%	$4
Gifted & Talented Education (21)	$113,869	2.0%	$114	$113,869	1.6%	$114	$4,565,261	3.0%	$1
Regular Education (11)	$4,081,527	72.2%	$4,102	$5,071,403	70.3%	$5,097	$105,136,891	68.4%	$3,8
Special Education (23)	$1,081,453	19.1%	$1,087	$1,223,441	17.0%	$1,230	$26,589,116	17.3%	$9
Other (24,26,29)	$0	0.0%	$0	$0	0.0%	$0	$63,307	0.0%	

PROGRAM INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Student Enrollment by Program:					
Bilingual/ESL Education	38	5.7%	6.0%	12.4%	16.0%
Career & Technical Education	0	0.0%	19.6%	18.3%	21.4%
Gifted & Talented Education	14	2.1%	8.3%	8.1%	7.5%
Special Education	77	11.3%	11.4%	7.1%	9.4%
Teachers by Program (population served):					
Bilingual/ESL Education	2.0	4.0%	1.8%	5.3%	7.5%
Career & Technical Education	0.0	0.0%	3.1%	3.2%	3.9%
Compensatory Education	0.0	0.0%	4.3%	1.2%	3.6%
Gifted & Talented Education	1.3	2.6%	4.0%	3.7%	2.0%
Regular Education	40.0	78.2%	71.4%	73.0%	70.4%
Special Education	6.9	13.7%	11.4%	9.8%	8.7%
Other	0.3	0.5%	3.2%	3.7%	2.9%

'@' Includes TAKS(Accommodated).
'>' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'<' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Link to 2008-09 Campus Comparable Improvement Report
Link to 2007-08 AEIS Report

Performance Reporting | TEA Home

Texas Education Agency | Performance Reporting

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 Campus Performance
2010 Accountability Rating: Recognized

District Name:
Campus Name: School #3
Campus #:

Section I
Total Students:
Grade Span: 07 - 0
School Type: Middl

		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	
TAKS Met 2010 Standard Grade 7															
Reading	2010	86%	98%	80%	81%	81%	79%	*	*	*	88%	83%	50%	79%	
	2009	85%	98%	79%	84%	87%	78%	*	*	*	79%	90%	60%	84%	
Mathematics	2010	82%	84%	65%	72%	67%	84%	*	*	*	74%	70%	44%	71%	
	2009	80%	81%	68%	63%	62%	66%	*	*	*	61%	65%	8%	64%	
Writing	2010	95%	97%	92%	96%	95%	98%	*	*	*	94%	99%	83%	97%	>
	2009	93%	94%	90%	88%	91%	84%	*	*	*	84%	94%	36%	90%	
All Tests	2010	75%	88%	60%	64%	60%	74%	*	*	*	62%	67%	32%	62%	
	2009	73%	77%	60%	59%	59%	57%	*	*	*	54%	62%	8%	58%	
TAKS Met 2010 Standard Grade 8 First Administration Only															
Reading	2010	91%	94%	88%	87%	89%	84%	*	*	*	86%	89%	40%	85%	
	2009	88%	92%	84%	87%	90%	79%	*	*	*	83%	91%	75%	85%	
Mathematics	2010	81%	85%	66%	71%	69%	77%	*	*	*	65%	77%	*	71%	
	2009	80%	82%	63%	66%	64%	69%	*	*	*	63%	69%	25%	64%	
Science	2010	78%	83%	67%	67%	65%	71%	*	*	*	72%	62%	< 1%	67%	
	2009	73%	74%	*	54%	50%	49%	*	*	*	57%	54%	16%	56%	
Soc Studies	2010	95%	96%	94%	93%	95%	88%	*	*	*	92%	95%	20%	91%	
	2009	92%	94%	90%	92%	93%	91%	*	*	*	92%	93%	68%	92%	
All Tests	2010	70%	75%	52%	56%	54%	62%	*	*	*	54%	58%	< 1%	55%	
	2009	65%	69%	*	46%	47%	41%	*	*	*	45%	47%	8%	44%	
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2010	90%	93%	86%	87%	88%	84%	*	*	86%	86%	88%	53%	84%	
	2009	88%	92%	83%	87%	89%	82%	*	*	*	83%	90%	71%	86%	
Mathematics	2010	84%	87%	74%	77%	74%	83%	*	*	86%	78%	78%	35%	76%	
	2009	80%	85%	71%	67%	67%	70%	*	*	*	65%	70%	24%	68%	
Writing	2010	93%	96%	92%	96%	95%	98%	*	*	*	94%	99%	83%	97%	>
	2009	92%	94%	90%	89%	91%	84%	*	*	*	84%	94%	36%	90%	
Science	2010	83%	86%	70%	67%	65%	71%	*	*	*	72%	62%	< 1%	67%	
	2009	78%	82%	63%	56%	58%	49%	*	*	*	57%	54%	16%	56%	
Soc Studies	2010	95%	96%	94%	93%	95%	88%	*	*	*	92%	95%	20%	91%	
	2009	93%	95%	90%	92%	93%	91%	*	*	*	92%	93%	68%	92%	
All Tests	2010	77%	82%	65%	68%	61%	73%	*	*	71%	63%	64%	23%	62%	
	2009	72%	76%	59%	64%	55%	58%	*	*	*	61%	57%	5%	53%	
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)															
Reading/ELA	2010	96%	97%	96%	97%	97%	97%	*	*	> 99%	96%	98%	71%	96%	
	2009	95%	97%	95%	96%	97%	95%	*	*	*	95%	98%	81%	96%	
Mathematics	2010	91%	93%	83%	83%	86%	90%	*	*	86%	87%	86%	35%	85%	
	2009	88%	91%	81%	82%	83%	81%	*	*	*	81%	83%	40%	82%	
Writing	2010	97%	98%	92%	96%	95%	98%	*	*	*	94%	99%	83%	97%	>
	2009	96%	96%	90%	89%	91%	84%	*	*	*	84%	94%	36%	90%	
Science	2010	92%	94%	91%	93%	94%	92%	*	*	*	92%	95%	< 1%	93%	
	2009	83%	86%	63%	56%	58%	49%	*	*	*	57%	54%	16%	56%	
Soc Studies	2010	99%	99%	> 99%	99%	99%	> 99%	*	*	*	99%	> 99%	60%	99%	>
	2009	98%	98%	99%	97%	97%	96%	*	*	*	95%	98%	68%	98%	
All Tests	2010	88%	91%	80%	85%	84%	88%	*	*	86%	84%	86%	31%	83%	
	2009	82%	86%	70%	63%	65%	68%	*	*	*	61%	66%	16%	64%	
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2010	33%	41%	25%	24%	24%	22%	*	*	14%	20%	28%	< 1%	21%	
	2009	31%	38%	24%	22%	23%	20%	*	*	*	19%	26%	5%	24%	
Mathematics	2010	29%	37%	15%	9%	8%	12%	*	*	43%	8%	11%	< 1%	8%	
	2009	26%	36%	12%	3%	5%	4%	*	*	*	3%	6%	< 1%	5%	
Writing	2010	33%	42%	21%	25%	24%	27%	*	*	*	17%	35%	8%	22%	
	2009	33%	48%	25%	18%	19%	15%	*	*	*	12%	24%	< 1%	18%	
Science	2010	28%	35%	18%	15%	13%	22%	*	*	*	17%	14%	< 1%	15%	
	2009	26%	32%	14%	9%	6%	11%	*	*	*	8%	7%	< 1%	9%	
Soc Studies	2010	47%	57%	28%	26%	27%	25%	*	*	*	24%	28%	< 1%	24%	

	2009	44%	54%	30%	[illegible]	38%	30%	*	*	*	31%	29%	8%	38%
All Tests	2010	15%	23%	8%	6%	5%	3%	*	*	14%	3%	6%	< 1%	3%
	2009	15%	20%	6%	2%	3%	2%	*	*	*	2%	3%	< 1%	3%

TAKS-M Met 2010 Standard (Sum of All Grades Tested)

Reading/ELA	2010	85%	85%	83%	95%	95%	83%	*	*	*	95%	88%	96%	95%
	2009	82%	81%	80%	94%	92%	> 99%	*	*	*	93%	> 99%	96%	91%
Mathematics	2010	75%	88%	71%	91%	69%	> 99%	*	*	*	92%	96%	91%	89%
	2009	69%	63%	60%	87%	51%	93%	*	*	*	88%	*	87%	88%
Writing	2010	80%	77%	78%	67%	89%	*	*	*	*	83%	> 99%	87%	85%
	2009	72%	76%	66%	66%	90%	*	*	*	*	85%	*	89%	85%
Science	2010	58%	51%	68%	60%	82%	*	*	*	*	83%	*	80%	77%
	2009	51%	43%	33%	*	*	*	*	*	*	*	*	*	*
Soc Studies	2010	87%	58%	69%	80%	64%	*	*	*	*	67%	*	60%	82%
	2009	84%	61%	64%	*	*	*	*	*	*	*	*	*	*
All Tests	2010	64%	59%	65%	77%	80%	50%	*	*	*	79%	67%	77%	74%
	2009	57%	57%	43%	81%	80%	89%	*	*	*	80%	66%	81%	78%

TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)

All Tests	2010	93%	97%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	> 99%	> 99%
All Tests	2009	84%	71%	88%	94%	93%	*	*	*	*	90%	> 99%	94%	> 99%

TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)

Reading/ELA	2010	90%	93%	88%	97%	88%	84%	> 99%	*	88%	87%	88%	85%	85%
	2009	88%	91%	83%	97%	95%	82%	*	*	*	85%	91%	88%	87%
Mathematics	2010	84%	87%	78%	96%	78%	84%	68%	*	86%	77%	75%	76%	77%
	2009	80%	84%	71%	89%	68%	70%	*	*	*	68%	70%	64%	69%
Writing	2010	93%	95%	92%	99%	95%	97%	*	*	*	93%	95%	88%	95%
	2009	81%	89%	90%	68%	91%	84%	*	*	*	84%	94%	72%	90%
Science	2010	82%	86%	71%	93%	67%	71%	*	*	*	74%	63%	69%	68%
	2009	77%	81%	63%	56%	58%	50%	*	*	*	57%	54%	26%	56%
Soc Studies	2010	94%	96%	93%	93%	94%	87%	*	*	*	90%	94%	62%	98%
	2009	92%	94%	86%	93%	92%	93%	*	*	*	93%	93%	69%	92%
All Tests	2010	76%	81%	84%	84%	62%	78%	60%	*	71%	84%	84%	58%	63%
	2009	71%	77%	59%	54%	56%	51%	*	*	*	52%	57%	34%	54%

TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)

Reading/ELA	2010	32%	40%	24%	22%	23%	22%	60%	*	14%	19%	27%	8%	20%
Mathematics	2010	26%	36%	14%	10%	8%	12%	< 1%	*	43%	8%	11%	0%	8%

2010 TAKS Participation (Grades 3-11)

Tested	98.6%	99.8%	99.7%	99.4%	100.0%	98.3%	85.7%	-	100.0%	99.5%	99.2%	100.0%	99.3%
By Test Version													
TAKS (1 or more)	98.8%	94.5%	90.8%	91.2%	98.5%	93.9%	37.1%	-	100.0%	87.3%	95.7%	16.9%	69.4%
Not on TAKS	7.8%	4.5%	8.3%	8.1%	8.5%	4.2%	28.6%	-	0.0%	12.3%	3.5%	93.1%	9.9%
TAKS(Acc) Only	2.3%	0.9%	2.6%	2.9%	0.7%	0.5%	8.0%	-	0.0%	0.7%	0.5%	6.5%	0.7%
TAKS-M Only	3.3%	2.0%	3.5%	3.5%	6.3%	2.3%	14.3%	-	0.0%	8.4%	2.2%	55.0%	6.9%
TAKS-Alt Only	0.8%	0.9%	0.9%	1.0%	1.2%	0.5%	8.0%	-	0.0%	1.4%	0.5%	18.4%	1.9%
Combination	1.3%	0.7%	1.3%	1.0%	1.9%	0.9%	14.3%	-	0.0%	1.7%	0.3%	18.4%	1.1%
By Acct Status													
Acct System	90.0%	93.1%	88.5%	94.2%	88.8%	90.2%	57.1%	-	100.0%	82.7%	90.1%	32.5%	88.1%
Non-Acct System	8.6%	5.0%	10.4%	13.5%	15.2%	7.8%	28.6%	-	0.0%	16.4%	9.1%	67.5%	13.1%
Mobile	0.4%	2.9%	5.9%	8.7%	7.7%	4.2%	14.3%	-	0.0%	7.9%	6.5%	1.3%	5.1%
Non-Acct Test	4.2%	2.9%	4.3%	4.5%	7.5%	3.7%	14.3%	-	0.0%	9.9%	2.7%	66.2%	8.0%
Not Tested	1.4%	1.0%	0.4%	0.6%	0.0%	1.8%	14.3%	-	0.0%	0.5%	0.8%	0.0%	0.7%
Absent	0.1%	0.1%	0.0%	0.1%	0.0%	0.0%	14.3%	-	0.0%	0.0%	0.3%	0.0%	0.0%
LEP Exempt	0.9%	0.7%	0.0%	0.5%	0.0%	1.9%	0.0%	-	0.0%	0.5%	0.5%	0.0%	0.7%
Other	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,175,337	40,457	593	346	560	214	7	0	7	418	372	77	148

2009 TAKS Participation (Grades 3-11)

Tested	98.5%	98.8%	99.5%	99.6%	100.0%	96.0%	*	-	*	99.2%	98.1%	100.0%	98.3%
By Test Version													
TAKS (1 or more)	98.8%	94.4%	89.9%	91.1%	92.1%	90.3%	*	-	*	88.8%	94.0%	27.9%	90.6%
Not on TAKS	7.7%	4.3%	8.9%	7.5%	7.9%	5.9%	*	-	*	10.4%	4.1%	72.2%	7.7%
TAKS(Acc) Only	3.3%	0.7%	3.3%	4.3%	8.0%	1.5%	*	-	*	1.1%	0.3%	6.9%	1.8%
TAKS-M Only	3.3%	2.1%	2.9%	3.2%	3.1%	2.5%	*	-	*	6.8%	1.3%	38.6%	3.4%
TAKS-Alt Only	0.8%	0.8%	0.6%	0.4%	1.7%	0.5%	*	-	*	1.6%	0.9%	12.5%	1.2%
Combination	1.3%	0.6%	1.1%	1.1%	2.5%	2.5%	*	-	*	2.9%	1.6%	22.2%	2.2%
By Acct Status													
Acct System	87.3%	91.7%	84.4%	86.5%	87.4%	86.1%	*	-	*	86.9%	86.5%	51.4%	87.7%
Non-Acct System	11.3%	7.1%	14.4%	13.1%	12.6%	9.9%	*	-	*	12.3%	11.6%	48.6%	10.4%
Mobile	4.7%	3.2%	6.9%	4.9%	6.8%	6.9%	*	-	*	5.3%	8.5%	1.4%	5.3%
Non-Acct Test	6.4%	3.7%	6.8%	4.9%	5.4%	3.0%	*	-	*	7.0%	3.5%	47.2%	5.1%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-

Not Tested	1.5%	1.2%	0.5%	1.4%	0.0%	4.8%	*	-	*	0.8%	1.9%	0.0%	1.7%
Absent	0.1%	0.1%	0.0%	0.1%	0.0%	0.5%	*	-	*	0.3%	0.8%	0.0%	0.0%
LEP Exempt	0.9%	0.8%	0.2%	1.2%	0.0%	3.8%	*	-	*	0.5%	1.9%	0.0%	1.7%
Other	0.4%	0.4%	0.2%	0.0%	0.0%	0.0%	*	-	*	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Count	3,132,150	40,557	642	495	494	282	3	0	3	374	319	72	414

Progress of Prior Year TAKS Failers

Percent of Failers Passing TAKS (Sum of Grades 4-11)

Reading/ELA	2010	46%	48%	46%	49%	51%	41%	*	*	*	44%	50%	*	46%
	2009	43%	47%	38%	52%	46%	59%	*	*	*	54%	47%	87%	52%
Mathematics	2010	43%	43%	39%	42%	44%	35%	*	*	*	47%	36%	20%	39%
	2009	36%	40%	27%	42%	43%	40%	*	*	*	42%	43%	14%	45%

Average Vertical Scale Growth (Sum of Grades 4-8)

Reading	2010	86	91	74	53	86	76	*	*	*	79	87	*	85
Mathematics	2010	70	71	57	61	66	45	*	*	*	59	63	42	58

Link to: Progress of Prior Year TAKS Failers, by Grade Level

Student Success Initiative

Grade 5 Reading

Students Requiring Accelerated Instruction

	2010	9%	7%	12%	13%	11%	16%	*	*	*	14%	11%	88%	15%
	2009	7%	5%	9%	7%	5%	13%	*	*	*	11%	3%	8%	9%

TAKS Cumulative Met Standard (First and Second Administrations)

	2010	95%	97%	93%	93%	95%	89%	*	*	*	92%	93%	88%	91%
	2009	89%	93%	86%	96%	91%	85%	*	*	*	89%	91%	92%	89%

TAKS Failers Promoted by Grade Placement Committee

	2009	88.5%	88.5%	98.1%	75.0%	*	*	-	-	-	86.7%	*	-	71.4%
	2008	88.5%	89.9%	*	75.0%	71.4%	88.0%	-	-	-	95.7%	68.0%	*	88.7%

TAKS Met Standard (Failed in Previous Year)

Retained in Grade 5

	2010	51%	91%	*	-	*	*	*	*	*	*	*	*	*
	2009	34%	42%	*	-	*	*	*	*	*	*	*	*	*

Grade 5 Mathematics

Students Requiring Accelerated Instruction

	2010	19%	15%	34%	23%	31%	23%	*	*	*	35%	23%	*	28%
	2009	20%	18%	38%	25%	36%	32%	*	*	*	38%	31%	75%	36%

TAKS Cumulative Met Standard (First and Second Administrations)

	2010	88%	90%	79%	91%	82%	91%	*	*	*	75%	86%	*	81%
	2009	85%	88%	72%	73%	72%	74%	*	*	*	70%	76%	42%	72%

TAKS Failers Promoted by Grade Placement Committee

	2009	91.1%	93.0%	95.0%	94.1%	94.4%	92.9%	-	-	-	90.0%	100.0%	100.0%	89.7%
	2008	98.5%	85.8%	*	88.9%	91.2%	81.8%	-	*	*	86.4%	91.3%	100.0%	90.0%

TAKS Met Standard (Failed in Previous Year)

Retained in Grade 5

	2010	53%	42%	*	60%	*	*	*	*	*	*	*	*	*
	2009	48%	52%	*	60%	*	*	*	*	*	*	*	*	*

English Language Learners Progress Indicator
(2011 Preview)

2009-10	78%	86%	84%	83%	*	92%	*	*	*	74%	98%	*	86%
2008-09	76%	85%	78%	97%	*	86%	*	*	*	86%	88%	> 99%	90%

Attendance Rate

2008-09	95.6%	96.8%	95.9%	94.5%	95.0%	93.2%	*	-	*	94.2%	94.9%	93.2%	94.4%
2007-08	95.5%	96.4%	95.8%	94.2%	95.1%	93.5%	94.8%	-	*	94.2%	95.3%	92.8%	94.3%

Annual Dropout Rate (Gr 7-8)
(Standard Accountability Indicator)

2008-09	0.3%	0.3%	0.4%	0.7%	0.4%	0.9%	3.0%	-	*	0.5%	0.6%	0.0%	0.2%
2007-08	0.3%	0.2%	0.2%	0.2%	0.7%	0.0%	29.0%	-	*	0.7%	0.6%	0.9%	0.4%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 Campus Profile

District Name: FORT BEND ISD
Campus Name: MISSOURI CITY MIDDLE
Campus #: 079907042

Section II
Total Students: 761
Grade Span: 07 - 08
School Type: Middle

STUDENT INFORMATION

		Campus Count	Campus Percent	Campus Group	District	State
Total Students:		761	100.0%	25,026	69,066	4,824,770
Students By Grade:	Early Childhood Education	0	0.0%	0.0%	0.2%	0.3%
	Pre-Kindergarten	0	0.0%	0.0%	1.6%	4.4%
	Kindergarten	0	0.0%	0.0%	6.3%	7.6%
	Grade 1	0	0.0%	0.0%	7.3%	7.6%
	Grade 2	0	0.0%	0.0%	6.9%	7.8%

Grade 3	0	0.0%	0.0%	7.4%	7.7%
Grade 4	0	0.0%	0.0%	7.5%	7.4%
Grade 5	0	0.0%	9.3%	7.5%	7.5%
Grade 6	0	0.0%	31.7%	7.7%	7.3%
Grade 7	395	51.9%	29.4%	8.0%	7.3%
Grade 8	366	48.1%	29.2%	7.9%	7.2%
Grade 9	0	0.0%	0.0%	8.0%	8.4%
Grade 10	0	0.0%	0.0%	8.3%	6.9%
Grade 11	0	0.0%	0.0%	7.4%	6.4%
Grade 12	0	0.0%	0.0%	7.1%	5.9%
Ethnic Distribution: African American	534	70.2%	63.2%	31.3%	14.0%
Hispanic	214	28.1%	28.9%	24.1%	48.6%
White	6	0.8%	5.2%	22.5%	33.3%
Native American	0	0.0%	0.2%	0.2%	0.4%
Asian/Pac. Islander	7	0.9%	2.4%	21.9%	3.7%
Economically Disadvantaged	520	68.3%	74.6%	35.2%	58.0%
Limited English Proficient (LEP)	49	6.4%	5.6%	13.4%	16.9%
Students w/Disciplinary Placements (2008-09)	328	42.8%	31.3%	12.0%	13.4%
At-Risk	442	58.1%	46.0%	43.6%	47.2%
Mobility (2008-09)	144	19.8%	18.0%	12.1%	18.9%
Number of Students per Teacher	14.3	n/a	14.9	15.0	14.5

Retention Rates by Grade:	Non-Special Education Rates				Special Education Rates			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	1.9%	2.4%	-	-	8.9%	11.8%
Grade 1	-	-	4.4%	5.3%	-	-	6.9%	9.7%
Grade 2	-	-	2.8%	3.0%	-	-	4.3%	4.3%
Grade 3	-	-	2.0%	2.3%	-	-	2.8%	2.4%
Grade 4	-	-	1.3%	1.2%	-	-	0.7%	1.5%
Grade 5	-	3.8%	2.0%	1.7%	-	4.2%	1.3%	1.7%
Grade 6	-	1.4%	0.8%	0.8%	-	1.4%	0.5%	1.3%
Grade 7	3.0%	1.2%	1.6%	1.2%	0.0%	1.0%	1.3%	1.8%
Grade 8	1.5%	1.3%	1.6%	1.4%	0.0%	2.2%	2.7%	2.5%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:		Campus	Campus Group	District	State
Elementary:	Kindergarten	-	14.0	19.6	19.3
	Grade 1	-	10.0	17.4	19.1
	Grade 2	-	-	19.1	19.2
	Grade 3	-	-	19.5	19.3
	Grade 4	-	-	19.8	19.9
	Grade 5	-	24.8	21.5	22.4
	Grade 6	-	20.9	21.4	21.1
	Mixed Grades	-	22.7	18.9	24.7
Secondary:	English/Language Arts	21.4	18.5	23.0	17.8
	Foreign Languages	25.5	19.9	22.4	19.4
	Mathematics	18.2	18.8	22.1	18.5
	Science	26.9	20.8	24.1	19.3
	Social Studies	22.9	23.1	25.3	20.4

STAFF INFORMATION

	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	76.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	68.7	89.7%	89.3%	62.4%	63.2%
Teachers	53.2	69.4%	76.3%	48.5%	50.5%
Professional Support	12.6	16.4%	7.7%	11.4%	8.9%
Campus Admin. (School Leader.)	3.0	3.9%	5.3%	2.2%	2.9%
Educational Aides:	7.9	10.3%	10.7%	6.9%	9.8%
Total Minority Staff:	70.4	91.9%	67.5%	53.8%	43.9%
Teachers By Ethnicity and Sex:					
African American	46.0	86.4%	57.8%	27.1%	9.5%
Hispanic	3.0	5.6%	5.7%	9.5%	22.5%
White	3.2	6.0%	34.9%	58.8%	66.4%
Native American	0.0	0.0%	0.2%	0.3%	0.3%
Asian/Pacific Islander	1.0	1.9%	1.9%	4.4%	1.3%
Males	15.3	28.8%	29.3%	22.4%	23.0%
Females	37.9	71.2%	70.7%	77.6%	77.0%
Teachers by Years of Experience:					
Beginning Teachers	3.0	5.6%	9.2%	5.3%	6.8%
1-5 Years Experience	17.4	32.7%	40.9%	32.8%	31.8%
6-10 Years Experience	12.6	23.6%	19.8%	24.2%	20.3%
11-20 Years Experience	11.1	20.9%	16.8%	22.6%	24.4%
Over 20 Years Experience	9.1	17.0%	14.9%	15.1%	16.3%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	11.5 yrs.	9.2 yrs.	10.7 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	7.6 yrs.	6.2 yrs.	6.9 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	$46,522	$43,668	$48,216	$41,165
1-5 Years Experience	$46,364	$45,823	$47,244	$43,521
6-10 Years Experience	$49,573	$47,504	$50,342	$48,149

11-20 Years Experience	$55,063	$51,736	$54,482	$50,153
Over 20 Years Experience	$65,418	$63,943	$64,357	$58,427
Average Actual Salaries (regular duties only):				
Teachers	$52,284	$49,292	$51,846	$48,263
Professional Support	$61,163	$55,744	$59,842	$56,470
Campus Administration (School Leadership)	$81,277	$71,946	$76,406	$70,280
Contracted Instructional Staff (not incl. above):	0.0	1.9	16.6	1,722.9

ACTUAL OPERATING EXPENDITURE INFORMATION (2008-09)

	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Pe Stud
By Function:									
Total Operating Expenditures	$5,412,417	100.0%	$7,936	$7,563,414	100.0%	$11,090	$175,844,503	100.0%	$6,9
Instruction (11,95)	$3,527,833	65.2%	$5,173	$4,748,358	62.8%	$6,962	$118,974,288	67.7%	$4,6
Instructional-Related Services (12,13)	$181,188	3.3%	$266	$515,722	6.8%	$756	$5,461,741	3.1%	$2
Instructional Leadership (21)	$71,188	1.3%	$104	$112,538	1.5%	$165	$2,201,333	1.3%	$
School Leadership (23)	$568,698	10.4%	$822	$596,868	7.9%	$875	$15,595,408	8.9%	$6
Support Services-Student (31,32,33)	$365,192	6.7%	$535	$441,707	5.8%	$649	$9,131,525	5.2%	$3
Other Campus Costs (35,36,51,52,53)	$708,447	13.1%	$1,036	$1,148,229	15.2%	$1,684	$24,489,227	13.9%	$9
By Program:									
Total Operating Expenditures	$4,705,978	100.0%	$6,980	$6,242,398	100.0%	$8,153	$150,185,243	100.0%	$5,9
Bilingual/ESL Education (25)	$0	0.0%	$0	$0	0.0%	$0	$2,122,323	1.4%	$
Career & Technical Education (22)	$285,002	6.1%	$418	$285,002	4.6%	$418	$2,489,771	1.7%	$
Accelerated Education (24,30)	$2,450,823	52.1%	$3,594	$2,984,584	47.8%	$4,376	$14,460,234	9.6%	$5
Gifted & Talented Education (21)	$77,418	1.6%	$114	$77,418	1.2%	$114	$3,275,847	2.2%	$1
Regular Education (11)	$950,522	20.2%	$1,394	$1,822,408	29.2%	$2,672	$103,422,811	68.9%	$4,0
Special Education (23)	$942,205	20.0%	$1,382	$1,072,978	17.2%	$1,573	$24,392,374	16.2%	$9
Other (26,28,29)	$0	0.0%	$0	$0	0.0%	$0	$30,883	0.0%	

PROGRAM INFORMATION

	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	40	5.3%	5.1%	12.3%	16.1%
Career & Technical Education	343	45.1%	18.4%	18.1%	21.3%
Gifted & Talented Education	6	0.8%	9.3%	7.8%	7.6%
Special Education	77	10.1%	11.2%	6.4%	9.8%
Teachers by Program (population served):					
Bilingual/ESL Education	2.0	3.8%	1.8%	6.1%	7.0%
Career & Technical Education	2.0	3.8%	3.4%	3.1%	3.9%
Compensatory Education	0.0	0.0%	4.9%	1.1%	3.4%
Gifted & Talented Education	1.3	2.4%	4.9%	4.9%	2.0%
Regular Education	40.8	76.8%	68.7%	71.6%	71.0%
Special Education	7.1	13.3%	12.2%	9.2%	9.6%
Other	0.0	0.0%	4.2%	3.9%	3.0%

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

Link to 2009-10 Campus Comparable Improvement Report
Link to 2008-09 AEIS Report

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"Th-th-th-**that's all folks**!"