



**Marble Falls ISD  
Regular Meeting**

**Monday, December 13, 2010  
6:00 PM**

**AGENDA OF REGULAR MEETING  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
BOARD OF TRUSTEES**

**MONDAY, DECEMBER 13, 2010 – 6:00 PM**

**Marble Falls ISD Administration Building-1800 Colt Circle-Marble Falls,TX 78654**

Notice is hereby given that on December 13, 2010, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:00 PM, at the Marble Falls ISD Administration Building-1800 Colt Circle-Marble Falls,TX 78654.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice

1. Call to Order  
Presenter: Martin McLean, President
2. Roll Call
3. Invocation  
Presenter: Kelly Fox
4. Pledge to the Flags  
Presenter: Kevin Naumann
5. Spotlight on Excellence - Marble Falls High School  
Presenter: Eric Penrod
6. Open Forum
7. Public Hearing on Academic Excellence Indicator System (AEIS) 4  
Improvement Plans: <http://tinyurl.com/266ma9k>  
Presenter: Amy Jacobs
8. Consent Agenda
  - A. Review and Approval of Minutes - November 2, 2010, November 15, 2010, and November 18, 2010 180  
Presenter: Jim Boyle
  - B. Review of Financial Reports 186  
Presenter: Allen Roberts
  - C. Review and Approval of Budget Amendments 200  
Presenter: Allen Roberts
9. Action Items
  - A. Discussion and Possible Approval of Resolution "Make Education a Priority" Regarding the Upcoming Legislative Session 201  
Presenter: Jim Boyle
  - B. Discussion and Possible Approval of Out of State Trip for MFHS Choir and MFHS Band 205  
Presenter: Jim Boyle
10. Superintendent's Report
  - A. Announcement of Board Continuing Education Hours 209

Presenter: Martin McLean	
B. Quarterly Investment Report Presenter: Allen Roberts	213
C. Discussion of Meeting Date for Regular January Board Meeting Presenter: Jim Boyle	
D. New Financial Allocation Study for Texas (FAST) Report Released by Comptroller's Office on Wednesday, 12/8/2010 @ 10:00 a.m.: <a href="http://www.fastexas.org">www.fastexas.org</a> Presenter: Jim Boyle	214
E. Enrollment Report Presenter: Jim Boyle	216
11. Discussion of Proposed Agenda Items for Regular January Meeting	
12. Executive Session to Discuss Personnel Issues - Govt. Code 551.074	
13. Discussion and Possible Approval of Action Arising from Executive Session	
A. Discussion and Possible Approval to Establish New Timeline for Superintendent Search Presenter: Jim Boyle	217
B. Consideration to Extend Contractual Agreement with Jim Boyle, Interim Superintendent	218
14. Adjourn	

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

FOR THE BOARD OF TRUSTEES  
MARBLE FALLS INDEPENDENT SCHOOL

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Jim Boyle, Interim Superintendent of Schools  
Marble Falls Independent School District

# **Academic Excellence Indicator System (AEIS)**

## **The District "Report Card"**

**Marble Falls ISD  
2009-2010**



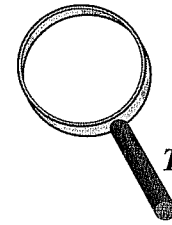
**"In Pursuit of Excellence"**

**Public Hearing – December 13, 2010**

**AEIS Data may be viewed online at <http://ritter.tea.state.tx.us/perfreport/aeis/2010/index.html>.**

**Marble Falls ISD  
1800 Colt Circle  
Marble Falls, TX 78654**

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# I. District Report

**MARBLE FALLS ISD  
2009-2010**

***DISTRICT/CAMPUS STATE ACCOUNTABILITY RATINGS***

**EXEMPLARY**

*Colt Elementary  
Marble Falls Elementary  
Spicewood Elementary*

**RECOGNIZED**

*Marble Falls I.S.D.  
Marble Falls Middle School  
Highland Lakes Elementary*

**ACADEMICALLY ACCEPTABLE**

*Marble Falls High School  
Falls Career High School (AEA)*

# 2009-2010 Gold Performance Acknowledgments

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

<b>MF High School</b>	<b>Social Studies</b> <i>(Commended Performance)</i>
<b>Falls Career High School</b>	<b>Texas Success Initiative (TSI) ELA</b>
<b>MF Elementary</b>	<b>Mathematics</b> <i>(Commended Performance)</i> <b>Science</b> <i>(Commended Performance)</i>
<b>Colt Elementary</b>	<b>Science</b> <i>(Commended Performance)</i> <b>Reading</b> <i>(Comparable Improvement)</i>
<b>Highland Lakes Elementary</b>	<b>Reading</b> <i>(Comparable Improvement)</i>
<b>Spicewood Elementary</b>	<b>Reading/ELA</b> <i>(Commended Performance)</i> <b>Writing</b> <i>(Commended Performance)</i> <b>Science</b> <i>(Commended Performance)</i> <b>Reading &amp; Mathematics</b> <i>(Comparable Improvement)</i>

**Commended Performance** is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is above the state passing standard and have shown thorough understanding of the TEKS at the grade level tested.

**Comparative Improvement** is a measure that calculates how student performance on the TAKS test has grown from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

## *2009-10 Academic Excellence Indicator System*

*District Name: MARBLE FALLS ISD*

*District #: 027904*

*2010 Accountability Rating: Recognized*

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 District Performance

District Name: MARBLE FALLS ISD  
District #: 027904

Indicator:	State	Region 13	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>TAKS Met 2010 Standard Grade 3 (English)</b>															
Reading	2010	92%	94%	96%	83%	92%	98%	*	*	96%	96%	91%	94%	80%	88%
	2009	90%	92%	93%	> 99%	92%	93%	*	> 99%	93%	94%	86%	93%	95%	88%
Mathematics	2010	87%	89%	92%	71%	84%	95%	*	*	91%	93%	94%	91%	70%	84%
	2009	85%	86%	88%	83%	90%	88%	*	80%	90%	86%	79%	88%	82%	79%
All Tests	2010	84%	87%	91%	71%	82%	94%	*	*	90%	91%	88%	90%	60%	79%
	2009	81%	83%	85%	85%	86%	85%	*	80%	87%	84%	71%	85%	77%	74%
<b>TAKS Met 2010 Standard Grade 3 (Spanish)</b>															
Reading	2010	85%	83%	95%	*	95%	*	*	*	91%	> 99%	*	95%	95%	95%
	2009	84%	78%	84%	*	84%	*	*	*	73%	91%	*	84%	84%	84%
Mathematics	2010	74%	70%	88%	*	88%	*	*	*	83%	95%	*	87%	88%	88%
	2009	71%	65%	78%	*	78%	*	*	*	64%	86%	*	78%	77%	78%
All Tests	2010	75%	68%	88%	*	88%	*	*	*	83%	95%	*	87%	88%	88%
	2009	70%	62%	68%	*	68%	*	*	*	53%	78%	*	68%	68%	68%
<b>TAKS Met 2010 Standard Grade 4 (English)</b>															
Reading	2010	86%	88%	93%	> 99%	89%	94%	*	> 99%	92%	94%	75%	92%	96%	86%
	2009	85%	87%	88%	83%	72%	94%	*	*	85%	90%	55%	80%	75%	76%
Mathematics	2010	89%	90%	91%	> 99%	88%	91%	*	> 99%	94%	88%	44%	87%	95%	81%
	2009	87%	87%	94%	83%	87%	97%	*	*	93%	95%	60%	90%	89%	86%
Writing	2010	92%	92%	93%	92%	89%	94%	*	> 99%	90%	96%	67%	90%	91%	88%
	2009	91%	91%	94%	> 99%	93%	94%	*	*	89%	98%	50%	92%	90%	90%
All Tests	2010	79%	80%	83%	92%	75%	85%	*	> 99%	83%	83%	32%	78%	86%	71%
	2009	76%	78%	82%	83%	68%	89%	*	*	77%	87%	31%	74%	74%	67%
<b>TAKS Met 2010 Standard Grade 4 (Spanish)</b>															
Reading	2010	83%	77%	92%	*	92%	*	*	*	75%	> 99%	*	92%	91%	92%
	2009	80%	71%	77%	*	77%	*	*	*	78%	*	*	75%	77%	77%
Mathematics	2010	73%	65%	81%	*	81%	*	*	*	75%	85%	*	81%	81%	81%
	2009	70%	57%	13%	*	13%	*	*	*	*	*	*	14%	13%	13%
Writing	2010	94%	90%	90%	*	90%	*	*	*	91%	89%	*	90%	93%	90%
	2009	92%	86%	64%	*	64%	*	*	*	78%	40%	*	62%	64%	64%
All Tests	2010	73%	68%	73%	*	73%	*	*	*	67%	76%	*	73%	75%	73%
	2009	68%	59%	40%	*	40%	*	*	*	50%	20%	*	43%	40%	40%

Indicator:		State	Region 13	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard Grade 5 (English) First Administration Only															
Reading	2010	86%	87%	88%	*	80%	91%	*	> 99%	86%	89%	64%	85%	68%	68%
	2009	83%	85%	88%	67%	84%	91%	*	*	87%	88%	78%	83%	79%	77%
Mathematics	2010	86%	89%	92%	*	84%	96%	*	> 99%	90%	93%	69%	87%	75%	81%
	2009	84%	85%	89%	> 99%	80%	93%	*	*	91%	87%	64%	83%	72%	78%
Science	2010	88%	89%	92%	*	83%	97%	*	> 99%	92%	91%	75%	89%	70%	81%
	2009	85%	86%	88%	> 99%	79%	93%	*	*	91%	85%	82%	81%	69%	76%
All Tests	2010	76%	79%	79%	*	65%	87%	*	> 99%	77%	82%	40%	72%	47%	52%
	2009	72%	74%	76%	67%	65%	84%	*	*	79%	75%	54%	66%	50%	59%
TAKS Met 2010 Standard Grade 5 (Spanish) First Administration Only															
Reading	2010	74%	64%	78%	*	78%	*	*	*	*	> 99%	*	78%	78%	78%
	2009	69%	59%	45%	*	45%	*	*	*	*	50%	*	50%	45%	45%
Mathematics	2010	45%	32%	13%	*	13%	*	*	*	*	20%	*	13%	13%	13%
	2009	46%	35%	8%	*	8%	*	*	*	*	< 1%	*	9%	8%	8%
Science	2010	52%	34%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	44%	33%	20%	*	20%	*	*	*	*	*	*	*	20%	20%
All Tests	2010	55%	43%	< 1%	*	< 1%	*	*	*	*	< 1%	*	< 1%	< 1%	< 1%
	2009	48%	36%	8%	*	8%	*	*	*	*	< 1%	*	9%	8%	8%
TAKS Met 2010 Standard Grade 6															
Reading	2010	86%	86%	85%	> 99%	78%	90%	*	*	84%	87%	57%	78%	63%	70%
	2009	86%	87%	88%	*	84%	91%	*	*	86%	91%	63%	85%	63%	77%
Mathematics	2010	83%	85%	81%	80%	68%	91%	*	*	78%	84%	65%	75%	52%	56%
	2009	81%	82%	73%	*	71%	74%	*	*	74%	72%	52%	64%	50%	52%
All Tests	2010	77%	79%	75%	80%	60%	86%	*	*	73%	77%	46%	64%	41%	50%
	2009	75%	77%	69%	*	67%	70%	*	*	67%	71%	33%	60%	50%	48%

Indicator:	State	Region 13	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2010 Standard Grade 7															
Reading	2010	86%	87%	89%	*	85%	93%	*	*	87%	91%	61%	83%	60%	79%
	2009	85%	86%	82%	*	69%	89%	*	*	77%	86%	42%	72%	17%	63%
Mathematics	2010	82%	84%	82%	*	73%	88%	*	*	83%	81%	71%	77%	20%	66%
	2009	80%	82%	80%	*	70%	86%	*	*	78%	82%	50%	72%	73%	65%
Writing	2010	95%	94%	95%	*	93%	96%	*	*	94%	96%	64%	91%	*	89%
	2009	93%	92%	92%	*	93%	91%	*	*	87%	96%	63%	88%	75%	87%
All Tests	2010	75%	77%	75%	*	64%	83%	*	*	72%	78%	40%	68%	20%	54%
	2009	73%	76%	70%	*	52%	79%	*	*	66%	74%	30%	57%	17%	45%
TAKS Met 2010 Standard Grade 8 First Administration Only															
Reading	2010	91%	92%	92%	71%	84%	98%	*	*	90%	95%	84%	89%	50%	85%
	2009	88%	89%	85%	78%	83%	87%	*	*	81%	90%	66%	83%	50%	72%
Mathematics	2010	81%	83%	85%	71%	75%	91%	*	*	84%	87%	69%	79%	56%	72%
	2009	80%	83%	72%	50%	66%	76%	*	*	73%	71%	35%	64%	17%	49%
Science	2010	78%	81%	80%	83%	61%	90%	*	*	85%	74%	71%	67%	22%	58%
	2009	73%	77%	75%	75%	64%	81%	*	*	79%	71%	56%	64%	< 1%	46%
Soc Studies	2010	95%	96%	94%	71%	91%	97%	*	*	94%	95%	89%	91%	75%	89%
	2009	92%	93%	93%	88%	91%	94%	*	*	94%	92%	77%	90%	80%	85%
All Tests	2010	70%	74%	69%	57%	49%	81%	*	*	70%	69%	40%	57%	20%	43%
	2009	65%	70%	60%	44%	53%	65%	*	*	60%	61%	33%	49%	< 1%	27%
TAKS Met 2010 Standard Grade 9															
Reading	2010	92%	93%	96%	80%	94%	97%	*	*	94%	97%	81%	93%	*	92%
	2009	88%	90%	91%	> 99%	82%	96%	*	*	88%	93%	75%	84%	22%	81%
Mathematics	2010	72%	76%	60%	40%	56%	62%	*	*	61%	58%	28%	47%	*	30%
	2009	69%	72%	61%	20%	49%	68%	*	*	61%	61%	12%	51%	50%	31%
All Tests	2010	71%	75%	59%	40%	55%	62%	*	*	60%	59%	43%	48%	*	32%
	2009	67%	70%	60%	20%	45%	69%	*	*	59%	62%	26%	50%	30%	32%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 District Performance

District Name: MARBLE FALLS ISD  
District #: 027904

Indicator:	State	Region 13	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2010 Standard															
Grade 10															
Eng Lang Arts	2010	91%	90%	82%	67%	74%	87%	*	*	75%	90%	37%	74%	11%	69%
	2009	88%	88%	89%	75%	85%	92%	*	*	84%	95%	47%	85%	29%	77%
Mathematics	2010	75%	78%	62%	< 1%	46%	72%	*	*	61%	63%	6%	46%	44%	34%
	2009	67%	69%	65%	29%	62%	68%	*	*	65%	66%	6%	53%	25%	30%
Science	2010	75%	79%	72%	17%	57%	82%	*	*	75%	69%	53%	64%	33%	51%
	2009	67%	72%	73%	38%	61%	80%	*	*	74%	73%	28%	60%	< 1%	44%
Soc Studies	2010	93%	94%	94%	83%	92%	95%	*	*	94%	94%	75%	91%	67%	88%
	2009	91%	92%	96%	88%	95%	97%	*	*	95%	97%	74%	93%	57%	92%
All Tests	2010	66%	69%	52%	< 1%	35%	62%	*	*	49%	55%	9%	36%	10%	23%
	2009	56%	61%	59%	25%	51%	63%	*	*	59%	58%	5%	46%	< 1%	22%
TAKS Met 2010 Standard															
^ Grade 11															
Eng Lang Arts	2010	93%	94%	93%	86%	89%	96%	*	*	92%	94%	76%	88%	40%	87%
	2009	93%	94%	91%	78%	90%	92%	*	*	87%	96%	68%	87%	29%	83%
Mathematics	2010	89%	91%	92%	83%	88%	94%	*	*	92%	92%	53%	85%	67%	83%
	2009	82%	84%	81%	33%	79%	84%	*	*	77%	86%	33%	76%	57%	66%
Science	2010	92%	93%	93%	67%	90%	96%	*	*	93%	94%	59%	88%	67%	86%
	2009	86%	88%	88%	44%	82%	93%	*	*	87%	88%	56%	82%	43%	76%
Soc Studies	2010	98%	98%	99%	> 99%	99%	99%	*	*	98%	> 99%	96%	98%	89%	98%
	2009	97%	97%	96%	78%	97%	96%	*	*	95%	96%	73%	94%	> 99%	92%
All Tests	2010	83%	85%	86%	71%	78%	91%	*	*	85%	87%	58%	76%	20%	72%
	2009	76%	79%	74%	33%	66%	79%	*	*	68%	81%	33%	64%	< 1%	53%

Indicator:		State	Region 13	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2010	90%	91%	92%	86%	87%	94%	80%	> 99%	90%	93%	70%	88%	79%	84%
	2009	88%	89%	89%	84%	83%	93%	88%	> 99%	86%	92%	65%	85%	70%	79%
Mathematics	2010	84%	86%	83%	68%	76%	87%	> 99%	> 99%	83%	83%	56%	77%	73%	67%
	2009	80%	82%	80%	59%	75%	83%	88%	95%	80%	80%	50%	75%	69%	63%
Writing	2010	93%	93%	94%	88%	91%	95%	*	> 99%	92%	95%	65%	91%	93%	89%
	2009	92%	92%	92%	90%	91%	92%	*	*	88%	96%	59%	88%	80%	86%
Science	2010	83%	85%	84%	64%	73%	91%	*	> 99%	87%	82%	63%	77%	54%	68%
	2009	78%	81%	81%	60%	71%	86%	*	> 99%	83%	79%	55%	72%	48%	62%
Soc Studies	2010	95%	96%	96%	85%	94%	97%	*	*	95%	96%	87%	93%	77%	92%
	2009	93%	94%	95%	84%	94%	96%	*	> 99%	95%	95%	75%	92%	79%	90%
All Tests	2010	77%	79%	76%	64%	65%	82%	80%	> 99%	75%	76%	44%	67%	59%	54%
	2009	72%	75%	72%	56%	62%	78%	88%	95%	70%	74%	37%	64%	51%	49%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)															
Reading/ELA	2010	96%	96%	97%	95%	96%	98%	> 99%	> 99%	97%	97%	83%	96%	92%	94%
	2009	95%	95%	96%	92%	94%	97%	88%	> 99%	95%	97%	83%	94%	86%	92%
Mathematics	2010	91%	91%	91%	84%	87%	94%	> 99%	> 99%	91%	92%	69%	88%	79%	81%
	2009	88%	89%	88%	73%	82%	92%	88%	> 99%	87%	89%	64%	84%	75%	75%
Writing	2010	97%	97%	96%	94%	95%	97%	*	> 99%	96%	97%	70%	95%	98%	93%
	2009	96%	96%	95%	90%	94%	95%	*	*	93%	97%	69%	92%	89%	91%
Science	2010	92%	93%	94%	82%	88%	97%	*	> 99%	94%	93%	73%	90%	64%	86%
	2009	83%	85%	85%	63%	76%	91%	*	> 99%	86%	85%	58%	77%	52%	70%
Soc Studies	2010	99%	99%	99%	> 99%	99%	99%	*	*	98%	99%	90%	98%	88%	98%
	2009	98%	98%	98%	92%	99%	98%	*	> 99%	98%	98%	87%	97%	95%	96%
All Tests	2010	88%	89%	89%	83%	83%	92%	> 99%	> 99%	89%	89%	61%	85%	70%	76%
	2009	82%	84%	83%	69%	74%	88%	88%	> 99%	82%	84%	53%	77%	62%	65%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 District Performance

District Name: MARBLE FALLS ISD  
District #: 027904

Indicator:		State	Region 13	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2010	33%	37%	30%	25%	19%	37%	40%	39%	27%	33%	6%	20%	15%	11%
	2009	31%	35%	27%	15%	16%	34%	50%	29%	24%	30%	8%	19%	8%	9%
Mathematics	2010	29%	33%	27%	21%	18%	33%	60%	61%	29%	26%	5%	19%	23%	9%
	2009	28%	32%	25%	15%	16%	30%	38%	52%	25%	25%	7%	18%	15%	9%
Writing	2010	33%	35%	32%	35%	25%	38%	*	14%	26%	38%	3%	26%	30%	16%
	2009	33%	36%	28%	20%	17%	33%	*	*	19%	36%	14%	19%	16%	13%
Science	2010	28%	33%	31%	18%	13%	41%	*	63%	34%	27%	13%	20%	7%	8%
	2009	26%	31%	26%	17%	13%	34%	*	17%	29%	24%	11%	15%	5%	10%
Soc Studies	2010	47%	52%	43%	35%	27%	52%	*	*	48%	39%	8%	28%	4%	18%
	2009	44%	50%	41%	16%	28%	49%	*	80%	44%	39%	13%	28%	5%	17%
All Tests	2010	15%	19%	14%	10%	6%	19%	20%	17%	14%	15%	2%	7%	7%	2%
	2009	15%	18%	11%	8%	5%	15%	38%	19%	10%	12%	< 1%	6%	1%	2%
TAKS-M Met 2010 Standard (Sum of All Grades Tested)															
Reading/ELA	2010	85%	87%	92%	> 99%	91%	92%	*	*	92%	92%	92%	93%	89%	93%
	2009	82%	85%	86%	86%	81%	90%	*	*	83%	91%	86%	86%	76%	87%
Mathematics	2010	75%	77%	76%	> 99%	75%	76%	*	*	75%	78%	76%	74%	81%	73%
	2009	69%	71%	66%	75%	56%	72%	*	*	61%	73%	65%	64%	62%	65%
Writing	2010	80%	82%	81%	*	77%	82%	*	*	79%	83%	81%	80%	*	83%
	2009	72%	75%	75%	*	62%	90%	*	*	74%	80%	75%	74%	60%	72%
Science	2010	58%	59%	67%	*	56%	77%	*	*	71%	60%	67%	65%	40%	66%
	2009	51%	50%	53%	*	50%	56%	*	*	59%	41%	53%	52%	44%	58%
Soc Studies	2010	67%	67%	68%	*	53%	89%	*	*	71%	63%	68%	65%	*	70%
	2009	64%	66%	63%	*	55%	64%	*	*	62%	67%	63%	63%	*	67%
All Tests	2010	64%	67%	71%	> 99%	63%	75%	*	*	68%	74%	71%	68%	79%	71%
	2009	57%	61%	58%	50%	49%	67%	*	*	57%	60%	58%	56%	48%	58%
TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)															
All Tests	2010	93%	92%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*	*
	2009	84%	81%	91%	*	88%	94%	*	*	96%	82%	91%	91%	50%	*

Indicator:		State	Region 13	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	90%	91%	92%	87%	87%	94%	80%	> 99%	90%	93%	81%	88%	80%	84%
	2009	88%	89%	89%	84%	83%	93%	88%	> 99%	86%	92%	74%	85%	71%	80%
Mathematics	2010	84%	86%	83%	71%	76%	87%	> 99%	> 99%	83%	83%	68%	77%	74%	67%
	2009	80%	82%	79%	61%	74%	83%	88%	95%	79%	80%	59%	75%	68%	63%
Writing	2010	93%	92%	93%	89%	91%	95%	*	> 99%	91%	95%	74%	90%	93%	88%
	2009	91%	91%	91%	91%	89%	92%	*	*	87%	95%	68%	88%	78%	85%
Science	2010	82%	85%	84%	67%	72%	91%	*	> 99%	86%	82%	68%	76%	53%	68%
	2009	77%	80%	79%	59%	70%	85%	*	> 99%	81%	78%	55%	70%	47%	62%
Soc Studies	2010	94%	95%	95%	86%	92%	97%	*	*	94%	96%	83%	91%	74%	91%
	2009	92%	93%	94%	85%	92%	95%	*	> 99%	93%	95%	72%	91%	74%	89%
All Tests	2010	76%	78%	75%	66%	65%	82%	80%	> 99%	75%	76%	52%	67%	60%	54%
	2009	71%	74%	71%	56%	61%	77%	88%	95%	69%	73%	41%	63%	50%	49%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	32%	36%	30%	27%	19%	36%	40%	39%	26%	33%	14%	20%	14%	12%
Mathematics	2010	28%	33%	26%	19%	16%	32%	60%	61%	27%	25%	6%	18%	21%	9%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 District Performance

District Name: MARBLE FALLS ISD  
District #: 027904

Indicator:	State	Region 13	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
<b>2010 TAKS Participation (Grades 3-11)</b>														
Tested	98.6%	98.8%	99.7%	98.6%	99.3%	99.9%	100.0%	100.0%	99.7%	99.6%	100.0%	99.4%	97.8%	99.3%
<b>By Test Version</b>														
TAKS (1 or more)	90.8%	91.3%	90.7%	89.9%	88.3%	92.0%	100.0%	100.0%	88.7%	92.6%	25.6%	87.4%	88.2%	84.0%
Not on TAKS	7.8%	7.6%	9.0%	8.7%	10.9%	8.0%	0.0%	0.0%	11.0%	7.0%	74.4%	12.0%	9.6%	15.3%
TAKS(Acc) Only	2.3%	2.3%	2.6%	1.4%	2.8%	2.7%	0.0%	0.0%	3.1%	2.2%	21.8%	3.4%	1.3%	5.5%
TAKS-M Only	3.3%	3.1%	3.5%	5.8%	5.0%	2.5%	0.0%	0.0%	4.7%	2.3%	28.8%	4.8%	6.6%	6.1%
TAKS-Alt Only	0.8%	0.8%	0.9%	0.0%	1.2%	0.7%	0.0%	0.0%	1.0%	0.7%	7.1%	0.9%	0.9%	0.0%
Combination	1.3%	1.3%	2.0%	1.4%	2.0%	2.1%	0.0%	0.0%	2.2%	1.8%	16.7%	2.8%	0.9%	3.7%
<b>By Acct Status</b>														
Acct System	90.0%	90.7%	92.0%	84.1%	90.4%	93.4%	83.3%	100.0%	90.6%	93.7%	61.9%	91.5%	89.5%	91.6%
Non-Acct System	8.6%	8.1%	7.6%	14.5%	8.8%	6.5%	16.7%	0.0%	9.1%	5.9%	38.1%	8.0%	8.3%	7.7%
Mobile	4.4%	4.2%	3.3%	8.7%	2.6%	3.3%	16.7%	0.0%	3.4%	2.8%	1.9%	2.1%	0.9%	1.5%
Non-Acct Test	4.2%	3.9%	4.4%	5.8%	6.3%	3.2%	0.0%	0.0%	5.7%	3.1%	36.2%	5.8%	7.5%	6.2%
<b>Not Tested</b>														
Absent	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%
LEP Exempt	0.9%	0.7%	0.2%	0.0%	0.5%	0.0%	0.0%	0.0%	0.2%	0.2%	0.0%	0.4%	2.2%	0.4%
Other	0.4%	0.3%	0.1%	1.4%	0.1%	0.1%	0.0%	0.0%	0.1%	0.2%	0.0%	0.1%	0.0%	0.2%
<b>Total Count</b>	<b>3,175,337</b>	<b>241,635</b>	<b>2,584</b>	<b>69</b>	<b>941</b>	<b>1,543</b>	<b>6</b>	<b>23</b>	<b>1,282</b>	<b>1,299</b>	<b>312</b>	<b>1,370</b>	<b>228</b>	<b>1,128</b>
<b>2009 TAKS Participation (Grades 3-11)</b>														
Tested	98.5%	98.6%	99.4%	100.0%	98.5%	99.9%	100.0%	100.0%	99.5%	99.3%	99.7%	98.9%	94.9%	98.7%
<b>By Test Version</b>														
TAKS (1 or more)	90.8%	91.4%	90.7%	89.5%	88.1%	92.1%	100.0%	100.0%	88.2%	93.2%	31.8%	86.4%	83.1%	84.6%
Not on TAKS	7.7%	7.2%	8.7%	10.5%	10.3%	7.8%	0.0%	0.0%	11.2%	6.1%	67.9%	12.5%	11.8%	14.1%
TAKS(Acc) Only	2.3%	2.3%	2.3%	1.3%	2.4%	2.3%	0.0%	0.0%	2.9%	1.7%	17.9%	3.2%	1.3%	3.9%
TAKS-M Only	3.3%	3.0%	3.9%	9.2%	4.5%	3.4%	0.0%	0.0%	5.1%	2.7%	30.7%	5.7%	7.2%	6.5%
TAKS-Alt Only	0.8%	0.7%	0.6%	0.0%	1.0%	0.5%	0.0%	0.0%	0.8%	0.5%	5.1%	1.0%	0.8%	0.0%
Combination	1.3%	1.3%	1.8%	0.0%	2.4%	1.6%	0.0%	0.0%	2.4%	1.2%	14.3%	2.6%	2.5%	3.7%
<b>By Acct Status</b>														
Acct System	87.3%	88.3%	88.0%	77.6%	85.8%	89.6%	88.9%	100.0%	85.9%	90.3%	42.9%	83.4%	81.9%	84.6%
Non-Acct System	11.2%	10.3%	11.4%	22.4%	12.6%	10.3%	11.1%	0.0%	13.6%	9.0%	56.8%	15.5%	13.1%	14.1%
Mobile	4.7%	4.4%	4.4%	11.8%	4.2%	4.2%	11.1%	0.0%	4.7%	3.9%	3.0%	5.2%	2.1%	3.1%
Non-Acct Test	6.4%	5.9%	6.9%	10.5%	8.5%	6.0%	0.0%	0.0%	8.9%	4.9%	53.9%	10.2%	11.0%	10.9%
Hurricane Ike	0.1%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.2%	0.0%	0.1%	0.0%	0.2%
<b>Not Tested</b>														
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.3%	1.1%	5.1%	1.3%
LEP Exempt	0.9%	0.8%	0.4%	0.0%	1.2%	0.0%	0.0%	0.0%	0.4%	0.5%	0.0%	0.8%	4.6%	1.0%
Other	0.4%	0.4%	0.2%	0.0%	0.3%	0.1%	0.0%	0.0%	0.2%	0.2%	0.0%	0.2%	0.4%	0.2%
Hurricane Ike	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Count</b>	<b>3,132,150</b>	<b>235,238</b>	<b>2,631</b>	<b>76</b>	<b>911</b>	<b>1,613</b>	<b>9</b>	<b>21</b>	<b>1,310</b>	<b>1,318</b>	<b>336</b>	<b>1,357</b>	<b>237</b>	<b>1,076</b>
<b>TAKS Exit-Level Cumulative Pass Rate</b>														
Class of 2010	90%	91%	91%	78%	90%	91%	*	*	88%	94%	63%	88%	57%	83%
Class of 2009	86%	88%	86%	71%	79%	81%	*	*	86%	85%	21%	76%	43%	81%

Indicator:	State	Region 13	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>Progress of Prior Year TAKS Failers</b>															
<b>Percent of Failers Passing TAKS (Sum of Grades 4-11)</b>															
Reading/ELA	2010	57%	55%	66%	*	62%	72%	*	*	64%	69%	52%	64%	44%	63%
	2009	43%	43%	49%	50%	48%	48%	*	*	46%	53%	53%	50%	29%	46%
Mathematics	2010	43%	42%	51%	39%	41%	61%	*	*	51%	51%	29%	49%	39%	51%
	2009	36%	35%	40%	6%	38%	46%	*	*	38%	42%	16%	37%	30%	39%
<b>Average Vertical Scale Growth (Sum of Grades 4-8)</b>															
Reading	2010	78	77	91	*	86	97	*	*	99	82	76	89	73	95
Mathematics	2010	70	70	78	72	70	85	*	*	80	76	68	76	77	77
<b>Student Success Initiative</b>															
<b>Grade 5 Reading (English and Spanish)</b>															
<b>Students Requiring Accelerated Instruction</b>															
	2010	15%	14%	13%	*	20%	10%	*	< 1%	15%	11%	36%	16%	29%	31%
	2009	17%	16%	14%	33%	21%	10%	*	*	16%	13%	22%	19%	30%	26%
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>															
	2010	92%	93%	94%	*	89%	96%	*	> 99%	93%	95%	82%	93%	87%	85%
	2009	90%	91%	94%	60%	91%	98%	*	*	95%	94%	82%	92%	85%	88%
<b>TAKS Failers Promoted by Grade Placement Committee</b>															
	2009	84.7%	90.5%	100.0%	-	100.0%	*	-	-	*	*	100.0%	*	100.0%	100.0%
	2008	84.0%	92.0%	100.0%	*	100.0%	*	-	-	*	100.0%	*	100.0%	*	100.0%
<b>TAKS Met Standard (Failed in Previous Year)</b>															
<b>Promoted to Grade 6</b>															
	2010	31%	28%	33%	*	20%	*	*	*	*	*	20%	*	33%	33%
	2009	27%	26%	63%	*	60%	*	*	*	*	80%	*	71%	*	57%

Indicator:	State	Region 13	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)														
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
2010	14%	12%	11%	*	22%	4%	*	< 1%	12%	10%	31%	18%	41%	25%
2009	16%	16%	15%	< 1%	28%	7%	*	*	11%	18%	36%	23%	48%	29%
TAKS Cumulative Met Standard (First and Second Administrations)														
2010	92%	93%	95%	*	92%	98%	*	> 99%	94%	97%	77%	92%	81%	89%
2009	91%	91%	93%	> 99%	86%	97%	*	*	95%	91%	77%	89%	71%	84%
TAKS Failers Promoted by Grade Placement Committee														
2009	84.7%	90.6%	100.0%	-	100.0%	*	-	-	*	100.0%	*	100.0%	100.0%	100.0%
2008	84.0%	93.4%	91.7%	*	83.3%	100.0%	-	-	100.0%	85.7%	*	88.9%	*	88.9%
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 6														
2010	23%	22%	17%	*	20%	*	*	*	*	*	*	17%	*	17%
2009	19%	20%	40%	*	*	40%	*	*	40%	40%	*	25%	*	38%
Grade 8 Reading														
Students Requiring Accelerated Instruction														
2010	9%	9%	8%	29%	16%	2%	*	*	10%	5%	16%	11%	50%	15%
2009	7%	6%	8%	22%	10%	6%	*	*	11%	5%	21%	9%	50%	16%
TAKS Cumulative Met Standard (First and Second Administrations)														
2010	95%	95%	96%	86%	91%	99%	*	*	94%	98%	84%	93%	60%	92%
2009	89%	91%	89%	88%	84%	91%	*	*	86%	91%	70%	86%	50%	78%
TAKS Failers Promoted by Grade Placement Committee														
2009	88.5%	94.1%	*	-	*	*	-	-	*	-	-	*	*	*
2008	88.5%	92.8%	100.0%	-	100.0%	*	-	-	*	100.0%	*	100.0%	*	100.0%
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2010	40%	43%	*	*	*	*	*	*	*	*	*	*	*	*
2009	25%	18%	< 1%	*	< 1%	*	*	*	*	*	*	< 1%	*	< 1%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 District Performance

District Name: MARBLE FALLS ISD  
District #: 027904

Indicator:	State	Region 13	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)														
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
2010	19%	17%	15%	29%	25%	9%	*	*	16%	13%	31%	21%	44%	28%
2009	20%	18%	28%	50%	34%	24%	*	*	27%	29%	62%	36%	83%	51%
TAKS Cumulative Met Standard (First and Second Administrations)														
2010	88%	89%	93%	71%	89%	96%	*	*	93%	93%	75%	90%	78%	85%
2009	85%	88%	84%	63%	83%	85%	*	*	85%	83%	60%	82%	33%	66%
TAKS Failers Promoted by Grade Placement Committee														
2009	91.1%	94.6%	88.9%	*	100.0%	85.7%	-	-	85.7%	90.9%	-	90.0%	*	85.7%
2008	90.5%	95.4%	100.0%	*	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	100.0%	*	100.0%
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2010	19%	17%	7%	*	< 1%	20%	*	*	< 1%	11%	*	< 1%	*	7%
2009	13%	11%	4%	*	6%	< 1%	*	*	< 1%	7%	< 1%	< 1%	*	4%
Retained in Grade 8														
2010	53%	63%	*	*	*	*	*	*	*	*	*	*	*	*
2009	48%	62%	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Indicator (2011 Preview)														
2009-10	79%	77%	83%	*	82%	*	*	*	82%	84%	80%	82%	82%	81%
2008-09	76%	73%	80%	*	80%	*	*	> 99%	78%	82%	63%	80%	80%	79%
Attendance Rate														
2008-09	95.6%	95.5%	95.9%	95.1%	96.2%	95.7%	94.9%	96.3%	95.9%	95.8%	94.4%	95.5%	97.2%	95.6%
2007-08	95.5%	95.3%	95.6%	93.9%	96.0%	95.5%	94.7%	96.6%	95.6%	95.5%	94.3%	95.1%	96.9%	95.0%
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)														
2008-09	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2007-08	0.3%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 7-12) (AEA Indicator)														
2008-09	2.0%	1.8%	0.1%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%
2007-08	2.2%	1.9%	0.8%	3.0%	0.5%	0.8%	0.0%	0.0%	0.3%	1.3%	0.0%	0.5%	2.9%	0.7%
Annual Dropout Rate (Gr 9-12)														
2008-09	2.9%	2.7%	0.1%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.2%	0.0%	0.2%
2007-08	3.2%	2.8%	1.2%	3.8%	0.8%	1.2%	0.0%	0.0%	0.5%	1.9%	0.0%	0.9%	4.7%	1.0%

TEXAS EDUCATION AGENCY  
Academic Excellence Indicator System  
2009-10 District Performance

District Name: MARBLE FALLS ISD  
District #: 027904

Indicator:	State	Region 13	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
<b>4-Year Completion Rate (Gr 9-12)</b>														
<b>Class of 2009</b>														
Graduated	80.6%	81.8%	88.1%	80.0%	83.1%	90.9%	-	*	85.6%	90.4%	79.2%	83.1%	57.1%	82.7%
Received GED	1.4%	1.3%	0.8%	0.0%	1.2%	0.6%	-	*	1.6%	0.0%	0.0%	2.2%	0.0%	1.9%
Continued HS	8.6%	9.1%	8.0%	20.0%	10.8%	6.1%	-	*	8.8%	7.4%	12.5%	11.2%	14.3%	12.5%
Dropped Out	9.4%	7.7%	3.1%	0.0%	4.8%	2.4%	-	*	4.0%	2.2%	8.3%	3.4%	28.6%	2.9%
<b>Class of 2008</b>														
Graduated	79.1%	80.3%	90.5%	*	81.3%	93.3%	*	*	87.6%	93.3%	81.4%	80.3%	44.4%	80.6%
Received GED	1.5%	1.6%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Continued HS	8.9%	9.1%	6.8%	*	14.1%	4.7%	*	*	9.3%	4.4%	14.0%	14.5%	33.3%	13.6%
Dropped Out	10.5%	9.0%	2.7%	*	4.7%	2.1%	*	*	3.1%	2.2%	4.7%	5.3%	22.2%	5.8%
<b>5-Year Extended Completion Rate (Gr 9-12)</b>														
<b>Class of 2008</b>														
Graduated	83.4%	84.4%	96.1%	*	90.2%	97.9%	*	*	96.0%	96.2%	95.0%	92.9%	66.7%	92.8%
Received GED	2.1%	2.2%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Continued HS	2.4%	2.4%	1.2%	*	4.9%	0.0%	*	*	0.8%	1.5%	0.0%	1.4%	0.0%	1.0%
Dropped Out	12.2%	11.0%	2.7%	*	4.9%	2.1%	*	*	3.2%	2.3%	5.0%	5.7%	33.3%	6.2%
<b>Completion Rate II (Graduates, Continuers, and GED)</b> (AEA Indicator)														
Class of 2009	90.6%	92.3%	96.9%	100.0%	95.2%	97.6%	-	*	96.0%	97.8%	91.7%	96.6%	71.4%	97.1%
Class of 2008	89.5%	91.0%	97.3%	*	95.3%	97.9%	*	*	96.9%	97.8%	95.3%	94.7%	77.8%	94.2%
<b>Completion Rate I (Graduates and Continuers)</b> (Standard Accountability Indicator)														
Class of 2009	89.2%	91.0%	96.2%	100.0%	94.0%	97.0%	-	*	94.4%	97.8%	91.7%	94.4%	71.4%	95.2%
Class of 2008	88.0%	89.4%	97.3%	*	95.3%	97.9%	*	*	96.9%	97.8%	95.3%	94.7%	77.8%	94.2%
<b>COLLEGE READINESS INDICATORS</b>														
<b>Advanced Course/Dual Enrollment Completion</b>														
2008-09	24.6%	25.8%	20.3%	7.5%	13.3%	23.9%	0.0%	77.8%	19.2%	21.3%	2.8%	14.2%	2.3%	7.1%
2007-08	23.1%	24.3%	19.1%	2.2%	15.6%	21.3%	0.0%	66.7%	17.1%	21.1%	4.7%	12.6%	2.8%	10.2%
<b>RHSP/DAP Graduates</b>														
Class of 2009	82.5%	82.4%	78.4%	57.1%	74.3%	80.7%	-	*	66.7%	89.2%	14.3%	67.5%	*	60.4%
Class of 2008	81.4%	82.1%	76.8%	33.3%	70.5%	79.7%	*	*	68.8%	84.3%	23.7%	60.6%	*	69.0%
<b>AP/IB Results</b>														
<b>Tested</b>														
2009	21.2%	29.6%	15.6%	0.0%	10.3%	18.3%	*	66.7%	15.0%	16.2%	n/a	n/a	n/a	n/a
2008	20.9%	28.1%	13.5%	0.0%	7.0%	16.5%	*	33.3%	8.9%	17.6%	n/a	n/a	n/a	n/a
<b>Examinees &gt;= Criterion</b>														
2009	51.2%	59.9%	55.6%	-	66.7%	52.8%	-	*	51.5%	59.0%	n/a	n/a	n/a	n/a
2008	50.1%	60.1%	56.5%	-	44.4%	58.8%	-	*	57.9%	55.8%	n/a	n/a	n/a	n/a
<b>Scores &gt;= Criterion</b>														
2009	47.4%	57.0%	42.3%	-	57.9%	40.5%	-	33.3%	40.9%	43.4%	n/a	n/a	n/a	n/a
2008	46.0%	57.4%	44.7%	-	36.4%	45.6%	-	*	56.1%	37.6%	n/a	n/a	n/a	n/a

Indicator:	State	Region 13	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts 2010	60%	63%	54%	29%	44%	61%	*	*	47%	61%	10%	41%	< 1%	38%
2009	63%	67%	51%	22%	41%	57%	*	*	45%	58%	14%	32%	< 1%	35%
Mathematics 2010	66%	70%	64%	33%	51%	73%	*	*	65%	63%	29%	45%	22%	33%
2009	62%	67%	56%	11%	49%	61%	*	*	57%	55%	< 1%	51%	14%	28%
SAT/ACT Results														
Tested														
Class of 2009	61.5%	68.2%	59.4%	66.7%	34.3%	70.7%	-	*	53.3%	64.5%	n/a	n/a	n/a	n/a
Class of 2008	65.0%	72.4%	60.2%	?	40.8%	63.6%	*	*	58.4%	61.7%	n/a	n/a	n/a	n/a
At/Above Criterion														
Class of 2009	26.9%	36.6%	22.8%	*	8.3%	26.4%	-	*	23.2%	22.5%	n/a	n/a	n/a	n/a
Class of 2008	27.2%	36.2%	27.1%	0.0%	0.0%	34.3%	*	*	28.8%	25.7%	n/a	n/a	n/a	n/a
Average SAT Score														
Class of 2009	985	1034	980	*	916	995	-	*	993	970	n/a	n/a	n/a	n/a
Class of 2008	987	1034	1010	*	906	1039	*	*	1030	992	n/a	n/a	n/a	n/a
Average ACT Score														
Class of 2009	20.5	21.7	21.0	*	18.2	21.7	-	*	20.8	21.1	n/a	n/a	n/a	n/a
Class of 2008	20.5	21.5	20.9	*	18.6	21.5	-	*	20.7	21.1	n/a	n/a	n/a	n/a
College-Ready Graduates														
Eng Lang Arts														
Class of 2009	62%	66%	62%	60%	45%	70%	*	*	54%	69%	25%	43%	*	39%
Class of 2008	59%	66%	57%	< 1%	30%	65%	*	*	51%	63%	17%	38%	*	35%
Mathematics														
Class of 2009	60%	65%	60%	20%	40%	71%	*	*	63%	59%	20%	54%	*	19%
Class of 2008	58%	64%	56%	< 1%	46%	62%	*	*	56%	56%	20%	47%	*	28%
Both Subjects														
Class of 2009	47%	54%	46%	20%	26%	55%	*	*	45%	47%	20%	33%	*	8%
Class of 2008	44%	52%	43%	< 1%	21%	51%	*	*	40%	46%	20%	29%	*	17%

STUDENT INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	4,003	100.0%	4,824,778	100.0%
Students By Grade:				
Early Childhood Education	18	0.4%	13,290	0.3%
Pre-Kindergarten	187	4.7%	213,393	4.4%
Kindergarten	287	7.2%	369,079	7.6%
Grade 1	285	7.1%	383,388	7.9%
Grade 2	319	8.0%	374,350	7.8%
Grade 3	287	7.2%	373,329	7.7%
Grade 4	310	7.7%	367,837	7.6%
Grade 5	295	7.4%	361,103	7.5%
Grade 6	315	7.9%	352,226	7.3%
Grade 7	299	7.5%	351,046	7.3%
Grade 8	285	7.1%	346,099	7.2%
Grade 9	302	7.5%	391,800	8.1%
Grade 10	262	6.5%	334,556	6.9%
Grade 11	304	7.6%	309,658	6.4%
Grade 12	248	6.2%	283,624	5.9%
Ethnic Distribution:				
African American	97	2.4%	676,523	14.0%
Hispanic	1,488	37.2%	2,342,680	48.6%
White	2,371	59.2%	1,607,212	33.3%
Native American	15	0.4%	18,890	0.4%
Asian/Pacific Islander	32	0.8%	179,473	3.7%
Economically Disadvantaged	2,320	58.0%	2,848,067	59.0%
Limited English Proficient (LEP)	461	11.5%	815,998	16.9%
Students w/Disciplinary Placements (2008-09)	692	16.2%	657,011	13.4%
At-Risk	1,810	45.2%	2,275,895	47.2%
Graduates (Class of 2009):				
Total Graduates	250	100.0%	264,275	100.0%
By Ethnicity (incl. Special Ed.):				
African American	7	2.8%	35,982	13.6%
Hispanic	74	29.6%	104,854	39.7%
White	166	66.4%	112,016	42.4%
Native American	0	0.0%	961	0.4%
Asian/Pacific Islander	3	1.2%	10,462	4.0%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	54	21.6%	46,313	17.5%
Recommended H.S. Pgm./DAP	196	78.4%	217,962	82.5%
Special Education Graduates	21	8.4%	25,929	9.8%

Retention Rates By Grade:	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
Kindergarten	2.6%	2.4%	3.0%	11.8%
Grade 1	3.6%	5.3%	3.2%	9.7%
Grade 2	4.2%	3.0%	0.0%	4.2%
Grade 3	1.1%	2.3%	4.7%	2.4%
Grade 4	0.4%	1.2%	0.0%	1.0%
Grade 5	1.5%	1.7%	0.0%	1.7%
Grade 6	0.0%	0.8%	4.7%	1.3%
Grade 7	0.0%	1.2%	3.6%	1.8%
Grade 8	0.8%	1.4%	0.0%	2.5%

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Data Quality: PID Errors (student)	7	0.2%	6,858	0.1%
Underreported Students	1	0.1%	10,045	0.5%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

	District	State
Elementary: Kindergarten	17.0	19.3
Grade 1	17.6	19.1
Grade 2	19.9	19.2
Grade 3	17.3	19.3
Grade 4	17.8	19.9
Grade 5	20.5	22.4
Grade 6	20.1	21.1
Mixed Grades	-	24.7
Secondary: English/Language Arts	17.1	17.8
Foreign Languages	20.0	19.4
Mathematics	19.5	18.5
Science	20.9	19.3
Social Studies	22.5	20.4

STAFF INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	653.4	100.0%	659,820.6	100.0%
Professional Staff:	378.2	57.9%	416,978.9	63.2%
Teachers	309.7	47.4%	333,006.8	50.5%
Professional Support	42.4	6.5%	58,575.8	8.9%
Campus Administration (School Leadership)	18.1	2.8%	18,543.4	2.8%
Central Administration	8.0	1.2%	6,852.9	1.0%
Educational Aides:	79.4	12.2%	64,700.8	9.8%
Auxiliary Staff:	195.8	30.0%	178,140.9	27.0%
Total Minority Staff:	127.6	19.5%	289,833.3	43.9%
Teachers by Ethnicity and Sex:				
African American	7.0	2.3%	31,677.1	9.5%
Hispanic	25.0	8.1%	74,998.8	22.5%
White	274.7	88.7%	221,068.7	66.4%
Native American	1.0	0.3%	969.4	0.3%
Asian/Pacific Islander	2.0	0.6%	4,292.8	1.3%
Males	63.4	20.5%	76,550.7	23.0%
Females	246.3	79.5%	256,456.0	77.0%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2,696.1	0.8%
Bachelors	262.7	84.8%	257,498.8	77.3%
Masters	46.0	14.8%	70,998.1	21.3%
Doctorate	1.0	0.3%	1,813.8	0.5%
Teachers by Years of Experience:				
Beginning Teachers	6.0	1.9%	20,077.3	6.0%
1-5 Years Experience	78.7	25.4%	103,267.4	31.0%
6-10 Years Experience	68.7	22.2%	67,484.2	20.3%
11-20 Years Experience	100.4	32.4%	81,095.2	24.4%
Over 20 Years Experience	55.9	18.0%	61,082.7	18.3%
Number of Students per Teacher:	12.9	n/a	14.5	n/a

STAFF INFORMATION (Continued)	-----District-----	-----State-----
Average Years Experience of Teachers:	12.3 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	6.5 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$38,500	\$41,165
1-5 Years Experience	\$40,085	\$43,527
6-10 Years Experience	\$43,770	\$46,149
11-20 Years Experience	\$49,203	\$50,153
Over 20 Years Experience	\$55,639	\$58,427
Average Actual Salaries (regular duties only):		
Teachers	\$46,636	\$48,263
Professional Support	\$52,802	\$56,470
Campus Administration (School Leadership)	\$70,661	\$70,209
Central Administration	\$92,018	\$87,446
Turnover Rate for Teachers:	9.7%	11.8%
Instructional Staff Percent***:	59.6%	64.0%
STAFF EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,207.4
Educational Aides	0.0	257.5
Auxiliary Staff	0.0	653.9
Contracted Instructional Staff:	0.0	1,722.9

TAX INFORMATION (CALENDAR YEAR 2009)

	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
<b>Adopted Tax Rate</b>				
Maintenance and Operations	n/a	\$1.040	n/a	\$1.058
Interest and Sinking Fund #	n/a	\$0.245	n/a	\$0.164
-----				
Total Rate (sum of above)	n/a	\$1.285	n/a	\$1.222
<b>Standardized Local Tax Base (comptroller valuation)</b>				
Value (after exemptions)	\$2,817,563,871	n/a	\$1,698,964,724,042	n/a
Value Per Pupil @@	\$703,863	n/a	\$361,580	n/a
<b>Value by Category</b>				
Business	\$508,590,227	15.9%	\$649,349,823,451	33.8%
Residential	\$2,170,465,630	67.7%	\$1,033,570,760,501	53.8%
Land	\$508,857,123	15.9%	\$121,356,232,468	6.3%
Oil and Gas	\$95,821	0.0%	\$108,285,898,821	5.6%
Other	\$18,730,102	0.6%	\$10,075,877,138	0.5%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2008-09 audited)	\$9,325,749	n/a	\$7,278,208,782	n/a
Percent of Total Budgeted Expenditures (2009-10)	n/a	24.1%	n/a	19.1%

ACTUAL REVENUE INFORMATION (2008-09)

	-----District-----					-----State-----			
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
<b>By Source:</b>									
Total Revenues	\$32,886,621	100.0%	\$8,407	\$43,931,824	100.0%	\$11,230	\$47,106,866,456	100.0%	\$9,965
Local Tax	\$22,520,618	68.5%	\$5,757	\$28,184,481	64.2%	\$7,205	\$19,778,617,973	42.0%	\$4,184
Other Local & Intermediate	\$503,506	1.5%	\$129	\$1,924,556	4.4%	\$492	\$2,422,976,202	5.1%	\$513
State	\$9,824,668	29.9%	\$2,511	\$10,612,062	24.2%	\$2,713	\$20,197,428,541	42.9%	\$4,272
Federal	\$37,829	0.1%	\$10	\$3,210,725	7.3%	\$821	\$4,707,843,740	10.0%	\$996
Equity Transfers (excluded from revenues)	\$5,162,899	n/a	\$1,320	\$5,162,899	n/a	\$1,320	\$1,433,568,888	n/a	\$303

ACTUAL EXPENDITURE INFORMATION (2008-09)

<b>By Object:</b>									
Total Expenditures	\$33,779,919	100.0%	\$8,635	\$75,836,447	100.0%	\$19,386	\$54,682,605,865	100.0%	\$11,567
Payroll Costs	\$27,720,285	82.1%	\$7,086	\$29,770,808	39.3%	\$7,610	\$32,489,605,153	59.4%	\$6,873
Other Operating Costs	\$5,604,127	16.6%	\$1,433	\$8,476,135	11.2%	\$2,167	\$8,618,579,347	15.8%	\$1,823
Debt Service	\$0	0.0%	\$0	\$6,038,664	8.0%	\$1,544	\$4,872,849,855	8.9%	\$1,031
Capital Outlay	\$455,507	1.3%	\$116	\$31,550,840	41.6%	\$8,065	\$8,701,571,510	15.9%	\$1,841

ACTUAL EXPENDITURE INFORMATION (continued)	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function (Objects 6100-6400 only):									
Total Operating Expenditures	\$33,037,063	100.0%	\$8,445	\$37,892,580	100.0%	\$9,686	\$40,525,145,922	100.0%	\$8,572
Instruction (11,95)	\$18,554,781	56.2%	\$4,743	\$20,664,189	54.5%	\$5,282	\$23,523,496,019	58.0%	\$4,976
Instructional-Related Services (12,13)	\$678,245	2.1%	\$173	\$776,823	2.1%	\$199	\$1,415,722,964	3.5%	\$299
Instructional Leadership (21)	\$721,100	2.2%	\$184	\$767,730	2.0%	\$196	\$596,512,856	1.5%	\$126
School Leadership (23)	\$1,833,142	5.5%	\$469	\$2,040,892	5.4%	\$522	\$2,280,003,039	5.6%	\$482
Support Services-Student (31,32,33)	\$1,391,493	4.2%	\$356	\$1,584,699	4.2%	\$405	\$1,937,515,661	4.8%	\$410
Student Transportation (34)	\$1,692,670	5.1%	\$433	\$1,692,670	4.5%	\$433	\$1,112,080,221	2.7%	\$235
Food Services (35)	\$0	0.0%	\$0	\$1,857,744	4.9%	\$475	\$2,119,618,985	5.2%	\$448
Cocurricular Activities (36)	\$1,419,848	4.3%	\$363	\$1,504,933	4.0%	\$385	\$1,065,856,311	2.6%	\$225
Central Administration (41,92 **)	\$901,353	2.7%	\$230	\$903,672	2.4%	\$231	\$1,256,071,093	3.1%	\$266
Plant Maintenance and Operations (51)	\$4,964,696	15.0%	\$1,269	\$4,964,696	13.1%	\$1,269	\$4,347,944,257	10.7%	\$920
Security and Monitoring Services (52)	\$88,525	0.3%	\$23	\$88,525	0.2%	\$23	\$316,121,209	0.8%	\$67
Data Processing Services (53)	\$791,210	2.4%	\$202	\$1,046,007	2.8%	\$267	\$554,203,307	1.4%	\$117
Community Services (61)	\$287,349	n/a	\$73	\$314,118	n/a	\$80	\$200,373,328	n/a	\$42
Equity Transfers (excluded from expenditures)	\$5,162,899	n/a	\$1,320	\$5,162,899	n/a	\$1,320	\$1,433,568,888	n/a	\$303
Instructional Expenditure Ratio*** (11,12,13,31)		59.2%						64.9%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2008-09)									
By Program:									
Total Operating Expenditures	\$24,414,361	100.0%	\$6,241	\$26,625,369	100.0%	\$6,806	\$30,513,841,711	100.0%	\$6,455
Bilingual/ESL Education (25)	\$1,650,484	6.8%	\$422	\$1,693,834	6.4%	\$433	\$1,295,663,024	4.2%	\$274
Career & Technical Education (22)	\$650,623	2.7%	\$166	\$704,412	2.6%	\$180	\$1,009,165,942	3.3%	\$213
Accelerated Education (24,30)	\$949,730	3.9%	\$243	\$2,166,493	8.1%	\$554	\$3,722,273,417	12.2%	\$787
Gifted & Talented Education (21)	\$326,671	1.3%	\$84	\$326,671	1.2%	\$84	\$418,034,678	1.4%	\$88
Regular Education (11)	\$15,437,183	63.2%	\$3,946	\$15,482,947	58.2%	\$3,958	\$18,176,818,981	59.6%	\$3,845
Special Education (23)	\$3,444,784	14.1%	\$881	\$4,296,126	16.1%	\$1,098	\$4,800,227,933	15.7%	\$1,015
Athletics/Related Activities (91)	\$1,210,925	5.0%	\$310	\$1,210,925	4.5%	\$310	\$743,853,847	2.4%	\$157
Other (26,28,29)	\$743,961	3.0%	\$190	\$743,961	2.8%	\$190	\$347,803,889	1.1%	\$74

PROGRAM INFORMATION

PROGRAM INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	465	11.6%	778,806	16.1%
Career & Technical Education	919	23.0%	1,025,940	21.3%
Gifted & Talented Education	267	6.7%	367,873	7.6%
Special Education	467	11.7%	435,040	9.0%
Teachers by Program (population served):				
Bilingual/ESL Education	21.1	6.8%	23,412.4	7.0%
Career & Technical Education	13.5	4.4%	12,990.2	3.9%
Compensatory Education	19.7	6.4%	11,450.3	3.4%
Gifted & Talented Education	6.8	2.2%	6,744.5	2.0%
Regular Education	219.0	70.7%	236,292.2	71.0%
Special Education	29.6	9.5%	32,027.4	9.6%
Other	0.0	0.0%	10,089.7	3.0%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.  
 '\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '#' The \$0.164 includes 220 districts with an Interest and Sinking (I & S) tax rate of \$0.000.  
 Among districts with I & S tax rates, the state average is \$0.208.  
 '@@' Not used for School Funding calculations.  
 '\*\*\*' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.  
 '\*\*\*\*' For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.

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

District Name: MARBLE FALLS ISD

2009-10 District Performance Report

District #: 027904

For Current Year LEP Students

Indicator:	State	Region 13	District	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	Total LEP	
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)														
Reading/ELA	2010	90%	91%	92%	93%	*	93%	*	*	65%	68%	62%	80%	79%
	2009	88%	89%	89%	81%	*	81%	*	*	54%	62%	38%	*	70%
Mathematics	2010	84%	86%	83%	84%	*	84%	*	*	62%	72%	51%	80%	73%
	2009	80%	82%	80%	74%	*	74%	*	*	61%	64%	56%	*	69%
Writing	2010	93%	93%	94%	94%	*	94%	*	*	91%	89%	*	*	93%
	2009	92%	92%	92%	79%	*	79%	*	*	79%	86%	75%	*	80%
Science	2010	83%	85%	84%	62%	*	62%	*	*	45%	55%	22%	*	54%
	2009	78%	81%	81%	58%	*	58%	*	*	30%	39%	< 1%	*	48%
Soc Studies	2010	95%	96%	96%	*	*	*	*	*	77%	78%	75%	*	77%
	2009	93%	94%	95%	*	*	*	*	*	79%	79%	80%	*	79%
All Tests	2010	77%	79%	76%	76%	*	76%	*	*	41%	47%	34%	80%	59%
	2009	72%	75%	72%	59%	*	59%	*	*	40%	47%	25%	*	51%

Student Success Initiative

Grade 5 Reading (English and Spanish)

Students Requiring Accelerated Instruction

2010	15%	14%	13%	27%	*	27%	*	*	*	*	*	*	29%
2009	17%	16%	14%	34%	*	34%	*	*	*	*	*	*	30%

TAKS Cumulative Met Standard (First and Second Administrations)

2010	92%	93%	94%	88%	*	88%	*	*	*	*	*	*	87%
2009	90%	91%	94%	83%	*	83%	*	*	*	*	*	*	85%

Grade 5 Mathematics (English and Spanish)

Students Requiring Accelerated Instruction

2010	14%	12%	11%	42%	*	42%	*	*	*	*	*	*	41%
2009	16%	16%	15%	51%	*	51%	*	*	33%	33%	*	*	48%

TAKS Cumulative Met Standard (First and Second Administrations)

2010	92%	93%	95%	81%	*	81%	*	*	*	*	*	*	81%
2009	91%	91%	93%	71%	*	71%	*	*	*	*	*	*	71%

Grade 8 Reading

Students Requiring Accelerated Instruction

2010	9%	9%	8%	*	*	*	*	*	50%	*	50%	*	50%
2009	7%	6%	8%	*	*	*	*	*	50%	*	50%	*	50%

TAKS Cumulative Met Standard (First and Second Administrations)

2010	95%	95%	96%	*	*	*	*	*	60%	*	60%	*	60%
2009	89%	91%	89%	*	*	*	*	*	50%	*	50%	*	50%

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

District Name: MARBLE FALLS ISD  
 District #: 027904

2009-10 District Performance Report  
 For Current Year LEP Students

Indicator:	State	Region 13	District	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	Total LEP
Student Success Initiative (continued)													
Grade 8 Mathematics													
Students Requiring Accelerated Instruction													
	2010	19%	17%	15%	*	*	*	*	44%	*	44%	*	44%
	2009	20%	18%	28%	*	*	*	*	83%	*	83%	*	83%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2010	88%	89%	93%	*	*	*	*	78%	*	78%	*	78%
	2009	85%	88%	84%	*	*	*	*	33%	*	33%	*	33%
Progress of Prior Year TAKS Failers													
Percent of Failers Passing TAKS (Sum of Grades 4-11)													
Reading/ELA	2010	57%	55%	66%	33%	*	33%	*	47%	31%	57%	*	44%
	2009	43%	43%	49%	*	*	*	*	24%	27%	21%	*	29%
Mathematics	2010	43%	42%	51%	38%	*	38%	*	40%	41%	38%	*	39%
	2009	36%	35%	40%	29%	*	29%	*	30%	30%	30%	*	30%

## II. Campus Reports

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# **Marble Falls High School**

**Performance—Profile**

**&**

**Campus Comparable Improvement Reports**

**2009-2010**

## *2009-10 Academic Excellence Indicator System*

*District Name: MARBLE FALLS ISD*

*Campus Name: MARBLE FALLS HIGH SCHOOL*

*Campus #: 027904001*

*2010 Accountability Rating: Academically Acceptable*

*Gold Performance Acknowledgments:*

*Commended on Social Studies*

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS HIGH SCHOOL  
 Campus #: 027904001

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

Section I - Page 1  
 Total Students: 1,065  
 Grade Span: 09 - 12  
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2010 Standard Grade 9															
Reading	2010	92%	96%	96%	96%	80%	94%	97%	*	*	94%	97%	81%	93%	*
	2009	88%	91%	92%	91%	> 99%	82%	96%	*	*	88%	93%	75%	84%	22%
Mathematics	2010	72%	60%	76%	60%	40%	56%	62%	*	*	61%	58%	28%	47%	*
	2009	69%	61%	75%	61%	20%	49%	68%	*	*	61%	61%	12%	51%	50%
All Tests	2010	71%	59%	75%	59%	40%	55%	62%	*	*	60%	59%	43%	48%	*
	2009	67%	60%	73%	60%	20%	45%	69%	*	*	59%	62%	26%	50%	30%
TAKS Met 2010 Standard Grade 10															
Eng Lang Arts	2010	91%	82%	93%	82%	67%	74%	86%	*	*	75%	89%	37%	73%	11%
	2009	88%	89%	93%	90%	75%	85%	92%	*	*	84%	95%	47%	86%	29%
Mathematics	2010	75%	62%	78%	62%	< 1%	46%	72%	*	*	61%	64%	6%	47%	44%
	2009	67%	65%	71%	66%	29%	62%	68%	*	*	66%	66%	6%	54%	25%
Science	2010	75%	72%	79%	73%	17%	57%	82%	*	*	75%	70%	53%	65%	33%
	2009	67%	73%	74%	74%	38%	61%	80%	*	*	74%	73%	28%	61%	< 1%
Soc Studies	2010	93%	94%	95%	94%	83%	92%	95%	*	*	94%	94%	75%	91%	67%
	2009	91%	96%	94%	96%	88%	95%	97%	*	*	95%	97%	74%	93%	57%
All Tests	2010	66%	52%	69%	52%	< 1%	35%	62%	*	*	49%	56%	9%	36%	10%
	2009	56%	59%	62%	59%	25%	51%	64%	*	*	60%	58%	5%	46%	< 1%
TAKS Met 2010 Standard Grade 11															
Eng Lang Arts	2010	93%	93%	95%	93%	86%	88%	97%	*	*	92%	95%	76%	88%	40%
	2009	93%	91%	95%	92%	88%	90%	93%	*	*	88%	96%	72%	89%	29%
Mathematics	2010	89%	92%	92%	93%	83%	88%	95%	*	*	92%	93%	53%	86%	67%
	2009	82%	81%	86%	82%	38%	79%	85%	*	*	78%	87%	38%	79%	57%
Science	2010	92%	93%	95%	93%	67%	90%	96%	*	*	92%	94%	59%	87%	67%
	2009	86%	88%	91%	88%	50%	82%	93%	*	*	88%	89%	57%	83%	43%
Soc Studies	2010	98%	99%	99%	99%	> 99%	99%	99%	*	*	98%	> 99%	96%	98%	89%
	2009	97%	96%	98%	96%	88%	97%	97%	*	*	96%	97%	72%	96%	> 99%
All Tests	2010	83%	86%	87%	87%	71%	78%	92%	*	*	85%	88%	58%	77%	20%
	2009	76%	74%	82%	75%	38%	65%	80%	*	*	68%	81%	32%	66%	< 1%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Performance

Section I - Page 2  
Total Students: 1,065  
Grade Span: 09 - 12  
School Type: Secondary

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS HIGH SCHOOL  
Campus #: 027904001

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
<b>TAKS Met 2010 Standard (Sum of All Grades Tested)</b> (Standard Accountability Indicator)															
Reading/ELA	2010	90%	92%	94%	91%	78%	86%	94%	*	> 99%	87%	94%	67%	86%	39%
	2009	88%	89%	93%	91%	86%	85%	94%	*	> 99%	87%	95%	65%	86%	26%
Mathematics	2010	84%	83%	83%	71%	41%	64%	76%	*	> 99%	71%	71%	29%	58%	45%
	2009	80%	80%	78%	69%	30%	63%	74%	*	> 99%	68%	71%	17%	60%	44%
Science	2010	83%	84%	87%	83%	42%	75%	89%	*	*	84%	82%	56%	76%	50%
	2009	78%	81%	80%	81%	44%	71%	86%	*	*	81%	80%	41%	71%	21%
Soc Studies	2010	95%	96%	97%	97%	92%	96%	97%	*	*	96%	97%	86%	95%	78%
	2009	93%	95%	96%	96%	88%	96%	97%	*	*	95%	97%	73%	94%	79%
All Tests	2010	77%	76%	78%	66%	39%	57%	72%	*	> 99%	65%	67%	38%	53%	13%
	2009	72%	72%	72%	65%	29%	53%	71%	*	> 99%	62%	67%	21%	53%	12%
<b>TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)</b>															
Reading/ELA	2010	96%	97%	98%	96%	94%	94%	98%	*	> 99%	96%	97%	81%	94%	61%
	2009	95%	96%	97%	96%	95%	94%	97%	*	> 99%	94%	98%	82%	94%	65%
Mathematics	2010	91%	91%	92%	88%	71%	84%	91%	*	> 99%	89%	88%	52%	83%	55%
	2009	88%	88%	87%	83%	50%	75%	89%	*	> 99%	82%	85%	43%	77%	52%
Science	2010	92%	94%	94%	92%	67%	86%	96%	*	*	91%	92%	62%	86%	56%
	2009	83%	85%	89%	89%	50%	81%	94%	*	*	86%	91%	47%	82%	36%
Soc Studies	2010	99%	99%	99%	99%	> 99%	98%	99%	*	*	98%	99%	91%	98%	83%
	2009	98%	98%	98%	98%	94%	98%	98%	*	*	97%	99%	84%	98%	93%
All Tests	2010	88%	89%	90%	86%	67%	80%	89%	*	> 99%	85%	86%	54%	80%	33%
	2009	82%	83%	84%	80%	43%	69%	87%	*	> 99%	78%	82%	41%	72%	28%
<b>TAKS Commended Performance (Sum of All Grades Tested)</b>															
Reading/ELA	2010	33%	30%	29%	20%	11%	14%	23%	*	20%	16%	23%	1%	11%	< 1%
	2009	31%	27%	26%	21%	5%	12%	26%	*	29%	16%	26%	< 1%	13%	< 1%
Mathematics	2010	29%	27%	22%	17%	6%	11%	20%	*	60%	21%	13%	< 1%	9%	< 1%
	2009	28%	25%	24%	17%	< 1%	10%	20%	*	86%	17%	17%	< 1%	9%	< 1%
Science	2010	28%	31%	17%	16%	< 1%	5%	23%	*	*	19%	14%	< 1%	5%	< 1%
	2009	26%	26%	19%	13%	< 1%	2%	18%	*	*	14%	11%	< 1%	3%	< 1%
Soc Studies	2010	47%	43%	48%	47%	31%	33%	55%	*	*	51%	43%	9%	30%	6%
	2009	44%	41%	46%	42%	13%	27%	50%	*	*	46%	38%	14%	30%	7%
All Tests	2010	15%	14%	10%	8%	< 1%	5%	10%	*	20%	8%	8%	< 1%	3%	< 1%
	2009	15%	11%	9%	6%	< 1%	2%	7%	*	29%	6%	5%	< 1%	2%	< 1%

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS HIGH SCHOOL  
 Campus #: 027904001

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

Section I - Page 3  
 Total Students: 1,065  
 Grade Span: 09 - 12  
 School Type: Secondary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS-M Met 2010 Standard (Sum of All Grades Tested)															
Reading/ELA	2010	85%	92%	86%	93%	*	> 99%	87%	*	*	90%	> 99%	93%	95%	*
	2009	82%	86%	82%	80%	*	80%	83%	*	*	71%	> 99%	80%	83%	80%
Mathematics	2010	75%	76%	59%	51%	*	41%	55%	*	*	48%	57%	51%	48%	*
	2009	69%	66%	54%	45%	*	35%	50%	*	*	42%	54%	45%	40%	40%
Science	2010	58%	67%	58%	72%	*	50%	87%	*	*	74%	70%	72%	71%	*
	2009	51%	53%	56%	52%	*	44%	64%	*	*	53%	50%	52%	50%	*
Soc Studies	2010	67%	68%	67%	74%	*	60%	88%	*	*	77%	67%	74%	72%	*
	2009	64%	63%	68%	78%	*	63%	89%	*	*	79%	*	78%	77%	*
All Tests	2010	64%	71%	53%	55%	*	42%	61%	*	*	55%	56%	55%	51%	*
	2009	57%	58%	49%	40%	*	25%	52%	*	*	40%	40%	40%	34%	20%
TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)															
All Tests	2010	93%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
All Tests	2009	84%	91%	90%	78%	*	75%	83%	*	*	90%	63%	78%	79%	*
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	90%	92%	94%	91%	79%	87%	93%	*	> 99%	87%	94%	76%	86%	42%
	2009	88%	89%	92%	90%	83%	85%	93%	*	> 99%	86%	95%	70%	86%	34%
Mathematics	2010	84%	83%	82%	70%	47%	63%	75%	*	> 99%	70%	71%	43%	58%	43%
	2009	80%	79%	77%	68%	35%	61%	73%	*	> 99%	66%	70%	34%	59%	42%
Science	2010	82%	84%	86%	83%	50%	74%	89%	*	*	83%	82%	66%	75%	47%
	2009	77%	79%	80%	79%	41%	69%	86%	*	*	79%	79%	46%	70%	22%
Soc Studies	2010	94%	95%	96%	96%	93%	94%	97%	*	*	95%	96%	84%	93%	74%
	2009	92%	94%	95%	96%	88%	94%	97%	*	*	94%	97%	76%	93%	72%
All Tests	2010	76%	75%	77%	65%	42%	56%	71%	*	> 99%	64%	67%	38%	52%	12%
	2009	71%	71%	71%	63%	30%	51%	69%	*	> 99%	60%	66%	23%	51%	13%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	32%	30%	29%	20%	16%	14%	23%	*	20%	16%	23%	9%	12%	< 1%
Mathematics	2010	28%	26%	21%	16%	5%	10%	19%	*	60%	19%	13%	< 1%	8%	< 1%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Performance

Section I - Page 4  
Total Students: 1,065  
Grade Span: 09 - 12  
School Type: Secondary

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS HIGH SCHOOL  
Campus #: 027904001

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>2010 TAKS Participation (Grades 3-11)</b>														
Tested	98.6%	99.7%	99.1%	99.8%	95.2%	99.6%	100.0%	*	100.0%	99.8%	99.8%	100.0%	99.5%	100.0%
<b>By Test Version</b>														
TAKS (1 or more)	90.8%	90.7%	90.2%	90.0%	85.7%	87.2%	91.6%	*	100.0%	86.9%	93.2%	25.9%	85.6%	92.0%
Not on TAKS	7.8%	9.0%	8.9%	9.7%	9.5%	12.4%	8.4%	*	0.0%	12.8%	6.6%	74.1%	13.9%	8.0%
TAKS(Acc) Only	2.3%	2.6%	3.8%	3.3%	4.8%	3.5%	3.1%	*	0.0%	3.6%	2.9%	25.0%	4.8%	4.0%
TAKS-M Only	3.3%	3.5%	2.9%	3.0%	4.8%	4.6%	2.1%	*	0.0%	4.8%	1.2%	23.1%	5.1%	4.0%
TAKS-Alt Only	0.8%	0.9%	0.6%	0.9%	0.0%	1.8%	0.4%	*	0.0%	1.2%	0.5%	6.5%	1.0%	0.0%
Combination	1.3%	2.0%	1.2%	2.6%	0.0%	2.5%	2.7%	*	0.0%	3.1%	2.0%	19.4%	3.0%	0.0%
<b>By Acct Status</b>														
Acct System	90.0%	92.0%	91.3%	92.5%	85.7%	91.1%	93.6%	*	100.0%	90.1%	94.9%	68.5%	90.4%	92.0%
Non-Acct System	8.6%	7.6%	7.6%	7.3%	9.5%	8.5%	6.4%	*	0.0%	9.7%	4.9%	31.5%	9.1%	8.0%
Mobile	4.4%	3.3%	3.7%	3.4%	4.8%	2.1%	3.9%	*	0.0%	3.6%	3.2%	1.9%	3.0%	4.0%
Non-Acct Test	4.2%	4.4%	3.5%	3.9%	4.8%	6.4%	2.5%	*	0.0%	6.1%	1.7%	29.6%	6.1%	4.0%
<b>Not Tested</b>														
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.4%	0.2%	4.8%	0.4%	0.0%	*	0.0%	0.2%	0.2%	0.0%	0.5%	0.0%
Total Count	3,175,337	2,584	401	822	21	282	512	2	5	413	409	108	395	25
<b>2009 TAKS Participation (Grades 3-11)</b>														
Tested	98.5%	99.4%	98.9%	99.1%	100.0%	97.7%	99.8%	*	100.0%	99.3%	99.0%	99.1%	98.0%	86.1%
<b>By Test Version</b>														
TAKS (1 or more)	90.8%	90.7%	90.8%	89.9%	88.0%	85.6%	91.9%	*	100.0%	86.8%	93.0%	30.3%	82.4%	63.9%
Not on TAKS	7.7%	8.7%	7.7%	9.2%	12.0%	12.1%	7.9%	*	0.0%	12.5%	6.0%	68.8%	15.6%	22.2%
TAKS(Acc) Only	2.3%	2.3%	2.2%	2.6%	4.0%	3.1%	2.3%	*	0.0%	3.2%	2.0%	19.3%	4.3%	5.6%
TAKS-M Only	3.3%	3.9%	2.6%	3.9%	8.0%	4.7%	3.5%	*	0.0%	5.6%	2.2%	29.4%	7.5%	13.9%
TAKS-Alt Only	0.8%	0.6%	0.5%	0.9%	0.0%	1.6%	0.6%	*	0.0%	1.0%	0.7%	6.4%	1.4%	2.8%
Combination	1.3%	1.8%	1.5%	1.8%	0.0%	2.7%	1.5%	*	0.0%	2.7%	1.0%	13.8%	2.3%	0.0%
<b>By Acct Status</b>														
Acct System	87.3%	88.0%	88.8%	88.8%	80.0%	85.2%	90.7%	*	100.0%	86.3%	91.5%	45.9%	82.4%	69.4%
Non-Acct System	11.2%	11.4%	9.6%	10.4%	20.0%	12.5%	9.1%	*	0.0%	13.0%	7.5%	53.2%	15.6%	16.7%
Mobile	4.7%	4.4%	3.9%	3.7%	8.0%	3.5%	3.7%	*	0.0%	3.9%	3.2%	3.7%	3.8%	0.0%
Non-Acct Test	6.4%	6.9%	5.5%	6.7%	12.0%	8.9%	5.4%	*	0.0%	9.0%	4.2%	49.5%	11.8%	16.7%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Not Tested</b>														
Absent	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.2%	*	0.0%	0.0%	0.2%	0.9%	0.3%	0.0%
LEP Exempt	0.9%	0.4%	0.5%	0.5%	0.0%	1.6%	0.0%	*	0.0%	0.5%	0.5%	0.0%	1.2%	11.1%
Other	0.4%	0.2%	0.5%	0.2%	0.0%	0.8%	0.0%	*	0.0%	0.2%	0.2%	0.0%	0.6%	2.8%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Count	3,132,150	2,631	588	811	25	257	518	4	7	409	401	109	346	36

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS HIGH SCHOOL  
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TEXAS EDUCATION AGENCY  
 Academic Excellence Indicator System  
 2009-10 Campus Performance

Section I - Page 5  
 Total Students: 1,065  
 Grade Span: 09 - 12  
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
<b>Progress of Prior Year TAKS Failers</b>															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2010	57%	66%	57%	43%	*	38%	50%	*	*	42%	45%	38%	37%	36%
	2009	43%	49%	61%	53%	*	50%	48%	*	*	52%	55%	54%	54%	27%
Mathematics	2010	43%	51%	50%	48%	31%	39%	59%	*	*	48%	49%	21%	43%	30%
	2009	36%	40%	41%	33%	< 1%	32%	38%	*	*	27%	38%	15%	25%	< 1%
<b>Student Success Initiative</b>															
Grade 8 Reading															
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 9															
	2010	40%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2009	25%	< 1%	*	< 1%	*	< 1%	*	*	*	*	*	< 1%	*	
Grade 8 Mathematics															
TAKS Failers Promoted by Grade Placement Committee															
	2009	91.1%	88.9%	*	*	-	-	*	-	-	*	-	-	-	
	2008	90.5%	100.0%	*	-	-	-	-	-	-	-	-	-	-	
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 9															
	2010	19%	7%	11%	7%	*	< 1%	20%	*	*	< 1%	11%	*	< 1%	*
	2009	13%	4%	*	4%	*	6%	< 1%	*	*	< 1%	7%	< 1%	< 1%	*
English Language Learners Progress Indicator (2011 Preview)															
	2009-10	79%	83%	82%	70%	*	70%	*	*	*	67%	73%	*	67%	76%
	2008-09	76%	80%	75%	82%	*	82%	*	*	*	83%	81%	63%	81%	85%
Attendance Rate															
	2008-09	95.6%	95.9%	95.2%	95.4%	94.9%	95.7%	95.2%	*	96.2%	95.4%	95.3%	93.6%	94.7%	96.3%
	2007-08	95.5%	95.6%	94.8%	95.2%	93.4%	95.4%	95.3%	92.4%	97.3%	95.4%	95.0%	93.6%	94.4%	95.4%
Annual Dropout Rate (Gr 9-12)															
	2008-09	2.9%	0.1%	0.8%	0.1%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.2%	0.0%
	2007-08	3.2%	1.2%	1.0%	0.6%	2.0%	0.9%	0.4%	0.0%	0.0%	0.2%	1.0%	0.0%	0.7%	4.8%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Performance

Section I - Page 6  
Total Students: 1,065  
Grade Span: 09 - 12  
School Type: Secondary

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS HIGH SCHOOL  
Campus #: 027904001

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>4-Year Completion Rate (Gr 9-12)</b>														
<b>Class of 2009</b>														
Graduated	80.6%	88.1%	93.6%	94.6%	100.0%	90.4%	96.4%	-	*	95.0%	94.2%	88.2%	93.3%	57.1%
Received GED	1.4%	0.8%	0.1%	0.5%	0.0%	0.0%	0.7%	-	*	1.0%	0.0%	0.0%	1.3%	0.0%
Continued HS	8.6%	8.0%	2.0%	2.3%	0.0%	4.1%	1.4%	-	*	1.0%	3.3%	0.0%	2.7%	14.3%
Dropped Out	9.4%	3.1%	3.3%	2.7%	0.0%	5.5%	1.4%	-	*	3.0%	2.5%	11.8%	2.7%	28.6%
<b>Class of 2008</b>														
Graduated	79.1%	90.5%	90.0%	94.2%	*	87.0%	96.4%	*	*	92.0%	96.5%	84.2%	85.7%	50.0%
Received GED	1.5%	0.0%	0.6%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Continued HS	8.9%	6.8%	3.6%	3.1%	*	7.4%	1.8%	*	*	4.4%	1.8%	10.5%	7.1%	25.0%
Dropped Out	10.5%	2.7%	4.3%	2.7%	*	5.6%	1.8%	*	*	3.5%	1.8%	5.3%	7.1%	25.0%
<b>5-Year Extended Completion Rate (Gr 9-12)</b>														
<b>Class of 2008</b>														
Graduated	83.4%	96.1%	92.8%	96.4%	*	90.4%	98.2%	*	*	95.5%	97.3%	94.4%	90.6%	66.7%
Received GED	2.1%	0.0%	0.9%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Continued HS	2.4%	1.2%	0.5%	0.9%	*	3.8%	0.0%	*	*	0.9%	0.9%	0.0%	1.9%	0.0%
Dropped Out	12.2%	2.7%	5.0%	2.7%	*	5.8%	1.8%	*	*	3.6%	1.8%	5.6%	7.5%	33.3%
<b>Completion Rate II (Graduates, Continuers, and GED) (AEA Indicator)</b>														
Class of 2009	90.6%	96.9%	96.7%	97.3%	100.0%	94.5%	98.6%	-	*	97.0%	97.5%	88.2%	97.3%	71.4%
Class of 2008	89.5%	97.3%	95.7%	97.3%	*	94.4%	98.2%	*	*	96.5%	98.2%	94.7%	92.9%	75.0%
<b>Completion Rate I (Graduates and Continuers) (Standard Accountability Indicator)</b>														
Class of 2009	89.2%	96.2%	95.7%	96.8%	100.0%	94.5%	97.8%	-	*	96.0%	97.5%	88.2%	96.0%	71.4%
Class of 2008	88.0%	97.3%	94.9%	97.3%	*	94.4%	98.2%	*	*	96.5%	98.2%	94.7%	92.9%	75.0%
<b>COLLEGE READINESS INDICATORS</b>														
<b>Advanced Course/Dual Enrollment Completion</b>														
2008-09	24.6%	20.3%	19.9%	21.6%	8.8%	14.0%	25.5%	0.0%	77.8%	20.7%	22.5%	2.9%	15.1%	2.4%
2007-08	23.1%	19.1%	21.8%	20.2%	2.3%	16.2%	22.7%	0.0%	66.7%	17.9%	22.6%	5.2%	13.4%	2.9%
<b>RHSP/DAP Graduates</b>														
Class of 2009	82.5%	78.4%	83.6%	83.8%	66.7%	76.8%	87.7%	-	*	74.0%	92.2%	15.8%	72.2%	*
Class of 2008	81.4%	76.8%	83.1%	83.3%	33.3%	80.0%	85.8%	*	*	75.5%	91.1%	22.9%	70.6%	*
<b>AP/IB Results Tested</b>														
2009	21.2%	15.6%	8.6%	16.6%	0.0%	10.9%	19.4%	*	66.7%	15.8%	17.3%	n/a	n/a	n/a
2008	20.9%	13.5%	17.0%	14.6%	0.0%	7.8%	17.5%	*	33.3%	9.7%	18.7%	n/a	n/a	n/a
<b>Examinees &gt;= Criterion</b>														
2009	51.2%	55.6%	46.2%	55.6%	-	66.7%	52.8%	-	*	51.5%	59.0%	n/a	n/a	n/a
2008	50.1%	56.5%	44.4%	56.5%	-	44.4%	58.8%	-	*	57.9%	55.8%	n/a	n/a	n/a
<b>Scores &gt;= Criterion</b>														
2009	47.4%	42.3%	40.5%	42.3%	-	57.9%	40.5%	-	33.3%	40.9%	43.4%	n/a	n/a	n/a
2008	46.0%	44.7%	35.5%	44.7%	-	36.4%	45.6%	-	*	56.1%	37.6%	n/a	n/a	n/a

District Name: MARBLE FALLS ISD  
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TEXAS EDUCATION AGENCY  
 Academic Excellence Indicator System  
 2009-10 Campus Performance

Section I - Page 7  
 Total Students: 1,065  
 Grade Span: 09 - 12  
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>Texas Success Initiative (TSI) - Higher Education Readiness Component</b>														
Eng Lang Arts 2010	60%	54%	62%	54%	29%	43%	61%	*	*	45%	62%	10%	40%	< 1%
2009	63%	51%	67%	53%	25%	42%	59%	*	*	46%	59%	17%	35%	< 1%
Mathematics 2010	66%	64%	71%	65%	33%	51%	74%	*	*	66%	64%	29%	44%	22%
2009	62%	56%	65%	57%	13%	50%	62%	*	*	59%	56%	< 1%	54%	14%
<b>SAT/ACT Results</b>														
<b>Tested</b>														
Class of 2009	61.5%	59.4%	64.1%	68.5%	80.0%	36.9%	84.7%	-	*	64.4%	71.8%	n/a	n/a	n/a
Class of 2008	65.0%	60.2%	66.6%	71.1%	?	51.3%	74.5%	*	*	67.8%	74.0%	n/a	n/a	n/a
<b>At/Above Criterion</b>														
Class of 2009	26.9%	22.8%	22.9%	23.0%	*	8.3%	26.7%	-	*	23.2%	22.8%	n/a	n/a	n/a
Class of 2008	27.2%	27.1%	25.2%	27.1%	0.0%	0.0%	34.3%	*	*	28.8%	25.7%	n/a	n/a	n/a
<b>Average SAT Score</b>														
Class of 2009	985	980	985	980	*	916	995	-	*	993	969	n/a	n/a	n/a
Class of 2008	987	1010	994	1010	*	906	1039	*	*	1030	992	n/a	n/a	n/a
<b>Average ACT Score</b>														
Class of 2009	20.5	21.0	20.8	21.0	*	18.2	21.7	-	*	20.8	21.1	n/a	n/a	n/a
Class of 2008	20.5	20.9	20.9	20.9	*	18.6	21.5	-	*	20.7	21.1	n/a	n/a	n/a
<b>College-Ready Graduates</b>														
<b>Eng Lang Arts</b>														
Class of 2009	62%	62%	66%	64%	60%	45%	72%	*	*	57%	69%	25%	44%	*
Class of 2008	59%	57%	59%	60%	< 1%	32%	69%	*	*	53%	66%	20%	42%	*
<b>Mathematics</b>														
Class of 2009	60%	60%	63%	62%	20%	39%	74%	*	*	63%	61%	20%	54%	*
Class of 2008	58%	56%	64%	58%	< 1%	46%	64%	*	*	59%	57%	*	47%	*
<b>Both Subjects</b>														
Class of 2009	47%	46%	50%	48%	20%	27%	59%	*	*	47%	49%	20%	34%	*
Class of 2008	44%	43%	47%	45%	< 1%	22%	53%	*	*	42%	47%	*	29%	*

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Profile

Section II - Page 1  
Total Students: 1,065  
Grade Span: 09 - 12  
School Type: Secondary

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS HIGH SCHOOL  
Campus #: 027904001

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	1,065	100.0%	31,604	4,003	4,824,778
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.7%	4.4%
Kindergarten	0	0.0%	0.0%	7.2%	7.6%
Grade 1	0	0.0%	0.0%	7.1%	7.9%
Grade 2	0	0.0%	0.0%	8.0%	7.8%
Grade 3	0	0.0%	0.0%	7.2%	7.7%
Grade 4	0	0.0%	0.0%	7.7%	7.6%
Grade 5	0	0.0%	0.0%	7.4%	7.5%
Grade 6	0	0.0%	0.0%	7.9%	7.3%
Grade 7	0	0.0%	0.1%	7.5%	7.3%
Grade 8	0	0.0%	0.1%	7.1%	7.2%
Grade 9	299	28.1%	29.1%	7.5%	8.1%
Grade 10	257	24.1%	25.7%	6.5%	6.9%
Grade 11	292	27.4%	23.6%	7.6%	6.4%
Grade 12	217	20.4%	21.3%	6.2%	5.9%
Ethnic Distribution: African American	31	2.9%	4.9%	2.4%	14.0%
Hispanic	361	33.9%	30.3%	37.2%	48.6%
White	662	62.2%	62.6%	59.2%	33.3%
Native American	4	0.4%	0.6%	0.4%	0.4%
Asian/Pac. Islander	7	0.7%	1.7%	0.8%	3.7%
Economically Disadvantaged	515	48.4%	36.4%	58.0%	59.0%
Limited English Proficient (LEP)	36	3.4%	2.8%	11.5%	16.9%
Students w/Disciplinary Placements (2008-09)	319	28.0%	19.3%	16.2%	13.4%
At-Risk	532	50.0%	36.7%	45.2%	47.2%
Mobility (2008-09)	169	14.9%	14.8%	15.3%	18.9%
Number of Students per Teacher	12.5	n/a	12.7	12.9	14.5

District Name: MARBLE FALLS ISD  
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TEXAS EDUCATION AGENCY  
 Academic Excellence Indicator System  
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Section II - Page 2  
 Total Students: 1,065  
 Grade Span: 09 - 12  
 School Type: Secondary

STUDENT INFORMATION

Graduates (Class of 2009):	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Graduates	216	100.0%	6,205	250	264,275
By Ethnicity (incl. Special Ed.):					
African American	6	2.8%	281	7	35,982
Hispanic	69	31.9%	1,607	74	104,854
White	138	63.9%	4,170	166	112,016
Native American	0	0.0%	38	0	961
Asian/Pacific Islander	3	1.4%	109	3	10,462
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	35	16.2%	1,025	54	46,313
Recommended H.S. Pgm./DAP	181	83.8%	5,180	196	217,962
Special Education Graduates	19	8.8%	628	21	25,929

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	17.0	19.3
Grade 1	-	-	17.6	19.1
Grade 2	-	-	19.9	19.2
Grade 3	-	-	17.3	19.3
Grade 4	-	-	17.8	19.9
Grade 5	-	-	20.5	22.4
Grade 6	-	-	20.1	21.1
Mixed Grades	-	-	-	24.7
Secondary: English/Language Arts	17.3	16.5	17.1	17.8
Foreign Languages	19.6	18.9	20.0	19.4
Mathematics	19.3	17.4	19.5	18.5
Science	20.1	18.2	20.9	19.3
Social Studies	22.7	20.0	22.5	20.4

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Profile

Section II - Page 3  
Total Students: 1,065  
Grade Span: 09 - 12  
School Type: Secondary

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS HIGH SCHOOL  
Campus #: 027904001

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	108.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	97.3	89.8%	89.9%	57.9%	63.2%
Teachers	85.2	78.7%	78.5%	47.4%	50.5%
Professional Support	8.0	7.4%	7.5%	6.5%	8.9%
Campus Admin. (School Leader.)	4.1	3.8%	3.8%	2.8%	2.8%
Educational Aides:	11.0	10.2%	10.1%	12.2%	9.8%
Total Minority Staff:	14.5	13.4%	10.9%	19.5%	43.9%
Teachers By Ethnicity and Sex:					
African American	6.5	7.6%	1.7%	2.3%	9.5%
Hispanic	6.0	7.0%	6.7%	8.1%	22.5%
White	71.7	84.2%	90.8%	88.7%	66.4%
Native American	1.0	1.2%	0.5%	0.3%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.2%	0.6%	1.3%
Males	37.7	44.3%	42.3%	20.5%	23.0%
Females	47.5	55.7%	57.7%	79.5%	77.0%
Teachers by Years of Experience:					
Beginning Teachers	2.0	2.3%	5.0%	1.9%	6.0%
1-5 Years Experience	18.5	21.7%	23.6%	25.4%	31.0%
6-10 Years Experience	17.0	20.0%	18.7%	22.2%	20.3%
11-20 Years Experience	25.3	29.7%	28.1%	32.4%	24.4%
Over 20 Years Experience	22.4	26.3%	24.6%	18.0%	18.3%
		Campus	Campus	District	State
Average Years Experience of Teachers:		14.0 yrs.	13.2 yrs.	12.3 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:		6.4 yrs.	7.3 yrs.	6.5 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$38,500	\$39,755	\$38,500	\$41,165
1-5 Years Experience		\$40,629	\$40,635	\$40,085	\$43,527
6-10 Years Experience		\$43,612	\$44,208	\$43,770	\$46,149
11-20 Years Experience		\$49,604	\$49,043	\$49,203	\$50,153
Over 20 Years Experience		\$55,513	\$56,175	\$55,639	\$58,427
Average Actual Salaries (regular duties only):					
Teachers		\$47,752	\$47,441	\$46,636	\$48,263
Professional Support		\$52,546	\$54,596	\$52,802	\$56,470
Campus Administration (School Leadership)		\$76,317	\$71,159	\$70,661	\$70,209
Contracted Instructional Staff (not incl. above):		0.0	3.2	0.0	1,722.9

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS HIGH SCHOOL  
 Campus #: 027904001

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

Section II - Page 4  
 Total Students: 1,065  
 Grade Span: 09 - 12  
 School Type: Secondary

ACTUAL OPERATING EXPENDITURE INFORMATION (2008-09)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
<b>By Function:</b>									
Total Operating Expenditures	\$7,594,686	100.0%	\$7,138	\$8,060,805	100.0%	\$7,576	\$228,865,011	100.0%	\$7,412
Instruction (11,95)	\$5,413,167	71.3%	\$5,088	\$5,608,000	69.6%	\$5,271	\$156,377,620	68.3%	\$5,065
Instructional-Related Services (12,13)	\$163,744	2.2%	\$154	\$164,256	2.0%	\$154	\$6,940,187	3.0%	\$225
Instructional Leadership (21)	\$143,983	1.9%	\$135	\$149,786	1.9%	\$141	\$3,043,152	1.3%	\$99
School Leadership (23)	\$479,682	6.3%	\$451	\$649,502	8.1%	\$610	\$15,968,929	7.0%	\$517
Support Services-Student (31,32,33)	\$334,904	4.4%	\$315	\$397,736	4.9%	\$374	\$11,890,259	5.2%	\$385
Other Campus Costs (35,36,51,52,53)	\$1,059,206	13.9%	\$995	\$1,091,525	13.5%	\$1,026	\$34,644,864	15.1%	\$1,122
<b>By Program:</b>									
Total Operating Expenditures	\$6,535,480	100.0%	\$6,142	\$6,711,010	100.0%	\$6,307	\$192,234,178	100.0%	\$6,226
Bilingual/ESL Education (25)	\$69,549	1.1%	\$65	\$69,597	1.0%	\$65	\$1,507,011	0.8%	\$49
Career & Technical Education (22)	\$632,990	9.7%	\$595	\$683,663	10.2%	\$643	\$24,152,890	12.6%	\$782
Accelerated Education (24,30)	\$373,191	5.7%	\$351	\$409,432	6.1%	\$385	\$8,252,752	4.3%	\$267
Gifted & Talented Education (21)	\$118	0.0%	\$0	\$118	0.0%	\$0	\$2,160,653	1.1%	\$70
Regular Education (11)	\$4,604,509	70.5%	\$4,328	\$4,643,512	69.2%	\$4,364	\$129,958,033	67.6%	\$4,209
Special Education (23)	\$855,123	13.1%	\$804	\$904,688	13.5%	\$850	\$24,191,491	12.6%	\$784
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$2,011,348	1.0%	\$65

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
<b>Student Enrollment by Program:</b>					
Bilingual/ESL Education	36	3.4%	2.6%	11.6%	16.1%
Career & Technical Education	738	69.3%	70.3%	23.0%	21.3%
Gifted & Talented Education	77	7.2%	9.6%	6.7%	7.6%
Special Education	136	12.8%	10.5%	11.7%	9.0%
<b>Teachers by Program (population served):</b>					
Bilingual/ESL Education	0.4	0.5%	0.9%	6.8%	7.0%
Career & Technical Education	11.8	13.9%	12.2%	4.4%	3.9%
Compensatory Education	0.0	0.0%	1.3%	6.4%	3.4%
Gifted & Talented Education	0.5	0.6%	1.1%	2.2%	2.0%
Regular Education	64.4	75.6%	68.8%	70.7%	71.0%
Special Education	8.0	9.4%	10.2%	9.5%	9.6%
Other	0.0	0.0%	5.4%	0.0%	3.0%

- '^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

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

Texas Education Agency  
 2009-10 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% LEP	% Afr_Amer
004901001	ROCKPORT-FULTON H S	ARANSAS COUNTY ISD	60.1	54.0	33.4	18.1	1.3	2.1
014903001	BELTON H S	BELTON ISD	62.8	37.0	26.0	16.2	3.5	8.5
027904001	> MARBLE FALLS HIGH SCHOOL	MARBLE FALLS ISD	62.2	48.4	33.9	14.9	3.4	2.9
041902001	ROBERT LEE H S	ROBERT LEE ISD	63.4	50.5	35.6	15.0	5.9	0.0
042901001	COLEMAN H S	COLEMAN ISD	65.3	44.5	31.8	18.6	1.1	2.2
044902001	WELLINGTON H S	WELLINGTON ISD	59.0	53.2	35.9	11.6	3.8	5.1
046902001	CANYON H S	COMAL ISD	61.0	33.3	34.3	12.8	2.1	3.0
047901001	COMANCHE H S	COMANCHE ISD	59.8	58.8	39.9	15.7	2.1	0.0
056901001	DALHART H S	DALHART ISD	61.0	42.4	35.9	14.5	3.0	1.9
057916004	PEARCE H S	RICHARDSON ISD	60.5	26.0	27.3	10.6	4.0	6.7
062904001	YORKTOWN H S	YORKTOWN ISD	62.2	37.2	33.3	15.7	0.6	4.4
067904001	GORMAN H S	GORMAN ISD	63.3	66.7	36.7	18.7	4.4	0.0
073905001	ROSEBUD-LOTT H S	ROSEBUD-LOTT ISD	62.5	46.1	23.4	9.9	0.4	13.4
075902001	LA GRANGE H S	LA GRANGE ISD	65.3	38.8	24.8	11.7	2.2	8.7
079906001	NEEDVILLE H S	NEEDVILLE ISD	61.0	25.5	35.5	14.3	1.3	2.9
083903001	SEMINOLE H S	SEMINOLE ISD	59.4	39.3	38.1	12.7	1.3	1.7
086901001	FREDERICKSBURG H S	FREDERICKSBURG ISD	65.4	35.4	33.0	9.0	2.3	0.5
090904001	PAMPA H S	PAMPA ISD	62.1	44.4	32.8	18.8	4.6	4.0
101914001	KATY H S	KATY ISD	63.4	24.5	26.2	13.7	3.0	7.2
104901001	HASKELL H S	HASKELL CISD	64.2	58.1	31.3	16.5	0.6	3.4
106901001	CANADIAN H S	CANADIAN ISD	61.5	32.8	37.4	13.9	6.2	0.5
117901001	BORGER H S	BORGER ISD	61.3	30.4	31.8	15.3	5.4	5.4
126903001	CLEBURNE H S	CLEBURNE ISD	60.8	47.3	33.3	17.2	4.6	5.0
133901001	CENTER POINT H S	CENTER POINT ISD	63.3	60.9	34.9	20.4	3.0	1.2
133904001	INGRAM-TOM MOORE H S	INGRAM ISD	60.6	50.0	35.2	18.5	3.2	1.5
134901001	JUNCTION H S	JUNCTION ISD	61.2	39.7	37.3	13.1	1.0	1.0
152907001	FRENSHIP H S	FRENSHIP ISD	64.3	27.8	27.7	14.6	0.8	5.1
152910001	IDALOU H S	IDALOU ISD	60.7	27.3	38.5	13.4	0.7	0.7
182903001	MINERAL WELLS H S	MINERAL WELLS ISD	63.0	50.4	31.6	18.6	3.1	3.8
188903001	HIGHLAND PARK H S	HIGHLAND PARK ISD	61.5	53.2	24.7	20.2	0.4	6.5
199902002	ROYSE CITY H S	ROYSE CITY ISD	65.5	36.4	24.2	15.2	1.7	8.5
200901001	BALLINGER H S	BALLINGER ISD	60.3	43.8	35.7	15.5	0.7	2.7
225906001	CHAPEL HILL H S	CHAPEL HILL ISD	64.9	37.1	31.3	12.8	5.4	1.9
246904001	GEORGETOWN H S	GEORGETOWN ISD	64.4	30.5	29.4	15.5	3.7	4.2
246904004	GEORGETOWN 9TH GRADE	GEORGETOWN ISD	65.0	36.5	29.9	11.1	1.6	3.7
246913001	LEANDER H S	LEANDER ISD	61.5	35.4	28.8	14.9	2.0	6.3
246913004	ROUSE H S	LEANDER ISD	65.6	26.4	24.5	12.7	2.6	7.0
247904001	POTH H S	POTH ISD	61.0	34.9	38.6	10.0	2.0	0.4
248902001	WINK H S	WINK-LOVING ISD	62.4	32.2	34.2	17.2	0.7	1.3
249903001	BRIDGEPORT H S	BRIDGEPORT ISD	61.0	44.8	36.4	16.3	6.1	0.3
250903001	MINEOLA H S	MINEOLA ISD	64.8	50.1	25.4	18.1	3.8	8.1
	Group Average		62.6	36.4	30.3	14.8	2.8	4.9

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

Most High Schools do not have Comparable Improvement performance data

# **Falls Career High School**

**Performance — Profile  
2009-2010**

## *2009-10 Academic Excellence Indicator System*

*District Name: MARBLE FALLS ISD*

*Campus Name: FALLS CAREER H S*

*Campus #: 027904002*

*2010 Accountability Rating: AEA: Academically Acceptable*

*Gold Performance Acknowledgments:*

*Texas Success Initiative (TSI) ELA*

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

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

Section I - Page 1  
 Total Students: 51  
 Grade Span: 09 - 12  
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2010 Standard ^ Grade 11														
Eng Lang Arts 2010	93%	93%	-	*	*	*	*	*	*	*	*	*	*	*
2009	93%	91%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2010	89%	92%	-	*	*	*	*	*	*	*	*	*	*	*
2009	82%	81%	-	*	*	*	*	*	*	*	*	*	*	*
Science 2010	92%	93%	-	*	*	*	*	*	*	*	*	*	*	*
2009	86%	88%	-	*	*	*	*	*	*	*	*	*	*	*
Soc Studies 2010	98%	99%	-	*	*	*	*	*	*	*	*	*	*	*
2009	97%	96%	-	60%	*	*	*	*	*	*	*	*	*	*
All Tests 2010	83%	86%	-	*	*	*	*	*	*	*	*	*	*	*
2009	76%	74%	-	40%	*	*	*	*	*	*	*	*	*	*
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)														
Reading/ELA 2010	90%	92%	-	*	*	*	*	*	*	*	*	*	*	*
2009	88%	89%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2010	84%	83%	-	*	*	*	*	*	*	*	*	*	*	*
2009	80%	80%	-	*	*	*	*	*	*	*	*	*	*	*
Science 2010	83%	84%	-	*	*	*	*	*	*	*	*	*	*	*
2009	78%	81%	-	*	*	*	*	*	*	*	*	*	*	*
Soc Studies 2010	95%	96%	-	*	*	*	*	*	*	*	*	*	*	*
2009	93%	95%	-	60%	*	*	*	*	*	*	*	*	*	*
All Tests 2010	77%	76%	-	*	*	*	*	*	*	*	*	*	*	*
2009	72%	72%	-	40%	*	*	*	*	*	*	*	*	*	*
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)														
Reading/ELA 2010	96%	97%	-	*	*	*	*	*	*	*	*	*	*	*
2009	95%	96%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2010	91%	91%	-	*	*	*	*	*	*	*	*	*	*	*
2009	88%	88%	-	*	*	*	*	*	*	*	*	*	*	*
Science 2010	92%	94%	-	*	*	*	*	*	*	*	*	*	*	*
2009	83%	85%	-	*	*	*	*	*	*	*	*	*	*	*
Soc Studies 2010	99%	99%	-	*	*	*	*	*	*	*	*	*	*	*
2009	98%	98%	-	60%	*	*	*	*	*	*	*	*	*	*
All Tests 2010	88%	89%	-	*	*	*	*	*	*	*	*	*	*	*
2009	82%	83%	-	40%	*	*	*	*	*	*	*	*	*	*

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

Section I - Page 2  
Total Students: 51  
Grade Span: 09 - 12  
School Type: Secondary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)														
Reading/ELA	2010	33%	30%	-	*	*	*	*	*	*	*	*	*	*
	2009	31%	27%	-	*	*	*	*	*	*	*	*	*	*
Mathematics	2010	29%	27%	-	*	*	*	*	*	*	*	*	*	*
	2009	28%	25%	-	*	*	*	*	*	*	*	*	*	*
Science	2010	28%	31%	-	*	*	*	*	*	*	*	*	*	*
	2009	26%	26%	-	*	*	*	*	*	*	*	*	*	*
Soc Studies	2010	47%	43%	-	*	*	*	*	*	*	*	*	*	*
	2009	44%	41%	-	< 1%	*	*	*	*	*	*	*	*	*
All Tests	2010	15%	14%	-	*	*	*	*	*	*	*	*	*	*
	2009	15%	11%	-	< 1%	*	*	*	*	*	*	*	*	*
TAKS Progress (Sum of All Grades Tested) (AEA Indicator)														
	2010	85%	*	-	99%	> 99%	98%	*	*	97%	> 99%	*	> 99%	*
	2009	81%	*	-	95%	> 99%	93%	*	*	92%	98%	55%	88%	*
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)														
Reading/ELA	2010	90%	92%	-	*	*	*	*	*	*	*	*	*	*
	2009	88%	89%	-	60%	*	*	*	*	*	*	*	*	*
Mathematics	2010	84%	83%	-	*	*	*	*	*	*	*	*	*	*
	2009	80%	79%	-	40%	*	*	*	*	*	*	*	*	*
Science	2010	82%	84%	-	*	*	*	*	*	*	*	*	*	*
	2009	77%	79%	-	60%	*	*	*	*	*	*	*	*	*
Soc Studies	2010	94%	95%	-	*	*	*	*	*	*	*	*	*	*
	2009	92%	94%	-	60%	*	*	*	*	*	*	*	*	*
All Tests	2010	76%	75%	-	*	*	*	*	*	*	*	*	*	*
	2009	71%	71%	-	40%	*	*	*	*	*	*	*	*	*
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)														
Reading/ELA	2010	32%	30%	-	*	*	*	*	*	*	*	*	*	*
Mathematics	2010	28%	26%	-	*	*	*	*	*	*	*	*	*	*

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

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

Section I - Page 3  
 Total Students: 51  
 Grade Span: 09 - 12  
 School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.7%	-	100.0%	-	*	100.0%	-	-	100.0%	100.0%	-	100.0%	-
By Test Version														
TAKS (1 or more)	90.8%	90.7%	-	100.0%	-	*	100.0%	-	-	100.0%	100.0%	-	100.0%	-
Not on TAKS	7.8%	9.0%	-	0.0%	-	*	0.0%	-	-	0.0%	0.0%	-	0.0%	-
TAKS(Acc) Only	2.3%	2.6%	-	0.0%	-	*	0.0%	-	-	0.0%	0.0%	-	0.0%	-
TAKS-M Only	3.3%	3.5%	-	0.0%	-	*	0.0%	-	-	0.0%	0.0%	-	0.0%	-
TAKS-Alt Only	0.8%	0.9%	-	0.0%	-	*	0.0%	-	-	0.0%	0.0%	-	0.0%	-
Combination	1.3%	2.0%	-	0.0%	-	*	0.0%	-	-	0.0%	0.0%	-	0.0%	-
By Acct Status														
Acct System	90.0%	92.0%	-	36.4%	-	*	44.4%	-	-	50.0%	20.0%	-	20.0%	-
Non-Acct System	8.6%	7.6%	-	63.6%	-	*	55.6%	-	-	50.0%	80.0%	-	80.0%	-
Mobile	4.4%	3.3%	-	63.6%	-	*	55.6%	-	-	50.0%	80.0%	-	80.0%	-
Non-Acct Test	4.2%	4.4%	-	0.0%	-	*	0.0%	-	-	0.0%	0.0%	-	0.0%	-
Not Tested														
Absent	0.1%	0.0%	-	0.0%	-	*	0.0%	-	-	0.0%	0.0%	-	0.0%	-
LEP Exempt	0.9%	0.2%	-	0.0%	-	*	0.0%	-	-	0.0%	0.0%	-	0.0%	-
Other	0.4%	0.1%	-	0.0%	-	*	0.0%	-	-	0.0%	0.0%	-	0.0%	-
Total Count	3,175,337	2,584	-	11	0	1	9	0	0	6	5	0	5	0
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	99.4%	-	92.9%	*	*	100.0%	-	-	90.0%	*	100.0%	90.9%	-
By Test Version														
TAKS (1 or more)	90.8%	90.7%	-	71.4%	*	*	66.7%	-	-	60.0%	*	40.0%	63.6%	-
Not on TAKS	7.7%	8.7%	-	21.4%	*	*	33.3%	-	-	30.0%	*	60.0%	27.3%	-
TAKS(Acc) Only	2.3%	2.3%	-	21.4%	*	*	33.3%	-	-	30.0%	*	60.0%	27.3%	-
TAKS-M Only	3.3%	3.9%	-	0.0%	*	*	0.0%	-	-	0.0%	*	0.0%	0.0%	-
TAKS-Alt Only	0.8%	0.6%	-	0.0%	*	*	0.0%	-	-	0.0%	*	0.0%	0.0%	-
Combination	1.3%	1.8%	-	0.0%	*	*	0.0%	-	-	0.0%	*	0.0%	0.0%	-
By Acct Status														
Acct System	87.3%	88.0%	-	35.7%	*	*	33.3%	-	-	40.0%	*	60.0%	36.4%	-
Non-Acct System	11.2%	11.4%	-	57.1%	*	*	66.7%	-	-	50.0%	*	40.0%	54.5%	-
Mobile	4.7%	4.4%	-	50.0%	*	*	55.6%	-	-	50.0%	*	40.0%	45.5%	-
Non-Acct Test	6.4%	6.9%	-	0.0%	*	*	0.0%	-	-	0.0%	*	0.0%	0.0%	-
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Tested														
Absent	0.1%	0.0%	-	0.0%	*	*	0.0%	-	-	0.0%	*	0.0%	0.0%	-
LEP Exempt	0.9%	0.4%	-	0.0%	*	*	0.0%	-	-	0.0%	*	0.0%	0.0%	-
Other	0.4%	0.2%	-	7.1%	*	*	0.0%	-	-	10.0%	*	0.0%	9.1%	-
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Count	3,132,150	2,631	-	14	2	3	9	0	0	10	4	5	11	0
Attendance Rate														
2008-09	95.6%	95.9%	-	91.2%	*	91.9%	90.8%	-	-	91.9%	90.2%	87.7%	91.7%	*
2007-08	95.5%	95.6%	-	90.5%	*	91.2%	90.1%	*	-	90.7%	90.3%	88.4%	90.9%	*

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Performance

Section I - Page 4  
Total Students: 51  
Grade Span: 09 - 12  
School Type: Secondary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>Annual Dropout Rate (Gr 7-12)</b> (AEA Indicator)														
2008-09	2.0%	0.1%	-	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	*
2007-08	2.2%	0.8%	-	8.2%	*	0.0%	11.5%	*	-	4.1%	12.2%	0.0%	2.7%	*
<b>4-Year Completion Rate (Gr 9-12)</b>														
Class of 2009														
Graduated	80.6%	88.1%	-	52.5%	*	30.0%	63.0%	-	-	45.8%	62.5%	57.1%	28.6%	-
Received GED	1.4%	0.8%	-	2.5%	*	10.0%	0.0%	-	-	4.2%	0.0%	0.0%	7.1%	-
Continued HS	8.6%	8.0%	-	40.0%	*	60.0%	29.6%	-	-	41.7%	37.5%	42.9%	57.1%	-
Dropped Out	9.4%	3.1%	-	5.0%	*	0.0%	7.4%	-	-	8.3%	0.0%	0.0%	7.1%	-
Class of 2008														
Graduated	79.1%	90.5%	-	68.4%	-	50.0%	75.0%	-	-	56.3%	77.3%	60.0%	65.0%	*
Received GED	1.5%	0.0%	-	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	*
Continued HS	8.9%	6.8%	-	28.9%	-	50.0%	21.4%	-	-	43.8%	18.2%	40.0%	35.0%	*
Dropped Out	10.5%	2.7%	-	2.6%	-	0.0%	3.6%	-	-	0.0%	4.5%	0.0%	0.0%	*
<b>5-Year Extended Completion Rate (Gr 9-12)</b>														
Class of 2008														
Graduated	83.4%	96.1%	-	94.3%	-	88.9%	96.2%	-	-	100.0%	90.5%	*	100.0%	-
Received GED	2.1%	0.0%	-	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	*	0.0%	-
Continued HS	2.4%	1.2%	-	2.9%	-	11.1%	0.0%	-	-	0.0%	4.8%	*	0.0%	-
Dropped Out	12.2%	2.7%	-	2.9%	-	0.0%	3.8%	-	-	0.0%	4.8%	*	0.0%	-
<b>Completion Rate II (Graduates, Continuers, and GED)</b> (AEA Indicator)														
Class of 2009	90.6%	96.9%	-	95.0%	*	100.0%	92.6%	-	-	91.7%	100.0%	100.0%	92.9%	-
Class of 2008	89.5%	97.3%	-	97.4%	-	100.0%	96.4%	-	-	100.0%	95.5%	100.0%	100.0%	*
<b>Completion Rate I (Graduates and Continuers)</b> (Standard Accountability Indicator)														
Class of 2009	89.2%	96.2%	-	92.5%	*	90.0%	92.6%	-	-	87.5%	100.0%	100.0%	85.7%	-
Class of 2008	88.0%	97.3%	-	97.4%	-	100.0%	96.4%	-	-	100.0%	95.5%	100.0%	100.0%	*
<b>COLLEGE READINESS INDICATORS</b>														
<b>Advanced Course/Dual Enrollment Completion</b>														
2008-09	24.6%	20.3%	-	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	*
2007-08	23.1%	19.1%	-	2.6%	*	7.7%	0.0%	*	-	5.4%	0.0%	0.0%	3.1%	*
<b>RHSP/DAP Graduates</b>														
Class of 2009	82.5%	78.4%	-	44.1%	*	40.0%	46.4%	-	-	30.0%	64.3%	*	25.0%	-
Class of 2008	81.4%	76.8%	-	37.8%	-	27.3%	40.0%	*	-	20.0%	50.0%	*	26.7%	-

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Performance

Section I - Page 5  
Total Students: 51  
Grade Span: 09 - 12  
School Type: Secondary

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

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>AP/IB Results</b>														
Tested														
2009	21.2%	15.6%	-	0.0%	*	0.0%	0.0%	-	-	0.0%	0.0%	n/a	n/a	n/a
2008	20.9%	13.5%	-	0.0%	*	0.0%	0.0%	-	-	0.0%	0.0%	n/a	n/a	n/a
<b>Examinees &gt;= Criterion</b>														
2009	51.2%	55.6%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2008	50.1%	56.5%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
<b>Scores &gt;= Criterion</b>														
2009	47.4%	42.3%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2008	46.0%	44.7%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
<b>Texas Success Initiative (TSI) - Higher Education Readiness Component</b>														
Eng Lang Arts 2010	60%	54%	-	*	*	*	*	*	*	*	*	*	*	*
2009	63%	51%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2010	66%	64%	-	*	*	*	*	*	*	*	*	*	*	*
2009	62%	56%	-	*	*	*	*	*	*	*	*	*	*	*
<b>SAT/ACT Results</b>														
Tested														
Class of 2009	61.5%	59.4%	-	3.1%	*	0.0%	3.8%	-	-	0.0%	7.1%	n/a	n/a	n/a
Class of 2008	65.0%	60.2%	-	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	n/a	n/a	n/a
<b>At/Above Criterion</b>														
Class of 2009	26.9%	22.8%	-	*	-	-	*	-	-	-	*	n/a	n/a	n/a
Class of 2008	27.2%	27.1%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
<b>Average SAT Score</b>														
Class of 2009	985	980	-	*	-	-	*	-	-	-	*	n/a	n/a	n/a
Class of 2008	987	1010	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
<b>Average ACT Score</b>														
Class of 2009	20.5	21.0	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
Class of 2008	20.5	20.9	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
<b>College-Ready Graduates</b>														
<b>Eng Lang Arts</b>														
Class of 2009	62%	62%	-	36%	*	*	40%	*	*	14%	*	*	*	*
Class of 2008	59%	57%	-	28%	*	*	33%	*	*	25%	30%	*	22%	*
<b>Mathematics</b>														
Class of 2009	60%	60%	-	36%	*	*	30%	*	*	57%	*	*	*	*
Class of 2008	58%	56%	-	44%	*	*	46%	*	*	29%	56%	*	43%	*
<b>Both Subjects</b>														
Class of 2009	47%	46%	-	9%	*	*	10%	*	*	14%	*	*	*	*
Class of 2008	44%	43%	-	25%	*	*	31%	*	*	14%	33%	*	29%	*

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Profile

Section II - Page 1  
Total Students: 51  
Grade Span: 09 - 12  
School Type: Secondary

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

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	51	100.0%	-	4,003	4,824,778
Students By Grade: Early Childhood Education	0	0.0%	-	0.4%	0.3%
Pre-Kindergarten	0	0.0%	-	4.7%	4.4%
Kindergarten	0	0.0%	-	7.2%	7.6%
Grade 1	0	0.0%	-	7.1%	7.9%
Grade 2	0	0.0%	-	8.0%	7.8%
Grade 3	0	0.0%	-	7.2%	7.7%
Grade 4	0	0.0%	-	7.7%	7.6%
Grade 5	0	0.0%	-	7.4%	7.5%
Grade 6	0	0.0%	-	7.9%	7.3%
Grade 7	0	0.0%	-	7.5%	7.3%
Grade 8	0	0.0%	-	7.1%	7.2%
Grade 9	3	5.9%	-	7.5%	8.1%
Grade 10	5	9.8%	-	6.5%	6.9%
Grade 11	12	23.5%	-	7.6%	6.4%
Grade 12	31	60.8%	-	6.2%	5.9%
Ethnic Distribution: African American	3	5.9%	-	2.4%	14.0%
Hispanic	13	25.5%	-	37.2%	48.6%
White	35	68.6%	-	59.2%	33.3%
Native American	0	0.0%	-	0.4%	0.4%
Asian/Pac. Islander	0	0.0%	-	0.8%	3.7%
Economically Disadvantaged	21	41.2%	-	58.0%	59.0%
Limited English Proficient (LEP)	0	0.0%	-	11.5%	16.9%
Students w/Disciplinary Placements (2008-09)	8	8.2%	-	16.2%	13.4%
At-Risk	42	82.4%	-	45.2%	47.2%
Mobility (2008-09)	80	84.2%	-	15.3%	18.9%
Number of Students per Teacher	6.6	n/a	-	12.9	14.5

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Profile

Section II - Page 2  
Total Students: 51  
Grade Span: 09 - 12  
School Type: Secondary

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

STUDENT INFORMATION

Graduates (Class of 2009):	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Graduates	34	100.0%	-	250	264,275
By Ethnicity (incl. Special Ed.):					
African American	1	2.9%	-	7	35,982
Hispanic	5	14.7%	-	74	104,854
White	28	82.4%	-	166	112,016
Native American	0	0.0%	-	0	961
Asian/Pacific Islander	0	0.0%	-	3	10,462
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	19	55.9%	-	54	46,313
Recommended H.S. Pgm./DAP	15	44.1%	-	196	217,962
Special Education Graduates	2	5.9%	-	21	25,929

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	17.0	19.3
Grade 1	-	-	17.6	19.1
Grade 2	-	-	19.9	19.2
Grade 3	-	-	17.3	19.3
Grade 4	-	-	17.8	19.9
Grade 5	-	-	20.5	22.4
Grade 6	-	-	20.1	21.1
Mixed Grades	-	-	-	24.7
Secondary: English/Language Arts	-	-	17.1	17.8
Foreign Languages	-	-	20.0	19.4
Mathematics	-	-	19.5	18.5
Science	-	-	20.9	19.3
Social Studies	-	-	22.5	20.4

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

Section II - Page 3  
Total Students: 51  
Grade Span: 09 - 12  
School Type: Secondary

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

STAFF INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Total Staff:	12.5	100.0%	-	100.0%	100.0%
Professional Staff:	10.6	84.5%	-	57.9%	63.2%
Teachers	7.7	61.6%	-	47.4%	50.5%
Professional Support	1.9	15.0%	-	6.5%	8.9%
Campus Admin. (School Leader.)	1.0	8.0%	-	2.8%	2.8%
Educational Aides:	1.9	15.5%	-	12.2%	9.8%
Total Minority Staff:	1.5	12.0%	-	19.5%	43.9%
Teachers By Ethnicity and Sex:					
African American	0.5	6.5%	-	2.3%	9.5%
Hispanic	0.0	0.0%	-	8.1%	22.5%
White	7.2	93.5%	-	88.7%	66.4%
Native American	0.0	0.0%	-	0.3%	0.3%
Asian/Pacific Islander	0.0	0.0%	-	0.6%	1.3%
Males	2.7	35.1%	-	20.5%	23.0%
Females	5.0	64.9%	-	79.5%	77.0%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	-	1.9%	6.0%
1-5 Years Experience	0.5	6.5%	-	25.4%	31.0%
6-10 Years Experience	1.0	13.0%	-	22.2%	20.3%
11-20 Years Experience	2.7	35.1%	-	32.4%	24.4%
Over 20 Years Experience	3.5	45.4%	-	18.0%	18.3%
		Campus	Campus Group	District	State
Average Years Experience of Teachers:		17.6 yrs.	- yrs.	12.3 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:		12.4 yrs.	- yrs.	6.5 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	-	\$38,500	\$41,165
1-5 Years Experience		\$39,858	-	\$40,085	\$43,527
6-10 Years Experience		\$44,611	-	\$43,770	\$46,149
11-20 Years Experience		\$47,185	-	\$49,203	\$50,153
Over 20 Years Experience		\$52,599	-	\$55,639	\$58,427
Average Actual Salaries (regular duties only):					
Teachers		\$48,834	-	\$46,636	\$48,263
Professional Support		\$49,660	-	\$52,802	\$56,470
Campus Administration (School Leadership)		\$75,500	-	\$70,661	\$70,209
Contracted Instructional Staff (not incl. above):		0.0	-	0.0	1,722.9

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Profile

Section II - Page 4  
Total Students: 51  
Grade Span: 09 - 12  
School Type: Secondary

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

ACTUAL OPERATING EXPENDITURE INFORMATION (2008-09)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
<b>By Function:</b>									
Total Operating Expenditures	\$543,519	100.0%	\$12,941	\$545,235	100.0%	\$12,982	-	-	-
Instruction (11,95)	\$391,856	72.1%	\$9,330	\$391,916	71.9%	\$9,331	-	-	-
Instructional-Related Services (12,13)	\$3,729	0.7%	\$89	\$3,773	0.7%	\$90	-	-	-
Instructional Leadership (21)	\$8,038	1.5%	\$191	\$8,038	1.5%	\$191	-	-	-
School Leadership (23)	\$80,727	14.9%	\$1,922	\$80,817	14.8%	\$1,924	-	-	-
Support Services-Student (31,32,33)	\$55,736	10.3%	\$1,327	\$55,736	10.2%	\$1,327	-	-	-
Other Campus Costs (35,36,51,52,53)	\$3,433	0.6%	\$82	\$4,955	0.9%	\$118	-	-	-
<b>By Program:</b>									
Total Operating Expenditures	\$540,086	100.0%	\$12,859	\$540,086	100.0%	\$12,859	-	-	-
Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Accelerated Education (24,30)	\$133	0.0%	\$3	\$133	0.0%	\$3	-	-	-
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Regular Education (11)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Special Education (23)	\$12,922	2.4%	\$308	\$12,922	2.4%	\$308	-	-	-
Other (26,28,29)	\$527,031	97.6%	\$12,548	\$527,031	97.6%	\$12,548	-	-	-

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
<b>Student Enrollment by Program:</b>					
Bilingual/ESL Education	0	0.0%	-	11.6%	16.1%
Career & Technical Education	4	7.8%	-	23.0%	21.3%
Gifted & Talented Education	0	0.0%	-	6.7%	7.6%
Special Education	8	15.7%	-	11.7%	9.0%
<b>Teachers by Program (population served):</b>					
Bilingual/ESL Education	0.0	0.0%	-	6.8%	7.0%
Career & Technical Education	0.0	0.0%	-	4.4%	3.9%
Compensatory Education	0.0	0.0%	-	6.4%	3.4%
Gifted & Talented Education	0.0	0.0%	-	2.2%	2.0%
Regular Education	7.7	100.0%	-	70.7%	71.0%
Special Education	0.0	0.0%	-	9.5%	9.6%
Other	0.0	0.0%	-	0.0%	3.0%

- '^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

**2009-10 Comparable Improvement  
Campus Group & CI Report**

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**Campus 027904002, FALLS CAREER H S, has no Comparable Improvement Report for 2010.**

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**[Performance Reporting](#) | [TEA Home](#)**

# **Marble Falls Middle School**

**Performance –Profile**

**&**

**Campus Comparable Improvement Reports**

**2009-2010**

*2009-10 Academic Excellence Indicator System*

*District Name: MARBLE FALLS ISD*

*Campus Name: MARBLE FALLS MIDDLE SCHOOL*

*Campus #: 027904041*

*2010 Accountability Rating: Recognized*

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS MIDDLE SCHOOL  
 Campus #: 027904041

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

Section I - Page 1  
 Total Students: 899  
 Grade Span: 06 - 08  
 School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2010 Standard Grade 6															
Reading	2010	86%	85%	92%	85%	> 99%	78%	90%	*	*	84%	87%	57%	78%	63%
	2009	86%	88%	92%	88%	*	84%	91%	*	*	86%	91%	63%	85%	63%
Mathematics	2010	83%	81%	88%	81%	80%	68%	91%	*	*	78%	84%	65%	75%	52%
	2009	81%	73%	87%	73%	*	71%	74%	*	*	74%	72%	52%	64%	50%
All Tests	2010	77%	75%	83%	75%	80%	60%	86%	*	*	73%	77%	46%	64%	41%
	2009	75%	69%	84%	69%	*	67%	70%	*	*	67%	71%	33%	60%	50%
TAKS Met 2010 Standard Grade 7															
Reading	2010	86%	89%	90%	89%	*	85%	93%	*	*	87%	91%	61%	83%	60%
	2009	85%	82%	91%	82%	*	69%	89%	*	*	77%	86%	42%	72%	17%
Mathematics	2010	82%	82%	88%	82%	*	73%	88%	*	*	83%	81%	71%	77%	20%
	2009	80%	80%	85%	80%	*	70%	86%	*	*	78%	82%	50%	72%	73%
Writing	2010	95%	95%	97%	95%	*	93%	96%	*	*	94%	96%	64%	91%	*
	2009	93%	92%	96%	92%	*	93%	91%	*	*	87%	96%	63%	88%	75%
All Tests	2010	75%	75%	80%	75%	*	64%	83%	*	*	72%	78%	40%	68%	20%
	2009	73%	70%	80%	70%	*	52%	79%	*	*	66%	74%	30%	57%	17%
TAKS Met 2010 Standard Grade 8 First Administration Only															
Reading	2010	91%	92%	94%	92%	71%	84%	98%	*	*	90%	95%	84%	89%	50%
	2009	88%	85%	92%	85%	78%	83%	87%	*	*	81%	90%	66%	83%	50%
Mathematics	2010	81%	85%	83%	85%	71%	75%	91%	*	*	84%	87%	69%	79%	56%
	2009	80%	72%	87%	72%	50%	66%	76%	*	*	73%	71%	35%	64%	17%
Science	2010	78%	80%	86%	80%	83%	61%	90%	*	*	85%	74%	71%	67%	22%
	2009	73%	75%	*	75%	75%	64%	81%	*	*	79%	71%	56%	64%	< 1%
Soc Studies	2010	95%	94%	97%	94%	71%	91%	97%	*	*	94%	95%	89%	91%	75%
	2009	92%	93%	96%	93%	88%	91%	94%	*	*	94%	92%	77%	90%	80%
All Tests	2010	70%	69%	75%	69%	57%	49%	81%	*	*	70%	69%	40%	57%	20%
	2009	65%	60%	*	60%	44%	53%	65%	*	*	60%	61%	33%	49%	< 1%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Performance

Section I - Page 2  
Total Students: 899  
Grade Span: 06 - 08  
School Type: Middle

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS MIDDLE SCHOOL  
Campus #: 027904041

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2010	90%	92%	93%	90%	81%	84%	94%	*	*	88%	91%	67%	84%	62%
	2009	88%	89%	91%	86%	80%	79%	90%	*	*	83%	89%	60%	81%	38%
Mathematics	2010	84%	83%	89%	85%	69%	76%	92%	*	*	85%	86%	70%	80%	53%
	2009	80%	80%	88%	79%	60%	74%	82%	*	*	79%	79%	54%	73%	56%
Writing	2010	93%	94%	97%	95%	*	93%	96%	*	*	94%	96%	64%	91%	*
	2009	92%	92%	96%	92%	*	93%	91%	*	*	87%	96%	63%	88%	75%
Science	2010	83%	84%	86%	80%	83%	61%	90%	*	*	85%	74%	71%	67%	22%
	2009	78%	81%	82%	75%	75%	64%	81%	*	*	79%	71%	56%	64%	< 1%
Soc Studies	2010	95%	96%	97%	94%	71%	91%	97%	*	*	94%	95%	89%	91%	75%
	2009	93%	95%	96%	93%	88%	91%	94%	*	*	94%	92%	77%	90%	80%
All Tests	2010	77%	76%	81%	75%	63%	61%	85%	*	*	75%	76%	43%	65%	36%
	2009	72%	72%	79%	68%	60%	58%	74%	*	*	67%	70%	33%	58%	25%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)															
Reading/ELA	2010	96%	97%	98%	98%	94%	97%	98%	*	*	98%	97%	83%	96%	93%
	2009	95%	96%	98%	96%	87%	96%	97%	*	*	96%	96%	85%	94%	73%
Mathematics	2010	91%	91%	94%	90%	81%	85%	94%	*	*	90%	91%	74%	87%	62%
	2009	88%	88%	93%	87%	73%	82%	90%	*	*	85%	89%	67%	82%	59%
Writing	2010	97%	96%	97%	95%	*	93%	96%	*	*	94%	96%	64%	91%	*
	2009	96%	95%	96%	92%	*	93%	91%	*	*	87%	96%	63%	88%	75%
Science	2010	92%	94%	98%	98%	> 99%	96%	99%	*	*	98%	98%	88%	97%	78%
	2009	83%	85%	82%	75%	75%	64%	81%	*	*	79%	71%	56%	64%	< 1%
Soc Studies	2010	99%	99%	> 99%	99%	> 99%	> 99%	99%	*	*	98%	> 99%	89%	99%	> 99%
	2009	98%	98%	99%	99%	> 99%	> 99%	98%	*	*	99%	98%	92%	98%	> 99%
All Tests	2010	88%	89%	91%	88%	81%	82%	92%	*	*	88%	89%	59%	84%	55%
	2009	82%	83%	85%	78%	67%	71%	83%	*	*	78%	79%	53%	71%	39%

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS MIDDLE SCHOOL  
 Campus #: 027904041

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

Section I - Page 3  
 Total Students: 899  
 Grade Span: 06 - 08  
 School Type: Middle

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2010	33%	30%	42%	34%	19%	20%	43%	*	*	30%	37%	11%	22%	2%
	2009	31%	27%	39%	28%	20%	18%	33%	*	*	25%	31%	11%	20%	< 1%
Mathematics	2010	29%	27%	29%	24%	13%	11%	32%	*	*	24%	24%	7%	13%	7%
	2009	28%	25%	24%	16%	< 1%	9%	21%	*	*	15%	18%	5%	9%	< 1%
Writing	2010	33%	32%	42%	34%	*	26%	39%	*	*	28%	39%	5%	26%	*
	2009	33%	28%	42%	22%	*	12%	27%	*	*	16%	28%	16%	15%	< 1%
Science	2010	28%	31%	38%	37%	33%	11%	51%	*	*	43%	31%	24%	22%	< 1%
	2009	26%	26%	33%	30%	25%	17%	38%	*	*	34%	27%	12%	13%	< 1%
Soc Studies	2010	47%	43%	47%	36%	43%	17%	47%	*	*	41%	31%	5%	24%	< 1%
	2009	44%	41%	51%	42%	25%	30%	48%	*	*	44%	40%	15%	28%	< 1%
All Tests	2010	15%	14%	17%	15%	6%	4%	22%	*	*	13%	16%	3%	7%	< 1%
	2009	15%	11%	15%	9%	< 1%	4%	12%	*	*	8%	11%	< 1%	4%	< 1%
TAKS-M Met 2010 Standard (Sum of All Grades Tested)															
Reading/ELA	2010	85%	92%	94%	91%	*	90%	89%	*	*	86%	> 99%	91%	92%	*
	2009	82%	86%	93%	88%	*	79%	> 99%	*	*	88%	89%	88%	85%	*
Mathematics	2010	75%	76%	81%	86%	*	89%	80%	*	*	82%	93%	86%	83%	*
	2009	69%	66%	82%	66%	*	50%	81%	*	*	62%	75%	66%	63%	*
Writing	2010	80%	81%	88%	73%	*	67%	*	*	*	63%	*	73%	70%	*
	2009	72%	75%	83%	67%	*	50%	*	*	*	57%	*	67%	67%	*
Science	2010	58%	67%	70%	71%	*	80%	*	*	*	60%	*	71%	80%	*
	2009	51%	53%	62%	44%	*	*	40%	*	*	43%	*	44%	50%	*
Soc Studies	2010	67%	68%	75%	50%	*	40%	*	*	*	*	*	50%	40%	*
	2009	64%	63%	71%	33%	*	*	20%	*	*	29%	*	33%	33%	*
All Tests	2010	64%	71%	68%	72%	*	67%	75%	*	*	60%	89%	72%	71%	> 99%
	2009	57%	58%	71%	56%	*	42%	68%	*	*	50%	69%	56%	54%	40%
TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)															
All Tests	2010	93%	> 99%	> 99%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
All Tests	2009	84%	91%	> 99%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS MIDDLE SCHOOL  
 Campus #: 027904041

T E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 2009-10 Campus Performance

Section I - Page 4  
 Total Students: 899  
 Grade Span: 06 - 08  
 School Type: Middle

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	90%	92%	93%	90%	84%	85%	94%	*	*	88%	92%	78%	85%	67%
	2009	88%	89%	92%	86%	82%	79%	90%	*	*	83%	90%	72%	81%	43%
Mathematics	2010	84%	83%	89%	86%	74%	77%	92%	*	*	85%	86%	79%	81%	58%
	2009	80%	79%	87%	79%	65%	73%	82%	*	*	78%	79%	62%	72%	53%
Writing	2010	93%	93%	96%	94%	80%	92%	96%	*	*	92%	96%	71%	90%	*
	2009	91%	91%	95%	91%	*	91%	91%	*	*	86%	96%	67%	87%	75%
Science	2010	82%	84%	86%	79%	83%	62%	90%	*	*	84%	75%	73%	68%	22%
	2009	77%	79%	82%	74%	78%	64%	79%	*	*	77%	71%	54%	64%	< 1%
Soc Studies	2010	94%	95%	96%	93%	71%	88%	98%	*	*	92%	95%	81%	89%	75%
	2009	92%	94%	95%	91%	89%	89%	91%	*	*	90%	91%	67%	88%	80%
All Tests	2010	76%	75%	81%	75%	68%	61%	85%	*	*	74%	76%	54%	65%	41%
	2009	71%	71%	79%	68%	65%	57%	74%	*	*	65%	70%	40%	58%	23%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	32%	30%	42%	33%	21%	19%	42%	*	*	28%	36%	12%	21%	2%
Mathematics	2010	28%	26%	28%	23%	11%	10%	32%	*	*	23%	23%	8%	13%	6%

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.7%	99.2%	99.3%	100.0%	98.5%	99.8%	*	*	99.3%	99.4%	100.0%	98.9%	91.1%
By Test Version														
TAKS (1 or more)	90.8%	90.7%	92.0%	90.0%	85.7%	87.8%	91.6%	*	*	87.8%	92.0%	24.8%	86.5%	80.4%
Not on TAKS	7.8%	9.0%	7.3%	9.3%	14.3%	10.8%	8.2%	*	*	11.5%	7.3%	75.2%	12.4%	10.7%
TAKS(Acc) Only	2.3%	2.6%	2.1%	3.3%	0.0%	2.9%	3.7%	*	*	4.5%	2.2%	26.6%	4.1%	0.0%
TAKS-M Only	3.3%	3.5%	2.8%	2.9%	14.3%	4.7%	1.4%	*	*	4.1%	1.9%	23.9%	4.1%	3.6%
TAKS-Alt Only	0.8%	0.9%	0.6%	1.4%	0.0%	1.2%	1.6%	*	*	1.4%	1.3%	11.0%	1.5%	3.6%
Combination	1.3%	2.0%	1.2%	1.7%	0.0%	2.0%	1.6%	*	*	1.4%	1.9%	13.8%	2.8%	3.6%
By Acct Status														
Acct System	90.0%	92.0%	92.3%	91.7%	76.2%	89.2%	94.0%	*	*	90.0%	93.7%	63.3%	92.1%	83.9%
Non-Acct System	8.6%	7.6%	7.1%	7.6%	23.8%	9.3%	5.8%	*	*	9.3%	5.6%	36.7%	6.9%	7.1%
Mobile	4.4%	3.3%	3.8%	3.2%	9.5%	3.2%	2.9%	*	*	3.8%	2.2%	0.9%	1.1%	0.0%
Non-Acct Test	4.2%	4.4%	3.5%	4.4%	14.3%	6.1%	2.9%	*	*	5.5%	3.5%	35.8%	5.8%	7.1%
Not Tested	1.4%	0.3%	0.8%	0.7%	0.0%	1.5%	0.2%	*	*	0.7%	0.6%	0.0%	1.1%	8.9%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.2%	0.6%	0.6%	0.0%	1.5%	0.0%	*	*	0.7%	0.4%	0.0%	1.1%	8.9%
Other	0.4%	0.1%	0.0%	0.1%	0.0%	0.0%	0.2%	*	*	0.0%	0.2%	0.0%	0.0%	0.0%
Total Count	3,175,337	2,584	611	883	21	343	514	1	4	418	463	109	467	56
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	99.4%	99.3%	99.1%	100.0%	97.7%	99.8%	*	*	99.3%	98.8%	100.0%	98.4%	81.1%
By Test Version														
TAKS (1 or more)	90.8%	90.7%	91.0%	90.4%	89.5%	86.8%	92.4%	*	*	88.0%	92.8%	31.5%	86.0%	73.0%
Not on TAKS	7.7%	8.7%	8.2%	8.7%	10.5%	10.9%	7.4%	*	*	11.3%	6.0%	68.5%	12.4%	8.1%
TAKS(Acc) Only	2.3%	2.3%	2.4%	2.9%	0.0%	3.2%	2.8%	*	*	3.4%	2.3%	22.5%	3.8%	0.0%
TAKS-M Only	3.3%	3.9%	3.1%	3.2%	10.5%	4.8%	2.0%	*	*	4.5%	1.9%	25.2%	5.1%	5.4%
TAKS-Alt Only	0.8%	0.6%	0.6%	0.9%	0.0%	1.0%	0.9%	*	*	0.9%	0.9%	7.2%	1.3%	0.0%
Combination	1.3%	1.8%	1.5%	1.7%	0.0%	1.9%	1.7%	*	*	2.5%	0.9%	13.5%	2.2%	2.7%
By Acct Status														
Acct System	87.3%	88.0%	87.9%	88.2%	78.9%	86.8%	89.4%	*	*	85.5%	91.2%	45.9%	84.4%	73.0%
Non-Acct System	11.2%	11.4%	11.6%	10.9%	21.1%	10.9%	10.4%	*	*	13.8%	7.6%	54.1%	14.0%	8.1%
Mobile	4.7%	4.4%	4.1%	4.2%	10.5%	2.6%	4.8%	*	*	5.0%	3.2%	1.8%	4.2%	0.0%
Non-Acct Test	6.4%	6.9%	7.2%	6.6%	10.5%	8.4%	5.6%	*	*	8.8%	4.4%	52.3%	9.8%	8.1%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1.5%	0.6%	0.7%	0.9%	0.0%	2.3%	0.2%	*	*	0.7%	1.2%	0.0%	1.6%	18.9%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.4%	0.5%	0.8%	0.0%	2.3%	0.0%	*	*	0.7%	0.9%	0.0%	1.6%	18.9%
Other	0.4%	0.2%	0.0%	0.1%	0.0%	0.0%	0.2%	*	*	0.0%	0.2%	0.0%	0.0%	0.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Count	3,132,150	2,631	680	874	19	311	537	3	4	441	432	111	450	37

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Performance

Section I - Page 6  
Total Students: 899  
Grade Span: 06 - 08  
School Type: Middle

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS MIDDLE SCHOOL  
Campus #: 027904041

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
<b>Progress of Prior Year TAKS Failers</b>															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2010	57%	66%	66%	76%	*	75%	78%	*	*	77%	75%	58%	76%	57%
	2009	43%	49%	50%	46%	*	41%	56%	*	*	39%	55%	*	47%	21%
Mathematics	2010	43%	51%	40%	54%	*	45%	63%	*	*	53%	55%	40%	55%	38%
	2009	36%	40%	42%	40%	< 1%	41%	42%	*	*	45%	35%	< 1%	40%	30%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2010	78	91	74	82	*	78	85	*	*	89	75	64	80	61
Mathematics	2010	70	78	59	73	*	68	78	*	*	77	70	73	73	73
<b>Student Success Initiative</b>															
Grade 5 Reading (English and Spanish)															
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 6															
	2010	31%	33%	37%	33%	*	20%	*	*	*	*	*	*	20%	*
	2009	27%	63%	33%	63%	*	60%	*	*	*	*	80%	*	71%	*
Grade 5 Mathematics (English and Spanish)															
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 6															
	2010	23%	17%	< 1%	17%	*	20%	*	*	*	*	*	*	17%	*
	2009	19%	40%	20%	40%	*	*	40%	*	*	40%	40%	*	25%	*
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2010	9%	8%	6%	8%	29%	16%	2%	*	*	10%	5%	16%	11%	50%
	2009	7%	8%	5%	8%	22%	10%	6%	*	*	11%	5%	21%	9%	50%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2010	95%	96%	97%	96%	86%	91%	99%	*	*	94%	98%	84%	93%	60%
	2009	89%	89%	94%	89%	88%	84%	91%	*	*	86%	91%	70%	86%	50%
TAKS Failers Promoted by Grade Placement Committee															
	2009	88.5%	*	100.0%	*	-	*	*	-	-	*	-	*	*	*
	2008	88.5%	100.0%	*	100.0%	-	100.0%	*	-	-	*	100.0%	*	100.0%	*

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

Section I - Page 7  
Total Students: 899  
Grade Span: 06 - 08  
School Type: Middle

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS MIDDLE SCHOOL  
Campus #: 027904041

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Student Success Initiative (continued)														
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
2010	19%	15%	17%	15%	29%	25%	9%	*	*	16%	13%	31%	21%	44%
2009	20%	28%	13%	28%	50%	34%	24%	*	*	27%	29%	62%	36%	83%
TAKS Cumulative Met Standard (First and Second Administrations)														
2010	88%	93%	91%	93%	71%	89%	96%	*	*	93%	93%	75%	90%	78%
2009	85%	84%	92%	84%	63%	83%	85%	*	*	85%	83%	60%	82%	33%
TAKS Failers Promoted by Grade Placement Committee														
2009	91.1%	88.9%	100.0%	87.5%	*	100.0%	80.0%	-	-	85.7%	88.9%	-	90.0%	*
2008	90.5%	100.0%	*	100.0%	*	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	100.0%	*
TAKS Met Standard (Failed in Previous Year)														
Retained in Grade 8														
2010	53%	*	*	*	*	*	*	*	*	*	*	*	*	*
2009	48%	*	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Indicator (2011 Preview)														
2009-10	79%	83%	83%	83%	*	83%	*	*	*	80%	87%	80%	83%	83%
2008-09	76%	80%	86%	72%	*	71%	*	*	*	68%	74%	55%	71%	69%
Attendance Rate														
2008-09	95.6%	95.9%	96.3%	95.8%	93.4%	96.2%	95.6%	*	*	95.9%	95.7%	94.1%	95.1%	96.5%
2007-08	95.5%	95.6%	96.1%	95.4%	92.7%	96.0%	95.2%	-	95.3%	95.3%	95.6%	94.1%	94.8%	97.6%
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)														
2008-09	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
2007-08	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Profile

Section II - Page 1  
Total Students: 899  
Grade Span: 06 - 08  
School Type: Middle

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS MIDDLE SCHOOL  
Campus #: 027904041

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	899	100.0%	25,709	4,003	4,824,778
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.7%	4.4%
Kindergarten	0	0.0%	0.0%	7.2%	7.6%
Grade 1	0	0.0%	0.0%	7.1%	7.9%
Grade 2	0	0.0%	0.0%	8.0%	7.8%
Grade 3	0	0.0%	0.0%	7.2%	7.7%
Grade 4	0	0.0%	0.0%	7.7%	7.6%
Grade 5	0	0.0%	8.7%	7.4%	7.5%
Grade 6	315	35.0%	26.5%	7.9%	7.3%
Grade 7	299	33.3%	31.7%	7.5%	7.3%
Grade 8	285	31.7%	33.1%	7.1%	7.2%
Grade 9	0	0.0%	0.0%	7.5%	8.1%
Grade 10	0	0.0%	0.0%	6.5%	6.9%
Grade 11	0	0.0%	0.0%	7.6%	6.4%
Grade 12	0	0.0%	0.0%	6.2%	5.9%
Ethnic Distribution:					
African American	18	2.0%	7.0%	2.4%	14.0%
Hispanic	347	38.6%	31.4%	37.2%	48.6%
White	526	58.5%	58.0%	59.2%	33.3%
Native American	3	0.3%	0.5%	0.4%	0.4%
Asian/Pac. Islander	5	0.6%	3.0%	0.8%	3.7%
Economically Disadvantaged	494	54.9%	38.3%	58.0%	59.0%
Limited English Proficient (LEP)	57	6.3%	4.8%	11.5%	16.9%
Students w/Disciplinary Placements (2008-09)	306	33.0%	18.8%	16.2%	13.4%
At-Risk	412	45.8%	31.6%	45.2%	47.2%
Mobility (2008-09)	93	10.0%	11.6%	15.3%	18.9%
Number of Students per Teacher	14.5	n/a	14.4	12.9	14.5

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	2.6%	2.4%	-	-	3.0%	11.8%
Grade 1	-	-	3.6%	5.3%	-	-	3.2%	9.7%
Grade 2	-	-	4.2%	3.0%	-	-	0.0%	4.2%
Grade 3	-	-	1.1%	2.3%	-	-	4.7%	2.4%
Grade 4	-	-	0.4%	1.2%	-	-	0.0%	1.0%
Grade 5	-	0.7%	1.5%	1.7%	-	0.4%	0.0%	1.7%
Grade 6	0.0%	0.3%	0.0%	0.8%	4.7%	1.0%	4.7%	1.3%
Grade 7	0.0%	0.4%	0.0%	1.2%	3.6%	0.8%	3.6%	1.8%
Grade 8	0.8%	0.7%	0.8%	1.4%	0.0%	1.5%	0.0%	2.5%

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS MIDDLE SCHOOL  
 Campus #: 027904041

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

Section II - Page 2  
 Total Students: 899  
 Grade Span: 06 - 08  
 School Type: Middle

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	1.0	17.0	19.3
Grade 1	-	15.0	17.6	19.1
Grade 2	-	-	19.9	19.2
Grade 3	-	-	17.3	19.3
Grade 4	-	-	17.8	19.9
Grade 5	-	23.9	20.5	22.4
Grade 6	20.1	21.9	20.1	21.1
Mixed Grades	-	7.7	-	24.7
Secondary: English/Language Arts	16.5	19.0	17.1	17.8
Foreign Languages	21.0	23.7	20.0	19.4
Mathematics	19.8	19.1	19.5	18.5
Science	22.2	20.4	20.9	19.3
Social Studies	22.2	21.3	22.5	20.4

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Profile

Section II - Page 3  
Total Students: 899  
Grade Span: 06 - 08  
School Type: Middle

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS MIDDLE SCHOOL  
Campus #: 027904041

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	88.8	100.0%	100.0%	100.0%	100.0%
Professional Staff:	72.8	82.0%	88.2%	57.9%	63.2%
Teachers	61.8	69.6%	77.0%	47.4%	50.5%
Professional Support	7.0	7.9%	6.9%	6.5%	8.9%
Campus Admin. (School Leader.)	4.0	4.5%	4.2%	2.8%	2.8%
Educational Aides:	16.0	18.0%	11.8%	12.2%	9.8%
Total Minority Staff:	8.0	9.0%	13.0%	19.5%	43.9%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	3.5%	2.3%	9.5%
Hispanic	3.0	4.9%	6.6%	8.1%	22.5%
White	58.8	95.1%	89.2%	88.7%	66.4%
Native American	0.0	0.0%	0.1%	0.3%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.6%	0.6%	1.3%
Males	14.0	22.6%	25.4%	20.5%	23.0%
Females	47.8	77.4%	74.6%	79.5%	77.0%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	6.3%	1.9%	6.0%
1-5 Years Experience	20.0	32.3%	28.9%	25.4%	31.0%
6-10 Years Experience	10.8	17.5%	20.4%	22.2%	20.3%
11-20 Years Experience	25.0	40.4%	26.3%	32.4%	24.4%
Over 20 Years Experience	6.0	9.7%	18.2%	18.0%	18.3%
		Campus	Campus	District	State
Average Years Experience of Teachers:		11.0 yrs.	11.6 yrs.	12.3 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:		5.1 yrs.	7.1 yrs.	6.5 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$41,065	\$38,500	\$41,165
1-5 Years Experience		\$40,299	\$42,677	\$40,085	\$43,527
6-10 Years Experience		\$43,660	\$45,188	\$43,770	\$46,149
11-20 Years Experience		\$49,209	\$49,712	\$49,203	\$50,153
Over 20 Years Experience		\$56,520	\$57,398	\$55,639	\$58,427
Average Actual Salaries (regular duties only):					
Teachers		\$46,064	\$47,614	\$46,636	\$48,263
Professional Support		\$46,213	\$53,993	\$52,802	\$56,470
Campus Administration (School Leadership)		\$71,152	\$70,877	\$70,661	\$70,209
Contracted Instructional Staff (not incl. above):		0.0	2.9	0.0	1,722.9

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Profile

Section II - Page 4  
Total Students: 899  
Grade Span: 06 - 08  
School Type: Middle

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS MIDDLE SCHOOL  
Campus #: 027904041

ACTUAL OPERATING EXPENDITURE INFORMATION (2008-09)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
<b>By Function:</b>									
Total Operating Expenditures	\$4,948,362	100.0%	\$5,707	\$5,210,802	100.0%	\$6,010	\$154,897,955	100.0%	\$6,378
Instruction (11,95)	\$3,652,901	73.8%	\$4,213	\$3,848,287	73.9%	\$4,439	\$110,709,841	71.5%	\$4,558
Instructional-Related Services (12,13)	\$151,006	3.1%	\$174	\$155,832	3.0%	\$180	\$5,082,592	3.3%	\$209
Instructional Leadership (21)	\$110,131	2.2%	\$127	\$110,131	2.1%	\$127	\$2,081,837	1.3%	\$86
School Leadership (23)	\$435,057	8.8%	\$502	\$435,268	8.4%	\$502	\$11,308,485	7.3%	\$466
Support Services-Student (31,32,33)	\$299,833	6.1%	\$346	\$304,231	5.8%	\$351	\$8,345,491	5.4%	\$344
Other Campus Costs (35,36,51,52,53)	\$299,434	6.1%	\$345	\$357,053	6.9%	\$412	\$17,369,709	11.2%	\$715
<b>By Program:</b>									
Total Operating Expenditures	\$4,648,928	100.0%	\$5,362	\$4,788,803	100.0%	\$5,523	\$136,991,388	100.0%	\$5,640
Bilingual/ESL Education (25)	\$122,570	2.6%	\$141	\$122,570	2.6%	\$141	\$1,649,715	1.2%	\$68
Career & Technical Education (22)	\$2,857	0.1%	\$3	\$2,857	0.1%	\$3	\$1,187,695	0.9%	\$49
Accelerated Education (24,30)	\$4,309	0.1%	\$5	\$142,064	3.0%	\$164	\$8,255,215	6.0%	\$340
Gifted & Talented Education (21)	\$196	0.0%	\$0	\$196	0.0%	\$0	\$1,592,637	1.2%	\$66
Regular Education (11)	\$3,593,096	77.3%	\$4,144	\$3,593,096	75.0%	\$4,144	\$102,994,349	75.2%	\$4,241
Special Education (23)	\$925,900	19.9%	\$1,068	\$928,020	19.4%	\$1,070	\$21,228,605	15.5%	\$874
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$83,172	0.1%	\$3

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
<b>Student Enrollment by Program:</b>					
Bilingual/ESL Education	54	6.0%	4.7%	11.6%	16.1%
Career & Technical Education	177	19.7%	12.9%	23.0%	21.3%
Gifted & Talented Education	101	11.2%	10.5%	6.7%	7.6%
Special Education	109	12.1%	9.6%	11.7%	9.0%
<b>Teachers by Program (population served):</b>					
Bilingual/ESL Education	0.7	1.2%	2.2%	6.8%	7.0%
Career & Technical Education	1.7	2.7%	2.0%	4.4%	3.9%
Compensatory Education	0.0	0.0%	2.1%	6.4%	3.4%
Gifted & Talented Education	0.2	0.4%	1.7%	2.2%	2.0%
Regular Education	50.6	81.8%	71.1%	70.7%	71.0%
Special Education	8.6	13.9%	11.5%	9.5%	9.6%
Other	0.0	0.0%	9.3%	0.0%	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.

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

Texas Education Agency  
 2009-10 Campus Comparison Group

Campus Number	Campus Name	District Name	%	%	%	%	%	%
			White	Econ	Hispanic	Mobility	LEP	Afr_Amer
011901104	BASTROP INTERMEDIATE	BASTROP ISD	55.5	54.8	33.7	12.9	8.2	9.6
015901041	ALAMO HEIGHTS J H	ALAMO HEIGHTS ISD	60.8	19.3	34.5	8.5	3.0	1.5
015910048	BRADLEY MIDDLE	NORTH EAST ISD	56.4	20.2	36.4	11.6	1.8	4.1
021901201	OAKWOOD INTERMEDIATE SCH	COLLEGE STATION ISD	57.7	36.1	21.1	12.0	4.9	12.6
027904041	> MARBLE FALLS MIDDLE SCH	MARBLE FALLS ISD	58.5	54.9	38.6	10.0	6.3	2.0
043905041	STALEY MIDDLE SCHOOL	FRISCO ISD	57.0	31.5	25.1	11.3	3.6	13.8
043911041	CLARK JR HIGH	PRINCETON ISD	61.8	54.5	29.4	15.4	6.4	7.5
045902041	COLUMBUS JUNIOR HIGH SCH	COLUMBUS ISD	55.9	48.6	27.2	11.6	6.3	16.0
046901042	OAKRUN MIDDLE	NEW BRAUNFELS ISD	58.2	36.1	39.7	13.2	4.6	0.9
047901041	JEFFERIES J H	COMANCHE ISD	55.9	67.6	42.5	15.9	5.0	0.0
056901042	DALHART J H	DALHART ISD	56.0	56.5	41.1	15.2	5.2	2.1
057916051	PARKHILL J H	RICHARDSON ISD	55.8	35.4	33.6	7.8	7.0	6.0
061902044	GRIFFIN MIDDLE	LEWISVILLE ISD	56.5	35.2	29.3	12.4	5.9	8.8
070911104	RED OAK INT	RED OAK ISD	56.5	42.5	26.5	12.2	3.3	16.0
070912043	ROBBIE E HOWARD EIGHTH G	WAXAHACHIE ISD	55.0	45.8	31.6	16.3	2.4	12.8
075902041	LA GRANGE MIDDLE	LA GRANGE ISD	61.1	45.0	24.8	9.1	3.9	12.9
079906041	NEEDVILLE MIDDLE	NEEDVILLE ISD	56.4	33.8	37.0	8.6	3.5	4.6
079906042	NEEDVILLE J H	NEEDVILLE ISD	57.8	35.7	37.6	8.6	3.3	3.8
083903041	SEMINOLE J H	SEMINOLE ISD	58.8	53.5	38.4	11.7	2.8	2.4
084910051	CLEAR CREEK INT	CLEAR CREEK ISD	60.4	30.4	25.5	12.4 **	7.5	11.3
086901041	FREDERICKSBURG MIDDLE	FREDERICKSBURG ISD	55.0	51.5	44.4	7.8	6.8	0.2
090904042	PAMPA JUNIOR HIGH SCHOOL	PAMPA ISD	57.8	56.2	36.1	16.1	7.7	5.0
101907051	ARAGON MIDDLE SCHOOL	CYPRESS-FAIRBANKS ISD	56.0	23.2	24.0	7.9	3.1	12.0
101908044	FAIRMONT JR HIGH	DEER PARK ISD	55.9	29.1	37.1	8.9	2.9	2.1
101920048	CORNERSTONE ACADEMY	SPRING BRANCH ISD	55.3	30.5	35.3	3.2	2.6	3.7
127903041	HAMLIN MIDDLE	HAMLIN ISD	57.9	62.3	34.2	14.8	7.0	6.1
129902042	BROWN MIDDLE	FORNEY ISD	61.1	31.3	23.5	13.7	2.2	14.0
129903041	NORMAN J H	KAUFMAN ISD	56.2	57.8	36.2	12.8	2.8	4.9
129903102	LUCILLE NASH INTERMEDIAT	KAUFMAN ISD	57.6	59.4	33.8	13.2	7.3	7.3
133903041	PETERSON MIDDLE	KERRVILLE ISD	55.8	50.2	40.1	14.5	2.1	2.8
146903041	DEVERS JH	DEVERS ISD	60.4	50.9	32.1	5.5	1.9	7.5
170902049	YORK J H	CONROE ISD	62.0	26.9	22.6	11.7	3.9	11.1
170902051	MOORHEAD J H	CONROE ISD	60.5	65.0	36.1	16.9	7.3	1.9
170902077	COX INTERMEDIATE	CONROE ISD	57.1	27.4	23.2	11.5	2.8	14.1
199902041	ROYSE CITY MIDDLE	ROYSE CITY ISD	61.0	32.4	28.7	10.7	2.6	7.7
220920105	TANNAHILL INT	WHITE SETTLEMENT ISD	58.5	54.2	32.6	15.3	7.4	5.6
227901052	MURCHISON M S	AUSTIN ISD	61.7	23.8	24.1	9.2	8.1	5.0
227901060	SMALL M S	AUSTIN ISD	55.8	28.5	31.9	8.9	5.7	6.0
246907041	JARRELL MIDDLE	JARRELL ISD	61.4	52.4	35.4	11.3	7.4	1.1
247906041	STOCKDALE J H	STOCKDALE ISD	57.5	59.8	39.1	14.1	2.2	2.2
249903041	BRIDGEPORT MIDDLE	BRIDGEPORT ISD	58.8	50.1	37.9	13.6	8.9	1.0
	Group Average		58.0	38.3	31.4	11.6	4.8	7.0

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

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

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Failer Avg VSG	(5) 2010 Avg VSG	(6) 2010 Quar-tile	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Failer Avg VSG	(5) 2010 Avg VSG	(6) 2010 Quar-tile
BASTROP INTERMEDIATE	582	674	704	67	31	Q4	579	657	701	71	44	Q1
ALAMO HEIGHTS J H	929	779	819	75	40	Q2	928	752	789	72	37	Q1
BRADLEY MIDDLE	1085	773	815	78	41	Q2	1081	766	789	59	23	Q3
OAKWOOD INTERMEDIATE	567	724	757	61	32	Q4	577	723	753	52	30	Q2
> MARBLE FALLS MIDDLE	752	727	769	82	43	Q2	754	708	742	73	34	Q2
STALEY MIDDLE SCHOOL	532	767	820	86	53	Q1	537	766	804	75	38	Q1
CLARK JR HIGH	369	744	787	69	43	Q2	366	721	743	49	22	Q3
COLUMBUS JUNIOR HIGH	285	708	742	49	34	Q4	286	683	712	65	28	Q2
OAKRUN MIDDLE	761	753	787	62	34	Q4	764	741	760	59	19	Q4
JEFFERIES J H	146	755	807	86	52	Q1	147	734	741	55	7	Q4
DALHART J H	289	715	756	61	41	Q2	283	711	716	53	5	Q4
PARKHILL J H	514	792	842	104	50	Q1	516	818	842	72	24	Q3
GRIFFIN MIDDLE	586	752	786	68	34	Q4	590	722	746	67	24	Q3
RED OAK INT	693	677	719	70	41	Q2	693	682	718	72	36	Q1
ROBBIE E HOWARD EIGH	438	765	836	89	71	Q1	440	761	783	48	22	Q3
LA GRANGE MIDDLE	257	746	788	58	42	Q2	257	735	769	58	33	Q2
NEEDVILLE MIDDLE	315	698	737	97	39	Q3	316	708	754	97	46	Q1
NEEDVILLE J H	319	770	809	73	38	Q3	321	764	794	69	30	Q2
SEMINOLE J H	414	757	798	55	41	Q2	416	718	749	60	32	Q2
CLEAR CREEK INT	616	756	792	57	35	Q4	615	742	760	50	18	Q4
FREDERICKSBURG MIDDL	565	742	779	60	37	Q3	562	719	737	50	19	Q4
PAMPA JUNIOR HIGH SC	614	725	763	67	38	Q3	606	716	745	55	29	Q2
ARAGON MIDDLE SCHOOL	1512	772	812	73	40	Q2	1513	757	778	55	21	Q4
FAIRMONT JR HIGH	631	762	799	73	37	Q3	622	741	765	55	24	Q3
CORNERSTONE ACADEMY	361	790	826	83	36	Q4	362	782	808	88	26	Q3
HAMLIN MIDDLE	92	721	770	50	49	Q1	98	700	740	65	40	Q1
BROWN MIDDLE	517	761	800	87	39	Q3	517	746	756	48	10	Q4
NORMAN J H	453	744	782	78	39	Q3	455	740	755	42	15	Q4
LUCILLE NASH INTERME	460	677	733	89	55	Q1	459	689	718	51	29	Q2
PETERSON MIDDLE	596	767	820	74	53	Q1	598	768	791	64	23	Q3
DEVERS JH	47	747	804	125	56	Q1	47	710	742	56	32	Q2
YORK J H	1304	775	819	77	44	Q2	1309	755	774	51	19	Q4
MOORHEAD J H	798	740	791	90	50	Q1	793	725	752	62	28	Q2
COX INTERMEDIATE	514	708	754	110	46	Q2	517	694	747	88	53	Q1
ROYSE CITY MIDDLE	587	741	787	86	47	Q1	584	715	755	64	40	Q1
TANNAHILL INT	678	689	727	70	37	Q3	685	666	696	54	30	Q2
MURCHISON M S	1086	779	815	76	36	Q4	1086	754	790	71	36	Q1
SMALL M S	798	769	811	77	42	Q2	817	754	779	64	26	Q3
JARRELL MIDDLE	160	723	760	75	37	Q3	156	695	732	65	38	Q1
STOCKDALE J H	152	748	778	49	29	Q4	154	717	728	43	11	Q4
BRIDGEPORT MIDDLE	438	718	756	66	38	Q3	437	699	724	50	25	Q3
Group Average	538	748	789	73	41	--	539	734	761	60	27	--

Note: All Values are based on students matched from 2010 to 2009. An Asterisk indicates less than five students tested.

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**Marble Falls Elementary**  
**Performance –Profile**  
**&**  
**Campus Comparable Improvement Reports**  
**2009-2010**

## *2009-10 Academic Excellence Indicator System*

*District Name: MARBLE FALLS ISD*

*Campus Name: MARBLE FALLS EL*

*Campus #: 027904101*

*2010 Accountability Rating: Exemplary*

*Gold Performance Acknowledgments:*

*Commended on Mathematics*

*Commended on Science*

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS EL  
 Campus #: 027904101

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

Section I - Page 1  
 Total Students: 548  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2010 Standard Grade 3 (English)															
Reading	2010	92%	96%	96%	97%	*	92%	> 99%	*	*	97%	97%	*	93%	*
	2009	90%	93%	94%	97%	> 99%	94%	98%	*	*	98%	97%	> 99%	95%	*
Mathematics	2010	87%	92%	91%	92%	80%	71%	> 99%	*	*	90%	94%	> 99%	86%	*
	2009	85%	88%	91%	91%	> 99%	89%	91%	*	*	91%	91%	75%	86%	*
All Tests	2010	84%	91%	90%	92%	80%	71%	> 99%	*	*	90%	94%	> 99%	86%	*
	2009	81%	85%	88%	91%	> 99%	89%	91%	*	*	92%	91%	75%	86%	*
TAKS Met 2010 Standard Grade 4 (English)															
Reading	2010	86%	93%	92%	93%	> 99%	81%	96%	*	*	90%	97%	*	88%	> 99%
	2009	85%	88%	93%	87%	*	36%	98%	*	*	86%	88%	*	71%	*
Mathematics	2010	89%	91%	92%	94%	> 99%	95%	93%	*	*	92%	97%	50%	88%	> 99%
	2009	87%	94%	91%	94%	*	82%	98%	*	*	91%	97%	*	87%	*
Writing	2010	92%	93%	94%	88%	80%	81%	92%	*	*	83%	97%	*	80%	80%
	2009	91%	94%	93%	95%	*	89%	96%	*	*	94%	97%	*	93%	*
All Tests	2010	79%	83%	84%	82%	80%	67%	87%	*	*	76%	91%	17%	69%	80%
	2009	76%	82%	81%	82%	*	36%	92%	*	*	77%	88%	*	65%	*
TAKS Met 2010 Standard Grade 5 (English) First Administration Only															
Reading	2010	86%	88%	91%	91%	*	74%	95%	*	*	91%	90%	*	84%	*
	2009	83%	88%	90%	88%	*	83%	91%	*	*	88%	88%	50%	80%	*
Mathematics	2010	86%	92%	91%	92%	*	75%	98%	*	*	92%	92%	*	82%	*
	2009	84%	89%	88%	89%	*	79%	93%	*	*	89%	90%	67%	77%	*
Science	2010	88%	92%	94%	97%	*	90%	98%	*	*	98%	95%	*	95%	*
	2009	85%	88%	90%	92%	*	79%	96%	*	*	94%	90%	80%	86%	*
All Tests	2010	76%	79%	84%	83%	*	55%	92%	*	*	86%	80%	*	70%	*
	2009	72%	76%	79%	82%	*	68%	88%	*	*	83%	80%	43%	68%	*

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS EL  
 Campus #: 027904101

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

Section I - Page 2  
 Total Students: 548  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2010	90%	92%	94%	94%	92%	85%	98%	*	*	93%	96%	91%	90%	88%
	2009	88%	89%	94%	93%	78%	79%	98%	*	*	92%	93%	78%	85%	80%
Mathematics	2010	84%	83%	93%	94%	86%	87%	97%	*	*	93%	95%	67%	88%	67%
	2009	80%	80%	91%	93%	89%	88%	94%	*	*	92%	93%	71%	85%	> 99%
Writing	2010	93%	94%	93%	88%	80%	81%	92%	*	*	83%	97%	*	80%	80%
	2009	92%	92%	93%	95%	*	89%	96%	*	*	94%	97%	*	93%	*
Science	2010	83%	84%	94%	97%	*	90%	98%	*	*	98%	95%	*	95%	*
	2009	78%	81%	90%	92%	*	79%	96%	*	*	94%	90%	80%	86%	*
All Tests	2010	77%	76%	88%	87%	79%	69%	93%	*	*	85%	90%	50%	76%	56%
	2009	72%	72%	85%	88%	78%	73%	92%	*	*	86%	89%	59%	77%	80%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)															
Reading/ELA	2010	96%	97%	98%	98%	92%	94%	99%	*	*	98%	97%	91%	96%	88%
	2009	95%	96%	98%	97%	89%	89%	> 99%	*	*	97%	97%	89%	94%	> 99%
Mathematics	2010	91%	91%	96%	97%	93%	93%	98%	*	*	95%	98%	80%	94%	78%
	2009	88%	88%	96%	95%	89%	92%	97%	*	*	95%	96%	76%	91%	> 99%
Writing	2010	97%	96%	> 99%	99%	> 99%	> 99%	98%	*	*	98%	> 99%	*	98%	> 99%
	2009	96%	95%	> 99%	98%	*	89%	> 99%	*	*	> 99%	97%	*	96%	*
Science	2010	92%	94%	96%	97%	*	90%	98%	*	*	98%	95%	*	95%	*
	2009	83%	85%	92%	93%	*	84%	96%	*	*	94%	92%	80%	86%	*
All Tests	2010	88%	89%	94%	94%	93%	85%	96%	*	*	93%	94%	69%	89%	78%
	2009	82%	83%	94%	93%	89%	83%	96%	*	*	92%	94%	68%	88%	> 99%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2010	33%	30%	44%	42%	38%	23%	48%	*	*	35%	50%	< 1%	27%	< 1%
	2009	31%	27%	41%	44%	11%	30%	49%	*	*	45%	42%	17%	28%	20%
Mathematics	2010	29%	27%	41%	54%	36%	35%	62%	*	*	53%	56%	7%	41%	44%
	2009	28%	25%	43%	54%	33%	38%	60%	*	*	54%	53%	10%	42%	40%
Writing	2010	33%	32%	31%	27%	60%	10%	31%	*	*	19%	39%	*	20%	20%
	2009	33%	28%	32%	42%	*	11%	49%	*	*	33%	52%	*	25%	*
Science	2010	28%	31%	53%	69%	*	40%	79%	*	*	71%	67%	*	51%	*
	2009	26%	26%	49%	63%	*	26%	75%	*	*	70%	56%	40%	43%	*
All Tests	2010	15%	14%	24%	29%	21%	11%	36%	*	*	25%	34%	< 1%	14%	< 1%
	2009	15%	11%	24%	29%	11%	13%	35%	*	*	29%	29%	5%	15%	< 1%

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS EL  
 Campus #: 027904101

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

Section I - Page 3  
 Total Students: 548  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS-M Met 2010 Standard (Sum of All Grades Tested)															
Reading/ELA	2010	85%	92%	> 99%	91%	*	86%	*	*	*	89%	*	91%	90%	*
	2009	82%	86%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	> 99%	*
Mathematics	2010	75%	76%	91%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	*
	2009	69%	66%	86%	89%	*	*	*	*	*	*	> 99%	89%	88%	*
Writing	2010	80%	81%	> 99%	*	*	*	*	*	*	*	*	*	*	*
	2009	72%	75%	> 99%	*	*	*	*	*	*	*	*	*	*	*
Science	2010	58%	67%	75%	*	*	*	*	*	*	*	*	*	*	*
	2009	51%	53%	50%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2010	64%	71%	80%	58%	*	43%	*	*	*	67%	*	58%	55%	*
	2009	57%	58%	71%	86%	*	> 99%	88%	*	*	89%	80%	86%	83%	*
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	90%	92%	95%	94%	93%	85%	98%	*	*	92%	96%	91%	90%	90%
	2009	88%	89%	93%	93%	80%	80%	97%	*	*	92%	94%	83%	86%	86%
Mathematics	2010	84%	83%	93%	94%	86%	88%	97%	*	*	93%	95%	77%	89%	70%
	2009	80%	79%	91%	93%	80%	88%	95%	*	*	92%	94%	77%	86%	> 99%
Writing	2010	93%	93%	93%	88%	80%	78%	92%	*	*	82%	97%	63%	80%	80%
	2009	91%	91%	93%	96%	*	91%	96%	*	*	94%	97%	80%	94%	*
Science	2010	82%	84%	92%	92%	*	78%	97%	*	*	94%	90%	43%	86%	*
	2009	77%	79%	88%	91%	*	80%	95%	*	*	94%	88%	78%	84%	*
All Tests	2010	76%	75%	87%	86%	79%	65%	93%	*	*	83%	89%	45%	74%	50%
	2009	71%	71%	84%	87%	70%	75%	92%	*	*	86%	88%	63%	77%	86%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	32%	30%	43%	41%	43%	20%	47%	*	*	34%	49%	5%	26%	< 1%
Mathematics	2010	28%	26%	40%	53%	36%	32%	62%	*	*	51%	56%	9%	40%	40%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Performance

Section I - Page 4  
Total Students: 548  
Grade Span: PK - 05  
School Type: Elementary

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS EL  
Campus #: 027904101

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>2010 TAKS Participation (Grades 3-11)</b>														
Tested	98.6%	99.7%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	100.0%	100.0%	100.0%	100.0%	100.0%
<b>By Test Version</b>														
TAKS (1 or more)	90.8%	90.7%	92.7%	94.9%	93.8%	90.8%	96.4%	*	*	93.6%	96.5%	43.5%	89.8%	91.7%
Not on TAKS	7.8%	9.0%	6.8%	5.1%	6.3%	9.2%	3.6%	*	*	6.4%	3.5%	56.5%	10.2%	8.3%
TAKS(Acc) Only	2.3%	2.6%	1.8%	1.2%	0.0%	1.5%	1.2%	*	*	1.4%	0.9%	13.0%	2.4%	0.0%
TAKS-M Only	3.3%	3.5%	2.8%	2.4%	0.0%	7.7%	0.6%	*	*	2.8%	1.8%	26.1%	4.7%	8.3%
TAKS-Alt Only	0.8%	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	2.0%	1.4%	1.6%	6.3%	0.0%	1.8%	*	*	2.1%	0.9%	17.4%	3.1%	0.0%
<b>By Acct Status</b>														
Acct System	90.0%	92.0%	91.5%	92.2%	87.5%	84.6%	95.9%	*	*	91.5%	93.0%	69.6%	86.6%	75.0%
Non-Acct System	8.6%	7.6%	8.3%	7.8%	12.5%	15.4%	4.1%	*	*	8.5%	7.0%	30.4%	13.4%	25.0%
Mobile	4.4%	3.3%	4.9%	5.5%	12.5%	7.7%	3.6%	*	*	5.7%	5.3%	4.3%	8.7%	16.7%
Non-Acct Test	4.2%	4.4%	3.8%	2.4%	0.0%	7.7%	0.6%	*	*	2.8%	1.8%	26.1%	4.7%	8.3%
<b>Not Tested</b>														
Not Tested	1.4%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Count</b>	<b>3,175,337</b>	<b>2,584</b>	<b>274</b>	<b>255</b>	<b>16</b>	<b>65</b>	<b>169</b>	<b>1</b>	<b>4</b>	<b>141</b>	<b>114</b>	<b>23</b>	<b>127</b>	<b>12</b>
<b>2009 TAKS Participation (Grades 3-11)</b>														
Tested	98.5%	99.4%	99.7%	100.0%	100.0%	100.0%	100.0%	-	*	100.0%	100.0%	100.0%	100.0%	100.0%
<b>By Test Version</b>														
TAKS (1 or more)	90.8%	90.7%	93.3%	93.3%	90.9%	90.3%	94.4%	-	*	93.2%	93.3%	45.2%	87.3%	75.0%
Not on TAKS	7.7%	8.7%	6.7%	6.7%	9.1%	9.7%	5.6%	-	*	6.8%	6.7%	54.8%	12.7%	25.0%
TAKS(Acc) Only	2.3%	2.3%	1.5%	1.2%	0.0%	1.6%	1.1%	-	*	0.8%	1.7%	9.7%	2.4%	0.0%
TAKS-M Only	3.3%	3.9%	2.5%	3.6%	9.1%	6.5%	2.3%	-	*	3.0%	4.2%	29.0%	6.3%	25.0%
TAKS-Alt Only	0.8%	0.6%	0.5%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	1.8%	0.8%	2.0%	0.0%	1.6%	2.3%	-	*	3.0%	0.8%	16.1%	4.0%	0.0%
<b>By Acct Status</b>														
Acct System	87.3%	88.0%	87.2%	85.7%	81.8%	74.2%	89.8%	-	*	84.2%	87.4%	48.4%	77.0%	62.5%
Non-Acct System	11.2%	11.4%	12.9%	14.3%	18.2%	25.8%	10.2%	-	*	15.8%	12.6%	51.6%	23.0%	37.5%
Mobile	4.7%	4.4%	6.1%	7.9%	9.1%	16.1%	5.1%	-	*	9.0%	6.7%	0.0%	11.1%	12.5%
Non-Acct Test	6.4%	6.9%	6.2%	6.3%	9.1%	9.7%	5.1%	-	*	6.8%	5.9%	51.6%	11.9%	25.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Not Tested</b>														
Not Tested	1.5%	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Count</b>	<b>3,132,150</b>	<b>2,631</b>	<b>240</b>	<b>252</b>	<b>11</b>	<b>62</b>	<b>177</b>	<b>0</b>	<b>2</b>	<b>133</b>	<b>119</b>	<b>31</b>	<b>126</b>	<b>8</b>

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS EL  
 Campus #: 027904101

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

Section I - Page 5  
 Total Students: 548  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>Progress of Prior Year TAKS Failers</b>														
<b>Percent of Failers Passing TAKS (Sum of Grades 4-11)</b>														
Reading/ELA	2010	57%	66%	64%	44%	*	33%	*	*	60%	*	*	38%	*
	2009	43%	49%	50%	50%	*	*	*	*	60%	*	*	67%	*
Mathematics	2010	43%	51%	48%	62%	*	50%	71%	*	56%	*	*	50%	*
	2009	36%	40%	48%	*	*	*	*	*	*	*	*	*	*
<b>Average Vertical Scale Growth (Sum of Grades 4-8)</b>														
Reading	2010	78	91	107	130	*	123	137	*	138	122	*	127	*
Mathematics	2010	70	78	87	101	*	88	112	*	91	*	*	91	*
<b>Student Success Initiative</b>														
<b>Grade 5 Reading (English and Spanish)</b>														
<b>Students Requiring Accelerated Instruction</b>														
	2010	15%	13%	9%	10%	*	26%	6%	*	9%	13%	*	18%	*
	2009	17%	14%	10%	13%	*	21%	9%	*	15%	12%	50%	20%	*
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>														
	2010	92%	94%	97%	94%	*	84%	97%	*	94%	95%	*	90%	*
	2009	90%	94%	95%	93%	*	89%	96%	*	91%	95%	67%	86%	*
<b>TAKS Failers Promoted by Grade Placement Committee</b>														
	2009	84.7%	100.0%	100.0%	*	-	*	*	-	*	*	*	*	-
	2008	84.0%	100.0%	100.0%	*	-	*	-	-	*	*	*	*	-
<b>Grade 5 Mathematics (English and Spanish)</b>														
<b>Students Requiring Accelerated Instruction</b>														
	2010	14%	11%	10%	9%	*	25%	3%	*	8%	10%	*	21%	*
	2009	16%	15%	12%	11%	*	21%	7%	*	11%	10%	33%	23%	*
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>														
	2010	92%	95%	97%	95%	*	90%	98%	*	96%	95%	*	90%	*
	2009	91%	93%	95%	93%	*	89%	95%	*	94%	93%	83%	83%	*
<b>TAKS Failers Promoted by Grade Placement Committee</b>														
	2009	84.7%	100.0%	100.0%	*	-	*	*	-	*	*	*	*	*
	2008	84.0%	91.7%	100.0%	*	-	*	*	-	*	*	*	*	*
<b>English Language Learners Progress Indicator (2011 Preview)</b>														
	2009-10	79%	83%	93%	91%	*	90%	*	*	86%	*	*	90%	91%
	2008-09	76%	80%	86%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%
<b>Attendance Rate</b>														
	2008-09	95.6%	95.9%	96.7%	96.1%	95.8%	96.1%	96.2%	*	96.5%	95.7%	95.8%	95.4%	95.6%
	2007-08	95.5%	95.6%	96.5%	95.7%	94.8%	95.8%	95.7%	*	96.1%	95.3%	95.7%	94.9%	95.5%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Profile

Section II - Page 1  
Total Students: 548  
Grade Span: PK - 05  
School Type: Elementary

District Name: MARBLE FALLS ISD  
Campus Name: MARBLE FALLS EL  
Campus #: 027904101

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	548	100.0%	20,946	4,003	4,824,778
Students By Grade:					
Early Childhood Education	0	0.0%	0.7%	0.4%	0.3%
Pre-Kindergarten	46	8.4%	3.8%	4.7%	4.4%
Kindergarten	83	15.1%	14.1%	7.2%	7.6%
Grade 1	75	13.7%	14.6%	7.1%	7.9%
Grade 2	78	14.2%	15.3%	8.0%	7.8%
Grade 3	76	13.9%	16.9%	7.2%	7.7%
Grade 4	94	17.2%	16.8%	7.7%	7.6%
Grade 5	96	17.5%	14.9%	7.4%	7.5%
Grade 6	0	0.0%	2.6%	7.9%	7.3%
Grade 7	0	0.0%	0.1%	7.5%	7.3%
Grade 8	0	0.0%	0.1%	7.1%	7.2%
Grade 9	0	0.0%	0.0%	7.5%	8.1%
Grade 10	0	0.0%	0.0%	6.5%	6.9%
Grade 11	0	0.0%	0.0%	7.6%	6.4%
Grade 12	0	0.0%	0.0%	6.2%	5.9%
Ethnic Distribution:					
African American	27	4.9%	5.2%	2.4%	14.0%
Hispanic	148	27.0%	25.4%	37.2%	48.6%
White	364	66.4%	66.3%	59.2%	33.3%
Native American	2	0.4%	0.6%	0.4%	0.4%
Asian/Pac. Islander	7	1.3%	2.5%	0.8%	3.7%
Economically Disadvantaged	304	55.5%	36.6%	58.0%	59.0%
Limited English Proficient (LEP)	20	3.6%	7.1%	11.5%	16.9%
Students w/Disciplinary Placements (2008-09)	17	3.2%	4.3%	16.2%	13.4%
At-Risk	188	34.3%	29.4%	45.2%	47.2%
Mobility (2008-09)	75	17.8%	14.3%	15.3%	18.9%
Number of Students per Teacher	13.9	n/a	14.9	12.9	14.5

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	1.7%	2.6%	2.6%	2.4%	16.7%	16.1%	3.0%	11.8%
Grade 1	6.5%	2.9%	3.6%	5.3%	0.0%	9.2%	3.2%	9.7%
Grade 2	5.2%	2.0%	4.2%	3.0%	0.0%	5.7%	0.0%	4.2%
Grade 3	1.4%	1.2%	1.1%	2.3%	11.8%	1.4%	4.7%	2.4%
Grade 4	0.0%	0.4%	0.4%	1.2%	0.0%	0.0%	0.0%	1.0%
Grade 5	4.1%	0.7%	1.5%	1.7%	0.0%	2.9%	0.0%	1.7%
Grade 6	-	0.4%	0.0%	0.8%	-	0.0%	4.7%	1.3%
Grade 7	-	0.0%	0.0%	1.2%	-	0.0%	3.6%	1.8%
Grade 8	-	0.0%	0.8%	1.4%	-	0.0%	0.0%	2.5%

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS EL  
 Campus #: 027904101

T E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 2009-10 Campus Profile

Section II - Page 2  
 Total Students: 548  
 Grade Span: PK - 05  
 School Type: Elementary

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	20.5	19.2	17.0	19.3
Grade 1	19.2	19.3	17.6	19.1
Grade 2	19.0	19.9	19.9	19.2
Grade 3	19.3	19.5	17.3	19.3
Grade 4	18.6	21.2	17.8	19.9
Grade 5	22.6	22.9	20.5	22.4
Grade 6	-	20.3	20.1	21.1
Mixed Grades	-	22.9	-	24.7
Secondary: English/Language Arts	-	13.8	17.1	17.8
Foreign Languages	-	-	20.0	19.4
Mathematics	-	8.8	19.5	18.5
Science	-	8.8	20.9	19.3
Social Studies	-	18.0	22.5	20.4

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS EL  
 Campus #: 027904101

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

Section II - Page 3  
 Total Students: 548  
 Grade Span: PK - 05  
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	57.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	45.5	79.5%	83.5%	57.9%	63.2%
Teachers	39.5	69.0%	71.4%	47.4%	50.5%
Professional Support	4.0	7.0%	8.6%	6.5%	8.9%
Campus Admin. (School Leader.)	2.0	3.5%	3.5%	2.8%	2.8%
Educational Aides:	11.7	20.5%	16.5%	12.2%	9.8%
Total Minority Staff:	5.0	8.7%	10.5%	19.5%	43.9%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.1%	2.3%	9.5%
Hispanic	0.0	0.0%	5.2%	8.1%	22.5%
White	38.5	97.5%	91.6%	88.7%	66.4%
Native American	0.0	0.0%	0.4%	0.3%	0.3%
Asian/Pacific Islander	1.0	2.5%	0.6%	0.6%	1.3%
Males	2.0	5.1%	4.5%	20.5%	23.0%
Females	37.5	94.9%	95.5%	79.5%	77.0%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	4.3%	1.9%	6.0%
1-5 Years Experience	6.7	16.9%	27.4%	25.4%	31.0%
6-10 Years Experience	12.8	32.5%	22.6%	22.2%	20.3%
11-20 Years Experience	16.0	40.5%	28.0%	32.4%	24.4%
Over 20 Years Experience	4.0	10.1%	17.7%	18.0%	18.3%
			Campus	District	State
Average Years Experience of Teachers:		12.2 yrs.	11.6 yrs.	12.3 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:		8.0 yrs.	7.0 yrs.	6.5 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)			Campus	District	State
Beginning Teachers		-	\$40,160	\$38,500	\$41,165
1-5 Years Experience		\$36,445	\$42,246	\$40,085	\$43,527
6-10 Years Experience		\$44,249	\$44,426	\$43,770	\$46,149
11-20 Years Experience		\$49,185	\$48,965	\$49,203	\$50,153
Over 20 Years Experience		\$55,650	\$56,479	\$55,639	\$58,427
Average Actual Salaries (regular duties only):					
Teachers		\$46,077	\$47,051	\$46,636	\$48,263
Professional Support		\$53,097	\$52,338	\$52,802	\$56,470
Campus Administration (School Leadership)		\$65,542	\$67,322	\$70,661	\$70,209
Contracted Instructional Staff (not incl. above):		0.0	7.6	0.0	1,722.9

District Name: MARBLE FALLS ISD  
 Campus Name: MARBLE FALLS EL  
 Campus #: 027904101

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

Section II - Page 4  
 Total Students: 548  
 Grade Span: PK - 05  
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2008-09)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
<b>By Function:</b>									
Total Operating Expenditures	\$2,696,572	100.0%	\$5,762	\$2,913,595	100.0%	\$6,226	\$113,847,875	100.0%	\$5,911
Instruction (11,95)	\$2,158,144	80.0%	\$4,611	\$2,355,424	80.8%	\$5,033	\$87,229,711	76.6%	\$4,529
Instructional-Related Services (12,13)	\$98,403	3.6%	\$210	\$110,398	3.8%	\$236	\$4,439,456	3.9%	\$230
Instructional Leadership (21)	\$68,768	2.6%	\$147	\$68,768	2.4%	\$147	\$1,372,625	1.2%	\$71
School Leadership (23)	\$216,759	8.0%	\$463	\$217,457	7.5%	\$465	\$7,815,934	6.9%	\$406
Support Services-Student (31,32,33)	\$151,409	5.6%	\$324	\$151,924	5.2%	\$325	\$5,576,287	4.9%	\$290
Other Campus Costs (35,36,51,52,53)	\$3,089	0.1%	\$7	\$9,624	0.3%	\$21	\$7,413,862	6.5%	\$385
<b>By Program:</b>									
Total Operating Expenditures	\$2,693,483	100.0%	\$5,755	\$2,885,478	100.0%	\$6,166	\$105,968,938	100.0%	\$5,502
Bilingual/ESL Education (25)	\$17,241	0.6%	\$37	\$17,241	0.6%	\$37	\$2,171,701	2.0%	\$113
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$6,072	0.0%	\$0
Accelerated Education (24,30)	\$75,439	2.8%	\$161	\$222,064	7.7%	\$474	\$7,269,647	6.9%	\$377
Gifted & Talented Education (21)	\$84,209	3.1%	\$180	\$84,209	2.9%	\$180	\$1,165,192	1.1%	\$60
Regular Education (11)	\$2,212,552	82.1%	\$4,728	\$2,212,552	76.7%	\$4,728	\$78,827,014	74.4%	\$4,093
Special Education (23)	\$304,042	11.3%	\$650	\$349,412	12.1%	\$747	\$16,529,312	15.6%	\$858
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
<b>Student Enrollment by Program:</b>					
Bilingual/ESL Education	18	3.3%	7.8%	11.6%	16.1%
Career & Technical Education	0	0.0%	0.0%	23.0%	21.3%
Gifted & Talented Education	34	6.2%	5.7%	6.7%	7.6%
Special Education	42	7.7%	8.9%	11.7%	9.0%
<b>Teachers by Program (population served):</b>					
Bilingual/ESL Education	0.0	0.0%	3.2%	6.8%	7.0%
Career & Technical Education	0.0	0.0%	0.0%	4.4%	3.9%
Compensatory Education	6.7	16.9%	4.5%	6.4%	3.4%
Gifted & Talented Education	1.0	2.5%	1.1%	2.2%	2.0%
Regular Education	29.8	75.5%	82.4%	70.7%	71.0%
Special Education	2.0	5.1%	8.8%	9.5%	9.6%
Other	0.0	0.0%	0.0%	0.0%	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.

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

Texas Education Agency  
 2009-10 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% Afr_Amer	% LEP
008901105	WEST END EL	BELLEVILLE ISD	65.2	39.7	26.6	9.5	8.2	13.0
011904101	SMITHVILLE EL	SMITHVILLE ISD	67.6	57.6	22.2	12.9	8.9	5.4
014903116	TARVER EL	BELTON ISD	67.8	44.2	18.8	15.9	9.9	0.9
015910123	HIDDEN FOREST EL	NORTH EAST ISD	68.0	12.1	25.6	10.7	2.7	4.0
016901101	LYNDON B JOHNSON EL	JOHNSON CITY ISD	65.2	47.9	31.8	10.0	0.7	9.7
027904101	> MARBLE FALLS EL	MARBLE FALLS ISD	66.4	55.5	27.0	17.8	4.9	3.6
043902103	SUE EVELYN RATTAN EL	ANNA ISD	67.1	46.7	26.7	10.5	4.6	10.4
043904102	FARMERSVILLE INTERMEDIAT	FARMERSVILLE ISD	68.0	48.8	24.5	12.3	4.9	6.3
043911103	GODWIN EL	PRINCETON ISD	65.6	66.7	27.9	18.6	4.2	13.2
043914108	RITA SMITH ELEMENTARY	WYLIE ISD	65.8	23.7	19.4	10.9	7.0	15.8
046901105	LAMAR EL	NEW BRAUNFELS ISD	67.1	35.0	30.6	19.0	1.9	3.3
061908104	BUTTERFIELD EL	SANGER ISD	67.3	50.6	19.3	16.1	6.8	11.4
070912107	SHACKELFORD EL	WAXAHACHIE ISD	64.9	32.2	27.3	12.7	6.3	2.5
076903101	ROBY EL	ROBY CISD	67.2	61.3	31.4	20.8	1.5	2.0
084910115	WALTER HALL EL	CLEAR CREEK ISD	65.9	20.0	19.2	9.8	7.9	7.0
101914107	CIMARRON ELEMENTARY	KATY ISD	66.2	31.2	23.5	11.8	6.9	9.1
101915102	NORTHAMPTON EL	KLEIN ISD	65.3	28.5	26.4	11.1	5.4	15.5
112901107	DOUGLAS INT	SULPHUR SPRINGS ISD	65.1	59.0	22.1	9.9	11.7	5.2
114902101	COAHOMA EL	COAHOMA ISD	65.9	47.7	31.7	19.2	1.4	1.9
116915101	BLAND EL	BLAND ISD	67.1	59.6	27.7	17.2	4.1	13.7
130901101	CURINGTON EL	BOERNE ISD	65.8	33.9	32.7	9.4	0.4	14.3
130901102	FABRA EL	BOERNE ISD	66.3	37.0	31.6	10.7	0.8	7.4
130901104	KENDALL EL	BOERNE ISD	67.3	30.4	31.0	16.1	1.2	7.1
152907107	BENNETT EL	FRENSHIP ISD	64.9	42.5	30.8	16.6	3.1	2.5
152909102	SHALLOWATER INT	SHALLOWATER ISD	65.0	45.1	34.1	13.1	0.9	2.4
165901125	SCHARBAUER ELEMENTARY	MIDLAND ISD	65.6	36.2	31.1	19.6	2.4	0.5
166905101	THORNDALE EL	THORNDALE ISD	65.8	52.4	30.3	18.6	3.9	12.6
170902113	HAILEY EL	CONROE ISD	66.0	35.3	19.5	16.8	6.4	8.5
191901112	CITY VIEW EL	CANYON ISD	67.7	22.5	24.0	15.2 **	5.4	1.6
199901113	SHARON SHANNON EL	ROCKWALL ISD	66.5	38.9	21.0	9.9	8.8	7.5
199902104	ANITA SCOTT EL	ROYSE CITY ISD	66.5	46.3	24.9	14.2	7.2	11.5
220918103	SAGINAW EL	EAGLE MT-SAGINAW ISD	65.2	40.6	27.7	13.6	4.8	6.4
220918112	LAKE POINTE EL	EAGLE MT-SAGINAW ISD	65.6	25.0	22.3	16.6	9.3	4.4
226903122	BONHAM EL	SAN ANGELO ISD	65.9	29.2	28.8	23.4	3.9	1.4
235904101	NURSERY EL	NURSERY ISD	65.8	45.0	27.9	20.2	6.3	4.5
246904104	PAT COOPER EL	GEORGETOWN ISD	64.9	49.7	30.3	16.4	3.6	6.5
246909122	OLD TOWN EL	ROUND ROCK ISD	66.6	18.9	21.0	11.6	6.2	4.5
246913102	ADA MAE FAUBION EL	LEANDER ISD	66.9	29.3	21.2	13.9	6.4	6.4
246913117	WILLIAM J WINKLEY ELEMEN	LEANDER ISD	67.7	33.4	20.8	14.1	7.2	4.5
246913122	RONALD REAGAN EL	LEANDER ISD	66.1	15.5	18.6	11.5 **	5.3	6.5
250903102	MINEOLA EL	MINEOLA ISD	66.6	63.9	24.9	19.8	7.4	11.1
	Group Average		66.3	36.6	25.4	14.3	5.2	7.1

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

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

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

Texas Education Agency  
 2009-10 Comparable Improvement:

Gold Performance Acknowledgment: Not Qualified

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Failer Avg VSG	(5) 2010 Avg VSG	(6) 2010 Quar-tile	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Failer Avg VSG	(5) 2010 Avg VSG	(6) 2010 Quar-tile
WEST END EL	51	662	691	101	28	Q4	51	637	704	98	66	Q1
SMITHVILLE EL	199	624	677	122	53	Q1	198	608	659	83	51	Q3
TARVER EL	100	637	689	136	53	Q1	102	619	690	97	71	Q1
HIDDEN FOREST EL	197	698	736	163	37	Q4	198	671	719	123	48	Q3
LYNDON B JOHNSON EL	56	643	702	217	59	Q1	56	613	719	182	105	Q1
> MARBLE FALLS EL	158	649	701	130	52	Q2	160	658	719	101	62	Q2
SUE EVELYN RATTAN EL	152	637	684	97	47	Q2	152	631	701	149	69	Q1
FARMERSVILLE INTERME	200	652	682	109	29	Q4	200	627	665	88	38	Q4
GODWIN EL	124	620	672	122	51	Q2	127	595	644	82	49	Q3
RITA SMITH ELEMENTAR	96	649	684	170	35	Q4	96	631	685	86	55	Q2
LAMAR EL	169	653	704	122	51	Q2	169	623	683	71	60	Q2
BUTTERFIELD EL	103	645	706	143	61	Q1	102	639	676	73	37	Q4
SHACKELFORD EL	133	655	696	148	41	Q3	133	629	675	85	45	Q3
ROBY EL	81	691	736	70	45	Q3	80	664	691	49	27	Q4
WALTER HALL EL	172	670	711	136	41	Q3	174	660	685	92	25	Q4
CIMARRON ELEMENTARY	201	650	708	104	58	Q1	205	637	701	130	64	Q1
NORTHAMPTON EL	224	670	727	145	57	Q1	235	654	697	98	43	Q3
DOUGLAS INT	270	650	714	95	64	Q1	268	652	680	69	28	Q4
COAHOMA EL	153	638	684	90	46	Q2	152	630	667	76	38	Q4
BLAND EL	67	669	715	103	45	Q3	67	623	703	114	80	Q1
CURINGTON EL	296	684	725	83	40	Q3	295	663	719	81	56	Q2
FABRA EL	236	666	719	98	53	Q1	237	659	693	76	35	Q4
KENDALL EL	253	680	726	84	46	Q2	252	676	725	81	49	Q3
BENNETT EL	232	664	725	185	61	Q1	237	650	716	97	66	Q1
SHALLOWATER INT	117	649	672	42	23	Q4	116	611	673	103	62	Q2
SCHARBAUER ELEMENTAR	208	687	719	79	32	Q4	208	671	729	81	59	Q2
THORNDALE EL	59	621	678	104	56	Q1	59	589	652	82	63	Q1
HAILEY EL	103	654	677	89	23	Q4	101	610	692	84	82	Q1
CITY VIEW EL	60	646	695	-	49	Q2	60	634	661	15	27	Q4
SHARON SHANNON EL	169	676	726	84	50	Q2	170	678	714	88	36	Q4
ANITA SCOTT EL	85	658	669	98	11	Q4	87	618	666	78	48	Q3
SAGINAW EL	153	652	694	130	41	Q3	154	643	691	80	49	Q3
LAKE POINTE EL	156	669	715	107	46	Q2	157	654	692	91	38	Q4
BONHAM EL	119	677	736	175	60	Q1	120	641	733	141	92	Q1
NURSERY EL	39	604	651	157	48	Q2	38	580	632	99	52	Q3
PAT COOPER EL	141	660	692	133	32	Q4	142	651	711	114	59	Q2
OLD TOWN EL	248	674	719	90	46	Q2	253	663	720	113	58	Q2
ADA MAE FAUBION EL	159	660	702	131	42	Q3	159	626	682	86	56	Q2
WILLIAM J WINKLEY EL	184	650	695	96	45	Q3	185	628	686	105	58	Q2
RONALD REAGAN EL	223	662	705	149	43	Q3	224	652	704	73	53	Q2
MINEOLA EL	202	657	695	89	38	Q4	203	626	676	88	50	Q3
Group Average	151	660	706	105	46	--	152	643	694	89	52	--

Note: All Values are based on students matched from 2010 to 2009. An Asterisk indicates less than five students tested.

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**Colt Elementary**  
**Performance —Profile**  
**&**  
**Campus Comparable Improvement Reports**  
**2009-2010**

## *2009-10 Academic Excellence Indicator System*

*District Name: MARBLE FALLS ISD*

*Campus Name: COLT EL*

*Campus #: 027904102*

*2010 Accountability Rating: Exemplary*

*Gold Performance Acknowledgments:*

*Commended on Science*

*Comparable Improvement: Reading*

District Name: MARBLE FALLS ISD  
 Campus Name: COLT EL  
 Campus #: 027904102

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

Section I - Page 1  
 Total Students: 605  
 Grade Span: KE - 05  
 School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2010 Standard Grade 3 (English)															
Reading	2010	92%	96%	92%	98%	*	> 99%	98%	*	*	97%	> 99%	*	> 99%	*
	2009	90%	93%	94%	95%	> 99%	86%	96%	*	*	92%	97%	*	97%	80%
Mathematics	2010	87%	92%	85%	95%	*	90%	98%	*	*	97%	91%	80%	96%	*
	2009	85%	88%	90%	83%	80%	94%	81%	*	*	88%	78%	*	90%	80%
All Tests	2010	84%	91%	83%	93%	*	90%	96%	*	*	94%	91%	80%	96%	*
	2009	81%	85%	86%	82%	83%	88%	81%	*	*	85%	79%	*	90%	60%
TAKS Met 2010 Standard Grade 3 (Spanish)															
Reading	2010	85%	95%	*	93%	*	93%	*	*	*	83%	> 99%	*	92%	92%
	2009	84%	84%	*	87%	*	87%	*	*	*	86%	88%	*	87%	86%
Mathematics	2010	74%	88%	*	79%	*	79%	*	*	*	50%	> 99%	*	75%	75%
	2009	71%	78%	*	77%	*	77%	*	*	*	67%	86%	*	77%	75%
All Tests	2010	75%	88%	*	79%	*	79%	*	*	*	50%	> 99%	*	75%	75%
	2009	70%	68%	*	67%	*	67%	*	*	*	57%	75%	*	67%	64%
TAKS Met 2010 Standard Grade 4 (English)															
Reading	2010	86%	93%	87%	94%	> 99%	94%	93%	*	*	97%	92%	*	97%	> 99%
	2009	85%	88%	89%	96%	*	87%	> 99%	*	*	90%	> 99%	*	93%	75%
Mathematics	2010	89%	91%	86%	94%	> 99%	90%	93%	*	*	> 99%	88%	*	97%	*
	2009	87%	94%	92%	94%	*	84%	98%	*	*	91%	96%	*	88%	85%
Writing	2010	92%	93%	93%	97%	> 99%	91%	98%	*	*	97%	97%	*	94%	> 99%
	2009	91%	94%	93%	96%	*	90%	98%	*	*	93%	98%	*	95%	80%
All Tests	2010	79%	83%	76%	88%	> 99%	89%	85%	*	*	94%	81%	*	90%	> 99%
	2009	76%	82%	81%	89%	*	72%	96%	*	*	82%	93%	*	81%	62%
TAKS Met 2010 Standard Grade 4 (Spanish)															
Reading	2010	83%	92%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	80%	77%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2010	73%	81%	*	78%	*	78%	*	*	*	*	> 99%	*	78%	78%
	2009	70%	13%	*	*	*	*	*	*	*	*	*	*	*	*
Writing	2010	94%	90%	*	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
	2009	92%	64%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2010	73%	73%	*	78%	*	78%	*	*	*	*	> 99%	*	78%	78%
	2009	68%	40%	*	*	*	*	*	*	*	*	*	*	*	*

District Name: MARBLE FALLS ISD  
 Campus Name: COLT EL  
 Campus #: 027904102

T E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 2009-10 Campus Performance

Section I - Page 2  
 Total Students: 605  
 Grade Span: EE - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2010 Standard Grade 5 (English) First Administration Only															
Reading	2010	86%	88%	84%	86%	*	76%	91%	*	*	81%	91%	*	87%	80%
	2009	83%	88%	87%	88%	80%	93%	86%	*	*	87%	89%	> 99%	85%	83%
Mathematics	2010	86%	92%	85%	92%	*	88%	94%	*	*	91%	93%	*	89%	90%
	2009	84%	89%	90%	91%	*	89%	90%	*	*	94%	89%	67%	88%	73%
Science	2010	88%	92%	89%	97%	*	92%	> 99%	*	*	97%	98%	*	97%	> 99%
	2009	85%	88%	91%	89%	*	83%	92%	*	*	97%	85%	80%	82%	67%
All Tests	2010	76%	79%	74%	84%	*	76%	88%	*	*	75%	91%	*	84%	80%
	2009	72%	76%	79%	76%	80%	79%	74%	*	*	78%	75%	57%	67%	58%
TAKS Met 2010 Standard Grade 5 (Spanish) First Administration Only															
Reading	2010	74%	78%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	69%	45%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2010	45%	13%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	46%	8%	*	*	*	*	*	*	*	*	*	*	*	*
Science	2010	52%	*	*	*	*	*	*	*	*	*	*	*	*	*
	2009	44%	20%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2010	55%	< 1%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	48%	8%	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2010	90%	92%	90%	95%	> 99%	93%	96%	*	> 99%	95%	95%	*	97%	97%
	2009	88%	89%	93%	94%	91%	88%	97%	*	> 99%	92%	96%	75%	93%	81%
Mathematics	2010	84%	83%	88%	94%	86%	89%	97%	*	> 99%	94%	94%	89%	93%	81%
	2009	80%	80%	91%	90%	90%	86%	92%	*	80%	91%	89%	75%	89%	78%
Writing	2010	93%	94%	93%	97%	> 99%	94%	98%	*	*	97%	97%	*	95%	> 99%
	2009	92%	92%	93%	91%	*	76%	98%	*	*	90%	91%	*	86%	57%
Science	2010	83%	84%	88%	95%	*	85%	> 99%	*	*	97%	93%	*	93%	83%
	2009	78%	81%	91%	89%	*	81%	92%	*	*	94%	85%	80%	80%	64%
All Tests	2010	77%	76%	80%	89%	86%	81%	92%	*	> 99%	90%	88%	89%	89%	78%
	2009	72%	72%	84%	83%	82%	74%	89%	*	80%	84%	83%	57%	80%	58%

District Name: MARBLE FALLS ISD  
 Campus Name: COLT EL  
 Campus #: 027904102

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

Section I - Page 3  
 Total Students: 605  
 Grade Span: EE - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)															
Reading/ELA	2010	96%	97%	95%	98%	> 99%	97%	99%	*	> 99%	98%	98%	*	98%	97%
	2009	95%	96%	97%	97%	> 99%	93%	99%	*	> 99%	96%	98%	75%	96%	89%
Mathematics	2010	91%	91%	93%	96%	> 99%	91%	98%	*	> 99%	95%	96%	> 99%	95%	86%
	2009	88%	88%	95%	96%	> 99%	90%	99%	*	> 99%	97%	95%	75%	93%	85%
Writing	2010	97%	96%	> 99%	> 99%	> 99%	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	> 99%
	2009	96%	95%	> 99%	97%	*	92%	> 99%	*	*	97%	98%	*	95%	86%
Science	2010	92%	94%	91%	95%	*	85%	> 99%	*	*	97%	93%	*	93%	83%
	2009	83%	85%	93%	91%	*	84%	94%	*	*	94%	89%	80%	85%	64%
All Tests	2010	88%	89%	90%	93%	> 99%	86%	96%	*	> 99%	94%	93%	> 99%	92%	81%
	2009	82%	83%	92%	91%	> 99%	80%	96%	*	> 99%	91%	91%	57%	86%	67%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2010	33%	30%	33%	39%	43%	22%	47%	*	40%	38%	39%	*	26%	31%
	2009	31%	27%	42%	32%	27%	19%	40%	*	20%	29%	34%	< 1%	23%	13%
Mathematics	2010	29%	27%	30%	41%	43%	29%	45%	*	80%	40%	41%	22%	33%	28%
	2009	28%	25%	42%	37%	40%	23%	43%	*	60%	38%	35%	25%	31%	15%
Writing	2010	33%	32%	23%	36%	20%	24%	42%	*	*	31%	39%	*	28%	36%
	2009	33%	28%	35%	36%	*	20%	41%	*	*	17%	48%	*	21%	7%
Science	2010	28%	31%	45%	51%	*	33%	61%	*	*	47%	53%	*	40%	17%
	2009	26%	26%	53%	45%	*	26%	57%	*	*	55%	39%	< 1%	30%	7%
All Tests	2010	15%	14%	15%	22%	14%	9%	29%	*	20%	22%	22%	11%	10%	11%
	2009	15%	11%	24%	18%	27%	7%	23%	*	20%	16%	20%	< 1%	13%	2%
TAKS-M Met 2010 Standard (Sum of All Grades Tested)															
Reading/ELA	2010	85%	92%	97%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
	2009	82%	86%	95%	91%	*	90%	92%	*	*	94%	86%	91%	92%	83%
Mathematics	2010	75%	76%	87%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*
	2009	69%	66%	87%	95%	*	> 99%	92%	*	*	91%	> 99%	94%	> 99%	> 99%
Writing	2010	80%	81%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	> 99%	*
	2009	72%	75%	80%	86%	*	*	*	*	*	83%	*	86%	80%	*
Science	2010	58%	67%	67%	83%	*	*	*	*	*	83%	*	83%	*	*
	2009	51%	53%	50%	50%	*	*	*	*	*	60%	*	50%	*	*
All Tests	2010	64%	71%	83%	95%	*	> 99%	92%	*	*	93%	> 99%	95%	93%	*
	2009	57%	58%	67%	79%	*	80%	85%	*	*	81%	75%	78%	79%	67%

District Name: MARBLE FALLS ISD  
 Campus Name: COLT EL  
 Campus #: 027904102

T E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 2009-10 Campus Performance

Section I - Page 4  
 Total Students: 605  
 Grade Span: EE - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	90%	92%	90%	95%	> 99%	93%	96%	*	> 99%	96%	95%	> 99%	98%	97%
	2009	88%	89%	92%	94%	92%	88%	97%	*	> 99%	92%	95%	86%	93%	80%
Mathematics	2010	84%	83%	88%	95%	86%	89%	97%	*	> 99%	95%	94%	96%	94%	82%
	2009	80%	79%	91%	91%	91%	87%	93%	*	80%	91%	90%	90%	90%	80%
Writing	2010	93%	93%	92%	97%	> 99%	95%	98%	*	*	97%	98%	> 99%	96%	> 99%
	2009	91%	91%	92%	90%	*	75%	98%	*	*	89%	91%	88%	85%	56%
Science	2010	82%	84%	86%	94%	*	86%	98%	*	*	94%	93%	86%	91%	85%
	2009	77%	79%	89%	85%	80%	79%	89%	*	*	89%	82%	62%	78%	63%
All Tests	2010	76%	75%	80%	89%	86%	83%	92%	*	> 99%	90%	88%	92%	89%	79%
	2009	71%	71%	83%	83%	75%	74%	89%	*	80%	83%	83%	69%	79%	59%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	32%	30%	33%	40%	43%	26%	47%	*	40%	39%	40%	46%	28%	31%
Mathematics	2010	28%	26%	29%	40%	43%	29%	44%	*	80%	40%	41%	32%	33%	28%

District Name: MARBLE FALLS ISD  
 Campus Name: COLT EL  
 Campus #: 027904102

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

Section I - Page 5  
 Total Students: 605  
 Grade Span: EE - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	99.7%	100.0%	100.0%	100.0%	100.0%	100.0%	*	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	90.7%	92.2%	91.3%	100.0%	89.9%	91.2%	*	100.0%	88.1%	94.5%	12.0%	89.8%	92.3%
Not on TAKS	7.8%	9.0%	7.0%	8.7%	0.0%	10.1%	8.8%	*	0.0%	11.9%	5.5%	88.0%	10.2%	7.7%
TAKS(Acc) Only	2.3%	2.6%	1.3%	0.4%	0.0%	0.0%	0.6%	*	0.0%	0.0%	0.8%	4.0%	0.0%	0.0%
TAKS-M Only	3.3%	3.5%	3.0%	6.3%	0.0%	6.3%	6.9%	*	0.0%	8.7%	3.9%	64.0%	7.3%	7.7%
TAKS-Alt Only	0.8%	0.9%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	2.0%	1.1%	2.0%	0.0%	3.8%	1.3%	*	0.0%	3.2%	0.8%	20.0%	2.9%	0.0%
By Acct Status														
Acct System	90.0%	92.0%	90.3%	87.8%	77.8%	88.6%	88.1%	*	100.0%	86.5%	89.8%	36.0%	86.1%	92.3%
Non-Acct System	8.6%	7.6%	8.8%	12.2%	22.2%	11.4%	11.9%	*	0.0%	13.5%	10.2%	64.0%	13.9%	7.7%
Mobile	4.4%	3.3%	5.4%	5.9%	22.2%	5.1%	5.0%	*	0.0%	4.8%	6.3%	0.0%	6.6%	0.0%
Non-Acct Test	4.2%	4.4%	3.7%	6.3%	0.0%	6.3%	6.9%	*	0.0%	8.7%	3.9%	64.0%	7.3%	7.7%
Not Tested														
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,175,337	2,584	216	254	9	79	159	1	5	126	127	25	137	39
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	99.4%	99.7%	100.0%	100.0%	100.0%	100.0%	*	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
By Test Version														
TAKS (1 or more)	90.8%	90.7%	94.5%	91.6%	92.9%	91.9%	91.0%	*	100.0%	86.6%	95.7%	21.9%	90.5%	90.6%
Not on TAKS	7.7%	8.7%	5.0%	8.4%	7.1%	8.1%	9.0%	*	0.0%	13.4%	4.3%	78.1%	9.5%	9.4%
TAKS(Acc) Only	2.3%	2.3%	1.2%	1.0%	0.0%	0.0%	1.7%	*	0.0%	2.2%	0.0%	9.4%	1.2%	0.0%
TAKS-M Only	3.3%	3.9%	2.4%	5.4%	7.1%	4.0%	6.2%	*	0.0%	8.2%	3.1%	50.0%	5.3%	5.7%
TAKS-Alt Only	0.8%	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	1.8%	1.0%	2.0%	0.0%	4.0%	1.1%	*	0.0%	3.0%	1.2%	18.8%	3.0%	3.8%
By Acct Status														
Acct System	87.3%	88.0%	89.0%	87.2%	71.4%	86.9%	88.1%	*	100.0%	84.3%	89.5%	28.1%	84.6%	86.8%
Non-Acct System	11.2%	11.4%	10.9%	12.8%	28.6%	13.1%	11.9%	*	0.0%	15.7%	10.5%	71.9%	15.4%	13.2%
Mobile	4.7%	4.4%	5.6%	5.4%	21.4%	5.1%	4.5%	*	0.0%	4.5%	6.2%	3.1%	7.1%	3.8%
Non-Acct Test	6.4%	6.9%	4.4%	7.4%	7.1%	8.1%	7.3%	*	0.0%	11.2%	4.3%	68.8%	8.3%	9.4%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Tested														
Absent	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.4%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Count	3,132,150	2,631	272	296	14	99	177	1	5	134	162	32	169	53

District Name: MARBLE FALLS ISD  
 Campus Name: COLT EL  
 Campus #: 027904102

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

Section I - Page 6  
 Total Students: 605  
 Grade Span: EE - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>Progress of Prior Year TAKS Failers</b>														
<b>Percent of Failers Passing TAKS (Sum of Grades 4-11)</b>														
Reading/ELA	2010	57%	66%	35%	57%	*	40%	*	*	60%	*	*	50%	*
	2009	43%	49%	43%	67%	*	*	*	*	*	67%	*	*	*
Mathematics	2010	43%	51%	47%	55%	*	40%	63%	*	50%	57%	*	54%	50%
	2009	36%	40%	47%	73%	*	*	71%	*	*	88%	*	63%	*
<b>Average Vertical Scale Growth (Sum of Grades 4-8)</b>														
Reading	2010	78	91	105	135	*	132	*	*	145	*	*	139	*
Mathematics	2010	70	78	92	104	*	83	113	*	94	109	*	100	107
<b>Student Success Initiative</b>														
<b>Grade 5 Reading (English and Spanish)</b>														
<b>Students Requiring Accelerated Instruction</b>														
	2010	15%	13%	16%	13%	*	22%	9%	*	19%	9%	*	13%	17%
	2009	17%	14%	13%	13%	20%	10%	15%	*	18%	11%	< 1%	17%	21%
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>														
	2010	92%	94%	93%	93%	*	89%	96%	*	94%	93%	*	98%	> 99%
	2009	90%	94%	95%	94%	*	94%	96%	*	94%	94%	> 99%	94%	86%
<b>TAKS Failers Promoted by Grade Placement Committee</b>														
	2009	84.7%	100.0%	83.3%	*	-	*	-	-	-	*	-	*	*
	2008	84.0%	100.0%	100.0%	*	*	*	-	-	-	*	-	*	*
<b>Grade 5 Mathematics (English and Spanish)</b>														
<b>Students Requiring Accelerated Instruction</b>														
	2010	14%	11%	15%	9%	*	15%	6%	*	9%	9%	*	13%	17%
	2009	16%	15%	11%	11%	*	16%	10%	*	9%	13%	33%	15%	36%
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>														
	2010	92%	95%	92%	99%	*	96%	> 99%	*	> 99%	98%	*	98%	92%
	2009	91%	93%	95%	97%	*	94%	98%	*	> 99%	94%	83%	96%	86%
<b>TAKS Failers Promoted by Grade Placement Committee</b>														
	2009	84.7%	100.0%	84.5%	*	-	*	-	-	-	*	-	*	*
	2008	84.0%	91.7%	*	*	*	-	-	-	-	*	-	*	-
<b>English Language Learners Progress Indicator (2011 Preview)</b>														
	2009-10	79%	83%	85%	90%	*	90%	*	*	91%	90%	*	90%	90%
	2008-09	76%	80%	85%	82%	*	81%	*	*	81%	83%	57%	83%	80%
<b>Attendance Rate</b>														
	2008-09	95.6%	95.9%	96.6%	96.4%	96.8%	96.5%	96.3%	*	96.4%	96.4%	96.1%	96.1%	97.5%
	2007-08	95.5%	95.6%	96.5%	96.0%	94.9%	96.2%	95.8%	*	95.8%	96.1%	95.0%	95.4%	97.0%

District Name: MARBLE FALLS ISD  
 Campus Name: COLT EL  
 Campus #: 027904102

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

Section II - Page 1  
 Total Students: 605  
 Grade Span: EE - 05  
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	605	100.0%	18,633	4,003	4,824,778
Students By Grade:					
Early Childhood Education	18	3.0%	0.4%	0.4%	0.3%
Pre-Kindergarten	57	9.4%	6.8%	4.7%	4.4%
Kindergarten	79	13.1%	13.2%	7.2%	7.6%
Grade 1	80	13.2%	13.9%	7.1%	7.9%
Grade 2	103	17.0%	14.4%	8.0%	7.8%
Grade 3	86	14.2%	16.7%	7.2%	7.7%
Grade 4	89	14.7%	18.3%	7.7%	7.6%
Grade 5	93	15.4%	14.5%	7.4%	7.5%
Grade 6	0	0.0%	1.5%	7.9%	7.3%
Grade 7	0	0.0%	0.1%	7.5%	7.3%
Grade 8	0	0.0%	0.1%	7.1%	7.2%
Grade 9	0	0.0%	0.0%	7.5%	8.1%
Grade 10	0	0.0%	0.0%	6.5%	6.9%
Grade 11	0	0.0%	0.0%	7.6%	6.4%
Grade 12	0	0.0%	0.0%	6.2%	5.9%
Ethnic Distribution:					
African American	9	1.5%	9.7%	2.4%	14.0%
Hispanic	207	34.2%	33.4%	37.2%	48.6%
White	378	62.5%	54.2%	59.2%	33.3%
Native American	4	0.7%	0.7%	0.4%	0.4%
Asian/Pac. Islander	7	1.2%	2.1%	0.8%	3.7%
Economically Disadvantaged	403	66.6%	66.6%	58.0%	59.0%
Limited English Proficient (LEP)	110	18.2%	12.1%	11.5%	16.9%
Students w/Disciplinary Placements (2008-09)	13	1.8%	6.6%	16.2%	13.4%
At-Risk	250	41.3%	40.3%	45.2%	47.2%
Mobility (2008-09)	88	16.3%	18.3%	15.3%	18.9%
Number of Students per Teacher	12.3	n/a	14.3	12.9	14.5

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus			Campus	Campus		
		Group	District	State		Group	District	State
Kindergarten	1.3%	3.7%	2.6%	2.4%	0.0%	15.3%	3.0%	11.8%
Grade 1	2.1%	5.0%	3.6%	5.3%	0.0%	12.4%	3.2%	9.7%
Grade 2	1.4%	2.9%	4.2%	3.0%	0.0%	6.5%	0.0%	4.2%
Grade 3	1.1%	2.5%	1.1%	2.3%	0.0%	1.9%	4.7%	2.4%
Grade 4	0.0%	1.2%	0.4%	1.2%	0.0%	2.2%	0.0%	1.0%
Grade 5	0.0%	2.2%	1.5%	1.7%	0.0%	3.9%	0.0%	1.7%
Grade 6	-	0.5%	0.0%	0.8%	-	6.5%	4.7%	1.3%
Grade 7	-	0.0%	0.0%	1.2%	-	0.0%	3.6%	1.8%
Grade 8	-	5.9%	0.8%	1.4%	-	0.0%	0.0%	2.5%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Profile

Section II - Page 2  
Total Students: 605  
Grade Span: EE - 05  
School Type: Elementary

District Name: MARBLE FALLS ISD  
Campus Name: COLT EL  
Campus #: 027904102

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	15.0	17.8	17.0	19.3
Grade 1	15.0	18.3	17.6	19.1
Grade 2	21.7	18.4	19.9	19.2
Grade 3	18.6	19.7	17.3	19.3
Grade 4	17.8	23.2	17.8	19.9
Grade 5	20.8	26.1	20.5	22.4
Grade 6	-	20.5	20.1	21.1
Mixed Grades	-	11.3	-	24.7
Secondary: English/Language Arts	-	17.0	17.1	17.8
Foreign Languages	-	-	20.0	19.4
Mathematics	-	18.0	19.5	18.5
Science	-	19.0	20.9	19.3
Social Studies	-	19.0	22.5	20.4

District Name: MARBLE FALLS ISD  
 Campus Name: COLT EL  
 Campus #: 027904102

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

Section II - Page 3  
 Total Students: 605  
 Grade Span: EE - 05  
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	73.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	55.0	75.3%	80.7%	57.9%	63.2%
Teachers	49.0	67.1%	69.6%	47.4%	50.5%
Professional Support	4.0	5.5%	7.4%	6.5%	8.9%
Campus Admin. (School Leader.)	2.0	2.7%	3.7%	2.8%	2.8%
Educational Aides:	18.0	24.7%	19.3%	12.2%	9.8%
Total Minority Staff:	14.0	19.2%	12.6%	19.5%	43.9%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.4%	2.3%	9.5%
Hispanic	6.0	12.2%	6.5%	8.1%	22.5%
White	42.0	85.7%	90.4%	88.7%	66.4%
Native American	0.0	0.0%	0.2%	0.3%	0.3%
Asian/Pacific Islander	1.0	2.0%	0.5%	0.6%	1.3%
Males	2.0	4.1%	5.9%	20.5%	23.0%
Females	47.0	95.9%	94.1%	79.5%	77.0%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	5.4%	1.9%	6.0%
1-5 Years Experience	13.0	26.5%	27.1%	25.4%	31.0%
6-10 Years Experience	11.0	22.4%	17.4%	22.2%	20.3%
11-20 Years Experience	15.0	30.6%	27.1%	32.4%	24.4%
Over 20 Years Experience	10.0	20.4%	22.8%	18.0%	18.3%
			Campus Group	District	State
Average Years Experience of Teachers:		12.6 yrs.	12.4 yrs.	12.3 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:		7.0 yrs.	8.5 yrs.	6.5 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$35,710	\$38,500	\$41,165
1-5 Years Experience		\$40,380	\$38,882	\$40,085	\$43,527
6-10 Years Experience		\$43,376	\$42,381	\$43,770	\$46,149
11-20 Years Experience		\$48,897	\$46,207	\$49,203	\$50,153
Over 20 Years Experience		\$56,225	\$53,601	\$55,639	\$58,427
Average Actual Salaries (regular duties only):					
Teachers		\$46,894	\$44,671	\$46,636	\$48,263
Professional Support		\$53,255	\$50,010	\$52,802	\$56,470
Campus Administration (School Leadership)		\$65,982	\$66,629	\$70,661	\$70,209
Contracted Instructional Staff (not incl. above):		0.0	1.2	0.0	1,722.9

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Profile

Section II - Page 4  
Total Students: 605  
Grade Span: EE - 05  
School Type: Elementary

District Name: MARBLE FALLS ISD  
Campus Name: COLT EL  
Campus #: 027904102

ACTUAL OPERATING EXPENDITURE INFORMATION (2008-09)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
<b>By Function:</b>									
Total Operating Expenditures	\$3,320,948	100.0%	\$5,348	\$3,686,010	100.0%	\$5,936	\$109,687,414	100.0%	\$6,066
Instruction (11,95)	\$2,719,010	81.9%	\$4,378	\$3,052,986	82.8%	\$4,916	\$82,382,118	75.1%	\$4,556
Instructional-Related Services (12,13)	\$121,521	3.7%	\$196	\$126,431	3.4%	\$204	\$4,370,883	4.0%	\$242
Instructional Leadership (21)	\$113,116	3.4%	\$182	\$119,746	3.2%	\$193	\$1,178,840	1.1%	\$65
School Leadership (23)	\$213,859	6.4%	\$344	\$221,321	6.0%	\$356	\$7,017,900	6.4%	\$388
Support Services-Student (31,32,33)	\$150,187	4.5%	\$242	\$152,230	4.1%	\$245	\$5,576,985	5.1%	\$308
Other Campus Costs (35,36,51,52,53)	\$3,255	0.1%	\$5	\$13,296	0.4%	\$21	\$9,160,688	8.4%	\$507
<b>By Program:</b>									
Total Operating Expenditures	\$3,317,693	100.0%	\$5,343	\$3,643,195	100.0%	\$5,867	\$99,922,331	100.0%	\$5,526
Bilingual/ESL Education (25)	\$548,743	16.5%	\$884	\$548,743	15.1%	\$884	\$3,707,247	3.7%	\$205
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$24,441	0.0%	\$1
Accelerated Education (24,30)	\$136,231	4.1%	\$219	\$357,607	9.8%	\$576	\$14,699,186	14.7%	\$813
Gifted & Talented Education (21)	\$76,478	2.3%	\$123	\$76,478	2.1%	\$123	\$706,031	0.7%	\$39
Regular Education (11)	\$2,133,401	64.3%	\$3,435	\$2,133,401	58.6%	\$3,435	\$66,615,278	66.7%	\$3,684
Special Education (23)	\$422,840	12.7%	\$681	\$526,966	14.5%	\$849	\$14,096,250	14.1%	\$780
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$73,898	0.1%	\$4

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
<b>Student Enrollment by Program:</b>					
Bilingual/ESL Education	116	19.2%	12.0%	11.6%	16.1%
Career & Technical Education	0	0.0%	0.0%	23.0%	21.3%
Gifted & Talented Education	23	3.8%	4.0%	6.7%	7.6%
Special Education	77	12.7%	9.5%	11.7%	9.0%
<b>Teachers by Program (population served):</b>					
Bilingual/ESL Education	7.0	14.3%	5.5%	6.8%	7.0%
Career & Technical Education	0.0	0.0%	0.0%	4.4%	3.9%
Compensatory Education	5.0	10.2%	9.7%	6.4%	3.4%
Gifted & Talented Education	4.0	8.2%	0.7%	2.2%	2.0%
Regular Education	28.0	57.1%	75.4%	70.7%	71.0%
Special Education	5.0	10.2%	8.6%	9.5%	9.6%
Other	0.0	0.0%	0.0%	0.0%	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.

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

Texas Education Agency  
 2009-10 Campus Comparison Group

Campus Number	Campus Name	District Name	% Econ	% White	% Hispanic	% LEP	% Mobility	% Afr_Amer
011901102	MINA EL	BASTROP ISD	65.9	43.6	37.6	14.2	16.1	16.6
015916111	MILLER POINT EL	JUDSON ISD	67.3	31.4	45.6	2.3	25.7	20.2
020902108	RANCHO ISABELLA EL	ANGLETON ISD	66.0	30.4	54.5	33.2	16.4	13.7
027904102	> COLT EL	MARBLE FALLS ISD	66.6	62.5	34.2	18.2	16.3	1.5
042901102	COLEMAN EL	COLEMAN ISD	67.5	70.4	24.1	5.0	21.7	4.6
043911103	GODWIN EL	PRINCETON ISD	66.7	65.6	27.9	13.2	18.6	4.2
043911104	HARPER EL	PRINCETON ISD	66.3	57.4	36.2	18.8	17.8	4.5
057909132	CLUB HILL EL	GARLAND ISD	67.5	23.3	52.9	34.0	13.5	18.3
065901101	CLARENDON EL	CLARENDON ISD	67.2	72.7	11.5	1.2	15.1	15.0
067903101	SIEBERT EL	EASTLAND ISD	66.0	71.1	25.5	13.8	13.9	1.7
074907101	HONEY GROVE EL	HONEY GROVE ISD	67.3	69.3	13.7	7.3	15.3	16.7
109907101	ITASCA EL	ITASCA ISD	66.8	51.8	33.2	10.4	9.2	14.3
109910101	MOUNT CALM EL	MOUNT CALM ISD	65.6	71.4	22.1	5.8	18.5	6.5
109911102	WHITNEY INT	WHITNEY ISD	67.1	79.9	15.0	5.1	20.0	4.5
109913101	BLUM EL	BLUM ISD	66.3	82.6	13.5	5.6	21.8	3.9
129905103	CENTRAL EL	MABANK ISD	66.7	80.9	13.9	4.2	11.7	4.2
147902101	GROESBECK EL	GROESBECK ISD	66.1	66.1	18.7	6.4	12.6	14.5
152902101	NEW DEAL EL	NEW DEAL ISD	66.4	50.8	46.5	4.7	25.5	2.7
161910101	MOODY EL	MOODY ISD	65.7	68.2	25.5	7.5	17.9	6.3
166904103	ROCKDALE INT	ROCKDALE ISD	66.4	51.3	37.8	6.1	16.1 **	10.8
170904106	EDWARD B CANNAN ELEMENTA	WILLIS ISD	67.0	55.4	38.5	30.8	21.3	4.3
171901102	MORNINGSIDE EL	DUMAS ISD	66.7	27.9	54.6	28.0	22.0	1.0
182902101	GRAFORD EL	GRAFORD ISD	67.3	83.2	14.4	2.4	19.5	0.0
184902107	SPRINGTOWN RENO EL	SPRINGTOWN ISD	66.9	85.4	13.0	6.0	25.0	0.2
187907101	LIVINGSTON INT	LIVINGSTON ISD	65.7	69.7	16.7	5.1	16.1	12.2
188901135	WOLFLIN EL	AMARILLO ISD	67.7	61.7	26.6	4.9	23.1	10.3
200901101	BALLINGER ELEMENTARY	BALLINGER ISD	66.9	50.3	46.7	3.4	17.3	2.3
220902105	ALLIENE MULLENDORE EL	BIRDVILLE ISD	65.7	54.6	31.0	14.7	17.4	7.6
220905107	BURTON HILL EL	FORT WORTH ISD	67.5	35.9	54.1	21.2	16.9	8.5
220916108	SOUTH EULESS EL	HURST-EULESS-BEDFORD ISD	66.1	35.5	26.7	12.6	17.8	20.5
221901103	BONHAM EL	ABILENE ISD	67.6	46.3	36.0	3.5	22.3	14.5
221901151	THOMAS EL	ABILENE ISD	67.5	40.8	46.5	3.9	22.3	11.0
230902102	GILMER EL	GILMER ISD	66.7	70.5	12.2	8.1	20.5	16.2
235902123	C O CHANDLER EL	VICTORIA ISD	66.8	36.4	49.6	3.4	16.3	11.0
243902101	DINSMORE EL	ELECTRA ISD	65.9	72.0	16.6	1.4	16.8	10.4
243905129	SOUTHERN HILLS EL	WICHITA FALLS ISD	66.7	48.0	41.3	14.5	19.3	9.0
244903104	SHIVE EL	VERNON ISD	67.2	44.5	37.9	5.5	12.8	14.8
246907101	JARRELL EL	JARRELL ISD	65.7	46.7	48.0	23.6	16.9	4.1
246911102	T H JOHNSON EL	TAYLOR ISD	67.3	30.1	57.2	16.7	13.1	12.4
246913109	BAGDAD ELEMENTARY	LEANDER ISD	65.6	44.4	45.1	25.7	20.7	7.4
249904101	CHICO EL	CHICO ISD	65.6	71.7	25.7	19.3	19.6	1.9
	Group Average		66.6	54.2	33.4	12.1	18.3	9.7

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

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

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

Texas Education Agency  
 2009-10 Comparable Improvement:

Gold Performance Acknowledgment: Reading

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Failer Avg VSG	(5) 2010 Avg VSG	(6) 2010 Quar-tile	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Failer Avg VSG	(5) 2010 Avg VSG	(6) 2010 Quar-tile
MINA EL	86	614	634	88	20	Q4	86	573	630	95	56	Q2
MILLER POINT EL	150	633	684	87	52	Q2	151	623	678	102	54	Q3
RANCHO ISABELLA EL	51	637	647	212	11	Q4	50	623	703	166	80	Q1
> COLT EL	128	638	695	135	56	Q1	141	634	691	104	57	Q2
COLEMAN EL	129	644	667	114	23	Q4	131	618	654	78	35	Q4
GODWIN EL	124	620	672	122	51	Q2	127	595	644	82	49	Q3
HARPER EL	152	628	689	103	61	Q1	154	622	692	89	71	Q1
CLUB HILL EL	143	645	698	140	54	Q2	141	640	666	91	27	Q4
CLARENDON EL	64	649	720	91	70	Q1	64	598	661	97	62	Q2
SIEBERT EL	152	609	671	112	62	Q1	151	586	648	88	62	Q2
HONEY GROVE EL	74	628	656	76	28	Q4	74	609	680	105	71	Q1
ITASCA EL	51	590	663	171	74	Q1	50	572	675	115	103	Q1
MOUNT CALM EL	66	680	701	38	21	Q4	64	641	674	65	32	Q4
WHITNEY INT	188	624	665	83	41	Q3	189	598	651	83	53	Q3
BLUM EL	45	629	680	96	52	Q2	45	609	664	89	55	Q2
CENTRAL EL	73	622	662	116	41	Q3	73	598	687	152	89	Q1
GROESBECK EL	191	626	667	105	41	Q3	197	618	666	109	48	Q3
NEW DEAL EL	48	611	621	-	10	Q4	49	579	610	69	31	Q4
MOODY EL	41	589	629	84	40	Q3	39	521	611	120	90	Q1
ROCKDALE INT	216	627	673	87	46	Q3	216	608	674	110	66	Q1
EDWARD B CANNAN ELEM	153	632	680	73	49	Q2	151	600	664	85	64	Q2
MORNINGSIDE EL	187	642	698	95	56	Q1	193	644	696	98	52	Q3
GRAFORD EL	68	643	699	116	57	Q1	69	597	666	115	70	Q1
SPRINGTOWN RENO EL	74	608	646	93	38	Q3	74	582	610	74	27	Q4
LIVINGSTON INT	463	627	665	87	38	Q3	464	629	662	60	33	Q4
WOLFLIN EL	84	647	709	132	61	Q1	86	628	664	84	36	Q4
BALLINGER ELEMENTARY	128	664	698	106	34	Q4	128	619	671	79	52	Q3
ALLIENE MULLENDORE E	98	614	670	150	56	Q1	99	602	629	70	27	Q4
BURTON HILL EL	101	633	683	109	50	Q2	101	636	702	93	66	Q1
SOUTH EULESS EL	228	677	725	123	48	Q3	229	665	736	107	71	Q1
BONHAM EL	141	624	658	65	33	Q4	145	609	667	87	58	Q2
THOMAS EL	131	634	690	105	56	Q1	134	632	697	122	66	Q1
GILMER EL	146	604	649	97	44	Q3	149	592	648	92	56	Q2
C O CHANDLER EL	113	645	698	107	53	Q2	112	640	690	71	49	Q3
DINSMORE EL	33	633	662	83	29	Q4	34	559	594	99	35	Q4
SOUTHERN HILLS EL	191	650	697	101	47	Q3	194	640	704	92	64	Q2
SHIVE EL	249	615	680	127	65	Q1	252	606	689	102	83	Q1
JARRELL EL	107	608	669	119	61	Q1	110	608	650	57	42	Q3
T H JOHNSON EL	351	607	660	105	54	Q2	334	594	645	84	51	Q3
BAGDAD ELEMENTARY	149	610	665	111	55	Q2	144	607	653	99	46	Q3
CHICO EL	82	637	683	104	47	Q3	82	643	685	106	42	Q3
Group Average	130	629	676	103	47	--	130	615	669	90	54	--

Note: All Values are based on students matched from 2010 to 2009. An Asterisk indicates less than five students tested.

**Highland Lakes Elementary**

**Performance —Profile**  
**&**  
**Campus Comparable Improvement Reports**  
**2009-2010**

## *2009-10 Academic Excellence Indicator System*

*District Name: MARBLE FALLS ISD*

*Campus Name: HIGHLAND LAKES EL*

*Campus #: 027904103*

*2010 Accountability Rating: Recognized*

*Gold Performance Acknowledgments:*

*Comparable Improvement: Reading*

District Name: MARBLE FALLS ISD  
 Campus Name: HIGHLAND LAKES EL  
 Campus #: 027904103

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

Section I - Page 1  
 Total Students: 627  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2010 Standard Grade 3 (English)															
Reading	2010	92%	96%	92%	96%	*	95%	96%	*	*	> 99%	92%	*	94%	83%
	2009	90%	93%	88%	87%	*	90%	83%	*	*	88%	87%	60%	89%	> 99%
Mathematics	2010	87%	92%	86%	96%	*	95%	96%	*	*	91%	> 99%	> 99%	95%	> 99%
	2009	85%	88%	84%	96%	*	95%	97%	*	*	> 99%	93%	80%	97%	89%
All Tests	2010	84%	91%	84%	92%	*	91%	93%	*	*	91%	93%	80%	89%	83%
	2009	81%	85%	78%	86%	*	86%	84%	*	*	88%	83%	57%	88%	89%
TAKS Met 2010 Standard Grade 3 (Spanish)															
Reading	2010	85%	95%	84%	96%	*	96%	*	*	*	94%	> 99%	*	96%	96%
	2009	84%	84%	86%	83%	*	83%	*	*	*	63%	93%	*	83%	83%
Mathematics	2010	74%	88%	*	93%	*	93%	*	*	*	94%	91%	*	92%	93%
	2009	71%	78%	69%	78%	*	78%	*	*	*	63%	87%	*	78%	78%
All Tests	2010	75%	88%	73%	93%	*	93%	*	*	*	94%	91%	*	92%	93%
	2009	70%	68%	68%	70%	*	70%	*	*	*	50%	80%	*	70%	70%
TAKS Met 2010 Standard Grade 4 (English)															
Reading	2010	86%	93%	85%	89%	*	91%	87%	*	*	88%	90%	63%	90%	> 99%
	2009	85%	88%	84%	73%	*	71%	72%	*	*	72%	73%	*	70%	76%
Mathematics	2010	89%	91%	90%	77%	*	74%	77%	*	*	85%	71%	25%	71%	80%
	2009	87%	94%	85%	94%	*	90%	> 99%	*	*	97%	91%	*	92%	91%
Writing	2010	92%	93%	93%	90%	*	91%	88%	*	*	88%	91%	73%	93%	80%
	2009	91%	94%	89%	90%	*	94%	84%	*	*	83%	97%	*	91%	94%
All Tests	2010	79%	83%	75%	70%	*	67%	69%	*	*	71%	69%	27%	67%	60%
	2009	76%	82%	73%	73%	*	72%	72%	*	*	74%	73%	*	71%	82%
TAKS Met 2010 Standard Grade 4 (Spanish)															
Reading	2010	83%	92%	*	91%	*	91%	*	*	*	75%	> 99%	*	91%	91%
	2009	80%	77%	81%	82%	*	82%	*	*	*	78%	*	*	80%	82%
Mathematics	2010	73%	81%	*	83%	*	83%	*	*	*	88%	80%	*	83%	82%
	2009	70%	13%	63%	17%	*	17%	*	*	*	*	*	*	20%	17%
Writing	2010	94%	90%	*	88%	*	88%	*	*	*	88%	88%	*	88%	91%
	2009	92%	64%	93%	90%	*	90%	*	*	*	88%	*	*	89%	90%
All Tests	2010	73%	73%	63%	71%	*	71%	*	*	*	75%	69%	*	71%	74%
	2009	68%	40%	63%	55%	*	55%	*	*	*	56%	*	*	60%	55%

District Name: MARBLE FALLS ISD  
 Campus Name: HIGHLAND LAKES EL  
 Campus #: 027904103

T E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 2009-10 Campus Performance

Section I - Page 2  
 Total Students: 627  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2010 Standard Grade 5 (English) First Administration Only															
Reading	2010	86%	88%	84%	84%	*	84%	84%	*	*	77%	93%	*	83%	64%
	2009	83%	88%	81%	82%	*	80%	88%	*	*	82%	83%	*	80%	71%
Mathematics	2010	86%	92%	89%	88%	*	85%	95%	*	*	84%	93%	*	85%	67%
	2009	84%	89%	82%	83%	*	79%	92%	*	*	87%	81%	40%	79%	71%
Science	2010	88%	92%	85%	84%	*	77%	> 99%	*	*	85%	83%	*	81%	50%
	2009	85%	88%	86%	81%	*	78%	88%	*	*	82%	80%	*	76%	67%
All Tests	2010	76%	79%	73%	69%	*	64%	79%	*	*	63%	77%	*	65%	33%
	2009	72%	76%	68%	66%	*	60%	80%	*	*	66%	66%	40%	60%	41%
TAKS Met 2010 Standard Grade 5 (Spanish) First Administration Only															
Reading	2010	74%	78%	*	71%	*	71%	*	*	*	*	*	*	71%	71%
	2009	69%	45%	*	44%	*	44%	*	*	*	*	50%	*	50%	44%
Mathematics	2010	45%	13%	*	< 1%	*	< 1%	*	*	*	*	*	< 1%	< 1%	
	2009	46%	8%	*	< 1%	*	< 1%	*	*	*	< 1%	*	< 1%	< 1%	
Science	2010	52%	*	*	*	*	*	*	*	*	*	*	*	*	
	2009	44%	20%	*	*	*	*	*	*	*	*	*	*	*	
All Tests	2010	55%	< 1%	*	< 1%	*	< 1%	*	*	*	*	*	< 1%	< 1%	
	2009	48%	8%	*	< 1%	*	< 1%	*	*	*	< 1%	*	< 1%	< 1%	
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2010	90%	92%	88%	93%	*	93%	92%	*	*	91%	95%	71%	92%	90%
	2009	88%	89%	86%	84%	*	84%	85%	*	*	83%	85%	55%	84%	83%
Mathematics	2010	84%	83%	87%	88%	*	87%	88%	*	*	88%	88%	56%	86%	86%
	2009	80%	80%	85%	88%	*	82%	97%	*	*	88%	87%	75%	86%	74%
Writing	2010	93%	94%	94%	89%	*	89%	88%	*	*	88%	90%	73%	91%	89%
	2009	92%	92%	89%	90%	*	93%	84%	*	*	84%	97%	*	90%	92%
Science	2010	83%	84%	85%	84%	*	77%	> 99%	*	*	85%	83%	*	81%	50%
	2009	78%	81%	86%	78%	*	74%	88%	*	*	82%	76%	*	74%	58%
All Tests	2010	77%	76%	78%	80%	*	78%	82%	*	*	80%	80%	47%	78%	74%
	2009	72%	72%	74%	74%	*	70%	80%	*	*	72%	75%	53%	72%	64%

District Name: MARBLE FALLS ISD  
 Campus Name: HIGHLAND LAKES EL  
 Campus #: 027904103

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

Section I - Page 3  
 Total Students: 627  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)															
Reading/ELA	2010	96%	97%	93%	96%	*	96%	96%	*	*	94%	98%	79%	96%	96%
	2009	95%	96%	93%	94%	*	93%	94%	*	*	93%	94%	82%	94%	93%
Mathematics	2010	91%	91%	92%	94%	*	92%	96%	*	*	94%	93%	75%	93%	89%
	2009	88%	88%	91%	90%	*	85%	99%	*	*	89%	91%	83%	89%	79%
Writing	2010	97%	96%	> 99%	95%	*	96%	94%	*	*	94%	96%	82%	95%	96%
	2009	96%	95%	> 99%	97%	*	98%	96%	*	*	97%	97%	*	96%	96%
Science	2010	92%	94%	90%	86%	*	80%	> 99%	*	*	88%	83%	*	83%	50%
	2009	83%	85%	89%	83%	*	78%	96%	*	*	88%	80%	*	79%	58%
All Tests	2010	88%	89%	87%	90%	*	87%	94%	*	*	90%	89%	68%	88%	81%
	2009	82%	83%	86%	83%	*	79%	91%	*	*	83%	84%	73%	82%	71%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2010	33%	30%	28%	27%	*	24%	31%	*	*	30%	24%	< 1%	23%	22%
	2009	31%	27%	28%	23%	*	14%	35%	*	*	22%	23%	9%	17%	10%
Mathematics	2010	29%	27%	33%	27%	*	30%	19%	*	*	28%	25%	< 1%	27%	34%
	2009	28%	25%	33%	31%	*	29%	33%	*	*	32%	31%	8%	26%	25%
Writing	2010	33%	32%	23%	26%	*	28%	25%	*	*	21%	29%	< 1%	23%	29%
	2009	33%	28%	23%	17%	*	21%	12%	*	*	16%	18%	*	15%	27%
Science	2010	28%	31%	35%	28%	*	23%	42%	*	*	35%	20%	*	26%	11%
	2009	26%	26%	37%	33%	*	22%	58%	*	*	42%	27%	*	26%	4%
All Tests	2010	15%	14%	15%	11%	*	10%	12%	*	*	14%	8%	< 1%	10%	13%
	2009	15%	11%	13%	9%	*	5%	16%	*	*	7%	12%	< 1%	4%	2%
TAKS-M Met 2010 Standard (Sum of All Grades Tested)															
Reading/ELA	2010	85%	92%	> 99%	86%	*	80%	92%	*	*	> 99%	77%	86%	87%	75%
	2009	82%	86%	90%	81%	*	67%	> 99%	*	*	80%	82%	81%	75%	57%
Mathematics	2010	75%	76%	97%	80%	*	78%	82%	*	*	> 99%	67%	80%	77%	75%
	2009	69%	66%	86%	71%	*	63%	75%	*	*	> 99%	58%	69%	69%	50%
Writing	2010	80%	81%	> 99%	71%	*	*	67%	*	*	*	60%	71%	*	*
	2009	72%	75%	85%	*	*	*	*	*	*	*	*	*	*	*
Science	2010	58%	67%	54%	*	*	*	*	*	*	*	*	*	*	*
	2009	51%	53%	50%	60%	*	*	*	*	*	*	60%	*	*	*
All Tests	2010	64%	71%	78%	83%	*	80%	85%	*	*	> 99%	71%	83%	81%	75%
	2009	57%	58%	65%	63%	*	60%	63%	*	*	83%	54%	61%	60%	50%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Performance

Section I - Page 4  
Total Students: 627  
Grade Span: PK - 05  
School Type: Elementary

District Name: MARBLE FALLS ISD  
Campus Name: HIGHLAND LAKES EL  
Campus #: 027904103

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)															
All Tests	2010	93%	> 99%	> 99%	> 99%	*	> 99%	*	*	*	> 99%	*	> 99%	> 99%	*
All Tests	2009	84%	91%	> 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%	92%	89%	92%	*	92%	92%	*	*	92%	93%	82%	92%	89%
	2009	88%	89%	86%	84%	*	83%	85%	*	*	84%	84%	68%	84%	81%
Mathematics	2010	84%	83%	88%	87%	*	87%	88%	*	*	89%	86%	72%	85%	85%
	2009	80%	79%	84%	87%	*	82%	95%	*	*	89%	85%	73%	85%	73%
Writing	2010	93%	93%	92%	88%	*	90%	84%	*	*	89%	87%	74%	90%	90%
	2009	91%	91%	88%	89%	*	91%	84%	*	*	85%	94%	50%	89%	89%
Science	2010	82%	84%	84%	84%	*	77%	> 99%	*	*	86%	81%	83%	81%	50%
	2009	77%	79%	84%	77%	*	74%	84%	*	*	83%	73%	67%	72%	59%
All Tests	2010	76%	75%	78%	80%	*	78%	82%	*	*	82%	78%	64%	78%	74%
	2009	71%	71%	73%	73%	*	69%	78%	*	*	73%	73%	53%	71%	62%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	32%	30%	28%	26%	*	23%	31%	*	*	29%	24%	15%	22%	21%
Mathematics	2010	28%	26%	32%	25%	*	28%	18%	*	*	26%	24%	3%	25%	31%

District Name: MARBLE FALLS ISD  
 Campus Name: HIGHLAND LAKES EL  
 Campus #: 027904103

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

Section I - Page 5  
 Total Students: 627  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>2010 TAKS Participation (Grades 3-11)</b>														
Tested	98.6%	99.7%	99.7%	99.6%	*	99.4%	100.0%	*	*	100.0%	99.2%	100.0%	99.5%	100.0%
<b>By Test Version</b>														
TAKS (1 or more)	90.8%	90.7%	91.4%	87.3%	*	88.5%	84.7%	*	*	88.2%	86.4%	22.0%	88.2%	88.9%
Not on TAKS	7.8%	9.0%	7.6%	12.4%	*	10.8%	15.3%	*	*	11.8%	12.9%	78.0%	11.3%	11.1%
TAKS(Acc) Only	2.3%	2.6%	1.6%	2.7%	*	3.2%	2.0%	*	*	3.1%	2.3%	17.1%	3.0%	2.2%
TAKS-M Only	3.3%	3.5%	3.0%	6.6%	*	5.1%	9.2%	*	*	6.3%	6.8%	41.5%	5.4%	8.9%
TAKS-Alt Only	0.8%	0.9%	0.5%	1.2%	*	1.3%	1.0%	*	*	1.6%	0.8%	7.3%	1.0%	0.0%
Combination	1.3%	2.0%	1.2%	1.9%	*	1.3%	3.1%	*	*	0.8%	3.0%	12.2%	2.0%	0.0%
<b>By Acct Status</b>														
Acct System	90.0%	92.0%	89.3%	88.0%	*	91.1%	82.7%	*	*	86.6%	89.4%	46.3%	91.1%	88.9%
Non-Acct System	8.6%	7.6%	9.5%	11.6%	*	8.3%	17.3%	*	*	13.4%	9.8%	53.7%	8.4%	11.1%
Mobile	4.4%	3.3%	5.6%	3.9%	*	1.9%	7.1%	*	*	5.5%	2.3%	4.9%	2.0%	2.2%
Non-Acct Test	4.2%	4.4%	3.8%	7.7%	*	6.4%	10.2%	*	*	7.9%	7.6%	48.8%	6.4%	8.9%
Not Tested	1.4%	0.3%	0.3%	0.4%	*	0.6%	0.0%	*	*	0.0%	0.8%	0.0%	0.5%	0.0%
Absent	0.1%	0.0%	0.0%	0.4%	*	0.6%	0.0%	*	*	0.0%	0.8%	0.0%	0.5%	0.0%
LEP Exempt	0.9%	0.2%	0.1%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Count</b>	<b>3,175,337</b>	<b>2,584</b>	<b>270</b>	<b>259</b>	<b>1</b>	<b>157</b>	<b>98</b>	<b>1</b>	<b>2</b>	<b>127</b>	<b>132</b>	<b>41</b>	<b>203</b>	<b>90</b>
<b>2009 TAKS Participation (Grades 3-11)</b>														
Tested	98.5%	99.4%	99.9%	100.0%	*	100.0%	100.0%	*	*	100.0%	100.0%	100.0%	100.0%	100.0%
<b>By Test Version</b>														
TAKS (1 or more)	90.8%	90.7%	92.4%	89.7%	*	91.6%	86.9%	*	*	88.8%	90.5%	24.3%	89.5%	90.4%
Not on TAKS	7.7%	8.7%	7.4%	10.3%	*	8.4%	13.1%	*	*	11.2%	9.5%	75.7%	10.5%	9.6%
TAKS(Acc) Only	2.3%	2.3%	1.6%	1.8%	*	1.8%	2.0%	*	*	2.4%	1.4%	13.5%	1.9%	1.1%
TAKS-M Only	3.3%	3.9%	3.0%	6.2%	*	3.6%	10.1%	*	*	6.4%	6.1%	45.9%	5.7%	5.3%
TAKS-Alt Only	0.8%	0.6%	0.5%	0.7%	*	1.2%	0.0%	*	*	1.6%	0.0%	5.4%	1.0%	1.1%
Combination	1.3%	1.8%	1.2%	1.5%	*	1.8%	1.0%	*	*	0.8%	2.0%	10.8%	1.9%	2.1%
<b>By Acct Status</b>														
Acct System	87.3%	88.0%	85.5%	83.2%	*	86.7%	77.8%	*	*	80.8%	85.7%	18.9%	81.9%	87.2%
Non-Acct System	11.2%	11.4%	13.6%	16.8%	*	13.3%	22.2%	*	*	19.2%	14.3%	81.1%	18.1%	12.8%
Mobile	4.7%	4.4%	6.8%	6.6%	*	5.4%	8.1%	*	*	8.0%	4.8%	8.1%	7.6%	3.2%
Non-Acct Test	6.4%	6.9%	6.3%	9.9%	*	7.8%	13.1%	*	*	11.2%	8.8%	73.0%	10.0%	9.6%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1.5%	0.6%	0.2%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.4%	0.0%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Count</b>	<b>3,132,150</b>	<b>2,631</b>	<b>229</b>	<b>273</b>	<b>4</b>	<b>166</b>	<b>99</b>	<b>1</b>	<b>2</b>	<b>125</b>	<b>147</b>	<b>37</b>	<b>210</b>	<b>94</b>

District Name: MARBLE FALLS ISD  
 Campus Name: HIGHLAND LAKES EL  
 Campus #: 027904103

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

Section I - Page 6  
 Total Students: 627  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
<b>Progress of Prior Year TAKS Failers</b>															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2010	57%	66%	43%	50%	*	45%	57%	*	*	33%	83%	*	47%	17%
	2009	43%	49%	33%	17%	*	*	*	*	*	20%	*	17%	*	
Mathematics	2010	43%	51%	46%	20%	*	21%	*	*	*	25%	14%	*	21%	27%
	2009	36%	40%	39%	29%	*	20%	*	*	*	43%	14%	*	31%	29%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2010	78	91	98	102	*	90	126	*	*	98	112	*	100	79
Mathematics	2010	70	78	85	39	*	38	*	*	*	45	32	*	39	43
<b>Student Success Initiative</b>															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2010	15%	13%	17%	17%	*	18%	16%	*	*	26%	7%	*	19%	33%
	2009	17%	14%	19%	22%	*	26%	12%	*	*	20%	23%	*	24%	39%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2010	92%	94%	92%	92%	*	91%	95%	*	*	88%	97%	*	91%	78%
	2009	90%	94%	89%	93%	*	89%	> 99%	*	*	97%	90%	*	92%	83%
TAKS Failers Promoted by Grade Placement Committee															
	2009	84.7%	100.0%	100.0%	*	-	*	-	-	-	*	*	-	*	*
	2008	84.0%	100.0%	94.6%	100.0%	-	*	*	-	-	*	*	*	*	*
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2010	14%	11%	15%	20%	*	27%	5%	*	*	23%	17%	*	24%	56%
	2009	16%	15%	20%	27%	*	34%	8%	*	*	19%	32%	60%	33%	58%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2010	92%	95%	92%	91%	*	89%	95%	*	*	86%	97%	*	89%	78%
	2009	91%	93%	92%	85%	*	81%	96%	*	*	88%	84%	60%	84%	63%
TAKS Failers Promoted by Grade Placement Committee															
	2009	84.7%	100.0%	94.4%	*	-	*	-	-	-	*	*	*	*	*
	2008	84.0%	91.7%	82.9%	100.0%	-	*	*	-	-	*	*	-	*	*
<b>English Language Learners Progress Indicator (2011 Preview)</b>															
	2009-10	79%	83%	81%	81%	*	81%	*	*	*	83%	80%	73%	81%	78%
	2008-09	76%	80%	78%	82%	*	81%	*	*	*	77%	85%	67%	82%	78%
<b>Attendance Rate</b>															
	2008-09	95.6%	95.9%	96.8%	96.4%	96.4%	96.8%	95.9%	*	*	96.2%	96.6%	94.6%	96.3%	97.4%
	2007-08	95.5%	95.6%	96.6%	96.2%	*	96.6%	95.7%	-	*	96.3%	96.2%	95.0%	96.2%	97.2%

District Name: MARBLE FALLS ISD  
 Campus Name: HIGHLAND LAKES EL  
 Campus #: 027904103

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

Section II - Page 1  
 Total Students: 627  
 Grade Span: PK - 05  
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	627	100.0%	20,912	4,003	4,824,778
Students By Grade: Early Childhood Education	0	0.0%	0.6%	0.4%	0.3%
Pre-Kindergarten	69	11.0%	7.9%	4.7%	4.4%
Kindergarten	101	16.1%	12.8%	7.2%	7.6%
Grade 1	99	15.8%	12.8%	7.1%	7.9%
Grade 2	104	16.6%	14.3%	8.0%	7.8%
Grade 3	90	14.4%	17.2%	7.2%	7.7%
Grade 4	94	15.0%	17.1%	7.7%	7.6%
Grade 5	70	11.2%	15.2%	7.4%	7.5%
Grade 6	0	0.0%	2.2%	7.9%	7.3%
Grade 7	0	0.0%	0.0%	7.5%	7.3%
Grade 8	0	0.0%	0.0%	7.1%	7.2%
Grade 9	0	0.0%	0.0%	7.5%	8.1%
Grade 10	0	0.0%	0.0%	6.5%	6.9%
Grade 11	0	0.0%	0.0%	7.6%	6.4%
Grade 12	0	0.0%	0.0%	6.2%	5.9%
Ethnic Distribution: African American	3	0.5%	8.9%	2.4%	14.0%
Hispanic	384	61.2%	68.6%	37.2%	48.6%
White	235	37.5%	20.6%	59.2%	33.3%
Native American	2	0.3%	0.4%	0.4%	0.4%
Asian/Pac. Islander	3	0.5%	1.5%	0.8%	3.7%
Economically Disadvantaged	501	79.9%	79.9%	58.0%	59.0%
Limited English Proficient (LEP)	223	35.6%	31.9%	11.5%	16.9%
Students w/Disciplinary Placements (2008-09)	10	1.4%	6.0%	16.2%	13.4%
At-Risk	346	55.2%	55.5%	45.2%	47.2%
Mobility (2008-09)	60	11.9%	15.9%	15.3%	18.9%
Number of Students per Teacher	12.3	n/a	14.4	12.9	14.5

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	5.3%	2.3%	2.6%	2.4%	0.0%	15.1%	3.0%	11.8%
Grade 1	3.5%	4.7%	3.6%	5.3%	5.6%	9.3%	3.2%	9.7%
Grade 2	7.5%	2.5%	4.2%	3.0%	0.0%	5.2%	0.0%	4.2%
Grade 3	0.0%	3.1%	1.1%	2.3%	0.0%	2.6%	4.7%	2.4%
Grade 4	1.4%	0.9%	0.4%	1.2%	0.0%	0.3%	0.0%	1.0%
Grade 5	1.2%	1.6%	1.5%	1.7%	0.0%	2.2%	0.0%	1.7%
Grade 6	-	0.0%	0.0%	0.8%	-	0.0%	4.7%	1.3%
Grade 7	-	-	0.0%	1.2%	-	-	3.6%	1.8%
Grade 8	-	-	0.8%	1.4%	-	-	0.0%	2.5%

District Name: MARBLE FALLS ISD  
 Campus Name: HIGHLAND LAKES EL  
 Campus #: 027904103

T E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 2009-10 Campus Profile

Section II - Page 2  
 Total Students: 627  
 Grade Span: PK - 05  
 School Type: Elementary

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	18.0	19.2	17.0	19.3
Grade 1	20.0	18.1	17.6	19.1
Grade 2	20.3	17.8	19.9	19.2
Grade 3	14.3	18.6	17.3	19.3
Grade 4	17.0	18.8	17.8	19.9
Grade 5	17.3	22.3	20.5	22.4
Grade 6	-	20.2	20.1	21.1
Mixed Grades	-	19.9	-	24.7
Secondary: English/Language Arts	-	-	17.1	17.8
Foreign Languages	-	-	20.0	19.4
Mathematics	-	-	19.5	18.5
Science	-	-	20.9	19.3
Social Studies	-	-	22.5	20.4

District Name: MARBLE FALLS ISD  
 Campus Name: HIGHLAND LAKES EL  
 Campus #: 027904103

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

Section II - Page 3  
 Total Students: 627  
 Grade Span: PK - 05  
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	79.3	100.0%	100.0%	100.0%	100.0%
Professional Staff:	61.5	77.6%	82.1%	57.9%	63.2%
Teachers	51.0	64.3%	69.9%	47.4%	50.5%
Professional Support	7.5	9.5%	8.4%	6.5%	8.9%
Campus Admin. (School Leader.)	3.0	3.8%	3.8%	2.8%	2.8%
Educational Aides:	17.8	22.4%	17.9%	12.2%	9.8%
Total Minority Staff:	20.0	25.2%	38.5%	19.5%	43.9%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	5.8%	2.3%	9.5%
Hispanic	10.0	19.6%	28.4%	8.1%	22.5%
White	41.0	80.4%	64.5%	88.7%	66.4%
Native American	0.0	0.0%	0.3%	0.3%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.0%	0.6%	1.3%
Males	4.0	7.8%	8.3%	20.5%	23.0%
Females	47.0	92.2%	91.7%	79.5%	77.0%
Teachers by Years of Experience:					
Beginning Teachers	3.0	5.9%	6.1%	1.9%	6.0%
1-5 Years Experience	13.0	25.5%	35.4%	25.4%	31.0%
6-10 Years Experience	15.0	29.4%	19.8%	22.2%	20.3%
11-20 Years Experience	11.0	21.6%	23.7%	32.4%	24.4%
Over 20 Years Experience	9.0	17.7%	15.0%	18.0%	18.3%
			Campus Group	District	State
Average Years Experience of Teachers:	10.9 yrs.		10.4 yrs.	12.3 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	6.6 yrs.		7.8 yrs.	6.5 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$38,500	\$39,444	\$38,500	\$41,165
1-5 Years Experience		\$40,485	\$43,421	\$40,085	\$43,527
6-10 Years Experience		\$43,932	\$45,137	\$43,770	\$46,149
11-20 Years Experience		\$49,181	\$47,867	\$49,203	\$50,153
Over 20 Years Experience		\$55,682	\$55,879	\$55,639	\$58,427
Average Actual Salaries (regular duties only):					
Teachers		\$45,941	\$46,438	\$46,636	\$48,263
Professional Support		\$49,743	\$51,908	\$52,802	\$56,470
Campus Administration (School Leadership)		\$69,249	\$66,220	\$70,661	\$70,209
Contracted Instructional Staff (not incl. above):	0.0		2.1	0.0	1,722.9

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Profile

Section II - Page 4  
Total Students: 627  
Grade Span: PK - 05  
School Type: Elementary

District Name: MARBLE FALLS ISD  
Campus Name: HIGHLAND LAKES EL  
Campus #: 027904103

ACTUAL OPERATING EXPENDITURE INFORMATION (2008-09)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
<b>By Function:</b>									
Total Operating Expenditures	\$3,470,452	100.0%	\$5,526	\$3,999,902	100.0%	\$6,369	\$134,876,622	100.0%	\$6,301
Instruction (11,95)	\$2,838,466	81.8%	\$4,520	\$3,330,024	83.3%	\$5,303	\$101,339,927	75.1%	\$4,734
Instructional-Related Services (12,13)	\$86,044	2.5%	\$137	\$93,803	2.3%	\$149	\$4,800,478	3.6%	\$224
Instructional Leadership (21)	\$131,413	3.8%	\$209	\$131,413	3.3%	\$209	\$1,609,594	1.2%	\$75
School Leadership (23)	\$236,397	6.8%	\$376	\$256,165	6.4%	\$408	\$8,535,699	6.3%	\$399
Support Services-Student (31,32,33)	\$174,348	5.0%	\$278	\$174,913	4.4%	\$279	\$5,873,297	4.4%	\$274
Other Campus Costs (35,36,51,52,53)	\$3,784	0.1%	\$6	\$13,584	0.3%	\$22	\$12,717,627	9.4%	\$594
<b>By Program:</b>									
Total Operating Expenditures	\$3,466,668	100.0%	\$5,520	\$3,946,278	100.0%	\$6,284	\$121,247,454	100.0%	\$5,664
Bilingual/ESL Education (25)	\$892,381	25.7%	\$1,421	\$892,381	22.6%	\$1,421	\$11,711,489	9.7%	\$547
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$542	0.0%	\$0
Accelerated Education (24,30)	\$338,561	9.8%	\$539	\$655,885	16.6%	\$1,044	\$18,815,815	15.5%	\$879
Gifted & Talented Education (21)	\$83,869	2.4%	\$134	\$83,869	2.1%	\$134	\$1,618,079	1.3%	\$76
Regular Education (11)	\$1,619,226	46.7%	\$2,578	\$1,619,226	41.0%	\$2,578	\$74,021,651	61.1%	\$3,458
Special Education (23)	\$532,631	15.4%	\$848	\$694,917	17.6%	\$1,107	\$15,079,878	12.4%	\$704
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
<b>Student Enrollment by Program:</b>					
Bilingual/ESL Education	226	36.0%	32.6%	11.6%	16.1%
Career & Technical Education	0	0.0%	0.0%	23.0%	21.3%
Gifted & Talented Education	16	2.6%	4.7%	6.7%	7.6%
Special Education	78	12.4%	8.7%	11.7%	9.0%
<b>Teachers by Program (population served):</b>					
Bilingual/ESL Education	13.0	25.5%	14.2%	6.8%	7.0%
Career & Technical Education	0.0	0.0%	0.0%	4.4%	3.9%
Compensatory Education	7.0	13.7%	4.2%	6.4%	3.4%
Gifted & Talented Education	1.0	2.0%	1.4%	2.2%	2.0%
Regular Education	25.0	49.0%	70.1%	70.7%	71.0%
Special Education	5.0	9.8%	9.9%	9.5%	9.6%
Other	0.0	0.0%	0.1%	0.0%	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.

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

Texas Education Agency  
 2009-10 Campus Comparison Group

Campus Number	Campus Name	District Name	% Econ	% Hispanic	% White	% LEP	% Mobility	% Afr_Amer
003903129	SLACK EL	LUFKIN ISD	80.0	63.3	30.0	49.3	9.5	6.8
027904103	> HIGHLAND LAKES EL	MARBLE FALLS ISD	79.9	61.2	37.5	35.6	11.9	0.5
031903122	DR HESQUIO RODRIGUEZ EL	HARLINGEN CISD	80.9	89.2	9.7	26.2	21.7	0.3
032902103	PITTSBURG EL	PITTSBURG ISD	79.5	34.9	46.2	24.8	14.2	17.0
057903105	GOOD EL	CARROLLTON-FARMERS BRANC	79.9	72.7	14.1	51.4	13.0	6.2
057903131	BLAIR INT	CARROLLTON-FARMERS BRANC	81.0	84.9	10.4	45.2	14.1	3.5
057903135	STRICKLAND INT	CARROLLTON-FARMERS BRANC	79.9	81.8	11.4	41.6	10.2	5.4
057905169	ARTHUR KRAMER EL SCHOOL	DALLAS ISD	80.5	68.8	12.1	53.2	18.8	18.0
057910128	JUAN SEGUIN EL	GRAND PRAIRIE ISD	80.9	78.1	10.3	39.8	14.3	9.6
057912116	BRANDENBURG EL	IRVING ISD	78.8	73.4	16.2	54.2	16.3	8.4
057914105	HODGES EL	MESQUITE ISD	80.2	53.7	24.0	27.5	17.6	21.0
057914107	MOTLEY EL	MESQUITE ISD	80.2	70.6	16.1	42.0	13.7	11.3
061901111	BORMAN EL	DENTON ISD	79.6	62.0	22.2	45.9	23.8	12.9
068901123	EL MAGNET AT ZAVALA	ECTOR COUNTY ISD	79.8	81.5	13.9	28.0	15.6	4.1
071905131	PEBBLE HILLS EL	YSLETA ISD	79.8	85.9	10.4	36.1	13.2	3.1
077902101	LOCKNEY ELEMENTARY	LOCKNEY ISD	79.5	74.9	21.6	6.2	15.2	3.5
079901108	TRAVIS EL	LAMAR CISD	80.8	78.0	9.7	24.5	15.1	12.0
083901101	SEAGRAVES EL	SEAGRAVES ISD	80.8	74.6	16.9	16.0	11.2	7.6
095904101	PETERSBURG EL	PETERSBURG ISD	80.4	78.5	20.2	6.7	8.9	1.2
099902101	CHILLICOTHE EL	CHILLICOTHE ISD	80.2	28.1	64.6	12.5	19.6	2.1
101907127	METCALF ELEMENTARY	CYPRESS-FAIRBANKS ISD	79.2	62.6	10.0	46.0	14.4	20.0
101907128	HAIRGROVE ELEMENTARY	CYPRESS-FAIRBANKS ISD	79.8	78.3	9.8	49.8	11.9	8.3
101910101	CIMARRON EL	GALENA PARK ISD	79.6	84.0	12.3	46.9	10.5	3.2
101920119	SHERWOOD EL	SPRING BRANCH ISD	79.2	66.2	15.1	49.2	23.0	15.9
105902107	HERNANDEZ EL	SAN MARCOS CISD	79.3	72.4	20.3	14.1	12.8	5.7
109904109	HILLSBORO INTERMEDIATE	HILLSBORO ISD	79.7	52.6	29.7	16.8	13.3	16.6
133901101	CENTER POINT EL	CENTER POINT ISD	80.5	51.9	46.1	26.3	19.1	1.7
137901110	PEREZ EL	KINGSVILLE ISD	79.8	86.4	9.1	8.4	17.1	2.7
140905102	WEBB EL	OLTON ISD	80.0	78.6	20.3	23.9	20.3	1.1
152903101	AUSTIN EL	SLATON ISD	80.0	65.3	27.4	8.4	17.6	6.3
165901104	BURNET ELEMENTARY	MIDLAND ISD	78.9	74.6	21.5	20.4	20.2	3.6
170902105	MILAM EL	CONROE ISD	80.6	53.9	42.1	43.5	16.8	1.1
175903102	JOSE ANTONIO NAVARRO EL	CORSICANA ISD	79.2	44.1	38.0	19.9	18.1	14.2
177901101	ROSCOE EL	ROSCOE ISD	79.0	63.4	32.2	13.7	21.4	2.0
178905101	DRISCOLL EL	DRISCOLL ISD	78.9	90.5	9.5	12.6	21.6	0.0
185903101	FRIONA EL	FRIONA ISD	79.7	81.6	17.8	28.9	15.6	0.3
188901112	LAMAR EL	AMARILLO ISD	80.9	36.6	48.5	10.9	20.0	13.2
221901104	BOWIE EL	ABILENE ISD	79.4	47.0	42.9	6.1	17.8	8.3
227907105	BLAKE MANOR EL	MANOR ISD	80.3	62.7	22.9	33.3	19.5	13.6
235902102	DUDLEY ELEMENTARY MAGNET	VICTORIA ISD	80.7	73.9	16.3	5.9	23.6	8.7
237904101	ROBERTS ROAD EL	WALLER ISD	80.4	58.6	24.5	37.3	16.3	16.5
	Group Average		79.9	68.6	20.6	31.9	15.9	8.9

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

Gold Performance Acknowledgment: Reading

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Failer Avg VSG	(5) 2010 Avg VSG	(6) 2010 Quar-tile	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Failer Avg VSG	(5) 2010 Avg VSG	(6) 2010 Quar-tile
SLACK EL	194	612	664	104	51	Q3	189	606	673	71	67	Q1
> HIGHLAND LAKES EL	132	601	667	102	66	Q1	137	615	647	39	32	Q4
DR HESQUIO RODRIGUE	184	623	679	130	56	Q1	186	615	672	93	58	Q2
PITTSBURG EL	170	619	647	92	28	Q4	171	581	650	114	69	Q1
GOOD EL	123	609	668	124	59	Q1	125	638	700	97	62	Q2
BLAIR INT	231	584	650	117	66	Q1	229	590	650	86	60	Q2
STRICKLAND INT	210	618	679	107	61	Q1	212	623	697	109	74	Q1
ARTHUR KRAMER EL SCH	124	652	697	126	44	Q3	130	640	704	116	64	Q2
JUAN SEGUIN EL	132	632	671	101	39	Q4	133	611	670	80	60	Q2
BRANDENBURG EL	187	602	656	97	54	Q2	185	592	641	57	49	Q4
HODGES EL	234	633	678	88	46	Q3	237	642	695	74	53	Q3
MOTLEY EL	133	659	712	116	54	Q2	138	680	729	92	49	Q4
BORMAN EL	95	609	662	81	53	Q2	93	611	662	73	51	Q3
EL MAGNET AT ZAVALA	181	624	671	83	47	Q3	181	609	659	77	50	Q4
PEBBLE HILLS EL	192	605	661	123	57	Q1	174	585	657	94	72	Q1
LOCKNEY ELEMENTARY	68	613	670	103	57	Q1	69	601	662	78	61	Q2
TRAVIS EL	193	612	667	96	55	Q2	186	625	671	105	47	Q4
SEAGRAVES EL	70	579	657	150	78	Q1	69	563	666	121	103	Q1
PETERSBURG EL	46	663	695	77	32	Q4	45	636	683	53	46	Q4
CHILLICOTHE EL	33	670	703	75	33	Q4	32	681	738	114	57	Q3
METCALF ELEMENTARY	271	607	658	99	51	Q3	275	622	677	84	56	Q3
HAIRGROVE ELEMENTARY	253	616	671	93	55	Q2	254	637	708	145	72	Q1
CIMARRON EL	199	620	672	137	52	Q2	171	634	693	82	59	Q2
SHERWOOD EL	54	608	662	127	54	Q2	54	641	692	114	51	Q3
HERNANDEZ EL	111	630	678	114	48	Q3	116	643	697	121	53	Q3
HILLSBORO INTERMEDIA	331	629	682	85	53	Q2	332	624	674	65	50	Q4
CENTER POINT EL	69	643	678	106	35	Q4	69	615	673	61	58	Q2
PEREZ EL	127	593	614	88	21	Q4	127	534	594	79	59	Q2
WEBB EL	75	595	651	115	56	Q1	75	601	658	110	57	Q3
AUSTIN EL	156	597	644	82	47	Q3	155	594	644	73	50	Q4
BURNET ELEMENTARY	173	595	647	78	52	Q2	173	579	644	84	64	Q2
MILAM EL	114	609	628	78	20	Q4	126	576	628	101	52	Q3
JOSE ANTONIO NAVARRO	203	609	674	117	65	Q1	202	629	709	117	80	Q1
ROSCOE EL	61	646	671	65	25	Q4	61	649	674	59	25	Q4
DRISCOLL EL	48	622	666	101	44	Q3	47	623	664	77	41	Q4
FRIONA EL	162	602	648	81	47	Q3	160	575	648	91	74	Q1
LAMAR EL	72	614	690	176	76	Q1	73	631	717	145	86	Q1
BOWIE EL	167	654	681	91	26	Q4	162	620	671	78	52	Q3
BLAKE MANOR EL	123	604	641	79	37	Q4	122	612	665	82	54	Q3
DUDLEY ELEMENTARY MA	142	635	685	92	50	Q3	142	647	711	76	64	Q2
ROBERTS ROAD EL	123	625	681	97	57	Q1	130	627	711	135	83	Q1
Group Average	142	617	667	99	50	--	142	615	675	87	60	--

Note: All Values are based on students matched from 2010 to 2009. An Asterisk indicates less than five students tested.

# **Spicewood Elementary**

## **Performance —Profile & Campus Comparable Improvement Reports 2009-2010**

## *2009-10 Academic Excellence Indicator System*

*District Name: MARBLE FALLS ISD*

*Campus Name: SPICEWOOD EL*

*Campus #: 027904104*

*2010 Accountability Rating: Exemplary*

*Gold Performance Acknowledgments:*

*Commended on Reading/ELA*

*Commended on Writing*

*Commended on Science*

*Comparable Improvement: Reading & Mathematics*

District Name: MARBLE FALLS ISD  
 Campus Name: SPICEWOOD EL  
 Campus #: 027904104

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

Section I - Page 1  
 Total Students: 208  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2010 Standard Grade 3 (English)															
Reading	2010	92%	96%	98%	94%	*	*	96%	*	*	93%	94%	*	91%	*
	2009	90%	93%	94%	91%	*	> 99%	90%	*	*	89%	94%	*	87%	> 99%
Mathematics	2010	87%	92%	96%	84%	*	*	84%	*	*	87%	81%	*	91%	*
	2009	85%	88%	88%	80%	*	60%	86%	*	*	78%	82%	*	60%	60%
All Tests	2010	84%	91%	94%	84%	*	*	84%	*	*	87%	81%	*	91%	*
	2009	81%	85%	85%	77%	*	60%	83%	*	*	72%	82%	*	60%	60%
TAKS Met 2010 Standard Grade 4 (English)															
Reading	2010	86%	93%	93%	97%	*	83%	> 99%	*	*	94%	> 99%	*	92%	80%
	2009	85%	88%	90%	97%	*	*	96%	*	*	95%	> 99%	*	> 99%	*
Mathematics	2010	89%	91%	95%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	> 99%
	2009	87%	94%	92%	94%	*	*	93%	*	*	90%	> 99%	67%	92%	*
Writing	2010	92%	93%	96%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	> 99%
	2009	91%	94%	94%	91%	*	*	89%	*	*	84%	> 99%	*	80%	*
All Tests	2010	79%	83%	88%	97%	*	83%	> 99%	*	*	94%	> 99%	*	92%	80%
	2009	76%	82%	80%	86%	*	*	83%	*	*	75%	> 99%	33%	75%	*
TAKS Met 2010 Standard Grade 5 (English) First Administration Only															
Reading	2010	86%	88%	96%	88%	*	*	86%	*	*	95%	79%	40%	90%	*
	2009	83%	88%	92%	97%	*	*	> 99%	*	*	94%	> 99%	*	94%	*
Mathematics	2010	86%	92%	97%	97%	*	*	96%	*	*	95%	> 99%	> 99%	> 99%	*
	2009	84%	89%	91%	92%	*	40%	> 99%	*	*	94%	90%	*	88%	*
Science	2010	88%	92%	96%	82%	*	*	86%	*	*	85%	79%	50%	73%	*
	2009	85%	88%	92%	89%	*	*	94%	*	*	94%	85%	*	81%	*
All Tests	2010	76%	79%	92%	76%	*	*	79%	*	*	80%	71%	33%	73%	*
	2009	72%	76%	79%	87%	*	40%	94%	*	*	94%	81%	*	76%	*

District Name: MARBLE FALLS ISD  
 Campus Name: SPICEWOOD EL  
 Campus #: 027904104

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

Section I - Page 2  
 Total Students: 208  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2010	90%	92%	95%	96%	*	86%	97%	*	*	96%	96%	80%	94%	83%
	2009	88%	89%	92%	96%	*	> 99%	96%	*	*	95%	98%	86%	95%	> 99%
Mathematics	2010	84%	83%	94%	94%	*	93%	94%	*	*	94%	93%	> 99%	97%	> 99%
	2009	80%	80%	89%	91%	*	79%	94%	*	*	89%	92%	70%	82%	67%
Writing	2010	93%	94%	96%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	> 99%
	2009	92%	92%	94%	91%	*	*	89%	*	*	84%	> 99%	*	80%	*
Science	2010	83%	84%	96%	82%	*	*	86%	*	*	85%	79%	50%	73%	*
	2009	78%	81%	92%	89%	*	*	94%	*	*	94%	85%	*	81%	*
All Tests	2010	77%	76%	89%	86%	*	71%	88%	*	*	86%	85%	33%	86%	83%
	2009	72%	72%	79%	83%	*	64%	87%	*	*	80%	87%	50%	70%	67%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)															
Reading/ELA	2010	96%	97%	98%	98%	*	93%	99%	*	*	98%	98%	> 99%	97%	> 99%
	2009	95%	96%	97%	98%	*	> 99%	98%	*	*	98%	98%	86%	98%	> 99%
Mathematics	2010	91%	91%	98%	99%	*	93%	> 99%	*	*	98%	> 99%	> 99%	> 99%	> 99%
	2009	88%	88%	96%	97%	*	93%	98%	*	*	98%	96%	80%	93%	89%
Writing	2010	97%	96%	> 99%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	> 99%
	2009	96%	95%	> 99%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	*	> 99%	*
Science	2010	92%	94%	98%	94%	*	*	93%	*	*	95%	93%	67%	91%	*
	2009	83%	85%	94%	95%	*	*	> 99%	*	*	94%	95%	*	94%	*
All Tests	2010	88%	89%	96%	96%	*	93%	96%	*	*	96%	96%	67%	94%	> 99%
	2009	82%	83%	93%	94%	*	79%	97%	*	*	95%	94%	70%	91%	89%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2010	33%	30%	45%	39%	*	7%	44%	*	*	32%	47%	20%	35%	< 1%
	2009	31%	27%	38%	34%	*	8%	38%	*	*	29%	39%	29%	15%	< 1%
Mathematics	2010	29%	27%	41%	41%	*	21%	47%	*	*	35%	48%	< 1%	23%	17%
	2009	28%	25%	36%	40%	*	7%	46%	*	*	41%	40%	20%	27%	< 1%
Writing	2010	33%	32%	37%	45%	*	50%	46%	*	*	38%	53%	*	38%	60%
	2009	33%	28%	33%	48%	*	*	46%	*	*	26%	79%	*	70%	*
Science	2010	28%	31%	61%	50%	*	*	59%	*	*	55%	43%	17%	45%	*
	2009	26%	26%	45%	46%	*	*	48%	*	*	47%	45%	*	31%	*
All Tests	2010	15%	14%	25%	19%	*	7%	23%	*	*	16%	23%	< 1%	9%	< 1%
	2009	15%	11%	19%	19%	*	7%	22%	*	*	14%	25%	< 1%	7%	< 1%

District Name: MARBLE FALLS ISD  
 Campus Name: SPICEWOOD EL  
 Campus #: 027904104

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

Section I - Page 3  
 Total Students: 208  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS-M Met 2010 Standard (Sum of All Grades Tested)															
Reading/ELA	2010	85%	92%	> 99%	*	*	*	*	*	*	*	*	*	*	
	2009	82%	86%	> 99%	*	*	*	*	*	*	*	*	*	*	
Mathematics	2010	75%	76%	86%	*	*	*	*	*	*	*	*	*	*	
	2009	69%	66%	81%	*	*	*	*	*	*	*	*	*	*	
All Tests	2010	64%	71%	82%	*	*	*	*	*	*	*	*	*	*	
	2009	57%	58%	67%	*	*	*	*	*	*	*	*	*	*	
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	90%	92%	95%	96%	*	86%	98%	*	*	96%	96%	83%	94%	83%
	2009	88%	89%	92%	95%	*	> 99%	95%	*	*	93%	98%	82%	95%	> 99%
Mathematics	2010	84%	83%	94%	94%	*	93%	94%	*	*	94%	94%	> 99%	97%	> 99%
	2009	80%	79%	90%	90%	*	79%	93%	*	*	88%	92%	64%	82%	67%
Writing	2010	93%	93%	96%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	> 99%
	2009	91%	91%	94%	91%	*	*	90%	*	*	85%	> 99%	67%	83%	*
Science	2010	82%	84%	96%	82%	*	*	86%	*	*	85%	79%	50%	73%	*
	2009	77%	79%	89%	85%	*	40%	91%	*	*	89%	81%	60%	76%	*
All Tests	2010	76%	75%	88%	86%	*	71%	88%	*	*	86%	85%	33%	86%	83%
	2009	71%	71%	79%	83%	*	64%	86%	*	*	79%	87%	45%	70%	67%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	32%	30%	43%	39%	*	7%	44%	*	*	31%	47%	17%	34%	< 1%
Mathematics	2010	28%	26%	41%	41%	*	21%	46%	*	*	35%	47%	< 1%	23%	17%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 Campus Performance

Section I - Page 4  
Total Students: 208  
Grade Span: PK - 05  
School Type: Elementary

District Name: MARBLE FALLS ISD  
Campus Name: SPICEWOOD EL  
Campus #: 027904104

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>2010 TAKS Participation (Grades 3-11)</b>														
Tested	98.6%	99.7%	100.0%	100.0%	*	100.0%	100.0%	-	*	100.0%	100.0%	100.0%	100.0%	100.0%
<b>By Test Version</b>														
TAKS (1 or more)	90.8%	90.7%	93.5%	97.0%	*	100.0%	96.3%	-	*	98.0%	95.9%	50.0%	97.2%	100.0%
Not on TAKS	7.8%	9.0%	6.3%	3.0%	*	0.0%	3.7%	-	*	2.0%	4.1%	50.0%	2.8%	0.0%
TAKS(Acc) Only	2.3%	2.6%	1.2%	1.0%	*	0.0%	1.2%	-	*	0.0%	2.0%	16.7%	0.0%	0.0%
TAKS-M Only	3.3%	3.5%	3.0%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
TAKS-Alt Only	0.8%	0.9%	0.6%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	2.0%	1.0%	2.0%	*	0.0%	2.4%	-	*	2.0%	2.0%	33.3%	2.8%	0.0%
<b>By Acct Status</b>														
Acct System	90.0%	92.0%	90.6%	98.0%	*	100.0%	97.6%	-	*	100.0%	95.9%	100.0%	97.2%	100.0%
Non-Acct System	8.6%	7.6%	9.5%	2.0%	*	0.0%	2.4%	-	*	0.0%	4.1%	0.0%	2.8%	0.0%
Mobile	4.4%	3.3%	5.1%	2.0%	*	0.0%	2.4%	-	*	0.0%	4.1%	0.0%	2.8%	0.0%
Non-Acct Test	4.2%	4.4%	3.8%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.4%	0.3%	0.0%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.2%	0.0%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.1%	0.0%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Total Count</b>	<b>3,175,337</b>	<b>2,584</b>	<b>224</b>	<b>100</b>	<b>1</b>	<b>14</b>	<b>82</b>	<b>0</b>	<b>3</b>	<b>51</b>	<b>49</b>	<b>6</b>	<b>36</b>	<b>6</b>
<b>2009 TAKS Participation (Grades 3-11)</b>														
Tested	98.5%	99.4%	100.0%	100.0%	*	100.0%	100.0%	-	*	100.0%	100.0%	100.0%	100.0%	100.0%
<b>By Test Version</b>														
TAKS (1 or more)	90.8%	90.7%	93.6%	96.4%	*	92.9%	96.9%	-	*	96.6%	96.2%	63.6%	93.5%	88.9%
Not on TAKS	7.7%	8.7%	6.0%	3.6%	*	7.1%	3.1%	-	*	3.4%	3.8%	36.4%	6.5%	11.1%
TAKS(Acc) Only	2.3%	2.3%	1.9%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
TAKS-M Only	3.3%	3.9%	2.4%	0.9%	*	0.0%	1.0%	-	*	1.7%	0.0%	9.1%	0.0%	0.0%
TAKS-Alt Only	0.8%	0.6%	0.1%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	1.8%	0.8%	2.7%	*	7.1%	2.1%	-	*	1.7%	3.8%	27.3%	6.5%	11.1%
<b>By Acct Status</b>														
Acct System	87.3%	88.0%	87.3%	94.6%	*	92.9%	94.8%	-	*	93.2%	96.2%	63.6%	89.1%	88.9%
Non-Acct System	11.2%	11.4%	12.6%	5.4%	*	7.1%	5.2%	-	*	6.8%	3.8%	36.4%	10.9%	11.1%
Mobile	4.7%	4.4%	6.3%	1.8%	*	0.0%	2.1%	-	*	3.4%	0.0%	0.0%	4.3%	0.0%
Non-Acct Test	6.4%	6.9%	5.2%	3.6%	*	7.1%	3.1%	-	*	3.4%	3.8%	36.4%	6.5%	11.1%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1.5%	0.6%	0.0%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Absent	0.1%	0.0%	0.0%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.4%	0.0%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	0.4%	0.2%	0.0%	0.0%	*	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Hurricane Ike	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Count</b>	<b>3,132,150</b>	<b>2,631</b>	<b>198</b>	<b>112</b>	<b>1</b>	<b>14</b>	<b>96</b>	<b>0</b>	<b>1</b>	<b>59</b>	<b>53</b>	<b>11</b>	<b>46</b>	<b>9</b>

District Name: MARBLE FALLS ISD  
 Campus Name: SPICEWOOD EL  
 Campus #: 027904104

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

Section I - Page 5  
 Total Students: 208  
 Grade Span: PK - 05  
 School Type: Elementary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2010	57%	66%	64%	*	*	*	*	*	*	*	*	*	*	
	2009	43%	49%	43%	*	*	*	*	*	*	*	*	*	*	
Mathematics	2010	43%	51%	60%	88%	*	*	*	*	83%	*	*	> 99%	*	
	2009	36%	40%	47%	91%	*	*	> 99%	*	*	86%	*	> 99%	*	
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2010	78	91	107	*	*	*	*	*	*	*	*	*	*	
Mathematics	2010	70	78	96	119	*	*	*	*	117	*	*	130	*	
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2010	15%	13%	4%	12%	*	*	14%	*	5%	21%	60%	10%	*	
	2009	17%	14%	8%	3%	*	*	< 1%	*	6%	< 1%	*	6%	*	
TAKS Cumulative Met Standard (First and Second Administrations)															
	2010	92%	94%	99%	97%	*	*	96%	*	> 99%	93%	80%	> 99%	*	
	2009	90%	94%	98%	> 99%	*	*	> 99%	*	> 99%	> 99%	*	> 99%	*	
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2010	14%	11%	4%	3%	*	*	4%	*	5%	< 1%	< 1%	< 1%	*	
	2009	16%	15%	10%	8%	*	60%	< 1%	*	6%	10%	*	12%	*	
TAKS Cumulative Met Standard (First and Second Administrations)															
	2010	92%	95%	99%	97%	*	*	96%	*	95%	> 99%	> 99%	> 99%	*	
	2009	91%	93%	96%	97%	*	80%	> 99%	*	> 99%	95%	*	94%	*	
TAKS Failers Promoted by Grade Placement Committee															
	2009	84.7%	100.0%	*	*	-	*	-	-	-	*	*	*	*	
	2008	84.0%	91.7%	100.0%	*	-	-	*	-	*	*	*	-	-	
English Language Learners Progress Indicator (2011 Preview)															
	2009-10	79%	83%	98%	88%	*	88%	*	*	*	*	*	88%	83%	
	2008-09	76%	80%	99%	> 99%	*	> 99%	*	*	> 99%	*	*	> 99%	> 99%	
Attendance Rate															
	2008-09	95.6%	95.9%	96.6%	96.5%	*	97.7%	96.4%	-	*	96.7%	96.3%	96.2%	96.3%	98.4%
	2007-08	95.5%	95.6%	96.4%	96.6%	*	97.4%	96.5%	*	*	97.1%	96.1%	96.4%	96.3%	97.8%

District Name: MARBLE FALLS ISD  
 Campus Name: SPICEWOOD EL  
 Campus #: 027904104

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

Section II - Page 1  
 Total Students: 208  
 Grade Span: PK - 05  
 School Type: Elementary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	208	100.0%	18,892	4,003	4,824,778
Students By Grade:					
Early Childhood Education	0	0.0%	0.3%	0.4%	0.3%
Pre-Kindergarten	15	7.2%	4.4%	4.7%	4.4%
Kindergarten	24	11.5%	12.9%	7.2%	7.6%
Grade 1	31	14.9%	13.6%	7.1%	7.9%
Grade 2	34	16.3%	15.5%	8.0%	7.8%
Grade 3	35	16.8%	15.4%	7.2%	7.7%
Grade 4	33	15.9%	21.7%	7.7%	7.6%
Grade 5	36	17.3%	13.3%	7.4%	7.5%
Grade 6	0	0.0%	2.9%	7.9%	7.3%
Grade 7	0	0.0%	0.0%	7.5%	7.3%
Grade 8	0	0.0%	0.0%	7.1%	7.2%
Grade 9	0	0.0%	0.0%	7.5%	8.1%
Grade 10	0	0.0%	0.0%	6.5%	6.9%
Grade 11	0	0.0%	0.0%	7.6%	6.4%
Grade 12	0	0.0%	0.0%	6.2%	5.9%
Ethnic Distribution:					
African American	6	2.9%	2.5%	2.4%	14.0%
Hispanic	28	13.5%	13.5%	37.2%	48.6%
White	171	82.2%	82.3%	59.2%	33.3%
Native American	0	0.0%	0.5%	0.4%	0.4%
Asian/Pac. Islander	3	1.4%	1.2%	0.8%	3.7%
Economically Disadvantaged	82	39.4%	36.6%	58.0%	59.0%
Limited English Proficient (LEP)	15	7.2%	3.9%	11.5%	16.9%
Students w/Disciplinary Placements (2008-09)	25	10.3%	5.0%	16.2%	13.4%
At-Risk	40	19.2%	27.9%	45.2%	47.2%
Mobility (2008-09)	19	9.8%	12.1%	15.3%	18.9%
Number of Students per Teacher	13.5	n/a	14.7	12.9	14.5

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	0.0%	4.5%	2.6%	2.4%	0.0%	16.4%	3.0%	11.8%
Grade 1	3.1%	3.2%	3.6%	5.3%	0.0%	7.1%	3.2%	9.7%
Grade 2	0.0%	1.6%	4.2%	3.0%	-	1.9%	0.0%	4.2%
Grade 3	2.9%	1.1%	1.1%	2.3%	-	3.5%	4.7%	2.4%
Grade 4	0.0%	0.9%	0.4%	1.2%	0.0%	1.2%	0.0%	1.0%
Grade 5	0.0%	0.9%	1.5%	1.7%	0.0%	1.6%	0.0%	1.7%
Grade 6	-	0.6%	0.0%	0.8%	-	0.0%	4.7%	1.3%
Grade 7	-	-	0.0%	1.2%	-	100.0%	3.6%	1.8%
Grade 8	-	-	0.8%	1.4%	-	-	0.0%	2.5%

District Name: MARBLE FALLS ISD  
 Campus Name: SPICEWOOD EL  
 Campus #: 027904104

T E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 2009-10 Campus Profile

Section II - Page 2  
 Total Students: 208  
 Grade Span: PK - 05  
 School Type: Elementary

CLASS SIZE INFORMATION  
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	12.0	18.5	17.0	19.3
Grade 1	15.5	18.1	17.6	19.1
Grade 2	17.0	18.7	19.9	19.2
Grade 3	17.0	19.8	17.3	19.3
Grade 4	17.0	19.8	17.8	19.9
Grade 5	19.0	23.1	20.5	22.4
Grade 6	-	19.2	20.1	21.1
Mixed Grades	-	26.5	-	24.7
Secondary: English/Language Arts	-	-	17.1	17.8
Foreign Languages	-	-	20.0	19.4
Mathematics	-	-	19.5	18.5
Science	-	-	20.9	19.3
Social Studies	-	-	22.5	20.4

District Name: MARBLE FALLS ISD  
 Campus Name: SPICEWOOD EL  
 Campus #: 027904104

T E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 2009-10 Campus Profile

Section II - Page 3  
 Total Students: 208  
 Grade Span: PK - 05  
 School Type: Elementary

STAFF INFORMATION	-----Campus-----		Campus	District	State
	Count	Percent	Group		
Total Staff:	24.4	100.0%	100.0%	100.0%	100.0%
Professional Staff:	21.4	87.7%	81.5%	57.9%	63.2%
Teachers	15.4	63.2%	70.2%	47.4%	50.5%
Professional Support	4.0	16.4%	7.8%	6.5%	8.9%
Campus Admin. (School Leader.)	2.0	8.2%	3.5%	2.8%	2.8%
Educational Aides:	3.0	12.3%	18.5%	12.2%	9.8%
Total Minority Staff:	1.0	4.1%	4.5%	19.5%	43.9%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	0.7%	2.3%	9.5%
Hispanic	0.0	0.0%	2.0%	8.1%	22.5%
White	15.4	100.0%	96.6%	88.7%	66.4%
Native American	0.0	0.0%	0.3%	0.3%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.4%	0.6%	1.3%
Males	1.0	6.5%	4.8%	20.5%	23.0%
Females	14.4	93.5%	95.2%	79.5%	77.0%
Teachers by Years of Experience:					
Beginning Teachers	1.0	6.5%	2.9%	1.9%	6.0%
1-5 Years Experience	7.0	45.3%	24.1%	25.4%	31.0%
6-10 Years Experience	1.0	6.5%	22.3%	22.2%	20.3%
11-20 Years Experience	5.4	35.3%	31.2%	32.4%	24.4%
Over 20 Years Experience	1.0	6.5%	19.5%	18.0%	18.3%
		Campus	Campus	District	State
Average Years Experience of Teachers:		9.5 yrs.	12.6 yrs.	12.3 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:		4.1 yrs.	7.8 yrs.	6.5 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$38,500	\$40,504	\$38,500	\$41,165
1-5 Years Experience		\$40,246	\$39,800	\$40,085	\$43,527
6-10 Years Experience		\$42,574	\$42,399	\$43,770	\$46,149
11-20 Years Experience		\$49,258	\$46,957	\$49,203	\$50,153
Over 20 Years Experience		\$57,500	\$53,001	\$55,639	\$58,427
Average Actual Salaries (regular duties only):					
Teachers		\$44,578	\$45,203	\$46,636	\$48,263
Professional Support		\$50,977	\$49,887	\$52,802	\$56,470
Campus Administration (School Leadership)		\$67,615	\$65,440	\$70,661	\$70,209
Contracted Instructional Staff (not incl. above):	0.0		3.5	0.0	1,722.9

District Name: MARBLE FALLS ISD  
 Campus Name: SPICEWOOD EL  
 Campus #: 027904104

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

Section II - Page 4  
 Total Students: 208  
 Grade Span: PK - 05  
 School Type: Elementary

ACTUAL OPERATING EXPENDITURE INFORMATION (2008-09)	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
<b>By Function:</b>									
Total Operating Expenditures	\$1,568,236	100.0%	\$7,064	\$1,703,229	100.0%	\$7,672	\$105,328,001	100.0%	\$5,611
Instruction (11,95)	\$1,188,617	75.8%	\$5,354	\$1,306,795	76.7%	\$5,886	\$80,816,343	76.7%	\$4,305
Instructional-Related Services (12,13)	\$51,227	3.3%	\$231	\$62,052	3.6%	\$280	\$3,582,140	3.4%	\$191
Instructional Leadership (21)	\$47,327	3.0%	\$213	\$47,327	2.8%	\$213	\$1,251,979	1.2%	\$67
School Leadership (23)	\$121,866	7.8%	\$549	\$123,546	7.3%	\$557	\$7,369,810	7.0%	\$393
Support Services-Student (31,32,33)	\$156,130	10.0%	\$703	\$157,034	9.2%	\$707	\$5,092,453	4.8%	\$271
Other Campus Costs (35,36,51,52,53)	\$3,069	0.2%	\$14	\$6,475	0.4%	\$29	\$7,215,276	6.9%	\$384
<b>By Program:</b>									
Total Operating Expenditures	\$1,565,167	100.0%	\$7,050	\$1,651,223	100.0%	\$7,438	\$97,724,677	100.0%	\$5,206
Bilingual/ESL Education (25)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,085,957	1.1%	\$58
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$75,487	0.1%	\$4
Accelerated Education (24,30)	\$3,173	0.2%	\$14	\$89,229	5.4%	\$402	\$9,713,407	9.9%	\$517
Gifted & Talented Education (21)	\$81,707	5.2%	\$368	\$81,707	4.9%	\$368	\$1,157,128	1.2%	\$62
Regular Education (11)	\$1,274,399	81.4%	\$5,741	\$1,274,399	77.2%	\$5,741	\$70,633,809	72.3%	\$3,763
Special Education (23)	\$205,888	13.2%	\$927	\$205,888	12.5%	\$927	\$15,058,889	15.4%	\$802
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
<b>Student Enrollment by Program:</b>					
Bilingual/ESL Education	15	7.2%	3.8%	11.6%	16.1%
Career & Technical Education	0	0.0%	0.0%	23.0%	21.3%
Gifted & Talented Education	16	7.7%	5.3%	6.7%	7.6%
Special Education	17	8.2%	8.7%	11.7%	9.0%
<b>Teachers by Program (population served):</b>					
Bilingual/ESL Education	0.0	0.0%	1.0%	6.8%	7.0%
Career & Technical Education	0.0	0.0%	0.0%	4.4%	3.9%
Compensatory Education	1.0	6.5%	6.1%	6.4%	3.4%
Gifted & Talented Education	0.0	0.0%	0.7%	2.2%	2.0%
Regular Education	13.4	87.1%	83.1%	70.7%	71.0%
Special Education	1.0	6.5%	9.2%	9.5%	9.6%
Other	0.0	0.0%	0.0%	0.0%	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.

Target Campus Name: SPICEWOOD EL  
 Target Campus #: 027904104  
 District Name: MARBLE FALLS ISD  
 Campus Type: Elementary School

T e x a s E d u c a t i o n A g e n c y  
 2009-10 Campus Comparison Group

Campus Number	Campus Name	District Name	% White	% Econ	% Hispanic	% Mobility	% LEP	% Afr_Amer
025905101	MAY EL	MAY ISD	83.9	59.7	12.1	18.9	4.7	2.7
027904104 >	SPICEWOOD EL	MARBLE FALLS ISD	82.2	39.4	13.5	9.8	7.2	2.9
046902113	REBECCA CREEK EL SCHOOL	COMAL ISD	81.7	43.9	16.1	12.9	1.7	1.0
067902101	CISCO EL	CISCO ISD	82.6	69.8	14.3	17.2	3.1	1.5
070908105	LONGBRANCH EL	MIDLOTHIAN ISD	81.9	12.3	12.0	9.5	1.4	5.4
084909102	ELIZABETH YAWS COWAN EL	SANTA FE ISD	83.6	36.5	14.1	10.0	2.3	1.4
086902101	HARPER EL	HARPER ISD	83.9	46.1	14.6	11.6	1.6	0.0
091902102	COLLINSVILLE PRI	COLLINSVILLE ISD	83.9	38.6	14.8	17.2	8.5	0.9
091903104	HYDE PARK EL	DENISON ISD	81.2	39.5	10.2	14.1	6.0	4.1
091905101	HOWE EL	HOWE ISD	83.1	48.8	14.1	15.1	9.5	2.0
101913106	BEAR BRANCH EL	HUMBLE ISD	82.1	10.9	14.6	8.0	2.9	2.2
101925103	HUFFMAN INT SCHL	HUFFMAN ISD	83.8	34.6	13.8	13.6	5.3	2.0
116901102	KATHRYN GRIFFIS EL	CADDO MILLS ISD	83.6	37.7	13.3	12.2	4.5	2.1
116910101	CAMPBELL EL	CAMPBELL ISD	82.9	53.5	14.0	20.9	8.3	1.8
126902108	BRANSOM EL	BURLESON ISD	82.5	27.0	12.7	14.1	7.3	2.9
126905101	H D STAPLES EL	JOSHUA ISD	84.0	60.6	14.1	19.8	2.4	1.8
129901102	NOLA KATHRYN WILSON EL	CRANDALL ISD	80.7	35.0	14.2	12.0	8.5	3.4
129904102	KEMP INT	KEMP ISD	83.6	61.6	13.5	20.8	3.2	2.6
129905103	CENTRAL EL	MABANK ISD	80.9	66.7	13.9	11.7	4.2	4.2
129910101	SCURRY-ROSSER EL	SCURRY-ROSSER ISD	83.7	48.4	12.6	17.2	1.7	3.2
150901101	LLANO EL	LLANO ISD	82.7	53.6	14.5	10.9	4.1	0.9
161916101	WEST INTERMEDIATE	WEST ISD	83.0	49.3	13.0	9.0	1.3	4.0
161920102	CHINA SPRING EL	CHINA SPRING ISD	81.8	34.6	14.4	15.8	2.8	3.0
170902121	BUSH EL	CONROE ISD	81.3	8.4	10.9	5.8	2.4	2.5
170906107	NICHOLS SAWMILL ELEMENTA	MAGNOLIA ISD	81.9	37.9	13.7	11.3	3.0	1.9
184902106	SPRINGTOWN ELEMENTARY	SPRINGTOWN ISD	83.8	55.8	12.3	18.6	3.7	2.1
188901139	PUCKETT EL	AMARILLO ISD	81.3	18.7	14.3	11.6	5.6	2.2
188902101	ROLLING HILLS EL	RIVER ROAD ISD	83.7	70.7	13.1	14.9	1.2	2.4
190903051	RAINS INTERMEDIATE	RAINS ISD	81.6	56.7	12.7	12.2	3.3	4.1
199901108	DOROTHY SMITH PULLEN EL	ROCKWALL ISD	82.3	15.6	11.9	7.9	4.7	3.4
209901101	NANCY SMITH EL	ALBANY ISD	80.7	44.3	15.2	13.1	2.7	3.0
210902102	JOAQUIN EL	JOAQUIN ISD	81.7	61.0	12.4	18.3	8.6	5.7
220915106	SILVER CREEK EL	AZLE ISD	83.6	40.5	13.8	12.8	1.6	1.6
226906101	WALL EL	WALL ISD	82.2	18.1	16.3	8.5	4.1	0.5
227901112	CASIS EL	AUSTIN ISD	81.6	3.8	11.7	2.3	3.2	3.4
227909103	VALLEY VIEW EL	EANES ISD	83.9	8.2	10.3	4.4	4.5	0.4
227913103	BEE CAVE ELEMENTARY	LAKE TRAVIS ISD	83.5	12.5	12.2	8.6	1.4	0.5
234906104	VAN MIDDLE	VAN ISD	81.2	51.6	15.0	12.8	3.4	3.4
246904109	JO ANN FORD EL	GEORGETOWN ISD	80.7	13.8	15.0	5.5	2.4	1.9
246908103	BILL BURDEN EL	LIBERTY HILL ISD	80.7	24.6	15.5	8.1	3.5	1.8
250907103	WINNSBORO EL	WINNSBORO ISD	81.2	56.3	14.3	17.0	10.3	3.0
	Group Average		82.3	36.6	13.5	12.1	3.9	2.5

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

Gold Performance Acknowledgment: Reading and Mathematics

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Failer Avg VSG	(5) 2010 Avg VSG	(6) 2010 Quar-tile	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Failer Avg VSG	(5) 2010 Avg VSG	(6) 2010 Quar-tile
MAY EL	57	662	680	40	18	Q4	56	658	694	60	36	Q4
> SPICEWOOD EL	62	643	701	188	59	Q1	64	629	714	119	86	Q1
REBECCA CREEK EL SCH	166	664	707	165	43	Q2	167	644	703	110	59	Q2
CISCO EL	104	639	694	86	54	Q1	104	623	692	79	69	Q1
LONGBRANCH EL	237	685	734	140	49	Q2	241	675	739	109	65	Q2
ELIZABETH YAWS COWAN	318	643	666	197	23	Q4	321	616	671	112	55	Q3
HARPER EL	62	698	735	-	38	Q3	63	665	725	209	60	Q2
COLLINSVILLE PRI	42	691	679	-	-12	Q4	41	618	678	-	60	Q2
HYDE PARK EL	81	682	717	79	36	Q3	83	651	708	54	56	Q3
HOWE EL	66	607	676	148	69	Q1	65	593	664	81	71	Q1
BEAR BRANCH EL	158	671	725	126	54	Q1	157	672	724	131	52	Q3
HUFFMAN INT SCHL	392	638	686	127	47	Q2	401	631	678	75	46	Q3
KATHRYN GRIFFIS EL	105	679	740	167	62	Q1	103	677	723	154	47	Q3
CAMPBELL EL	64	644	698	54	55	Q1	68	597	672	124	75	Q1
BRANSOM EL	113	657	712	134	55	Q1	114	630	700	125	70	Q1
H D STAPLES EL	157	657	695	76	38	Q3	155	628	678	98	51	Q3
NOLA KATHRYN WILSON	148	645	708	112	63	Q1	148	645	703	89	58	Q2
KEMP INT	261	637	679	89	42	Q2	266	638	682	80	44	Q4
CENTRAL EL	73	622	662	116	41	Q3	73	598	687	152	89	Q1
SCURRY-ROSSER EL	57	605	650	104	45	Q2	57	576	648	100	71	Q1
LLANO EL	125	659	700	99	41	Q3	129	667	701	61	34	Q4
WEST INTERMEDIATE	200	639	691	128	52	Q1	200	621	686	95	65	Q2
CHINA SPRING EL	154	650	689	142	39	Q3	154	614	680	127	66	Q1
BUSH EL	149	657	707	196	50	Q2	150	647	733	-	86	Q1
NICHOLS SAWMILL ELEM	210	658	705	109	47	Q2	211	649	684	90	35	Q4
SPRINGTOWN ELEMENTAR	157	597	618	52	21	Q4	158	563	589	64	27	Q4
PUCKETT EL	108	725	766	-	40	Q3	109	700	746	33	46	Q3
ROLLING HILLS EL	80	599	626	56	27	Q4	79	558	667	157	109	Q1
RAINS INTERMEDIATE	196	644	682	117	38	Q3	201	628	675	115	46	Q3
DOROTHY SMITH PULLEN	253	707	741	63	34	Q4	254	697	739	115	42	Q4
NANCY SMITH EL	95	685	725	69	40	Q3	96	695	742	89	47	Q3
JOAQUIN EL	138	674	716	97	42	Q2	137	669	716	90	47	Q3
SILVER CREEK EL	91	641	668	100	26	Q4	87	601	666	73	64	Q2
WALL EL	138	673	720	82	47	Q2	140	682	735	135	53	Q3
CASIS EL	220	702	756	145	54	Q1	220	670	731	133	60	Q2
VALLEY VIEW EL	139	704	748	-	44	Q2	138	677	743	178	66	Q1
BEE CAVE ELEMENTARY	175	690	731	140	41	Q3	175	678	727	96	48	Q3
VAN MIDDLE	465	670	698	41	27	Q4	464	656	692	66	36	Q4
JO ANN FORD EL	183	689	742	154	53	Q1	183	700	757	44	58	Q2
BILL BURDEN EL	186	647	680	72	33	Q4	186	612	655	90	42	Q4
WINNSBORO EL	88	679	687	89	8	Q4	87	654	715	-2	60	Q2
Group Average	151	661	702	96	41	--	152	646	699	95	53	--

Note: All Values are based on students matched from 2010 to 2009. An Asterisk indicates less than five students tested.

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# **Academic Excellence Indicator System (AEIS)**

## **The District "Report Card"**

**Marble Falls ISD  
2009-2010**



**"In Pursuit of Excellence"**

**Public Hearing - December 13, 2010**

**AEIS Data may be viewed online at <http://ritter.tea.state.tx.us/perfreport/aeis/2010/index.html>.**

**Marble Falls ISD  
1800 Colt Circle  
Marble Falls, TX 78654**

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### **III. Texas Higher Education Coordinating Board (THECB)**

#### **Report of 2007-2008 High School Graduates Enrollment and Academic Performance in Texas Public Higher Education in FY 2009**

Note: The 2008-2009 High School Graduates Enrollment and Academic Performance in Texas Public Higher Education in FY 2010 has not been released at the time of printing the MFISD 2009-2010 District Report Card (12/20/2010). When the report is completed by THECB, an announcement will be sent to the school district contacts and will also be posted on the following website: <http://www.thecb.state.tx.us/Reports>.

## **Report of 2007-2008 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2009**

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2007- 2008 high school graduates who attended public four-year and two-year higher education in FY 2009. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2008, spring 2009, and summer 2009 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2009, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2009 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.thecb.state.tx.us/Reports/PDF/1497.PDF> . That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

**Texas High School Graduates from FY2008  
Enrolled in Texas Public or Independent Higher Education in FY 2009**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5	
<b>MARBLE FALLS ISD</b>								
	027904002 FALLS CAREER H S							
	Four-Year Public University	1						
	Two-Year Public Colleges	7	2	0	2	1	2	0
	Independent Colleges & Universities	0						
	Not Trackable	1						
	Not Found	28						
	Total High School Graduates	37						
	027904001 MARBLE FALLS HIGH SCHOOL							
	Four-Year Public University	59	9	14	16	11	9	0
	Two-Year Public Colleges	61	14	13	9	10	11	4
	Independent Colleges & Universities	12						
	Not Trackable	3						
	Not Found	87						
	Total High School Graduates	222						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

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# **IV. Report on Violent or Criminal Incidents**

**2009-2010**

## Report on Violent and Criminal Incidents

Texas statute requires every district to publish a report on violent and criminal incidents at their schools for use and review by the public and district. This report must include:

- a. a statement of the number, rate, and type of violent or criminal incidents which occurred on each campus;
- b. information concerning school violence prevention and violence intervention procedures; and,
- c. findings that result from evaluations conducted under the Safe and Drug Free Schools and Communities Act of 1994 (20 U.S.C. 7101 et seq.)

### 2009-2010 Incident Report\*

Incident	High School # of Students	Middle School # of Students	Total Students
Possession (alcohol)	3	1	4
Assault (non-weapon)	4	0	4
Felony (off-campus)	4	0	4
Possession (controlled substance)	14	12	26
Substance Abuse (tobacco)	0	0	0
Terroristic Threat	0	0	0

\*Students assigned to DAEP as per PEIMS Report

Incidents resulting in Placement

<b>District (Average Number of Days)</b>						
Placement Type	Eco-Disadvantaged	Special Education	African American	Hispanic	White	All Students
Discretionary Placements	30	35	45	31	26	34
Mandatory Placements	33	34	39	32	41	37
Discretionary Expulsions	0	0	0	0	0	0
Mandatory Expulsions	1	0	0	0	1	1

<b>District (Number of Students)</b>						
Placement Type	Eco-Disadvantaged	Special Education	African American	Hispanic	White	All Students
Discretionary Placements	78	27	6	39	47	92
Mandatory Placements	27	9	1	13	21	35
Discretionary Expulsions	0	0	0	0	0	0
Mandatory Expulsions	1	0	0	0	1	1

## Intervention/Prevention Efforts

### **A. Prevention Training**

1. Teen Leadership and Crisis Prevention Intervention (CPI) training for staff
2. Parent Skills Training for underage parents

### **B. Crisis Management Plan**

1. District Plan developed and posted in every classroom/office in the district
2. Security checks performed on all campuses each semester by the district Safe and Drug Free Schools Coordinator
3. Each campus has a campus safety committee that reviews and evaluates crisis management needs
4. Unscheduled safety drills monitored by administrators will be held on all campuses

### **C. Intervention Efforts**

1. Comprehensive Needs Assessment Survey distributed to parents, teachers, and students
2. Drug awareness programs
  - a. High School assemblies/integrated curriculum
  - b. Red Ribbon Activities
  - d. Canine Detection
  - f. Drug counseling
  - g. Teen Leadership Classes at High School
3. Safe & Drug Free School Coordinator
  - a. Oversee all security/safe and drug free school programs
  - b. Oversee all health advisory programs
4. Health Advisory Committee – District and community review board addressing comprehensive health education
5. Drug Testing Policy (all extracurricular students)
6. Dating violence curriculum; dating violence training for teachers
7. Partnership with the Hill Country Area Crimestoppers Program providing cash rewards for information that solves any crime against MFISD

### **D. Alternative Career High School (FALLS) with non-traditional focus**

## **E. Protection Policies/Procedures**

1. Campus Based
  - a. In school suspension (short term behavior monitoring/academic provision)
  - b. Campus counselor – individual and small group sessions
  - c. Campus Support Teams (team review of individual student intervention needs)
  - d. Computer software that tracks visitors and checks sex offender data base
  
2. Alternative Education Setting
  - a. Entrance profile/reflection on behavior and responsibility for actions
  - b. On-going counseling by certified counselor
  - c. Full scope of curriculum available through certified instructors/aides and on-line curriculum
  - d. Drug Counseling
  - e. Career Counseling
  - f. Exit “action plan” to support transition/return to general campus
  - g. Safety net plan to support returning students for initial six weeks
  
3. Special Programs Support
  - a. Comprehensive special programs for identified special education and at-risk populations
  - b. Licensed School Psychologist (screening, evaluation, counseling)
  
4. Serious Criminal Offense
  - a. Repeated misconduct/serious criminal conduct resulting in expulsion
  - b. Cooperative support through local criminal justice system

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## V. GLOSSARY of TERMS

A translation in Spanish, the **Glosario**, will be available, in January 2011.

<http://www.tea.state.tx.us/perfreport/aeis/2010/glossary.html>

# Glossary

for the  
**Academic Excellence Indicator System**  
2009-10 Report

**Accountability Rating:** This refers to the district and campus ratings assigned by the 2010 state accountability system. Districts and campuses are evaluated on performance on the TAKS, completion rate, and annual dropout rate. Possible ratings are:

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

The above ratings apply to districts (including charter operators) and schools rated under the standard accountability procedures.

Additionally, alternative education accountability (AEA) ratings are issued to campuses and charters registered to be evaluated under AEA procedures. Possible AEA ratings are:

- *AEA: Academically Acceptable;*
- *AEA: Academically Unacceptable;* and
- *AEA: Not Rated – Other.*
- *AEA: Not Rated – Data Integrity Issues.*

For a more detailed explanation of the accountability system, see the *2010 Accountability Manual* available at

<http://ritter.tea.state.tx.us/perfreport/account/2010/manual/>

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

*Campus-level accountability subset:* If a student was reported in membership at one campus on October 30, 2009, but moves to another campus before the TAKS test, that student's performance was removed from the accountability results for both campuses, whether the campuses were in the same district or different districts. Campuses were held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

*District-level accountability subset:* If a student was in one district on October 30, 2009, but then moved to another district before the TAKS test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance was included in that

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

**All Funds:** Financial information is broken down by fund type (general fund only and all funds). *All Funds* consists of four fundamental fund groups: General Fund (fund codes 101-199 and 420), Special Revenue Funds (fund codes 200/300/400), Debt Service Funds (fund code 599), and Capital Projects Funds (fund codes 601 and 699). It also includes the Enterprise Fund, and the National School Breakfast and Lunch Program (fund code 701). Within the general fund, fund code 420—Foundation School Program and Other State Aid—is used by charter operators only.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2008-09). For more information on fund codes, see *Appendix B. (Source: PEIMS, March 2010)*

**Annual Dropout Rate:** Three annual dropout rate indicators are shown:

(1) *Annual Dropout Rate (Gr 7-8).* This includes only grades 7 and 8. This rate is used in determining a campus accountability rating under standard procedures (for campuses that have one or both of those grades) or the district's rating. It is calculated as follows:

---

number of dropouts in grades 7 and 8 during the 2008-09 school year

number of grade 7 and 8 students who were in attendance at any time during the 2008-09 school year

(2) *Annual Dropout Rate (Gr 7-12).* This includes grades 7 through 12. This rate is used in determining a campus or charter operator accountability rating under AEA procedures (for campuses or charters that have one or more of those grades). It is calculated as follows:

---

number of dropouts in grades 7 through 12 during the 2008-09 school year

number of grade 7-12 students who were in attendance at any time during the 2008-09 school year

(3) *Annual Dropout Rate (Gr 9-12).* This includes grades 9 through 12. This measure shows the dropout rates for the high school grades. It is a report-only measure and is not used in determining accountability ratings. It is calculated as follows:

---

number of dropouts in grades 9 through 12 during the 2008-09 school year

number of grade 9-12 students who were in attendance at any time during the 2008-09 school year

All three annual rates appear on district, region, and state-level AEIS reports. Reports for secondary campuses evaluated under standard procedures show the grade 7-8 and grade 9-12 rates. Reports for secondary campuses evaluated under AEA procedures show the grade 7-8 and grade 7-12 rates.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay. For a more complete description of dropout rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2008-09* reports, available at

<http://www.tea.state.tx.us/index4.aspx?id=4080>

number of students coded as at-risk  
total number of students

A column showing at-risk student performance is shown on the district, region, and state reports. While this column is not available on the campus-level reports, counts of at-risk students are shown in the *Profile* section of the campus reports (as well as the district, region, and state reports).

The statutory criteria for at-risk status include each student who is under 21 years of age and who:

- 1) was not advanced from one grade level to the next for one or more school years;
- 2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 4) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with §TEC 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the PEIMS to have dropped out of school;
- 10) is a student of limited English proficiency, as defined by §TEC 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments; or
- 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

*(Sources: PEIMS, Oct. 2009; Texas Education Code, 81<sup>st</sup> Texas Legislature)*

measure refers to the total number of (completed) years of professional experience for the individual in any district. (*Source: PEIMS, Oct. 2009*)

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

**Bilingual Education/English as a Second Language Report (District Performance only):**

Changes to §TEC 39.051 passed during the 80<sup>th</sup> Legislative Session (2007) require districts to report performance for selected AEIS indicators disaggregated by bilingual and ESL instructional models. To accommodate this requirement *Section III* was added beginning with the 2008-09 AEIS reports. *Section III* of the AEIS reports shows the statutorily-required performance indicators disaggregated by nine columns for students identified as LEP in the current school year.

Current LEP students receiving either Bilingual Education (BE) or English as a Second Language (ESL) program services are presented as a total as well as disaggregated by program instructional model within BE and ESL. Results are also shown for current LEP students who did not receive any BE/ESL services.

The indicators shown are: The TAKS 2010 accountability base indicator; the SSI indicators (measures 1 and 2 only), and the Progress of Prior Year Failers (percent passing only). Four columns shown in *Section III* are repeated from *Section I*: State, Region, District, and Total LEP.

*Section III* is included in district, region, and state AEIS reports. The information is not calculated or reported at the campus level. Two years of data are shown.

For more information on *Section III*, see the sample in *Appendix I*. See also *TAKS, Student Success Initiative*, and *Progress of Prior Year TAKS Failers*. For definitions of the BE/ESL instructional model types, see the *PEIMS Data Standards*.

**Campus Group:** Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that campus on six characteristics. Comparison groups are provided so that schools can compare their performance to that of other schools with whom they are demographically similar. Comparison groups are also used for determining the Comparable Improvement *Gold Performance Acknowledgments*.

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- the percent of African American students enrolled for 2009-10;
- the percent of Hispanic students enrolled for 2009-10;
- the percent of White students enrolled for 2009-10;
- the percent of economically disadvantaged students enrolled for 2009-10;

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

See *Comparable Improvement and Vertical Scale Growth*.

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

**Class Size Averages by Grade and Subject:** These values show the average class size for elementary classes (by grade) and for secondary classes (by subject) for selected subjects. Districts do not report actual class size averages, but beginning with the 2009-10 PEIMS data collection, they do report actual class sizes through the PEIMS 090 (Staff Responsibility) record. Each 090 record is now unique by campus ID, staff ID, service ID, and class ID number.

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

For elementary classes, the number of records reported for each grade is considered. A teacher teaching all subjects to the same group of fourth graders all day will have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. For example, one 4<sup>th</sup> grade science teacher teaches 5 science classes each day with: 18, 20, 19, 21, and 22 students in the different classes. That is a total of 100 students taught in 5 sections, 100 divided by 5 gives an average class size of 20 for that teacher.

The following rules apply to the average class sizes:

- 1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation;
- 2) subjects in the areas of English language arts, mathematics, science, social studies, foreign language, computer science, business education, career and technical, and self-contained are included in the calculation;
- 3) classes where the number of students served is reported to be zero are not included;
- 4) service codes with the "SR" prefix are not included;
- 5) teacher roles coded as "teacher" and/or "substitute teacher" are included;

number of graduates who scored at or above the *College-Ready* criteria on  
both ELA & mathematics

---

number of graduates (class of 2009) with results in both subjects to evaluate

This indicator differs from the TSI – Higher Education Readiness Component, in several ways:

- it includes performance on the SAT and ACT;
- it is based on prior year graduates rather than current year 11<sup>th</sup> graders;
- it provides an overall measure of both subjects combined; and
- performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered.

Performance on the exit-level TAKS includes performance on TAKS (Accommodated).

Schools and districts may qualify for *Gold Performance Acknowledgment* for performance on the College-Ready Graduates indicator (measure 3 above). For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2010 Accountability Manual*. (Sources: *TEA Student Assessment Division, The College Board, Aug. 2009, Aug. 2010, ACT, Inc. Oct. 2009, Oct. 2008; and PEIMS, Oct. 2009, Oct. 2008*)

**Commended Performance:** See *TAKS Commended*.

**Community Services (2008-09) (District Profile only):** Expenditures for activities or purposes other than regular public education. These are activities relating to the whole community, such as the operation of a school library, swimming pool, and playgrounds for the public (objects 6100-6400, function 61). Community Services expenditures are shown as a stand-alone amount and are not included in total operating expenditures.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2008-09). See also *Appendix B*. (Source: *PEIMS, March 2010*)

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

Beginning with 2010, the Texas Growth Index (TGI) is no longer used in determining CI. To determine change, or student growth, the new Vertical Scale Growth (VSG) is used. Because the vertical scale is only available for grades 4 through 8, no comparable improvement can be calculated for schools that do not include any of those grades. This includes most high schools in Texas.

For schools that include grades 4, 5, 6, 7, and/or 8, CI is calculated separately for reading and mathematics, based on individual student VSG values. These are aggregated to the campus level to create an average VSG for each campus. The average VSG values for the 40 member group are rank ordered. Schools in the first quartile (*ie.* top 10 schools of the 40 in their campus group), receive *Gold Performance Acknowledgment* for CI.

- Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Completion rates for classes in which the new dropout definition was phased in or fully incorporated (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to completion rates for prior classes, nor to each other.
- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.
- This indicator is computed and reported for districts as well as for high schools that served grade 9 and either grade 11 or grade 12 in both the first year of the cohort and in the fall following the cohort's expected graduation. Campuses that only serve some of these grades or that have been in existence for fewer than five years do not show a completion rate.

There are four student outcomes used in computing each longitudinal rate:

#### *4-Year Completion Rate*

- (1) *Graduated*. Based on the 2005-06 cohort, this shows the percent who received their high school diploma on time or earlier — by August 31, 2009. It is calculated as follows:  

number of students from the cohort who received a high school diploma by August 31, 2009	number of students in the 2005-06 cohort*
--	---
- (2) *Received GED*. Based on the 2005-06 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2009. It is calculated as follows:  

number of students from the cohort who received a GED	number of students in the 2005-06 cohort*
---	---
- (3) *Continued High School*. Based on the 2005-06 cohort, this shows the percentage still enrolled as students in the fall of the 2009-10 school year. It is calculated as follows:  

number of students from the cohort who were enrolled for the 2009-10 school year	number of students in the 2005-06 cohort*
--	---
- (4) *Dropped Out (4-yr)*. Based on the 2005-06 cohort, this shows the percentage who dropped out and did not return by the fall of the 2009-10 school year. It is calculated as follows:  

number of students from the cohort who dropped out before the fall of the 2009-10 school year	number of students in the 2005-06 cohort*
---	---

#### *5-Year Extended Completion Rate*

- (1) *Graduated*. Based on the 2004-05 cohort, this shows the percent who received their high school diploma by August 31, 2009. It is calculated as follows:  

number of students from the cohort who received a high school diploma by August 31, 2009	number of students in the 2004-05 cohort*
--	---

Completion rates for districts serving Texas Youth Commission or Texas Juvenile Probation Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the district of service through campus of accountability procedures.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2008-09*. (Sources: PEIMS, Oct. 2009, June 2009, Oct. 2008, June 2008, Oct. 2007, June 2007, Oct. 2006, June 2006, Oct. 2005, June 2005, Oct. 2004, June 2004, June 2003, June 2002, and General Educational Development Information File)

**Criterion Score:** This refers to the scores on the SAT and ACT college admissions tests, the AP and IB tests, and the College-Ready Graduates indicator. For college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the SAT (total). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. For College-Ready Graduates criterion scores, see *College-Ready Graduates*.

Please note that each college and university establishes its own score criteria for admitting or granting advanced placement or credit to individual students. See also *SAT/ACT Results and AP/IB Results*.

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

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

During the data submission process each district has the ability to run PID Discrepancy Reports that show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the 4-year dropout rate and the high school completion rate. The AEIS reports show the PID error rate in PEIMS Student Data, collected in Submission 1 (*October 2009*).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2009)}}{\text{number of student records in PEIMS submission 1 (fall 2009)}}$$

(2) *Percent of Underreported Students.* Underreported students are 7<sup>th</sup>-12<sup>th</sup> graders who were enrolled at any time the prior year and who were not accounted for through district records or TEA processing in the current year. A district is required to submit a leaver record for any student served in grades 7-12 the previous year, unless the student received a GED certificate by August 31, is a previous Texas public school

(TELPAS). The indicator is shown on the AEIS reports as a preview, in anticipation of its use in the accountability system in 2011.

It is calculated as follows:

All current or monitored LEP students in grades 3-11 who met the TAKS reading standard or met the criteria on the TELPAS reading component

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All current or monitored LEP students in grades 3-11 who took the TAKS reading test or the TELPAS reading component

Other information:

- *Grades tested.* Although the TELPAS is administered to students in grades K-12, only those tested in grades 3 through 11 are included in the calculation
- *Tests included.* Results from the English-version reading TAKS (including TAKS (Accommodated) and TAKS-M) and the TELPAS are included in the calculation.
- *Years in U.S. Schools.* Only students in at least their second year in U.S. schools are included.

See *Appendix H* for more information on the methodology for this indicator, including specifics about the TELPAS criteria used, the accountability subset rules, and other details. Also see the *ELL Frequently Asked Question* document at:

<http://ritter.tea.state.tx.us/perfreport/resources/index.html>

For information regarding the appropriate testing of LEP students, refer to the *District and Campus Coordinator Manual*, available at

<http://www.tea.state.tx.us/student.assessment/manuals/dccm/>

(Source: TEA Student Assessment Division)

**Enrollment:** See *Total Students*.

**Equity Transfers (2008-09) (District Profile only):** The amount “excluded from revenues” is the expenditures reported by districts for reducing their property wealth to the required equalized wealth level (function 91). The amount “excluded from expenditures” is the expenditures reported by districts for the cost of reducing their property wealth to the required equalized wealth level (function 91).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2008-09). See also *Appendix B*. (Source: PEIMS, March 2010)

**Ethnic Distribution:** Students are reported as White, African American, Hispanic, Asian/Pacific Islander, and Native American. In the *Profile* section, both counts and percentages of the total number of students in each of these categories are shown.

Note that while TEA implemented the new federal standards for the collection of ethnicity and race information in the 2009-10 school year, this information was also collected using the old definitions. State accountability, federal accountability, and the AEIS and its related reports (such as the *School Report Card* and *Snapshot*) use the old race/ethnicity definitions for the 2009-10 reporting cycle and for 2010 accountability.

- Commended Performance on TAKS: Writing
- Commended Performance on TAKS: Science
- Commended Performance on TAKS: Social Studies
- Comparable Improvement: Reading (*campus only*)\*
- Comparable Improvement: Mathematics (*campus only*)\*
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- TSI – Higher Education Readiness Component: English Language Arts
- TSI – Higher Education Readiness Component: Mathematics
- \* Comparable Improvement GPA is not applicable for campuses evaluated under AEA procedures.

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

Any GPAs earned by a district or campus are listed on the cover page of the AEIS reports, following the Accountability Rating. Refer to Chapters 5 and 13 in the *2010 Accountability Manual* for detailed information on the standards for *Gold Performance Acknowledgment*.

See also *Advanced Course/Dual Enrollment Completion, AP/IB Results, Attendance Rate, College-Ready Graduates, Comparable Improvement, RHSP/DAP Graduates, SAT/ACT Results, Texas Success Initiative, and TAKS*.

**Graduates (Class of 2009):** Shown in the *Profile* section, this is the total number of graduates (including summer graduates) for the 2008-09 school year, as reported by districts in the fall of 2009. The value includes 12<sup>th</sup> graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Special education graduates are students who graduated with a special education graduation type code or who received special education services their entire senior year (as determined by attendance data). Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2009 could be coded with one of the following graduation types:

- Minimum High School Program

certificate records. Districts, for their part, are required to submit a leaver code for all other students. This group of "leavers" includes students such as those who graduated, moved to another state or country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

*See Data Quality. (Source: PEIMS, Oct. 2009; Secondary School Completion and Dropouts in Texas Public Schools, 2008-09, Texas Education Agency)*

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

The LEP column in the *Performance* section shows the performance of students identified as LEP in the current year only; students who are no longer considered limited English proficient are not included in this column.

*Section III* of the district, region, and state reports shows the performance of LEP students in greater detail. *See Bilingual Education/English as a Second Language Report and Appendix I.* See also *Campus Group* and *TAKS Participation. (Source: PEIMS, Oct. 2009)*

**Met Standard:** See *TAKS Met 2010 Standard.*

**Mobile:** This measure, which is part of the *TAKS Participation* section of the AEIS, indicates the percent of student test results not included in the accountability system because the students move to a different school or district between the fall and spring.

Note that this measure is different from *Mobility*, which is defined below. See also *Accountability Subset.*

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

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number of mobile students in 2008-09

number of students who were in membership at any time during the 2008-09 school year

This rate is calculated at the campus level. The mobility rate shown in the *Profile* section of campus reports under the "district" column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. See also *Campus Group. (Source: PEIMS, June 2009)*

**n/a:** This indicates that data are not available or are not applicable.

**Number of Students per Teacher:** This shows the total number of students divided by the total teacher FTE count. *(Source: PEIMS, Oct. 2009)*

**Paired Schools:** For accountability purposes, schools that reported enrollment but did not have grades in which the state-mandated test was given (*e.g.* K-2 schools), are paired with schools with which they have a "feeder" relationship to determine accountability ratings. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-

For 2010, students included in these measures are those who:

- took the spring 2010 TAKS reading/ELA and/or mathematics tests in grades 4-11, including TAKS (Accommodated) tests (progress is not calculated for grade 3 test takers since that is their first TAKS test);
- are part of the 2010 Accountability Subset;
- can be matched to the spring 2009 TAKS administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2009 TAKS administration of reading/ELA and/or mathematics.

Reports for both these measures *by grade* are available for each district and campus on the internet, within the AEIS report that appears on the Division of Performance Reporting's website. To view these reports, access the HTML version of a campus or district report from the AEIS site (<http://ritter.tea.state.tx.us/perfreport/aeis/2010/>). The link below *Progress of Prior Year TAKS Failers* produces a separate report that provides the progress of prior year failers by grade. This indicator is also available in *Section III* of the reports. See also *Vertical Scale Growth* in this *Glossary*. For a more complete explanation of the *Vertical Scale Growth*, see *Appendix E* in the *2010 Accountability Manual*. (Source: *TEA Student Assessment Division*)

**Recommended High School Program:** See *RHSP/DAP Graduates*.

**Retention Rates by Grade:** The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in the fall of 2009-10 in the same grade as their grade in the last reported six-week period of the prior year (2008-09). It is calculated as follows:

$$\frac{\text{total students not advanced to the next grade}}{\text{total students advanced to the next grade} + \text{total students not advanced to the next grade}}$$

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

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2008-09*, available from TEA. (Source: *PEIMS, Oct. 2009, June 2009*)

**RHSP/DAP Graduates:** This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

$$\frac{\text{number of graduates reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates}}$$

RHSP graduates are students with type codes of 15, 19, 22, 25 or 28; DAP graduates are students with type codes of 17, 20, 23, 26 or 29. See the *PEIMS Data Standards* for more information.

*secondary*, and both *elementary/secondary* (K-12). Generally speaking, elementary schools are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12. Schools whose grade spans do not exactly match these, are grouped with the school type most similar to their grade span. For exact details on the low and high grade combinations included with each type see the “2010 School Types Chart” at:

[http://ritter.tea.state.tx.us/perfreport/account/2010/schtype\\_chart.html](http://ritter.tea.state.tx.us/perfreport/account/2010/schtype_chart.html)

**Section III: Bilingual Education/English as a Second Language Report (district only):**  
*See Bilingual Education/English as a Second Language Report.*

**Special Education:** This refers to the population served by programs for students with disabilities. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2009-10 school year, a student in special education may have been administered the TAKS, TAKS (Accommodated), TAKS-Modified, or TAKS-Alternate. Results from TAKS (Accommodated) for all grades and subjects are included in the TAKS performance shown on the AEIS reports. Campus and district-level performance results of the TAKS-Modified and TAKS-Alternate assessments are shown separately on the AEIS reports.

Other indicators that include the performance of students in special education are: advanced course/dual enrollment completion, attendance rate, annual dropout rates, college-ready graduates, completion rates, RHSP/DAP, TAKS exit-level cumulative pass rate, and the Texas Success Initiative. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates are shown separately for special education and non-special education students. See *TAKS Special Education Assessments* and *TAKS Participation*. (Source: *PEIMS, Oct. 2009, Oct. 2008, and TEA Student Assessment Division*)

**Special Education Compliance Status:** See PBM Special Education Monitoring Results Status.

**Staff Exclusions:** These are counts of individuals who serve public school students, but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services*

*Arrangement (SSA) Staff* work in schools located in districts other than their employing district, or their assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person’s total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed

opportunities to pass each required test. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC). The committee members needed to agree that the student was likely to perform on grade level after receiving accelerated instruction. The AEIS report shows four measures for each SSI grade and subject:

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

number of eligible students in the first administration

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

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

number of students who passed the test in either of the first two administrations

cumulative number of students who took the test in either of the first two administrations

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

(3) *TAKS Failers Promoted by Grade Placement Committee (GPC).* This shows the percent of students who failed all attempts to pass, but were promoted to the next grade by their GPC:

number of students promoted by their GPC

cumulative number of students who failed all administrations

(4) *TAKS Met Standard (Failed in Previous Year).* This presents two calculations for students who failed in 2009.

For those who were promoted, the first measure shows the percentage that passed the TAKS in 2010. Using grade 5 reading as an example, the calculation is as follows:

number of students promoted by their GPC who passed grade 6 TAKS reading in 2010

number of students who were promoted by their GPC and took grade 6 TAKS reading

- Grade 4 – reading, mathematics, and writing
- Grade 5 – reading (first administration only), mathematics (first administration only), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading (first administration only), mathematics (first administration only), science, and social studies
- Grade 9 – reading and mathematics
- Grade 10 – English language arts, mathematics, science, and social studies
- Grade 11 – English language arts, mathematics, science, and social studies. These assessments are known as the exit-level tests; students are required to pass them in order to qualify for graduation from high school.

All TAKS tests in grades 3 through 5 are available in either English or Spanish. The AEIS reports show performance on these separately.

Each one of these tests is linked directly to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. For more information on TEKS, see the *Texas Essential Knowledge and Skills* website at

<http://www.tea.state.tx.us/index2.aspx?id=6148>

For 2009-10, the AEIS report shows the percent passing TAKS in several ways:

- *TAKS Met 2010 Standard, By Grade.* The first indicator shown on the report is percent passing TAKS by grade for each subject area and for all tests taken. Please note the following:
  - *Student Success Initiative.* Only performance from the first administration of grade 5 and 8 reading and mathematics is shown by grade. Results that include the second administration can be found on the AEIS reports under *Student Success Initiative: TAKS Cumulative Met Standard.*
  - *TAKS (Accommodated).* Performance on the TAKS (Accommodated) is included for all subjects and grades.
  - *Test Administrations Included.* The results shown are for the first administration in the spring for grades 3-10. Students in grade 11 usually take the exit-level test for the first time in the spring semester of their junior year. However, under certain circumstances they may take the test for the first time in the previous October. The performance of these early testers is included in the results shown on the AEIS if they took and passed all four tests.
  - *All Tests Taken.* As described above, the number of tests given varies by grade. This means that the number of tests included in “All Tests Taken” varies by grade.

- *Sum of All Grades Tested.* Several indicators are shown which sum TAKS results (by subject) across grades.

- *Rounding of Met Standard Percent.* TAKS performance on the AEIS is rounded to whole numbers. For example, 59.877% is rounded to 60%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Masking for Very High and Very Low Performance.* Since 2004, more stringent masking rules have applied to results for the TAKS. In cases where performance is at or near 100%, the value is shown as “>99%.” In cases where performance is at or near 0%, the value is shown as “<1%.” It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA). For more information about the masking rules employed on the AEIS reports, see the “Explanation of AEIS Masking Rules” at:
 

<http://ritter.tea.state.tx.us/perfreport/aeis/2010/masking.html>

- *Accountability Subset.* Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the AEIS reports. This is referred to as the “October subset” or the *Accountability Subset*. For the district, a student who moved into the district after October 30, 2009 would not have his performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 30, 2009 would not have his performance included at that school, though it would be included at the district level. See *Accountability Subset* for more information.

- *All Tests Taken.* Although *All Tests Taken* is not a measure evaluated for accountability ratings purposes, it is shown on the AEIS report, both “by grade” and “summed across grades.” This value shows the percent of students who passed every test they took. For example, a group of 100 students tested in reading and mathematics at the 3<sup>rd</sup> grade might have the following results: 90 students passed reading and 80 students passed mathematics. However, only 75 of those students passed BOTH reading and mathematics. For this reason, while the percent passing reading would be 90%, and the percent passing mathematics would be 80%, the percent passing *All Tests Taken* would be only 75%, not an average of 80% and 90%. *All Tests Taken* is always equal to or less than the percent of students who passed any of the individual subject areas. The more tests taken and considered for this measure, the more likely the *All Tests Taken* value will be lower than any of the individual subject areas.

- *Changes from 2009.* Note that there is now only one administration of the grade 3 TAKS reading test, and that the grade 6 tests are no longer available in Spanish.

See also *Appendix F* and *TAKS Participation*. (Source: *TEA Student Assessment Division*)

**TAKS (Accommodated):** This is the same as the general TAKS assessment with certain format accommodations, such as larger font and fewer items per page. It also contains no embedded field-test items. It is administered in all grades and subjects. This year performance on all TAKS (Accommodated) tests is included in every TAKS measure shown on the AEIS. Note that prior year performance (spring 2009) has been recomputed to include TAKS (Accommodated) performance.

- Students who moved into the state after the spring of 2009 are not included, even if they took the TAKS and graduated with the class of 2010.

*(Source: TEA Student Assessment Division)*

**TAKS Met 2010 Standard:** This refers to the current TAKS scale score students must achieve in order to pass the test. For grades and subjects on the horizontal scale, a scale score of 2100 or higher is passing. For grades and subjects on the vertical scale, the scale scores required to pass vary. For the actual number of test questions (raw score) required to pass each assessment, see *Appendix F*. The student passing standard is set by the State Board of Education.

**TAKS-Modified (TAKS-M):** This alternate assessment is based on modified academic achievement standards and is designed for students served by special education who meet certain participation requirements. TAKS-M results are available on the 2009-10 AEIS reports by subject, summed across grades in *TAKS-M Met 2010 Standard*. The percent meeting the standard is calculated as:

$$\frac{\text{number of students who passed TAKS-M [subject] test in grades 3-11}}{\text{number of students who took the TAKS-M [subject] test in grades 3-11}}$$

Accountability subset rules apply. See also the preview indicator, *TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)*. *(Source: TEA Student Assessment Division)*

**TAKS Participation:** This indicator presents the percent of students tested and not tested on each state assessment, as well as the percent of students included and excluded in determining accountability ratings. For 2010, results from the TAKS and all TAKS (Accommodated) tests were used in determining accountability ratings.

In 2010 there are two reasons that test results were excluded from the accountability system:

- *Mobile.* Students may take the TAKS or TAKS (Accommodated) but be excluded from the results reported because they were not enrolled in the same district or campus by the last Friday in the previous October (shown as *Mobile*).

- *Non-Acct Test.* Performance on TAKS-M and TAKS-Alt tests is not used in determining accountability ratings.

Other students are not tested. Reasons for not testing are as follows:

- *Absent.* Students may have been absent during every test administration.
- *LEP Exempt.* Students may have received a LEP (Limited English Proficient) exemption for every test and taken only the Texas English Language Proficiency Assessment System (TELPAS) test.
- *Other.* Tests may not be scored due to illness during testing or other test administration irregularities.

The percentages of students participating and not participating in testing are based as much as possible on the *total number of students enrolled* at the time of testing. Districts

**Teachers by Highest Degree Held** (*District Profile only*): This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. (*Source: PEIMS, Oct. 2009*)

**Teachers by Program** (*population served*): Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technical education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (*Source: PEIMS, Oct. 2009*)

**Teachers by Years of Experience** (*District Profile only*): This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (*Source: PEIMS, Oct. 2009*)

**Texas Growth Index (TGI)**: The Texas Growth Index (TGI) is an estimate of a student's academic growth on the TAKS tests over two consecutive years (in consecutive grades). Beginning in 2010, it is only used in calculating the TAKS Progress Measure under the alternative education accountability procedures.

For a detailed explanation of how TGI is determined and used, refer to *Appendix E* of the *2010 Accountability Manual*.

**Texas Projection Measure**: The Texas Projection Measure (TPM) is an estimate of whether a student is likely to pass the Texas Assessment of Knowledge and Skills (TAKS) tests at a future grade. This measure is based on (1) a student's current and prior year performance on TAKS (when two years are available) and (2) the TAKS scores from all students in the campus that a student attends. TPM was used for the first time in the 2009 accountability system for both standard and AEA procedures. See Chapters 3, 4 and 10 in the *2010 Accountability Manual* for an explanation on how it was used to determine ratings.

For more information on the Texas Projection Measure methodology, see the Student Assessment Division's TPM Frequently Asked Questions at

[http://www.tea.state.tx.us/index3.aspx?id=3288&menu\\_id3=793](http://www.tea.state.tx.us/index3.aspx?id=3288&menu_id3=793)

**Texas Success Initiative (TSI) – Higher Education Readiness Component**: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It requires students to be assessed in reading, writing and mathematics skills prior to enrolling in college, and to be advised based on the results of that assessment.

Students may be exempted from taking a test for the Texas Success Initiative if they have a high enough score on their exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and English language arts with a written composition score of 3 or higher on the writing component. This indicator shows the percent of students who achieved this level of proficiency by subject (English

- *Instruction* – all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11); and, expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional-Related Services* – expenditures for educational resources and media, such as resource centers and libraries (12); and, curriculum development and instructional staff development (13).
- *Instructional Leadership* – managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – directing and managing a school (23).
- *Support Services - Student* – guidance, counseling, and evaluation services (31); social work services (32); and, health services (33).
- *Student Transportation* (District Profile only) – transporting students to and from school (34).
- *Food Services* – food service operation, including cost of food and labor (35).
- *Cocurricular Activities* – school-sponsored activities during or after the school day that are not essential to the delivery of instructional services (36).
- *Central Administration* (District Profile only) – managing or governing the school district as an overall entity (41); costs associated with the purchase or sale of attendance credits either from the state or from other school district(s) (92); and for Charter Schools only, fund raising (81).
- *Plant Maintenance and Operations* – keeping the physical plant and grounds in effective working condition (51).
- *Security and Monitoring Services* – keeping student and staff surroundings safe (52).
- *Data Processing Services* – data processing services, whether in-house or contracted (53).
- *Other Campus Costs* – (Campus Profile only) combines functions 35, 36, 51, 52, 53 above.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2008-09). See also *Appendix B. (Source: PEIMS, March 2010)*

**Total Operating Expenditures by Program (2008-09):** Actual total operating expenditures are grouped by program of expense. Actual operating expenditures for groups of program categories are expressed as a percent of actual total operating expenditures. The values in the *Per Student* column show actual total operating expenditures divided by the total number of 2008-09 students in membership. Per student operating expenditures are shown for total operating expenditures by program for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student; it is a per-student average of the total. Program codes appear in parentheses. The sum of

**Total Revenues by Source (2008-09) (District Profile only):** Actual total revenues are grouped by revenue source. Actual revenues for groups of object categories are expressed as a percent of total revenue. The values in the Per Student column show actual total revenues divided by the total number of students in membership during the 2008-09 school year. Per-student revenues are shown for total revenues by source for various groupings of revenue categories. Note that the number shown is not the amount actually received for each and every student, but rather a per-student average of the total.

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

- *Local Tax* – district income from local real and personal property taxes (objects 5710-5719, less functions 91 expenditures);
- *Other Local and Intermediate* – revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, revenues from intermediate sources (county), and all other local sources (objects 5720-5769);
- *State* – per capita and foundation program entitlements, revenue from other state-funded programs, and revenue from other state agencies. State revenue also includes Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district (object 5800 series); and
- *Federal* – revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as career and technical education, programs for educationally disadvantaged children (*Education Consolidation and Improvement Act, and Elementary and Secondary Education Act*), food service programs, and other federal programs (object 5900 series).

Note this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2008-09). See also *Appendix B. (Source: PEIMS, March 2010)*

**Total Staff:** Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, Asian/Pacific Islander, and Native American). This FTE count is expressed as a percent of the total staff FTE. (*Source: PEIMS, Oct. 2009*)

**Total Students:** This is the total number of public school students who were reported in membership on October 30, 2009, at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment, because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (*Source: PEIMS, Oct. 2009*)

**TSI:** See *Texas Success Initiative*.

## Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary*. Information on the calculation of state accountability ratings is available in the *2010 Accountability Manual*. If, after reading these documents, you have questions about the calculation of AEIS indicators or accountability ratings, contact **Performance Reporting at (512) 463-9704**.

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

<b>Subject</b>	<b>Contact</b>	<b>Number</b>
Accountability Ratings (methodology)	Performance Reporting .....	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting .....	463-9704
Advanced Courses	Curriculum .....	463-9581
Advanced Placement (AP) Programs	Curriculum .....	463-9581
Charter Schools	Charter Schools .....	463-9575
College Admissions Tests:		
SAT	College Board.....	721-1800
ACT	ACT Regional Office .....	345-1949
Copies of AEIS reports	..... <a href="http://ritter.tea.state.tx.us/perfreport">http://ritter.tea.state.tx.us/perfreport</a>	
DAEP (Disciplinary Alternative Education Program)	Chapter 37, TEC – Safe Schools .....	463-3070
Distinguished Achievement Program	Curriculum .....	463-9581
Dropout and Completion	Accountability Research .....	475-3523
Gold Performance Acknowledgment	Performance Reporting .....	463-9704
General Inquiry	School Governance and General Inquiries .....	463-9290
JJAEP (Juvenile Justice Alternative Education Program)	Chapter 37, TEC – Safe Schools .....	463-3070
Limited English Proficient Students	Student Assessment.....	463-9536
Testing Issues	Curriculum (Bilingual Education Program Unit).....	475-9581
Other Issues	NCLB Program Coordination .....	475-3553
No Child Left Behind Act	Program Monitoring and Interventions .....	463-5226
PBM Special Education Monitoring Results Status	PEIMS Helpline.....	936-7346
PEIMS	Curriculum .....	463-9581
Recommended High School Program	Curriculum .....	463-9581
Retention Policy	School Financial Audits .....	463-9095
School Finance	Performance Reporting .....	463-9704
School Report Card		
Special Education	Student Assessment.....	463-9536
Testing Issues	Special Education .....	463-9414
Other Issues	Legal Services .....	463-9720
Statutory (Legal) Issues	Student Assessment.....	463-9536
TAKS (all assessments)	Pearson .....	(800) 328-5999
TAKS Testing Contractor	Austin Operational Center.....	989-5300
TAT (Technical Assistance Team)	Performance Reporting .....	463-9704
Methodology for List	Program Monitoring and Interventions .....	463-5226
Implementation of Team	Student Assessment.....	463-9536
TELPAS	Student Assessment.....	463-9536
Texas Projection Measure	Texas Higher Education Coordinating Board .....	427-6100
Texas Success Initiative (TSI)		

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

# College Readiness Indicators

# Explanation of Performance Section for 2009-10 (continued)

## COLLEGE READINESS INDICATORS

Advanced Course/Dual Enrollment	2008-09	2007-08	24.6%	23.1%	23.9%	19.0%	15.9%	23.9%	13.5%	17.7%	40.9%	15.4%	58.1%	20.8%	27.1%	3.5%	17.2%	0.0%	
Completion	23.9%	19.0%	15.9%	19.0%	13.5%	14.4%	29.6%	15.4%	58.1%	20.8%	27.1%	3.5%	17.2%	0.0%	3.5%	11.6%	3.5%		
RHSP/DAP Graduates																			
Class of 2009	82.5%	87.6%	78.8%	87.6%	77.7%	89.5%	93.8%	*	88.9%	83.2%	92.1%	32.5%	85.9%	85.7%					
Class of 2008	81.4%	79.2%	81.5%	79.2%	75.4%	78.9%	82.9%	*	85.7%	76.2%	82.1%	13.2%	75.2%	50.0%					
AP/IB Results Tested																			
2009	21.1%	22.6%	15.0%	22.7%	9.8%	14.8%	42.9%	*	61.1%	18.3%	26.9%	n/a	n/a	n/a					
2008	20.9%	26.1%	10.8%	26.3%	12.6%	17.6%	48.1%	*	50.0%	22.8%	29.3%	n/a	n/a	n/a					
Examinees >= Criterion																			
2009	51.1%	43.4%	43.6%	43.4%	10.5%	37.5%	50.0%	*	63.6%	41.9%	44.3%	n/a	n/a	n/a					
2008	50.1%	39.7%	33.6%	39.7%	9.1%	25.0%	51.5%	-	66.7%	41.0%	38.8%	n/a	n/a	n/a					
Scores >= Criterion																			
2009	47.3%	31.0%	32.1%	31.0%	8.3%	26.3%	35.5%	*	33.3%	33.9%	29.1%	n/a	n/a	n/a					
2008	46.0%	32.5%	28.3%	32.5%	4.6%	21.1%	39.8%	-	44.4%	32.5%	32.5%	n/a	n/a	n/a					
Texas Success Initiative (TSI) - Higher Education Readiness Component																			
Eng Lang Arts	2010	60%	45%	56%	47%	41%	39%	*	56%	36%	55%	8%	38%	< 1%					
2009	63%	56%	56%	56%	41%	48%	81%	*	78%	51%	61%	7%	56%	< 1%					
Mathematics	2010	66%	55%	61%	56%	40%	47%	*	89%	60%	53%	14%	48%	5%					
2009	62%	56%	53%	56%	36%	49%	81%	*	89%	54%	58%	< 1%	56%	7%					
SAT/ACT Results Tested																			
Class of 2009	61.5%	54.2%	56.1%	54.2%	94.3%	32.1%	57.4%	?	100.0%	46.7%	61.2%	n/a	n/a	n/a					
Class of 2008	65.0%	61.6%	60.8%	61.6%	71.9%	32.5%	76.5%	?	78.6%	59.8%	63.2%	n/a	n/a	n/a					
At/Above Criterion																			
Class of 2009	26.9%	20.5%	20.4%	20.5%	1.2%	20.0%	39.2%	-	50.0%	21.5%	19.8%	n/a	n/a	n/a					
Class of 2008	27.2%	26.8%	13.0%	26.8%	6.1%	18.9%	45.5%	-	36.4%	30.8%	23.6%	n/a	n/a	n/a					
Average SAT Score																			
Class of 2009	985	932	969	932	794	949	1040	-	1013	911	948	n/a	n/a	n/a					
Class of 2008	987	971	927	971	817	959	1078	-	1019	985	960	n/a	n/a	n/a					
Average ACT Score																			
Class of 2009	20.5	18.0	19.9	18.0	15.6	17.6	22.3	-	*	16.8	18.5	n/a	n/a	n/a					
Class of 2008	20.5	19.2	18.9	19.2	15.7	20.1	25.2	-	20.6	19.1	19.2	n/a	n/a	n/a					
College-Ready Graduates																			
Eng Lang Arts																			
Class of 2009	62%	61%	59%	61%	51%	57%	75%	*	63%	53%	69%	< 1%	53%	*					
Class of 2008	59%	52%	54%	52%	42%	36%	73%	*	43%	51%	52%	18%	36%	*					
Mathematics																			
Class of 2009	60%	59%	56%	59%	39%	54%	80%	*	75%	60%	58%	5%	51%	*					
Class of 2008	58%	59%	52%	59%	45%	54%	72%	*	64%	61%	56%	11%	44%	*					
Both Subjects																			
Class of 2009	47%	47%	44%	47%	34%	38%	67%	*	63%	44%	49%	< 1%	38%	*					
Class of 2008	44%	44%	35%	44%	30%	31%	66%	*	36%	45%	42%	< 1%	25%	*					

High schools and district reports show the *College Readiness Indicators* grouped together.

For indicators other than TAKS, a dash (-) indicates that no students were in that classification.

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

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

# Alternative Education Accountability Indicator

Schools and charter operators rated under the Alternative Education Accountability procedures have a different TAKS Progress Measure. This measure only appears on reports for those schools and charter operators.

TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2009-10 Campus Performance														Section I - Page 2 Total Students: 245 Grade Span: 10 - 12 School Type: Secondary		
Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP		
TAKS Progress (Sum of All Grades Tested) (AEA Indicator)																
2010	85%	*	-	97%	> 99%	98%	98%	*	*	99%	94%	> 99%	94%	90%		
2009	81%	*	-	97%	88%	97%	98%	*	*	97%	96%	94%	91%	92%		

## PEIMS Role Identifications (In Alphabetical Order by Label)

<b>CENTRAL ADMINISTRATORS</b>	027.....	Superintendent/CAO/CEO/President
<b>CAMPUS ADMINISTRATORS</b>	003.....	Assistant Principal
<b>EITHER CENTRAL OR CAMPUS ADMINISTRATORS*</b>	004.....	Assistant/Associate/Deputy Superintendent
	012.....	Instructional Officer
	020.....	Principal
	028.....	Teacher Supervisor
	040.....	Athletic Director
	043.....	Business Manager
	044.....	Tax Assessor and/or Collector
	045.....	Director - Personnel/Human Resources
	055.....	Registrar
	061.....	Asst/Assoc/Deputy Exec Director
	062.....	Component/Department Director
	063.....	Coordinator/Manager/Supervisor
<b>PROFESSIONAL SUPPORT STAFF</b>		
	002.....	Art Therapist
	005.....	Psychological Associate
	006.....	Audiologist
	007.....	Corrective Therapist
	008.....	Counselor
	011.....	Educational Diagnostician
	013.....	Librarian
	015.....	Music Therapist
	016.....	Occupational Therapist
	017.....	Certified Orientation & Mobility Specialist
	018.....	Physical Therapist
	019.....	Physician
	021.....	Recreational Therapist
	022.....	School Nurse
	023.....	LSSP/Psychologist
	024.....	Social Worker
	026.....	Speech Therapist/Speech-Lang Pathologist
	030.....	Visiting Teacher
	032.....	Work-Based Learning Site Coordinator
	041.....	Teacher Facilitator
	042.....	Teacher Appraiser
	054.....	Department Head
	056.....	Athletic Trainer
	058.....	Other Campus Professional Personnel
	064.....	Specialist/Consultant
	065.....	Field Service Agent
	079.....	Other ESC Professional Personnel
	080.....	Other Non-Campus Professional Personnel
<b>TEACHERS</b>		
	087.....	Teacher
	047.....	Substitute Teacher
<b>EDUCATIONAL AIDES</b>		
	033.....	Educational Aide
	036.....	Certified Interpreter
<b>AUXILIARY STAFF</b>		
		Employment record, but no responsibility records.

\* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

continued

ACTUAL REVENUE INFORMATION			
By SOURCE			
TOTAL REVENUES	General and All	n/a	n/a
Local Tax	General and All	n/a	n/a
Other Local & Intermediate	General and All	n/a	n/a
State	General and All	n/a	n/a
Federal	General and All	n/a	n/a
EQUITY TRANSFERS ††	General and All	91	All 6000s

- \* Funds – The general fund includes fund codes 101 – 199. Fund code 420 is also included in the general fund for charter schools only. All funds include the general fund plus fund codes 200/300/400 series, 599, 601, 699, and 701.
- \*\* Indicates the line item appears on the Campus Profile as well as District Profile. All line items not marked appear only on the District Profile.
- \*\*\* Indicates the line item appears on the Campus Profile only.
- \*\*\*\* At the campus level, only functions 11-13, 21, 23, 31 – 33, and 95 are included in expenditures by program area.
- § Excludes Intergovernmental Charges (function 90 series) except functions 92 & 95.
- † Function 91 represent tuition transfers for grades not offered, not “Equity Transfers.”
- †† Function 91 represent the expenditure amount reported for the cost of reducing property wealth to the required equalized wealth level and payments to charter schools, respectively.
- ††† The 6400 object codes include: 6629, 6631, 6639, 6649, and 6659 which is only applicable to charter schools excluding open enrollment college and university charters. Note that these object codes are not included in the 6600 code series.

See the *Financial Resource Guide* (at <http://www.tea.state.tx.us/index4.aspx?id=12222>) for explanations of the fund, function, object, and program codes.

**Science**

A3010200	Biology
A3020000	Environmental Science
A3040000	Chemistry
A3050001	Physics B
A3050002	Physics C
I3010200	Biology
I3010201	Biology II
I3020000	Environmental Systems
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II

**Social Studies/History**

A3310100	Microeconomics
A3310200	Macroeconomics
A3330100	United States Government and Politics
A3330200	Comparative Government and Politics
A3340100	United States History
A3340200	European History
A3350100	Psychology
A3360100	Human Geography
A3370100	World History
I3301100	History, Standard Level
I3301200	History: Africa, Higher Level
I3301300	History: Americas, Higher Level
I3301400	History: East and Southeast Asia, Higher Level
I3301500	History: Europe, Higher Level
I3302100	Geography, Standard Level
I3302200	Geography, Higher Level
I3303100	Economics, Standard Level
I3303200	Economics, Higher Level
I3303300	Business and Management I (IBBMT1)
I3303400	Business and Management II (IBBMT2)
I3304100	Psychology, Standard Level
I3304200	Psychology, Higher Level
I3366010	Philosophy
I3000100	Theory of Knowledge
03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

- All courses shown were for the 2008-09 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

**Advanced Languages (Modern or Classical)**

A3120400	Japanese IV
A3400400	Italian IV
A3410100	French IV Language
A3410200	French V Literature
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Latin Literature)
A3440100	Spanish IV Language
A3440200	Spanish V Literature
A3450400	Russian IV
A3490400	Chinese IV
I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3440600	Spanish VI
I3440700	Spanish VII
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3490600	Chinese VI
I3490700	Chinese VII
I3520400	Hindi IV
I3520500	Hindi V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
I3663600	Other Foreign Language VI
I3663700	Other Foreign Language VII
03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII

- All courses shown were for the 2008-09 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

**Advanced Languages (Modern or Classical) cont.**

03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

**Other**

N1290317	GT Independent Study Mentorship III
N1290317	GT Independent Study Mentorship IV

- All courses shown were for the 2008-09 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

# 2009-10 Comparable Improvement

Most secondary schools will not have a page 2 because—as of 2009-10—Comparable Improvement is only available for schools with grades 4 - 8.

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**GPA:** The report shows if the target school earned GPA for Comparable Improvement in either reading/ELA, mathematics, or both.

Target Campus Name: \_\_\_\_\_ x a s E d u c a t i o n A g e n c y  
 Target Campus #: \_\_\_\_\_ 2009-10 Comparable Improvement:  
 District Name: Sample ISD  
 Campus Type: Middle School Gold Performance Acknowledgment: Reading

Target Campus (identified by >)

Target Campus (identified by >)	Reading						Mathematics					
	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Avg Failer VSG	(5) 2010 Avg Failer VSG	(6) 2010 Quartile	(1) Number Matched Students	(2) 2009 Avg Scale Score	(3) 2010 Avg Scale Score	(4) 2009 Avg Failer VSG	(5) 2010 Avg Failer VSG	(6) 2010 Quartile

- QUEZAS MIDDLE
- QESZUAP MIDDLE
- QESZUAP ONZXUN
- SAMPLE MIDDLE
- XESZ CXNZUEL
- UUIXU MS
- FEOUVOXW J H
- ZUEVOS MIDDLE
- ENEHUEC MIDDLE
- CLEUK JR HIGH
- WXSZ ONZ
- UOCHEUISAN WXSZ J H
- CUXUA J H
- SZEFFAUI MIDDLE
- WAUZHEM MIDDLE
- SXMONALX J H
- GALOEI MIDDLE
- MEUIX LEQUI MIDDLE
- PONX ZUXH MIDDLE
- EQXUNEZHY J H
- MXMPHOS MIDDLE
- CEMPQXLL MIDDLE SCHO
- HOGHLENIS J H
- MIDDLE
- CUXXX J H
- N UENCH J H
- K PUMPHUXY JUNO
- UZ MIDDLE
- Q Z WOLSAN SOXZH GUE
- ZOIXHEVXN ONZ
- SET JECONZA JUNOAU H
- CUYEU ONZXUMXIOEZ
- EUSZON MIDDLE
- MANNOG MIDDLE
- LXANEUI MIDDLE
- H F SZXVXNS MIDDLE
- CUAWLXY MIDDLE
- ZENNEHOLL ONZ
- JEUUXLL MIDDLE
- LXENIXU MIDDLE
- PLAUXSVOLLX MIDDLE

**(1) Number of Matched Students:** Those students at each campus whose TAKS results can be found in both current and prior years.

**(2) 2009 Average Scale Score:** The sum of prior year vertical scale scores of matched students, divided by the number of matched students.

**(3) 2010 Average Scale Score:** The sum of current year vertical scale scores of matched students, divided by the number of matched students.

**(4) 2009 Failer Average Vertical Scale Growth:** The average VSG for those matched students who failed the TAKS in the prior year. For information only, not used for accountability.

**(5) 2010 Average VSG:** The sum of the differences between the current and prior year vertical scale scores of matched students, divided by the number of matched students.

**(6) 2010 Quartile:** The average VSG values in column 5 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned. Quartiles may have fewer than or more than 10 campuses, depending on the values. Campuses in Q1 have shown the greatest improvement in TAKS performance, relative to the other schools in the group.

This listing is in campus ID order.

Any school with fewer than ten matched students does not have a VSG value calculated, and is, therefore, not included in the quartile distribution. In these cases, a dash (-) will be shown.

Group Average 490 727 767 69 40 -- 490 709 738 58 29 --

Note: All Values are based on students matched from 2010 to 2009. An Asterisk indicates less than five students tested.

## TAKS Raw Scores for Spring 2010 Tests

### Spring 2010 TAKS Reading (English) Performance Standards

	Standard	Total Points Possible	Number Correct	Percent Correct
<b>Grade 3</b>	Met Standard	36	21	58%
	Commended Performance		33	92%
<b>Grade 4</b>	Met Standard	40	27	68%
	Commended Performance		38	95%
<b>Grade 5<sup>1</sup></b>	Met Standard	42	29	69%
	Commended Performance		39	93%
<b>Grade 6</b>	Met Standard	42	29	69%
	Commended Performance		39	93%
<b>Grade 7</b>	Met Standard	48	31	65%
	Commended Performance		44	92%
<b>Grade 8<sup>1</sup></b>	Met Standard	48	34	71%
	Commended Performance		45	94%
<b>Grade 9</b>	Met Standard	42	26	62%
	Commended Performance		36	86%

### Spring 2010 TAKS Reading (Spanish) Performance Standards

<b>Reading (Spanish)</b>		Total Points Possible	Number Correct	Percent Correct
<b>Grade 3</b>	Standard	36	21	58%
	Met Standard		32	89%
<b>Grade 4</b>	Met Standard	40	26	65%
	Commended Performance		36	90%
<b>Grade 5<sup>1</sup></b>	Met Standard	42	28	67%
	Commended Performance		37	88%

### Spring 2010 TAKS English Language Arts Performance Standards<sup>2</sup>

<b>English Language Arts</b>		Total Points Possible	Number Correct	Percent Correct
<b>Grade 10</b>	Standard	73	44	60%
	Met Standard		64	88%
<b>Grade 11</b>	Met Standard	73	42	58%
	Commended Performance		62	85%

The numbers and percents shown on this table are based on the first administration of the spring 2010 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

**Spring 2010 TAKS Writing (English) Performance Standards<sup>3</sup>**

<b>Writing (English)</b>				
	<b>Standard</b>	<b>Total Points Possible</b>	<b>Number Correct</b>	<b>Percent Correct</b>
<b>Grade 4</b>	Met Standard	32	17	53%
	Commended Performance		28	88%
<b>Grade 7</b>	Met Standard	44	22	50%
	Commended Performance		38	86%

**Spring 2010 TAKS Social Studies Performance Standards**

<b>Social Studies</b>				
	<b>Standard</b>	<b>Total Points Possible</b>	<b>Number Correct</b>	<b>Percent Correct</b>
<b>Grade 8</b>	Met Standard	48	21	44%
	Commended Performance		40	83%
<b>Grade 10</b>	Met Standard	50	25	50%
	Commended Performance		43	86%
<b>Grade 11</b>	Met Standard	55	24	44%
	Commended Performance		47	85%

**Spring 2010 TAKS Science (English) Performance Standards**

<b>Science (English)</b>				
	<b>Standard</b>	<b>Total Points Possible</b>	<b>Number Correct</b>	<b>Percent Correct</b>
<b>Grade 5</b>	Met Standard	40	29	73%
	Commended Performance		37	93%
<b>Grade 8</b>	Met Standard	50	33	66%
	Commended Performance		44	88%
<b>Grade 10</b>	Met Standard	55	33	60%
	Commended Performance		49	89%
<b>Grade 11</b>	Met Standard	55	28	51%
	Commended Performance		49	89%

**Spring 2010 TAKS Science (Spanish) Performance Standards**

<b>Science (Spanish)</b>				
	<b>Standard</b>	<b>Total Points Possible</b>	<b>Number Correct</b>	<b>Percent Correct</b>
<b>Grade 5</b>	Met Standard	40	31	78%
	Commended Performance		37	93%

- <sup>1</sup> First administration TAKS and TAKS (Accommodated) standards.
- <sup>2</sup> An essay rating of 2 or higher is required for Met Standard on the English Language Arts tests.
- <sup>3</sup> An essay rating of 2 or higher is required for Met Standard and an essay rating of 3 or higher is required for *Commended Performance* on the grades 4 and 7 writing tests.

The numbers and percents shown on this table are based on the first administration of the spring 2010 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

continued throughout the subsequent year. TEA continues to monitor implementation of the CIP.

- *Year After TEA On-Site Action: Noncompliance Follow-up.* TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised a CIP that included actions to address noncompliance with program requirements, and the CIP continued throughout the subsequent year. TEA continues to monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention.* TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or CIP implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.
- *Pending Random Data Verification.* Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data and appropriate implementation of the program.
- *Pending Random Process Verification.* Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of the implementation of the monitoring system, including data reporting and accuracy of findings.
- *Oversight/Sanction/Intervention.* TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second CIP submission of an LEA at Stage 1, Stage 2, or Stage 3 Intervention was not adequate; (b) the CIP of an LEA at Stage 4 Intervention was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) CIP implementation was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
- *On-Site Intervention Assigned.* TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
- *Proposed Charter Non-Renewal.* The charter school has been notified of TEA's intent not to renew the charter.
- *Campus Closure.* The campus was closed as a result of TEA sanctions.
- *In Review.* TEA had not completed initial review of the information submitted by the LEA.
- No status is shown for LEAs not selected for PBM intervention for special education program areas.

# Bilingual Education/English as a Second Language Report

November 2010

AEIS Glossary

page 63

Academic Achievement Report  
 Name: SAMPLE ISD # 555555  
 2009-10 District Performance Report  
 For Current Year LEP Students

These select indicators—disaggregated as shown—are statutorily required for the AEIS.

**BE-Trans. Late Exit (code 3):** Transitional bilingual/late exit.

**BE-Dual Two-way (code 4):** Dual language immersion/two-way.

**BE-Dual One-way (code 5):** Dual language immersion/one-way.

**ESL Total:** the aggregated performance of all current LEP students reported with ESL program type codes of '2' or '3'.

Indicator:	State	Region 04	District	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	Total LEP	
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)														
Reading/ELA	2010	90%	91%	86%	77%	71%	*	89%	*	59%	55%	72%	75%	70%
	2009	88%	89%	85%	69%	62%	*	84%	*	46%	40%	59%	50%	61%
Mathematics	2010	84%	84%	83%	83%	69%	*	82%	*	55%	53%	63%	44%	65%
	2009	80%	80%	80%	83%	80%	*	88%	*	44%	39%	50%	50%	70%
Writing	2010	93%	93%	93%	5%	> 99%	*	92%	*	85%	84%	87%	*	91%
	2009	92%	92%	92%	5%	> 99%	*	92%	*	57%	57%	57%	*	81%
Science	2010	83%	83%	83%	33%	32%	*	33%	*	29%	29%	29%	*	31%
	2009	78%	79%	76%	33%	32%	*	33%	*	31%	31%	31%	*	41%
Soc Studies	2010	95%	96%	93%	*	*	*	*	*	8%	8%	*	*	77%
	2009	93%	94%	93%	*	*	*	*	*	4%	4%	*	*	66%
All Tests	2010	77%	78%	67%	62%	57%	*	73%	*	35%	30%	40%	40%	50%
	2009	72%	74%	67%	58%	48%	*	78%	*	28%	19%	55%	33%	48%
Student Success Initiative														
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction	2010	15%	14%	27%	63%	66%	*	*	*	71%	56%	> 99%	*	64%
	2009	17%	17%	24%	62%	62%	*	*	*	*	*	*	*	60%
TAKS Cumulative Met Standard (First and Second Administrations)	2010	92%	92%	82%	60%	59%	*	*	*	50%	56%	40%	*	59%
	2009	90%	90%	83%	56%	56%	*	*	*	*	*	*	*	57%
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction	2010	14%	13%	27%	67%	68%	*	*	*	57%	44%	80%	*	63%
	2009	16%	15%	18%	25%	25%	*	*	*	*	*	*	*	27%
TAKS Cumulative Met Standard (First and Second Administrations)	2010	92%	93%	82%	45%	45%	*	*	*	50%	56%	40%	*	47%
	2009	91%	92%	90%	80%	80%	*	*	*	*	*	*	*	80%
Progress of Prior Year TAKS Failers Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2010	57%	60%	52%	29%	29%	*	*	*	45%	47%	33%	*	42%
	2009	43%	45%	40%	< 1%	< 1%	*	*	*	19%	23%	*	*	11%
Mathematics	2010	43%	46%	38%	33%	35%	*	*	*	27%	30%	13%	*	29%
	2009	36%	38%	33%	63%	-	*	*	*	17%	15%	20%	*	31%

**BE Total:** The aggregated performance of all current LEP students reported with bilingual program type codes of '2,' '3,' '4,' or '5.'

**BE-Trans. Early Exit (code 2):** Transitional bilingual/early exit.

**ESL Content (code 2):** ESL/content based.

**ESL Pull-out (code 3):** ESL/pull-out.

**LEP No Services:** the performance of current LEP students not served in any BE/ESL instructional model (BE code = '0' and ESL code = '0').

LEP students are included in each program in which they are reported to have participated. If a student was reported with both a bilingual instructional model and an ESL instructional model, the student is in the results for both models.

See the 2009-10 PEIMS Data Standards for complete descriptions of the separate Bilingual Education and ESL instructional models.



Marble Falls Independent School District  
Board Meeting Minutes  
November 2, 2010

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Martin McLean, President, called this special meeting to order at 6:03 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

**Board Members Present:** Rick Edwards, Kelly Fox, Martin McLean, Kevin Naumann, Mike Savage and Karl Westerman

**Board Members Absent:** Tommy Chaney was absent.

**Administrators Present:** Jim Boyle, Interim Superintendent

**Members of the Press:** None

**Executive Session:**

At 6:05 p.m. the Board adjourned into executive session to discuss personnel issues, specifically to discuss applicants for the position of superintendent (Govt. Code 551.074). The Board reconvened into open session at 8:02 p.m.

Martin McLean announced that the Board was not ready to make a final decision at this time and would continue to interview candidates.

**Adjournment:**

Hearing no objection the Board adjourned at 8:03 p.m.

**Approved:**

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Martin McLean, President

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Kelly Fox, Secretary

Marble Falls Independent School District  
Board Meeting Minutes  
November 15, 2010

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Martin McLean, President, called the meeting to order at 6:05 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

**Board Members Present:** Kelly Fox, Martin McLean, Kevin Naumann, Mike Savage, and Karl Westerman. Rick Edwards arrived at 6:23 p.m.

**Board Members Absent:** Tommy Chaney

**Administrators Present:** Jim Boyle, Allen Roberts, Amy Jacobs, Leslie Baty, Mary Davidson, Tom Barr, John Schumacher, Michael Phillips, Michael Pittard, Andy Reddock, Eric Penrod, Susan Maughan, Linda Romano, and George Hamilton

**Members of the Press:** Daniel Clifton, *The River Cities Tribune*, and Geoff West, *The Highlander Newspaper*

**Open Forum:**  
No patrons asked to be heard.

**Public Hearing**

At 6:08 p.m., Judge McLean opened the public hearing regarding the Financial Integrity Rating System of Texas (FIRST). No patrons asked to be heard. Allen Roberts, Assistant Superintendent of Operations, presented the report reviewing the district's total score of 79 indicating a "superior achievement" rating for the district.

Rick Edwards arrived at 6:23 p.m.

**Consent Agenda**

Upon a motion by Kelly Fox, second by Karl Westerman, the following items were approved from the consent agenda:

- Minutes of previous meetings:
  - Special – October 12, 2010
  - Special – October 13, 2010
  - Special – October 14, 2010
  - Regular – October 18, 2010
  - Special – October 26, 2010
  - Special – October 27, 2010
- Financial Reports as of October 2010

- Budget amendments as recommended by Brenda Hudson, Accounting Supervisor
- Approval of Lisa LeMon as the District's authorized representative for Lone Star Investment Pool

For: 6                      Against: 0                      Absent: 1

**Action Items**

**LIFE Skills Transition Facility**

Upon a motion by Rick Edwards, second by Kevin Naumann, the Board awarded the bid for the construction of the LIFE Skills Transition Facility to Edmund/McClung Builders, Marble Falls, TX, in the amount of \$350,000.

For: 6                      Against: 0                      Absent: 1

**Purchase of School Buses**

Upon a motion by Karl Westerman, second by Kelly Fox, the Board awarded the bid for the purchase of two 77 passenger school buses to Longhorn International Bus Sales in the amount of \$181,010.00.

For: 6                      Against: 0                      Absent: 1

**Travis Central Appraisal District Board of Directors**

Upon a motion by Karl Westerman, second by Rick Edwards, the Board cast a vote for Tom Buckle to serve on the Travis Central Appraisal District Board of Directors representing western Travis County which includes Marble Falls ISD.

For: 6                      Against: 0                      Absent: 1

**Texas Association of School Boards Board of Directors**

Upon a motion by Rick Edwards, second by Kelly Fox, the Board nominated Kevin Naumann to be interviewed for the Region 13 vacancy on the TASB Board of Directors.

For: 6                      Against: 0                      Absent: 1

**Fund Balance**

Upon a motion by Kelly Fox, second by Karl Westerman, the Board approved designating \$3,849,300 of the District's fund balance with \$2,500,000 being allocated to capital equipment to support the Technology Plan and strategy II in the Strategic Plan and \$1,349,300 allocated to capital improvements for upgrades at the Transportation Facility, maintenance equipment and vehicles, as well as additional facility upgrades. The balance of undesignated funds in the amount of \$3,150,700 is equal to one month operating costs for MFISD.

## **Superintendent's Report**

### **Report on the Impact of State Required 4x4 on High School Curriculum and Course Offerings**

Amy Jacobs, Assistant Superintendent of Academic Programs, reviewed the graduation requirements for students entering 9<sup>th</sup> grade in the 2007-2008 school year and thereafter, noting the courses added in each core subject area to comply with state mandated requirements.

### **Assessment Update**

Amy Jacobs informed the Board regarding the difficult transition that will take place phasing out the Texas Assessment of Knowledge and Skills (TAKS) and the phase-in of the new State of Texas Assessments of Academic Readiness (STARR). Mrs. Jacobs reviewed the new requirements that will be effective for students entering 9<sup>th</sup> grade in the 2011-2012 school year. Other implications of the new assessment transition are:

- an increase in the number of testing days;
- multiple assessments being given during the year;
- more students involved in re-testing – scheduling/data management demands will increase;
- transition plan not fully developed at this point; and
- semester courses in relation to the impact of the 15% rule on EOC.

### **“Going for the Gold” Menus**

Mary Davidson, Food Service Director, shared the changes that ARAMARK is making to implement the “*Healthier US School Challenge*” Gold Menu standards. The USDA’s *Healthier US School Challenge* calls on schools to create healthier school environments through their promotion of good nutrition and physical activity.

### **Teacher Highly Qualified Status**

Karol French, Director of Student Services, reported that all content area teachers employed by the District met the highly qualified requirements of No Child Left Behind. She further stated that all instructional aides also met the federal guidelines of highly qualified. In addition, all staff met certification standards required by the Texas Education Agency.

### **School Facility Rentals**

Allen Roberts presented a comparison of facility charges of other districts in our area noting the necessity for an increase in our facility rental fees.

### **Enrollment Report**

Dr. Boyle informed the Board that the current enrollment of 4088 is an increase of 85 students at the same time period last year.

### **Proposed Agenda Items for December**

The only item requested for the December meeting was the TEA “Academic Excellence Indicator System” report.

**Executive Session**

At 7:59 p.m. the Board adjourned into executive session to discuss personnel issues (Gov't Code 551.074). The Board reconvened into open session at 8:32 p.m.

Upon a motion by Kelly Fox, second by Karl Westerman, the Board approved the professional employment of Sandra Hernandez on a one year probationary contract, subject to assignment.

For: 6

Against: 0

Absent: 1

The Board was informed of the paraprofessional employment of Amy Taylor.

**Adjournment:**

Hearing no objection the Board adjourned at 8:33 p.m.

**Approved:**

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Martin McLean, President

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Kelly Fox, Secretary

Marble Falls Independent School District  
Board Meeting Minutes  
November 18, 2010

---

Martin McLean, President, called this special meeting to order at 6:04 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

**Board Members Present:** Tommy Chaney, Rick Edwards, Kelly Fox, Martin McLean, Mike Savage and Karl Westerman  
Kevin Naumann arrived at 6:50 p.m.

**Board Members Absent:** None

**Administrators Present:** Jim Boyle, Interim Superintendent, Amy Jacobs, and Allen Roberts

**Members of the Press:** None

**Executive Session:**

At 6:05 p.m. the Board adjourned into executive session to discuss personnel issues, specifically to interview an applicant for the position of superintendent (Govt. Code 551.074). The Board reconvened into open session at 10:35 p.m.

**No action was taken in open session.**

**Adjournment:**

Hearing no objection the Board adjourned at 10:37 p.m.

**Approved:**

---

Martin McLean, President

---

Kelly Fox, Secretary

Marble Falls ISD

Statement of Revenues and Expenditures - General Fund

As of November 30, 2010

25% Of Fiscal Year

REVENUES	CURRENT YEAR				% OF BUDGET	PRIOR YEAR		
	BUDGET	YTD ACTIVITY	BALANCE			BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
5710 LOCAL TAX REVENUES	\$30,044,700	\$2,037,512	\$28,007,188		6.78%	\$28,959,337	\$1,945,666	6.72%
57XX OTHER LOCAL REVENUES	\$468,500	\$285,393	\$183,107		60.92%	\$624,850	\$111,862	17.90%
58XX STATE PROG. REVENUES	\$5,573,472	\$4,206,515	\$1,366,957		75.47%	\$7,120,220	\$3,011,189	42.29%
5900 FEDERAL REVENUE	\$216,540	\$ -	\$216,540		0.00%	\$608,129	\$ -	0.00%
<b>TOTAL REVENUE</b>	<b>\$ 36,303,212</b>	<b>\$ 6,529,420</b>	<b>\$29,773,792</b>		<b>17.99%</b>	<b>\$37,312,536</b>	<b>\$5,068,717</b>	<b>13.58%</b>
<b>EXPENDITURES</b>								
11 INSTRUCTION	\$ 17,548,592	\$ 3,854,568	\$ 13,694,024.36		21.97%	\$ 19,345,791	\$ 3,710,042	19.18%
12 LIBRARY	\$ 523,583	\$ 151,797	\$ 371,786.10		28.99%	\$ 549,291	\$ 121,394	22.10%
13 STAFF DEVELOPMENT	\$ 164,790	\$ 48,943	\$ 115,846.97		29.70%	\$ 197,542	\$ 34,993	17.71%
21 INST ADMINISTRATION	\$ 755,498	\$ 185,044	\$ 570,453.79		24.49%	\$ 763,224	\$ 183,760	24.08%
23 SCHOOL ADMINISTRATION	\$ 2,076,408	\$ 514,286	\$ 1,562,121.52		24.77%	\$ 2,189,714	\$ 460,697	21.04%
31 GUID AND COUNSELING	\$ 1,082,634	\$ 251,768	\$ 830,866.12		23.26%	\$ 1,114,087	\$ 247,711	22.23%
33 HEALTH SERVICES	\$ 394,333	\$ 81,576	\$ 312,757.11		20.69%	\$ 375,428	\$ 68,274	18.19%
34 PUPIL TRANSP - REGULAR	\$ 1,596,562	\$ 651,127	\$ 945,435.18		40.78%	\$ 1,834,306	\$ 398,451	21.72%
36 CO-CURRICULAR ACT	\$ 1,365,985	\$ 379,082	\$ 986,903.03		27.75%	\$ 1,487,581	\$ 315,585	21.21%
41 GEN ADMINISTRATION	\$ 1,069,406	\$ 302,970	\$ 766,436.44		28.33%	\$ 1,043,999	\$ 236,739	22.68%
51 PLANT MAINT & OPERATION	\$ 5,098,223	\$ 1,368,642	\$ 3,729,580.86		26.85%	\$ 4,744,926	\$ 1,164,161	24.53%
52 SECURITY & MONITORING	\$ 80,465	\$ 9,961	\$ 70,503.54		12.38%	\$ 102,130	\$ 12,456	12.20%
53 DATA PROCESSING	\$ 1,151,814	\$ 306,098	\$ 845,716.29		26.58%	\$ 1,486,732	\$ 259,694	17.47%
61 COMMUNITY SERVICES	\$ 228,203	\$ 34,593	\$ 193,609.82		15.16%	\$ 276,199	\$ 68,088	24.65%
81 FACILITIES ACQ & CONST	\$ -	\$ -	\$ -		0.00%	\$ 35,000	\$ -	0.00%
91 STUDENT ATTENDANCE CR	\$ 2,861,005	\$ -	\$ 2,861,005.00		0.00%	\$ 2,503,024	\$ -	0.00%
99 PURCHASES & CONT SRVS	\$ 677,500	\$ 157,406	\$ 520,093.86		23.23%	\$ 625,000	\$ 159,320	25.49%
<b>TOTAL EXPENDITURES</b>	<b>\$ 36,675,001</b>	<b>\$ 8,297,861</b>	<b>\$ 28,377,140</b>		<b>22.63%</b>	<b>\$ 38,673,974</b>	<b>\$ 7,441,365</b>	<b>19.24%</b>
7000 Other Sources	\$-					Other Sources	\$-	
8000 Other Uses	\$-					Other Uses	\$-	
1200 EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES				EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2009-2010			\$ (2,372,648)	
3000 BEG FUND BAL 9/1/09	\$ 9,325,749							
3000 END FUND BAL 10/31/10	\$ 7,000,000	Unaudited						

***Marble Falls  
Independent  
School District***

***Financial Report***

***December 13, 2010***

***\*\*Check Payment Fund Summary\*\****

***\*\*Expenditure to Budget Report\*\****

***Check Payment Fund Summary***

***For Bills Paid***

***November 1 – November 30, 2010***

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
199	GENERAL FUND	65,212.87	23,183.20	381,363.30	469,759.37
204	ESEA TITLE IV SAFE&DRUG FREE	0.00	0.00	107.87	107.87
211	TITLE I PART A, BASIC PROGRAMS	0.00	0.00	6,865.99	6,865.99
224	IDEA PART B FORMULA	0.00	0.00	9,718.42	9,718.42
225	IDEA PART B PRESCHOOL	0.00	0.00	112.68	112.68
240	FOOD SERVICE	0.00	0.00	2,980.88	2,980.88
244	VOC. ED.-BASIC GRANT	0.00	0.00	126.95	126.95
255	TITLE II PART A TCHR & PRINCPL	0.00	0.00	610.98	610.98
263	TITLE III - BILINGUAL	0.00	0.00	1,599.56	1,599.56
283	IDEA B FORMULA ARRA STIMULUS	0.00	0.00	3,826.38	3,826.38
394	LIFE SKILLS FOR STUDNT PARENTS	0.00	0.00	14.88	14.88
863	PAYROLL CLEARING	762,635.39	0.00	0.00	762,635.39
***	Fund Summary Totals ***	827,848.26	23,183.20	407,327.89	1,258,359.35

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

***Expenditure to Budget Report***

***December 13, 2010***

***General Operating Fund***

***&***

***Food Service Fund***

COMPARISON OF REVENUE TO BUDGET (Date: 11/2010)

Obj	Obj	2010-11 ESTIMATED REVENUE	November 2010-11 MTHLY ACTIVITY	2010-11 Activity	REVENUE BALANCE	PERCENT REALIZED	2010-11 YTD %
199	GENERAL FUND						
5700	REVENUE-LOCAL & INTERMED						
	571- LOCAL REAL-PROPERTY TAXES	30,044,700.00	1,721,847.61	2,037,512.22	28,007,187.78	8.92	6.78
	573- TUITION & FEES FROM PATRONS	120,500.00	13,608.34	26,023.34	94,476.66	22.22	21.60
	574- TRANS FROM WITHIN STATE	208,500.00	145,745.40	160,313.14	48,186.86	82.10	76.89
	575- ENTERPRISING ACTIVITIES	139,500.00	33,539.25	99,056.09	40,443.91	87.59	71.01
	57-- REVENUE-LOCAL & INTERMED	30,513,200.00	1,914,740.60	2,322,904.79	28,190,295.21	9.83	7.61
5800	STATE PROGRAM REVENUES						
	581- PER CAPITA-FOUNDATION REV	3,968,472.00	139,506.00	3,941,127.00	27,345.00	99.31	99.31
	582- STATE REVENUE DISTRBD BY TEA	5,000.00	4,059.00	4,059.00	941.00	81.18	81.18
	583- TRS ON BEHALF BENEFIT	1,600,000.00	130,176.13	261,329.01	1,338,670.99	16.33	16.33
	58-- STATE PROGRAM REVENUES	5,573,472.00	273,741.13	4,206,515.01	1,366,956.99	75.47	75.47
5900	FEDERAL PROGRAM REVENUES						
	592-	1,540.00	0.00	0.00	1,540.00	0.00	0.00
	593- VOC ED NON FOUNDATION	215,000.00	0.00	0.00	215,000.00	0.00	0.00
	59-- FEDERAL PROGRAM REVENUES	216,540.00	0.00	0.00	216,540.00	0.00	0.00
	---- GENERAL FUND	36,303,212.00	2,188,481.73	6,529,419.80	29,773,792.20	19.85	17.99

Obj	Obj	2010-11 ESTIMATED REVENUE	November 2010-11 MTHLY ACTIVITY	2010-11 Activity	REVENUE BALANCE	PERCENT REALIZED	2010-11 YTD %
240	FOOD SERVICE						
5700	REVENUE-LOCAL & INTERMED						
	574- TRANS FROM WITHIN STATE	0.00	364.09	672.57	-672.57	0.00	0.00
	575- ENTERPRISING ACTIVITIES	808,043.00	68,162.53	214,776.61	593,266.39	28.19	26.58
	57-- REVENUE-LOCAL & INTERMED	808,043.00	68,526.62	215,449.18	592,593.82	28.27	26.66
5800	STATE PROGRAM REVENUES						
	582- STATE REVENUE DISTRBD BY TEA	12,058.00	0.00	0.00	12,058.00	0.00	0.00
	58-- STATE PROGRAM REVENUES	12,058.00	0.00	0.00	12,058.00	0.00	0.00
5900	FEDERAL PROGRAM REVENUES						
	592-	1,427,620.00	159,824.00	321,950.81	1,105,669.19	22.55	22.55
	59-- FEDERAL PROGRAM REVENUES	1,427,620.00	159,824.00	321,950.81	1,105,669.19	22.55	22.55
	---- FOOD SERVICE	2,247,721.00	228,350.62	537,399.99	1,710,321.01	24.49	23.91

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

RECAP OF REVENUE BY FUND (Date: 11/2010)

	Obj	Obj	2010-11 ESTIMATED REVENUE	November 2010-11 MTHLY ACTIVITY	2010-11 Activity	REVENUE BALANCE	2010-11 YTD %
199		GENERAL FUND					
	5---	REVENUE	36,303,212.00	2,188,481.73	6,529,419.80	29,773,792.20	17.99
	----	GENERAL FUND	36,303,212.00	2,188,481.73	6,529,419.80	29,773,792.20	17.99
240		FOOD SERVICE					
	5---	REVENUE	2,247,721.00	228,350.62	537,399.99	1,710,321.01	23.91
	----	FOOD SERVICE	2,247,721.00	228,350.62	537,399.99	1,710,321.01	23.91

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

	2010-11	ENCUMBRANCE	2010-11	November	2010-11		2010-11
Obj Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %	
199	GENERAL FUND						
00							
89-- OTHER USES	0.00	0.00	1,600.00	0.00	-1,600.00	0.00	
----	0.00	0.00	1,600.00	0.00	-1,600.00	0.00	
11	INSTRUCTION						
61-- PAYROLL COSTS	16,474,890.00	0.00	3,226,371.80	1,492,691.81	13,248,518.20	19.58	
62-- PURCHASE & CONTRACTED SVS	488,665.00	163,341.24	300,166.27	32,874.75	25,157.49	61.43	
63-- SUPPLIES AND MATERIALS	493,662.00	56,452.83	90,552.26	40,982.98	346,656.91	18.34	
64-- OTHER OPERATING EXPENSES	91,375.00	8,428.75	9,254.49	4,012.76	73,691.76	10.13	
---- INSTRUCTION	17,548,592.00	228,222.82	3,626,344.82	1,570,562.30	13,694,024.36	20.66	
12	INST. RESOURCES & MEDIA SVCS						
61-- PAYROLL COSTS	409,885.00	0.00	91,608.78	32,205.30	318,276.22	22.35	
62-- PURCHASE & CONTRACTED SVS	22,704.00	1,025.25	4,194.63	1,321.47	17,484.12	18.48	
63-- SUPPLIES AND MATERIALS	83,914.00	19,798.24	33,532.42	12,777.12	30,583.34	39.96	
64-- OTHER OPERATING EXPENSES	7,080.00	487.60	1,150.00	0.00	5,442.40	16.24	
---- INST. RESOURCES & MEDIA S	523,583.00	21,311.09	130,485.83	46,303.89	371,786.08	24.92	
13	CURRICULUM DEV & INST STFF DEV						
61-- PAYROLL COSTS	91,164.00	0.00	23,762.48	8,091.90	67,401.52	24.07	
62-- PURCHASE & CONTRACTED SVS	50,726.00	9,420.00	13,880.00	5,370.00	27,426.00	27.36	
63-- SUPPLIES AND MATERIALS	8,100.00	0.00	639.75	639.75	7,460.25	7.90	
64-- OTHER OPERATING EXPENSES	14,800.00	409.80	831.00	0.00	13,559.20	5.61	
---- CURRICULUM DEV & INST STF	164,790.00	9,829.80	39,113.23	14,101.65	115,846.97	23.74	
21	INSTRUCTIONAL LEADERSHIP						
61-- PAYROLL COSTS	697,590.00	0.00	172,533.57	58,836.36	525,056.43	24.73	
62-- PURCHASE & CONTRACTED SVS	14,350.00	1,817.75	390.25	199.26	12,142.00	2.72	
63-- SUPPLIES AND MATERIALS	23,150.00	777.02	4,906.96	1,783.10	17,466.02	21.20	
64-- OTHER OPERATING EXPENSES	20,408.00	1,229.41	3,389.25	733.86	15,789.34	16.61	

04.10.06.00.00-010110

## COMPARISON OF EXPENDITURES &amp; ENCUMBRANCE TO BUDGET (Date: 11/2010)

PAGE: 2

	2010-11	ENCUMBRANCE	2010-11	November	2010-11		2010-11
Obj Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %	
199	GENERAL FUND						
21	INSTRUCTIONAL LEADERSHIP						
----	INSTRUCTIONAL LEADERSHIP	755,498.00	3,824.18	181,220.03	61,552.58	570,453.79	23.99
23	SCHOOL LEADERSHIP						
61--	PAYROLL COSTS	1,976,762.00	0.00	462,757.41	165,358.83	1,514,004.59	23.41
62--	PURCHASE & CONTRACTED SVS	30,228.00	16,640.28	21,936.70	1,173.79	-8,348.98	72.57
63--	SUPPLIES AND MATERIALS	52,305.00	260.64	6,318.52	3,013.02	45,725.84	12.08
64--	OTHER OPERATING EXPENSES	17,113.00	2,206.43	4,166.50	1,474.11	10,740.07	24.35
----	SCHOOL LEADERSHIP	2,076,408.00	19,107.35	495,179.13	171,019.75	1,562,121.52	23.85
31	GUIDANCE & COUNSELING						
61--	PAYROLL COSTS	1,029,783.00	0.00	235,763.68	94,235.57	794,019.32	22.89
62--	PURCHASE & CONTRACTED SVS	7,753.00	0.00	602.25	0.00	7,150.75	7.77
63--	SUPPLIES AND MATERIALS	31,521.00	4,861.76	3,824.87	591.66	22,834.37	12.13
64--	OTHER OPERATING EXPENSES	13,577.00	1,411.39	5,303.93	2,512.72	6,861.68	39.07
----	GUIDANCE & COUNSELING	1,082,634.00	6,273.15	245,494.73	97,339.95	830,866.12	22.68
33	HEALTH SERVICES						
61--	PAYROLL COSTS	370,121.00	0.00	65,993.37	30,931.86	304,127.63	17.83
62--	PURCHASE & CONTRACTED SVS	13,544.00	0.00	13,009.00	0.00	535.00	96.05
63--	SUPPLIES AND MATERIALS	9,645.00	657.12	1,916.40	965.22	7,071.48	19.87
64--	OTHER OPERATING EXPENSES	1,023.00	0.00	0.00	0.00	1,023.00	0.00
----	HEALTH SERVICES	394,333.00	657.12	80,918.77	31,897.08	312,757.11	20.52
34	PUPIL TRANSPORTATION						
61--	PAYROLL COSTS	1,222,712.00	0.00	314,563.42	120,192.27	908,148.58	25.73
62--	PURCHASE & CONTRACTED SVS	20,546.00	8,501.29	2,230.63	1,047.54	9,814.08	10.86
63--	SUPPLIES AND MATERIALS	375,104.00	34,099.25	105,255.30	43,511.77	235,749.45	28.06
64--	OTHER OPERATING EXPENSES	-205,800.00	22,567.50	-17,100.57	-10,525.94	-211,266.93	8.31
66--	CPTL OUTLY LAND BLDG & EQ	184,000.00	181,010.00	0.00	0.00	2,990.00	0.00

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 11/2010)

		2010-11	ENCUMBRANCE	2010-11	November	2010-11	
	Obj Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
34	PUPIL TRANSPORTATION						
	---- PUPIL TRANSPORTATION	1,596,562.00	246,178.04	404,948.78	154,225.64	945,435.18	25.36
36	COCURR./EXTRACURR.ACTIVITIES						
	61-- PAYROLL COSTS	641,194.00	0.00	128,988.20	56,446.83	512,205.80	20.12
	62-- PURCHASE & CONTRACTED SVS	182,861.00	27,129.51	52,064.79	7,977.81	103,666.70	28.47
	63-- SUPPLIES AND MATERIALS	184,254.00	31,031.27	26,119.76	10,944.84	127,102.97	14.18
	64-- OTHER OPERATING EXPENSES	357,676.00	5,952.56	107,795.88	20,543.44	243,927.56	30.14
	---- COCURR./EXTRACURR.ACTIVIT	1,365,985.00	64,113.34	314,968.63	95,912.92	986,903.03	23.06
41	GENERAL ADMINISTRATION						
	61-- PAYROLL COSTS	796,207.00	0.00	179,958.84	66,403.36	616,248.16	22.60
	62-- PURCHASE & CONTRACTED SVS	150,444.00	51,436.28	38,654.59	11,112.60	60,353.13	25.69
	63-- SUPPLIES AND MATERIALS	29,830.00	736.50	4,206.07	617.80	24,887.43	14.10
	64-- OTHER OPERATING EXPENSES	92,925.00	10,120.55	17,856.73	2,435.51	64,947.72	19.22
	---- GENERAL ADMINISTRATION	1,069,406.00	62,293.33	240,676.23	80,569.27	766,436.44	22.51
51	PLANT MAINTENANCE & OPERATIONS						
	61-- PAYROLL COSTS	2,413,393.00	0.00	590,992.63	198,925.47	1,822,400.37	24.49
	62-- PURCHASE & CONTRACTED SVS	1,841,330.00	108,335.18	284,620.77	116,357.85	1,448,374.05	15.46
	63-- SUPPLIES AND MATERIALS	493,500.00	104,217.27	81,968.48	23,336.36	307,314.25	16.61
	64-- OTHER OPERATING EXPENSES	195,000.00	89,449.31	91,058.50	-215.82	14,492.19	46.70
	66-- CPTL OUTLY LAND BLDG & EQ	155,000.00	0.00	18,000.00	18,000.00	137,000.00	11.61
	---- PLANT MAINTENANCE & OPERA	5,098,223.00	302,001.76	1,066,640.38	356,403.86	3,729,580.86	20.92
52	SECURITY & MONITORING SERVICES						
	61-- PAYROLL COSTS	16,065.00	0.00	2,977.46	1,336.27	13,087.54	18.53
	62-- PURCHASE & CONTRACTED SVS	60,900.00	3,240.00	720.00	390.00	56,940.00	1.18
	63-- SUPPLIES AND MATERIALS	3,500.00	0.00	3,024.00	0.00	476.00	86.40
	---- SECURITY & MONITORING SER	80,465.00	3,240.00	6,721.46	1,726.27	70,503.54	8.35

	2010-11	ENCUMBRANCE	2010-11	November	2010-11		2010-11	
Obj	Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %	
199	GENERAL FUND							
53	DATA PROCESSING SERVICES							
	61--	PAYROLL COSTS	684,142.00	0.00	158,525.52	54,631.91	525,616.48	23.17
	62--	PURCHASE & CONTRACTED SVS	212,672.00	63,281.59	26,275.53	7,859.68	123,114.88	12.35
	63--	SUPPLIES AND MATERIALS	78,600.00	7,679.26	10,535.71	4,003.91	60,385.03	13.40
	64--	OTHER OPERATING EXPENSES	41,400.00	658.60	0.00	0.00	40,741.40	0.00
	66--	CPTL OUTLY LAND BLDG & EQ	135,000.00	39,141.50	0.00	0.00	95,858.50	0.00
	----	DATA PROCESSING SERVICES	1,151,814.00	110,760.95	195,336.76	66,495.50	845,716.29	16.96
61	COMMUNITY SERVICES							
	61--	PAYROLL COSTS	222,177.00	0.00	32,343.18	12,141.81	189,833.82	14.56
	63--	SUPPLIES AND MATERIALS	3,761.00	1,000.00	0.00	0.00	2,761.00	0.00
	64--	OTHER OPERATING EXPENSES	2,265.00	1,102.78	147.22	0.00	1,015.00	6.50
	----	COMMUNITY SERVICES	228,203.00	2,102.78	32,490.40	12,141.81	193,609.82	14.24
91	INTERGOVERNMENTAL CHARGES							
	62--	PURCHASE & CONTRACTED SVS	2,861,005.00	0.00	0.00	0.00	2,861,005.00	0.00
	----	INTERGOVERNMENTAL CHARGES	2,861,005.00	0.00	0.00	0.00	2,861,005.00	0.00
99	OTHR INTERGOVERNMENTAL CHARGES							
	62--	PURCHASE & CONTRACTED SVS	677,500.00	0.00	157,406.14	0.00	520,093.86	23.23
	----	OTHR INTERGOVERNMENTAL CH	677,500.00	0.00	157,406.14	0.00	520,093.86	23.23
	----	GENERAL FUND	36,675,001.00	1,079,915.71	7,219,545.32	2,760,252.47	28,375,539.97	19.69

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 11/2010)

Obj	Obj	2010-11 BUDGET	ENCUMBRANCE YTD	2010-11 EXPENDITURES	November 2010-11 ACTIVITY	2010-11 BALANCE	2010-11 YTD %
240	FOOD SERVICE						
35	FOOD SERVICES						
62--	PURCHASE & CONTRACTED SVS	2,165,505.00	0.00	534,137.79	227,217.36	1,631,367.21	24.67
63--	SUPPLIES AND MATERIALS	85,500.00	0.00	5,120.78	3,056.82	80,379.22	5.99
64--	OTHER OPERATING EXPENSES	2,100.00	1,800.00	0.00	0.00	300.00	0.00
66--	CPTL OUTLY LAND BLDG & EQ	38,000.00	37,906.39	0.00	0.00	93.61	0.00
----	FOOD SERVICES	2,291,105.00	39,706.39	539,258.57	230,274.18	1,712,140.04	23.54
----	FOOD SERVICE	2,291,105.00	39,706.39	539,258.57	230,274.18	1,712,140.04	23.54

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

		2010-11	ENCUMBRANCE	2010-11	November	2010-11	2010-11
	Obj	BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %
199	GENERAL FUND						
	6---	36,675,001.00	1,079,915.71	7,217,945.32	2,760,252.47	28,377,139.97	19.68
	8---	0.00	0.00	1,600.00	0.00	-1,600.00	0.00
	----	36,675,001.00	1,079,915.71	7,219,545.32	2,760,252.47	28,375,539.97	19.69
240	FOOD SERVICE						
	6---	2,291,105.00	39,706.39	539,258.57	230,274.18	1,712,140.04	23.54
	----	2,291,105.00	39,706.39	539,258.57	230,274.18	1,712,140.04	23.54

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

**MARBLE FALLS INDEPENDENT SCHOOL DISTRICT  
 GENERAL OPERATING FUND - BUDGET AMENDMENT  
 December 13, 2010**

<u>Description/Function</u>	<u>Debit</u>	<u>Credit</u>
Extracurricular/36 Donation Revenue	\$10,342	\$10,342
Total	\$10,342	\$10,342
Net Affect to Adopted Budget		<u><u>\$0</u></u>

To record donations for purchase of new scoreboard.

Lisa Lemon  
 Accounting Supervisor

12-8-10  
 Date

**Weed, Sylvia**

---

**From:** Boyle, James  
**Sent:** Thursday, December 09, 2010 9:18 AM  
**To:** Weed, Sylvia  
**Subject:** Resolution

**Executive Summary: School Board Resolution --- "Make Education a Priority"**

This is a statewide effort to be emphatic regarding public education with the legislators as we approach the beginning of the 82<sup>nd</sup> Legislative Session – January 11, 2011. For 140 days (5/30/2011) the legislators will discuss a multitude of issues including Redistricting, Health and Human Services, Public Education to name a few. Our goal is to keep public education at the forefront of these conversations so that the children our school system and the State of Texas are indeed a priority.

Included within your Board Packet is more information about the resolution "Make Education a Priority." To date, more than 275 school districts have passed this resolution with a great deal more school systems considering it this month.

I applaud the fact that Rick Edwards brought this to my attention and I heartily endorse this movement.

**Recommendation:** Please consider passing the adoption of this resolution and we will send it to our legislators immediately with a request for them to become a part of this extremely important movement.

**Dr. Jim Boyle**  
**Interim Superintendent**  
**Marble Falls ISD**  
**830-693-4357 (office)**  
**830-693-5685 (fax)**

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

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**Weed, Sylvia**

**From:** Boyle, James  
**Sent:** Wednesday, December 08, 2010 7:48 AM  
**To:** Weed, Sylvia  
**Subject:** FW: Fwd: Resolution ...  
 For Board Packet

Dr. Jim Boyle, MFISD

---

**From:** Bobby J Rigues [mailto:brigues@att.net]  
**Sent:** Tuesday, November 30, 2010 8:25 PM  
**To:** Boyle, James  
**Cc:** Joe Smith  
**Subject:** Re: Fwd: Resolution ...

Dr. Boyle,

My name is Bobby J Rigues, Aledo ISD Trustee and contact person for the MEaP (Make Education a Priority) initiative. Joe Smith has asked me follow up with you. Joe has been instrumental in the success this initiative has found - a grassroots effort made possible by everyone adopting the resolution.

Before answering your your question, .on behalf of Mr. Smith and all members involved, we thank you for your leadership.

Regarding procedures to adopting the resolution:

The concept behind this Priority Resolution adoption is to unite and create one voice. Please visit [www.schoolpriority.com](http://www.schoolpriority.com)  
 At the top of the opening page, you will find a bar with tab words ....click on the "Districts Adopt" wording/tab ... A copy of the Priority Resolution by link is available. (titled "Sample School District Resolution 2010 pdf)

If you need words to help state the main reason as to why your board should adopt the resolution, consider the following: (by the way, we are planning a January 2011 Austin delivery date)

***Today, an alarming number of Texas school districts are facing a growing financial crisis. In 2006, legislators implemented a school finance system that has proven to fall short of properly working. An increasing number of districts are now forced to use dollars from their fund balance for daily operating expenditures. In addition, teaching positions are being eliminated, salaries reduced and local educational programs removed to meet tight budgets.***

***The 2007 and 2009 legislative sessions failed to address the funding system's shortcomings. A Fear exists that the topic of school finance will meet the same fate during the 2011 session. To make sure this topic is addressed, a collective sense of educational priority must be found among us, our local communities and respected legislative leaders.***

**Together - "we" can build this needed sense of priority. Respectfully, we can practice democracy by coming together to create one unified voice - one message ... "Make Education a Priority"**

**As school board trustees, we have a unique opportunity to accomplish what has never been accomplished before. During these difficult economic times, a shared priority with our respected legislators becomes vital. Without such a foundation, solutions to the difficult topic of school finance will never be found.**

**Join us as we support our legislators and ask them to come together with a renewed sense of priority. A successful resolution campaign will unify our message.**

And finally, to give you an idea of the support generated thus far outside of the current 250 plus districts that have adopted the resolution, consider sharing the "Statements of Support" document found at the bottom of the "Supporters" tab

In the end, please email me after you have adopted the resolution so we can add you to the growing list....

Please feel free to call me with any questions....

Oh,...do me a favor,...call a neighboring school district that has not adopted and encourage them to do the same,.....it will take all of us to make a difference.

Respectfully,

*Bobby J Riques*

*Aledo ISD Board of Trustee VP*

*Leadership TASB-MT*

*817 992-4454*

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----- Forwarded message -----

From: **Boyle, James** <>  
 Date: Tue, Nov 30, 2010 at 2:42 PM  
 Subject: Resolution  
 To: "joe@texasisd.com" <joe@texasisd.com>  
 Cc: "jim@texasisd.com" <jim@texasisd.com>

Joe,  
 I am serving in Marble Falls ISD and would like to present the Resolution "Make Education a Priority" for the Board's consideration during our Dec. 13<sup>th</sup> meeting. Are there any procedures or guidelines needed to be followed other than the routine items?

Thanks!

Jim

**Dr. Jim Boyle**  
**Interim Superintendent**  
**Marble Falls ISD**

12/8/2010



## **School Board Resolution Make Education a Priority**

Whereas, the current Texas public school finance system is negatively affecting an increasing number of public school districts; and

Whereas, past diligent legislative efforts to address the state's method of adequately and equitably funding Texas schools has fallen short of broad measured success; and

Whereas, the legislative year of 2011 bears the attributes of repeating the 2009 legislative session's lack of reliable funding improvements;

Therefore, be it resolved that a responsible community of educational leaders with a united awareness respectfully empowers and supports our respected legislative representatives to act; and

Be it also resolved that in light of our current Texas economic challenges and the complexity of financing public education improvements in school funding be established with an attitude where education is found as the highest priority; and

Be it also resolved that this attitude begins within the leadership of Texas school districts and together, we respectfully share one unified message to all involved: Make Education a Priority.

The Marble Falls Independent School District Board of Trustees respectfully acknowledges, applauds and joins the priority efforts to protect the pursuit of quality education for all children.

Adopted this 13th day of December, 2010

\_\_\_\_\_  
Martin McLean, MFISD Board President

\_\_\_\_\_  
Dr. Jim Boyle, MFISD Superintendent

\_\_\_\_\_  
Rick Edwards, MFISD Board Vice-President

\_\_\_\_\_  
Kelly Fox, MFISD Board Secretary

\_\_\_\_\_  
Tommy Chaney, MFISD Board Member

\_\_\_\_\_  
Kevin Naumann, MFISD Board Member

\_\_\_\_\_  
Mike Savage, MFISD Board Member

\_\_\_\_\_  
Karl Westerman, MFISD Board Member





**CHOIR TRIP:** New York City - May 13<sup>th</sup> – 17<sup>th</sup>, 2010

In the spring of 2010, Mr. Gage met with Dr. Warren and presented three potential destinations for the 2010-11 choir trip, with London being on the top of the list. He denied the London request based on his philosophy of as long as war was going on we would not travel abroad. Mr. Gage chose NYC, presented the proposal to Dr. Warren and he stated that it would be taken care of (approval). Mr. Gage assumed that it had been approved, moved on with the plans and currently has made several non-refundable payments to USIT (which is the company being used).

Somehow, the required request for approval from our Board of Trustees has fallen through the cracks during the transition from Dr. Warren to the current administration.

The Choir students are raising the money or paying for it themselves. There have been ample opportunities to pay off the trip by fundraising. The amount is still approximate until January 30th as Bryce continues to extol discounts. Projected costs are \$1,150 or less per student. Bryce continues to work on decreasing the cost and hopes for around \$1,100 per student. He has the knack for persuasiveness with the company in this area.

**BAND TRIP:** Orlando Florida Disney - March 12 – 19, 2010 (Spring Break)

Information on the Band trip is included in this section. The Band students are raising funds to offset the expenses of this trip.

Over-night and/or out-of-state student trips require School Board approval as per Board Policy FMG (Local)

**RECOMMENDATION:** Approve the Choir trip to New York City scheduled for May 13-17, 2010 and the Band trip to Orlando Florida Disney scheduled fro March 12-19, 2010.



# **Marble Falls High School Choir New York City**

## **Trip Proposal**

1. 4 Nights 5 Days in New York City ( Spring break or the week after TAKS)
  - a. Statue of Liberty
  - b. 9/11 Memorial Site
  - c. Central Park
  - d. Museum of Natural History
  - e. Metropolitan Museum of Art
  - f. Chinatown
  - g. Little Italy
  - h. Financial District
  
2. Performance Opportunities
  - a. St. John the Divine Cathedral
    - i. Largest Cathedral in the World!
  - b. St. Pauls Chapel
    - i. 9/11 Services held – the only building not touched when the towers fell.
  
3. Cost
  - a. Approx. \$1100 - per student
    - i. Includes – round trip flight, hotel, pictures in Time Square, Breakfast every morning, 1 Broadway shows, tour guides for tours of the city, Empire State Building, tour buses, etc.....
  
4. Chaperones
  - a. 1 chaperone for every 6 students
  - b. 2 MFISD Choir Director
  
5. Funds will be provided by students and various fundraisers.



## Marble Falls High School Band



2101 Mustang Drive  
Marble Falls, Texas 78654  
(830)693-4375

Brad Behrens, Director of Bands, ext. 7120  
David Langford, Assistant Director, ext. 7163  
Fax (830)798-3604

Marble Falls High School Band Spring Trip

Dates of Trip: March 12-19 2011 (MFISD Spring Break)

Destination: Orlando Florida Disney

Educational Activity: The Marble Falls High School will participate in the "Your instrumental" workshop held on back stage at Epcot. The Band will have a Disney Band specialist clinic and work with the band in a recording studio environment. The Band will sight-read several Disney Songs and Movie Themes, and record some of them original Disney Movie Segments.

Cost per person: approximately \$850.00 per person.

Transportation: Charter Bus

Fundraising Opportunities: Poinsettia sales, Golf Tournament, Band Booster Concessions

There will be No MFISD funds used for this Spring Trip. The Marble Falls High School Band Boosters will be assisting the High School Band students in financial preparation for this trip.

### Marble Falls High School Band Orlando, Florida March 12 – 19, 2011

#### *Preliminary Itinerary*

*Regent Coach / 210-212-0510 / Two 56-passenger buses*

#### **Saturday, March 12**

5:30 AM Buses arrive Marble Falls High School; Load luggage  
6:00 AM Depart for **Gulfport, Mississippi** (*about 11 hours*)  
Lunch and dinner on own en route  
8:00 PM Hotel check –in at **Holiday Inn** (*time approximate pending stops*)  
9515 Highway 49, Gulfport 39503

#### **Sunday, March 13**

6:00 AM Wake up  
7:00 AM Breakfast at the hotel  
8:00 AM Load buses and depart for **Orlando** (*about 10 hours*)  
Lunch on own  
8:00 PM Arrive **Orlando** (*set watches back 1 hour*)  
(*Time approximate pending stops*)  
Hotel check-in at **Hawthorn Suites**  
8303 Palm Parkway

**8:00 PM Pizza Party at the hotel**

\_\_\_PM Room check; Lights out!

**Monday, March 14**

6:30 AM Wake up  
7:15 AM Breakfast at the hotel  
8:00 AM Load buses and depart for **Disney Event Building**  
8:30 AM Meet **Disney Host** at Disney Event Building  
9:00 AM *Disney Performing Arts Workshop*  
11:30 AM Load buses and depart for **Epcot®** (*Park Hours: 9 AM – 9 PM*)  
9:00 PM **“Illuminations” Reflection of Earth**  
9:30 PM Walk to bus parking lot  
9:45 PM Load bus and depart for hotel  
\_\_\_PM Room check; Lights out!

**Tuesday, March 15**

7:00 AM Wake up  
8:00 AM Breakfast at the hotel  
9:00 AM Load buses and depart for **Magic Kingdom** (*Park Hours: 9 AM – 11 PM*)  
10:30 AM Meet at front of park to ride monorail to bus parking as a group  
11:00 PM Load buses and depart for hotel  
\_\_\_PM Room check; Lights out!

**Wednesday, March 16**

7:00 AM Wake up  
8:00 AM Breakfast at the hotel  
9:00 AM Load buses and depart for **Hollywood Studios** (*Park Hours: 9 AM – 8:30 PM*)  
8:30 PM Load buses and depart for hotel  
\_\_\_PM Room check; Lights out!

**Thursday, March 17**

7:00 AM Wake up  
8:00 AM Breakfast at the hotel  
9:00 AM Load buses and depart for **Universal Studios** (*Park Hours: \_\_ AM – \_\_PM*)  
8:00 PM **Blue Man Group at Aquos Theatre**  
*Universal CityWalk between Hard Rock Café and Universal Studios Florida*  
10:00 PM Load buses and depart for hotel  
\_\_\_PM Room check; Lights out!

**Friday, March 18**

7:00 AM Wake up  
8:00 AM Breakfast at the hotel  
9:00 AM Load buses and depart for **Gulfport, Mississippi**  
Lunch and dinner on own en route  
\_\_\_ Hotel check –in at **Holiday Inn**  
*9515 Highway 49, Gulfport 39503*  
\_\_\_PM Room check; Lights out!

**Saturday, March 19**

8:00 AM Breakfast at the hotel  
9:00 AM Load buses and depart for **Texas**  
\_\_\_\_\_ Arrive **Marble Falls High School**  
**Welcome Home!**



**MARBLE FALLS  
INDEPENDENT  
SCHOOL DISTRICT**

Ryder F. Warren, Ed.D. – Superintendent  
2001 Broadway Marble Falls, Texas 78654 Phone 830-693-4357 Fax 830-693-5685

TO: Board of Trustees

FROM: Jim Boyle

SUBJECT: Board President to Announce Board Training Credit Hours

DATE: December 13, 2010

Martin McLean will announce the following regarding the status of each trustee's training hours for the current year as required by the Texas Administrative Code (19TAC §61.1):

- Tier I: None of the trustees are first year board members and are not required to take Tier I training.
- Tier II: All trustees have satisfied the requirements of the Tier II training.
- Tier III: Martin McLean, Rick Edwards, Kelly Fox, Kevin Naumann and Karl Westerman have exceeded the Tier III training requirements. Mike Savage has completed the Tier III training requirements and Tommy Chaney has not met the Tier III training requirements. Judge McLean's and Mr. Chaney's terms end May 2010.



"IN PURSUIT OF EXCELLENCE"



# Framework for School Board Development

(Also known as the Framework for Governance Leadership)

*Adopted by the Texas State Board of Education, January 12, 1996*

## **Preamble:**

The Board of Trustees is the educational policy-making body for Texas public school districts. To effectively meet the challenges of public education, school boards and superintendents must function together as a leadership team. Each leadership team must annually assess its development needs as a corporate body and individually to gain an understanding of the vision, structure, accountability, advocacy, and unity needed to provide educational programs and services that ensure the equity and excellence in performance of all students. The Framework for School Board Development has been approved by the State Board of Education to provide the critical areas of development for all public school boards.

## **Vision**

- The board ensures creation of a shared vision that promotes enhanced student achievement.
- The board keeps the district focus on the educational welfare of all children.
- The board adopts a shared vision based on community beliefs to guide local education.
- The board ensures that the vision supports the state's mission, objectives and goals for education established by law.
- The board ensures that the district vision expresses the present and future needs of the children and community.
- The board demonstrates its commitment to the vision by using the vision to guide all board deliberations, decisions, and actions.

## **Structure**

- The board provides guidance and direction for accomplishing the vision.
- The board recognizes the respective roles of the Legislature, State Board of Education, the Texas Education Agency, and Local Boards of Trustees in the governance of the public schools.
- The board fulfills the statutory duties of the local board of trustees and upholds all laws, rules, ethical procedures, and court orders pertaining to schools and school employees.
- The board focuses its actions on policy making, planning, and evaluation.
- The board adopts a planning and decision making process consistent with state statute that uses participation, information, research, and evaluation to help achieve the district's vision.
- The board ensures that the district planning and decision making process enables all segments of the community, parents, and professional staff to contribute meaningfully to achieving the district's vision.
- The board develops and adopts policies that provide guidance for accomplishing the district's vision, mission, and goals.
- The board adopts a budget that incorporates sound business and fiscal practices and provides resources to achieve the districts vision, mission, and goals.
- The board adopts goals, approves student performance objectives, and establishes policies, that provide a well-balanced curriculum resulting in improved student learning.
- The board approves goals, policies, and programs that ensure a safe and disciplined environment conducive to learning.

- The board oversees the management of the district by employing a superintendent and evaluating the superintendent's performance in providing education leadership, managing daily operations and performing all duties assigned by law.
- The board adopts policies and standards for hiring, assigning, appraising and compensating school district personnel in compliance with state laws and rules.

### **Accountability**

- The board measures and communicates how well the vision is being accomplished.
- The board ensures progress toward achievement of district goals through a systematic, timely, and comprehensive review of reports prepared by or at the direction of the superintendent.
- The board monitors the effectiveness and efficiency of instructional programs by reviewing reports prepared by or at the direction of the superintendent and directs the superintendent to make modifications that promote maximum achievement for all students.
- The board ensures that appropriate assessments are used to measure achievement of all students.
- The board reports district progress to parents and community in compliance with state laws and regulations.
- The board reviews district policies for effective support of the district's vision, mission and goals.
- The board reviews the efficiency and effectiveness of district operations and use of resources supporting the district's vision, mission, and goals.
- The board evaluates the superintendent's performance annually in compliance with state laws and regulations.
- The board annually evaluates its performance in fulfilling the board's duties and responsibilities, and the board's ability to work with the superintendent as a team.

### **Advocacy**

- The board promotes the vision.
- The board demonstrates its commitment to the shared vision, mission, and goals by clearly communicating them to the superintendent, the staff, and the community.
- The board ensures an effective two-way communication system between the district and its students and employees, the media and the community.
- The board builds partnerships with community, business, and governmental leaders to influence and expand educational opportunities and meet the needs of students.
- The board supports children by establishing partnerships between the district, parents, business leaders, and other community members as an integral part of the district's educational program.
- The board leads in recognizing the achievements of students, staff, and others in education.
- The board promotes school board service as a meaningful way to make long-term contributions to the local community and society.

### **Unity**

- The board works with the superintendent to lead the district toward the vision.
- The board develops skills in teamwork, problem solving, and decision making.
- The board establishes and follows local policies, procedures, and ethical standards governing the conduct and operations of the board.
- The board understands and adheres to laws and local policies regarding the board's responsibility to set policy and the superintendent's responsibility to manage the school district and to direct employees in district and campus matters.
- The board recognizes the leadership role of the board president and adheres to law and local policies regarding the duties and responsibilities of the board president and other officers.
- The board adopts and adheres to established policies and procedures for receiving and addressing ideas and concerns from students, employees, and the community.
- The board makes decisions as a whole only at properly called meetings and recognizes that individual members have no authority to take individual action in policy or district and campus administrative matters.
- The board supports decisions of the majority after honoring the right of individual members to express opposing

viewpoints and vote their convictions.

**Marble Falls ISD  
Cash Balances and Interest Earned  
For The Quarter Ended November 2010**

**IBC Bank**

<b>Bank</b>	<b>Account</b>	<b>Month</b>	<b>Interest Earned</b>	<b>Month Ending Bank Balances</b>
IBC	Finance Acct	Sep-10	\$ 79.87	\$ 56,862.37
		Oct-10	\$ 66.73	\$ 133,826.02
		Nov-10	\$ 70.33	\$ 105,732.12
		Total	\$ 216.93	
IBC	Money Market	Sep-10	\$ 2,628.40	\$ 6,435,215.76
		Oct-10	\$ 2,932.32	\$ 5,223,805.76
		Nov-10	\$ 2,013.84	\$ 2,927,469.26
		Total	\$ 7,574.56	
IBC	Debt Service	Sep-10	\$ 378.03	\$ 759,192.64
		Oct-10	\$ 390.74	\$ 759,583.38
		Nov-10	\$ 378.33	\$ 759,961.71
		Total	\$ 1,147.10	
IBC	Capitol Projects	Sep-10	\$ 0.01	\$ 30.14
		Oct-10	\$ 0.10	\$ 30.24
		Nov-10	\$ 0.02	\$ 30.26
		Total	\$ 0.13	
IBC	Payroll Clearing	Sep-10	\$ 465.57	\$ 702,814.07
		Oct-10	\$ 368.22	\$ 801,379.18
		Nov-10	\$ 345.04	\$ 746,610.11
		Total	\$ 1,178.83	

**Lone Star Investment Pool**

	<b>Corporate Overnight Plus Fund</b>
Beginning Balance @9/1/2010	\$ 2,143,366.92
Transfers In	\$ 2,948,866.47
Transfers Out	\$ (992,407.22)
Interest Earned	\$ 1,892.38
Ending Balance @ 8/31/2010	<u>\$ 4,101,718.55</u>

**Total Interest Earned For Reported Quarter** \$ 12,009.93  
**Total Cash Balance - Quarter Ending** \$ 8,641,522.01

<b>Average Rates of Return:</b>	<b>September</b>	<b>October</b>	<b>November</b>
IBC (Greater of T-Bill - .20% or .75%)	0.75%	0.75%	0.75%
Corporate Overnight Plus Fund	0.33%	0.28%	0.25%



### The new Financial Allocation Study for Texas (FAST) Report

Last Wednesday, the Texas comptroller's office Wednesday released the Financial Allocation Study for Texas Report (FAST) that compares student achievement with district spending. Districts across the state were rated with one to five stars with five being the best.

The academic evaluation is based on student improvement in reading and math TAKS scores over three years, but does not take into account the actual scores. It was acknowledged the system penalizes traditionally high-achieving districts whose students are scoring near the top of the range.

The financial evaluation is based on operational spending, excluding transportation and food service.

The academic and financial scores are combined to produce the ratings.

The 2009 Legislature asked the comptroller's office to develop a way to determine which districts were allocating funds in a way that led to academic achievement and cost effectiveness.

Comptroller Susan Combs said the data in the Financial Allocation Study for Texas, or FAST, report could be used to help districts identify areas where other schools spend more efficiently and mimic those practices.

Combs, who released the report during an appearance at the University of Texas at Dallas, said that while it is difficult to know exactly where individual districts could spend less, the report could lead to a billion dollars in education savings. Seemingly from the report, the greatest savings could be realized by modifying the 22:1 student-teacher ratio; however, this ratio is mandated by the Legislature and therefore, the law.

Education spending is on lawmakers' minds as they prepare for the legislative session that begins in January. The state is facing a deficit of at least \$20 billion and education spending accounts for 44 percent of the budget. Another reporter stated "lawmakers should first consider how the state allocates money to districts. Through the years, lawmakers have assembled a confounding mechanism to develop some semblance of fairness in funding schools. Only a fifth of the state's school districts are paid solely on those formulas, school finance experts say. Some districts receive three times the amount of state and local funding as other districts." Another report stated "Is the analysis attempting to justify the current deplorable state of Texas school funding or even to justify a reduction of state funding by saying that money does not matter?"

Details of the ratings are available online at [FASTEXAS.org](http://FASTEXAS.org). Combs said she hoped school officials and parents would use the site to better understand how districts spend their money.



This report below comes from Joe Smith of TexasISD.com on Friday, 12/10/2010:

I received a number of contacts yesterday voicing reactions to the FAST Report. It is important to remember even the authors of the report do not see this as the final word on spending or academics. I quote:

“No single ranking of school district performance could account for all the factors that affect student achievement and operational cost-effectiveness. FAST is unique in that it views school performance through multiple “lenses” — mechanisms that take into account of the wide variety of circumstances in which Texas districts operate, some of them beyond the schools’ control”

I reviewed the report recommendations this morning from the prospective that all the media focus is on school districts which have limited control of many of these recommendations. I observed that only 2 recommendations have actions related to the school districts alone, all the rest list actions required by TEA and the Legislature. Those two that require district only actions are: 1) use architectural prototypes in new construction and 2) take advantage of opportunities to manage energy cost. See the TASB [“Report on School District Mandates Cost Drivers in Public Education”](#) for the real cost drivers for education.

The Fast recommendation on fund balances which concludes with the bold statement below could, in my opinion, actually decrease efficiency: It would increase cost of borrowing, reduce the ability of school districts to purchase in large quantities, and it does not consider district needs (growth, maintenance, facility needs, etc.), all factors for larger fund balances. Where did this recommendation come from? The report states, “By examining district fund balances more closely, the state may be able to reduce Foundation School Program payments to districts that consistently remain above the optimum level.”

So, put the FAST Report on the shelf with all the other quickly prepared politically influenced studies that attempt to lay responsibility for all Texas’ ills at the feet of our public schools. Do not be distracted from the major issue of equitable funding and re-establishing local control of our schools. Local control would be a great move toward efficiency.

Marble Falls ISD Enrollment 2010-2011

Date		10/22/2010	10/29/2010	11/5/2010	11/12/2010	11/19/2010	11/26/2010	12/3/2010	
CAMPUS	GRADE LEVEL								
COLT ELEMENTARY	PPCD	11	12	13	13	12	T	12	
	Pre-K (4)	68	69	69	69	70	H	70	
	K(4)	69	70	72	72	71	A	74	
	1(4)	80	80	80	80	80	N	79	
	2(4)	71	72	74	74	73	K	73	
	3(5)	92	93	95	95	94	S	94	
	4(5)	75	75	75	75	75	G	75	
	5(5)	92	92	93	93	93	I	93	
SUBTOTAL		558	563	571	571	568	V	570	0
MF ELEM.	PK(2)	43	43	43	44	45	I	44	
	K(4)	82	82	83	83	84	N	87	
	1(4)	88	88	88	88	88	G	89	
	2(4)	85	86	86	86	88		89	
	3(4)	82	82	82	82	83	H	82	
	4(4)	80	80	80	80	79	O	80	
	5(4)	99	99	98	98	98	L	97	
SUBTOTAL		559	560	560	561	565	I	568	0
HIGHLAND LAKES	PK(4)	74	73	73	73	73	D	72	
	K(5)	95	94	94	95	95	A	96	
	1(6)	101	101	101	101	100	Y	100	
	2(5)	105	104	104	104	104	S	104	
	3(5)	106	105	106	106	106		107	
	4(5)	95	95	95	96	96		97	
	5(4)	89	89	89	90	90		91	
SUBTOTAL		665	661	662	665	664	0	667	0
SPICEWOOD ELEM.	EE	1	1	1	1	1		1	
	PK(1)	19	19	19	19	19		19	
	K(2)	39	39	40	41	41		40	
	1(2)	28	28	27	28	28		29	
	2(2)	35	35	34	35	35		36	
	3(2)	34	34	34	34	34		35	
	4(2)	34	34	34	34	34		34	
	5(2)	31	31	31	31	31		31	
SUBTOTAL		221	221	220	223	223	0	225	0
MIDDLE SCHOOL	6	302	302	305	306	305		304	
	7	305	305	306	307	308		306	
	8	308	308	309	310	309		311	
SUBTOTAL		915	915	920	923	922	0	921	0
HIGH SCHOOL	9	293	293	293	294	295		294	
	10	303	304	305	304	303		301	
	11	254	254	250	253	251		251	
	12	249	249	250	250	250		250	
SUBTOTAL		1099	1100	1098	1101	1099	0	1096	0
FALLS HS		37	40	44	44	41		40	
GRAND TOTAL		4054	4060	4075	4088	4082		4087	0
2009-2010		3996	4005	4000	4003	3995		3987	
5/27/2010		3872	3872	3872	3872	3872	3872	3872	3872



**MARBLE FALLS ISD SCHOOL BOARD EXPECTATIONS  
December 13, 2010**

**Board Statement: “The Board is not ready to make a decision regarding the selection of a Lone Finalist for the position of Superintendent of Schools. We will suspend the search process until the new board members are seated in May 2010 following the election. The Board is currently supportive of Dr. Boyle continuing as our acting Superintendent until such time when we are able to employ a more permanent Superintendent.”**

**Board’s Directions to Search Consultant:**

- We were unable to select a candidate meeting our expectations
- Suspend the search process until further notice
- We will develop a suggested timeline to resume the search process (below)

**What the Board is searching for:**

- A Leader with a Vision for our district and the ability to communicate that vision with passion, enthusiasm and conviction in a way that the community understands and supports.
- Visible, Accessible and a Good Communicator with all people
- Outgoing Leadership Style
- High Expectation for all staff & students
- Ability to assemble a STRONG leadership team around them enabling MFISD to achieve the next level of excellence
- Instructional Leader – Academics, Technology, Character Ed., Career Education, etc.
- Strong Ethical Values and Moral Character – High Integrity
- Strong Disciplinarian with Staff and Students while being student-centered
- Well rounded leader with knowledge of School Finance and School Business

**Potential Timeline:**

November 2010	Suspend the Search Process
February - May 2011	Solicit Applicants
May 16, 2011	Meet with Search Consultant\Selection of Interview Candidates
May 31 – June 20, 2011	Timeframe for Interviews (Round I & II)
June 20, 2011	Name the Lone Finalist
July 11, 2011	Employment Contract
August 1, 2011	Start Date



**PROFESSIONAL EMPLOYMENT CONTRACT**  
**Between**  
**Dr. Jim Boyle**  
**And the**  
**Marble Falls Independent School District**  
**Board of Trustees**  
**Effective January 1, 2011**

Whereas the Board of Trustees (“Board”) and Dr. Jim Boyle (“Dr. Boyle”) enter into a Professional Employment Contract on behalf of the Marble Falls Independent School District (“District”). Whereas Dr. Boyle agrees to serve as the Acting Superintendent to the District during the period they are searching for a permanent Superintendent. The Marble Falls Independent School District Board of Trustees agrees to pay a daily rate\* for each day Dr. Boyle works for the District. The daily rate\* of pay will be the sole compensation owed to Dr. Boyle. Any other compensation during the term of this agreement will require prior Board approval. However, for any month when Dr. Boyle is employed by MFISD in violation of TRS retiree employment policies as related to his pension, MFISD will reimburse Dr. Boyle the full amount of the pension reduction in addition to the normal daily rate\* of pay.

It is agreed and understood that Dr. Boyle will perform the duties of the chief executive officer for the district as an employee of the Marble Falls Independent School District. Professional liability will be provided as defined within normal school district policies and procedures.

It is further agreed and understood that Dr. Boyle will follow all Marble Falls ISD policies and directions from the Board of Trustees during the term of this contract. Dr. Boyle and the Board of Trustees agree that he will earn personal and sick leave in the same manner as regular MFISD employees according to district policy. In addition, Dr. Boyle will earn “flexible use time” at the rate of two days per month retroactive to June 2010 for each month employed by MFISD. “Flexible use time” will be defined as time to be used at Dr. Boyle’s discretion while not intentionally putting the district in harm’s way.

Dr. Boyle will be compensated for operating expenses supported by Marble Falls ISD policies and administrative guidelines with supporting documentation. The District will provide an office and normal supplies/equipment to fulfill the role.

Dr. Boyle will submit a record to the Payroll Department each month designating the days of service to the District during that pay period. Pay dates will coincide with those designated for salaried professional employees of the District.

This Professional Employment Contract will begin January 1, 2011 and will be extended until a permanent Superintendent is employed and available to assume duties or until this Professional Employment Contract is terminated.

***This Professional Employment Contract may be terminated with or without cause with at least two weeks written notice by either Dr. Boyle or by the action of the Board of Trustees.***

\_\_\_\_\_  
Martin McLean, Marble Falls ISD Board President

\_\_\_\_\_  
Dr. Jim Boyle, Professional Educator

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_

\*(subject to negotiation) Daily Rate = Compensation Package for Previous Supt/226 (\$855+ pd. vac. - \$897)