

2003-04 Academic Excellence Indicator System

District Name: ALDINE ISD

Campus Name: THOMPSON ELEMENTARY

Campus #: 101902117

Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Reading/ELA

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T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2003-04 Campus Performance

Section I - Page 1
Total Students: 684
Grade Span: KG - 04
School Type: Elementary

District Name: ALDINE ISD
Campus Name: THOMPSON ELEMENTARY
Campus #: 101902117

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met Standard															
Grade 3 (English) March Administration Only															
Reading	2004	91%	91%	89%	89%	95%	82%	*	*	*	83%	93%	60%	90%	64%
	2003	86%	84%	83%	94%	88%	98%	*	*	*	96%	91%	*	93%	97%
Mathematics	2004	90%	91%	89%	98%	> 99%	97%	*	*	*	> 99%	96%	88%	98%	93%
	2003	84%	87%	85%	88%	82%	92%	*	*	*	88%	89%	63%	87%	94%
All Tests	2004	86%	85%	82%	89%	95%	84%	*	*	*	86%	93%	78%	90%	67%
	2003	78%	78%	76%	87%	80%	92%	*	*	*	87%	89%	63%	86%	94%
TAKS Met Standard															
Grade 3 (Spanish) March Administration Only															
Reading	2004	84%	89%	83%	98%	*	98%	*	*	*	> 99%	98%	*	98%	98%
	2003	75%	86%	78%	94%	*	94%	*	*	*	90%	98%	*	95%	94%
Mathematics	2004	81%	89%	70%	98%	*	98%	*	*	*	> 99%	98%	*	98%	98%
	2003	71%	84%	76%	99%	*	99%	*	*	*	98%	> 99%	*	99%	99%
All Tests	2004	74%	82%	60%	98%	*	98%	*	*	*	> 99%	98%	*	98%	98%
	2003	62%	78%	64%	94%	*	94%	*	*	*	90%	98%	*	95%	94%
TAKS Met Standard															
Grade 4 (English)															
Reading	2004	86%	85%	84%	92%	95%	91%	*	*	*	97%	86%	*	92%	87%
	2003	82%	81%	81%	93%	96%	92%	*	*	*	95%	91%	*	92%	87%
Mathematics	2004	87%	88%	83%	85%	77%	88%	*	*	*	84%	86%	86%	86%	94%
	2003	81%	82%	76%	92%	96%	91%	*	*	*	93%	91%	*	92%	91%
Writing	2004	91%	90%	93%	95%	90%	96%	*	*	*	93%	98%	*	95%	96%
	2003	84%	85%	86%	88%	85%	89%	*	*	*	83%	93%	*	87%	85%
All Tests	2004	76%	74%	72%	78%	68%	80%	*	*	*	78%	77%	71%	78%	83%
	2003	69%	68%	65%	78%	79%	78%	*	*	*	78%	79%	*	77%	70%
TAKS Met Standard															
Grade 4 (Spanish)															
Reading	2004	77%	85%	82%	> 99%	*	> 99%	*	*	*	> 99%	*	*	> 99%	> 99%
	2003	72%	83%	77%	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
Mathematics	2004	74%	85%	72%	89%	*	89%	*	*	*	> 99%	*	*	88%	89%
	2003	62%	70%	75%	> 99%	*	> 99%	*	*	*	*	*	*	> 99%	> 99%
Writing	2004	90%	91%	92%	89%	*	89%	*	*	*	83%	*	*	88%	89%
	2003	85%	88%	92%	83%	*	83%	*	*	*	*	*	*	83%	83%
All Tests	2004	66%	75%	63%	78%	*	78%	*	*	*	83%	*	*	75%	78%
	2003	56%	64%	66%	83%	*	83%	*	*	*	*	*	*	83%	83%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2003-04 Campus Performance

Section I - Page 2
Total Students: 684
Grade Span: KG - 04
School Type: Elementary

District Name: ALDINE ISD
Campus Name: THOMPSON ELEMENTARY
Campus #: 101902117

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
TAKS Met Standard (Sum of All Grades Tested) (Accountability Indicator)															
Reading/ELA	2004	85%	84%	82%	96%	97%	95%	> 99%	*	*	98%	94%	78%	96%	94%
	2003	79%	78%	81%	95%	92%	95%	> 99%	*	*	95%	94%	> 99%	95%	94%
Mathematics	2004	76%	74%	82%	92%	88%	93%	80%	*	*	91%	92%	88%	92%	96%
	2003	69%	70%	77%	93%	89%	94%	> 99%	*	*	93%	93%	79%	93%	95%
Writing	2004	91%	90%	91%	95%	90%	96%	*	*	*	93%	98%	*	94%	95%
	2003	83%	85%	85%	88%	85%	89%	*	*	*	84%	91%	*	87%	85%
All Tests	2004	68%	65%	68%	88%	83%	89%	80%	*	*	86%	89%	81%	88%	90%
	2003	58%	57%	61%	86%	79%	87%	86%	*	*	85%	86%	79%	85%	87%
TAKS Met Standard (Sum of All Grades Tested) (Panel Recommendation)															
Reading/ELA	2004	80%	77%	75%	93%	97%	92%	80%	*	*	93%	92%	78%	93%	92%
	2003	72%	69%	72%	87%	81%	88%	> 99%	*	*	87%	87%	> 99%	87%	87%
Mathematics	2004	66%	63%	71%	87%	81%	88%	80%	*	*	88%	85%	88%	88%	90%
	2003	57%	56%	64%	84%	71%	88%	86%	*	*	86%	82%	64%	84%	89%
Writing	2004	89%	88%	88%	95%	90%	96%	*	*	*	93%	98%	*	94%	95%
	2003	78%	78%	80%	87%	85%	88%	*	*	*	84%	90%	*	86%	83%
All Tests	2004	57%	52%	54%	82%	79%	83%	80%	*	*	82%	82%	81%	83%	83%
	2003	47%	43%	45%	74%	63%	77%	71%	*	*	77%	72%	64%	73%	77%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2004	20%	13%	18%	30%	26%	30%	20%	*	*	28%	31%	< 1%	31%	31%
	2003	16%	10%	11%	18%	17%	17%	33%	*	*	19%	16%	29%	17%	19%
Mathematics	2004	17%	12%	15%	23%	17%	25%	20%	*	*	27%	20%	19%	23%	23%
	2003	12%	8%	10%	16%	6%	18%	< 1%	*	*	18%	13%	< 1%	16%	21%
Writing	2004	22%	13%	15%	14%	15%	13%	*	*	*	15%	13%	*	14%	8%
	2003	13%	8%	8%	11%	4%	13%	*	*	*	8%	13%	*	10%	8%
All Tests	2004	8%	4%	5%	11%	12%	11%	20%	*	*	14%	9%	13%	12%	10%
	2003	5%	3%	3%	6%	2%	7%	< 1%	*	*	6%	5%	< 1%	6%	9%
SDAA Examinations (Sum of Grades 3-8) Met ARD Expectations (Accountability Indicator)															
2004	84%	82%	90%	78%	73%	86%	*	*	*	70%	88%	78%	78%	86%	
2003	81%	81%	91%	88%	*	*	*	*	*	80%	*	88%	88%	*	

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Section I - Page 3
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Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	
SDAA Examinees (Sum of Grades 3-8)															
Met ARD Expectations															
Reading	2004	88%	82%	92%	83%	*	*	*	*	*	*	83%	83%	*	
	2003	86%	84%	90%	*	*	*	*	*	*	*	*	*	*	
Mathematics	2004	82%	81%	91%	*	*	*	*	*	*	*	*	*	*	
	2003	78%	76%	92%	*	*	*	*	*	*	*	*	*	*	
Writing	2004	80%	82%	> 99%	67%	60%	*	*	*	60%	*	67%	67%	*	
	2003	73%	81%	89%	80%	*	*	*	*	*	*	80%	80%	*	
All Tests	2004	74%	71%	83%	67%	60%	*	*	*	60%	*	67%	67%	*	
	2003	69%	70%	83%	80%	*	*	*	*	*	*	80%	80%	*	
2004 TAKS/SDAA Participation Grades 3-11															
Tested TAKS/SDAA By Testing Program	95.4%	95.4%	97.8%	97.6%	100.0%	96.9%	100.0%	-	*	98.4%	96.9%	100.0%	97.5%	96.0%	
TAKS/SDAA	90.4%	91.9%	89.8%	93.7%	92.0%	93.8%	100.0%	-	*	95.2%	92.2%	63.0%	93.3%	91.9%	
SDAA Only	5.0%	3.5%	7.0%	3.9%	8.0%	3.1%	0.0%	-	*	3.2%	4.7%	37.0%	4.2%	4.0%	
By Mobility Status															
Acct Subset	89.4%	89.8%	87.2%	91.0%	90.0%	92.3%	62.5%	-	*	89.7%	92.2%	77.8%	91.6%	91.3%	
Mobile Subset	5.9%	5.6%	9.8%	6.7%	10.0%	4.6%	37.5%	-	*	8.7%	4.7%	22.2%	5.9%	4.7%	
Not Tested TAKS/SDAA															
Absent	4.6%	4.6%	2.3%	2.4%	0.0%	3.1%	0.0%	-	*	1.6%	3.1%	0.0%	2.5%	4.0%	
ARD Exempt	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%	
LEP Exempt	2.1%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%	
Other	1.2%	1.8%	1.3%	2.4%	0.0%	3.1%	0.0%	-	*	1.6%	3.1%	0.0%	2.5%	4.0%	
Total Count	2,886,460	35,921	265	255	50	195	8	0	2	126	129	27	238	149	
2003 TAKS/SDAA Participation Grades 3-11															
Tested TAKS/SDAA By Testing Program	94.9%	94.4%	97.6%	98.8%	98.8%	98.8%	100.0%	-	*	98.3%	99.4%	97.0%	98.8%	98.4%	
TAKS/SDAA	90.1%	90.8%	91.1%	94.5%	88.9%	96.1%	100.0%	-	*	94.4%	94.7%	51.5%	94.1%	95.3%	
SDAA Only	4.8%	3.6%	6.3%	4.3%	9.9%	2.7%	0.0%	-	*	4.0%	4.7%	45.5%	4.6%	3.1%	
By Mobility Status															
Acct Subset	88.8%	88.5%	86.5%	89.0%	80.2%	91.5%	100.0%	-	*	89.8%	88.2%	57.6%	89.2%	91.1%	
Mobile Subset	6.1%	6.0%	10.8%	9.8%	18.5%	7.4%	0.0%	-	*	8.5%	11.2%	39.4%	9.6%	7.3%	
Not Tested TAKS/SDAA															
Absent	5.1%	5.6%	2.5%	1.2%	1.2%	1.2%	0.0%	-	*	1.7%	0.6%	3.0%	1.2%	1.6%	
ARD Exempt	0.7%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%	
LEP Exempt	1.7%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%	
Other	1.1%	1.9%	1.7%	0.6%	0.0%	0.8%	0.0%	-	*	0.6%	0.6%	0.0%	0.6%	1.0%	
Total Count	2,854,584	35,772	293	347	81	258	7	0	1	177	170	33	323	192	

T E X A S E D U C A T I O N A G E N C Y
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2003-04 Campus Performance

Section I - Page 4
Total Students: 684
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District Name: ALDINE ISD
Campus Name: THOMPSON ELEMENTARY
Campus #: 101902117

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)														
Reading/ELA 2004	47%	52%	25%	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2004	27%	29%	32%	*	*	*	*	*	*	*	*	*	*	*
Student Success Initiative														
Grade 3 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
2004	10%	10%	13%	6%	5%	7%	*	*	*	11%	4%	40%	6%	9%
2003	12%	12%	15%	4%	3%	4%	*	*	*	4%	3%	< 1%	3%	4%
TAKS Cumulative Met Standard (March and April)														
2004	95%	95%	93%	99%	> 99%	99%	*	*	*	> 99%	99%	*	99%	99%
2003	95%	96%	95%	99%	> 99%	99%	*	*	*	99%	> 99%	> 99%	> 99%	99%
TAKS Failers Promoted by Grade Placement Committee)														
2003	40.9%	21.7%	18.1%	*	*	*	-	-	-	*	*	-	*	*
RPTE Change														
Sum of 3-12														
Scored 'Beginning' in 2003														
Beginning 2004	38.6%	33.3%	37.5%	50.0%	-	50.0%	-	-	-	*	*	*	50.0%	50.0%
Intermediate 2004	39.9%	37.2%	33.3%	37.5%	-	37.5%	-	-	-	*	*	*	37.5%	37.5%
Advanced 2004	21.5%	29.5%	20.0%	12.5%	-	12.5%	-	-	-	*	*	*	12.5%	12.5%
Scored 'Intermediate' in 2003														
Beginning 2004	3.9%	3.1%	0.0%	0.0%	-	0.0%	-	-	-	0.0%	*	-	0.0%	0.0%
Intermediate 2004	28.2%	25.1%	26.9%	0.0%	-	0.0%	-	-	-	0.0%	*	-	0.0%	0.0%
Advanced 2004	67.8%	71.8%	69.2%	100.0%	-	100.0%	-	-	-	100.0%	*	-	100.0%	100.0%
Scored 'Beginning' in 2002														
Beginning 2003	41.0%	34.2%	34.4%	7.7%	-	7.7%	-	-	-	0.0%	*	*	7.7%	7.7%
Intermediate 2003	40.5%	39.7%	50.0%	53.8%	-	53.8%	-	-	-	44.4%	*	*	53.8%	53.8%
Advanced 2003	18.5%	26.0%	14.3%	38.5%	-	38.5%	-	-	-	55.6%	*	*	38.5%	38.5%
Scored 'Intermediate' in 2002														
Beginning 2003	4.2%	2.1%	0.0%	0.0%	-	0.0%	-	-	-	*	0.0%	*	0.0%	0.0%
Intermediate 2003	33.7%	28.4%	26.2%	23.1%	-	23.1%	-	-	-	*	22.2%	*	25.0%	23.1%
Advanced 2003	62.1%	69.5%	72.9%	76.9%	-	76.9%	-	-	-	*	77.8%	*	75.0%	76.9%
Attendance Rate														
2002-03	95.6%	96.1%	96.7%	97.4%	96.6%	97.7%	95.3%	*	*	97.4%	97.4%	96.2%	97.5%	97.9%
2001-02	95.6%	95.8%	96.8%	96.5%	95.7%	96.9%	95.9%	*	*	96.6%	96.5%	95.0%	96.6%	97.1%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2003-04 Campus Profile

Section II - Page 1
Total Students: 684
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STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	684	100.0%	24,376	56,127	4,311,502
Students By Grade:					
Early Childhood Education	0	0.0%	0.5%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	9.3%	5.1%	3.8%
Kindergarten	141	20.6%	15.5%	8.2%	7.5%
Grade 1	140	20.5%	15.9%	8.6%	7.9%
Grade 2	142	20.8%	14.9%	8.1%	7.6%
Grade 3	130	19.0%	14.6%	8.2%	7.5%
Grade 4	131	19.2%	14.0%	7.7%	7.5%
Grade 5	0	0.0%	12.8%	7.4%	7.5%
Grade 6	0	0.0%	2.6%	7.5%	7.6%
Grade 7	0	0.0%	0.0%	7.5%	7.6%
Grade 8	0	0.0%	0.0%	7.3%	7.5%
Grade 9	0	0.0%	0.0%	8.6%	8.7%
Grade 10	0	0.0%	0.0%	7.0%	7.2%
Grade 11	0	0.0%	0.0%	4.2%	6.2%
Grade 12	0	0.0%	0.0%	4.3%	5.6%
Ethnic Distribution:					
African American	141	20.6%	7.0%	33.1%	14.3%
Hispanic	515	75.3%	87.1%	58.0%	43.8%
White	20	2.9%	4.4%	6.4%	38.7%
Native American	2	0.3%	0.1%	0.1%	0.3%
Asian/Pac. Islander	6	0.9%	1.5%	2.4%	2.9%
Economically Disadvantaged	601	87.9%	88.1%	76.6%	52.8%
Limited English Proficient (LEP)	410	59.9%	45.6%	24.9%	15.3%
Students w/Disciplinary Placements (2002-03)	0	0.0%	0.4%	1.8%	2.3%
Mobility (2002-03)	245	27.4%	23.2%	23.8%	21.0%
Number of Students per Teacher	14.3	n/a	15.5	15.5	14.9

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	4.7%	3.8%	7.1%	2.9%	21.9%	11.5%	16.4%	10.7%
Grade 1	8.8%	8.9%	10.6%	5.9%	10.5%	13.7%	12.9%	9.7%
Grade 2	11.4%	5.6%	9.5%	3.5%	8.3%	5.7%	10.3%	3.8%
Grade 3	9.5%	4.6%	8.8%	2.9%	0.0%	2.3%	6.3%	2.2%
Grade 4	0.7%	3.1%	2.5%	1.6%	0.0%	2.6%	2.0%	1.3%
Grade 5	-	1.6%	1.6%	0.9%	-	1.4%	0.4%	1.4%
Grade 6	-	1.8%	1.2%	1.4%	-	1.3%	1.3%	1.7%
Grade 7	-	-	4.1%	2.3%	-	-	3.2%	2.4%
Grade 8	-	-	2.7%	1.7%	-	-	3.4%	3.0%

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Section II - Page 2
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CLASS SIZE INFORMATION
 (Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	22.0	19.0	19.7	19.1
Grade 1	24.0	18.0	20.1	18.6
Grade 2	13.6	18.1	18.2	18.8
Grade 3	19.7	17.9	19.3	18.8
Grade 4	20.0	19.3	19.9	19.4
Grade 5	-	22.1	24.1	22.2
Grade 6	-	23.3	25.2	22.4
Mixed Grades	-	19.2	28.1	25.1
Secondary: English/Language Arts	-	-	24.5	20.4
Foreign Languages	-	-	23.9	21.5
Mathematics	-	-	21.9	20.5
Science	-	-	25.5	21.6
Social Studies	-	-	25.6	22.6

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STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	74.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	56.0	75.7%	81.9%	58.6%	62.0%
Teachers	48.0	64.9%	69.9%	48.1%	50.4%
Professional Support	6.0	8.1%	8.1%	6.7%	7.8%
Campus Admin. (School Leader.)	2.0	2.7%	3.9%	2.9%	2.7%
Educational Aides:	18.0	24.3%	18.1%	13.7%	10.2%
Total Minority Staff:	46.0	62.2%	64.5%	58.5%	40.3%
Teachers By Ethnicity and Gender:					
African American	14.0	29.2%	7.5%	32.0%	8.8%
Hispanic	16.0	33.3%	53.1%	13.5%	18.8%
White	18.0	37.5%	38.1%	52.9%	71.1%
Native American	0.0	0.0%	0.1%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.2%	1.6%	1.0%
Males	6.0	12.5%	10.3%	21.8%	22.7%
Females	42.0	87.5%	89.7%	78.2%	77.3%
Teachers by Years of Experience:					
Beginning Teachers	0.0	0.0%	7.0%	5.3%	6.5%
1-5 Years Experience	12.0	25.0%	31.3%	32.2%	29.0%
6-10 Years Experience	12.0	25.0%	16.5%	20.4%	18.9%
11-20 Years Experience	16.0	33.3%	21.8%	24.1%	24.8%
Over 20 Years Experience	8.0	16.7%	23.4%	18.0%	20.9%
			Campus	District	State
Average Years Experience of Teachers:		12.5 yrs.	11.7 yrs.	11.0 yrs.	11.8 yrs.
Average Years Experience of Teachers with District:		9.0 yrs.	9.0 yrs.	7.1 yrs.	7.8 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		-	\$33,505	\$34,573	\$32,744
1-5 Years Experience		\$35,778	\$35,534	\$36,214	\$34,774
6-10 Years Experience		\$41,314	\$38,065	\$41,752	\$37,432
11-20 Years Experience		\$51,538	\$44,516	\$50,310	\$42,989
Over 20 Years Experience		\$58,360	\$52,765	\$57,525	\$50,553
Average Actual Salaries (regular duties only):					
Teachers		\$46,179	\$41,798	\$44,492	\$40,478
Professional Support		\$50,392	\$46,291	\$52,532	\$48,039
Campus Administration (School Leadership)		\$62,315	\$58,284	\$66,446	\$60,822
Contracted Instructional Staff (not incl. above):		0.0	0.7	0.0	1,571.6

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2003-04 Campus Profile

Section II - Page 4
Total Students: 684
Grade Span: KG - 04
School Type: Elementary

District Name: ALDINE ISD
Campus Name: THOMPSON ELEMENTARY
Campus #: 101902117

ACTUAL OPERATING EXPENDITURE INFORMATION (2002-03)	-----Campus-----		-----Campus Grp.-----		-----District-----		-----State-----	
	Amount	Pct.	Amount	Pct.	Amount	Pct.	Amount	Pct.
Total Expenditures:	\$5,702,515	100.0%	\$133,253,911	100.0%	\$334,686,804	100.0%	\$23,518,575,293	100.0%
By Instruction	\$4,365,357	76.6%	\$97,052,042	72.8%	\$243,167,208	72.7%	\$16,735,075,572	71.2%
Instruct. Leadership	\$109,801	1.9%	\$2,431,626	1.8%	\$5,406,501	1.6%	\$328,773,617	1.4%
School Leadership	\$346,602	6.1%	\$8,468,886	6.4%	\$26,831,464	8.0%	\$1,641,234,677	7.0%
Other Campus Costs	\$880,755	15.4%	\$25,301,357	19.0%	\$59,281,631	17.7%	\$4,813,491,427	20.5%

Per 2002-03 Pupil Expenditures:	-----Campus-----		-----w/in Campus Grp-----		-----w/in District-----		-----w/in State-----	
	Amount	Pct.	Amount	Pct.	Amount	Pct.	Amount	Pct.
Total Expenditures:	\$5,885		\$5,547		\$6,056		\$5,551	
By Instruction (incl. Inst. Leader.)	\$4,618		\$4,141		\$4,498		\$4,027	
School Leadership	\$358		\$353		\$486		\$387	
Other Campus Costs	\$909		\$1,053		\$1,073		\$1,136	

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	407	59.5%	43.2%	23.1%	14.1%
Career & Technology Education	0	0.0%	0.0%	21.1%	20.1%
Gifted & Talented Education	38	5.6%	4.7%	5.4%	7.8%
Special Education	67	9.8%	9.6%	9.7%	11.6%
Teachers by Program (population served):					
Bilingual/ESL Education	22.0	45.8%	39.1%	17.2%	8.4%
Career & Technology Education	0.0	0.0%	0.0%	3.6%	4.1%
Compensatory Education	4.0	8.3%	2.0%	7.8%	2.9%
Gifted & Talented Education	5.0	10.4%	1.5%	2.7%	2.2%
Regular Education	13.0	27.1%	47.8%	57.0%	69.5%
Special Education	4.0	8.3%	9.6%	10.0%	10.3%
Other	0.0	0.0%	0.0%	1.8%	2.5%
Actual Instruct. Oper. Exp. by Program (2002-03):					
Bilingual/ESL Education	\$1,641,153	37.6%	17.4%	11.5%	4.3%
Career & Technology Education	\$0	0.0%	0.0%	3.4%	4.0%
Compensatory Education	\$751,761	17.2%	17.1%	12.9%	10.5%
Gifted & Talented Education	\$1,880	0.0%	0.7%	0.0%	1.7%
Regular Education	\$1,426,254	32.7%	51.7%	55.7%	65.1%
Special Education	\$544,020	12.5%	12.9%	15.7%	13.1%
Other	\$289	0.0%	0.2%	0.8%	1.2%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'-' indicates zero observations reported for this group.
'n/a' indicates data reporting is not applicable for this group.

THOMPSON ELEMENTARY SCHOOL

2004 – 2005 Campus Objectives

Objective # 1: Thompson Elementary will demonstrate growth in student achievement.

Goal: Align all processes to support student achievement.

- Continue to identify, develop, map, monitor, and refine processes.
- Deploy vision, mission, objectives and goals

Goal: Improve and sustain student performance at or beyond grade level.

- Incorporate a variety of instructional materials, programs, and strategies
- Provide interventions/Tutoring
- Update benchmark calendars to facilitate all benchmarks and assessments to ensure all BM are taught K-4 in LA, Math, Science, Social Studies and Writing
- Notify parents in writing to inform of clothing and supplies available
- Notify personnel regarding migrant status
- Increase identification of GT population and achievement of at least one year above grade level.
- Maintain 90% in 3rd and 4th reading, math, and 4th writing and increase level of performance on ITBS and Logramos in all areas
- Increase Spanish resources
- Address any classroom above 22:1 ratio
- Increase of Special Education students on grade level with a minimum least one year's growth unless specified by ARD
- Decrease number of Special Ed. In resource
- Provide tutoring through Extended Day, Extended week, and Extended Year
- Participate in Vertical team Bridge Building Workshops
- Improve problem solving in math, increase TAKS 5th grade science, improve TAKS composition in 4th grade
- Continue science lab
- Increase TAKS participation and performance to meet AYP for NCLB
- Implement Vertical science plan
- Implement Vertical math plan
- Implement Vertical LEP plan
- Implement homework packets K-4 aligned with our benchmark calendar
- Continue to monitor student performance, intervene, and adjust
- Implement classroom walk through to insure effective instruction
- Increase student attendance to provide greater student achievement
- Insure a safe and secure environment to increase student achievement
- Provide technological staff development
- Coordinate with Project ELLA to incorporate strategies English achievement
- Implement two-way immersion into K Bil to increase student achievement

Goal: Integrate instructional and administrative technology in each classroom and department.

- Purchase software for building usage (English and Spanish)
- Integrate technology into content areas Dynix, Internet, Web Pack, PAC (Public Access Catalog) provided by the district
- Continue to provide staff development for grading, attendance, lesson plans, E-mail, and integrating technology into daily lessons
- Update hardware
- Increase student to computer ratio

Goal: Increase completion rate

- Continue incentive plan to increase student attendance and decrease tardies
- Consistently utilize attendance procedures to better facilitate legal options regarding student attendance
- Utilize District and Thompson Title I compact
- Continue home visits and parent contacts
- Continuation of campus attendance committee to increase attendance, decrease grade level retention rate, and decrease drop out rate

Goal: Provide a safe and secure environment for students and staff.

- Continue to improve school safety program and procedures – School Crisis Plan and meetings, ID badges, fire extinguisher training
- Incorporate discipline strategies/programs/interventions
- Maintain security of building by use of video monitors and Raptor
- Responses of administrators to teachers, parents, and student needs
- Increase students wearing of school uniform Mon-Thur and following district dress code on Fridays.
- Provide violence and drug prevention programs and sessions
- Insure correct alarm procedures are followed of building

Objective #2: Thompson Elementary will recruit, employ and retain a quality teaching, administrative, and support staff to attain excellence in student performance.

Goal: Continue marketing strategies for recruitment

- Retain student teachers
- Update and distribute campus brochure
- Maintain a strong interviewing process that promotes Thompson in a positive manner
- Continue effective partnership with Alternative Certification Programs
- Offer prospective teachers the opportunity to observe and participate at our campus
- Update web site and calendar of events
- Attend job fairs

Goal: Following staffing procedure to maintain proper ratio of staff to enrollment

- Maintain full staffing and follow procedure for such
- Monitor campus to reflect diversity

Goal: Provide professional development that will improve student achievement or job performance.

- Release time during the day for faculty to attend staff development training using a balance of administratively assigned and teacher requested staff development
- Bring staff development to campus
- Provide TBSI and NCI training update
- Promote professional behavior of all faculty and staff at building
- Continue staff development on action planning for campus and grade levels and scorecards
- Insure staff development hours are completed
- Maintain staff development calendar

Goal: Improve job satisfaction and retain staff.

- Address district survey results: Continue to increase faculty input and communication
- Continue School Improvement Team to discuss faculty concerns and to resolve issues
- Increase staff recognition/appreciation to improve school climate
- Meet individual needs of faculty
- Continue open door policy by administrators for teachers
- Continue to communicate effectively with teachers to keep them informed.
- Increase paraprofessional and teacher attendance
- Decrease turn over rate
- Provide mentor program for new teachers inclusive of Mentor/Mentee staff development

Objective # 3: Thompson Elementary will allocate resources to maximize excellence.

Goal: Evaluate budgeting and forecasting process.

- Collect input and data for budget through School Improvement Team and committees.
- Write a budgeting and forecast for expenditures.
- Communicate the budget with the School Improvement Team and faculty
- Revise budgets as necessary

Goal: Maintain and improve business operating procedures to ensure efficiency and cost effectiveness

- Analyze budget expenditures
- Monitor expenditures and allocations monthly and insure expenditures are making a positive difference
- Meet with School Improvement Team and faculty to communicate and discuss budget forecast including expenditures and allocation of funds
- Insure funds are set aside for staff development
- Decrease error rate of financial documents

Goal: Refine financial plan to support long-term district goals

- Participation of School Improvement Team and Leadership Team to participate in long-term campus financial plan.
- Meetings with School Improvement Team /Budget Committee to evaluate progress of financial plan.
- Analyze data to predict enrollment for 05/06
- Compare budget expenditures with student success

Objective # 4: Thompson Elementary will increase and improve stakeholder partnerships.

Goal: Increase stakeholder involvement and support.

- Attendance at parent meetings to enhance mutual communication at campus and district level.
- Conduct faculty, paraprofessional, staff, SIT, administrative and grade level meetings.
- Provide parent information workshops inclusive of school policies and academic requirements
- Notify parents of VT ESL and Computer literacy session.
- Continue parent as educators
- Continue PAC meetings to obtain parent and community input
- Provide parent volunteer training and incentive strategy program
- Increase of business partnerships
- Continue sending Weekly Topics of Study in weekly folders

Goal: Increase communication among stakeholders

- Cooperate with VT Social worker and KYS worker to provide parenting classes
- Conduct a parent workshop on reading with your child
- Involvement and participation in community activities
- Provide parent workshops
- Conduct Title I overview and compact
- Increase parent involvement
- Increase active participation in PTA
- Insure all stakeholders know district mission and vision
- Continuation of communication with stakeholders
- Translate all parent communications

Goal: Improve stakeholder satisfaction.

- Participate in district surveys of teachers and parents
- Respond to survey results in an effective manner
- Respond to all parents in a courteous and timely manner
- Encourage parent participation by emphasizing an open door policy for Thompson
- Demonstrate caring, professional, nurturing perception of building by listening and responding to parents, teachers, and students.
- Decrease number valid parent complaints

Report of Student Violent and Criminal Incidents 2003-2004

PEIMS CODE	REASON	TOTAL
2	CONDUCT PUNISHABLE AS A FELONY	0
4	POSSESSED CONTROLLED SUBSTANCE	0
5	POSSESSED ALCOHOLIC BEVERAGE	0
7	PUBLIC LEWDNESS/INDECENT EXPOSURE	0
8	RETALIATION AGAINST SCHOOL EMPLOYEE	0
10	CONDUCT OFF CAMPUS FOR FELONY OFFENSES NOT IN TITLE 5	0
11	USED/POSSESSED FIREARM	0
12	USED/POSSESSED ILLEGAL KNIFE	0
13	USED/POSSESSED CLUB	0
14	USED/POSSESSED PROHIBITED WEAPON (including switchblade)	0
16	ARSON	0
17	MURDER/CRIMINAL ATTEMPT TO COMMIT MURDER	0
18	INDECENCY WITH A CHILD	0
19	AGGRAVATED KIDNAPPING	0
22	CRIMINAL MISCHIEF	0
26	TERRORISTIC THREAT	0
27	ASSAULT AGAINST DISTRICT EMPLOYEE/VOLUNTEER	0
28	ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMPLOYEE/VOL	0
29	AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE/VOL	0
30	AGGRAVATED ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
31	SEXUAL ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE/VOLUNTEER	0
32	SEXUAL ASSAULT AGAINST PERSON OTHER THAN DISTRICT EMP/VOL	0
34	SCHOOL RELATED GANG VIOLENCE	0
36	FELONY CONTROLLED SUBSTANCE VIOLATION	0
37	FELONY ALCOHOL VIOLATION	0
41	FIGHTING	0
TOTAL Student Violent and Criminal Incidents for the 2003-2004 School Year		0

0 = NCLB identified Violent Incidents

0 = School Safety Choice Option Incidents

0 = Included on both NCLB Violent Incidents and School Safety Choice Option Incidents

Note: A student will be counted more than once if they have multiple disciplinary records.

This report uses reporting criteria included in the No Child Left Behind federal mandate and in the School Safety Choice Option established by the Texas Education Agency.

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