

2004-05 Academic Excellence Indicator System

District Name: ALDINE ISD

Campus Name: THOMPSON ELEMENTARY

Campus #: 101902117

2005 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Reading/ELA

Commended on Mathematics

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

Section I - Page 1
Total Students: 635
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 2005 Standard Grade 3 (English) (First Administration Only)															
Reading	2005	89%	89%	88%	96%	93%	96%	*	*	*	95%	96%	*	95%	> 99%
	2004	88%	87%	84%	87%	95%	79%	*	*	*	83%	90%	60%	88%	57%
Mathematics	2005	82%	83%	78%	94%	86%	96%	*	*	*	> 99%	89%	*	93%	> 99%
	2004	83%	84%	78%	96%	95%	97%	*	*	*	> 99%	93%	88%	96%	93%
All Tests	2005	76%	75%	71%	91%	86%	93%	*	*	*	95%	89%	*	90%	> 99%
	2004	78%	77%	70%	86%	90%	81%	*	*	*	86%	86%	78%	87%	60%
TAKS Met 2005 Standard Grade 3 (Spanish) (First Administration Only)															
Reading	2005	74%	83%	80%	94%	*	94%	*	*	*	92%	96%	*	96%	94%
	2004	78%	85%	79%	98%	*	98%	*	*	*	> 99%	98%	*	98%	98%
Mathematics	2005	68%	84%	71%	94%	*	94%	*	*	*	92%	96%	*	96%	94%
	2004	69%	78%	50%	91%	*	91%	*	*	*	93%	90%	*	91%	91%
All Tests	2005	54%	66%	57%	91%	*	91%	*	*	*	88%	93%	*	92%	91%
	2004	62%	72%	50%	91%	*	91%	*	*	*	93%	90%	*	91%	91%
TAKS Met 2005 Standard Grade 4 (English)															
Reading	2005	80%	79%	75%	83%	93%	80%	*	*	*	79%	86%	*	82%	69%
	2004	81%	79%	77%	87%	95%	85%	*	*	*	89%	84%	*	86%	83%
Mathematics	2005	82%	86%	77%	95%	93%	95%	*	*	*	94%	95%	*	94%	92%
	2004	79%	79%	74%	80%	68%	84%	*	*	*	81%	79%	86%	82%	89%
Writing	2005	91%	89%	90%	94%	> 99%	93%	*	*	*	87%	98%	*	94%	88%
	2004	88%	88%	86%	95%	90%	96%	*	*	*	93%	98%	*	95%	96%
All Tests	2005	70%	70%	64%	78%	86%	75%	*	*	*	73%	81%	*	77%	63%
	2004	68%	65%	61%	72%	64%	74%	*	*	*	72%	72%	71%	73%	76%
TAKS Met 2005 Standard Grade 4 (Spanish)															
Reading	2005	69%	81%	70%	> 99%	*	> 99%	*	*	*	> 99%	> 99%	*	> 99%	> 99%
	2004	67%	76%	68%	> 99%	*	> 99%	*	*	*	> 99%	*	*	> 99%	> 99%
Mathematics	2005	65%	81%	57%	91%	*	91%	*	*	*	> 99%	83%	*	91%	91%
	2004	62%	74%	59%	78%	*	78%	*	*	*	> 99%	*	*	88%	78%
Writing	2005	88%	88%	89%	93%	*	93%	*	*	*	80%	> 99%	*	93%	93%
	2004	89%	90%	90%	89%	*	89%	*	*	*	83%	*	*	88%	89%
All Tests	2005	56%	70%	52%	86%	*	86%	*	*	*	80%	89%	*	86%	86%
	2004	54%	63%	52%	67%	*	67%	*	*	*	83%	*	*	75%	67%

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

Section I - Page 2
Total Students: 635
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) (Standard Accountability Indicator)															
Reading/ELA	2005	83%	81%	82%	92%	96%	91%	> 99%	*	*	90%	93%	33%	92%	88%
	2004	80%	77%	75%	93%	97%	92%	80%	*	*	93%	92%	78%	93%	92%
Mathematics	2005	72%	71%	78%	94%	89%	95%	> 99%	*	*	95%	93%	83%	94%	94%
	2004	67%	64%	71%	87%	81%	88%	80%	*	*	88%	85%	88%	88%	90%
Writing	2005	90%	89%	90%	94%	> 99%	93%	*	*	*	86%	98%	*	94%	89%
	2004	89%	88%	88%	95%	90%	96%	*	*	*	93%	98%	*	94%	95%
All Tests	2005	62%	59%	64%	86%	86%	85%	> 99%	*	*	84%	87%	17%	85%	81%
	2004	58%	53%	55%	82%	79%	83%	80%	*	*	82%	82%	81%	83%	83%
TAKS Met Standard (Sum of All Grades Tested) (Panel Recommendation)															
Reading/ELA	2005	83%	81%	82%	92%	96%	91%	> 99%	*	*	90%	93%	33%	92%	88%
	2004	80%	77%	75%	93%	97%	92%	80%	*	*	93%	92%	78%	93%	92%
Mathematics	2005	71%	70%	78%	94%	89%	95%	> 99%	*	*	95%	93%	83%	94%	94%
	2004	66%	63%	71%	87%	81%	88%	80%	*	*	88%	85%	88%	88%	90%
Writing	2005	90%	89%	90%	94%	> 99%	93%	*	*	*	86%	98%	*	94%	89%
	2004	89%	88%	88%	95%	90%	96%	*	*	*	93%	98%	*	94%	95%
All Tests	2005	62%	59%	64%	86%	86%	85%	> 99%	*	*	84%	87%	17%	85%	81%
	2004	57%	52%	54%	82%	79%	83%	80%	*	*	82%	82%	81%	83%	83%
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2005	25%	17%	20%	31%	21%	33%	29%	*	*	24%	35%	< 1%	32%	27%
	2004	20%	13%	18%	30%	26%	30%	20%	*	*	28%	31%	< 1%	31%	31%
Mathematics	2005	20%	15%	20%	26%	11%	28%	14%	*	*	24%	27%	< 1%	26%	22%
	2004	17%	12%	15%	23%	17%	25%	20%	*	*	27%	20%	19%	23%	23%
Writing	2005	26%	18%	17%	20%	29%	17%	*	*	*	14%	23%	*	21%	13%
	2004	22%	13%	15%	14%	15%	13%	*	*	*	15%	13%	*	14%	8%
All Tests	2005	10%	6%	8%	8%	4%	8%	14%	*	*	8%	7%	< 1%	8%	5%
	2004	8%	4%	5%	11%	12%	11%	20%	*	*	14%	9%	13%	12%	10%
SDAA II Examinations (Sum of Grades 3-10) Met ARD Expectations (Standard Accountability & AEA Indicator)															
2005	79%	66%	88%	75%	*	72%	*	*	*	75%	75%	75%	75%	67%	

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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 II Examinees (Sum of Grades 3-10)														
Met ARD Expectations														
Reading/ELA 2005	82%	69%	90%	50%	*	40%	*	*	*	*	*	50%	50%	*
Mathematics 2005	80%	71%	95%	> 99%	*	> 99%	*	*	*	*	*	> 99%	> 99%	*
Writing 2005	65%	44%	62%	75%	*	75%	*	*	*	*	*	75%	75%	71%
All Tests 2005	68%	52%	79%	67%	*	63%	*	*	*	*	60%	67%	67%	57%
2005 TAKS/SDAA II Participation (Grades 3-11)														
Tested	97.0%	97.3%	97.6%	100.0%	100.0%	100.0%	100.0%	-	*	100.0%	100.0%	100.0%	100.0%	100.0%
By Testing Program														
TAKS/SDAA II	90.8%	93.2%	92.0%	97.4%	97.1%	97.3%	100.0%	-	*	97.9%	97.0%	60.0%	97.2%	97.1%
SDAA II Only	6.2%	4.1%	5.5%	2.6%	2.9%	2.7%	0.0%	-	*	2.1%	3.0%	40.0%	2.8%	2.9%
By Mobility Status														
Acct Subset	91.3%	91.7%	88.6%	90.9%	82.9%	91.9%	100.0%	-	*	88.5%	92.5%	80.0%	92.5%	94.2%
Mobile Subset	5.7%	5.6%	8.3%	9.1%	17.1%	8.1%	0.0%	-	*	11.5%	7.5%	20.0%	7.5%	5.8%
Not Tested	3.0%	2.7%	2.4%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	0.8%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	1.5%	0.8%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Other	1.0%	0.5%	0.7%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	2,931,773	35,974	313	230	35	185	7	0	3	96	134	15	212	137
2004 TAKS/SDAA Participation (Grades 3-11)														
Tested	95.4%	95.4%	97.8%	97.6%	100.0%	96.9%	100.0%	-	*	98.4%	96.9%	100.0%	97.5%	96.0%
By Testing Program														
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	4.6%	4.6%	2.3%	2.4%	0.0%	3.1%	0.0%	-	*	1.6%	3.1%	0.0%	2.5%	4.0%
Absent	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
ARD Exempt	2.1%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.2%	1.8%	1.3%	2.4%	0.0%	3.1%	0.0%	-	*	1.6%	3.1%	0.0%	2.5%	4.0%
Other	1.2%	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	2,886,460	35,921	265	255	50	195	8	0	2	126	129	27	238	149

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

Section I - Page 5
Total Students: 635
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	
RPTE Change															
Sum of 3-12															
Scored 'Beginning' in 2004															
Beginning	2005	48.2%	44.0%	44.6%	37.6%	*	38.5%	-	-	*	39.6%	35.6%	53.8%	39.8%	37.6%
Intermediate	2005	32.7%	36.0%	30.9%	57.0%	*	57.1%	-	-	*	56.3%	57.8%	30.8%	54.5%	57.0%
Advanced	2005	14.6%	15.4%	12.1%	4.3%	*	3.3%	-	-	*	4.2%	4.4%	15.4%	4.5%	4.3%
Advanced High	2005	4.5%	4.6%	4.5%	1.1%	*	1.1%	-	-	*	0.0%	2.2%	0.0%	1.1%	1.1%
Scored 'Intermediate' in 2004															
Beginning	2005	8.9%	11.1%	8.8%	6.4%	-	6.4%	-	-	-	7.1%	5.6%	20.0%	4.1%	6.4%
Intermediate	2005	30.0%	30.4%	26.3%	33.3%	-	33.3%	-	-	-	31.0%	36.1%	40.0%	34.2%	33.3%
Advanced	2005	41.9%	38.7%	34.8%	24.4%	-	24.4%	-	-	-	23.8%	25.0%	30.0%	24.7%	24.4%
Advanced High	2005	19.2%	19.7%	25.2%	35.9%	-	35.9%	-	-	-	38.1%	33.3%	10.0%	37.0%	35.9%
Scored 'Advanced' in 2004															
Beginning	2005	1.5%	2.1%	0.0%	0.0%	-	0.0%	-	-	-	0.0%	0.0%	*	0.0%	0.0%
Intermediate	2005	8.8%	8.5%	10.9%	9.0%	-	9.0%	-	-	-	13.6%	6.7%	*	7.9%	9.0%
Advanced	2005	46.8%	41.8%	34.4%	25.4%	-	25.4%	-	-	-	22.7%	26.7%	*	23.8%	25.4%
Advanced High	2005	42.9%	47.7%	50.0%	65.7%	-	65.7%	-	-	-	63.6%	66.7%	*	68.3%	65.7%
Attendance Rate															
2003-04		95.7%	96.2%	97.1%	97.6%	96.4%	98.0%	97.6%	-	*	97.5%	97.8%	96.7%	97.7%	98.2%
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%

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

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

'-' indicates zero observations reported for this group.

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

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

Section II - Page 1
Total Students: 635
Grade Span: KG - 04
School Type: Elementary

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

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	635	100.0%	28,086	56,255	4,383,871
Students By Grade:					
Early Childhood Education	0	0.0%	0.7%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	8.6%	5.1%	4.0%
Kindergarten	137	21.6%	14.2%	8.4%	7.6%
Grade 1	123	19.4%	14.9%	8.5%	7.9%
Grade 2	149	23.5%	14.2%	8.5%	7.6%
Grade 3	108	17.0%	14.9%	7.7%	7.5%
Grade 4	118	18.6%	13.8%	7.5%	7.4%
Grade 5	0	0.0%	15.0%	7.6%	7.4%
Grade 6	0	0.0%	3.7%	7.4%	7.5%
Grade 7	0	0.0%	0.0%	7.5%	7.6%
Grade 8	0	0.0%	0.0%	7.2%	7.5%
Grade 9	0	0.0%	0.0%	9.0%	8.7%
Grade 10	0	0.0%	0.0%	6.9%	7.1%
Grade 11	0	0.0%	0.0%	4.0%	6.3%
Grade 12	0	0.0%	0.0%	4.3%	5.6%
Ethnic Distribution:					
African American	105	16.5%	6.5%	31.7%	14.2%
Hispanic	500	78.7%	84.2%	60.3%	44.7%
White	24	3.8%	7.4%	5.7%	37.7%
Native American	0	0.0%	0.2%	0.1%	0.3%
Asian/Pac. Islander	6	0.9%	1.7%	2.2%	3.0%
Economically Disadvantaged	551	86.8%	86.7%	77.8%	54.6%
Limited English Proficient (LEP)	400	63.0%	42.9%	26.5%	15.6%
Students w/Disciplinary Placements (2003-04)	0	0.0%	0.8%	2.0%	2.4%
At-Risk	533	83.9%	63.8%	65.3%	45.8%
Mobility (2003-04)	131	21.5%	21.5%	23.7%	21.1%
Number of Students per Teacher	13.1	n/a	15.7	15.1	14.9

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	5.3%	2.0%	7.6%	2.9%	46.7%	11.0%	18.0%	11.3%
Grade 1	8.7%	7.5%	11.1%	6.0%	30.0%	13.3%	21.9%	9.7%
Grade 2	16.4%	4.6%	11.8%	3.6%	44.4%	4.9%	19.6%	4.0%
Grade 3	4.6%	3.7%	7.7%	2.7%	0.0%	1.1%	9.0%	2.0%
Grade 4	0.9%	1.8%	2.7%	1.7%	0.0%	0.8%	4.3%	1.3%
Grade 5	-	0.9%	2.0%	0.9%	-	1.4%	1.5%	1.5%
Grade 6	-	0.2%	1.8%	1.5%	-	0.9%	2.8%	1.6%
Grade 7	-	-	3.5%	2.3%	-	-	2.0%	2.2%
Grade 8	-	-	2.2%	1.7%	-	-	5.5%	3.0%

T E X A S E D U C A T I O N A G E N C Y
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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	19.1	19.7	19.7	19.1
Grade 1	19.8	18.7	19.5	18.7
Grade 2	19.3	18.1	18.7	18.9
Grade 3	20.7	18.1	19.7	18.9
Grade 4	19.2	19.0	19.2	19.4
Grade 5	-	21.5	24.1	22.0
Grade 6	-	26.1	24.9	22.3
Mixed Grades	22.0	23.9	29.1	25.6
Secondary: English/Language Arts	-	-	23.2	20.5
Foreign Languages	-	-	22.3	21.8
Mathematics	-	-	22.7	20.6
Science	-	-	23.8	21.7
Social Studies	-	-	25.2	22.7

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STAFF INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	69.6	100.0%	-	100.0%	100.0%
Professional Staff:	56.6	81.3%	82.9%	59.0%	62.2%
Teachers	48.6	69.8%	70.6%	48.5%	50.4%
Professional Support	6.0	8.6%	8.4%	6.7%	8.0%
Campus Admin. (School Leader.)	2.0	2.9%	3.8%	2.9%	2.8%
Educational Aides:	13.0	18.7%	17.1%	10.6%	10.2%
Total Minority Staff:	44.6	64.1%	56.7%	60.6%	41.0%
Teachers By Ethnicity and Sex:					
African American	11.6	23.9%	8.5%	32.5%	8.9%
Hispanic	19.0	39.1%	42.2%	15.1%	19.5%
White	18.0	37.0%	47.7%	50.5%	70.3%
Native American	0.0	0.0%	0.3%	0.1%	0.3%
Asian/Pacific Islander	0.0	0.0%	1.3%	1.9%	1.0%
Males	6.0	12.3%	12.3%	21.9%	22.9%
Females	42.6	87.7%	87.7%	78.1%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	4.0	8.2%	7.0%	8.7%	7.7%
1-5 Years Experience	10.0	20.6%	34.2%	30.2%	28.7%
6-10 Years Experience	12.4	25.5%	19.4%	20.3%	19.4%
11-20 Years Experience	13.0	26.7%	20.6%	23.9%	24.5%
Over 20 Years Experience	9.2	18.9%	18.8%	17.0%	19.7%
			Campus	District	State
Average Years Experience of Teachers:		11.5 yrs.	10.6 yrs.	10.6 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:		8.9 yrs.	8.1 yrs.	6.7 yrs.	7.5 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers		\$37,000	\$35,226	\$37,646	\$33,775
1-5 Years Experience		\$37,800	\$37,523	\$37,905	\$35,706
6-10 Years Experience		\$42,638	\$39,616	\$42,282	\$38,220
11-20 Years Experience		\$51,689	\$44,618	\$51,244	\$43,501
Over 20 Years Experience		\$64,189	\$54,420	\$59,337	\$51,215
Average Actual Salaries (regular duties only):					
Teachers		\$47,680	\$42,410	\$45,585	\$41,011
Professional Support		\$52,243	\$46,661	\$54,171	\$48,820
Campus Administration (School Leadership)		\$66,655	\$61,660	\$69,549	\$61,612
Contracted Instructional Staff (not incl. above):		0.0	128.3	0.0	2,829.4

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

Section II - Page 4
Total Students: 635
Grade Span: KG - 04
School Type: Elementary

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

ACTUAL OPERATING EXPENDITURE INFORMATION	-----Campus-----						-----Campus Group-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	\$3,646,595	100.0%	\$5,331	\$4,548,606	100.0%	\$6,650	\$146,836,072	100.0%	\$5,268
Instruction (11,95)	\$2,815,642	77.2%	\$4,116	\$3,319,494	73.0%	\$4,853	\$107,988,756	73.5%	\$3,874
Instructional-Related Services (12,13)	\$163,820	4.5%	\$240	\$181,722	4.0%	\$266	\$5,870,818	4.0%	\$211
Instructional Leadership (21)	\$75,459	2.1%	\$110	\$75,459	1.7%	\$110	\$2,316,424	1.6%	\$83
School Leadership (23)	\$234,380	6.4%	\$343	\$249,831	5.5%	\$365	\$9,197,118	6.3%	\$330
Support Services-Student (31,32,33)	\$229,720	6.3%	\$336	\$290,139	6.4%	\$424	\$6,724,240	4.6%	\$241
Other Campus Costs (35,36,51,52,53)	\$127,574	3.5%	\$187	\$431,961	9.5%	\$632	\$14,738,716	10.0%	\$529
By Program:									
Total Operating Expenditures	\$3,519,021	100.0%	\$5,145	\$4,099,440	100.0%	\$5,993	\$131,708,412	100.0%	\$4,725
Bilingual/ESL Education (25)	\$1,428,522	40.6%	\$2,088	\$1,490,838	36.4%	\$2,180	\$17,950,012	13.6%	\$644
Career & Technology Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0
Accelerated Education (24,30)	\$317,043	9.0%	\$464	\$713,180	17.4%	\$1,043	\$29,936,602	22.7%	\$1,074
Gifted & Talented Education (21)	\$69,673	2.0%	\$102	\$69,673	1.7%	\$102	\$1,772,897	1.3%	\$64
Regular Education (11)	\$1,130,964	32.1%	\$1,653	\$1,143,872	27.9%	\$1,672	\$65,810,336	50.0%	\$2,361
Special Education (23)	\$572,819	16.3%	\$837	\$681,877	16.6%	\$997	\$16,238,565	12.3%	\$583
Other (26,27,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$0	0.0%	\$0

PROGRAM INFORMATION	-----Campus-----		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	393	61.9%	40.1%	24.5%	14.4%
Career & Technology Education	0	0.0%	0.0%	21.0%	20.3%
Gifted & Talented Education	31	4.9%	6.0%	5.7%	7.7%
Special Education	64	10.1%	8.7%	9.7%	11.6%
Teachers by Program (population served):					
Bilingual/ESL Education	22.0	45.3%	32.8%	18.0%	8.4%
Career & Technology Education	0.0	0.0%	0.1%	3.4%	4.0%
Compensatory Education	5.2	10.7%	2.6%	8.8%	3.1%
Gifted & Talented Education	4.0	8.2%	1.6%	2.9%	2.2%
Regular Education	12.4	25.5%	55.1%	54.8%	69.6%
Special Education	5.0	10.3%	7.8%	10.3%	10.3%
Other	0.0	0.0%	0.0%	2.0%	2.5%

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

'-' indicates zero observations reported for this group.

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

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THOMPSON ELEMENTARY SCHOOL

2005 – 2006 Campus Objectives

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

Goal: Improve, sustain and support academic student performance at or beyond grade level

- Within one year, increase authentic engagement of students and better match needs of students to effective instructional strategies to 90% with continuing the use of districts and Marzano's high yield strategies.
- Within one year, increase to 90% our math scores in math processes and tools in problem solving (Obj.6) in 3rd and 4th, probability and statistics (Obj.5) in 3rd and 4th, Geometry and Spatial Reasoning (Obj.3) in 3rd, and measurement (Obj.4) in 4th by emphasizing and monitoring the use of manipulatives and flexible grouping.
- Within one year, increase reading scores to 90% in vocabulary (Obj.1) in 4th, characters (obj.2) in 4th, comprehension (obj.3) in 3rd, and critical thinking (Obj. 4) in 3rd and 4th.
- Within one year, increase writing scores in 4th to 90% in organization of ideas (Obj.3) and sentence construction (Obj.4).
- Within one year, increase the composition scores in writing to at least 3's for 35% of our students.
- Within two years, 90% of our students passing Earth Science.
- Within 3 years, 100% of Spanish speaking student will be on grade level in English reading by 4th grade by insuring English reading instruction is provided by fluent English speaking Bilingual teacher.
- Within one year, 100% of all homework will be aligned to revised district scope/sequence K-4 and layered lessons in grades 2-4.
- Within one month, 100 % of K-4 homework will be consistent regarding immediate review, amount, grading policy, and distribution.
- Within one year, 100% of all extended programming will be aligned to revised district scope/sequence K-4 and layered lessons in 2-4.
- Beginning with the first two weeks of school, 100% 1st to 4th teachers will be sending home textbooks in science, Social Studies, and math (as outlined in homework policies).
- Within the first six weeks, motivate 100% of students to read by sending home authentic literature as part of homework for 1st to 4th grade.
- Throughout the year, continue use of the Voyager reading program in 4th grade for 35 identified students to improve from 100% of identified students struggling in fluency to $\leq 10\%$ struggling.
- 100 % participation in weekly collaborative lesson planning per entire grade level.
- In 100% of weekly collaborative lesson planning meetings, use district grade level assurances to improve mastery of skills from one grade level to the next.
- In weekly collaborative lesson planning, write mastery objectives to emphasize learning rather than teaching.
- In weekly collaborative lesson planning, increase awareness level of K-2 teachers regarding mastery of reading skills as students move from one grade level to the next.
- Implement within the first six weeks, 100% of teachers action plan/score cards.
- Upon enrollment, meet needs of 100% of identified students made homeless by the recent hurricane.
- Daily enrichment of 100% of students who have mastered skills/concepts and are above grade level by use of centers, research, small groups, and projects.
- Timely, systematic interventions for those students not mastering skills/concepts through the use of flexible grouping, tutoring, push ins (Inclusion, T1 and ARI), extended day/week/year. (Skills Specialists FTE: T1-3, SCE-1, District-1, Teacher: T1-1)
- Within in one year, increase mastery in SPED reading, writing, and math scores by 15% to 90%.
- Continue to meet participation rate of at least 95% in reading/math for TAKS.
- Continue to meet adequate yearly progress in performance at 95% and attendance at 90%.
- Continue links to enhance transition from PK to K and from elementary to fifth grade by effective/open communication between schools.

- Continue to update and improve 100% benchmark calendars and common vertical and building assessments by timely planning sessions in building and within the vertical elementaries.
- Within the year, through an inclusive environment, 100% of students will master on grade level curriculum.
- Within the year, through the resource setting, students will progress at least 1.5 years in order to move more quickly to within 1.5 years on grade level status.
- Throughout the year, continue the Intervention Assistance Team (IAT) to provide timely interventions for 100% of referred students to decrease the number of children in the Special Education program and increase the number of students mastering the curriculum.
- Within the year, increase awareness and knowledge of working effectively with minority students, especially African Americans, academically and behaviorally.
- Within a year, increase instructional staff's knowledge working with minority students and utilizing effective strategies for managing behavior.
- Within the year, increase knowledge of IAT chair of the number of students by ethnicity that are reviewed by IAT, referred to SPED, and also qualified for SPED.
- Increase the percentage of students with disabilities in instructional settings of 40 (inclusion) and 41 (resource $\leq 20\%$).
- Increase knowledge of 100% of faculty regarding Special Education issues.

Goal: Increase completion rate

- At the end of the year, retention grade level will decrease to 10% or less.
- At each six weeks intervals, student attendance will meet 98%.
- Everyday, preliminary attendance will be taken at 8:30 am in order that parental contacts may be made to increase attendance at magic moment of 9:30 am.
- Everyday, attendance will be monitored- calls and home visits made to bring in truants and to educate parents about the importance of attendance.
- Periodic incentives throughout year for attendance.

Goal: Provide professional development to improve student achievement and job performance

- Throughout the year, implement strategies learned in Vocabulary Unplugged training across the content areas.
- Throughout the year, emphasize effective use of context clues to lead to increased student success in vocabulary and inferencing.
- Send four teachers to The Writing Academy K-2 and 3-4 to present to grade levels 2-4 to improve school wide writing program.
- Provide math training for eight teachers presented by Marcy Cooke in Creating a Classroom of Algebraic Thinkers.
- Deliver the Dana Center's programmatic changes of the TEKS training to each grade level to eliminate gaps as students move from one grade level to the next.
- Throughout the year, provide professional development opportunities in reading, math, science, or social studies.
- Throughout the year, train and support teachers in implementing TRIAND lesson planning.
- Present to faculty workshops, such as from The Skillful Teacher on discipline management, space, routine, momentum, mastery objectives, expectations, time, location and attention to emphasize learning rather than teaching.

Goal: Provide structure and support to foster a positive climate for students, teachers, and staff.

- Increase para and teacher attendance at least by 2% to reach goal of 98%.
- Offer attendance incentives every six weeks to students, paras, and teachers for perfect attendance.
- Provide rewards to students each semester for academics and excellent behavior.
- Decrease faculty turnover rate to less than 10%.
- While staffing at the beginning of year, monitor ethnic diversity ratio of faculty to match student population.
- Throughout the year, use of classroom walk throughs to detect trends in learning and lesson delivery.
- Within 3 years raise the overall satisfaction rate of teachers and support staff to reach goal of 90%.

Goal: Allocate resources to maximize excellence

- Throughout the year, seek input of faculty regarding purchase of materials to provide effective delivery of instruction.
- Throughout the year monitor budget expenditures of 99% and insure purchases are within budget parameters.

Objective # 2: Thompson Elementary will implement effective discipline management strategies to improve student behavior

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

- Daily monitoring that 100% of students dress is in compliance with dress code policy of school (Uniforms, particular colors, shirts tucked in, and no baggy pants).
- Throughout the year, insure that 100% of the building crisis plan is in place and practiced.
- Throughout the year, increase parent's satisfaction regarding safety regarding safety at school to 98% by increasing 5%.
- Throughout the year, continue to implement 100% of the district's social skill plan.
- Provide 2 health and wellness presentations: Blood Borne Pathogens- staff, Epilepsy/Puppet Show – student body

Goal: Provide professional development for staff and administration to improve discipline management skills

- Deliver to 100% faculty the two part district presentation regarding Common Behavior Problems at School and Interventions to address behavior problems at school.
- Provide 100% of faculty the district's Bullying presentation.
- Provide discipline management training from The Skillful Teacher to faculty.

Goal: Develop and implement district incentive to address drug and substance abuse

- 100% of 4th grade students to participate in Chicken Club.
- 100% of student and faculty to participate in Red Ribbon Week.
- 100% of students and teachers to participate in Career Awareness Day.
- Provide drug awareness education through the health and wellness presentation program.
- Violence and Drug abuse district intervention program. (materials, speakers, and videos)

Goal: Develop and implement district incentive for behavior intervention

- Present to 100% if faculty the district's Common Behavior Problems at School and Interventions to address such.
- Provide 100% of the faculty the presentation by district on Bullying.
- Provide 100% of the teachers the district's Social Skill Plan.
- Provide 100% of identified staff the opportunity to be a SNAPP partner for identified students.
- Provide discipline management training from The Skillful Teacher to faculty.
- IAT will meet weekly to discuss interventions to assist teachers with students with behavior issues.

Objective # 3: Thompson Elementary will increase communication and provide opportunities for active parent participation

Goal: Increase communication with parents

- Within the year, increase parents overall satisfaction to 95% regarding respect (up 4%), timely response to questions (up 2%), and timely return phone cards (up 2%).
- Within one year, increase parent awareness of campus events by 8% to reach overall goal of 98%.
- Implement signature system between teacher and parents to insure 95% completion of homework.
- Throughout the year, provide information regarding promotional policies.
- Inform 100% of affected parents, if necessary, regarding a waiver for 22:1 student/teacher ratio.
- By the end of the year, insure 1% of the T1 budget is expended on parental involvement.
- Encourage partnerships and offer 100% timely / sensitive responses to concerns, answer questions, and seek input of our business and community stakeholders.
- Provide parents with a presentation of the CHIPS health coverage for students.

Goal: Provide structure and support to improve parent engagement

- Throughout the year, provide parents information and support to assure students are completing homework.
- Throughout the year, welcome and support 100% of recruitment efforts of student organizations to enhance good citizenship skills.
- Invite and encourage parents attendance and input at 100% district and building meetings.
- Throughout the year, maintain at least 3 business and community partnerships.
- Increase by 10% parents volunteering in school.
- Within the year, add one parent as a PTA officer.
- Throughout the year, monitor that 100% of parent calls are returned and questions answered in a timely manner (within 24 hours).
- Throughout the year, insure office staff immediately greets 100% of visitors in a friendly and professional manner and answers their questions/meets their needs.
- Throughout the year, develop and implement a marketing plan to increase attendance to 50% at parent meetings and workshops.
- Through out the year, provide 4 interactive parent workshops in math and reading instructional strategies, provided by UHD for parents to use at home with students.
- Free authentic literature provided at 4 workshops to every family who attend UHD math and literature nights, will increase student and parent's motivation to read.
- Return of T1 compacts within 6 weeks signed by students, parents, and teachers to enhance mutual partnerships.
- Provide daycare and refreshments to all parents in attendance of meeting/workshops in the building.

Goal: Support, encourage, and monitor parent training across the district

- Provide parent session on the district's Common Behavior Problem at School and Interventions for Common Behavior Problems at School.
- Throughout the year, invite and support 100% of the parents to attend building, vertical, and district meetings.

Report of Student Violent and Criminal Incidents 2004-2005

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 2004-2005 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.