

Vision:

A tradition of excellence . . .

Mission Statement:

Our mission is to prepare each student academically and socially to become a responsible and productive citizen.

Beliefs:

The beliefs of the Angleton Independent School District are:

- ...We believe all students can learn regardless of ethnicity, gender or socioeconomic status.
- ...We believe in clearly defined goals that set high expectations for student excellence.
- ...We believe in the value of parents as children's first and best teachers.
- ...We believe in the importance of quality curriculum and programs.
- ...We believe that quality teachers and staff increase student learning.
- ...We believe the community must actively participate in the development of our children.
- ...We believe the learning environment must be positive, genuine, caring and safe for students and staff to reach their potential.

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It is the policy of the Angleton Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended, by Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, as amended.

Purpose of Annual Report

The *Texas Education Code Section 39.053* requires the Angleton Independent School District Board of Trustees to hold a public hearing and publish an annual report that includes the following information:

- 2005-2006 AEIS report,
- campus performance objectives,
- report of violent/criminal incidents,
- information from the Texas Higher Education Coordinating Board, and
- other reports as the district sees fit.

In the past, many of the other reports were presented during the summer. Beginning with the presentation of the 2003-2004 AEIS report, all annual reports are presented at the same time, within 90 days after the district administrators receive the annual AEIS reports. This provides the appropriate staff sufficient time to review the AEIS data to complete a thorough evaluation of programs.

The leaders of school-related organizations, such as the P-TO and booster clubs, will be contacted to arrange for presentations of the annual report to their respective members. The report will be placed in several public locations, including the Angleton Chamber of Commerce, the Angleton branch of the Brazoria County Library and the AISD administration building.

Our mission is to prepare each student academically and socially to become a responsible and productive citizen.

December 13, 2006

Dear School Leader:

You are receiving this letter because of your active involvement in Angleton ISD, most probably on your child's campus.

The *Texas Education Code Section 39.053* requires that Angleton ISD produce and disseminate an Annual Report addressing the following:

- AEIS Report (report on standard test performance),
- campus performance objectives,
- report of violent/crimes and incidents, and
- information from the Texas High Education Coordinating Board (including performance on college entry exams).

Districts may also elect to include other pertinent information beyond what is called for by the law. In an effort to make this report meaningful and valuable, we have elected to include comprehensive reviews and discussions of many significant programs offered in the District. We are including such sections in order to well communicate to our stakeholders and, perhaps more importantly, to gather your input and opinions. The optional sections will include, among other things:

- analysis of special programs provided including Career and Technology, Bilingual, Gifted and Talented, Special Education, Compensatory Education (for students considered at risk of failing), and all federally funded programs,
- analysis of attendance trends,
- analysis of human resources,
- analysis of our technology program,
- analysis of general student services, and
- analysis of curriculum.

We are attempting to create a culture in AISD that embraces scrutiny, open-dialogue, and collaboration. In short, we want to hear from you about what we are doing well and what we can do better.

We will hold a public hearing on the annual report at the AISD Board of Trustees meeting on Tuesday, January 16, 2007. You are, of course, welcome at this and all Board meetings. However, I am also hopeful that you will invite my team and me to present this report and field questions at your campuses, PTO meetings, Booster club meetings, or in other small groups. I am at your disposal and will be available at your request. Please call my office to arrange a presentation. I believe this is a wonderful chance for AISD stakeholders, parents, and community members to be heard.

Also, a copy of the report will be available in my office for your perusal or purchase should you desire one of your own.

Again, thank you and I hope to hear from you.

Sincerely,

Heath Burns, Ed.D.

District Name: ANGLETON ISD
 District #: 020902

T E X A S E D U C A T I O N A G E N C Y
 Academic Excellence Indicator System
 2005-06 District Performance
2006 Accountability Rating: Academically Acceptable

Section I

Gold Performance Acknowledgments: Attendance (2004-05)
 Commended on Reading/ELA
 Commended on Writing

Indicator:		State	Region 04	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2006 Standard															
Grade 3 (English) First Administration Only															
Reading	2006	90%	90%	99%	> 99%	98%	99%	*	*	99%	99%	96%	98%	88%	98%
	2005	89%	89%	96%	94%	94%	97%	*	> 99%	97%	95%	93%	94%	> 99%	96%
Mathematics	2006	83%	84%	96%	91%	97%	98%	*	*	98%	94%	> 99%	95%	94%	95%
	2005	82%	83%	91%	81%	90%	94%	*	80%	92%	89%	85%	91%	75%	84%
All Tests	2006	77%	78%	94%	90%	93%	96%	*	*	96%	92%	93%	92%	82%	92%
	2005	76%	77%	84%	74%	82%	88%	*	83%	85%	83%	77%	80%	67%	76%
TAKS Met 2006 Standard															
Grade 3 (Spanish) First Administration Only															
Reading	2006	76%	80%	81%	*	81%	*	*	*	86%	78%	*	81%	81%	81%
	2005	74%	79%	76%	*	76%	*	*	*	69%	*	*	76%	76%	76%
Mathematics	2006	69%	75%	73%	*	73%	*	*	*	86%	63%	*	73%	73%	73%
	2005	68%	73%	62%	*	62%	*	*	*	58%	*	*	62%	62%	62%
All Tests	2006	56%	64%	69%	*	69%	*	*	*	86%	56%	*	69%	69%	69%
	2005	54%	62%	41%	*	41%	*	*	*	46%	*	*	41%	41%	41%
TAKS Met 2006 Standard															
Grade 4 (English)															
Reading	2006	83%	84%	93%	88%	93%	94%	*	> 99%	91%	95%	86%	90%	89%	85%
	2005	80%	81%	90%	83%	89%	92%	*	*	88%	92%	81%	85%	78%	79%
Mathematics	2006	84%	86%	97%	94%	95%	98%	*	> 99%	97%	96%	90%	95%	89%	93%
	2005	82%	83%	94%	83%	93%	98%	*	*	94%	94%	93%	90%	80%	86%
Writing	2006	92%	92%	99%	> 99%	98%	99%	*	> 99%	99%	99%	95%	98%	> 99%	98%
	2005	91%	92%	97%	91%	98%	97%	*	*	95%	98%	92%	96%	> 99%	96%
All Tests	2006	74%	75%	90%	84%	89%	93%	*	> 99%	89%	91%	87%	87%	78%	82%
	2005	70%	72%	86%	73%	87%	89%	*	*	84%	88%	74%	79%	70%	71%

**TAKS Met 2006 Standard
Grade 4 (Spanish)**

Reading	2006	76%	80%	94%	*	94%	*	*	*	92%	*	*	93%	94%	93%
	2005	69%	74%	92%	*	92%	*	*	*	*	> 99%	*	92%	92%	92%
Mathematics	2006	70%	75%	94%	*	94%	*	*	*	92%	*	*	93%	94%	94%
	2005	65%	72%	> 99%	*	> 99%	*	*	*	*	> 99%	*	> 99%	> 99%	> 99%
Writing	2006	90%	92%	> 99%	*	> 99%	*	*	*	> 99%	*	*	> 99%	> 99%	> 99%
	2005	88%	90%	93%	*	92%	*	*	*	*	> 99%	*	93%	93%	93%
All Tests	2006	63%	67%	94%	*	94%	*	*	*	92%	*	*	93%	94%	94%
	2005	56%	61%	93%	*	92%	*	*	*	*	> 99%	*	93%	93%	93%

**TAKS Met 2006 Standard
Grade 5 (English) First Administration Only**

Reading	2006	81%	80%	90%	78%	91%	93%	*	*	91%	90%	85%	81%	96%	78%
	2005	75%	74%	87%	78%	82%	93%	*	*	88%	86%	68%	81%	20%	67%
Mathematics	2006	82%	83%	96%	92%	96%	97%	*	*	97%	95%	89%	94%	> 99%	89%
	2005	80%	79%	89%	88%	82%	94%	*	*	92%	86%	69%	82%	43%	72%
Science	2006	76%	76%	93%	86%	95%	94%	*	*	95%	91%	92%	91%	92%	85%
	2005	64%	64%	84%	66%	80%	92%	*	*	88%	80%	76%	75%	75%	69%
All Tests	2006	64%	64%	83%	72%	79%	88%	*	*	85%	80%	77%	71%	62%	64%
	2005	55%	54%	70%	54%	60%	82%	*	*	72%	69%	56%	58%	6%	40%

**TAKS Met 2006 Standard
Grade 5 (Spanish) First Administration Only**

Reading	2006	65%	68%	94%	*	94%	*	*	*	83%	> 99%	*	94%	94%	94%
	2005	60%	60%	80%	*	80%	*	*	*	71%	88%	*	80%	79%	79%
Mathematics	2006	49%	53%	> 99%	*	> 99%	*	*	*	> 99%	> 99%	*	> 99%	> 99%	> 99%
	2005	45%	47%	77%	*	77%	*	*	*	80%	75%	*	77%	75%	75%
Science	2006	31%	31%	*	*	*	*	*	*	*	*	*	*	*	*
	2005	24%	24%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2006	16%	14%	13%	*	13%	*	*	*	17%	10%	*	13%	13%	13%
	2005	13%	11%	< 1%	*	< 1%	*	*	*	< 1%	< 1%	*	< 1%	< 1%	< 1%

**TAKS Met 2006 Standard
Grade 6 (English)**

Reading	2006	92%	91%	98%	> 99%	96%	99%	*	*	97%	> 99%	94%	98%	82%	97%
	2005	86%	86%	97%	95%	97%	99%	*	*	98%	97%	> 99%	96%	> 99%	95%
Mathematics	2006	81%	80%	98%	97%	97%	99%	*	*	98%	98%	> 99%	97%	88%	96%
	2005	73%	72%	98%	97%	98%	98%	*	*	97%	98%	94%	97%	75%	94%
All Tests	2006	78%	77%	96%	97%	94%	98%	*	*	95%	98%	95%	95%	71%	93%
	2005	69%	69%	96%	94%	95%	97%	*	*	96%	95%	95%	93%	75%	91%

**TAKS Met 2006 Standard
Grade 7**

Reading	2006	80%	80%	93%	90%	91%	94%	*	*	92%	93%	80%	90%	76%	81%
	2005	81%	83%	88%	92%	83%	91%	*	86%	86%	90%	88%	82%	80%	65%
Mathematics	2006	71%	72%	93%	88%	95%	93%	*	*	94%	91%	83%	90%	97%	82%
	2005	65%	65%	76%	75%	72%	80%	*	> 99%	77%	75%	63%	70%	40%	42%
Writing	2006	91%	92%	99%	> 99%	> 99%	99%	*	*	99%	> 99%	> 99%	99%	> 99%	98%
	2005	89%	90%	95%	98%	93%	97%	*	86%	94%	97%	88%	94%	*	86%
All Tests	2006	65%	66%	87%	80%	88%	89%	*	*	88%	87%	80%	82%	76%	69%
	2005	60%	61%	72%	71%	66%	77%	*	86%	72%	72%	67%	64%	40%	34%

**TAKS Met 2006 Standard
Grade 8**

Reading	2006	84%	86%	91%	92%	87%	95%	*	> 99%	90%	93%	50%	88%	*	76%
	2005	84%	85%	90%	90%	83%	95%	*	*	91%	89%	87%	79%	*	71%
Mathematics	2006	68%	70%	87%	85%	83%	91%	*	86%	88%	86%	71%	79%	*	68%
	2005	62%	63%	77%	76%	68%	83%	*	*	74%	80%	28%	66%	*	42%
* Science	2006	72%	72%	83%	72%	78%	90%	*	86%	85%	81%	75%	71%	*	59%
Soc Studies	2006	84%	85%	93%	89%	90%	97%	*	> 99%	92%	93%	83%	88%	*	83%
	2005	85%	86%	92%	90%	88%	95%	*	*	93%	91%	94%	88%	*	77%
* All Tests	2006	58%	59%	75%	67%	71%	82%	*	86%	76%	75%	50%	62%	*	44%
	2005	58%	59%	74%	72%	65%	81%	*	*	73%	76%	41%	62%	*	38%

* Grade 8 Science (tested at 2 SEM below Panel Recommended value) is included in All Tests for 2006.

**TAKS Met 2006 Standard
Grade 9**

Reading	2006	88%	88%	91%	89%	87%	95%	*	*	90%	94%	55%	86%	*	84%
	2005	83%	83%	88%	76%	85%	94%	*	*	83%	94%	76%	81%	*	75%
Mathematics	2006	58%	59%	71%	70%	63%	76%	*	*	68%	74%	33%	59%	*	40%
	2005	58%	59%	72%	56%	62%	85%	*	*	74%	71%	56%	61%	*	46%
All Tests	2006	57%	58%	69%	66%	61%	77%	*	*	68%	72%	33%	56%	*	40%
	2005	56%	57%	69%	48%	59%	83%	*	*	68%	71%	50%	57%	*	43%

**TAKS Met 2006 Standard
Grade 10**

Eng Lang Arts	2006	86%	86%	90%	84%	87%	93%	*	*	86%	94%	85%	85%	*	80%
	2005	68%	69%	74%	60%	72%	79%	*	*	68%	80%	47%	65%	*	63%
Mathematics	2006	62%	62%	73%	49%	63%	86%	*	*	74%	73%	40%	56%	*	49%
	2005	59%	62%	75%	57%	81%	77%	*	*	78%	72%	38%	74%	*	53%
Science	2006	61%	62%	63%	33%	50%	79%	*	*	69%	57%	45%	44%	*	40%
	2005	55%	57%	66%	42%	63%	74%	*	*	73%	59%	23%	56%	*	44%
Soc Studies	2006	84%	85%	84%	72%	73%	94%	*	*	85%	84%	62%	73%	*	67%
	2005	85%	86%	89%	78%	89%	92%	*	*	90%	88%	77%	83%	*	77%
All Tests	2006	50%	51%	56%	31%	41%	71%	*	*	58%	53%	41%	34%	*	28%
	2005	40%	43%	51%	25%	49%	58%	*	*	52%	49%	24%	40%	< 1%	29%

**TAKS Met 2006 Standard
^ Grade 11**

Eng Lang Arts	2006	89%	88%	93%	88%	93%	94%	*	*	91%	95%	75%	94%	*	89%
	2005	87%	87%	94%	94%	93%	94%	*	*	93%	95%	64%	88%	*	87%
Mathematics	2006	78%	80%	86%	76%	85%	88%	*	*	84%	88%	50%	84%	*	74%
	2005	72%	74%	84%	68%	81%	88%	*	*	87%	81%	40%	67%	*	64%
Science	2006	76%	77%	83%	76%	82%	85%	*	*	84%	82%	36%	78%	*	71%
	2005	71%	73%	77%	47%	74%	85%	*	*	85%	69%	22%	56%	*	49%
Soc Studies	2006	94%	95%	95%	90%	92%	98%	*	*	94%	96%	50%	91%	*	92%
	2005	91%	92%	96%	92%	96%	97%	*	*	99%	94%	68%	91%	*	91%
All Tests	2006	66%	67%	74%	65%	76%	76%	*	*	74%	75%	41%	71%	*	58%
	2005	60%	61%	71%	41%	68%	78%	*	*	76%	65%	19%	48%	*	38%

^ Primary Spring Administration, plus June 2005 and October 2005 first-time testers who pass all 4 tests.

**TAKS Met 2006 Standard (Sum of All Grades Tested, EXCLUDING grade 8 Science)
(Standard Accountability Indicator)**

Reading/ELA	2006	87%	87%	94%	91%	92%	96%	88%	> 99%	92%	96%	82%	92%	83%	88%
	2005	83%	84%	90%	86%	87%	93%	75%	96%	88%	92%	81%	86%	75%	79%
Mathematics	2006	75%	76%	88%	82%	86%	92%	67%	96%	88%	88%	80%	85%	89%	76%
	2005	71%	72%	84%	76%	81%	89%	56%	96%	85%	84%	71%	80%	70%	64%
Writing	2006	91%	92%	99%	> 99%	99%	99%	*	> 99%	99%	99%	97%	99%	> 99%	98%
	2005	90%	91%	96%	95%	95%	97%	*	86%	94%	97%	91%	95%	92%	90%
Science	2006	70%	71%	79%	63%	75%	86%	*	83%	82%	76%	68%	72%	79%	63%
	2005	63%	64%	76%	52%	72%	83%	*	> 99%	82%	69%	44%	66%	56%	53%
Soc Studies	2006	87%	88%	91%	84%	85%	96%	*	> 99%	90%	91%	61%	84%	40%	81%
	2005	87%	88%	92%	86%	90%	95%	*	> 99%	93%	90%	80%	87%	33%	81%

All Tests	2006	67%	68%	82%	74%	79%	86%	67%	92%	82%	82%	73%	77%	78%	67%
	2005	62%	62%	76%	63%	72%	83%	50%	93%	77%	76%	59%	70%	64%	53%

**TAKS Met 2006 Standard (Sum of All Grades Tested, INCLUDING grade 8 Science)
(2008 Preview at Panel Recommended)**

Science	2006	66%	66%	74%	58%	69%	82%	*	77%	79%	70%	65%	66%	76%	56%
All Tests	2006	65%	66%	79%	70%	76%	84%	67%	88%	80%	78%	71%	75%	78%	64%

TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING grade 8 Science)

Reading/ELA	2006	27%	27%	32%	23%	26%	38%	25%	44%	29%	35%	20%	24%	14%	17%
	2005	25%	25%	29%	18%	24%	36%	13%	43%	27%	32%	18%	22%	14%	11%
Mathematics	2006	23%	24%	30%	19%	25%	36%	22%	56%	30%	30%	18%	24%	24%	14%
	2005	20%	21%	28%	16%	22%	34%	22%	44%	28%	27%	16%	21%	12%	10%
Writing	2006	30%	31%	38%	40%	29%	44%	*	43%	26%	51%	22%	31%	21%	18%
	2005	26%	27%	27%	17%	23%	33%	*	14%	22%	33%	3%	16%	27%	10%
Science	2006	16%	17%	22%	10%	15%	28%	*	< 1%	25%	18%	6%	16%	26%	9%
	2005	14%	15%	19%	8%	12%	25%	*	25%	20%	17%	10%	15%	8%	5%
Soc Studies	2006	30%	32%	31%	20%	22%	39%	*	45%	37%	24%	15%	19%	10%	11%
	2005	26%	28%	30%	17%	20%	38%	*	60%	33%	26%	8%	17%	< 1%	12%
All Tests	2006	11%	11%	14%	9%	11%	18%	11%	24%	13%	16%	7%	9%	8%	6%
	2005	10%	10%	13%	7%	10%	17%	10%	21%	12%	14%	7%	8%	6%	3%

TAKS-I (Sum of All Grades Tested)

Met Standard

Science	2006	20%	19%	22%	*	*	*	*	*	33%	*	22%	*	*	< 1%
Soc Studies	2006	31%	26%	67%	*	*	*	*	*	57%	*	67%	*	*	57%

SDAA II Examinations (Sum of All Grades Tested)

Met ARD Expectations

(Standard Accountability & AEA Indicator)

2006	84%	84%	85%	80%	88%	84%	*	*	83%	88%	85%	85%	90%	85%
2005	79%	81%	85%	75%	91%	86%	*	*	83%	89%	85%	86%	90%	86%

SDAA II Examinees (Sum of All Grades Tested)

Met ARD Expectations

Reading/ELA	2006	87%	87%	88%	88%	90%	87%	*	*	88%	90%	88%	88%	88%	89%
	2005	82%	85%	88%	75%	94%	90%	*	*	86%	91%	88%	89%	96%	89%
Mathematics	2006	86%	86%	92%	88%	94%	92%	*	*	90%	95%	92%	92%	97%	92%
	2005	80%	83%	87%	81%	90%	89%	*	*	85%	91%	87%	87%	89%	86%
Writing	2006	68%	73%	57%	42%	67%	58%	*	*	51%	67%	57%	62%	79%	56%
	2005	65%	69%	76%	59%	88%	73%	*	*	74%	79%	76%	77%	75%	76%
All Tests	2006	74%	75%	75%	71%	78%	75%	*	*	73%	79%	75%	75%	81%	76%
	2005	68%	71%	76%	61%	84%	78%	*	*	73%	81%	76%	76%	76%	76%

2006 TAKS/SDAA II/TAKS-I Participation (Grades 3-11)

Tested	97.1%	97.0%	97.6%	98.3%	97.6%	97.6%	100.0%	87.1%	97.4%	97.9%	88.9%	97.7%	93.4%	97.2%
By Assessment														
TAKS (1 or more)	90.7%	91.7%	90.5%	86.2%	89.6%	92.8%	91.7%	87.1%	88.4%	92.9%	38.0%	86.4%	79.5%	86.2%
Not on TAKS	6.4%	5.2%	7.0%	12.1%	8.0%	4.8%	8.3%	0.0%	9.0%	5.0%	50.9%	11.3%	14.0%	11.0%
TAKS-I Only	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	4.5%	6.9%	11.6%	7.9%	4.7%	8.3%	0.0%	8.8%	4.9%	49.9%	11.3%	14.0%	10.7%
TAKS-I/SDAA II Only	0.8%	0.6%	0.1%	0.4%	0.1%	0.1%	0.0%	0.0%	0.2%	0.1%	1.0%	0.1%	0.0%	0.3%
By Acct Status														
Acct System	90.5%	89.5%	91.5%	89.2%	92.3%	92.3%	83.3%	80.6%	90.9%	92.5%	79.5%	92.7%	89.1%	91.8%
Non-Acct System	6.5%	7.4%	6.0%	9.1%	5.3%	5.2%	16.7%	6.5%	6.5%	5.4%	9.4%	5.1%	4.4%	5.5%
Mobile	5.6%	5.5%	6.0%	9.1%	5.3%	5.2%	16.7%	6.5%	6.5%	5.3%	9.4%	5.0%	4.4%	5.4%
Non-Acct Test	0.2%	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%
Katrina/Rita	0.8%	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%
Not Tested	2.9%	3.0%	2.4%	1.7%	2.4%	2.4%	0.0%	12.9%	2.6%	2.1%	11.1%	2.3%	6.6%	2.8%
Absent	0.2%	0.3%	0.2%	0.3%	0.1%	0.2%	0.0%	0.0%	0.3%	0.1%	0.2%	0.1%	0.0%	0.3%
ARD Exempt	0.7%	0.6%	1.2%	0.9%	1.3%	1.3%	0.0%	0.0%	1.4%	1.0%	8.8%	1.3%	1.3%	1.3%
LEP Exempt	1.0%	1.1%	0.2%	0.0%	0.5%	0.0%	0.0%	6.5%	0.2%	0.2%	0.0%	0.4%	3.9%	0.4%
Other	1.0%	1.0%	0.8%	0.6%	0.5%	1.0%	0.0%	0.5%	0.7%	0.9%	2.1%	0.4%	1.3%	0.7%
Katrina/Rita	0.0%	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%
Total Count	3,001,657	662,743	4,375	696	1,524	2,104	12	31	2,279	2,090	605	1,878	229	1,889

2005 TAKS/SDAA II Participation (Grades 3-11)

Tested	97.0%	96.9%	97.8%	97.5%	97.4%	98.3%	100.0%	96.8%	97.5%	98.3%	90.3%	97.2%	86.1%	96.3%
By Assessment														
TAKS (1 or more)	90.8%	91.9%	90.6%	85.2%	90.0%	92.7%	100.0%	96.8%	88.6%	93.0%	39.4%	86.3%	71.7%	82.7%
SDAA II Only	6.2%	5.0%	7.2%	12.3%	7.4%	5.6%	0.0%	0.0%	8.8%	5.3%	50.9%	10.9%	14.4%	13.5%
By Mobility Status														
Acct Subset	91.3%	91.6%	92.1%	90.4%	92.7%	92.7%	90.9%	90.3%	91.7%	92.8%	80.5%	89.7%	83.9%	89.6%
Mobile Subset	5.7%	5.3%	5.7%	7.1%	4.7%	5.6%	9.1%	6.5%	5.7%	5.4%	9.9%	7.5%	2.2%	6.7%
Not Tested	3.0%	3.1%	2.2%	2.5%	2.6%	1.7%	0.0%	3.2%	2.5%	1.7%	9.7%	2.8%	13.9%	3.7%
Absent	0.2%	0.2%	0.2%	0.3%	0.0%	0.3%	0.0%	0.0%	0.3%	0.1%	0.8%	0.1%	0.0%	0.3%
ARD Exempt	0.8%	0.7%	0.8%	1.0%	0.7%	0.8%	0.0%	0.0%	1.1%	0.5%	5.7%	0.8%	0.0%	1.3%
LEP Exempt	1.0%	1.1%	0.4%	0.0%	1.2%	0.0%	0.0%	0.0%	0.4%	0.3%	0.0%	0.9%	9.4%	1.0%
Other	1.0%	1.0%	0.8%	1.2%	0.7%	0.6%	0.0%	3.2%	0.8%	0.8%	3.2%	1.0%	4.4%	1.1%
Total Count	2,931,773	638,702	4,400	677	1,475	2,197	11	31	2,318	2,076	619	1,866	180	1,588

TAKS Exit-Level Cumulative Pass Rate

Class of 2006	87%	87%	90%	86%	85%	93%	*	*	91%	90%	32%	76%	*	75%
Class of 2005	91%	91%	96%	93%	96%	97%	*	> 99%	95%	97%	69%	93%	*	91%

Progress of Prior Year TAKS Failers (Sum of Grades 4-11)

Percent of Failers Passing TAKS

Reading/ELA	2006	51%	52%	68%	61%	65%	75%	*	*	68%	69%	56%	62%	46%	67%
	2005	45%	47%	54%	48%	50%	63%	*	*	52%	57%	36%	52%	36%	54%

Mathematics	2006	32%	33%	44%	43%	39%	51%	*	*	44%	45%	42%	43%	56%	44%
	2005	25%	26%	30%	33%	30%	28%	*	*	26%	34%	33%	29%	33%	30%
Average TGI Growth															
Reading/ELA	2006	0.56	0.54	0.80	0.77	0.70	0.94	*	*	0.79	0.82	0.59	0.76	0.62	0.74
	2005	0.53	0.56	0.64	0.48	0.55	0.85	*	*	0.72	0.53	0.15	0.55	0.10	0.62
Mathematics	2006	0.34	0.37	0.46	0.46	0.48	0.45	*	*	0.46	0.46	0.47	0.52	0.69	0.45
	2005	0.38	0.39	0.35	0.40	0.28	0.36	*	*	0.32	0.37	0.13	0.29	0.15	0.36

Student Success Initiative

Grade 3 Reading (English and Spanish)

Students Requiring Accelerated Instruction

2006	12%	12%	2%	2%	4%	1%	*	*	2%	2%	7%	4%	16%	3%
2005	13%	13%	6%	8%	8%	4%	*	< 1%	5%	7%	9%	8%	8%	7%

TAKS Cumulative Met Standard (First and Second Administrations)

2006	94%	94%	99%	> 99%	98%	> 99%	*	*	99%	> 99%	96%	98%	91%	99%
2005	93%	93%	98%	98%	95%	99%	*	> 99%	97%	98%	93%	96%	91%	96%

TAKS Failers Promoted by Grade Placement Committee

2005	49.0%	43.6%	*	*	-	-	-	-	*	-	*	*	-	*
2004	48.2%	37.9%	40.0%	*	*	*	-	-	*	*	*	40.0%	*	0.0%

TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)

Promoted to Grade 4

2006	38%	38%	*	*	*	*	*	*	*	*	*	*	*	*
2005	56%	59%	*	*	*	*	*	*	*	*	*	*	*	*

Retained in Grade 3

2006	86%	85%	*	*	*	*	*	*	*	*	*	*	*	*
2005	76%	79%	*	*	*	*	*	*	*	*	*	*	*	*

Grade 5 Reading (English and Spanish)

Students Requiring Accelerated Instruction

2006	20%	21%	10%	22%	9%	7%	*	*	9%	10%	15%	18%	5%	21%
2005	25%	27%	14%	24%	18%	8%	*	*	14%	14%	35%	20%	37%	32%

TAKS Cumulative Met Standard (First and Second Administrations)

2006	89%	88%	97%	90%	99%	98%	*	*	97%	97%	95%	95%	> 99%	92%
2005	86%	85%	94%	93%	90%	97%	*	*	94%	94%	85%	90%	50%	83%

Grade 5 Mathematics (English and Spanish)

Students Requiring Accelerated Instruction

2006	19%	18%	4%	8%	4%	4%	*	*	3%	5%	14%	6%	< 1%	10%
2005	21%	22%	11%	12%	18%	7%	*	*	9%	15%	33%	18%	39%	27%

TAKS Cumulative Met Standard (First and Second Administrations)														
2006	90%	91%	98%	96%	98%	99%	*	*	99%	97%	97%	96%	> 99%	95%
2005	88%	88%	95%	95%	92%	97%	*	*	97%	93%	93%	91%	79%	84%
English Language Learners Progress Measure														
2005-06	66%	67%	77%	*	76%	*	*	100%	74%	80%	33%	75%	71%	75%
Attendance Rate														
2004-05	95.7%	95.7%	96.4%	96.8%	96.5%	96.2%	94.8%	97.2%	96.3%	96.4%	95.2%	96.1%	97.2%	95.5%
2003-04	95.7%	95.8%	96.3%	96.7%	96.3%	96.1%	95.4%	97.9%	96.2%	96.3%	95.2%	96.1%	97.0%	95.2%
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)														
2004-05	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2003-04	0.2%	0.2%	0.0%	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)														
2004-05	0.9%	1.1%	0.3%	0.4%	0.4%	0.2%	0.0%	0.0%	0.4%	0.2%	0.6%	0.4%	1.7%	0.6%
2003-04	0.9%	1.0%	0.2%	0.0%	0.1%	0.3%	0.0%	0.0%	0.3%	0.1%	0.5%	0.0%	0.0%	0.5%
Completion/Student Status Rate (Gr 9-12)														
Class of 2005														
Graduated	84.0%	82.1%	77.7%	83.3%	73.4%	77.9%	-	100.0%	73.8%	81.5%	82.5%	63.1%	*	61.5%
Received GED	3.8%	3.6%	10.2%	5.6%	9.2%	11.9%	-	0.0%	13.1%	7.4%	5.0%	15.5%	*	15.6%
Continued HS	7.9%	9.0%	11.1%	11.1%	17.4%	8.7%	-	0.0%	11.7%	10.6%	10.0%	20.2%	*	22.0%
Dropped Out (4-yr)	4.3%	5.2%	0.9%	0.0%	0.0%	1.6%	-	0.0%	1.5%	0.5%	2.5%	1.2%	*	1.0%
Class of 2004														
Graduated	84.6%	82.8%	77.9%	85.7%	76.3%	77.2%	*	*	70.6%	85.1%	75.7%	69.3%	83.3%	64.8%
Received GED	4.2%	4.3%	12.5%	10.2%	11.4%	13.8%	*	*	17.8%	7.4%	13.5%	12.5%	0.0%	20.3%
Continued HS	7.3%	8.4%	7.3%	4.1%	8.8%	6.9%	*	*	8.1%	6.4%	2.7%	15.9%	16.7%	12.1%
Dropped Out (4-yr)	3.9%	4.5%	2.3%	0.0%	3.5%	2.2%	*	*	3.6%	1.0%	8.1%	2.3%	0.0%	2.7%
Completion Rate II (w/GED) (AEA Indicator)														
Class of 2005	95.7%	94.8%	99.1%	100.0%	100.0%	98.4%	-	100.0%	98.5%	99.5%	97.5%	98.8%	*	99.0%
Class of 2004	96.1%	95.5%	97.7%	100.0%	96.5%	97.8%	*	*	96.4%	99.0%	91.9%	97.7%	100.0%	97.3%
Completion Rate I (w/o GED) (Standard Accountability Indicator)														
Class of 2005	91.9%	91.1%	88.9%	94.4%	90.8%	86.6%	-	100.0%	85.4%	92.1%	92.5%	83.3%	*	83.4%
Class of 2004	91.9%	91.2%	85.2%	89.8%	85.1%	84.1%	*	*	78.7%	91.6%	78.4%	85.2%	100.0%	76.9%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2004-05	20.5%	21.5%	12.4%	5.2%	8.9%	16.0%	*	40.0%	10.2%	14.8%	1.4%	3.3%	0.0%	2.6%
2003-04	19.9%	19.8%	13.2%	6.5%	8.7%	17.1%	20.0%	28.6%	9.4%	17.1%	1.4%	4.1%	2.6%	2.6%
RHSP/DAP Graduates														
Class of 2005	72.3%	69.8%	57.3%	40.4%	50.0%	63.8%	-	83.3%	46.9%	67.0%	12.1%	31.4%	*	23.4%
Class of 2004	68.4%	66.3%	55.0%	51.1%	49.1%	59.2%	*	*	45.3%	62.9%	10.0%	41.4%	0.0%	19.2%

AP/IB Results

Tested															
2005	18.4%	17.3%	11.2%	3.8%	7.5%	14.0%	-	22.2%	8.9%	13.4%	n/a	n/a	n/a	n/a	
2004	17.4%	16.7%	13.7%	7.2%	8.2%	17.4%	*	22.2%	11.7%	15.3%	n/a	n/a	n/a	n/a	
Examinees >= Criterion															
2005	51.8%	62.1%	46.5%	*	50.0%	50.0%	-	*	51.9%	43.2%	n/a	n/a	n/a	n/a	
2004	53.9%	64.5%	41.3%	50.0%	66.7%	36.2%	-	*	33.3%	46.4%	n/a	n/a	n/a	n/a	
Scores >= Criterion															
2005	47.4%	57.3%	36.7%	*	41.2%	37.9%	-	*	39.1%	34.9%	n/a	n/a	n/a	n/a	
2004	49.3%	60.0%	39.9%	44.4%	42.9%	39.4%	-	*	39.6%	40.0%	n/a	n/a	n/a	n/a	

Texas Success Initiative (TSI) - Higher Education Readiness Component

Eng Lang Arts	2006	40%	40%	31%	21%	24%	37%	*	*	23%	40%	< 1%	21%	*	16%
	2005	39%	40%	38%	26%	32%	43%	*	*	35%	40%	7%	21%	*	18%
Mathematics	2006	51%	53%	59%	49%	51%	65%	*	*	59%	58%	20%	49%	*	37%
	2005	48%	51%	66%	41%	66%	70%	*	*	73%	58%	20%	46%	*	37%

SAT/ACT Results

Tested															
Class of 2005	65.5%	67.1%	51.2%	47.7%	36.9%	54.1%	-	100.0%	45.1%	56.5%	n/a	n/a	n/a	n/a	
Class of 2004	61.9%	64.1%	49.8%	62.2%	38.2%	51.1%	*	*	43.3%	54.9%	n/a	n/a	n/a	n/a	
At/Above Criterion															
Class of 2005	27.4%	31.3%	31.4%	4.8%	19.4%	38.7%	-	33.3%	33.3%	30.0%	n/a	n/a	n/a	n/a	
Class of 2004	27.0%	30.9%	29.2%	21.7%	23.1%	33.7%	*	*	29.5%	29.0%	n/a	n/a	n/a	n/a	
Mean SAT Score															
Class of 2005	992	1004	1023	838	944	1074	-	*	1057	1002	n/a	n/a	n/a	n/a	
Class of 2004	987	1000	1003	931	984	1019	*	*	1006	1002	n/a	n/a	n/a	n/a	
Mean ACT Score															
Class of 2005	20.0	20.5	20.5	17.4	20.2	21.4	-	*	20.0	20.5	n/a	n/a	n/a	n/a	
Class of 2004	20.1	20.6	20.8	18.7	19.1	21.9	*	-	18.7	21.7	n/a	n/a	n/a	n/a	

'?' 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.

TEXAS EDUCATION AGENCY

Section II

District Name: ANGLETON ISD
 County Name: BRAZORIA
 District #: 020902

Academic Excellence Indicator System
 2005-06 District Profile

STUDENT INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	6,389	100.0%	4,505,572	100.0%
Students By Grade:				
Early Childhood Education	24	0.4%	13,234	0.3%
Pre-Kindergarten	232	3.6%	181,420	4.0%
Kindergarten	482	7.5%	349,748	7.8%
Grade 1	465	7.3%	359,006	8.0%
Grade 2	458	7.2%	344,441	7.6%
Grade 3	436	6.8%	340,527	7.6%
Grade 4	466	7.3%	329,798	7.3%
Grade 5	448	7.0%	336,923	7.5%
Grade 6	468	7.3%	323,870	7.2%
Grade 7	514	8.0%	338,731	7.5%
Grade 8	503	7.9%	335,606	7.4%
Grade 9	582	9.1%	391,955	8.7%
Grade 10	504	7.9%	322,715	7.2%
Grade 11	463	7.2%	281,269	6.2%
Grade 12	344	5.4%	256,329	5.7%
Ethnic Distribution:				
African American	981	15.4%	664,242	14.7%
Hispanic	2,310	36.2%	2,040,449	45.3%
White	3,026	47.4%	1,644,308	36.5%
Native American	28	0.4%	14,984	0.3%
Asian/Pacific Islander	44	0.7%	141,589	3.1%
Economically Disadvantaged	3,038	47.6%	2,503,755	55.6%
Limited English Proficient (LEP)	454	7.1%	711,237	15.8%
Students w/Disciplinary Placements (2004-05)	206	2.8%	104,198	2.3%
At-Risk	3,292	51.5%	2,195,942	48.7%
Graduates (Class of 2005):				
Total Graduates	363	100.0%	239,716	100.0%
By Ethnicity (incl. Special Ed.):				
African American	52	14.3%	32,811	13.7%
Hispanic	92	25.3%	84,566	35.3%
White	213	58.7%	113,212	47.2%
Native American	0	0.0%	764	0.3%
Asian/Pacific Islander	6	1.7%	8,363	3.5%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	155	42.7%	66,380	27.7%
Recommended H.S. Pgm./DAP	208	57.3%	173,336	72.3%
Special Education Graduates	33	9.1%	25,951	10.8%

Retention Rates By Grade:	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
Kindergarten	2.2%	2.9%	17.5%	11.8%
Grade 1	7.2%	5.9%	15.3%	10.2%
Grade 2	3.3%	3.5%	7.5%	4.3%
Grade 3	1.3%	3.3%	1.2%	2.6%
Grade 4	0.3%	1.8%	0.0%	1.4%
Grade 5	1.8%	3.8%	0.0%	2.2%
Grade 6	0.0%	1.5%	6.7%	1.6%
Grade 7	0.7%	2.3%	2.9%	2.5%
Grade 8	0.9%	1.7%	0.0%	3.0%

Data Quality:	-----District-----		-----State-----	
	Count	Percent	Count	Percent
PID Errors (student)	0	0.0%	12,720	0.2%
Underreported Students	0	0.0%	3,449	0.2%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

	District	State
Elementary: Kindergarten	21.4	19.3
Grade 1	19.1	18.9
Grade 2	17.0	18.9
Grade 3	16.3	18.9
Grade 4	18.1	19.3
Grade 5	21.1	21.9
Grade 6	21.5	21.4
Mixed Grades	31.0	25.7
Secondary: English/Language Arts	19.9	20.3
Foreign Languages	25.2	21.3
Mathematics	21.3	20.3
Science	23.2	21.5
Social Studies	23.4	22.5

STAFF INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	798.1	100.0%	596,297.7	100.0%
Professional Staff:	485.4	60.8%	372,671.4	62.5%
Teachers	400.3	50.2%	302,148.7	50.7%
Professional Support	53.1	6.7%	47,868.5	8.0%
Campus Administration (School Leadership)	20.5	2.6%	16,744.4	2.8%
Central Administration	11.5	1.4%	5,909.8	1.0%
Educational Aides:	97.3	12.2%	60,944.2	10.2%

Auxiliary Staff:	215.4	27.0%	162,682.2	27.3%
Total Minority Staff:	235.8	29.5%	247,644.6	41.5%
Teachers by Ethnicity and Sex:				
African American	21.0	5.2%	27,464.8	9.1%
Hispanic	35.9	9.0%	60,816.9	20.1%
White	340.3	85.0%	209,743.0	69.4%
Native American	1.0	0.2%	803.9	0.3%
Asian/Pacific Islander	2.0	0.5%	3,319.1	1.1%
Males	71.9	18.0%	69,103.0	22.9%
Females	328.4	82.0%	233,044.6	77.1%
Teachers by Highest Degree Held:				
No Degree	3.9	1.0%	2,884.1	1.0%
Bachelors	345.5	86.3%	233,604.7	77.3%
Masters	50.8	12.7%	64,148.7	21.2%
Doctorate	0.0	0.0%	1,511.2	0.5%
Teachers by Years of Experience:				
Beginning Teachers	19.9	5.0%	22,763.9	7.5%
1-5 Years Experience	101.0	25.2%	87,513.1	29.0%
6-10 Years Experience	84.0	21.0%	58,741.1	19.4%
11-20 Years Experience	113.7	28.4%	73,121.5	24.2%
Over 20 Years Experience	81.6	20.4%	60,009.0	19.9%
Number of Students per Teacher:	16.0	n/a	14.9	n/a

STAFF INFORMATION

	-----District-----	-----State-----
Average Years Experience of Teachers:	12.1 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:	9.1 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$37,214	\$34,505
1-5 Years Experience	\$38,402	\$36,567
6-10 Years Experience	\$39,863	\$39,008
11-20 Years Experience	\$44,781	\$43,978
Over 20 Years Experience	\$50,970	\$51,998
Average Actual Salaries (regular duties only):		
Teachers	\$43,025	\$41,744
Professional Support	\$47,257	\$50,029
Campus Administration (School Leadership)	\$64,051	\$62,704
Central Administration	\$84,125	\$77,499
Turnover Rate for Teachers:	10.8%	14.6%
Instructional Staff Percent*:	66.3%	64.0%

EXCLUSIONS:

Shared Services Arrangement Staff:		
Professional Staff	0.0	1,390.0
Educational Aides	0.0	315.4
Auxiliary Staff	0.0	808.7
Contracted Instructional Staff:	0.0	4,958.9

TAX INFORMATION (CALENDAR YEAR 2005)

	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	\$1.415	n/a	\$1.457
Interest and Sinking Fund #	n/a	\$0.156	n/a	\$0.112

Total Rate (sum of above)	n/a	\$1.571	n/a	\$1.569
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$2,149,741,349	n/a	\$1,217,164,215,099	n/a
Value Per Pupil ^	\$336,475	n/a	\$274,818	n/a
Value by Category				
Business	\$1,529,289,200	62.1%	\$462,652,835,760	33.4%
Residential	\$694,225,270	28.2%	\$755,943,876,961	54.6%
Land	\$137,139,180	5.6%	\$89,686,042,868	6.5%
Oil and Gas	\$82,673,040	3.4%	\$67,412,630,466	4.9%
Other	\$21,083,920	0.9%	\$9,539,467,375	0.7%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2004-05 audited)	\$3,721,266	n/a	\$5,477,398,260	n/a
Percent of Total Budgeted Expenditures (2005-06)	n/a	9.5%	n/a	17.9%

ACTUAL REVENUE INFORMATION (2004-05)

	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Source:									
Total Revenues	\$36,133,296	100.0%	\$5,562	\$46,370,679	100.0%	\$7,137	\$36,596,399,901	100.0%	\$8,349
Local Tax	\$27,895,451	77.2%	\$4,294	\$31,644,476	68.2%	\$4,871	\$17,592,408,827	48.1%	\$4,014
Other Local & Intermediate	\$1,179,400	3.3%	\$182	\$2,474,945	5.3%	\$381	\$1,939,988,233	5.3%	\$443
State	\$7,048,728	19.5%	\$1,085	\$7,943,687	17.1%	\$1,223	\$13,166,271,425	36.0%	\$3,004
Federal	\$9,717	0.0%	\$1	\$4,307,571	9.3%	\$663	\$3,897,731,416	10.7%	\$889
Equity Transfers (excluded from revenues)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,107,002,300	n/a	\$253

ACTUAL EXPENDITURE INFORMATION (2004-05)

By Object:

Total Expenditures	\$36,031,617	100.0%	\$5,546	\$47,167,709	100.0%	\$7,260	\$40,627,525,739	100.0%	\$9,269
Payroll Costs	\$29,260,882	81.2%	\$4,504	\$32,951,206	69.9%	\$5,072	\$25,422,926,260	62.6%	\$5,800
Other Operating Costs	\$5,848,545	16.2%	\$900	\$8,189,478	17.4%	\$1,261	\$6,715,530,914	16.5%	\$1,532
Debt Service	\$12,184	0.0%	\$2	\$3,102,996	6.6%	\$478	\$3,261,371,054	8.0%	\$744
Capital Outlay	\$910,006	2.5%	\$140	\$2,924,029	6.2%	\$450	\$5,227,697,511	12.9%	\$1,193

The \$0.112 includes 293 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.156.

^ Not Used for School Funding calculations.

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	\$35,109,427	100.0%	\$5,404	\$40,967,156	100.0%	\$6,306	\$31,684,439,697	100.0%	\$7,229
Instruction (11,95)	\$21,368,814	60.9%	\$3,289	\$24,219,981	59.1%	\$3,728	\$18,304,800,060	57.8%	\$4,176
Instructional-Related Services (12,13)	\$1,325,812	3.8%	\$204	\$1,725,728	4.2%	\$266	\$1,152,087,258	3.6%	\$263
Instructional Leadership (21)	\$380,462	1.1%	\$59	\$382,261	0.9%	\$59	\$493,685,877	1.6%	\$113
School Leadership (23)	\$2,064,741	5.9%	\$318	\$2,078,368	5.1%	\$320	\$1,787,967,963	5.6%	\$408
Support Services-Student (31,32,33)	\$1,459,705	4.2%	\$225	\$1,790,562	4.4%	\$276	\$1,519,774,521	4.8%	\$347
Student Transportation (34)	\$1,279,581	3.6%	\$197	\$1,296,461	3.2%	\$200	\$863,357,045	2.7%	\$197
Food Services (35)	\$0	0.0%	\$0	\$2,202,879	5.4%	\$339	\$1,676,750,837	5.3%	\$383
Cocurricular Activities (36)	\$747,547	2.1%	\$115	\$748,550	1.8%	\$115	\$809,628,358	2.6%	\$185
Central Administration (41,92)	\$1,046,142	3.0%	\$161	\$1,049,860	2.6%	\$162	\$1,122,303,126	3.5%	\$256
Plant Maintenance and Operations (51)	\$4,354,448	12.4%	\$670	\$4,381,151	10.7%	\$674	\$3,328,712,192	10.5%	\$759
Security and Monitoring Services (52)	\$394,774	1.1%	\$61	\$401,949	1.0%	\$62	\$222,250,998	0.7%	\$51
Data Processing Services (53)	\$687,401	2.0%	\$106	\$689,406	1.7%	\$106	\$402,072,261	1.3%	\$92
Community Services (61)	\$0	n/a	\$0	\$0	n/a	\$0	\$183,873,319	n/a	\$42
Equity Transfers (excluded from expenditures)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,107,002,300	n/a	\$253
Instructional Expenditure Ratio* (11,12,13,31)		66.6%						62.5%	

ACTUAL PROGRAM EXPENDITURE INFORMATION (2004-05)

By Program:

Total Operating Expenditures	\$27,379,215	100.0%	\$4,214	\$30,666,196	100.0%	\$4,720	\$23,792,801,952	100.0%	\$5,428
Bilingual/ESL Education (25)	\$1,099,265	4.0%	\$169	\$1,165,204	3.8%	\$179	\$1,018,445,900	4.3%	\$232
Career & Technology Education (22)	\$1,212,737	4.4%	\$187	\$1,289,557	4.2%	\$198	\$841,369,287	3.5%	\$192
Accelerated Education (24,30)	\$1,093,911	4.0%	\$168	\$2,456,132	8.0%	\$378	\$2,985,766,010	12.5%	\$681
Gifted & Talented Education (21)	\$1,144,086	4.2%	\$176	\$1,147,899	3.7%	\$177	\$364,115,599	1.5%	\$83
Regular Education (11)	\$17,694,299	64.6%	\$2,723	\$18,277,838	59.6%	\$2,813	\$13,869,852,144	58.3%	\$3,164
Special Education (23)	\$4,298,165	15.7%	\$662	\$5,492,814	17.9%	\$845	\$3,881,430,242	16.3%	\$886
Athletics/Related Activities (91)	\$529,092	1.9%	\$81	\$529,092	1.7%	\$81	\$563,302,935	2.4%	\$129
Other (26,28,29)	\$307,660	1.1%	\$47	\$307,660	1.0%	\$47	\$268,519,835	1.1%	\$61

PROGRAM INFORMATION

|-----District-----|

|-----State-----|

	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	424	6.6%	657,716	14.6%
Career & Technology Education	1,298	20.3%	914,268	20.3%
Gifted & Talented Education	357	5.6%	342,353	7.6%
Special Education	825	12.9%	500,037	11.1%
Teachers by Program (population served):				
Bilingual/ESL Education	20.1	5.0%	26,441.0	8.8%
Career & Technology Education	13.3	3.3%	11,958.5	4.0%
Compensatory Education	7.8	1.9%	9,814.1	3.2%
Gifted & Talented Education	9.2	2.3%	6,591.3	2.2%
Regular Education	304.7	76.1%	208,245.2	68.9%
Special Education	37.4	9.3%	31,437.5	10.4%
Other	7.9	2.0%	7,660.9	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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Angleton Independent School District Goals and Objectives

Goal	Objective
1. Students will achieve measurable improvement annually resulting in the District's state accountability rating of Exemplary by 2010	1.1 Curriculum and programs will be aligned with the TEKS to ensure an academically rigorous curriculum
	1.2 All students will show measurable progress in reading, writing, English Language Arts, math, social studies and science throughout their school years.
	1.3 The attendance rate will meet or exceed 96%.
	1.4 The annual completion rate will increase and the annual dropout rate will decrease.
	1.5 Special population students (including special education, Section 504, Gifted and Talented and LEP) will be offered services that address the education of diverse learners.
	1.6 Individualized instructions will be offered on all campuses to ensure student success.
2. Students will be prepared for postsecondary education and/or employment opportunities	2.1 ACT/SAT/THEA participation and performance will increase
	2.2 Students will be appropriately encouraged to graduate on the Recommended or Distinguished plan.
	2.3 Technology will be used to support instruction and will be accessible to all students and faculty
	2.4 Schools will actively support electives and career-based courses/programs that fit the needs and interests of the students, parents and community.
3. AISD will collaborate and communicate effectively with parents and the community.	3.1 AISD staff will emphasize communications with parents and community through letters, newspapers, student and faculty publications and the district website.
	3.2 The school district will explore, develop and enhance mutually beneficial partnerships with area colleges, businesses and booster clubs.
	3.3 Parents and community members will feel welcomed, valued, appreciated and respected through opportunities to participate appropriately in surveys, forums, on campuses and at school events.
4. AISD will have exceptional teachers, principals and staff in all schools.	4.1 Qualified staff will be recruited, employed, inducted and retained.
	4.2 All staff members will support and promote motivational activities in their classrooms and on their campuses.
	4.3 Staff members will demonstrate professional behavior at all times.
	4.4 Staff members will actively assist students in reaching their highest potentials.
5. The learning environment will be safe and student-centered.	5.1 Students and staff will be safe and secure on all campuses and an appropriate instructional environment will be maintained.
	5.2 Student co-curricular and extracurricular participation will increase.
	5.3 Students and staff will have a drug- and alcohol-free environment.
	5.4 All schools and district facilities will be attractive, well-maintained, clean, safe and orderly.
	5.5 Support services will provide safe transportation and healthy meals.

Angleton High School

Campus Mission Statement: Our mission is the continual development of an environment which inspires every participant to life-long learning as a responsible and productive member of an ever changing world.

School Profile

Student Demographics

Number of Students by Grade Level

9 th Grade	566
10 th Grade	493
11 th Grade	431
12 th Grade	311

Number of Students by Ethnicity

African American	272	15.1%
Hispanic	562	31.2%
White	952	52.9%
Native American	3	0.2%
Asian/Pac. Islander	12	0.7%

Economically Disadvantaged	560	31.1%
Limited English Proficient	30	1.7%
Students with Disciplinary Placements	103	5.1%
At-Risk Students	825	45.8%
Mobility	429	21.2%
Number of Students per Teacher	17.4	-

Staff Demographics

Total Staff	134.3	100.0%
Professional Staff	115.9	86.3%
Teachers	103.7	77.2%
Professional Support	7.2	5.4%
Campus Administration	5.0	3.7%
Paraprofessionals	18.4	13.7%

Number of Teachers by Ethnicity

African American	7.0	6.8%
Hispanic	6.0	5.8%
White	90.7	87.5%
Native American	0	0%

Number of Teachers by Gender

Males	39.8	38.3%
Females	63.9	61.7%

Special Program Student Enrollment

Bilingual/ESL Education	28	1.6%
Career and Technology Education	1147	63.7%
Gifted and Talented Education	143	7.9%
Special Education	185	10.3%

Angleton High School Campus Goals

Goal 1: Students will achieve measurable improvement annually resulting in the District's state accountability of Exemplary by 2010

Objective 1.1: Curriculum and programs will be aligned with the TEKS to ensure an academically rigorous curriculum.

Objective 1.2: All students will show measurable progress in reading, writing, English Language Arts, math, social studies and science throughout their school years

Objective 1.3: The attendance rate will meet or exceed 96%

Objective 1.4: The annual completion rate will increase and the annual dropout rate will decrease

Objective 1.5: Special population students (including special education, Section 504, gifted and talented and limited English proficient) will be offered services that address the education of the diverse learner

Objective 1.6: Individualized instruction will be offered on all campuses to ensure student success

Goal 2: Students will be prepared for postsecondary education and/or employment opportunities

Objective 2.1: ACT/SAT/THEA participation and performance will increase

Objective 2.2: Students will be appropriately encouraged to graduate on the Recommended or Distinguished plan

Objective 2.3: Technology will be used to support instruction and will be accessible to all students and faculty

Objective 2.4: Schools will actively support electives and career-based courses/programs that fit the needs and interests of the students, parents and community

Goal 3: AISD will collaborate and communicate effectively with parents and the community

Objective 3.1: AISD staff will emphasize communications with parents and community through letters, newspapers, student and faculty publications and the district website

Objective 3.2: The school district will explore, develop and enhance mutually beneficial partnerships with area colleges, businesses and booster clubs

Objective 3.3: Parents and community members will feel welcomed, valued, appreciated and respected through opportunities to participate fully in surveys, forums, on campuses and at school events

Goal 4: AISD will have exceptional teachers, principals and staff in all schools

Objective 4.1: Qualified staff will be recruited, employed, inducted and retained

Objective 4.2: All staff members will support and promote motivational activities in their classrooms and on their campuses

Objective 4.3: Staff members will demonstrate professional behavior at all times

Objective 4.4: Staff members will actively assist students in reaching their highest potentials

Goal 5: The learning environment will be safe and student-centered

Objective 5.1: Students and staff will be safe and secure on all campuses and an appropriate instructional environment will be maintained

Objective 5.2: Student co-curricular and extracurricular participation will increase

Objective 5.3: Students and staff will have a drug- and alcohol-free environment

Objective 5.4: All schools and district facilities will be attractive, well-maintained, clean, safe and orderly

Objective 5.5: Support services will provide safe transportation and healthy meals

Angleton Intermediate School

Campus Mission Statement: Our mission is the continual development of an environment which inspires every participant to life-long learning as a responsible and productive member of an ever-changing world.

School Profile

Student Demographics

Number of students by Grade Level:

7th grade 507

8th grade 490

Total number of students

Number of students by Ethnicity

Asian/Pacific Islander	10	1.0%
African American	160	16.0%
Hispanic	336	33.7%
Native Americans	4	0.4%
White/Non Hispanic	487	48.8%

Economically Disadvantaged	451	45.2%
Limited English Proficient	19	1.9%
Number of students per Teacher	16.7	n/a

Staff Demographics

Total Staff	80.1	100%
Professional Support	69.1	86.2%
Teachers	59.6	74.4%
Professional Support	5.5	6.8%
Campus Administrations	4.0	5.0%
Paraprofessionals	11.0	13.8%

Number of Teachers by Ethnicity & Gender

African American	5	8.4%
Hispanic	2	3.4
White	52.6	88.3
Native Americans	0	0.0%
Asian/Pacific Islander	0	0.0%

Males	15.1	25.4%
Females	44.5	74.6

Special Programs Student Enrollment

Special Ed	115	11.5%
Bilingual/ESL	18	1.8%

Career & Technology	149	14.9%
Gifted & Talented	91	9.1%

Angleton Intermediate School Campus Goals and Objectives

Our goal at AIS is to have students engaged in a continual learning process in order for them to overcome any and all challenges in the next grade, in the high school, as they graduate from college, and as they find employment. AIS students will be successful in life. With the participation of all stakeholders in this team effort, dedication and hard work will help our students excel and meet every challenge placed in front of them.

- 90% or more students will pass all sections of TAKS
- 90% or more subgroups students will pass all sections of TAKS
- 70% or more Bilingual/ESL students will pass all sections of TAKS
- 70% or more Special Ed. Students will pass all sections of SDAA II/TAKS I
- Attendance rate will meet or exceeds 97%
- Incidents of discipline referrals will decrease by 5% from previous year

Angleton Middle School

Campus Mission Statement: The mission of Angleton Middle School is the continual development of an environment which inspires every participant to life-long learning as a responsible and productive member of an ever-changing world.

School Profile:

Student Demographics

Number of Students by Grade Level:

5 th Grade	450
6 th Grade	464
Total Number of Students	914

Number of Students by Ethnicity:

Asian/Pacific Islander	5	.5%
Native American	1	.1%
Black/Non-Hispanic	139	15.3%
Hispanic	331	36.4%
White/Non-Hispanic	434	47.7%
Economically Disadvantaged	465	51.1%
Limited English Proficient	53	5.8%
Student/Teacher Ration	16.4	N/A

Staff Demographics

Professional Staff	64
Teachers	56
Professional Support	5
Campus Administration	3
Paraprofessionals	10

Number of Teachers by Ethnicity:

African American	1	2%
Hispanic	3	5%
White/Non-Hispanic	52	93%

Number of Teachers by Gender:

Female	47	84%
Male	9	16%

Special Programs

Number of Students in Special Education	140	15.4%
Number of Bilingual Students	51	5.6%
Number of GT Students	35	3.8%

Campus Goals and Objectives:

- 90% of 5th and 6th grade students will pass all sections of the TAKS
- 90% of all 5th and 6th grade subgroups will pass all sections of the TAKS
- 100% of 5th grade students will pass Reading and Math TAKS and be promoted
- 100% of special education students will achieve projected level of testing as set by ARD
- Campus will meet or exceed 96% attendance rate
- Increase parent and community involvement
- Provide a safe learning environment for all students

Marshall Education Center Student Alternative Center

Campus Mission Statement: The Student Alternative Center program at Marshall will meet the needs of the “At-Risk” student by providing a core curriculum aligned with the student’s home campus to meet district and state requirements. The program is set up to ensure student academic success and improve interpersonal skills.

School Profile:

Student Demographics-

Number of Students by Grade Level:

5 th Grade – 2	9 th Grade- 7
6 th Grade- 2	10 th Grade- 3
7 th Grade- 5	11 th Grade – 2
8 th Grade- 3	12 th Grade – 1

Total Number of Students in the SAC Program varies – the capacity for the AIS program is 25 and the capacity of the AHS program is 25-28.

Number of Students by Ethnicity:

Asian/Pacific Islander- 0
Black/Non Hispanic- 7(28%)
Hispanic- 16 (64%)
White/Non Hispanic- 2(8%)

Economically Disadvantaged: 17 (68%)

Limited English Proficient: 0

Students at Risk : 24 (96%)

Number of Students per Teacher: 4.4

Staff Demographics-

Total Staff: 8.6

Professional Staff: 6.1

Teachers- 5.6

Professional Support- 0

Campus Administration- 0.5

Paraprofessionals: 2.5

Number of Teachers by Ethnicity:

White/Non Hispanic- 4.7 (83.9%)

African American – 0.9 (16.1%)

Number of Teachers by Gender:

Male- 2.9 (51.6%)

Female- 2.7 (48.4%)

Special Programs-

Number of Special Education Students (including speech): 5
Number of Special Education Students varies during the year

Number of Bilingual Students: 0
Number of Bilingual Students varies during the school year

Campus Goals and Objectives:

- A minimum of two sections of each core class will be offered to allow students to receive more individual academic assistance to ensure that the students are successful in grade level curriculum
- Students will use the NovaNET program to augment classroom instruction and to gain additional credit toward graduation while they are at SAC
- TAKS Remediation classes will be held daily at the campus. Teachers will use the ADM software to determine strengths and weaknesses of individual students.
- Telephone calls will be made daily to students who are absent
- The success rate of students taking the TAKS test at SAC will increase

Marshall Education Center Credit Recovery Program

Campus Mission Statement: The Credit Recovery Program at Marshall will meet the needs of the “At-Risk” student by providing an individualized curriculum to meet district and state requirements for the student’s graduation. The program is set up to ensure student academic success and improve interpersonal skills.

School Profile:

Student Demographics-

Number of Students by Grade Level:

9th Grade- 1

10th Grade – 6

11th Grade – 27

12th Grade – 31

Total Number of Students in the Credit Recovery Program varied – the capacity for the program was 60-70 full-time/part time students.

Number of Students by Ethnicity:

Asian/Pacific Islander- 0

Black/Non Hispanic- 8 (12.3%)

Hispanic- 21 (32.3%)

White/Non Hispanic- 36 (55.4%)

Economically Disadvantaged: 17 (16.2%)

Limited English Proficient: 1 (1.5%)

Students At Risk – 65 (100%)

Number of Students per Teacher: NA

Staff Demographics-

Total Staff: 1.9

Professional Staff: 0.9

Teachers- 0.4

Professional Support- 0

Campus Administration- .5

Paraprofessionals: 1.0

Number of Teachers by Ethnicity:

White/Non Hispanic- 0.3 (75.3%)

African American- 0.1 (24.7%)

Special Programs-

Number of Special Education Students (including speech): 14 (21.5%)

Number of Special Education Students varies during the year

Number of Bilingual Students: 0

Number of Bilingual Students varies during the school year

Campus Goals and Objectives:

- The Credit Recovery program will be expanded to a maximum of 30 students in the morning and 30 students in the afternoon.
- Students will use the NovaNET program to complete their course work for their high school diploma
- TAKS Remediation classes will be held daily at the campus. Teachers will use the ADM software to determine strengths and weaknesses of individual students.
- Telephone calls will be made daily to students who are absent
- The number of graduates from the Credit Recovery program will increase.
- The dropout rate will decrease.
- Special Education students will also be allowed to complete the work for their diploma in the Credit Recovery program.

Campus Goals and Objectives:

Goal One: Student achievement will meet and/or exceed the established standards as established by the State Board of Education.

Objective One: 90% of all students and 90% of all student sub-groups will meet the state standards of all assessments.

Objective Two: 85% of students will demonstrate improved academic performance due to TEKS-based, learner-centered instruction.

Objective Three: All students who qualify as special population students will receive appropriate intervention and assistance services in an educational setting from a highly qualified teaching staff.

Goal Two: Students will graduate on time. The attendance rate will increase.

Objective One: The JJAEP will maintain a 90% or better attendance rate.

Objective Two: 95% of expelled students will successfully complete JJAEP.

Objective Three: The JJAEP recidivism rate will be 5% or less.

Goal Three: AISD will collaborate and communicate effectively with parents and community.

Objective One: The JJAEP will provide parents with opportunities to participate in the academic success of their children.

Objective Two: The JJAEP will invite and encourage parents to attend special events involving their children.

Goal Four: AISD will have highly qualified teachers, principals and staff in all schools.

Objective One: The JJAEP will recruit, induct and retain highly qualified teachers and assistants.

Objective Two: All staff will actively pursue professional development opportunities that will enhance instruction.

Goal Five: The learning environment will be safe and student-centered.

Objective One: Students and staff will learn and work in a safe and secure environment.

Objective Two: The principal and staff will work collaboratively with the Juvenile Probation staff.

Early Childhood Campus

Campus Mission Statement: We at the Early Childhood Campus believe that **Each Child Counts**. The primary mission of our school is to provide an exemplary educational program that will help each student to develop personal knowledge, skills and competencies to maximum capacity and to learn behavior patterns which will make each student a responsible member of society.

School Profile:

Student Demographics-

Number of Students by Grade Level:

Early Education –	21
Pre-kindergarten –	232
Kindergarten –	481
Total Number of Students-	734

Number of Students by Ethnicity:

Asian/Pacific Islander-	2	0.3 %
Black/Non Hispanic-	122	16.6 %
Hispanic-	328	44.7 %
White/Non Hispanic-	275	37.5 %

<u>Economically Disadvantaged:</u>	529	72.1 %
<u>Limited English Proficient:</u>	131	17.8 %
<u>At-Risk</u>	456	62.1 %
<u>Number of Students per Teacher:</u>	19.6	

Staff Demographics-

<u>Total Staff:</u>	57.4
<u>Professional Staff:</u>	43.4
Teachers-	37.5
Professional Support-	4.4
Campus Administration-	1.5
<u>Paraprofessionals:</u>	14.0

Number of Teachers by Ethnicity:

African American	1.0	2.7 %
Hispanic-	4.9	13.2 %
White/Non Hispanic-	30.6	81.5 %
Asian/Pacific Islander	1.0	2.7 %

Number of Teachers by Gender:

Male-	1.0	2.7 %
Female-	36.5	97.3 %

Special Programs-

Number of Special Education Students (including speech): 86 11.7 %

Number of Bilingual Students: 123 16.8 %

Pre-kindergarten Bilingual- 61

Kindergarten Bilingual- 62

Number of PAT students:

Kindergarten - 29 6.2 %

Campus Goals and Objectives:

Goal 1: Students will achieve measurable improvement annually resulting in the district's state accountability rating of exemplary by 2010.

1.1 - All students will show continuous progress in gaining proficiency in reading, writing, language arts, math, social studies and science throughout the year.

1.2 - Students will be reading on grade level before leaving the campus.

1.3 – Attendance rate will increase to 96%

1.4 – The completion rate of cohorts will increase.

1.5 – Limited English Proficient students will perform as well as their peers by the end of the school year.

1.6 – Special population students will be offered services that address the educational needs of the diverse learners.

Goal 2: Student performance on the TPRI (Texas Primary Reading Inventory) will improve.

Goal 3: Increase/ improve parental and community involvement and home/ school/ community communications.

3.1 – Communication with parents and community will improve.

3.2 – Parent and community involvement will increase.

Goal 4: The Early Childhood Campus will have highly qualified teachers, staff and principal.

4.1 – A highly qualified staff will be recruited, trained and retained.

4.2 – Staff will continue their growth in identified areas of professional development.

Goal 5: The learning environment will be safe and student centered.

5.1 – Parents and students will be informed of school safety procedures.

5.2 - Student discipline referrals will decrease.

5.3 – Students and staff will have a drug and alcohol free environment.

Information will be shared with parents and students about drugs and alcohol as appropriate for this age student.

5.4 – E.C.C. will be attractive, well maintained, clean, safe and orderly.

Northside Elementary School

Campus Mission Statement:

The Northside Elementary learning community will provide a safe, supportive, student-centered environment where all students are empowered academically and socially to become responsible and productive citizens

School Profile:

Student Demographics-

Number of Students by Grade Level:

1st Grade – 110

2nd Grade – 107

3rd Grade – 105

4th Grade – 102

5th – 10th Grades - 7

Total Number of students – 431

Speech – PK and EE - 32

Number of Students by Ethnicity:

Asian/Pacific Islander – 1

Black/Non Hispanic – 63

Hispanic – 163

Native American - 4

White/Non Hispanic – 232

Economically Disadvantaged: 183 = 40%

Limited English Proficient: 1

At-Risk: 280 = 41%

Number of Students per Teacher: Including regular, special and G/T -14.2

Staff Demographics

Total Staff: 48

Professional Staff: 36

Teachers – 31

Professional Support – 4

Campus Administration – 1

Paraprofessionals: 12

Number of Teachers by Ethnicity:

Hispanic – 2

Black/Non Hispanic – 2

Native American - 1

White/Non Hispanic – 26

Number of Teachers by Gender:

Male – 0

Female – 31

Special Programs-

Number of Special Education Students:

PK & EE - 32

1st – 4th - 41

Number of PAT Talent Pool Students:

1st Grade – 11

2nd Grade – 9

Number of Academy Students:

3rd Grade – 16

4th Grade – 16

Campus Goals and Objectives:

1. 90% of students in 3rd and 4th grade will pass all portions of TAKS
2. 90% of subgroups of students in 3rd and 4th grade will pass all portions of TAKS
3. 100 % of all special education students will pass the appropriate level of TAKS or SDAA
4. 90% of all 1st and 2nd graders will pass end of year exams and be promoted
5. 100% of all students will improve their reading levels as measured by STAR
6. Campus will have 96% attendance or higher
7. Staff will provide a safe, student-centered learning environment

Southside Elementary School

Campus Mission Statement: Southside teachers, staff, and community will create a positive environment, providing opportunities for all students to reach their full potential through academics and character development, enabling them to excel in a culturally diverse society.

School Profile:

Student Demographics-

Number of Students by Grade level:

1st Grade—80

2nd Grade—85

3rd Grade—123

4th Grade—104

Total Number of Students—392

Number of Students by Ethnicity:

American Indian/Alaskan Natives—2 (.5%)

Asian/Pacific Islanders—1 (.2%)

Black/Non Hispanic—22 (5.7%)

Hispanic—187 (47.7%)

White/Non Hispanic—180 (45.9%)

Economically Disadvantaged: 198 (50.5%)

Limited English Proficient: 79 (20.2%)

Number of Students per Teacher: 15:1

Staff Demographics-

Total Staff: 41

Professional Staff: 32

Teachers: 27

Professional Support: 4

Campus Administration: 1

Paraprofessionals: 9

Number of Teachers by Ethnicity:

Hispanic—4 (14.8%)

African American—1 (3.7%)

White—22 (81.5%)

Number of Teachers by Gender:

Female—27 (100%)

Male—0 (0%)

Special Programs-

Number of Special Education Students (including speech): 63 (16.1%)

Number of Bilingual Students: 80 (20.4%)

Number of PAT Students: 15 (3.8%)

Campus Goals and Objectives:

- -Provide a safe learning environment for all students
- -90% of 3rd & 4th grade students will pass all sections of TAKS
- -90% of 3rd & 4th grade subgroups will pass all sections of TAKS
- -100% of students improve their reading levels as charted by STAR, AR, and Guided Reading
- -90% of 1st & 2nd grade students will pass end of year exams and be promoted
- -100% of bilingual students will pass TAKS and be promoted
- -100% of special education students will pass the appropriate level of SDAA test
- -Meet or exceed a 96% attendance rate
- -Increase parent and community involvement
- -Promote multicultural awareness and understanding
- -Implement mentoring program for at-risk students
- -Refine use of Guided Reading for 1st, 2nd grade, and bilingual classes

Westside Elementary School

Campus Mission Statement: It is the mission of Westside Elementary School to provide all students an educational program that will prepare them intellectually, physically, and socially to meet the challenges of their future education. Inherent within this mission is the belief that all students can learn and Westside Elementary School will make a positive difference in the lives of its students. Children, Academics, Teachers, and Success make Westside a great place to learn.

School Profile:

Student Demographics

Number of Students by Grade Level:

1st Grade – 59

2nd Grade – 75

3rd Grade – 77

4th Grade – 73

Even Start - 29

Total Number of Students – 313

Number of Students by Ethnicity:

American Indian/Alaskan Native – 3 (1.1%)

Asian/Pacific Islander – 2 (0.7%)

African American – 73 (25.6%)

Hispanic – 106 (37.2%)

White, not of Hispanic Origin – 101 (35.4%)

Economically Disadvantaged: 174 (61.1%)

Limited English Proficient: 3 (1.1%)

Number of Students per Teacher: 14

Class ratio grades 1-4 (teacher to student ratio): 18.2

Staff Demographics

Total Staff: 32

Professional Staff:

Teachers – 26

Professional Support – 5

Campus Administration – 1

Special Program Director (Even Start) – 1

Paraprofessionals: 11

Number of Teachers by Ethnicity:

Hispanic – 4 (20%)

White, not of Hispanic Origin – 16 (80%)

Number of Teachers by Gender:

Male – 1 (0.5%)

Female – 19 (95%)

Number of Teacher – Years of Experience:

Beginning Teachers: 0 (0.0%)

1-5 Years Experience: 3 (14.7%)

6-10 Years Experience: 5 (24.5%)

11-20 Years Experience: 4.4 (21.5%)

Over 20 Years Experience: 8 (39.3%)

Special Programs

Number of Special Education Students (including speech): 52 (18.2%)

Number of Bilingual Students: 3 (1%)

Number of PAT students:

1st Grade – 5

2nd Grade – 5

Campus Goals and Objectives:

- Westside students will demonstrate academic skills in reading, mathematics and writing.
- 90% of 3rd and 4th grade students will pass all sections of TAKS
- 90% of 3rd and 4th grade subgroup students will pass TAKS
- 90% of Special Education students will meet ARD expectations on SDAA assessments.
- Students will demonstrate 90% mastery of TEKS-aligned curriculum through Music & P.E.
- Increased participation by students in the evening and after school tutorial programs.
- 98% of the Title I students will show improvement from 1st to 2nd semester benchmark tests.
- 95% of all Title I students will show improvement for year.
- Student attendance will increase to 98% for the year.
- 100% of students are recognized for achievement in at least one area.
- 100% of students will increase reading levels as established by STAR and AR.
- 100% of students in 1st-2nd grade will develop individual reading skills through guided reading.
- 90% of CEI students increase their Reading Level by one grade level.
- Promote and provide a safe learning environment for all students.
- Promote and provide opportunities for the development of community awareness.
- 95% of all teachers and staff participate in campus and district technology offerings.

Rancho Isabella Elementary School

Campus Mission Statement: The mission of Rancho Isabella Elementary School is to guarantee that all students will be challenged to fulfill their maximum potential for success in academics, social responsibilities, and physical well-being both now and in the future. We at Rancho Isabella are dedicated to achieving this goal through varied and innovative instruction.

School Profile:

Student Demographics-

Number of Students by Grade Level:

1st Grade - 126

2nd Grade- 131

3rd Grade- 53

4th Grade- 64

Total Number of Students- 376

Number of Students by Ethnicity:

Asian/Pacific Islander- 9 (2.4 %)

Black/Non Hispanic- 44 (11.7 %)

Hispanic- 206 (54.8 %)

White/Non Hispanic- 117 (31.1 %)

Economically Disadvantaged: 220 (58.5 %)

Limited English Proficient: 129 (34.3 %)

Number of Students per Teacher: 13.8

Staff Demographics-

Total Staff: 37.7

Professional Staff: 31.7

Teachers- 27.2

Professional Support- 3.5

Campus Administration- 1

Paraprofessionals: 6

Number of Teachers by Ethnicity:

Hispanic- 8 (29.4%)

White/Non Hispanic- 19.2 (70.6 %)

Number of Teachers by Gender:

Male- 2 (7.4 %)

Female- 25.2 (92.6 %)

Special Programs-

Number of Special Education Students (including speech): 34 (9 %)

Number of Bilingual Students: 128 (34 %)

Number of PAT students: 11 (2.9 %)

Campus Goals and Objectives:

- 90 % of 3rd & 4th grade students will pass all sections of TAKS
- 90 % of 3rd & 4th grade subgroups will pass all sections of TAKS
- 100 % of students improve their reading levels as charted by STAR and AR
- 90 % of 1st and 2nd graders will pass end of year exams and be promoted
- 90 % of bilingual students will pass end of year exams and be promoted
- 100 % of special education students will pass the appropriate level of SDAA test
- Meet or exceed a 96 % attendance rate
- Increase parent and community involvement
- Promote multicultural awareness and understanding
- Provide a safe learning environment for all students
- Implement mentoring program for at-risk students

Frontier Elementary School

Campus Mission Statement: To prepare each child to function successfully and responsibly in society through a positive blend of academics, excellent instructional methods, and consistent teaching of self-discipline.

Student Demographics:

Number of Students by Grade Level:

1st Grade – 86 or 25.5%

2nd Grade – 70 or 20.8%

3rd Grade – 78 or 23.1%

4th Grade – 103 or 30.6%

Total Number of Students – 337

Number of Students by Ethnicity:

Asian/Pacific Islander – 2 (0.6%)

Native American – 2 (0.6%)

African American – 69 (20.5%)

Hispanic – 113 (33.5%)

White/Non Hispanic – 151 (44.8%)

Economically Disadvantaged: 189 (56.1%)

Limited English Proficient: 1 (0.3%)

Number of Students per Teacher: 14.5

Staff Demographics:

Total Staff: 35.3

Professional Staff: 28.3

Teachers – 23.2

Professional Support – 4.1

Campus Administration - 1

Paraprofessionals: 7.0

Numbers of Teachers by Ethnicity:

African American – 2 or 8.6%

Hispanic – 3 or 12.9%

White/Non Hispanic – 18.2 or 78.4%

Number of Teachers by Gender:

Male – 1 or 14.3%

Female – 22.2 or 95.7%

Special Programs:

Special Education Students (including speech): 51 (15.1%)

PASS Program: 5 (1.5%)

Gifted and Talented Education: 6 (1.8%)

Campus Goals:

Goal 1: Frontier students will achieve measurable improvement annually resulting in a campus accountability rating of Exemplary.

1.1: Frontier curriculum and programs will be aligned with the TEKS and the District Scope and Sequence to offer an academically rigorous curriculum.

1.2 A: Frontier students will demonstrate measurable academic progress in reading, writing, English Language Arts, math, social studies and science throughout their tenure on campus.

1.2 B: Frontier students will be reading on grade level by the end of grade 3.

1.3: The Frontier principal, counselor, teachers and staff will work diligently to ensure that the campus attendance rate for the year will meet or exceed 96.9%.

1.4: Frontier stakeholders will work together on activities that will better students' chances of completing school on time, and which will decrease their chances of dropping out of school.

1.5: Frontier students who are identified as special education, Section 504, Gifted and Talented and LEP will be offered services that address the education of diverse learners.

1.6: Frontier teachers and staff will provide individualized instruction to at-risk students to ensure that all students are successful.

Goal 2: Frontier students will be prepared for the next academic level.

2.1: Frontier stakeholders will work together to emphasize the importance of preparing for college.

2.2: Frontier stakeholders will work together to prepare students to graduate on the Recommended or Distinguished graduation Plans.

2.3: Frontier teachers and staff will use technology to supplement instruction, build technological capacity in teachers and students, remain up-to date with the latest technological advances for classroom instruction, and make that technology accessible to all students and parents.

2.4: The Frontier principal and faculty will promote various career opportunities, and will actively lead parents and students in career planning and goal setting.

Goal 3: Frontier will collaborate and communicate effectively with parents and the community.

3.1: The Frontier principal and teachers will effectively utilize multiple means to communicate with parents and the community.

3.2: The Frontier principal and Campus Advisory Council will explore, develop and enhance mutually beneficial partnerships with area colleges, businesses, organizations and booster clubs.

3.3: Parents and community members will feel welcomed, valued, appreciated and respected at Frontier through participation in parent surveys, forums, time with students and staff on campus and at school events.

Goal 4: Frontier will be led by an exceptional principal and have exceptional teachers and staff in all areas.

4.1: Qualified staff will be recruited, employed, inducted and retained at Frontier.

4.2: Frontier staff members will promote and support motivational activities in their classrooms and on their campuses.

4.3: Frontier staff members will demonstrate professional behavior at all times.

4.4: Frontier staff members will actively assist students in reaching their highest potentials.

Goal 5: The learning environment at Frontier will be safe and student-centered.

5.1: Frontier students and staff will be safe and secure and an appropriate instructional environment will be maintained.

5.2: Frontier student participation in co-curricular and extracurricular activities will increase.

5.3: Frontier students and staff will have a drug- and alcohol-free environment.

5.4: Frontier's facilities will be attractive, well maintained, clean, safe and orderly.

5.5: Support services will provide safe transportation and healthy meals to Frontier students.

School Violence Prevention and Intervention Procedures

The guiding philosophy of the Angleton Independent School District is to provide strategies and programs to *prevent* violence and to provide clear procedures for *intervention* when prevention fails.

The Student Code of Conduct and the campus handbooks provide clear detail of behavioral expectations and possible penalties for violating those expectations. Principals and teachers are expected to discuss the expectations and penalties with the students in sufficient detail throughout the year so that the students understand the consequences of their behavioral choices. Campus counselors act as a first-line defense in helping students cope with problems with their peers.

Title 4, Part A (Safe and Drug-Free Schools and Communities) funds are used to provide additional counseling for troubled students, special programs with anti-drug and anti-violence messages and continuing staff development for counselors, administrators, teachers and student leaders on how to provide a safe environment for all students. In addition, the AISD Police Department provides a presence on the campuses to serve as a deterrent; in cases where all these preventative strategies fail, the police also provide a source for swift intervention.

One of the most important programs to combat violence is the Peer Assistance and Leadership program. During 2005-2006, 32 high school PALs were trained to act as mentors and mediators throughout the district. They mentored individual students on a regular basis throughout the year at ECC, the five elementary campuses, Middle School, Intermediate, High School and SAC. These students spoke at several campuses to students encouraging right choices, TAKS success, Character Counts, conflict resolution, and tolerance. They organized the high school organizations to join in the Relay for Life project as one united effort.

- Total hours spent in mentoring – 1,663
- Total hours in mediation – 170
- Total hours of peer helping – 1,833
- Total number of students reached – 3,550
- Total number of staff and faculty reached – 275
- Total number of community reached – 600+

Title 4, Part A also funded a part-time counselor at Marshall Education Center to work with substance abuse issues.

The SAC and the Juvenile Justice Alternative Education Program (JJAEP) provide more restrictive environments where students can continue their education if they have chosen to violate the Code of Conduct.

Violent or Criminal Incidents 2005 – 2006

Conduct	Action Code (see description below)									Incident total
	02	05	06	07	08	10	12	13	Sub-total	
Conduct punishable as a felony	1	0	1	0	0	0	0	0	2	1
Possession-controlled substance	0	20	15	33	1	2	1	0	72	35
Possession of alcohol	0	4	1	4	0	0	0	0	9	4
Violation of Code of Conduct (CoC) while in AEP	5	2	0	1	0	2	3	0	13	11
Violation of CoC	0	603	3670	93	2	14	0	4	4386	4209
Terroristic threat	0	0	0	0	2	0	0	0	2	2
Cigarette or tobacco product	0	2	17	0	0	0	0	0	19	19
Felony – controlled substance	3	2	0	0	0	0	0	0	5	3
Fighting/mutual combat	0	175	154	10	0	2	0	0	341	133
TOTAL	9	808	3858	141	5	20	4	4	4849	4417

Code	Translation
02	Expulsion with placement in a JJAEP
05	Suspension
06	In-school suspension
07	Placement in a DAEP
08	Continue other district's DAEP
10	Continue DAEP from prior year
12	Continue JJAEP from prior year
13	Placement in JJAEP by court order

Safe and Drug-Free Schools and Communities Survey Results

The *Safe and Drug-Free Schools and Communities Act* requires that the school district survey its students annually concerning their knowledge and use of drugs (including alcohol). AISD students are surveyed in the sixth, ninth and twelfth grades. Parental permission is required before the students can participate.

According to the results of the survey administered in Spring 2006, the majority of students (66 percent) who enter high school have never used drugs; by the time students leave high school, the majority of them (49 percent) have at least experimented with drugs such as marijuana. The local “drug of choice” is alcohol followed by cigarettes and marijuana. The percentage of students using drugs has remained statistically similar over the past five years with the exception of the use of cocaine which appears to be on upward trend.

It appears that AISD students experiment with drugs at a higher percentage level than the rest of the country. A higher percentage of Angleton High School seniors have experimented with alcohol, marijuana, cocaine, and narcotic pain-killers. A lower percentage of seniors have experimented with cigarettes, stimulants, inhalants, sedatives, PCPs and heroin than the national average, but a higher percentage of sixth graders and ninth graders have experimented with inhalants than either AHS or the national twelfth graders.

The majority of twelfth graders stated that it was “easy” to get alcohol, marijuana, cocaine, uppers, inhalants, downers and cigarettes. Over 40 percent of AMS sixth graders stated that it was “easy” to get alcohol, inhalants and cigarettes.

According to the survey results, very little drug use occurs at school; the majority of the drug use occurs at parties, at night with their friends and at home. Forty-one percent of the seniors stated that they used alcohol at home with their parents’ knowledge; 38 percent stated that they used alcohol at home without their parents’ knowledge.

While most students did not believe that using a substance once or twice would be harmful, most agreed that using substances regularly would be harmful, with the exception of alcohol and marijuana.

One-third of AHS seniors stated that they had passed out and/or could not remember what had happened while they were under the influence of alcohol and/or other drugs. Seventeen percent of the seniors said that, while under the influence, they had participated in sexual activity that they later regretted.

The results of the survey are shared with administrators and counselors who use the data to develop more appropriate anti-drug and anti-violence programs.

Texas Higher Education Coordinating Board Annual Texas Annual Texas Success Initiative (TSI) Test

According to the Texas Education Code Section 51.403 (e), each district must report information regarding student performance in postsecondary institutions during the first year after graduation from high school. The most recent report is based upon the 2002-2003 graduating class of Angleton High School.

The report includes information about the total number of graduates in the class of 2002-2003 and how many took the THEA, the TASP or were exempted from taking the tests. The report also shows how students performed on the tests. Students were counted as having “met TSI standards” if they passed either the THEA, the TASP or were exempted. Performance is shown for each of the three tests (math, reading and writing) and for cumulative performance on all three tests.

A summary chart of the annual THEA/TASP/Alternative test report of student performance of Brazoria County school districts is provided below:

Performance on all 3 parts (Math, Writing, Reading)

District	Total graduates	Exempted or tested	% of grads	Met TSI standards	% of grads	Waived or untested
Alvin	536	272	50.7	148	27.6	44
Angleton	394	195	49.5	114	28.9	40
Brazosport	777	402	51.7	264	34.0	86
Columbia	201	106	52.7	56	27.9	8
Danbury	68	34	50.0	25	36.8	6
Pearland	651	393	60.4	270	41.5	21
Sweeny	140	76	54.3	45	32.1	14
County	2,767	1,478	53.4	922	33.3	219

Performance on Math

District	Total graduates	Exempt	Passed	Waived/untested	Met TSI standards
Alvin	536	97	97	46	194
Angleton	394	80	61	42	141
Brazosport	777	203	102	97	305
Columbia	201	39	29	8	68
Danbury	68	14	13	6	27
Pearland	651	198	95	24	293
Sweeny	140	35	19	15	54
County	2,767	666	416	238	1,082

Performance on Writing

District	Total graduates	Exempt	Passed	Waived/untested	Met TSI standards
Alvin	536	97	110	50	207
Angleton	394	80	65	42	145
Brazosport	777	203	130	104	333
Columbia	201	40	38	17	78
Danbury	68	14	16	6	30
Pearland	651	199	149	26	348
Sweeny	140	36	27	17	63
County	2,767	669	535	262	1,204

Performance on Reading

District	Total graduates	Exempt	Passed	Waived/untested	Met TSI standards
Alvin	536	96	103	48	199
Angleton	394	80	72	43	152
Brazosport	777	203	128	105	331
Columbia	201	40	42	17	82
Danbury	68	14	19	6	33
Pearland	651	199	132	26	331
Sweeny	140	35	20	16	55
County	2,767	667	516	261	1,183

In addition, Brazosport College provided AISD with information regarding the performance of AISD students compared to other area high school students, including Brazoswood High School, Brazosport High School, Sweeny High School and Columbia High School.

THEA (Texas Higher Education Assessment by NES)

Subject	AHS, 2004	Other ISDs	AHS, 2005	Other ISDs
Reading	228	226	250	246
Writing	221	215	229	227
Mathematics	227	220	251	236

COMPASS (College Level Assessment Exam by ACT)

Subject	AHS, 2004	Other ISDs	AHS, 2005	Other ISDs
Reading	81	77	79	82
Writing	70	64	75	71
Mathematics	30	33	37	36

Scores indicating college-level skills are:

	THEA	COMPASS
Reading	230	81
Writing	220	59
Mathematics	270	66

Special Education

The Angleton Independent School District provides a program that ensures that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living.

Highly qualified assessment staff ensures students are accurately identified and placed in appropriate programs. Related services are provided as specified by the ARD committee.

Qualified and trained teachers provide instruction based on sound research to meet the students' IEP goals and prepare them for participation and success on local and state assessments.

Federal funds are regulated by federal guidelines and must meet allowable costs. These funds are to be used to supplement local funds above and beyond local responsibility. Each year the district must meet Maintenance of Effort. This means that the district is required to spend no less on special education in the current year than was spent the prior year.

The majority of funds are utilized to staff the various programs provided through special education. Some programs are more expensive to maintain due to the severity of the students' disabilities. One or more special education classes are provided on each campus in the district.

FUNDING:

Local Funding	\$3,848,511
IDEA Formula B	1,342,744
IDEA Formula B Preschool	<u>48,856</u>

Total **\$5,240,111**

Using the above information, the cost to educate a special education student is **\$6,246** per year.

Number of Students in District	Number of Students in Program	Percent of Students Served
6464	839	13.0
Year/Source of Data: 2006-2007 District Data Fall PEIMS Count		

Special Education Enrollment by Campus and Disability

Condition	AHS	AIS	AMS	ECC	NS	SS	WS	RI	FT	MEC	SAC	JJAEP	JD	Total	% of Sp Ed
Orthopedic Impairment (OI)	1	0	0	1	1	2	0	0	1	0	0	0	0	4	0.4
Other Health Impairment (OHI)	35	23	19	3	9	6	7	1	6	1	1	0	0	111	13
Auditory Impairment (AI)	0	0	0	1	0	0	2	0	0	0	0	0	0	3	1.3
Visual Impairment (VI)	2	1	2	0	2	2	0	1	0	0	0	0	0	10	1.2
Deaf Blind (DB)	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0.1
Mental Retardation (MR)	17	15	14	9	17	2	0	1	0	1	0	0	0	76	9
Emotional Disturbance (ED)	8	7	5	1	1	0	0	0	4	2	0	0	3	31	3
Learning Disability (LD)	111	59	76	1	19	22	13	6	18	10	3	1	2	341	41
Speech Impairment (SI)	2	2	19	60	27	32	23	27	25	0	0	0	0	217	26
Autism (AU)	12	3	3	2	5	0	1	0	0	0	0	0	0	26	3
Developmental Delay (DD)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Traumatic Brain Injury (TBI)	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0.1
Non-categorical Early Childhood (NCEC)	0	0	0	8	0	0	0	0	0	0	0	0	0	8	.09
Total	188	110	138	86	81	67	46	36	53	14	4	1	5	829	

Gifted and Talented Program

Program Mission Statement: The mission of the Gifted and Talented Program is to meet the unique educational needs of the District's K - 12 students who are advanced in relation to students of similar age and experience and who have demonstrate skills in self-directed learning, and individuality and creativity in their thinking. The program staff is dedicated to providing differentiated, innovative instruction in order to enable students to meet their academic potential.

Program Profile:

Student Demographics (2005-2006)

Enrollment

Grade	Campus	Number of Students	
Kindergarten	ECC	29	
First	Northside	7	
	Southside	9	
	Westside	6	
	Rancho Isabella	4	
	Frontier	5	
Second	Northside	7	
	Southside	5	
	Westside	5	
	Rancho Isabella	10	
	Frontier	4	
	Total	91	
Third	Northside	16	
Fourth	Northside	16	
		Total	32
Fifth	Middle School	21	
Sixth	Middle School	15	
		Total	36
Seventh	Intermediate School	48	
Eighth	Intermediate School	45	
		Total	93
Ninth	High School	33	
Tenth	High School	41	
Eleventh	High School	33	
Twelfth	High School	39	
		Total	146
		Program Total	398

Number of Students by Ethnicity:

American Indian – 1
 Asian/Pacific Islander – 9
 Black/Non Hispanic – 24
 Hispanic – 72
 White/Non Hispanic – 301

Comparison of Program Enrollment to District Ethnic Makeup (AEIS 2005-2006)

Ethnic Group	AISD Enrollment	Program Enrollment	Program Enrollment as % of District Enrollment
American Indian	25	0	.4
Asian/Pacific Islander	46	8	.7
Black/Non Hispanic	1019	24	15.8
Hispanic	2410	59	37.3
White/Non Hispanic	2964	264	45.9

Student TAKS Commended Performance (AEIS 2005-2006):

Grade	Subject	No. Students	No. Commended	Percentage
Third	Reading	10	9	90
	Math	10	9	90
Fourth	Reading	13	13	100
	Math	13	13	100
	Writing	13	13	100
Fifth	Reading	20	17	85
	Math	20	16	80
	Science	20	13	65
Sixth	Reading	12	8	67
	Math	13	11	85
Seventh	Reading	46	38	83
	Math	46	30	65
	Writing	45	36	80
Eighth	Reading	41	41	100
	Math	42	38	90
	Soc. Studies	41	39	95
Ninth	Reading	33	18	55
	Math	33	29	88
Tenth	Reading	41	14	34
	Math	40	28	70
	Soc. Studies	40	30	75
Exit	Reading	28	15	54
	Math	28	21	75
	Science	28	19	68
	Soc. Studies	28	21	75

Staff Demographics –

Total Staff: 70

Teachers – 69

Administrators - 1

Teachers by Ethnicity:

American Indian – 1

Asian/Pacific Islander – 1

African American - 1

Hispanic – 5

White/Non Hispanic – 61

Teachers by Gender:

Male – 7

Female – 62

Program Goals and Objectives:

1. Increase student TAKS commended performance by 5%
(*Achieved 8% Increase for 05-06*)
2. Streamline referral/screening/placement process
3. Improve student and staff diversity

Bilingual/ESL Program

The purpose of the Angleton Independent School District bilingual education program is to meet the needs of second language learners and to enable them to become competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in English and their primary language. The goal of the ESL program is to enable English Language Learners (ELL) to become proficient in the speaking, reading, composition, and comprehension of the English language through the use of integrated second language methods. The Bilingual/ESL program emphasizes mastery of the English language skills as well as mathematics, science, and social studies as the vital parts of every ELL's academic goals in achieving success in school.

The Bilingual/ESL program has grown significantly in the last three years. In 2003-2004, 370 students were identified as an ELL. For the 2004-2005 school year, 416 Limited English Proficient (LEP) students were identified. For 2005 - 2006, there were 452 identified English Language Learners (ELL). There were 392 students being served in a bilingual, 60 served in /ESL program and 30 students whose parents denied services. Many of the students who are new to AISD are monolingual students from Mexico and Central America with either limited or interrupted formal schooling.

Campus	Grade Level	Number of Students
Early Childhood Campus	Pre-Kindergarten	69
	Kindergarten	65
Rancho Isabella Elementary School	First Grade	63
	Second Grade	67
Southside Elementary School	Third Grade	37
	Fourth Grade	44
Angleton Middle School	Fifth Grade	27
	Sixth Grade	21
Angleton Intermediate School	Seventh Grade	9
	Eighth Grade	10
Angleton High School	Grades 9-12	28

The Texas English Language Proficiency Assessment System (TELPAS) that was developed to assess English language proficiency statewide arrived during the summer of 2004. The TELPAS results reflect that bilingual students in Angleton ISD were above the state scores in making at least one level of progress in the proficiency of English for the 2005-2006 school year in grades 3-5. In grades 6 - 8 the state score was only two points higher. The percentage was much lower than the state average in grades 9 - 12. The percentage of LEP students attaining the advanced high rating during the 2005-2006 was lower than the statewide scores for grades 6 – 12, but grades 3 – 5 outscored the state average by 11%. In addition, the February 2006 Reading TAKS testing results indicate that the third through fifth grade bilingual students performed well over the state average.

The success of the Bilingual/ESL students is dependent on the collaboration and support from the entire learning community. The AISD learning community consists of board members, administrators, teachers, support personnel, assistants, and parents who have a clear understanding of the needs of English language learners and recognize the value of bilingual education.

Angleton Bilingual/ESL Staff

The Angleton ISD Bilingual/ESL program has employed fully certified Bilingual/ESL teachers during the 2004-2005 school year. No waiver for certification was needed.

Campus	Staff
ECC	2 bilingual pre-K teachers
	4 bilingual kindergarten teachers
	1 assistant
Rancho Isabella Elementary School	4 first grade bilingual teachers
	4 second grade bilingual teachers
	4 assistants
Southside Elementary School	3 third grade bilingual teachers
	2 fourth grade bilingual teachers
	2 assistants
Angleton Middle School	2 bilingual teachers
	1 instructional assistant
Angleton Intermediate School	1 ESL teacher
	1 instructional assistant
Angleton High School	1 ESL teacher
	1 instructional assistant

The following Bilingual/ESL staff positions have been funded for the current year through Title 1 and/or Title 2 funds. The renewal of these positions for the next school year is contingent upon the availability of funding.

Campus	Staff
ECC	1 bilingual Pre K teacher
	2 Title I instructional assistants
Rancho Isabella Elementary School	1 AM ARI instructional assistant
	1 Title I first grade instructional assistant
	2 Title III instructional assistant
Southside Elementary School	1 Title III instructional assistant (grades 3 and 4)
Angleton Intermediate School	1 ESL teacher 1 Instructional assistant

Texas Assessment of Knowledge and Skills *State scores

	Reading		Math		Writing	
3 rd Spanish	81	76*	73	69*		
3 rd English	87	90*	99	83*		
4 th Spanish	94	76*	92	70*	99	90*
4 th English	94	83*	88	84*		
5 th Spanish	94	65*	99	49*		
7 th English	76	80*	97	71*	99	91*

Texas English Language Proficiency Assessment System

The TELPAS system examines individual student ratings from year to year to determine if students are making progress in English language proficiency. The goal is for students to progress at least one proficiency level rating every year and to reach the goal of receiving an Advanced High rating. The group performance ratings on TELPAS were based on RPTE and TAKS. In 2005-2006 the ratings include the RPTE and Texas Observation Protocol (TOP).

Grade	District and State	2005-2006	2005	2006
		Percent progressing at least one proficiency level	Percent achieving an Advanced High rating	Percent achieving an Advanced High rating
3-5	Angleton	72%	48%	47%
	State	63%	36%	36%
6-8	Angleton	49%	24%	29%
	State	51%	31%	32%
9-12	Angleton	18%	11%	7%
	State	41%	26%	27%

There are three Annual Measurable Achievement Objectives (AMAO) that were implemented in the spring of 2005.

- AMAO 1 relates to progress in learning English. (at least one level of proficiency progress each year on TELPAS composite rating)
- AMAO 2 relates to attaining English proficiency. (the attainment of TELPAS composite rating of Advanced High)
- AMAO 3 measures the adequate yearly progress of ELLs in reading and mathematics.

The Language Proficiency Assessment Committee (LPAC) conducts an annual review in May of all identified ELLs to review student progress and determine whether ELLs continue in the program or qualify for exiting the program. There are no exits permitted for students who are in the Bilingual/ESL program in Pre-K through 2nd grade. LEP students can be exited from the bilingual or ESL program if they meet the following exit criteria:

- score fluent English speaker on an IPT Oral Language Proficiency Test, and
- score at or above the 40th percentile (40% being an average score) on the language arts and reading portions on a norm-referenced standardized test (end of grade 2), or
- meet state performance standards on the reading and writing portions of TAKS (grades 3-12)

Career and Technology Program

The student enrollment in the career and technology department increased some in the 2005-2006 school year. There were 1803 students enrolled in at least one of the more than 40 career and technology courses offered during the past year. These are duplicated numbers, counting each time a participant is in any CATE course.

Other than minor fluctuations that averaged out across the department, the cost per student per program remained relatively stable. The cost per student is determined by adding the salary of the teacher(s), the cost of supplies, travel and fees and dues and a proportional share of departmental costs (including the salary of the CATE administrative assistant) and then dividing that number by the number of full-time equivalent students. The cost per student ranged from \$227 in Agriculture Sciences to \$952 in Diversified Career Preparation (Co-op).

Each CATE program is evaluated annually to determine its effectiveness and relevance to today's work world. The course instructor, a campus administrator, a counselor, a business representative and a student representative evaluate each program in the following areas:

- curriculum and TAKS,
- instructional materials and resources,
- facilities and equipment,
- safety and procedures,
- faculty responsibility and professionalism, and
- other areas (advisory council, budgets, career preparation).

All programs either met or exceeded the set standards for 2005-2006. The evaluation for the current year will be completed in May.

A process technology program in collaboration with Brazosport College was implemented in the fall of 2005-2006. Rigorous recruitment and publicity efforts were expanded in the spring of 2006. Targeting eleventh and twelfth graders, the students are taking a dual enrollment course onsite at AHS, taught by college personnel, for which they will receive advanced grade points and college credit. If choosing to continue postsecondary coursework, students will be eligible to work toward a two- or four-year degree in Applied Technology at Brazosport College. An onsite simulator was dedicated on April 4, 2006 and is being utilized to facilitate hands-on experience for these students. Some industry scholarships aided our students in paying the tuition costs for the courses.

The shared counselor position, funded in part by Career & Technology funds, continued to address the needs of dual enrollment students. The counselor splits her time between Angleton High School and Brazosport College.

A total of \$12,000 in scholarships was again awarded to twelve senior students who had been active participants in CATE programs and expressed the goal of majoring in a related field. These funds were generated in-house from efforts by instructors and students in the CATE department.

State Compensatory Education Programs

State Compensatory Education (SCE) programs in the state of Texas provide support and/or services to increase the achievement of students at risk of dropping out of school. There are 14 district/state approved at-risk criteria. Districts are required to use these criteria for identifying and serving at risk students. State law requires that districts use student performance data from the Texas Assessment of Knowledge of Skills (TAKS) test and other tests approved by the State Board of Education to provide accelerated instruction to students who have not performed satisfactorily and who may ultimately be at risk of dropping out of school.

Funding for SCE programs is provided through the state's Tier I Formula Funding and is based on the number of educationally disadvantaged students in the district. Funds may be used only to meet the costs of providing the following types of programs or services:

- (1) supplemental instructional services for at-risk students,
- (2) a discipline alternative education program,
- (3) support to upgrade the entire educational program on a Title I, Part A Schoolwide campus (40% or greater economically disadvantaged), or
- (4) a program specifically designed to serve students at risk of dropping out of school.

Evaluation of each program or service for at-risk students varies based on the eligibility criteria of the students served. Programs may be evaluated on number of students served, the number of students promoted, the number completing high school, staying in high school, academic improvement, and/or TAKS results. Needs assessments are on-going using at-risk reports, report card grades, and benchmark/assessment results.

In 2004-2005, approximately 6000 students were served with funds received for State Compensatory programs. A brief description of state compensatory program or service is given below with an explanation of how the program is evaluated and the numbers served.

- **Bilingual Assistants for ECC, AMS, AIS, and High School and Assistant to the Bilingual Administrator; Bilingual Administrator**
Description: Bilingual/ESL assistants funded with SCE funds assist the regular teacher in providing individual/small group instruction for limited English proficient (LEP) students. This instructional setting provides an opportunity for intensive remediation for these at-risk students. The Bilingual Administrator oversees all of the teachers in the Bilingual/ESL program as well as staff development and specific testing requirements for that program.
Evaluation: Based on students served
2005-2006 – 452 students served
- **Reading Improvement teacher**
Description: Reading Improvement is an elective for students in grades 9-11 who have previously failed the reading or ELA TAKS test. The

course consists of reading skills reinforcement and developmental reading. Instruction includes testing, diagnosis and remediation on an individual basis.

Evaluation: Based on TAKS performance

2005-2006 – 54 students served

- **ASPEN Homebound teacher**

Description: Students who are pregnant may be served through a homebound teacher after delivery of the baby. The purpose of this program is to assist the student in maintaining passing grades and returning to school as soon as possible.

Evaluation: Based on number of students returning to school and ultimately graduating

2005-2006 – 48 students served; 9 graduates

- **Multi-sensory/CEI lab instruction**

Description: Students with dyslexia and other related disorders are served through a multi-sensory learning program that combines sight, sound, touch, and movement to link learning pathways. The CEI (Creative Educational Institute) labs offer an interactive, computer-based therapeutic approach to help students read, write and comprehend on an appropriate level.

Evaluation: Based on improvement in reading levels

2005-2006 – 281 K-12 students served

- **Full-day kindergarten**

Description: The full-day kindergarten program is currently offered for students who had previously attended the pre-kindergarten program. The purpose of the extended day is to provide these students additional time to achieve the increased number of kindergarten skills required by the state. State Compensatory funds are allowable for the extended half of the day for these students.

Evaluation: Based on students served

2005-2006 – 532 students served

- **Bilingual Summer school**

Description: Districts are required to provide a summer school program for limited English proficient (LEP) students entering kindergarten and entering 1st grade. The purpose of the program is to focus on language development for limited English students. Students are administered pre-tests and post-tests to assess skill acquisition.

Technology Program

The Vision for Angleton ISD Technology Department is to provide a framework for enhancing education and administrative functions using technology. Since 1995, the District has made great strides in making technology available at every campus, support services and administration building. Our students live in an on-demand, technology dependent world. They learn differently than students did in the past. They have been called digital natives, who automatically accept new technologies as their own, while adults are digital immigrants who have to adapt to new tools and new ways of doing things. There is widespread agreement on one basic belief – that a sound investment in two areas, technical support and professional development, is essential to the successful implementation of technology in schools. Technology can motivate students, enhance the curriculum, and bring research and information that expands learning and strengthens teaching. It is our expectation that every student will have access to the latest technology tools that are used as an integral part of daily instruction.

Educational technology is driven by the Technology Applications Texas Essential Knowledge and Skills (TEKS), No Child Left Behind (NCLB) Act of 2001, the Texas Long-Range Plan for Technology, E-rate applications guidelines, and the SBEC Standards for Teachers. The Technology Applications TEKS describes what students should know and should be able to do using technology. Its goal is for students to gain technology-based knowledge and skills and to apply them to all curriculum areas at all grade levels.

With the availability of computers and use of the Internet with access to information worldwide, the use of technology in the school environment is expanding as fast as the development of technology itself. The technology department's mission is to provide service and support to teachers and campuses in the acquisition and use of technology to enhance student performance, ensure the availability of information for users, provide teacher training, assist teachers with the integration of technology into content areas, improve classroom record management and teacher productivity, improve school management activities, provide home-school connections, provide timely and accurate information about students, and provide quality and timely support services when needed.

The Technology Department has been operating with in-house technology staffing for the maintenance of the system with a staff of an Information Systems Manager, Network Support Specialist, and two District Technology Technicians. They plan, organize, implement, operate, monitor, and maintain computerized processing and informational systems to improve the management reporting and instructional operation of the district. An Administrative Assistant of Technology Staff Development is employed to establish and maintain instructional technology for the district by assisting teachers with the integration of technology into the curriculum and by providing quality, ongoing, staff development and support. The technology department also has

an ISM secretary/PEIMS assistant and six campus technology assistants who serve as computer help-desk monitors under the direction of their principals.

From the AHS Computer Maintenance Class, four student trainees were enrolled. Digital Projector classroom set-up and wireless connections were made out of house with All-Tex Networking Solutions, Inc. Technology work was also contracted out to individuals for ghosting the donated computers and working on wireless.

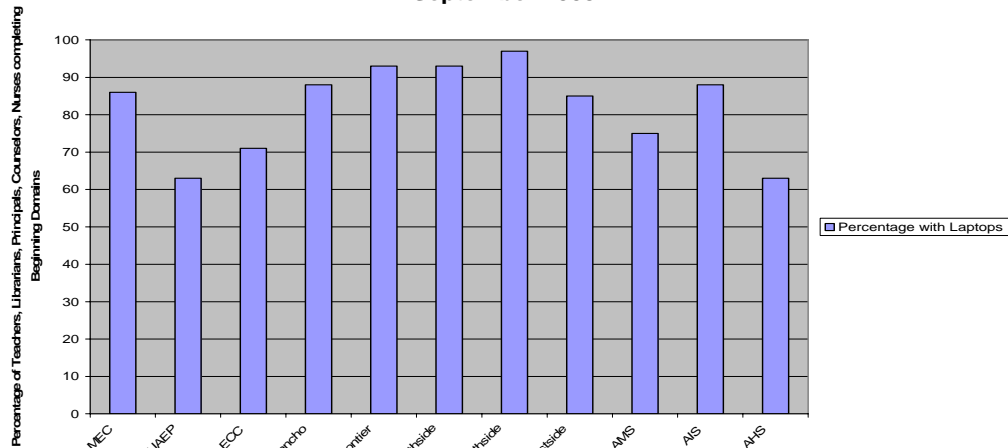
Additional programs were added during this school year. Skyward software (Student Information System) was purchased and training started. This allows Angleton ISD to have a uniform online grade book, discipline record, attendance, personnel and business system and also connected parents to the school in order to open communication. Revisions to the Beginning and Intermediate Domains for teacher staff development were completed. Also, fourteen new technology classes were created to accommodate the teachers that have completed their beginning, intermediate, and advanced/Intel domains and to increase integration of technology. Research, applications and forms for applying for E-rate was begun for the second year. Teacher evaluations have shown the value of classroom presentation devices. A pilot was begun at several schools to see the advantages of different types of projection systems. Lockheed Martin donated four hundred computers and forty laptops to the school. Even Start parents have been provided technology instruction with monthly classes on beginning computer skills with approximate attendance of fifteen to twenty a class.

The District Technology Committee is comprised of representatives from all campuses/programs, community, parents and administration. The group is on a two year staggered rotation to keep continuity. The committee met four times during the school year. They were of significant help evaluating the goals, objectives, activities, and strategies of the Angleton ISD 2004 – 2007 Technology Long Range Plan. Evidence of progress on the Angleton ISD District Technology Plan was discussed at the meetings.

The CATS (Computer Applied Technology Specialist) Team meets five times a year. The team is comprised of teachers and librarians with a strong knowledge of technology and a desire to teach co-workers, integrate technology into the curriculum, and raise the level of technology awareness on their campus. They teach the technology in-services during the school year and summer.

The Technology Staff Development department offers in-service in Beginning, Intermediate, and Advanced Computer Domains as well as Intel Teach to the Future. As an incentive to take the beginning domains we have a laptop program for teachers, counselors, principals, nurses, and librarians. After successful completion of all seven beginning domains, a laptop may be checked out to be used for personal and school use. Staff is encouraged to advance through the domains to increase their technology skills, meet the TEA requirement of technology in-service yearly, and meet the SBEC Standard for Teachers. September 2005 found the following instructional staff qualifying for a laptop.

**Angleton ISD Personnel Qualifying for a Laptop
September 2005**



Staff development for those completing their advanced domains has been developed and offered during the school year and summer. As an incentive to further than skills beyond the Advanced domains, after taking six hours of technology a pin drive is checked out to the participants. It was also possible this year to be able to work with the elementary curriculum office to use some of the school in-service days for technology training.

A computer inventory is taken yearly in December/January. Aging computers are deleted from inventory because they are no longer viable for classroom use. Following TEA guidelines our District Technology Plan targets student-to-workstation ratio of 4:1 in the year 2005-06.

School Year	Students	HelpDesk Calls	Computers on Campuses*			Projectors
			Instructional	Non-Instructional	Laptops	
2005-2006	6363	5336	2041	237	301	153

* This does not include the printers, scanners, or digital cameras, nor the technology equipment at administration, transportation, maintenance, or food service.

Equipment Purchased	Quantity
Computers	30
Laptops	67
Video Server (Unitedstreaming)	1 upgrade
Projectors	30
Classroom Presentation Systems	3
Network Switches	12
Centralized Wireless Server	1
Wireless Access Points	75

Equipment Donated	Quantity
Computers	400
Laptops	40

Ratio Factors	Ratio
Technician per students	1:2121
Campus Technology Assistant per Students	1:1061
Students per computer	3:1
Teacher Work Station	1:1

In March 2006, teachers completed the Texas STaR Chart online for the second time. It has four key areas of Teaching and Learning, Educator Preparation and Development, Leadership, Administration and Instruction Services, and Infrastructure for Technology. It is designed to help campuses and districts determine their progress toward meeting the goals of the Long-Range Plan for Technology. Principals then evaluated the compiled results of the Teacher STaR Chart and submitted a Campus STaR Chart. This is a yearly process with the results going on line to TEA. The campus ratings are compiled and averaged to give a District STaR Chart (TEA). The STaR Chart is mandatory to receive Title II D Funds, E-rate, and District Technology Long Range Plan.

Texas STaR Chart 2005 - 2006

4	FRONTIER EL	020902109	25	25	100.00
4	ANGLETON H S	020902001	107	68	63.55
4	STUDENT ALTERNATIVE CTR	020902002	6	6	100.00
4	BRAZORIA CO ALTER ED CTR	020902003	5	5	100.00
4	BRAZORIA CO JUVENILE DETENTION	020902004	2	2	100.00
4	ANGLETON MIDDLE SCHOOL	020902043	61	47	77.05
4	ANGLETON INTERMEDIATE SCHOOL	020902044	61	61	100.00
4	EARLY CHILDHOOD CAMPUS	020902101	37	37	100.00
4	NORTHSIDE EL	020902102	31	31	100.00
4	SOUTHSIDE EL	020902103	28	28	100.00
4	WESTSIDE EL	020902104	23	23	100.00
4	RANCHO ISABELLA EL	020902108	28	28	100.00

Guidance and Counseling Program

Angleton Independent School District has full-time certified counselors on each campus. Counselors are available to assist students and staff. The primary purpose of the counseling program is to help students fully develop their academic, career, personal and social abilities. The counselor participates in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students. This includes students who are at risk of dropping out of school, becoming substance abusers, participating in gang activity or committing suicide. With the assistance of school staff, the counselor interprets standardized test results and other assessment data that help a student make educational and career plans.

A community services program is offered through the counseling department or referrals of students and/or families to appropriate local service agencies and organizations.

Counseling Staffing and Crises

Campus	Personnel	Number of Students	Number of Major Crises Annually*
Early Childhood Campus	1	708	20
Northside Elementary School	1	465	22
Southside Elementary School	1	391	5 to date
Westside Elementary School	1	274	23
Rancho Isabella Elementary School	1	375	20
Frontier Elementary School	1	349	16
Angleton Middle School	2	913	30
Angleton Intermediate School	2	951	55
Angleton High School	5	535	27 (grade 9)
	4	465	20 (grade 10)
	5	400	12 (grade 11)
	5	330	10 (grade 12)

*crises include referrals to CPA, deaths of students, teachers, family members, suicidal ideation, homeless, and student pregnancies

**one of the AHS counselors is shared with Brazosport College and works exclusively with students participating in the dual/concurrent enrollment program

Health Services

Each campus in the Angleton Independent School District has a full-time certified school nurse available to meet the needs of all students. The school health program is governed by state and federal laws, local board policy, and State Board of Education rules. Health Services staff members document required immunizations, maintain pupil health records, and conduct vision, hearing and spinal screening.

Because the health of students is such an important factor in readiness and ability to learn, the nurses work with families to ensure students meet important health and vaccine requirements.

Senate Bill 19, 77th Legislature required all elementary schools in Texas to implement a TEA-approved health program by September 2007 to provide school-based interventions aimed at reducing the risk factor associated with obesity and Type 2 diabetes. School nurses work with the food services staff to provide a coordinated health program which focuses on improving dietary and physical activity patterns of adolescents.

This bill also mandates each school district to implement a coordinated health program in each elementary school by September 2007. The program must provide for coordinating:

1. health education;
2. physical education and physical activity;
3. nutrition services; and
4. parental involvement.

As a part of this bill, Angleton ISD established a local school health advisory committee (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instructions.

Nursing Staff by Campus and Number of Students

Campus	Personnel	Number of students
Early Childhood Campus	1	711
Northside Elementary	2	473
Southside Elementary	1	392
Westside Elementary	1	276
Rancho Isabella Elementary	1	372
Frontier Elementary	1	350
Angleton Middle School	1	913
Angleton Intermediate School	1	951
Angleton High School	2	1826

Severity of Disabilities by Number of Students Per Campus

Disability	ECC	NS	SS	WS	RI	FT	AMS	AIS	AHS
Gastro-buttons	2	8	1				1		
Tracheostomies		1							
Oxygen									
Seizures	9	11	2	2	1	3	16	7	43
Urinary catheterization			1	1		1	2	1	
Allergies	31	37	5	30	52	56	123	186	156
Latex Allergy									2
Life Threatening Allergy	1		2		1	1	3		6
Peanut Allergy	5	3	2	1	3	2	4		3
Bee/Wasp Sting Allergy	1	4		4	1	4	3		16
Wheelchair		10	2			1	1	1	4
Legally blind		1					1	2	4
Vision Impaired		10	1				45	5	10
Amputated foot and a prosthesis						1		1	
Toileting assistance	35	20	2		2	1	4	3	5
Feeding assistance	3	15	1				4	2	5
Eye problems		4	1	1	1		1	2	2
Hearing Impaired	1	4	1	9	1	1	2	3	11
Knee problems		8						3	18
Stomach problems		13	1		1	2	2	11	14
Arthogryposis									
Suctioning		2							
Incontinece of bladder & bowel	1	18							2
Total Care		9							4
Unable to verbalize needs	3	15							6
Dysphagia/choking precautions	2								1
Costocondritis									2
Severe Dysmenorrhea									7
Anophthalmia (No Eyes)	1								

Outstanding Medical Conditions by Number of Students Per Campus

Condition	ECC	NS	SS	WS	RI	FT	AMS	AIS	AHS
Lissencephaly	1								
Down's Syndrome	1	3					1	2	3
Epidermolysis Bullosa			1						
Cornelia DeLange Syndrome		2					1		
Cerebral Palsy	1	7				2		1	2
Periventricular Leukomalacia-PVL		1							
Duchenne Muscular Dystrophy		1						1	
Traumatic Brain Injury		1	1						3
Rett Syndrome		1							
Mental Retardation		8	2				10	20	20
XXX Syndrome		1							
Autism	6	5	1				5	2	7
Back Condition									3
Back Surgery									4
Cervical Spine Injury (Fracture) Neck Brace/Surgery									2
Developmental Delay	33	11	1	1			2		
Cri du Chat Syndrome							1	1	1
Diabetic		3	1				2	3	12
Seizure precautions	9	11	1		1	3	16	7	10
Brain tumor			1	1			1		
Brain Surgery									2
Mitochondrial Disorder									
Di George Syndrome									1
Myotonic Dystrophy									1
Deaf	2			9			2	1	5
Apnea		1							
Schizencephaly/Septalaptic dysplasia									1
Chronic Skin Conditions		19			2				7
Liver laceration		1							
Bilateral cleft lip & palate			2					3	
Asthma	42	42	37	23	26	36	91	116	180
Muscular Dystrophy			1			1		1	
Pacemaker (VNS)									
SVT		1							
Spherocytosis				1					1
Bipolar	1	4			1	6	9	2	13

Condition	ECC	NS	SS	WS	RI	FT	AMS	AIS	AHS
Liver transplant	2							2	
Heart condition	6	5	2	1	1	3	8	12	15
Heart palpitations		1				1	1	1	
Tachycardia Episodes									6
Sickle Cell/trait	1								
Sickle Cell Disease	1								1
Panic attack		2						1	3
Anxiety Disorder	1	3			1	5	3		5
Depression		4				5	5	2	10
Frequent UTI					2				
Frequent URI					2				
Hernia					1				
Nephrotic Syndrome									
Kidney Problem									4
Shunts		1	1			1	1		2
Rheumatoid Arthritis									3
Thyroid problems		1					2	2	6
Erb's Palsy/Right Arm									
Spontaneous Pneumothorax									
Hypoglycemia		1					2		7
Spastic Colon		3							
Irritable Bowel Syndrome									3
Hypertension							1		1
Tourette Syndrome			1				2	2	4
Severe Autoimmune Disorder		1							
Spina Bifida	1		1	1					1
Crohn's Disease		2							
Alternating Hemiplegia & Dystonia									1
Essential Tremors									2
Fainting Episodes									2
Spinal Surgery due to Scoliosis		2					1	1	
Lupus									1
Peptic Ulcers		2							1
Hx Stroke									1
Osgood Schallater's Disease									2
Pregnancy (Current)								2	13
Pregnancy (Over year)									26
Oppositional Defiant Disorder		4	1		2		3	3	

Condition	ECC	NS	SS	WS	RI	FT	AMS	AIS	AHS
Pervasive Developmental Disorder		1		1	1				
ADHD/ADD		39	29	18	28	37	96	61	115
ADHD with Tic		1			1				
Cancer									3
Leukemia		1							1
Congenital malformation "Absent Upper Extremities"		1							
Dystonia		11							
Fragile x syndrome									
Severe migraine headaches	1	2	1		1		3	3	16
Chronic headaches									34
Severe disfiguring Scoliosis							1		
Scoliosis							13	5	3
Glaucoma									1
One Kidney				1	1			1	1
Clubbed foot	1								
Idiopathic Thrombocytopenia									1
Pyloric stenosis	1	1							
Hypopituitarism							1		
Turner Syndrome							1		
Juvenile Arthritis								3	3
Hept C		1							
Spastic Quadraplegia		1							
Cystic Fibrosis							1		

Caseload Per Campus

Information	ECC	NS	SS	WS	RI	FT	AMS	AIS	AHS
Students seen per day	75-90	70-90	40-50	25-50	25	30-50	40-80	40-80	50-75
Medications dispensed per day	15	35-38	15-20	4	7-10	15	40	40	35-40
Incident reports annually	8-10	25	5-10	1	1-2	25	5	25	75-100
Hearing tests annually	761	370	260	150	235	250	550	502	100
Vision tests annually	761	370	260	160	235	250	550	502	100
Acanthosis Nigricans Screening 1 st , 3 rd , 5 th & 7th grade		300	200	100	195	200	225	452	

Angleton Independent School District Police Department

	2004-2005				2005-2006			
	Calls	Arrests	Citations	Document Only	Calls	Arrests	Citations	Document Only
Simple Assault	6	0	6	0	0	0	0	0
Contact Assault	13	1	10	2	15	2	13	0
Threat	4	2	1	1	2	2	0	0
Bodily injury	1	1	0	0	2	2	0	0
Assault on Public Servant	0	0	0	0	1	1	0	0
Arrest on Direct	3	3	0	0	5	5	0	0
Att Burglary	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0
Theft	12	1	4	7	21	0	15	6
Crim Mischief	2	0	1	1	9	2	0	7
Dangerous Drug	2	0	1	1	4	4	0	0
Controlled Substance	3	3	0	0	4	4	0	0
Marihuana	8	7	0	1	6	6	0	0
Drug Paraphernalia	1	0	1	0	2	0	2	0
MIP (tobacco)	6	0	6	0	9	0	9	0
Public Intoxication	6	0	6	0	8	5	3	0
Disrupt Class	32	1	19	0	25	0	25	0
Disrupt Transportation	1	0	1	0	1	0	1	0
Fighting	42	1	39	0	56	3	53	0
Language	13	0	8	0	18	0	18	0
Gesture	2	0	2	0	2	0	2	0
Failure to ID	2	1	0	1	1	0	1	0
Harassment	3	1	0	0	2	0	2	0
Indecent Exposure	1	1	0	0	1	0	1	0
Indecency w/Child	1	0	0	1	1	0	0	1
Prohibited Fireworks	1	0	0	1	0	0	0	0
Violation of Probation	2	2	0	0	3	3	0	0
Crim Trespass	0	0	0	0	2	1	1	0
Traffic Violations	0	0	0	0	7	0	7	0
Engage in OrgCrim Activity	0	0	0	0	3	3	0	0
Documentation Only Reports	0	0	0	0	7	0	0	7
TOTAL	170	27	107	15	217	43	153	21

Staff Development

Angleton ISD staff has benefited through numerous opportunities for professional development and curriculum writing. A general breakdown of types of workshops and teachers attending by grade level, activity and funds expended is given below.

Research has shown that continuous intensive professional development is necessary in any field. The *No Child Left Behind Act* has supported that research in dedicating a portion of Title II funding to ensure that highly qualified teachers are recruited and retained. In addition, it is recommended that local districts allocate 5-10 percent of their Title I entitlements for professional development.

Curriculum Development Workshops

Subject	Elementary	Secondary	TOTAL
Language Arts	20	4	24
Mathematics	12	6	18
Science	10	4	14
Social Studies	2	4	6
TOTAL	44	18	62

Professional Development Workshops

Subject	Elementary	Secondary	TOTAL
Language Arts	21	8	29
Mathematics	10	5	15
Science	4	4	8
Social Studies	6	7	13
Electives	1	1	2
TOTAL	42	22	67

Teachers Attending and Funding Sources

Subject	Workshop	No. Teachers	Budgeted Amount	Funding Source
Elementary	Professional Development	281	\$34,850	Title I
	Curriculum Writing	349	\$15,150	Title I
Secondary	Professional Development	37	\$26,377	Title I
	Curriculum Writing	221	\$22,671	Title II

Human Resource

The Human Resource Department serves Angleton Independent School District as a resource for the employment of personnel with emphasis on local, state and federal compliance issues.

Recruiting

AISD participated in 35 job fairs for the 2005-2006 school year. In addition, the HR staff continues to advertise and recruit through the Region IV HRSA consortium of schools and the internet. Most recently, HR developed an online application for all positions to be found on the AISD website. As of December, 2006 , 436 applications were on file.

Retention/Turnover

The district experienced a 11.22 percent professional employee turnover rate during the 2005-2006 school year. Five AISD administrators/teachers retired in 2006. Recalculating turnover without the retirees, the rate would be 10.2 percent.

Permits

There are currently two emergency permits in core subject areas, thirteen Alternative Certification (ACP) candidates, four emergency permits in non-core instructional areas and four one-year certificates. There are six school district permits in the vocational area of instruction and one in Art.

No Child Left Behind

All teacher files were reviewed for NCLB compliance standards and principals were notified where deficiencies existed. All paraprofessionals without 48 hours of college background were tested and certified for NCLB. New paraprofessionals are tested as part of their pre-employment process.

Salaries

During the 2005-2006 school year, the district engaged TASB to conduct a comprehensive analysis of the professional staff salaries and extra duty stipends. The report was presented and adopted by the AISD Board of Trustees in August, 2006. The salary adjustments were made in September with the effect of ensuring equity in pay for our professional staff members and extra duty stipends.

Mentoring

There were no significant changes in the mentoring program for the 2005-2006 school year. New teachers were required to attend a three day orientation prior to the beginning of school. The district continues to provide mentors for each new teacher so that the teacher becomes familiar with the instructional strategies and materials of the school as well as general areas such as classroom management, TAKS objectives and student evaluation procedures.

BESST: Bridging the Educational Scene for Teachers of Tomorrow

This AISD “grow your own teacher” program continues to provide AISD high school students an introduction to education as a career. Currently, there are twelve students participating. The BESTT I students are currently reading to Southside Elementary four graders and are making a huge impact.

Five graduates of the BESTT program have been hired to teach in AISD.

Substitute Teacher Training

In the past year, three two-day training sessions for substitute teachers have been held. Approximately 90 candidates graduated for a total of 226 trained substitutes over the last two years.

Substitute Calling System: AESOP

For the 2005-2006 school year, AISD implemented a computerized substitute calling system. This program has been successfully implemented and continues to serve the district well. The average “fill rate” is ninety-eight percent. Principals and assistant principals have redirected their time toward instruction.

Background Checks

The district initialized the most comprehensive background check system called “Safe Schools Project” in April, 2005. AISD now has the capability to search 160 different data bases nationally and the added capability to do a “first inquiry” on all applicants. Although a perfect background check system does not exist, the HR staff believes that this is the best available system.

Volunteers

Background checks are completed on all volunteers prior to acceptance into the program. Currently, 963 volunteers are available to work in AISD schools.

Teacher FIRST Induction Program

The Teacher FIRST Induction Program began in 2005 and was continued for this school year. For three days teachers new to the profession along with teachers new to the district met to review helpful hints to be successful in the classroom. The in-service ranged from classroom management tips and procedures to how to navigate the on-line attendance and grade book software. The program tracks the new employees with newsletters, meetings, and workshops to ensure success. There has been no program like this in the district in the past.

