

DISTRICT NAME: CYPRESS-FAIRBANKS  
 CAMPUS NAME: CAMPBELL MIDDLE SCHOOL Campus Rating: Academically Acceptable  
 CAMPUS NUMBER: 101907044 Grade Span: 06 - 08

Analysis groups used to determine ratings are marked with an 'X'.  
 Accountability standards are shown in parentheses.  
 Special formats ('\*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2009				2008			Required Improvement				2009 TPM			Status by Measure					
	Number Met	Number Taking	Pct Met	Stu Grp %	Number Met	Number Taking	Pct Met	Met Min	Act Chg	RI	Met RI?	Number Met	Number Std	Pct Met	Number Taking	Pct Met	STD	RI	TPM	EXCP
<b>Reading/ELA (70%/75%/90%)</b>																				
X All Students	1,115	1,218	92%	100%	1,107	1,194	93%		-1			1,180	1,218	97%	EX	-	-	-	-	EX
X African Amer	233	263	89%	22%	215	235	91%		-2			251	263	95%	RE	RE	EX	-	-	EX
X Hispanic	463	517	90%	42%	452	499	91%		-1			497	517	96%	EX	-	-	-	-	EX
X White	262	275	95%	23%	296	311	95%		0			271	275	99%	EX	-	-	-	-	EX
X Econ Disadv	511	579	88%	48%	467	517	90%		-2			556	579	96%	RE	RE	EX	-	-	EX
<b>Writing (70%/75%/90%)</b>																				
X All Students	385	411	94%	100%	367	402	91%		3			385	411	94%	EX	-	-	-	-	EX
X African Amer	65	71	92%	17%	78	85	92%		0			65	71	92%	EX	-	-	-	-	EX
X Hispanic	164	178	92%	43%	146	164	89%		3			164	178	92%	EX	-	-	-	-	EX
X White	101	106	95%	26%	94	103	91%		4			101	106	95%	EX	-	-	-	-	EX
X Econ Disadv	172	185	93%	45%	169	189	89%		4			172	185	93%	EX	-	-	-	-	EX
<b>Social Studies (70%/75%/90%)</b>																				
X All Students	377	411	92%	100%	364	396	92%		0			406	411	99%	EX	-	-	-	-	EX
X African Amer	*	*	91%	27%	74	80	93%		-2			*	*	98%	EX	-	-	-	-	EX
X Hispanic	140	161	87%	39%	146	166	88%		-1			158	161	98%	RE	RE	EX	-	-	EX
X White	*	*	99%	*	95	101	94%		5			*	*	> 99%	EX	-	-	-	-	EX
X Econ Disadv	172	192	90%	47%	134	149	90%		0			188	192	98%	EX	-	-	-	-	EX
<b>Mathematics (55%/75%/90%)</b>																				
X All Students	939	1,229	76%	100%	891	1,200	74%		2			1,054	1,229	86%	RE	-	-	-	-	RE
X African Amer	175	264	66%	21%	146	235	62%	Yes	4	**	No	209	264	79%	AA	AA	RE	-	-	RE
X Hispanic	379	526	72%	43%	354	503	70%	Yes	2	3	No	430	526	82%	AA	AA	RE	-	-	RE
X White	239	276	87%	22%	256	314	82%		5			259	276	94%	RE	RE	EX	-	-	EX
X Econ Disadv	418	581	72%	47%	357	523	68%	Yes	4	4	Yes	478	581	82%	AA	RE	-	-	-	RE
<b>Science (50%/75%/90%)</b>																				
X All Students	298	412	72%	100%	286	398	72%	Yes	0	2	No	298	412	72%	AA	-	-	-	-	AA
X African Amer	63	111	57%	27%	47	81	58%	Yes	-1	**	No	63	111	57%	AA	-	-	-	-	AA
X Hispanic	112	161	70%	39%	107	167	64%	Yes	6	6	Yes	112	161	70%	AA	RE	-	-	-	RE
X White	81	92	88%	22%	87	101	86%		2			81	92	88%	RE	-	-	-	-	RE
X Econ Disadv	134	191	70%	46%	92	150	61%	Yes	9	7	Yes	134	191	70%	AA	RE	-	-	-	RE

\*\* Met the minimum size requirement, but did not meet the 70% floor for Recognized.  
 \*\*\* Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2008?	Exceptions Applied
25	4	2	No	N/A	No

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COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

	Class of 2008					Class of 2007			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-	-	-	-		
African Amer	-	-	-	-	-	-	-	-	-	-		
Hispanic	-	-	-	-	-	-	-	-	-	-		
White	-	-	-	-	-	-	-	-	-	-		
Econ Disadv	-	-	-	-	-	-	-	-	-	-		

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

	2007-08				2006-07			Required Improvement			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	0	1,023	0.0%	100%	0	1,072	0.0%		0.0		
African Amer	0	242	0.0%	24%	0	230	0.0%		0.0		
Hispanic	0	419	0.0%	41%	0	439	0.0%		0.0		
White	0	248	0.0%	24%	0	276	0.0%		0.0		
Econ Disadv	0	460	0.0%	45%	0	476	0.0%		0.0		

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

## 2009 CAMPUS GOLD PERFORMANCE ACKNOWLEDGMENT (GPA) DATA TABLES - STANDARD PROCEDURES

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## Summary of Gold Performance Acknowledgments

Earned 1 acknowledgment(s) out of 8 evaluated.

Advanced Courses		Commended Reading/ELA	++
AP/IB		Commended Mathematics	NQ
Attendance Rate	NQ	Commended Writing	NQ
College-Ready		Commended Science	NQ
RHSP/DAP		Commended Social Studies	NQ
SAT/ACT		TSI ELA	
CI: Reading/ELA	NQ	TSI Mathematics	
CI: Mathematics	NQ		

++ = Acknowledged; NQ = Does Not Qualify; Blank = Not Applicable

Advanced Course/Dual Enrollment Completion (2007-08): NOT APPLICABLE

Student Groups	Number w/Credit for an Advanced Course	Number w/Credit for Any Course	Student Group Percent	Percent w/Credit for Advanced Courses
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

Advanced Courses data not evaluated for your acknowledgment due to grade span, small numbers,  
 or no data.

AP/IB Results (2007-08): NOT APPLICABLE

Student Groups	Number Taking AP and/ or IB	Number of 11th and 12th Graders	Student Group Percent	Percent Taking AP and/ or IB	Number Scoring At or Above Criterion	Number Taking AP and/ or IB	Percent Scoring At or Above Criterion
All Students	-	-	-	-	-	-	-
African American	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

AP/IB Results data not evaluated for your acknowledgment due to grade span, small numbers,  
 or no data.

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Attendance Rate (2007-08): DOES NOT QUALIFY

Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent	Attendance Rate
X All Students	237,575	247,238	100%	96.1%
X African American	50,231	52,510	21%	95.7%
X Hispanic	98,229	102,142	41%	96.2%
X White	60,594	63,620	26%	95.2%
X Economically Disadvantaged	106,805	111,339	45%	95.9%

Attendance Rate standard for your acknowledgment is 96.0%.

College-Ready Graduates (Class of 2008): NOT APPLICABLE

Student Groups	Number Scoring At or Above Criteria on Both ELA & Math	Number Taking Both ELA & Math	Student Group Percent	Percent Scoring At or Above Criteria on Both ELA & Math
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

College-Ready Graduate data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Commended on Reading/ELA: ACKNOWLEDGED

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	484	1,218	100%	40%
X African American	84	263	22%	32%
X Hispanic	160	517	42%	31%
X White	147	275	23%	53%
X Economically Disadvantaged	193	579	48%	33%

Reading includes second administration results for Student Success Initiative students tested at the same campus.

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Commended on Mathematics: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	252	1,229	100%	21%
X African American	29	264	21%	11%
X Hispanic	72	526	43%	14%
X White	71	276	22%	26%
X Economically Disadvantaged	92	581	47%	16%

Mathematics includes second administration results for Student Success Initiative students tested at the same campus.

Commended on Writing: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	148	411	100%	36%
X African American	18	71	17%	25%
X Hispanic	50	178	43%	28%
X White	44	106	26%	42%
X Economically Disadvantaged	50	185	45%	27%

Commended on Science: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	102	412	100%	25%
X African American	14	111	27%	13%
X Hispanic	29	161	39%	18%
X White	39	92	22%	42%
X Economically Disadvantaged	39	191	46%	20%

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Commended on Social Studies: DOES NOT QUALIFY

Student Groups	Number Commended	Number Taking	Student Group Percent	Percent Commended
X All Students	168	411	100%	41%
X African American	29	*	27%	26%
X Hispanic	52	161	39%	32%
X White	56	*	*	62%
X Economically Disadvantaged	70	192	47%	36%

Comparable Improvement: DOES NOT QUALIFY

	Total Number of Matched Students	Quartile
X Reading/ELA	1,106	Q2
X Mathematics	1,115	Q3

Recommended High School Program (RHSP)/DAP (Class of 2008): NOT APPLICABLE

Student Groups	Rec. HS Pgm. Graduates	Total Graduates	Student Group Percent	Percent Completing Rec. HS Pgm.
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

The count of RHSP graduates includes Distinguished Achievement Program (DAP) graduates.

Recommended H.S. Program data not evaluated for your acknowledgment due to grade span,  
 small numbers, or no data.

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SAT/ACT Results (Class of 2008): NOT APPLICABLE

Student Groups	Number Taking SAT and/or ACT	Number of Non-Special Education Graduates	Student Group Percent	Percent Taking SAT and/or ACT	Number Scoring At or Above Criterion	Number Taking SAT and/or ACT	Percent Scoring At or Above Criterion
All Students	-	-	-	-	-	-	-
African American	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-

SAT/ACT data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) ELA: NOT APPLICABLE

Student Groups	Number Scoring At or Above Standard	Number Taking Exit-level ELA	Student Group Percent	Percent Scoring At or Above Standard
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

TSI ELA data not evaluated for your acknowledgment due to grade span, small numbers, or no data.

Texas Success Initiative (TSI) Mathematics: NOT APPLICABLE

Student Groups	Number Scoring At or Above Standard	Number Taking Exit-level Mathematics	Student Group Percent	Percent Scoring At or Above Standard
All Students	-	-	-	-
African American	-	-	-	-
Hispanic	-	-	-	-
White	-	-	-	-
Economically Disadvantaged	-	-	-	-

TSI Mathematics data not evaluated for your acknowledgment due to grade span, small numbers, or no data.