

Sample School District Report On:

Higgs Carter King Gifted & Talented Charter School

Prepared For:

Mary and John Smith

Prepared By:

Jennifer Perloff, REALTOR®

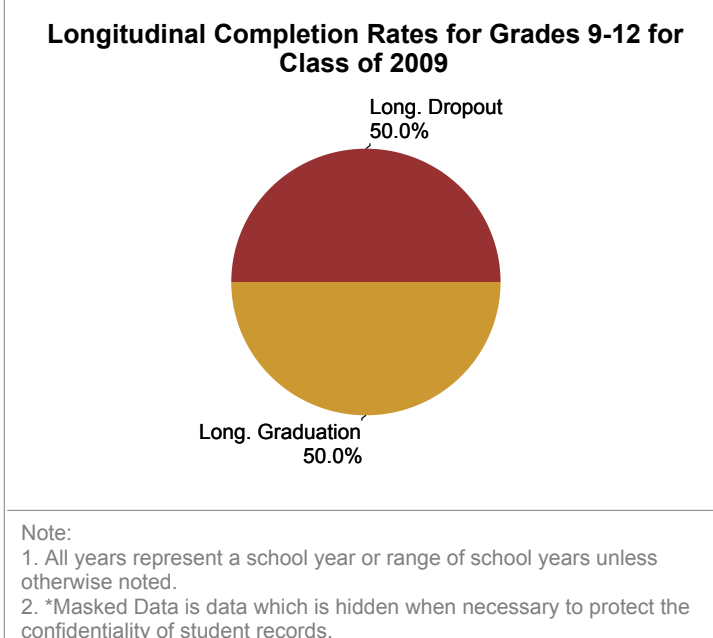
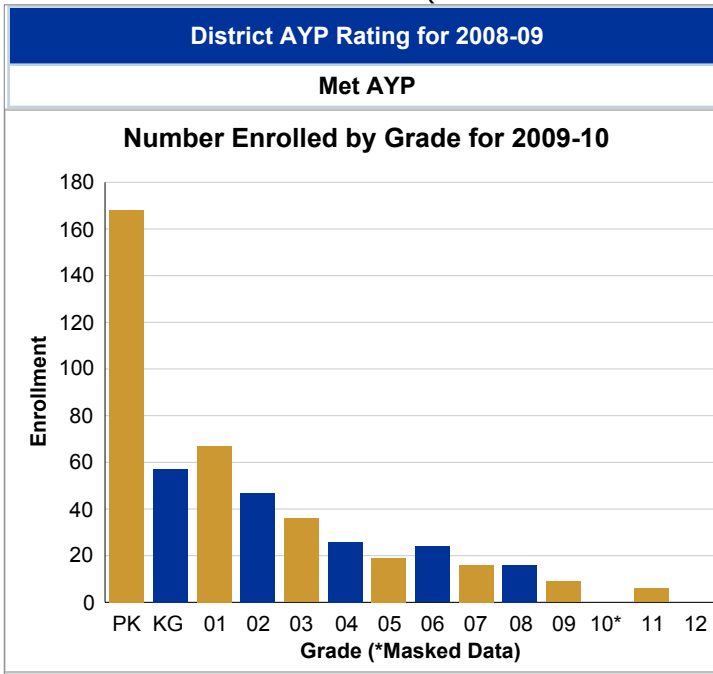


January 2011 School District Summary

HIGGS CARTER KING GIFTED & TALENTE, SAN ANTONIO, TX (015803)

511 FREDERICKSBURG RD, SAN ANTONIO, 78201 Education Service Center: 20 (REGION XX SAN ANTONIO) County: BEXAR COUNTY

District Accountability Rating for 2009-10			
AEA: Academically Acceptable			
Percent of Schools by Accountability Rating	2009-10		
	Number Schools	Percent Schools	
Exemplary	0	0.0%	
Recognized	0	0.0%	
Academically Acceptable	1	100.0%	
Academically Unacceptable	0	0.0%	
Not Rated	0	0.0%	
Total	1	100%	
Enrollment Profile		2009-10	
		Number	Percent
Gender	Female	236	47.4%
	Male	262	52.6%
Ethnicity	African American	49	9.8%
	Asian/Pacific Islander	*	*
	Hispanic	424	85.1%
	Native American	0	0.0%
	White	*	*
Program Participation	Bilingual Education	0	0.0%
	Career & Technical Ed	0	0.0%
	English as a Second Language	29	5.8%
	Gifted & Talented	0	0.0%
	Special Education	36	7.2%
Student Population	At Risk	498	100.0%
	Economically Disadvantaged	494	99.2%
	English Language Learner	*	*
	Immigrant	0	0.0%
	Migrant	*	*

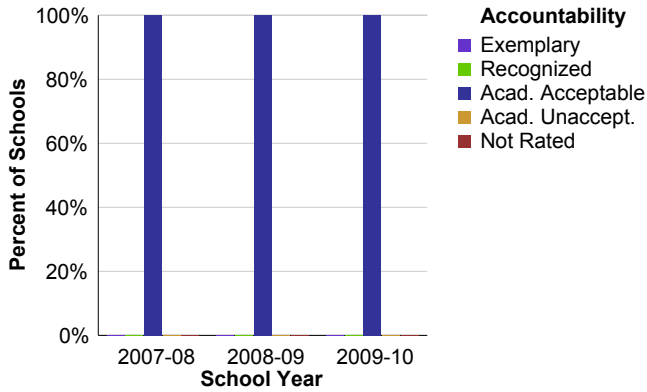


Graduates by Graduation Plan for 2008-09			
Recommended 100%			
Annual Dropout Rate for 2008-09			
Grade Range	Total Students	Number Dropouts	Annual Dropout Rate
7-8	<100	*	2.6%
9-12	<100	*	14.0%
7-12	81	7	8.6%
Teachers (FTE) by Ethnicity		2009-10	
		FTE	Percent
African American		17.00	50.06%
Asian/Pacific Islander		0.00	0.00%
Hispanic		9.96	29.33%
Native American		0.00	0.00%
White		7.00	20.61%
Total		33.96	100.00%
Actual Financial Totals for 2008-09			
(Membership 561)			
	General Fund	Per Student	
Total Revenue	\$3,211,600	\$5,725	
Total Expenditures	\$2,736,805	\$4,878	
Operating Expenditures - Pgm.	\$1,760,412	\$3,138	

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Website: Unknown

Percent of Schools by Accountability Rating



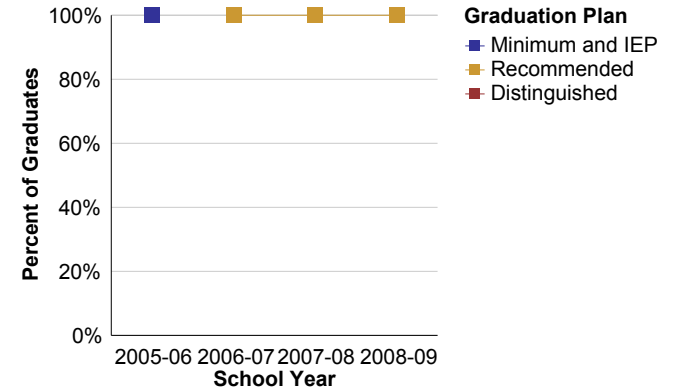
Percent of Schools by AYP Rating

	2006-07	2007-08	2008-09
Met AYP	100.0%	100.0%	100.0%
Missed AYP	0.0%	0.0%	0.0%
Not Evaluated	0.0%	0.0%	0.0%

Number of Graduates by Graduation Plan

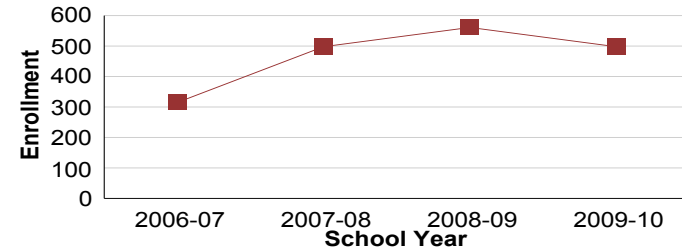
	2006-07	2007-08	2008-09
Minimum and IEP	0	0	0
Recommended	8	7	5
Distinguished	0	0	0
Total	8	7	5

Percent of Graduates by Graduation Plan



Enrollment Profile by School Year		2006-07	2007-08	2008-09	2009-10
Total	Enrollment	315	498	561	498
Gender	Female	47.6%	47.0%	46.3%	47.4%
	Male	52.4%	53.0%	53.7%	52.6%
Ethnicity	African American	10.5%	10.8%	8.7%	9.8%
	Asian/Pacific Islander	*	*	0.0%	*
	Hispanic	83.8%	82.5%	85.7%	85.1%
	Native American	0.0%	*	*	0.0%
	White	*	*	*	*
Program Participation	Bilingual Education	0.0%	0.0%	0.0%	0.0%
	Career & Technical Ed	0.0%	0.0%	0.0%	0.0%
	English as a Second Language	10.2%	6.2%	4.3%	5.8%
	Gifted & Talented	0.0%	0.0%	0.0%	0.0%
	Special Education	8.9%	5.4%	6.1%	7.2%
Student Population	At Risk	100.0%	100.0%	100.0%	100.0%
	Economically Disadvantaged	95.9%	99.4%	97.9%	99.2%
	English Language Learner	10.2%	8.4%	*	*
	Immigrant	*	*	0.0%	0.0%
	Migrant	*	*	*	*

Total Enrollment by School Year



Annual Dropout Rates by Grades and School Year

School Year	Grades 7-8		Grades 9-12		Grades 7-12	
	Total Students	Annual Dropout Rate	Total Students	Annual Dropout Rate	Total Students	Annual Dropout Rate
2006-07	44	0.0%	31	0.0%	75	0.0%
2007-08	40	0.0%	<100	3.4%	<100	1.4%
2008-09	<100	2.6%	<100	14.0%	81	8.6%

Longitudinal High School Completion for Grades 9-12 by Class Year

	Class of 2006	Class of 2007	Class of 2008	Class of 2009
Number In Class	N/A	5	7	<50
Completion I Rate	N/A	100%	100%	50%
Completion II Rate	N/A	100%	100%	50%

Note: Completion rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to completion rates for the class of 2005 and prior classes, nor to each other. Completion I consists of students who graduated or continued high school. Completion II consists of students who graduated, continued high school, or received GED.

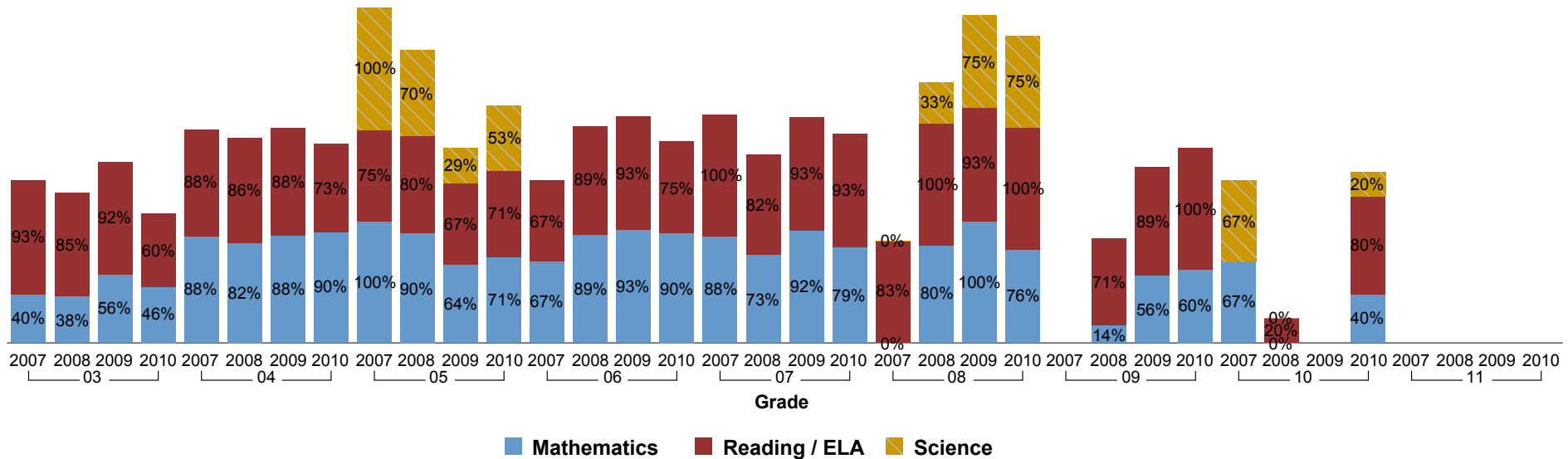
January 2011 School District Summary
HIGGS CARTER KING GIFTED & TALENTE, SAN ANTONIO, TX (015803)

Website: Unknown

	TAKS Results - All Students - 2010 - English Version										TAKS Results - All Students - 2010 - Spanish Version							
	Percent Met Standard					Percent Commended					Percent Met Standard				Percent Commended			
	Math	Read / ELA	Science	Social Studies	Writing	Math	Read / ELA	Science	Social Studies	Writing	Math	Read / ELA	Science	Writing	Math	Read / ELA	Science	Writing
Grade 03	46%	60%				11%	14%											
Grade 04	90%	73%			95%	24%	14%			10%								
Grade 05	71%	71%	53%			12%	12%	6%										
Grade 06	90%	75%				20%	15%											
Grade 07	79%	93%			100%	29%	14%			62%								
Grade 08	76%	100%	75%	94%		18%	47%	12%	19%									
Grade 09	60%	100%				40%	20%											
Grade 10	40%	80%	20%	60%		0%	0%	0%	0%									
Grade 11	*	*	*	*		*	*	*	*									

- Notes: (1) TAKS tests are administered in English. They are also administered in Spanish for grades 3-6 (through 2009) and grades 3-5 in 2010. Social Studies tests are not administered in Spanish.
 (2) TAKS results for this report are based on primary administration plus first retest for Grades 3, 5 and 8 through 2009 and Grades 5 and 8 in 2010.
 (3) Percents and numbers on these reports may vary slightly from other Texas Education Agency TAKS report results due to differences in calculation methods.
 (4) * Masked Data. Masked data are not displayed in chart.

TAKS Results - All Students - 2007 through 2010 - English Version - Percent Met Standard



Glossary and Explanatory Text

Abbreviations	
Acad. Acceptable	Academically Acceptable
Acad. Unaccept.	Academically Unacceptable
AYP	Adequate Yearly Progress
EE	Early Childhood Education
ESC	Education Service Center
FTE	Full Time Equivalent
GED	General Educational Development
HS	High School
IEP	Individualized Education Program
KG	Kindergarten
LEP	Limited English Proficient
Operating Exp. - Pgm.	Operating Expenditures Program
Pac. Is.	Pacific Islander. See Ethnicity.
PK	Prekindergarten
Total Exp.	Total Expenditures
Definitions	
Academically Acceptable	Academically Acceptable is the third highest possible rating of the Texas Education Agency's accountability system. The term Academically Acceptable refers to both the Academically Acceptable and the Alternative Education Accountability (AEA) Academically Acceptable ratings for districts and schools. See Accountability Rating.
Academically Unacceptable	Academically Unacceptable is the lowest possible rating of the Texas Education Agency's accountability system. A school or district with this rating is subject to interventions and sanction specified in Chapter 39 of the Texas Education Code. The term Academically Unacceptable refers to both the Academically Unacceptable and the Alternative Education Accountability (AEA) Academically Unacceptable ratings for districts and schools. See Accountability Rating.

Accountability	In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate Texas public school districts and evaluate campuses each year.
Accountability Rating	The state accountability system assigns ratings to every campus and district in the Texas public education system each year. In most cases the system assigns one of four rating labels ranging from lowest to highest and includes Academically Unacceptable, Academically Acceptable, Recognized, and Exemplary. To determine the rating label, the system evaluates indicators of performance, including assessment results on the state standardized assessment instruments as well as longitudinal completion rates and annual dropout rates. For detailed information about the accountability standards, refer to the standard and AEA procedures outlined in the state accountability manual applicable to the specific school year.
Adequate Yearly Progress	Adequate Yearly Progress (AYP) was established under the accountability provisions of the No Child Left Behind Act, requiring all public school campuses, school districts, and the state to be evaluated for adequate yearly progress. Districts, campuses, and the state are required to meet AYP criteria on three measures including Reading Language Arts, Mathematics, and either Graduation Rate for high schools and districts or Attendance Rate for elementary and middle or junior high schools.
Annual Dropout Rate	The annual dropout rate is the percentage of students in a specified grade range who drop out of school during one school year.
At Risk	Students who are at risk of dropping out of school according to state defined criteria.
Bilingual Education	Bilingual indicates that the student is participating in a state approved bilingual education program. The bilingual program must be a full time program that provides dual language instruction through the Texas Essential Knowledge and Skills or TEKS, in the content areas of mathematics, science, health, and social studies in the primary language of limited English proficient students.
Career & Technical Education	Career and technical education (CTE) programs offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE programs also provide opportunities for students to earn technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree.
Class	A class consists of members of a group of students identified by the starting grade and anticipated year of graduation.
Class Year	The designated completion year for graduation for a cohort class. For example, Class Year 2008 is the expected graduation year for students entering grade 9 in the fall of 2004.
Completion	Completion Rate, also known as High School Completion Rate, is the longitudinal representation of the percentage of students from a class of beginning ninth graders who complete their high school education by their anticipated graduation date. Completion may be defined as graduating, continuing in high school in the fall after graduation was expected, or receiving a General Educational Development (GED) certificate. See Completion I Rate and Completion II Rate.
Completion I Rate	Completion I Rate consists of students who graduated or continued in high school.
Completion II Rate	Completion II Rate consists of students who graduated, continued in high school, or received GED certificates.
Distinguished Achievement Graduation Plan	The distinguished achievement plan requires students entering grade 9 in 2007-2008 and thereafter, to successfully complete 26 credits including courses in English language arts, mathematics, science, social studies, a language other than English, physical education, health education, speech, technology applications, and fine arts. The advanced or distinguished achievement high school graduation program also requires students to complete any combination of four advanced measures as well as meeting testing requirements.

Dropout	A dropout is defined and counted according to the dropout definition in place the year the student drops out. Beginning with the 2005-06 school year, the state definition was changed to match the National Center for Education Statistics (NCES) definition. Under the NCES definition, a dropout is a student who is enrolled in public school in grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED, continue school outside the public school system, begin college, or die.
Early Childhood Education	In Texas, Early Childhood Education or EE is a grade level for students between the ages of zero and five years who have not been placed in prekindergarten or kindergarten. This includes students receiving special education services and students in a Head Start program as well as students served by Preschool Program for Children with Disabilities teachers in a licensed childcare facility working in a collaborative partnership with a school district.
Economically Disadvantaged	An economically disadvantaged student is eligible for free or reduced-price lunch or eligible for other public assistance, as defined in the Texas Education Agency's Public Education Information Management System (PEIMS) Data Standards. Eligibility for free or reduced-price lunch or other public assistance is reported for each student at the time of enrollment and is used as a proxy for economically disadvantaged status.
Education Service Center Region	<p>Texas is divided into 20 geographic regions that are served by regional Education Service Centers (ESC). Education service center region denotes the region from which the school district receives educational services. This is not necessarily the service center assignment based upon geographic location, although in most cases they are the same.</p> <p>Infrequently, a school district will change from one service region to another, usually because the service center is closer or more conveniently located to the school district. In this case, when multiple years of data are presented in a report, all of the school district's data will be presented as part of the region that currently serves the school district.</p>
English as a Second Language	English as a Second Language (ESL) students receive specified periods of instruction aimed at the development of English language skills, with a primary focus to learn the Texas Essential Knowledge and Skills (TEKS) for reading and language arts.
English Language Learner	A student whose native language is one other than English. This term is often used synonymously with Limited English Proficient (LEP). A student is classified as limited English proficient when a language other than English is used as the primary language in the home and the student's English language proficiency is determined to be limited by a Language Proficiency Assessment Committee (LPAC) or as indicated by a test of English proficiency.
Enrollment	The number of students enrolled in Early Childhood Education through Grade 12 in the Texas public school system as of the Fall Snapshot date (usually the last Friday in October) of each year. The student enrollment counts include any student served by a public school district including charter schools but does not include the Texas School for the Deaf, Texas School for the Blind and Visually Impaired, or the Texas Youth Commission schools.
Ethnicity	<p>Ethnicity/race is one of the demographic characteristics reported for each student at the time of enrollment. The categories used in this report are described in the 2008-2009 PEIMS Data Standards as:</p> <ul style="list-style-type: none"> -- African American - A non-Hispanic person having origins in any of the Black racial groups of Africa. -- Asian/Pacific Islander - A person having origins in any of the original peoples of the Far East, Southeast Asia, Indian subcontinent, Polynesian Islands, Micronesian Islands, Melanesian Islands, or Philippine Islands. -- Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. -- Native American - A person having origins in any of the original peoples of North America and who maintains cultural identification

	<p>through affiliation or community recognition.</p> <p>-- White - A non-Hispanic person having origins in any of the original peoples of Europe, North Africa, or the Middle East.</p>
Exemplary	<p>Exemplary is the highest possible rating of the Texas Education Agency's accountability system. To achieve this rating, at least 90 percent of the tested students must pass each subject area and the district or campus must meet the standards for the Exemplary rating on the completion and dropout indicators. See Accountability Rating.</p>
Full Time Equivalent	<p>Full Time Equivalent (FTE) is the measure of the extent to which a person occupies a full-time position, or the portion of time spent in that role by part-time staff.</p>
General Educational Development	<p>General Educational Development (GED) tests measure the outcome of a high school education. The GED consists of five tests, one in each of these subjects: Mathematics, Science, Social Studies, Writing Skills, and Interpreting Literature and the Arts. Eligible candidates may have an opportunity to earn high school equivalency credentials (GED certificate) based on successful completion of the GED tests.</p>
General Fund	<p>The general fund is a governmental fund to account for all financial resources except those required to be accounted for in another fund.</p>
Gifted / Talented Education	<p>All school districts are mandated by the Texas Legislature to formally identify and serve gifted students in compliance with the requirements of the Texas State Plan for the Education of Gifted/Talented (GT) Students at all grade levels. A Gifted/Talented student is a child or youth who performs at or shows potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who exhibits high performance capability in an intellectual, creative, or artistic area; possesses an unusual capacity for leadership; or who excels in a specific academic field.</p>
Graduates	<p>Graduates refers to the total number of graduates for a school year, including summer graduates, as reported by districts in the fall of the following school year. Students in special education who graduate are included in the totals. A student is classified as a graduate in the school year in which he or she is reported through the Public Education Information Management System (PEIMS) as a graduate.</p>
Graduation Plan	<p>To receive a high school diploma, a student must complete the requirements of one of the graduation plans set forth in the Texas Administrative Code. Plans currently include the minimum high school program, the recommended high school program, or the advanced/distinguished program. These plans include testing requirements for graduation as specified by state law. Also see Individualized Education Program.</p>
High School Completion	<p>See Completion.</p>
Immigrant	<p>Under Title III of the No Child Left Behind (NCLB) Act of 2001, the terms 'immigrant children and youth' are defined as, individuals who are aged 3 through 21, were not born in any state, and have not been attending one or more schools in any one or more states for more than 3 full academic years.</p>
Individualized Education Program	<p>An Individualized Education Program (IEP) is mandated by the Individuals with Disabilities Education Act and requires public schools to develop an IEP for every student with a disability who is found to meet the federal and state requirements for special education. A student receiving special education services, who successfully completes the requirements of his or her individualized education program, shall receive a high school diploma.</p>
Limited English Proficient	<p>Refers to students who have limited English language skills. LEP is often used synonymously with English Language Learners (ELL). A student is classified as limited English proficient when a language other than English is used as the primary language in the home and the student's English language proficiency is determined to be limited by a Language Proficiency Assessment Committee (LPAC)</p>

	or as indicated by a test of English proficiency.
Longitudinal Completion Rate	See Completion.
Masked Data	Data is hidden (or masked) when necessary to protect the confidentiality of student records. Data may be masked using categories such as "Other" or by displaying an asterisk (*) in place of data. Student anonymity may also be protected using the less than (<) symbol.
Membership	The total number of public school students who were reported in membership as of the October snapshot date (this is usually the last Friday in October) at any grade, from Early Childhood Education through Grade 12. Membership is a slightly different number from enrollment, because it does not include those students who are served in the district for fewer than 2 hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy—for fewer than 2 hours per day—from their local public school district. For Lonestar reports, membership does not include the Texas School for the Deaf, Texas School for the Blind and Visually Impaired, or the Texas Youth Commission schools.
Met AYP	Designates a district or campus that meets Adequate Yearly Progress (AYP) standards on all indicators for which it is evaluated.
Migrant	A migrant student is one who is a migratory agricultural worker or whose parent, spouse, or guardian is a migratory agricultural worker and who, in the preceding 36 months, in order to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment, has moved from one school district to another, or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence in order to engage in a fishing activity.
Minimum Graduation Plan	The minimum high school graduation plan requires students entering grade 9 in 2007-2008 and thereafter, to successfully complete 22 credits including courses in language arts, mathematics, science, social studies, physical education, technology applications, health education, and speech. To receive a diploma, students must pass the minimum course requirements for the plan and satisfy testing requirements.
Missed AYP	Designates a district or campus that does not meet Adequate Yearly Progress (AYP) standards on one or more indicator components. The Missed AYP label may be assigned to a district or campus in the rare situation where the accuracy and/or integrity of performance results have been compromised.
N/A	Not applicable. This can apply to AYP or accountability ratings for a district or school. In general, ratings are not applicable if the district or school was not open or active during the year. N/A may also display in High School Completion Rate reports if the district did not have students from a class enrolled during a school year. Annual Dropout Rate reports will display N/A if the district did not have students enrolled in a grade range during the school year or if the district did not report PEIMS data for a grade range during a specific year.
Not Evaluated AYP	Designates a district or campus that is not evaluated for Adequate Yearly Progress (AYP) for a variety of reasons. State-administered school districts, new districts, and districts with no students enrolled in Grades 3–8 and 10 are not evaluated for AYP. Campuses are not evaluated if they are new, if they do not serve students in grades above kindergarten, do not have students in attendance for the full academic year, do not have students in grades tested, or if they close mid-year. Juvenile Justice Alternative Education Program (JJAEP) and Disciplinary Alternative Education Program (DAEP) campuses are not evaluated.
Not Rated	The term Not Rated refers to the following ratings: Not Rated - Data Integrity Issues, Not Rated - Other, Not Rated - Alternative Education, and the Alternative Education Accountability (AEA) Not Rated - Other. See Accountability Rating.
Number in Class	A class consists of members of a group of students identified by the starting grade and anticipated year of graduation, less those

	<p>who leave the Texas public school system for reasons other than graduating, receiving a GED, dropping out, or who cannot be tracked. The number in class includes a count of only students in the group to whom final statuses are assigned. Final status categories are graduate, continuer, GED recipient, and dropout. Students who leave the Texas public school system for reasons other than graduating, receiving a GED, or dropping out or who cannot be tracked are removed from the count of students in the class.</p> <p>When necessary, data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the class size is presented in intervals of 50 to provide an approximate or general idea of the number of students in the class while maintaining student anonymity. In a class of <150, for example, the number of students is between 100 and 149.</p>
Number of Schools	The number of schools displayed is based on the number of schools within the school district reporting enrolled students as of the Fall Snapshot date (this is usually the last Friday in October) of each year. The Texas School for the Deaf, Texas School for the Blind and Visually Impaired, and the Texas Youth Commission schools are not included in this number.
Number of Students	The number of students enrolled as of the Fall Snapshot date. See Enrollment.
Operating Expenditures – Program	Sum of all expenditures for the operation specifically identified with a major instructional program. These programs include Regular, Gifted and Talented, Career and Technology, Students with Disabilities, Accelerated Education, Bilingual, Non-disciplinary Alternative Education Programs (AEP Basic Services), Disciplinary Alternative Education Program (DAEP Basic Services), Disciplinary Alternative Education Program (DAEP State Compensatory Education Supplemental), Title I, Part A Schoolwide Activities Related to State Compensatory Education (SCE) and Other Costs on Campuses with 50% or More Educationally Disadvantaged, and Athletics and Related Activities. Operating expenses include payroll, professional and contracted services, and supplies and materials. Operating expenditures of programs are a subset of total expenditures and cannot be compared to total expenditures. See PEIMS Actual Financial Data Report criteria for additional information.
Operating Expenditures Per Student – Program	Total operating expenditures for programs divided by total students in membership per school year.
Prekindergarten	Prekindergarten or PK is available for children who are unable to speak and comprehend the English language, are educationally disadvantaged, are homeless, or are children of an active duty member of the U.S. armed services.
Recognized	Recognized is the second highest possible rating of the Texas Education Agency's accountability system. Districts and campuses must have at least 75 percent of the students tested pass each subject or demonstrate sufficient Required Improvement. The district or campus must also meet the standards for the Recognized rating on the completion and dropout indicators. See Accountability Rating.
Recommended Graduation Plan	The recommended high school graduation plan requires students entering grade 9 in 2007-2008 and thereafter, to successfully complete 26 credits, including courses in language arts, mathematics, science, social studies, a language other than English, physical education, health education, speech, technology applications, and fine arts in addition to meeting testing requirements.
School Year	Each school district must, by state law, operate so that the district provides for at least 180 days of instruction for students during the school or scholastic year, generally from September to June.
Special Education	Special Education is a program that serves students with disabilities. It offers instructional and related services for eligible students with cognitive, physical, and or emotional disabilities.
(TAKS) Texas Assessment of Knowledge and Skills	The primary statewide testing program implemented in 2003 designed to measure the extent to which a student in grades 3-11 has learned and is able to apply the defined knowledge and skills at each tested grade level. A student must meet the standard on the four Grade 11 exit level TAKS tests to receive a high school diploma from a Texas public high school.

(TAKS) Met Commended	Met Standard in LONESTAR TAKS reports refers to the Panel Recommended category representing satisfactory academic achievement. Students in this category performed at a level that was at or above the state passing standard for that test. In LONESTAR, "Met Standard" includes students in the met commended category.
(TAKS) Met Standard	Met Standard in LONESTAR TAKS reports refers to the Panel Recommended category representing satisfactory academic achievement. Students in this category performed at a level that was at or above the state passing standard for that test. In LONESTAR, "Met Standard" includes students in the met commended category.
(TAKS) Primary Plus First Retest	Refers to the original test administration and the first retest. Retests are given for reading and mathematics in grades 5 and 8. Prior to the 2009-2010 school year, retests were offered for Grade 3 in Reading (English and Spanish versions). School year 2008-2009 was the first year grade 8 retests were administered.
(TAKS) Retest	TAKS and TAKS Accommodated retests of some subjects at specific grade levels are provided to allow students additional opportunities to pass a test, thus allowing the student to be promoted to the next grade level. For Exit Level, a student is required to pass a total of four subject area tests to be eligible to receive a diploma from a Texas public high school. Retests are currently administered for the following grades/subjects: Grade 5 - Mathematics and Reading (English and Spanish versions), Grade 8 - Mathematics and Reading, Exit Level - English Language Arts, Mathematics, Science, and Social Studies. Note: Prior to the 2009-2010 school year, retests were offered for Grade 3 in Reading (English and Spanish versions). School year 2008-2009 was the first year grade 8 retests were administered.
Teacher FTE	The FTE count of personnel categorized as teachers, including special duty and permanent substitute teachers. See Full Time Equivalent.
Total Expenditures	Total outlays of money for all functions and objects, excluding actual expenditures used for the following: tuition transfers for grades or services not offered; the cost of reducing property wealth; Shared Services Arrangement (SSA) Funds used for payments from fiscal agents to member districts for services provided; and the Tax Increment Fund. Expenditures include Teacher Retirement System benefits paid by the state of Texas on behalf of employees in the districts.
Total Expenditures Per Student	Total expenditures divided by total students in membership per school year.
Total Revenue	Sum of local, intermediate, state taxes and federal program revenues.
Total Revenue Per Student	Total revenue divided by total students in membership per school year.
Total Students (Annual Dropout Rate)	Total number of students (used for annual dropout rate calculation) enrolled during the school year is a cumulative enrollment number based on attendance records. When the number of dropouts is not reported, the total number of students is presented in intervals of 15 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 135 and 149.

2011-12 Academic Excellence Indicator System

District Name: HIGGS CARTER KING GIFTED & TALENTE

District #: 015803

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District Name: HIGGS CARTER KING GIFTED &
 District #: 015803

Academic Excellence Indicator System
 2011-12 District Performance

Indicator:	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2012 Standard														
Grade 10														
Eng Lang Arts 2012	91%	91%	83%	*	78%	*	*	*	*	*	*	83%	*	*
Mathematics 2012	75%	72%	50%	*	56%	*	*	*	*	*	*	50%	*	*
Science 2012	75%	74%	50%	*	56%	*	*	*	*	*	*	50%	*	*
Soc Studies 2012	94%	94%	75%	*	89%	*	*	*	*	*	*	75%	*	*
All Tests 2012	65%	62%	42%	*	44%	*	*	*	*	*	*	42%	*	*
TAKS Met 2012 Standard														
^ Grade 11														
Eng Lang Arts 2012	93%	94%	80%	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2012	91%	90%	60%	*	*	*	*	*	*	*	*	*	*	*
Science 2012	93%	93%	80%	*	*	*	*	*	*	*	*	*	*	*
Soc Studies 2012	98%	98%	> 99%	*	*	*	*	*	*	*	*	*	*	*
All Tests 2012	85%	85%	60%	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	92%	92%	82%	*	85%	*	*	*	*	*	> 99%	81%	*	*
Mathematics 2012	82%	81%	53%	*	62%	*	*	*	*	*	60%	50%	*	*
Science 2012	84%	83%	59%	*	69%	*	*	*	*	*	80%	56%	*	*
Soc Studies 2012	96%	96%	82%	*	92%	*	*	*	*	*	> 99%	81%	*	*
All Tests 2012	75%	73%	47%	*	54%	*	*	*	*	*	60%	44%	*	*
TAKS Commended Performance (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	23%	23%	18%	*	23%	*	*	*	*	*	60%	19%	*	*
Mathematics 2012	25%	22%	6%	*	8%	*	*	*	*	*	20%	6%	*	*
Science 2012	22%	21%	18%	*	15%	*	*	*	*	*	20%	19%	*	*
Soc Studies 2012	51%	52%	35%	*	38%	*	*	*	*	*	40%	31%	*	*
All Tests 2012	10%	9%	< 1%	*	< 1%	*	*	*	*	*	< 1%	< 1%	*	*
TAKS-M Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	79%	78%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2012	66%	66%	*	*	*	*	*	*	*	*	*	*	*	*
Science 2012	55%	57%	*	*	*	*	*	*	*	*	*	*	*	*
Soc Studies 2012	66%	69%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests 2012	50%	49%	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Exit-Level Cumulative Pass Rate														
Class of 2012	93%	93%	*	*	*	*	*	*	*	*	*	*	*	*
Class of 2011 @	92%	91%	*	*	*	*	*	n/a	n/a	n/a	*	*	*	*
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	57%	58%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2012	50%	49%	14%	*	*	*	*	*	*	*	*	14%	*	*
Attendance Rate														
2010-11	95.7%	95.2%	95.8%	96.0%	95.7%	96.4%	-	-	-	-	95.2%	95.9%	96.6%	95.4%
2009-10	95.5%	94.9%	94.9%	95.1%	94.9%	93.3%	-	-	-	-	94.5%	94.9%	95.6%	95.0%
Annual Dropout Rate (Gr 7-8)														
2010-11	0.2%	0.3%	0.0%	0.0%	0.0%	*	-	-	-	-	*	0.0%	*	0.0%
Annual Dropout Rate (Gr 9-12)														
2010-11	2.4%	3.2%	8.1%	0.0%	10.3%	*	-	-	-	-	11.1%	5.9%	*	*

District Name: HIGGS CARTER KING GIFTE
 County Name: BEXAR
 District #: 015803

Academic Excellence Indicator System
 2011-12 District Profile

STUDENT INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	735	100.0%	4,978,120	100.0%
Students By Grade: Early Childhood Education	0	0.0%	13,231	0.3%
Pre-Kindergarten	311	42.3%	224,322	4.5%
Kindergarten	63	8.6%	379,093	7.6%
Grade 1	61	8.3%	392,017	7.9%
Grade 2	46	6.3%	383,181	7.7%
Grade 3	57	7.8%	379,079	7.6%
Grade 4	45	6.1%	375,473	7.5%
Grade 5	37	5.0%	377,502	7.6%
Grade 6	23	3.1%	372,602	7.5%
Grade 7	24	3.3%	365,903	7.4%
Grade 8	28	3.8%	360,027	7.2%
Grade 9	14	1.9%	393,268	7.9%
Grade 10	15	2.0%	346,573	7.0%
Grade 11	7	1.0%	322,783	6.5%
Grade 12	4	0.5%	293,066	5.9%
Ethnic Distribution: African American	74	10.1%	637,934	12.8%
Hispanic	604	82.2%	2,530,789	50.8%
White	45	6.1%	1,520,320	30.5%
American Indian	1	0.1%	22,224	0.4%
Asian	1	0.1%	176,755	3.6%
Pacific Islander	0	0.0%	6,227	0.1%
Two or More Races	10	1.4%	83,871	1.7%
Economically Disadvantaged	700	95.2%	3,008,464	60.4%
Non-Educationally Disadvantaged	35	4.8%	1,969,656	39.6%
Limited English Proficient (LEP)	33	4.5%	837,536	16.8%
Students w/Disciplinary Placements (2010-11)	0	0.0%	89,719	1.8%
At-Risk	59	8.0%	2,262,066	45.4%
Graduates (Class of 2011):				
Total Graduates	4	100.0%	290,581	100.0%
By Ethnicity (incl. Special Ed.):				
African American	1	25.0%	38,755	13.3%
Hispanic	3	75.0%	127,746	44.0%
White	0	0.0%	107,597	37.0%
American Indian	0	0.0%	1,430	0.5%
Asian	0	0.0%	10,468	3.6%
Pacific Islander	0	0.0%	406	0.1%
Two or More Races	0	0.0%	4,179	1.4%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	0	0.0%	57,772	19.9%
Recommended H.S. Pgm./DAP	4	100.0%	232,809	80.1%
Special Education Graduates	3	75.0%	26,142	9.0%

District Name: HIGGS CARTER KING GIFTE
 County Name: BEXAR
 District #: 015803

Academic Excellence Indicator System
 2011-12 District Profile

Retention Rates By Grade: Kindergarten	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
Grade 1	5.6%	2.2%	0.0%	10.3%
Grade 2	0.0%	4.7%	0.0%	8.8%
Grade 3	0.0%	2.8%	0.0%	4.0%
Grade 4	0.0%	1.9%	0.0%	1.7%
Grade 5	6.5%	1.0%	25.0%	0.9%
Grade 6	0.0%	1.2%	0.0%	1.1%
Grade 7	0.0%	0.7%	0.0%	1.0%
Grade 8	0.0%	1.0%	0.0%	1.2%
	0.0%	1.1%	0.0%	1.8%

Data Quality: PID Errors (student) Underreported Students	-----District-----		-----State-----	
	Count	Percent	Count	Percent
	0	0.0%	4,268	0.1%
	1	1.2%	8,149	0.4%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

	District	State
Elementary: Kindergarten	20.0	19.4
Grade 1	19.4	19.4
Grade 2	22.9	19.3
Grade 3	28.5	19.4
Grade 4	22.4	19.6
Grade 5	18.4	21.8
Grade 6	22.5	21.0
Mixed Grades	-	23.2
Secondary: English/Language Arts	15.2	17.3
Foreign Languages	8.0	19.0
Mathematics	11.1	17.8
Science	15.1	19.0
Social Studies	9.8	19.5

District Name: HIGGS CARTER KING GIFTE
 County Name: BEXAR
 District #: 015803

Academic Excellence Indicator System
 2011-12 District Profile

STAFF INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	54.0	100.0%	637,847.6	100.0%
Professional Staff:	50.0	92.6%	406,954.3	63.8%
Teachers	34.7	64.2%	324,144.6	50.8%
Professional Support	12.0	22.2%	57,782.9	9.1%
Campus Administration (School Leadership)	1.7	3.1%	18,480.5	2.9%
Central Administration	1.7	3.1%	6,546.3	1.0%
Educational Aides:	0.0	0.0%	58,114.0	9.1%
Auxiliary Staff:	4.0	7.4%	172,779.4	27.1%
Total Minority Staff:	43.0	79.6%	284,793.9	44.6%
Teachers by Ethnicity and Sex:				
African American	8.0	23.1%	29,897.0	9.2%
Hispanic	15.7	45.2%	79,115.8	24.4%
White	8.0	23.1%	205,476.3	63.4%
American Indian	1.0	2.9%	1,310.3	0.4%
Asian	1.0	2.9%	4,281.5	1.3%
Pacific Islander	0.0	0.0%	255.6	0.1%
Two or More Races	1.0	2.9%	3,808.1	1.2%
Males	5.0	14.4%	75,126.8	23.2%
Females	29.7	85.6%	249,017.7	76.8%
Teachers by Highest Degree Held:				
No Degree	6.0	17.3%	2,533.2	0.8%
Bachelors	25.0	72.1%	245,911.1	75.9%
Masters	3.7	10.6%	73,951.5	22.8%
Doctorate	0.0	0.0%	1,748.8	0.5%
Teachers by Years of Experience:				
Beginning Teachers	19.0	54.8%	14,993.4	4.6%
1-5 Years Experience	10.0	28.8%	92,933.8	28.7%
6-10 Years Experience	1.0	2.9%	72,188.9	22.3%
11-20 Years Experience	4.0	11.5%	86,121.9	26.6%
Over 20 Years Experience	0.7	1.9%	57,906.6	17.9%
Number of Students per Teacher:	21.2	n/a	15.4	n/a

District Name: HIGGS CARTER KING GIFTE
 County Name: BEXAR
 District #: 015803

Academic Excellence Indicator System
 2011-12 District Profile

STAFF INFORMATION (Continued)	-----District-----	-----State-----
Average Years Experience of Teachers:	3.4 yrs.	11.6 yrs.
Average Years Experience of Teachers with District:	0.9 yrs.	8.1 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$40,632	\$40,911
1-5 Years Experience	\$42,490	\$43,669
6-10 Years Experience	\$49,725	\$46,224
11-20 Years Experience	\$46,652	\$50,064
Over 20 Years Experience	\$65,870	\$58,031
Average Actual Salaries (regular duties only):		
Teachers	\$42,612	\$48,375
Professional Support	\$43,012	\$56,219
Campus Administration (School Leadership)	\$71,523	\$70,510
Central Administration	\$106,599	\$89,811
Turnover Rate for Teachers:	55.2%	12.6%
Instructional Staff Percent:	80.5%	64.1%
STAFF EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,127.0
Educational Aides	0.0	243.3
Auxiliary Staff	0.0	5,645.2
Contracted Instructional Staff:	0.0	1,645.5

TAX INFORMATION (CALENDAR YEAR 2011)	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	\$0.000	n/a	\$1.068
Interest and Sinking Fund #	n/a	\$0.000	n/a	\$0.176

Total Rate (sum of above)	n/a	\$0.000	n/a	\$1.244
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$0	n/a	\$1,690,489,426,471	n/a
Value Per Pupil @@	\$0	n/a	\$350,982	n/a
Value by Category				
Business	\$0	0.0%	\$639,734,150,838	33.4%
Residential	\$0	0.0%	\$1,038,335,809,563	54.3%
Land	\$0	0.0%	\$119,810,477,646	6.3%
Oil and Gas	\$0	0.0%	\$106,030,002,840	5.5%
Other	\$0	0.0%	\$9,779,930,582	0.5%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2010-11 audited)	\$1,142,603	n/a	\$8,258,499,819	n/a
Percent of Total Budgeted Expenditures (2011-12)	n/a	27.1%	n/a	21.8%

ACTUAL REVENUE INFORMATION (2010-11)

	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Source:									
Total Revenues	\$4,164,791	100.0%	\$5,993	\$5,438,795	100.0%	\$7,826	\$50,770,708,285	100.0%	\$10,339
Local Tax	\$0	0.0%	\$0	\$0	0.0%	\$0	\$20,648,735,864	40.7%	\$4,205
Other Local & Intermediate	\$157,058	3.8%	\$226	\$157,058	2.9%	\$226	\$2,031,853,322	4.0%	\$414
State +	\$4,007,733	96.2%	\$5,767	\$4,463,545	82.1%	\$6,422	\$22,049,377,762	43.4%	\$4,490
Federal	\$0	0.0%	\$0	\$818,192	15.0%	\$1,177	\$6,040,741,337	11.9%	\$1,230
Equity Transfers (excluded from revenues)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,034,195,645	n/a	\$211

ACTUAL EXPENDITURE INFORMATION (2010-11)

By Object:

Total Expenditures	\$4,122,704	100.0%	\$5,932	\$5,233,504	100.0%	\$7,530	\$54,733,921,383	100.0%	\$11,146
Payroll Costs	\$2,837,542	68.8%	\$4,083	\$3,470,496	66.3%	\$4,994	\$34,311,016,757	62.7%	\$6,987
Other Operating Costs	\$1,285,162	31.2%	\$1,849	\$1,763,008	33.7%	\$2,537	\$9,060,357,014	16.6%	\$1,845
Debt Service	\$0	0.0%	\$0	\$0	0.0%	\$0	\$5,344,363,919	9.8%	\$1,088
Capital Outlay	\$0	0.0%	\$0	\$0	0.0%	\$0	\$6,018,183,693	11.0%	\$1,226

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	\$4,109,192	100.0%	\$5,913	\$5,219,992	100.0%	\$7,511	\$42,804,942,407	100.0%	\$8,717
Instruction (11,95)	\$2,090,837	50.9%	\$3,008	\$2,647,008	50.7%	\$3,809	\$24,850,834,243	58.1%	\$5,061
Instructional-Related Services (12,13)	\$137,629	3.3%	\$198	\$149,687	2.9%	\$215	\$1,487,980,138	3.5%	\$303
Instructional Leadership (21)	\$111,413	2.7%	\$160	\$175,041	3.4%	\$252	\$633,188,477	1.5%	\$129
School Leadership (23)	\$245,180	6.0%	\$353	\$246,608	4.7%	\$355	\$2,416,161,985	5.6%	\$492
Support Services-Student (31,32,33)	\$7,602	0.2%	\$11	\$9,447	0.2%	\$14	\$2,050,747,085	4.8%	\$418
Student Transportation (34)	\$240,960	5.9%	\$347	\$338,627	6.5%	\$487	\$1,203,209,454	2.8%	\$245
Food Services (35)	\$1,786	0.0%	\$3	\$377,972	7.2%	\$544	\$2,299,738,035	5.4%	\$468
Cocurricular Activities (36)	\$2,946	0.1%	\$4	\$3,388	0.1%	\$5	\$1,156,668,526	2.7%	\$236
Central Administration (41,92 **)	\$668,569	16.3%	\$962	\$668,569	12.8%	\$962	\$1,336,156,478	3.1%	\$272
Plant Maintenance and Operations (51)	\$595,107	14.5%	\$856	\$596,482	11.4%	\$858	\$4,423,322,992	10.3%	\$901
Security and Monitoring Services (52)	\$7,163	0.2%	\$10	\$7,163	0.1%	\$10	\$330,934,637	0.8%	\$67
Data Processing Services (53)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$616,000,357	1.4%	\$125
Community Services (61)	\$13,512	n/a	\$19	\$13,512	n/a	\$19	\$209,373,294	n/a	\$43
Equity Transfers (excluded from expenditures)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,034,195,645	n/a	\$211
Instructional Expenditure Ratio (11,12,13,31)		53.6%						64.8%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2010-11)									
By Program:									
Total Operating Expenditures	\$2,592,661	100.0%	\$3,730	\$3,207,961	100.0%	\$4,616	\$32,209,900,270	100.0%	\$6,559
Bilingual/ESL Education (25)	\$13,522	0.5%	\$19	\$13,522	0.4%	\$19	\$1,150,211,353	3.6%	\$234
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,080,000,452	3.4%	\$220
Accelerated Education (24,30)	\$859,674	33.2%	\$1,237	\$1,055,200	32.9%	\$1,518	\$4,124,466,726	12.8%	\$840
Gifted & Talented Education (21)	\$1,335	0.1%	\$2	\$1,335	0.0%	\$2	\$406,931,100	1.3%	\$83
Regular Education (11)	\$1,648,668	63.6%	\$2,372	\$1,978,969	61.7%	\$2,847	\$18,850,503,238	58.5%	\$3,839
Special Education (23)	\$69,462	2.7%	\$100	\$158,935	5.0%	\$229	\$5,123,262,630	15.9%	\$1,043
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$796,806,151	2.5%	\$162
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$323,890,152	1.0%	\$66
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$353,828,468	1.1%	\$72

12/17/12

District Name: HIGGS CARTER KING GIFFE
County Name: BEXAR
District #: 015803

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2011-12 District Profile

PROGRAM INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	33	4.5%	809,074	16.3%
Career & Technical Education	0	0.0%	1,072,030	21.5%
Gifted & Talented Education	0	0.0%	381,706	7.7%
Special Education	28	3.8%	430,350	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	17,231.0	5.3%
Career & Technical Education	0.0	0.0%	13,232.7	4.1%
Compensatory Education	0.0	0.0%	9,285.6	2.9%
Gifted & Talented Education	0.0	0.0%	6,191.5	1.9%
Regular Education	34.7	100.0%	238,754.3	73.7%
Special Education	0.0	0.0%	28,977.2	8.9%
Other	0.0	0.0%	10,472.3	3.2%

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

District Name: HIGGS CARTER KING GIFTED &

2011-12 District Performance Report

District #: 015803

For Current Year LEP Students

Indicator:	State	Region 20	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
TAKS Met 2012 Standard (Sum of Grades 10 and 11)														
Eng Lang Arts 2012	92%	92%	82%	*	*	*	*	*	*	*	*	*	*	*
Mathematics 2012	82%	81%	53%	*	*	*	*	*	*	*	*	*	*	*
Science 2012	84%	83%	59%	*	*	*	*	*	*	*	*	*	*	*
Soc Studies 2012	96%	96%	82%	*	*	*	*	*	*	*	*	*	*	*
All Tests 2012	75%	73%	47%	*	*	*	*	*	*	*	*	*	*	*
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 10 and 11)														
Mathematics 2012	50%	49%	14%	*	*	*	*	*	*	*	*	*	*	*

'@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Glossary for more details.

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.

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

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

'-' Indicates zero observations reported for this group.

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

'#' The \$0.176 includes 213 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.222.

'@@" Not used for School Funding calculations.

'***' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.

'+' For this district, state revenue includes \$69,185 from the State Fiscal Stabilization Fund, distributed under the Federal American Recovery and Reinvestment Act.