2009-10 Academic Excellence Indicator System

District Name: AUSTIN ISD

Campus Name: PEASE EL

Campus #: 227901128

2010 Accountability Rating: Exemplary

Gold Performance Acknowledgments:
  Attendance (2008-09)
  Commended on Reading/ELA
  Commended on Writing
  Commended on Mathematics
  Commended on Science
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## TAKS Met 2010 Standard Grade 3 (English)

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### TAKS-M Met 2010 Standard (Sum of All Grades Tested)

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<thead>
<tr>
<th>Indicator</th>
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</thead>
<tbody>
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<tr>
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<td>Science</td>
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<td>All Tests</td>
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<td>Ed Disad LEP</td>
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</tbody>
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### TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)

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<thead>
<tr>
<th>Indicator</th>
<th>2010</th>
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<tbody>
<tr>
<td>Reading/ELA</td>
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</tr>
<tr>
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<td>91%</td>
</tr>
<tr>
<td>Science</td>
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<tr>
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<td>Ed Disad LEP</td>
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### TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2010</th>
<th>2009</th>
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</thead>
<tbody>
<tr>
<td>Reading/ELA</td>
<td>32%</td>
<td>28%</td>
</tr>
<tr>
<td>Mathematics</td>
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## 2010 TAKS Participation (Grades 3-11)

### Tested

<table>
<thead>
<tr>
<th>Indicator</th>
<th>State</th>
<th>District</th>
<th>Campus Group</th>
<th>Campus</th>
<th>African American Hispanic</th>
<th>White</th>
<th>Native American</th>
<th>Asian/Pacific Is</th>
<th>Male</th>
<th>Female</th>
<th>Special Ed</th>
<th>Econ</th>
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<th>LEP</th>
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<tbody>
<tr>
<td>By Test Version</td>
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<td>99.7%</td>
<td>99.3%</td>
<td>96.6%</td>
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<tr>
<td>Not on TAKS</td>
<td>7.8%</td>
<td>9.0%</td>
<td>7.7%</td>
<td>4.1%</td>
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<td>2.6%</td>
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<td>TAKS(Acc) Only</td>
<td>2.3%</td>
<td>1.8%</td>
<td>1.6%</td>
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<td>0.0%</td>
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</tr>
<tr>
<td>TAKS-M Only</td>
<td>3.3%</td>
<td>4.8%</td>
<td>2.9%</td>
<td>3.4%</td>
<td>13.8%</td>
<td>1.3%</td>
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<tr>
<td>TAKS-Alt Only</td>
<td>0.8%</td>
<td>0.9%</td>
<td>0.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
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<tr>
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<td>1.3%</td>
<td>1.5%</td>
<td>1.0%</td>
<td>0.7%</td>
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<td>1.3%</td>
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</tr>
</tbody>
</table>

### By Acct Status

| Indicator          | State | District | Campus Group | Campus | Acct System | Non-Acct System | Mobile | Non-Acct Test | TAKS Only | TAKS-M Only | TAKS-Alt Only | Combination | Not Tested | Absent | LEP Exempt | Other |
|--------------------|-------|----------|--------------|--------|-------------|-----------------|--------|---------------|------------|-------------|---------------|-------------|           |        |           |       |
| TAKS System        | 90.0% | 88.2%    | 89.3%        | 95.9%  | 82.8%       | 98.7%           | 100.0% | -             |            |            |               |             |            |        |           |       |
| Non-TAKS System    | 8.6%  | 9.3%     | 10.2%        | 3.4%   | 13.8%       | 1.3%            | 1.0%   | -             |            |            |               |             |            |        |           |       |
| Mobile             | 4.4%  | 3.6%     | 5.7%         | 0.0%   | 0.0%        | 0.0%            | 0.0%   | -             |            |            |               |             |            |        |           |       |
| Non-Acct Test      | 4.2%  | 5.7%     | 4.0%         | 3.4%   | 13.8%       | 1.3%            | 1.0%   | -             |            |            |               |             |            |        |           |       |
| Not Tested         | 1.4%  | 2.5%     | 0.3%         | 0.7%   | 3.4%        | 0.0%            | 0.0%   | -             |            |            |               |             |            |        |           |       |

### Total Count

- Tested: 3,175,337
- Not Tested: 123,000

## 2009 TAKS Participation (Grades 3-11)

### Tested

| Indicator          | State | District | Campus Group | Campus | Acct System | Non-Acct System | Mobile | Non-Acct Test | TAKS Only | TAKS-M Only | TAKS-Alt Only | Combination | Not Tested | Absent | LEP Exempt | Other |
|--------------------|-------|----------|--------------|--------|-------------|-----------------|--------|---------------|------------|-------------|---------------|-------------|           |        |           |       |
| TAKS System        | 90.8% | 88.7%    | 92.7%        | 97.9%  | 93.8%       | 98.6%           | 100.0% | -             |            |            |               |             |            |        |           |       |
| Non-TAKS System    | 7.7%  | 8.5%     | 7.0%         | 2.1%   | 6.3%        | 1.4%            | 0.0%   | -             |            |            |               |             |            |        |           |       |
| Mobile             | 4.4%  | 3.6%     | 5.7%         | 0.0%   | 0.0%        | 0.0%            | 0.0%   | -             |            |            |               |             |            |        |           |       |
| Non-Acct Test      | 4.2%  | 5.7%     | 4.0%         | 3.4%   | 13.8%       | 1.3%            | 1.0%   | -             |            |            |               |             |            |        |           |       |
| Not Tested         | 1.4%  | 2.5%     | 0.3%         | 0.7%   | 3.4%        | 0.0%            | 0.0%   | -             |            |            |               |             |            |        |           |       |

### Total Count

- Tested: 3,112,150
- Not Tested: 20,000
Progress of Prior Year TAKS Failers

Percent of Failers Passing TAKS (Sum of Grades 4-11)

| Reading/ELA | 2010 | 57% | 49% | 50% | 83% | *  | 80% | *  | *  | *  | *  | *  | *  | 80% | *  | *  | *  | *  |
|-------------|------|-----|-----|-----|-----|----|-----|    |    |    |    |    |    |    |    |    |    |    
| 2009        | 43%  | 37% | 41% | 40% | *   | *  | *   | *  | *  | *  | *  | *  | *  | *   | *  | *  | *  | *  |
| Mathematics  | 2010 | 43% | 38% | 47% | 60% | *  | *   | *  | *  | *  | *  | *  | *  | *   | *  | *  | *  | *  |
| 2009        | 36%  | 30% | 45% | 60% | 40% | *  | *   | *  | *  | *  | *  | *  | *  | 40%  | 80% | *  | *  | *  |

Average Vertical Scale Growth (Sum of Grades 4-8)

| Reading     | 2010 | 78  | 73  | 104 | 101 | *  | 93  | *  | *  | *  | 102 | *  | *  | *  | *  | *  | *  |
| Mathematics | 2010 | 70  | 69  | 91  | 78  | *  | *   | *  | *  | *  | *  | *  | *  | *   | *  | *  | *  | *  |

Student Success Initiative

Grade 5 Reading (English and Spanish)

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<th>2010</th>
<th>15%</th>
<th>18%</th>
<th>13%</th>
<th>11%</th>
<th>38%</th>
<th>5%</th>
<th>&lt; 1%</th>
<th>*</th>
<th>*</th>
<th>23%</th>
<th>4%</th>
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<th>&lt; 1%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>17%</td>
<td>22%</td>
<td>16%</td>
<td>14%</td>
<td>*</td>
<td>26%</td>
<td>&lt; 1%</td>
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<td>14%</td>
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<td>*</td>
<td>*</td>
</tr>
<tr>
<td>TAKS Cumulative Met Standard (First and Second Administrations)</td>
<td>2010</td>
<td>92%</td>
<td>89%</td>
<td>94%</td>
<td>97%</td>
<td>86%</td>
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<td>&gt; 99%</td>
<td>*</td>
<td>*</td>
<td>&gt; 99%</td>
<td>96%</td>
<td>*</td>
<td>&gt; 99%</td>
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<tr>
<td></td>
<td>2009</td>
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<td>87%</td>
<td>93%</td>
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<td>*</td>
<td>&gt; 99%</td>
<td>93%</td>
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TAKS Met Standard (Failed in Previous Year)

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<tbody>
<tr>
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<td>27%</td>
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Grade 5 Mathematics (English and Spanish)

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<th>18%</th>
<th>11%</th>
<th>8%</th>
<th>25%</th>
<th>5%</th>
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<th>*</th>
<th>7%</th>
<th>9%</th>
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<th>&lt; 1%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>16%</td>
<td>22%</td>
<td>12%</td>
<td>&lt; 1%</td>
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<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>*</td>
<td>*</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>TAKS Cumulative Met Standard (First and Second Administrations)</td>
<td>2010</td>
<td>92%</td>
<td>89%</td>
<td>95%</td>
<td>94%</td>
<td>86%</td>
<td>95%</td>
<td>&gt; 99%</td>
<td>*</td>
<td>*</td>
<td>&gt; 99%</td>
<td>91%</td>
<td>*</td>
<td>&gt; 99%</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>91%</td>
<td>87%</td>
<td>93%</td>
<td>&gt; 99%</td>
<td>*</td>
<td>&gt; 99%</td>
<td>&gt; 99%</td>
<td>*</td>
<td>*</td>
<td>&gt; 99%</td>
<td>99%</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

TAKS Met Standard (Failed in Previous Year)

<table>
<thead>
<tr>
<th>Promoted to Grade 6</th>
<th>2010</th>
<th>23%</th>
<th>21%</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>19%</td>
<td>17%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

English Language Learners Progress Indicator

(2011 Preview)

<p>| 2009-10 | 79% | 73% | 91% | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |
|---------|-----|-----|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2008-09 | 76% | 68% | 88% | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  | *  |</p>
<table>
<thead>
<tr>
<th>Indicator:</th>
<th>State</th>
<th>District</th>
<th>Campus Group</th>
<th>Campus</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>Native American</th>
<th>Asian/Pacific Is</th>
<th>Male</th>
<th>Female</th>
<th>Special Ed</th>
<th>Econ Disad</th>
<th>LEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate</td>
<td>2008-09</td>
<td>95.6%</td>
<td>94.3%</td>
<td>96.7%</td>
<td>97.3%</td>
<td>97.2%</td>
<td>97.5%</td>
<td>-</td>
<td>*</td>
<td>97.3%</td>
<td>97.3%</td>
<td>97.6%</td>
<td>97.0%</td>
<td>97.6%</td>
</tr>
<tr>
<td></td>
<td>2007-08</td>
<td>95.5%</td>
<td>94.1%</td>
<td>96.5%</td>
<td>97.3%</td>
<td>97.7%</td>
<td>97.3%</td>
<td>-</td>
<td>*</td>
<td>97.2%</td>
<td>97.4%</td>
<td>98.1%</td>
<td>97.2%</td>
<td>*</td>
</tr>
</tbody>
</table>
## STUDENT INFORMATION

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Grade 8</th>
<th>Grade 7</th>
<th>Grade 6</th>
<th>Grade 5</th>
<th>Grade 3</th>
<th>Grade 2</th>
<th>Grade 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>0.0%</td>
<td>20.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Percent</td>
<td>1.0%</td>
<td>0.9%</td>
<td>2.1%</td>
<td>1.9%</td>
<td>2.4%</td>
<td>2.1%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

### Kindergarten

- Count: 2.9%
- Percent: 1.0%

### Retention Rates by Grade:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Campus Group</th>
<th>District</th>
<th>State</th>
<th>Campus Group</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>2.9%</td>
<td>1.9%</td>
<td>2.4%</td>
<td>-</td>
<td>12.9%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Grade 1</td>
<td>0.0%</td>
<td>3.8%</td>
<td>5.3%</td>
<td>-</td>
<td>12.8%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Grade 2</td>
<td>0.0%</td>
<td>2.1%</td>
<td>3.0%</td>
<td>0.0%</td>
<td>7.3%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Grade 3</td>
<td>0.0%</td>
<td>2.1%</td>
<td>2.3%</td>
<td>0.0%</td>
<td>1.6%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Grade 4</td>
<td>0.0%</td>
<td>1.2%</td>
<td>1.2%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Grade 5</td>
<td>0.0%</td>
<td>2.5%</td>
<td>0.7%</td>
<td>0.0%</td>
<td>0.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Grade 6</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.8%</td>
<td>0.0%</td>
<td>3.1%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>-</td>
<td>0.8%</td>
<td>1.2%</td>
<td>-</td>
<td>0.0%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>-</td>
<td>0.7%</td>
<td>1.4%</td>
<td>-</td>
<td>0.7%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>
### CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

<table>
<thead>
<tr>
<th>Class Size Averages by Grade and Subject:</th>
<th>Campus</th>
<th>Group</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary: Kindergarten</td>
<td>17.5</td>
<td>19.2</td>
<td>19.1</td>
<td>19.3</td>
</tr>
<tr>
<td>Grade 1</td>
<td>16.5</td>
<td>19.3</td>
<td>18.5</td>
<td>19.1</td>
</tr>
<tr>
<td>Grade 2</td>
<td>18.0</td>
<td>18.8</td>
<td>18.3</td>
<td>19.2</td>
</tr>
<tr>
<td>Grade 3</td>
<td>17.0</td>
<td>18.6</td>
<td>17.6</td>
<td>19.3</td>
</tr>
<tr>
<td>Grade 4</td>
<td>18.5</td>
<td>19.5</td>
<td>17.8</td>
<td>19.9</td>
</tr>
<tr>
<td>Grade 5</td>
<td>19.0</td>
<td>22.5</td>
<td>22.0</td>
<td>22.4</td>
</tr>
<tr>
<td>Grade 6</td>
<td>19.0</td>
<td>21.3</td>
<td>17.7</td>
<td>21.1</td>
</tr>
<tr>
<td>Mixed Grades</td>
<td>-</td>
<td>36.2</td>
<td>-</td>
<td>24.7</td>
</tr>
<tr>
<td>Secondary: English/Language Arts</td>
<td>-</td>
<td>12.5</td>
<td>16.5</td>
<td>17.8</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>-</td>
<td>-</td>
<td>18.8</td>
<td>19.4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>-</td>
<td>6.8</td>
<td>17.2</td>
<td>18.5</td>
</tr>
<tr>
<td>Science</td>
<td>-</td>
<td>8.7</td>
<td>17.8</td>
<td>19.3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>-</td>
<td>17.0</td>
<td>18.4</td>
<td>20.4</td>
</tr>
</tbody>
</table>
### Staff Information

<table>
<thead>
<tr>
<th>STAFF INFORMATION</th>
<th>County</th>
<th>Percent</th>
<th>Group</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Staff:</td>
<td>21.5</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Professional Staff:</td>
<td>21.0</td>
<td>97.7%</td>
<td>82.0%</td>
<td>64.6%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Teachers</td>
<td>18.0</td>
<td>83.9%</td>
<td>69.6%</td>
<td>51.6%</td>
<td>50.5%</td>
</tr>
<tr>
<td>Professional Support</td>
<td>2.0</td>
<td>9.1%</td>
<td>8.7%</td>
<td>8.5%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Campus Admin. (School Leader.)</td>
<td>1.0</td>
<td>4.7%</td>
<td>3.7%</td>
<td>3.9%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Educational Aides:</td>
<td>0.5</td>
<td>2.3%</td>
<td>18.0%</td>
<td>7.1%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Total Minority Staff:</td>
<td>3.0</td>
<td>14.0%</td>
<td>28.8%</td>
<td>49.5%</td>
<td>43.9%</td>
</tr>
</tbody>
</table>

### Teachers By Ethnicity and Sex:

<table>
<thead>
<tr>
<th>Ethnicity and Sex</th>
<th>Count</th>
<th>Percent</th>
<th>Group</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>0.0</td>
<td>0.0%</td>
<td>4.4%</td>
<td>7.5%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.0</td>
<td>11.1%</td>
<td>18.6%</td>
<td>26.3%</td>
<td>22.5%</td>
</tr>
<tr>
<td>White</td>
<td>15.0</td>
<td>83.3%</td>
<td>75.8%</td>
<td>64.0%</td>
<td>66.4%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.0</td>
<td>0.0%</td>
<td>0.5%</td>
<td>0.1%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>1.0</td>
<td>5.6%</td>
<td>0.7%</td>
<td>2.1%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Males</td>
<td>1.0</td>
<td>5.6%</td>
<td>8.2%</td>
<td>23.2%</td>
<td>23.0%</td>
</tr>
<tr>
<td>Females</td>
<td>17.0</td>
<td>94.4%</td>
<td>91.8%</td>
<td>76.8%</td>
<td>77.0%</td>
</tr>
</tbody>
</table>

### Teachers by Years of Experience:

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Count</th>
<th>Percent</th>
<th>Group</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>0.0</td>
<td>0.0%</td>
<td>6.3%</td>
<td>5.4%</td>
<td>6.0%</td>
</tr>
<tr>
<td>1-5 Years Experience</td>
<td>6.0</td>
<td>33.3%</td>
<td>32.5%</td>
<td>33.9%</td>
<td>31.0%</td>
</tr>
<tr>
<td>6-10 Years Experience</td>
<td>5.0</td>
<td>27.8%</td>
<td>20.5%</td>
<td>19.1%</td>
<td>20.3%</td>
</tr>
<tr>
<td>11-20 Years Experience</td>
<td>6.0</td>
<td>33.3%</td>
<td>22.7%</td>
<td>22.6%</td>
<td>24.4%</td>
</tr>
<tr>
<td>Over 20 Years Experience</td>
<td>1.0</td>
<td>5.6%</td>
<td>18.0%</td>
<td>19.0%</td>
<td>18.3%</td>
</tr>
</tbody>
</table>

### Average Years Experience of Teachers:

- **Campus:** 9.2 yrs.
- **Campus Group:** 10.8 yrs.
- **District:** 11.2 yrs.
- **State:** 11.3 yrs.

### Average Years Experience of Teachers with District:

- **Campus:** 6.8 yrs.
- **Campus Group:** 7.6 yrs.
- **District:** 8.4 yrs.
- **State:** 7.6 yrs.

### Average Teacher Salary by Years of Experience:

- **Beginning Teachers:** $42,378
- **1-5 Years Experience:** $43,310
- **6-10 Years Experience:** $45,275
- **11-20 Years Experience:** $46,798
- **Over 20 Years Experience:** $51,925

### Average Actual Salaries (regular duties only):

- **Teachers:** $44,796
- **Professional Support:** $52,125
- **Campus Administration (School Leadership):** $84,436

### Contracted Instructional Staff (not incl. above): 0.0

### Total Students: 251

### School Type: Elementary
### Actual Operating Expenditure Information

#### (2008-09)

<table>
<thead>
<tr>
<th>Fund</th>
<th>General</th>
<th>Percent</th>
<th>Per Student</th>
<th>Total Operating Expenditures</th>
<th>Percent</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>$1,627,063</td>
<td>100.0%</td>
<td>$6,406</td>
<td>$1,804,681</td>
<td>100.0%</td>
<td>$7,105</td>
</tr>
<tr>
<td>Instruction (11,95)</td>
<td>$1,094,330</td>
<td>67.3%</td>
<td>$4,308</td>
<td>$1,108,305</td>
<td>61.4%</td>
<td>$4,363</td>
</tr>
<tr>
<td>Instructional-Related Services (12,13)</td>
<td>$103,543</td>
<td>6.4%</td>
<td>$408</td>
<td>$104,043</td>
<td>5.8%</td>
<td>$410</td>
</tr>
<tr>
<td>Instructional Leadership (21)</td>
<td>$25,599</td>
<td>1.6%</td>
<td>$102</td>
<td>$25,599</td>
<td>1.4%</td>
<td>$102</td>
</tr>
<tr>
<td>School Leadership (23)</td>
<td>$189,092</td>
<td>11.6%</td>
<td>$744</td>
<td>$224,282</td>
<td>12.4%</td>
<td>$883</td>
</tr>
<tr>
<td>Support Services-Student (31,32,33)</td>
<td>$46,466</td>
<td>2.9%</td>
<td>$183</td>
<td>$46,466</td>
<td>2.6%</td>
<td>$183</td>
</tr>
<tr>
<td>Other Campus Costs (35,36,51,52,53)</td>
<td>$167,736</td>
<td>10.3%</td>
<td>$660</td>
<td>$295,689</td>
<td>16.4%</td>
<td>$1,164</td>
</tr>
</tbody>
</table>

#### By Program:

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Operating Expenditures</th>
<th>Percent</th>
<th>Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/ESL Education (25)</td>
<td>$459,327</td>
<td>100.0%</td>
<td>$5,745</td>
</tr>
<tr>
<td>Career &amp; Technical Education (22)</td>
<td>$48,508</td>
<td>3.3%</td>
<td>$191</td>
</tr>
<tr>
<td>Accelerated Education (24,30)</td>
<td>$1,295,722</td>
<td>88.8%</td>
<td>$5,101</td>
</tr>
<tr>
<td>Regular Education (11)</td>
<td>$1,295,722</td>
<td>88.8%</td>
<td>$5,101</td>
</tr>
<tr>
<td>Other (26,28,29)</td>
<td>$115,097</td>
<td>7.9%</td>
<td>$453</td>
</tr>
</tbody>
</table>

### Program Information

#### Student Enrollment by Program:

<table>
<thead>
<tr>
<th>Count</th>
<th>Campus Group</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bilingual/ESL Education</td>
<td>5</td>
<td>15.8%</td>
</tr>
<tr>
<td></td>
<td>Career &amp; Technical Education</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Gifted &amp; Talented Education</td>
<td>16</td>
<td>4.6%</td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td>7</td>
<td>2.8%</td>
</tr>
</tbody>
</table>

#### Teachers by Program (population served):

<table>
<thead>
<tr>
<th>Count</th>
<th>Campus Group</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bilingual/ESL Education</td>
<td>0.0</td>
<td>6.6%</td>
</tr>
<tr>
<td></td>
<td>Career &amp; Technical Education</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>Compensatory Education</td>
<td>0.0</td>
<td>4.0%</td>
</tr>
<tr>
<td></td>
<td>Gifted &amp; Talented Education</td>
<td>0.0</td>
<td>1.6%</td>
</tr>
<tr>
<td></td>
<td>Regular Education</td>
<td>17.0</td>
<td>94.4%</td>
</tr>
<tr>
<td></td>
<td>Special Education</td>
<td>1.0</td>
<td>5.6%</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>0.0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

---

*'?* 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.

---

District Name: AUSTIN ISD
Campus Name: PEASE EL
Campus #: 227901128

T E X A S  E D U C A T I O N  A G E N C Y

Academic Excellence Indicator System

2009-10 Campus Profile

Total Students: 251
Grade Span: KG - 06
School Type: Elementary

---

QUESTION MARK: Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

ASTERISK: Indicates results are masked due to small numbers to protect student confidentiality.

MINUS SIGN: Indicates zero observations reported for this group.

N/A: Indicates data reporting is not applicable for this group.