
Contextual Factors

Cy-Fair High School

Brittney Carrington

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CUIN 3013

Dr. Hansen

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Contextual factors

Community, District, and School Factors

Cy-Fair High School is located within the Cy-Fair Independent School District in the growing city of Cypress, Texas. Cy- Fair ISD is located in the Harris County jurisdiction .The city of Cypress is located off of highway 290 which is about 20 miles northwest of Houston. As of 2012, the population of Cypress, Texas currently sits at 56,826 people and growing. The city's population has almost quadrupled over the last decade growing over 399.09 percent, according to best places. As stated in home facts, the city of Cypress is composed of 74% Caucasian, 10% African American, 7% Asian and 9% a mixture of others. These demographics help explain the higher than average income within this area of living.

good information

Cy-Fair ISD is composed of 84 campuses and is third largest district within the state of Texas. As Reported in the 2010-2011 AEIS Report, CY- Fair High School was classified as a Recognized campus. Cy-Fair High has a current enrollment of 3,434 students as of fall 2012. The goal of the campus is to provide a safe and productive learning environment where all students will be engaged in relevant and rigorous course work to prepare them to be productive citizens. Within this campus 25.2% of the student body is considered to be economically disadvantaged.

This comes from a campus that has a racial demographic that consist of 51.8% Caucasian, 24.6% Hispanic, 11.8% African American, 8.7% Asian, 2.7% two or more races, 0.3% Native American, and 0.1% Pacific Islander. ✓

Classroom Factors

This particular Health class was located on the back wing of the high school near the gym and athletic rooms. The classroom was set up with desk² in 4 rows of 7. There were also two desks that set off to the left of the classroom for extra seating. This class is set up where each student is directly facing the front board of the class. There is one long white dry erase board; the left portion of the board contains the bell schedule along with the week's agenda for the students. The agenda contains the unit they are going to cover, what assignments they would be doing each particular day, and any homework assignments they may have to complete. On each students desk there is a copy of the Health textbook they will use for that course. The seating arrangement the students have was made at the beginning of the year by the students. They were to pick the seat they would want to sit in for the remaining of the semester. The teacher's desk in this class sits to the left of the class in the corner where he is visible to all students. ✓

Along the wall on the right side of the room, contains work done by students from each class. They were to design a poster of what they wanted their career to be and goals they had for their selves in the future. The back of the classroom contained cabinets and shelves for the students to keep any extra material they might need to use for classroom projects and assignments, and for the storage of the textbooks at the end of the day. On top of the shelves the teacher has assigned a designated area with trays for each class period to turn in any assignments. ✓

great detail

they may have due. Posted on the shelves of this classroom are the classroom guidelines and expectations, fire and emergency evacuation plans, and events occurring within the school.

Because this is a high school, the students schedules are ^{divided} ~~broke~~ into six to seven classes ⁵ period and a lunch period in between. The first class of the day begins at 7:30 am and the dismissal bell rings at 2:30 pm. Each class is scheduled for 51 minutes, each with a five minute time frame for class change in between. Because of this, it is very important the teacher utilizes there time well during each class period.

Technology within this school is impeccable. In each class the teacher is provided with their own computer. On each teacher computer there is the cy-fair program provided for them to take role, input grades, and communicate with students and parents. Also in this class there are two computers for student access if quick research needs to be done. Other technology included in the class is TV, DVD player, and a smart board. There are also two major computer labs and a library with computer access located on the campus as well for student access. All these features help with classroom interaction and including updating styles of teaching.

Student Characteristics

Within this fifth period Health class it ranges from grades 9-12. This class is one of the smaller classes the teacher has. There are a total of 18 students in this class, 13 girls and 5 boys. The racial demographic breakdown in tells 44% African American, 33% Hispanic, 11% Asian, 8% Caucasians, and 4% a mixture of others. This is a regular placed class; however, there is one student in this class who has small ESL learning disability being from Argentina. He has learned the English language very well and needs little to no help with completing assignments. Also, there is one student with a learning disability and the teacher has to evaluate the student's

From
AEIS
report

performance and progress every six weeks and report it to the director of instruction and guidance counselor.

Most students within this class are on level or above with this course. There are about four students in this class who are also in advanced placement program in the class as well. The students in this class range in age between 13 and 17 are majority going through Erik Erikson's identity versus role confusion stage of development. You can tell this by some of the actions and decisions that they are making. *For example ...* You have students who are heavily involved with school activities and those who chose not to participate. Also, you can tell by the students they hang around, there are students who chose to associate kids of the same age, and there are also those who chose to hang with students that are older or younger than they are.

Instructional Implications

One important factor with dealing with students in high school is to find new ways to teach things. High school students tend to not focus on detail very much, but more with hands on and how it relates to real life. For example, when talking about drinking and driving and the effect it has on your body and your impairment with all the technology in the world today the teacher was able to give real life examples. Different videos of a people who were involved in drunk driver accidents and the effects it had on them and their future were shown. Another idea that I would use to keep my class interactive and more hands on is I would provide them with visual impaired goggles to show them the effects on their vision at different stages with alcohol in their system. By this area being one with a small economically disadvantaged group of students it is easier to find and create differentiated activities for the students. These activity gives the students the chance to experience what effects can happen to them because there may

great idea

be students who believe that things like this will not happen to them, and you do not want your students to go out and experiment with things that can potentially put them in danger. ✓

Each week different videos and interactive assignments are completed within the class to help cover the unit they are going over. After each unit, the student is given an assessment to evaluate the comprehension of what was taught during each unit. ✓ Also, the class is given one major grade assignment after each unit as well to display what they learned during the unit that was covered. For the students with ESL and learning disabilities they are also given the same assignments they are able to take them to their help teacher and are given extra time if needed to complete those assignments. This helps keep the class all on the same level, and gives them opportunity to express their outlooks on the unit based off what they have learned and apply it to their prior knowledge. ✓

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Texas Education Agency | Performance Reporting

District Name: CYPRESS-FAIRBANKS ISD
 Campus Name: CY-FAIR HIGH SCHOOL
 Campus #: 101907002

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System

2010-11 Campus Performance

2011 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Advanced Academic Courses (2009-10)
 College-Ready Graduates (Class of 2010)
 Texas Success Initiative (TSI) ELA
 Texas Success Initiative (TSI) Mathematics
 Commended on Social Studies

Section 1

Total Students: 3

Grade Span: 09 - 1

School Type: Second

		State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad
TAKS Met 2011 Standard Grade 9														
Reading	2011	89%	92%	94%	95%	93%	90%	97%	*	98%	*	> 99%	89%	88%
	2010	92%	95%	95%	95%	95%	97%	> 99%	*	99%	*	90%	91%	94%
Mathematics	2011	72%	78%	84%	86%	68%	78%	91%	*	98%	*	96%	63%	74%
	2010	72%	78%	78%	89%	81%	80%	94%	*	97%	*	90%	69%	79%
All Tests	2011	69%	76%	82%	84%	65%	75%	90%	*	97%	*	96%	61%	70%
	2010	70%	77%	77%	89%	80%	80%	93%	*	96%	*	90%	68%	78%
TAKS Met 2011 Standard Grade 10														
Eng Lang Arts	2011	91%	95%	95%	97%	95%	96%	98%	*	97%	*	> 99%	83%	95%
	2010	91%	94%	94%	95%	91%	91%	96%	> 99%	> 99%	*	> 99%	73%	90%
Mathematics	2011	75%	80%	85%	87%	77%	81%	90%	*	96%	*	92%	66%	80%
	2010	75%	81%	81%	89%	84%	83%	91%	> 99%	> 99%	*	83%	63%	85%
Science	2011	76%	83%	88%	90%	78%	86%	94%	*	96%	*	> 99%	70%	83%
	2010	75%	83%	83%	90%	86%	81%	93%	> 99%	97%	*	92%	60%	82%
Soc Studies	2011	93%	97%	97%	98%	97%	98%	99%	*	> 99%	*	> 99%	85%	98%
	2010	93%	96%	95%	98%	98%	96%	99%	> 99%	> 99%	*	> 99%	90%	98%
All Tests	2011	65%	73%	78%	82%	67%	75%	86%	80%	93%	*	92%	48%	72%
	2010	65%	74%	73%	83%	75%	71%	87%	> 99%	97%	*	83%	42%	73%
TAKS Met 2011 Standard Grade 11														
Eng Lang Arts	2011	94%	97%	98%	99%	> 99%	97%	99%	> 99%	> 99%	*	> 99%	98%	98%
	2010	93%	96%	95%	97%	93%	95%	99%	*	96%	*	> 99%	86%	93%
Mathematics	2011	90%	93%	94%	96%	90%	94%	97%	> 99%	> 99%	*	> 99%	81%	96%
	2010	88%	91%	91%	95%	88%	94%	97%	*	96%	*	> 99%	69%	90%
Science	2011	90%	94%	96%	98%	96%	87%	98%	> 99%	98%	*	> 99%	83%	95%
	2010	90%	93%	94%	96%	86%	95%	98%	*	98%	*	> 99%	77%	88%
Soc Studies	2011	98%	99%	99%	99%	99%	97%	> 99%	> 99%	> 99%	*	> 99%	93%	99%
	2010	97%	98%	98%	99%	98%	99%	99%	*	> 99%	*	> 99%	92%	98%
All Tests	2011	84%	89%	92%	92%	87%	83%	96%	> 99%	98%	*	> 99%	67%	91%
	2010	81%	87%	86%	91%	75%	89%	96%	*	95%	*	> 99%	53%	80%
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator %)														
Reading/ELA	2011	90%	93%	96%	97%	96%	94%	98%	> 99%	98%	*	> 99%	90%	93%
	2010	90%	93%	95%	97%	93%	94%	98%	91%	n/a	n/a	n/a	82%	93%
Mathematics	2011	84%	88%	88%	89%	78%	83%	92%	93%	98%	*	96%	71%	82%
	2010	84%	88%	83%	91%	85%	84%	94%	91%	n/a	n/a	n/a	66%	84%
Science	2011	83%	88%	90%	93%	86%	86%	96%	> 99%	97%	*	> 99%	77%	88%
	2010	82%	89%	88%	93%	87%	87%	95%	> 99%	n/a	n/a	n/a	68%	85%
Soc Studies	2011	95%	98%	98%	99%	98%	98%	99%	> 99%	> 99%	*	> 99%	89%	98%
	2010	94%	97%	97%	99%	98%	97%	99%	> 99%	n/a	n/a	n/a	91%	98%
All Tests	2011	76%	81%	84%	86%	73%	77%	90%	93%	96%	*	96%	59%	76%
	2010	76%	82%	79%	88%	78%	79%	92%	91%	n/a	n/a	n/a	54%	77%
TAKS Commended Performance (Sum of All Grades Tested)														
Reading/ELA	2011	33%	38%	31%	36%	26%	26%	40%	23%	52%	*	45%	21%	22%
	2010	32%	38%	28%	38%	24%	30%	42%	33%	52%	*	49%	13%	24%
Mathematics	2011	29%	35%	30%	34%	16%	19%	40%	29%	63%	*	46%	13%	15%
	2010	28%	35%	25%	36%	18%	25%	39%	33%	64%	*	47%	9%	17%
Science	2011	30%	37%	31%	33%	18%	23%	37%	45%	54%	*	46%	15%	18%
	2010	28%	37%	21%	33%	12%	16%	33%	43%	49%	*	26%	9%	13%
Soc Studies	2011	47%	60%	61%	73%	58%	64%	78%	73%	87%	*	85%	31%	56%
	2010	45%	59%	52%	71%	51%	62%	76%	> 99%	85%	*	74%	29%	52%
All Tests	2011	16%	20%	16%	19%	11%	9%	22%	13%	39%	*	24%	7%	8%
	2010	16%	20%	16%	19%	11%	9%	22%	13%	39%	*	24%	7%	8%

		2010	15%	20%	11%	20%	8%	12%	22%	33%	40%	*	27%	3%	8%
TAKS-M Met 2011 Standard (Sum of All Grades Tested)															
Reading/ELA	2011	86%	90%	86%	89%	89%	> 99%	> 99%	*	*	*	*	98%	94%	>
	2010	85%	90%	83%	91%	91%	> 99%	86%	*	*	*	*	91%	95%	
Mathematics	2011	77%	84%	69%	80%	85%	81%	75%	*	*	*	*	80%	85%	
	2010	75%	83%	66%	77%	85%	75%	72%	*	*	*	*	77%	86%	
Science	2011	60%	66%	65%	75%	75%	75%	88%	*	*	*	*	79%	85%	
	2010	58%	58%	58%	55%	57%	71%	38%	*	*	*	*	55%	45%	
Soc Studies	2011	68%	80%	76%	81%	88%	60%	> 99%	*	*	*	*	81%	85%	
	2010	67%	74%	67%	74%	67%	83%	71%	*	*	*	*	74%	70%	
All Tests	2011	66%	73%	61%	68%	69%	58%	76%	*	*	*	*	68%	73%	
	2010	64%	70%	56%	66%	69%	67%	63%	*	*	*	*	66%	71%	

TAKS-Alt Met 2011 Standard (Sum of All Grades and Subjects Tested)

All Tests	2011	97%	99%	> 99%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	>
All Tests	2010	93%	99%	> 99%	> 99%	> 99%	> 99%	> 99%	*	*	*	*	> 99%	> 99%	

2011 TAKS Participation (Grades 3-11)

Tested		98.6%	98.8%	98.8%	98.8%	100.0%	98.0%	99.1%	100.0%	97.4%	*	98.1%	96.4%	97.0%
By Test Version														
TAKS (1 or more)		91.0%	93.6%	92.8%	95.0%	92.0%	93.8%	95.9%	92.9%	96.9%	*	98.1%	28.1%	90.8%
Not on TAKS		7.6%	5.2%	6.0%	3.8%	8.0%	4.3%	3.2%	7.1%	0.4%	*	0.0%	68.3%	6.3%
TAKS(Acc) Only		2.4%	1.3%	2.1%	0.9%	0.7%	0.7%	1.3%	0.0%	0.0%	*	0.0%	16.5%	1.0%
TAKS-M Only		3.1%	2.2%	2.0%	1.7%	4.7%	2.3%	1.1%	7.1%	0.0%	*	0.0%	31.7%	3.5%
TAKS-Alt Only		0.9%	0.9%	0.7%	0.7%	1.7%	0.5%	0.5%	0.0%	0.4%	*	0.0%	12.2%	1.4%
Combination		1.3%	0.8%	0.9%	0.4%	1.0%	0.8%	0.2%	0.0%	0.0%	*	0.0%	7.9%	0.3%
By Acct Status														
Acct System		94.0%	95.3%	95.1%	95.8%	91.7%	94.2%	97.4%	100.0%	97.4%	*	94.2%	88.5%	93.2%
Non-Acct System		4.6%	3.5%	3.7%	2.9%	8.3%	3.8%	1.7%	0.0%	0.0%	*	3.8%	7.9%	3.8%
Mobile		4.6%	3.5%	3.6%	2.9%	8.3%	3.8%	1.7%	0.0%	0.0%	*	3.8%	7.9%	3.8%
Non-Acct Test		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%
Not Tested		1.4%	1.2%	1.2%	1.2%	0.0%	2.0%	0.9%	0.0%	2.6%	*	1.9%	3.6%	3.0%
Absent		0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	*	0.0%	0.7%	0.3%
LEP Exempt		0.9%	0.9%	0.4%	0.6%	0.0%	1.5%	0.0%	0.0%	2.6%	*	0.0%	0.0%	1.9%
Other		0.4%	0.3%	0.6%	0.5%	0.0%	0.5%	0.7%	0.0%	0.0%	*	1.9%	2.9%	0.7%
Total Count		3,231,780	71,238	1,435	2,501	301	608	1,313	14	229	3	52	139	573

2010 TAKS Participation (Grades 3-11)

Tested		98.6%	98.8%	99.0%	98.7%	99.0%	96.6%	99.2%	100.0%	100.0%	*	100.0%	97.1%	96.7%
By Test Version														
TAKS (1 or more)		90.8%	93.8%	91.8%	95.0%	92.5%	93.7%	96.0%	100.0%	99.0%	*	94.7%	47.4%	91.9%
Not on TAKS		7.8%	5.0%	6.9%	3.5%	6.5%	2.9%	3.2%	0.0%	1.0%	*	5.3%	49.7%	4.8%
TAKS(Acc) Only		2.3%	1.2%	2.4%	1.0%	1.3%	0.3%	1.2%	0.0%	0.5%	*	5.3%	14.6%	0.7%
TAKS-M Only		3.3%	2.1%	2.4%	1.5%	3.6%	1.9%	1.1%	0.0%	0.0%	*	0.0%	21.1%	2.9%
TAKS-Alt Only		0.8%	0.9%	0.6%	0.7%	1.3%	0.3%	0.5%	0.0%	0.5%	*	0.0%	9.4%	0.9%
Combination		1.3%	0.8%	1.1%	0.3%	0.3%	0.3%	0.4%	0.0%	0.0%	*	0.0%	4.7%	0.3%
By Acct Status														
Acct System		90.0%	92.4%	91.9%	93.9%	87.9%	92.0%	95.7%	100.0%	99.5%	*	97.4%	63.2%	90.2%
Non-Acct System		8.6%	6.4%	7.1%	4.7%	11.1%	4.6%	3.5%	0.0%	0.5%	*	2.6%	33.9%	6.5%
Mobile		4.4%	3.4%	3.8%	2.6%	6.2%	2.4%	1.8%	0.0%	0.0%	*	2.6%	2.9%	2.8%
Non-Acct Test		4.2%	3.0%	3.2%	2.2%	4.9%	2.2%	1.7%	0.0%	0.5%	*	0.0%	31.0%	3.8%
Not Tested		1.4%	1.2%	1.0%	1.3%	1.0%	3.4%	0.8%	0.0%	0.0%	*	0.0%	2.9%	3.3%
Absent		0.1%	0.1%	0.1%	0.4%	0.3%	0.9%	0.3%	0.0%	0.0%	*	0.0%	1.8%	1.0%
LEP Exempt		0.9%	0.9%	0.3%	0.4%	0.3%	1.5%	0.0%	0.0%	0.0%	*	0.0%	0.0%	1.5%
Other		0.4%	0.2%	0.5%	0.5%	0.3%	1.0%	0.5%	0.0%	0.0%	*	0.0%	1.2%	0.7%
Total Count		3,175,337	69,704	1,402	2,455	307	588	1,306	9	198	1	38	171	581

Progress of Prior Year TAKS Failers

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

Reading/ELA	2011	47%	55%	63%	78%	> 99%	60%	76%	*	*	*	*	89%	81%	
	2010	50%	56%	61%	67%	90%	50%	76%	*	*	*	*	70%	59%	
Mathematics	2011	42%	43%	52%	47%	40%	48%	52%	*	*	*	*	52%	49%	
	2010	45%	48%	54%	62%	68%	64%	58%	*	*	*	*	57%	62%	

[Link to: Progress of Prior Year TAKS Failers, by Grade Level](#)

Student Success Initiative

Grade 8 Reading

TAKS Met Standard (Failed in Previous Year)

Promoted to Grade 9

2011	38%	34%	33%	90%	*	*	*	*	*	*	*	*	50%
2010	44%	38%	*	*	*	*	*	*	*	*	*	*	*

Grade 8 Mathematics

TAKS Met Standard (Failed in Previous Year)

Promoted to Grade 9														
2011	20%	21%	17%	26%	13%	38%	22%	*	*	*	*	*	29%	
2010	22%	23%	*	42%	50%	36%	60%	*	*	*	*	*	71%	44%
English Language Learners Progress Indicator														
2010-11	80%	88%	85%	84%	*	80%	*	*	93%	*	*	85%	81%	
2009-10	79%	88%	86%	82%	*	79%	*	*	> 99%	*	*	70%	82%	
Attendance Rate %														
2009-10	95.5%	95.6%	95.2%	93.0%	92.5%	92.4%	93.1%	94.2%	95.1%	-	93.7%	89.4%	91.5%	
2008-09	95.6%	95.8%	94.9%	93.5%	93.9%	92.8%	93.4%	96.0%	n/a	n/a	n/a	89.7%	92.2%	
Annual Dropout Rate (Gr 9-12) %														
2009-10	2.4%	1.1%	0.4%	0.8%	1.2%	1.5%	0.4%	0.0%	0.8%	-	0.0%	1.9%	1.6%	
2008-09	2.9%	1.1%	0.8%	1.3%	0.7%	3.2%	0.8%	0.0%	n/a	n/a	n/a	1.4%	1.4%	
4-Year Completion Rate (Gr 9-12) %														
Class of 2010														
Graduated	84.3%	89.4%	93.7%	91.3%	89.5%	86.0%	93.4%	*	n/a	n/a	n/a	69.0%	84.6%	
Received GED	1.3%	0.3%	0.6%	0.4%	0.0%	1.4%	0.3%	*	n/a	n/a	n/a	2.4%	0.9%	
Continued HS	7.2%	7.1%	2.5%	4.6%	8.1%	6.3%	2.9%	*	n/a	n/a	n/a	19.0%	10.3%	
Dropped Out	7.3%	3.2%	2.0%	3.7%	2.3%	6.3%	3.4%	*	n/a	n/a	n/a	9.5%	4.3%	
Class of 2009														
Graduated	80.6%	87.3%	92.4%	89.9%	87.6%	75.7%	94.5%	*	n/a	n/a	n/a	68.9%	83.0%	
Received GED	1.4%	0.3%	0.6%	0.4%	0.0%	0.0%	0.5%	*	n/a	n/a	n/a	0.0%	0.0%	
Continued HS	8.6%	9.0%	3.2%	5.3%	7.9%	13.6%	3.1%	*	n/a	n/a	n/a	21.3%	11.0%	
Dropped Out	9.4%	3.4%	2.9%	4.1%	4.5%	10.7%	1.8%	*	n/a	n/a	n/a	9.8%	6.0%	
5-Year Extended Completion Rate (Gr 9-12) %														
Class of 2009														
Graduated	85.1%	93.0%	94.8%	93.9%	94.3%	84.4%	96.9%	*	n/a	n/a	n/a	84.1%	89.9%	
Received GED	1.9%	0.5%	0.9%	0.6%	0.0%	0.0%	0.5%	*	n/a	n/a	n/a	0.0%	1.0%	
Continued HS	2.1%	2.3%	0.6%	0.7%	0.0%	2.2%	0.5%	*	n/a	n/a	n/a	4.8%	2.0%	
Dropped Out	10.8%	4.2%	3.2%	4.8%	5.7%	13.3%	2.1%	*	n/a	n/a	n/a	11.1%	7.1%	
Class of 2008														
Graduated	83.4%	92.1%	92.3%	93.4%	91.2%	90.1%	97.0%	*	n/a	n/a	n/a	83.9%	82.8%	
Received GED	2.1%	0.7%	1.5%	0.9%	0.0%	1.4%	0.8%	*	n/a	n/a	n/a	4.3%	1.6%	
Continued HS	2.4%	2.7%	0.9%	1.4%	2.9%	2.1%	1.2%	*	n/a	n/a	n/a	11.8%	6.3%	
Dropped Out	12.2%	4.5%	4.4%	2.2%	5.9%	6.3%	1.0%	*	n/a	n/a	n/a	0.0%	9.4%	
Completion Rate I (Graduates and Continuers) %														
(Standard Accountability Indicator)														
Class of 2010	91.4%	96.5%	97.1%	95.9%	97.7%	92.3%	96.3%	*	n/a	n/a	n/a	88.1%	94.9%	
Class of 2009	89.2%	96.3%	96.7%	95.7%	95.5%	89.3%	97.7%	*	n/a	n/a	n/a	90.2%	94.0%	
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion %														
2009-10	26.3%	43.3%	27.0%	45.6%	39.2%	40.1%	47.6%	22.2%	60.2%	-	41.3%	18.7%	35.2%	
2008-09	24.6%	39.9%	25.6%	39.4%	36.6%	34.7%	39.0%	27.3%	n/a	n/a	n/a	21.8%	33.9%	
RHSP/DAP Graduates %														
Class of 2010	82.7%	75.7%	87.6%	79.0%	69.4%	79.3%	78.8%	*	91.9%	-	72.2%	6.3%	72.0%	
Class of 2009	82.5%	76.3%	82.4%	77.1%	67.9%	71.6%	79.3%	*	n/a	n/a	n/a	8.7%	67.8%	
AP/IB Results %														
Tested														
2010	22.7%	20.8%	24.3%	22.2%	11.2%	17.6%	22.6%	*	46.2%	-	26.7%	n/a	n/a	
2009	21.2%	19.4%	20.0%	17.7%	9.1%	13.3%	15.7%	*	n/a	n/a	n/a	n/a	n/a	
Examinees >= Criterion														
2010	50.8%	70.6%	66.4%	73.9%	77.8%	63.2%	77.6%	*	72.2%	-	75.0%	n/a	n/a	
2009	51.2%	71.8%	58.3%	72.2%	57.1%	69.7%	77.0%	-	n/a	n/a	n/a	n/a	n/a	
Scores >= Criterion														
2010	46.7%	64.1%	60.3%	65.6%	59.5%	52.4%	71.6%	66.7%	61.9%	-	66.7%	n/a	n/a	
2009	47.4%	65.8%	49.7%	62.1%	61.5%	61.4%	66.1%	-	n/a	n/a	n/a	n/a	n/a	
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts														
2011	66%	71%	78%	75%	73%	67%	78%	67%	86%	*	64%	36%	72%	
2010	60%	67%	69%	72%	57%	64%	78%	*	74%	*	73%	27%	58%	
Mathematics														
2011	69%	73%	75%	83%	70%	74%	87%	86%	98%	*	85%	37%	69%	
2010	66%	71%	72%	79%	53%	71%	87%	*	89%	*	71%	36%	62%	
SAT/ACT Results %														
Tested														
Class of 2010	62.6%	66.6%	70.5%	70.1%	87.3%	57.9%	68.3%	*	82.0%	-	93.3%	n/a	n/a	
Class of 2009	61.5%	62.8%	65.6%	72.1%	88.7%	45.8%	74.2%	*	n/a	n/a	n/a	n/a	n/a	
At/Above Criterion														
Class of 2010	26.9%	38.0%	34.8%	35.6%	10.9%	32.5%	41.2%	*	40.0%	-	42.9%	n/a	n/a	
Class of 2009	26.9%	36.0%	28.2%	37.7%	15.9%	20.4%	41.4%	*	n/a	n/a	n/a	n/a	n/a	
Average SAT Score														
Class of 2010	985	1047	1033	1049	930	1018	1074	*	1078	-	1118	n/a	n/a	
Class of 2009	985	1035	1015	1044	945	969	1066	*	n/a	n/a	n/a	n/a	n/a	
Average ACT Score														
Class of 2010	20.5	22.2	22.5	21.6	18.8	20.5	22.0	*	23.5	-	24.7	n/a	n/a	
Class of 2009	20.5	22.0	21.3	21.9	18.8	20.7	22.3	-	n/a	n/a	n/a	n/a	n/a	
College-Ready Graduates %														
Eng Lang Arts														
Class of 2010	66%	75%	76%	79%	72%	73%	81%	*	88%	*	88%	22%	67%	
Class of 2009	62%	70%	69%	73%	62%	56%	79%	*	n/a	n/a	n/a	12%	54%	

Mathematics													
Class of 2010	64%	74%	74%	78%	62%	70%	82%	*	89%	*	81%	33%	76%
Class of 2009	60%	70%	66%	72%	53%	59%	77%	*	n/a	n/a	n/a	19%	52%
Both Subjects													
Class of 2010	52%	63%	64%	67%	50%	58%	71%	*	81%	*	81%	5%	58%
Class of 2009	47%	58%	51%	62%	43%	40%	71%	*	n/a	n/a	n/a	6%	37%

District Name: CYPRESS-FAIRBANKS ISD
Campus Name: CY-FAIR HIGH SCHOOL
Campus #: 101907002

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Profile

Section II
Total Students: 3,310
Grade Span: 09 - 12
School Type: Secondary

STUDENT INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	3,310	100.0%	72,932	105,860	4,912,385
Students By Grade: Early Childhood Education	0	0.0%	0.0%	0.5%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	3.3%	4.5%
Kindergarten	0	0.0%	0.0%	7.3%	7.6%
Grade 1	0	0.0%	0.0%	7.7%	7.9%
Grade 2	0	0.0%	0.0%	7.8%	7.7%
Grade 3	0	0.0%	0.0%	7.6%	7.6%
Grade 4	0	0.0%	0.0%	7.6%	7.6%
Grade 5	0	0.0%	0.0%	7.6%	7.6%
Grade 6	0	0.0%	0.0%	7.6%	7.4%
Grade 7	0	0.0%	0.0%	7.6%	7.3%
Grade 8	0	0.0%	0.0%	7.4%	7.2%
Grade 9	951	28.7%	29.0%	8.2%	7.9%
Grade 10	838	25.3%	27.6%	7.3%	7.0%
Grade 11	765	23.1%	22.4%	6.5%	6.4%
Grade 12	756	22.8%	21.0%	6.3%	5.9%
Ethnic Distribution: African American	390	11.8%	10.2%	15.5%	12.9%
Hispanic	797	24.1%	26.0%	42.5%	50.3%
White	1,751	52.9%	52.6%	31.0%	31.2%
American Indian	9	0.3%	0.7%	0.2%	0.5%
Asian	288	8.7%	7.8%	8.0%	3.4%
Pacific Islander	2	0.1%	0.2%	0.0%	0.1%
Two or More Races	73	2.2%	2.7%	2.7%	1.6%
Economically Disadvantaged	778	23.5%	24.5%	46.5%	59.2%
Limited English Proficient (LEP)	79	2.4%	2.4%	16.5%	16.9%
Students w/Disciplinary Placements (2009-10)	94	2.8%	2.9%	1.6%	1.9%
At-Risk	997	30.1%	30.6%	40.9%	46.3%
Mobility (2009-10)	323	9.7%	12.2%	13.5%	18.2%
Number of Students per Teacher	16.9	n/a	15.3	16.4	14.7

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Graduates (Class of 2010):					
Total Graduates	653	100.0%	14,390	6,111	280,520
By Ethnicity (incl. Special Ed.):					
African American	72	11.0%	1,458	866	36,988
Hispanic	140	21.4%	3,330	1,968	119,365
White	359	55.0%	8,295	2,519	108,577
American Indian	2	0.3%	94	10	1,452
Asian	62	9.5%	898	576	9,967
Pacific Islander	0	0.0%	31	0	363
Two or More Races	18	2.8%	284	172	3,808
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	137	21.0%	2,081	1,485	48,391
Recommended H.S. Pgm./DAP	516	79.0%	12,309	4,626	232,129
Special Education Graduates	48	7.4%	1,036	374	25,537

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	19.1	19.0
Grade 1	-	-	19.5	18.9
Grade 2	-	-	19.6	18.8
Grade 3	-	-	19.6	18.8
Grade 4	-	-	19.3	19.0
Grade 5	-	-	21.6	21.4
Grade 6	-	-	24.4	20.7
Mixed Grades	-	-	-	23.9
Secondary: English/Language Arts	22.0	19.4	21.5	17.3
Foreign Languages	22.6	20.3	22.1	19.0
Mathematics	27.0	20.3	24.2	17.9
Science	24.9	20.5	24.6	19.0
Social Studies	28.6	22.2	26.2	19.6

STAFF INFORMATION

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	223.2	100.0%	100.0%	100.0%	100.0%
Professional Staff:	223.2	100.0%	92.4%	63.0%	63.4%
Teachers	196.4	88.0%	80.3%	50.8%	50.5%
Professional Support	17.9	8.0%	7.9%	8.2%	9.0%
Campus Admin. (School Leader.)	9.0	4.0%	4.2%	3.4%	2.8%

Educational Aides:	0.0	0.0%	7.6%	0.2%	9.5%
Total Minority Staff:	35.8	16.1%	17.2%	35.2%	44.0%
Teachers By Ethnicity and Sex:					
African American	11.0	5.6%	4.7%	10.2%	9.3%
Hispanic	15.9	8.1%	8.0%	11.9%	23.7%
White	161.5	82.3%	83.3%	74.2%	63.9%
American Indian	1.0	0.5%	0.7%	0.4%	0.4%
Asian	2.0	1.0%	1.7%	1.8%	1.3%
Pacific Islander	0.0	0.0%	0.1%	0.0%	0.1%
Two or More Races	5.0	2.5%	1.4%	1.4%	1.3%
Males	64.5	32.8%	39.3%	17.3%	23.2%
Females	131.9	67.2%	60.7%	82.7%	76.8%
Teachers by Years of Experience:					
Beginning Teachers	9.0	4.6%	5.0%	3.7%	6.0%
1-5 Years Experience	37.7	19.2%	26.7%	36.5%	30.0%
6-10 Years Experience	51.5	26.2%	22.1%	22.2%	21.1%
11-20 Years Experience	50.1	25.5%	26.8%	24.2%	25.0%
Over 20 Years Experience	48.1	24.5%	19.4%	13.5%	17.9%
	Campus	Campus Group	District	State	
Average Years Experience of Teachers:	13.8 yrs.	12.0 yrs.	10.2 yrs.	11.4 yrs.	
Average Years Experience of Teachers with District:	10.2 yrs.	7.1 yrs.	7.1 yrs.	7.7 yrs.	
Average Teacher Salary by Years of Experience: (regular duties only)					
Beginning Teachers	\$45,472	\$43,397	\$40,112	\$41,272	
1-5 Years Experience	\$46,470	\$46,081	\$46,226	\$44,013	
6-10 Years Experience	\$48,941	\$48,051	\$48,697	\$46,604	
11-20 Years Experience	\$54,023	\$52,014	\$53,047	\$50,476	
Over 20 Years Experience	\$62,769	\$61,238	\$61,327	\$58,691	
Average Actual Salaries (regular duties only):					
Teachers	\$52,987	\$50,916	\$50,239	\$48,638	
Professional Support	\$64,111	\$56,984	\$58,489	\$57,045	
Campus Administration (School Leadership)	\$82,228	\$77,343	\$67,471	\$70,819	
Contracted Instructional Staff (not incl. above):	0.0	4.1	0.0	2,180.4	

ACTUAL OPERATING EXPENDITURE INFORMATION (2009-10)	Campus						Campus Group		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function:									
Total Operating Expenditures	16,011,371	100.0%	\$5,018	17,969,895	100.0%	\$5,631	\$474,535,554	100.0%	\$6.6
Instruction (11,95)	12,778,304	79.8%	\$4,004	13,784,811	76.7%	\$4,320	\$320,801,105	67.6%	\$4.5
Instructional-Related Services (12,13)	\$181,280	1.1%	\$57	\$195,653	1.1%	\$61	\$16,191,063	3.4%	\$2
Instructional Leadership (21)	\$0	0.0%	\$0	\$24,870	0.1%	\$8	\$6,026,670	1.3%	\$
School Leadership (23)	\$997,551	6.2%	\$313	\$1,023,563	5.7%	\$321	\$34,444,568	7.3%	\$4
Support Services-Student (31,32,33)	\$665,203	4.2%	\$208	\$692,256	3.9%	\$217	\$27,884,981	5.9%	\$3
Other Campus Costs (35,36,51,52,53)	\$1,389,033	8.7%	\$435	\$2,248,742	12.5%	\$705	\$69,187,167	14.6%	\$9
By Program:									
Total Operating Expenditures	14,622,338	100.0%	\$4,582	15,721,153	100.0%	\$4,927	\$401,996,818	100.0%	\$5.6
Bilingual/ESL Education (25)	\$54,386	0.4%	\$17	\$55,144	0.4%	\$17	\$2,413,753	0.6%	\$
Career & Technical Education (22)	\$1,369,329	9.4%	\$429	\$1,378,714	8.8%	\$432	\$38,428,093	9.6%	\$5
Accelerated Education (24,30)	\$260,445	1.8%	\$82	\$280,741	1.8%	\$88	\$11,075,293	2.8%	\$1
Gifted & Talented Education (21)	\$263,573	1.8%	\$83	\$263,573	1.7%	\$83	\$8,630,076	2.1%	\$1
Regular Education (11)	10,804,844	73.9%	\$3,386	11,096,293	70.6%	\$3,477	\$271,234,871	67.5%	\$3.8
Special Education (23)	\$1,869,761	12.8%	\$586	\$2,646,688	16.8%	\$829	\$54,929,491	13.7%	\$7
Athletics/Related Activities (91)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$72,462	0.0%	\$
High School Allotment (31)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$14,483,382	3.6%	\$2
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$729,397	0.2%	\$

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
Student Enrollment by Program:					
Bilingual/ESL Education	71	2.1%	2.2%	15.6%	16.2%
Career & Technical Education	1,972	59.6%	55.1%	25.1%	21.0%
Gifted & Talented Education	303	9.2%	10.3%	4.2%	7.7%
Special Education	200	6.0%	7.9%	7.2%	8.8%
Teachers by Program (population served):					
Bilingual/ESL Education	1.5	0.8%	0.9%	2.1%	5.5%
Career & Technical Education	19.3	9.8%	9.7%	3.3%	4.0%
Compensatory Education	0.0	0.0%	0.6%	3.2%	2.9%
Gifted & Talented Education	1.8	0.9%	1.9%	0.4%	1.9%
Regular Education	90.7	46.2%	63.4%	68.9%	73.4%
Special Education	34.1	17.4%	11.2%	11.3%	9.1%
Other	48.8	24.9%	12.4%	10.8%	3.2%

- '^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
 '@' Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See t Glossary for more details.
 '?' 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.

Contextual Factors Rubric

Brittney C.

TWS Standard: *The teacher uses information about the learning/teaching context and student individual differences to set learning objectives, plan instruction and assess learning.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	3
Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	3
Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	3
Knowledge of Students' Skills and Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific knowledge of students' skills and prior learning that may affect learning.	3
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	3+

you gave such great detail I was able to visualize what the classroom looked like. Excellent. I only had minor suggestions.

100



"Improving the writer, not just the writing"

Consultation Follow-Up

☐ Phone Call
Date: _____
☐ Consultant: _____
☐ Email
Date: _____
Consultant: _____

Personal Information

Name: Brittany Carrington Student ID# 10159355
Date: 4-28-13 Major: Health Education
Phone: 832-576-2352 Gender: ☐ Male ☒ Female
Class Rank: ☐ Freshman ☐ Sophomore ☒ Junior ☐ Senior ☐ Graduate ☐ Other: _____
How did you hear about the Writing Center? Teacher Dr. Hughes
Is this your first Writing Center consultation this year? ☒ Yes ☐ No
May we contact you for follow-up? Email: brittanycarrington@gmail.com Phone: _____

Assignment or Task Information

Assignment Title: Contextual Factors Due Date: 4-25-13
Instructor: Dr. Hughes Course Name and Number: Education Psychology 3013
Did your instructor require that you to use the Writing Center? ☒ Yes ☐ No
Do you have the assignment sheet? ☒ Yes ☐ No

Suggestions/Recommendations for Student

Consultant Name: Christine Length of Consultation: 1:45 to 1:55

Student's Stage of the Writing Process:

☐ Invention ☐ Outline/Thesis ☒ Rough Draft ☐ Completed Draft ☐ Revision

Areas of concern:

<input type="checkbox"/> Thesis Statement	<input type="checkbox"/> Unity/Transition	<input type="checkbox"/> Sentence Grammar
<input type="checkbox"/> Organization	<input type="checkbox"/> Incorporating Quotes	<input type="checkbox"/> Punctuation/ Mechanics
<input type="checkbox"/> Outlining/Planning	<input type="checkbox"/> Research	<input type="checkbox"/> Proofreading
<input checked="" type="checkbox"/> Paragraph Development	<input type="checkbox"/> APA/ MLA Formatting	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Understanding the Assignment	<input type="checkbox"/> Academic Language	
<input type="checkbox"/> Selecting Topic/Generating Ideas	<input type="checkbox"/> Vocabulary/ Word Choice	

Plan for Improvement:

The student needed to eliminate run-on sentence and add more specific details to their analysis