U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

84.282M CSP Grants for Replication and Expansion

CFDA # 84.282M

PR/Award # U282M110010

Gramts.gov Tracking#: GRANT10944895

OMB No. , Expiration Date:

Closing Date: Aug 11, 2011

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

OMB Number: 4040-0004
Expiration Date: 03/31/2012

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 08/10/2011

4. Applicant Identifier: Cosmos Foundation, Inc.

5a. Federal Entity Identifier: U.S. Department of Education

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Cosmos Foundation, Inc.

* b. Employer/Taxpayer Identification Number (EIN/TIN): 760615245

* c. Organizational DUNS: 0851874380000

d. Address:

* Street1: 9321 W. Sam Houston Pkwy S.
Street2:
* City: Houston
County/Parish:
* State: TX: Texas
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 77099-1849

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mr.
* First Name: Mark
Middle Name:
* Last Name: Namver
Suffix:

Title: Director of Development

Organizational Affiliation: Cosmos Foundation (Harmony Public Schools)

* Telephone Number: (713) 343-3333 ext. 226
Fax Number: (713) 777-8555

* Email: mnamver@harmonytx.org

Tracking Number:GRANT10944895 Funding Opportunity Number:ED-GRANTS-071211-001 Received Date:2011-08-10T23:14:32-04:00

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-071211-001

* Title:

Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools - CFDA 84.282M

13. Competition Identification Number:

84-282M2011-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

HQCRE 2011 Areas Affected.pdf

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Harmony Quality Charter Replication & Expansion Program (HQCRE)

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant TX-09 b. Program/Project TX-All

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 03/01/2012 * b. End Date: 03/01/2015

18. Estimated Funding ($):

* a. Federal	4,940,897.00
* b. Applicant	1,355,313.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	6,296,210.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Soner

Middle Name:

* Last Name: Tarim

Suffix:

* Title: Superintendent of Schools

* Telephone Number: (713) 343-3333 ext.205 Fax Number: (713) 777-8555

* Email: starim@harmonytx.org

* Signature of Authorized Representative: Mark Namver * Date Signed: 08/10/2011

Tracking Number:GRANT10944895 Funding Opportunity Number:ED-GRANTS-071211-001 Received Date:2011-08-10T23:14:32-04:00

HQ-CRE

AREAS AFFECTED by PROJECT

Cosmos Foundation, Inc. will use grant funds to open 7 new open enrollment public charter schools in Texas.

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

* Name of Institution/Organization

Cosmos Foundation, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	129,500.00	129,500.00	180,750.00			439,750.00
2. Fringe Benefits	29,785.00	29,785.00	41,573.00			101,143.00
3. Travel	54,000.00	54,000.00	74,250.00			182,250.00
4. Equipment						
5. Supplies	957,144.00	957,144.00	1,435,716.00			3,350,004.00
6. Contractual	261,500.00	261,500.00	344,750.00			867,750.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	1,431,929.00	1,431,929.00	2,077,039.00			4,940,897.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	1,431,929.00	1,431,929.00	2,077,039.00			4,940,897.00

Indirect Cost Information *(To Be Completed by Your Business Office):
If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

* Period Covered by the Indirect Cost Rate Agreement: From: ____ To: ____ (mm/dd/yyyy)

* Approving Federal agency: ☐ ED ☐ Other (please specify): ____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)?

* Name of Institution/Organization

Cosmos Foundation, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	79,167.00	79,167.00	118,750.00			277,084.00
2. Fringe Benefits	18,208.00	18,208.00	27,313.00			63,729.00
3. Travel	8,000.00	8,000.00	9,000.00			25,000.00
4. Equipment						
5. Supplies	76,000.00	76,000.00	114,000.00			266,000.00
6. Contractual	191,000.00	191,000.00	285,500.00			667,500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	372,375.00	372,375.00	554,563.00			1,299,313.00
10. Indirect Costs	16,000.00	16,000.00	24,000.00			56,000.00
11. Training Stipends						
12. Total Costs (lines 9-11)	388,375.00	388,375.00	578,563.00			1,355,313.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

Tracking Number:GRANT10944895 Funding Opportunity Number:ED-GRANTS-071211-001 Received Date:2011-08-10T23:14:32-04:00

OMB Approval No.: 4040-0007
Expiration Date: 07/30/2010

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Mark Namver	Superintendent of Schools
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Cosmos Foundation, Inc.	08/10/2011

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT10944895 Funding Opportunity Number:ED-GRANTS-071211-001 Received Date:2011-08-10T23:14:32-04:00

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [x] a. bid/offer/application
- [ ] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Cosmos Foundation, Inc.

** Street 1* 9321 W. Sam Houston Pkwy S. *Street 2*

** City* Houston *State* TX: Texas *Zip* 77099

Congressional District, if known: TX-09

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
U.S. Department of Education

7. * Federal Program Name/Description:
Charter Schools

CFDA Number, *if applicable:* 84.282

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* N/A *Street 2*

** City* N/A *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* N/A *Street 2*

** City* N/A *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Mark Namver

***Name:** *Prefix* Dr. ** First Name* Soner *Middle Name*

** Last Name* Tarim *Suffix*

Title: Superintendent of Schools **Telephone No.:** (713) 343-3333 ext.226 **Date:** 08/10/2011

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT10944895 Funding Opportunity Number:ED-GRANTS-071211-001 Received Date:2011-08-10T23:14:32-04:00

OMB Control No. 1894-0005 (Exp. 01/31/2011)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to**: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

HQCRE 2011 GEPA Statement.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT10944895 Funding Opportunity Number:ED-GRANTS-071211-001 Received Date:2011-08-10T23:14:32-04:00

HQ-CRE

GEPA STATEMENT

Cosmos Foundation, Inc. ensures that there are no barriers that impede equitable access to Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools funds or participation in Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools-funded activities, based on gender, race, national origin, color, disability, or age.

All information disseminated by this program will be made available in a variety of formats for participants with varying disabilities and learning needs. All web-based information will be fully accessible. Current and future teachers will learn how to diversify teaching strategies for students with disabilities.

Cosmos Foundation, Inc. does not discriminate in admissions based on gender, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Cosmos Foundation, Inc.

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Soner Middle Name:

* Last Name: Tarim Suffix:

* Title: Superintendent of Schools

* SIGNATURE: Mark Namver * DATE: 08/10/2011

Tracking Number:GRANT10944895 Funding Opportunity Number:ED-GRANTS-071211-001 Received Date:2011-08-10T23:14:32-04:00

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Kadir		Almus	

Address:

* Street1: 9321 W. Sam Houston Pkwy S.
Street2:
* City: Houston
County:
* State: TX: Texas
* Zip Code: 77099
* Country: USA: UNITED STATES

* Phone Number (give area code): (713) 343-333
Fax Number (give area code): (713) 777-85

Email Address: kalmus@harmonytx.org

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

Tracking Number:GRANT10944895 Funding Opportunity Number:ED-GRANTS-071211-001 Received Date:2011-08-10T23:14:32-04:00

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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HQ-CRE ABSTRACT

The Harmony Public Schools are high performing K-12 public charter schools in Texas that focus on science, computer technologies, engineering, and math (STEM) and to provide exceptional educational opportunities for underserved communities. The Harmony Schools are owned and operated by the Cosmos Foundation, a Texas non-profit organization headquartered in Houston. Harmony currently serves 16,000 school children in grades K-12 in its 33 schools across Texas. Harmony has been providing exemplary education to a high-need student population since 2000. Cosmos Foundation proposes to use the grant funds to open 7 more new charter schools in Texas to serve 5,100 new students by replicating its model, which is designed to provide rigorous college preparatory programs and prepare young students to be college- and career- ready.

The Harmony Quality Charter Replication & Expansion objectives are to: (1) increase the number of high-quality charter schools available to students, parents, and their local communities and inform the community of quality charter schools; (2) improve student academic achievement and college- and career-readiness in charter schools; (3) increase STEM education programs and opportunities available to all students including educationally disadvantaged students; and (4) increase the engagement of all primary stakeholders in school programs and operations. The program will offer an exceptional education opportunity to many thousands of students and their families in the high-need communities. The Cosmos Foundation staff will broadly disseminate the results via conferences, professional organizations, publications, and the web. Harmony will make its free and open charter public school choice option as visible as possible in communities – enrolling every child who walks through its doors and believing in the talents and potential of each one.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** HQCRE 2011 Project Narrative.pdf

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To add more Project Narrative File attachments, please use the attachment buttons below.

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HARMONY QUALITY CHARTER REPLICATION & EXPANSION (HQ-CRE)

ABSOLUTE PRIORITY (Experience Operating or Managing High-Quality Charter Schools)

The Cosmos Foundation currently owns and operates 33 high performing charter schools in Texas known as Harmony Public Schools. Cosmos Foundation proposes to use the grant funds to open 7 more new charter schools to serve 5,100 new students by replicating its model. The evidence of success for the Harmony model is presented in the sections below. Cosmos Foundation has successfully replicated its model and expanded with fidelity since 2000.

COMPETITIVE PRIORITY 1 – Low-Income Demographics

Harmony Public Schools' current low-income ratio is 56.6% (Table 1 on page 7). Though this ratio is slightly less than 60%, Harmony's educational model is built to eliminating the achievement gap of low-income students and works with fidelity in a variety of settings, urban or rural.

COMPETITIVE PRIORITY 3 – Promoting Diversity

Promoting student diversity, including racial and ethnic diversity, or avoid racial isolation: Harmony Public Schools' student population is widely diverse and Harmony model has been proven to work for every ethnic group. Table 1 on page 7 reports current Harmony system wide demographics as compared to the State of Texas. As seen from the table, Harmony demographics mirror those of State of Texas as Harmony schools are spread out all over Texas.

Harmony enrolls more African American and Hispanic students combined and less White students than TX-state average.

Serving students with disabilities at a rate that is at least comparable to the rate at which these students are served in public schools in the surrounding area: Harmony serves students with disabilities at a higher rate of the surrounding schools and has closed the achievement gap. Harmony's history of success of serving students with disabilities is reported on pages 40-41.

Serve English language learners at a rate that is at least comparable to the rate at which these students are served in public schools in the surrounding area: Harmony serves English language learners at a higher rate of the surrounding schools and has closed the achievement gap. Harmony's history of success of serving English language learners is reported on pages 43-44.

(A) SELECTION CRITERIA (Quality of the Eligible Applicant)

(1) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including, as applicable, educationally disadvantaged students served by the charter schools operated or managed by the applicant.

Past Performance

Harmony Public Schools are high performing K-12 public charter schools in Texas that focus on science, computer technologies, engineering, and math (STEM) to provide opportunities for underserved communities. The Harmony Schools are owned and operated by the Cosmos Foundation, a Texas non-profit organization headquartered in Houston. Harmony has a replicable model of academic success. Serving **thirty-three schools** and **over 16,000**

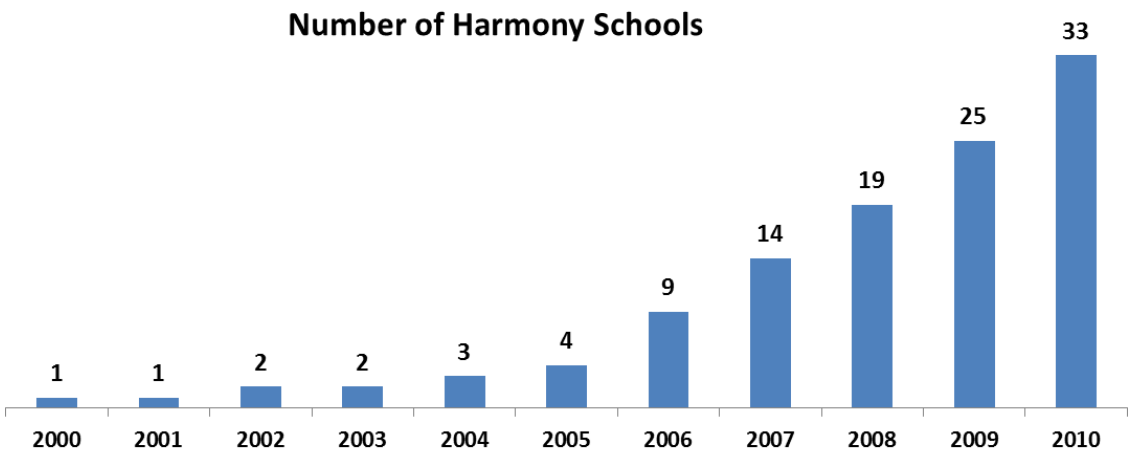
students throughout Texas, Harmony has a **zero percent dropout rate** and a **college acceptance rate of one hundred percent**.

In 2000, the Cosmos Foundation launched its first school – Harmony Science Academy in Houston with 200 students. Harmony has since grown to 33 schools with over 16,000 students and has built a distinct, high-quality brand. This tremendous growth within a decade in seventeen different cities in Texas speaks to the commitment, training, and experience of the members of the Cosmos Foundation. Because of the high performance of the students and a focus on science, math and computer technologies, 14 Harmony campuses have been designated as T-STEM (Texas Science Technology Engineering and Mathematics) Academies as part of the Texas High School Project (THSP). THSP is a complex high school redesign grant program funded since 2006 by public and private agencies (Texas Education Agency, Dell and the Gates Foundations). Harmony Public Schools have successfully completed phase 1, 2, and 3 of this high school redesign program and is slated to complete the final phase by the end of 2013.

Over the past four years, Harmony Public Schools' Central Office has been establishing five charter schools a year with approximately 350 students in each school. Establishing a charter school encompasses developing land, completing the construction of the school facility, enrolling students, designing curriculum, hiring and training new teachers and administrators, and finally acquiring school furniture and IT equipment. During the past summer, over 491 brand new teachers were hired and trained by Harmony Public Schools' Central Office personnel. Thus, Harmony has the capacity to undertake and successfully implement complex and long term projects.

The figure below (Figure 1) illustrates the number of schools Harmony has operated since 2000. Harmony focused on quality and refined its model in the first 6 years of operation (until 2006), then robustly started replicating the model.

Figure 1. Harmony System wide School Expansion



Harmony's enrollment has increased steadily over the years (Figure 2) while maintaining a high quality instruction delivery approach.

Figure 2. Harmony System wide Enrollment

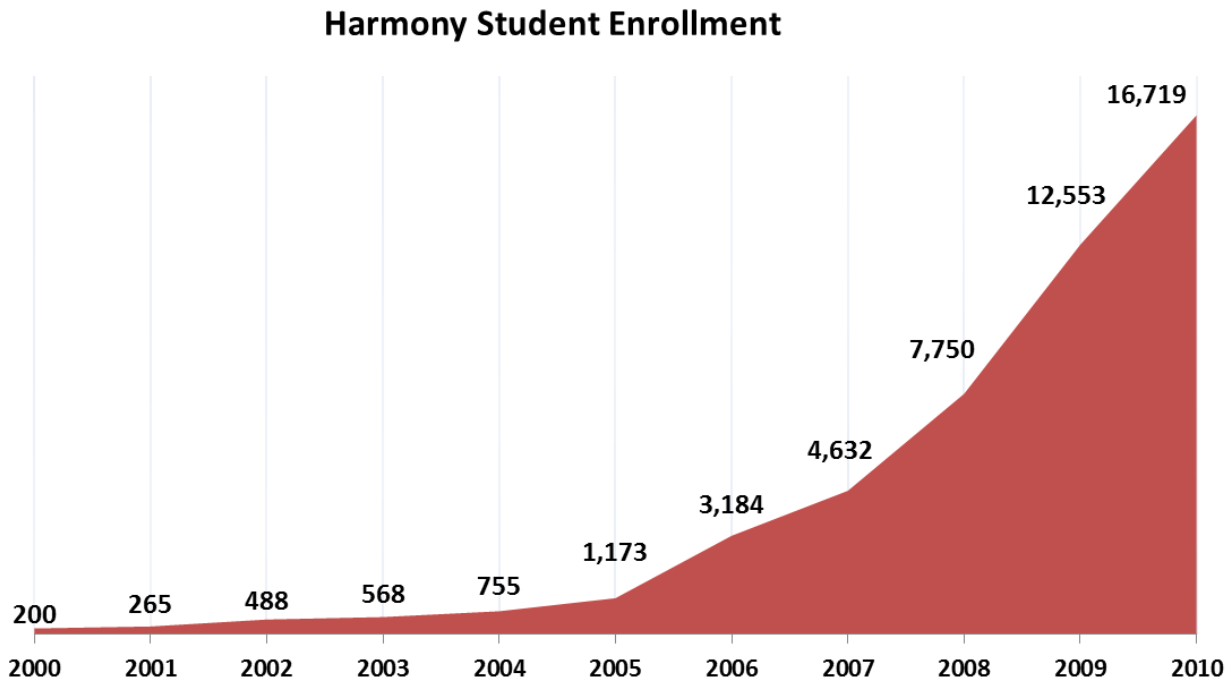


Figure 3 below shows current Harmony schools. Harmony schools are geographically distributed across Texas, located in urban environments as well small towns, making the Harmony experience relevant to whole public school experience in Texas.

Figure 3. Locations of Harmony schools in Texas

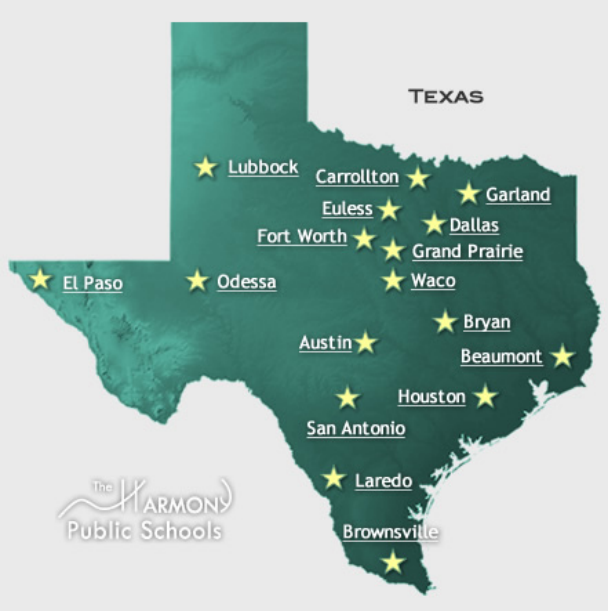


Table 1 below reports current Harmony system wide demographics as compared to the State of Texas. As seen from the table, Harmony demographics mirror those of State of Texas as Harmony schools are spread out all over Texas. Harmony enrolls more African American and Hispanic students combined and less White students than TX-state average. A

detailed table that reports demographics of Harmony campuses individually is provided in Attachment A.

Table 1. Harmony Public Schools System-Wide Demographics (as of Summer 2011)

	Low Income	Black or African Amer.	Amer. Indian / Alaska Native	Asian	Hispanic	Native Hawaiian / Other Pacific	Two or More Races	White
Harmony	56.6%	16.7%	0.3%	15.2%	47.8%	0.1%	1.0%	18.9%
State-TX	59.1%	12.9%	0.5%	3.4%	50.3%	0.1%	1.6%	31.2%

Sources: Ethnicity Data - PEIMS Standard Reports, 2010-2011, Texas Education Agency, http://ritter.tea.state.tx.us/adhocrpt/Standard_Reports.html ; Low Income Data- Texas Education Agency, PEIMS - Public Education Information Management System, Economically Disadvantaged Students by Sex and Ethnicity, 2010 - 2011 Fall Collection, Report PRF5C019 (Attachment A)

Significant Improvements in Achievement

Regardless of the challenging demographics that Harmony caters to, Harmony schools have been at the forefront of academic success since its commencement in 2000. Harmony Public Schools were recognized as Title I Distinguished Schools by the Division of NCLB Program Coordination of Texas Education Agency. Title I Distinguished Schools is a designation that recognizes schools that have consistently demonstrated strong academic performances over a three-year period and/or have closed the achievement gap. To be considered for this award, schools must have a poverty rate of at least 40 percent and achieve an outstanding student performance (i.e., Exemplary or Recognized ratings). Moreover, schools must demonstrate strengths in the areas of strong professional development, curriculum and instruction to support achievement of high standards, coordination with other programs, and partnerships among schools, parents and communities.

In addition, Harmony Public Schools received the Title I National Distinguished School award. Harmony was one of 52 schools in the U.S. to receive this national acknowledgment.

Over the past three years, Harmony Public Schools have consistently demonstrated high achievement for all of its students regardless of their ethnic backgrounds (Table 1 below).

Table 2. Achievement Gap Comparisons between Harmony and Texas (System-wide average of TAKS Passing Rates vs. State-TX, %)

Subgroups	2008		2009		2010	
	Harmony	Texas	Harmony	Texas	Harmony	Texas
Mathematics						
All Students	93	80	88	82	89	84
African American Students	90	69	84	71	85	74
Hispanic Students	91	75	85	78	87	81
Low Income Students	92	74	85	76	87	79
Science						
All Students	91	74	89	78	90	83
African American Students	92	61	83	66	85	75
Hispanic Students	88	66	85	70	86	78
Low Income Students	90	63	84	68	86	76
Reading						
All Students	96	91	94	91	93	90
African American Students	93	87	93	88	93	87
Hispanic Students	95	87	93	88	91	87
Low Income Students	95	86	92	87	91	86
Social Studies						
All Students	99	91	98	93	99	95
African American Students	97	87	100	90	99	93
Hispanic Students	99	88	99	90	98	94
Low Income Students	99	87	97	89	98	93

Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Three pioneer Harmony campuses, Harmony Science Academy-Houston, Austin, and Dallas have repeatedly been named in *U.S. News and World Report's America's Best High Schools* list (*http://education.usnews.rankingsandreviews.com/best-high-schools*). Specifically, the Harmony Houston campus which has the longest track record among all other Harmony Schools has been named in the list over the past three years. Graduation rate for this location

was 100% in 2008, 2009 and 2010. Due to high academic performance, the students in Harmony Schools have been receiving enormous amounts of recognition and high rankings by many research organizations. One of the most recent recognitions include *Newsweek*'s list of Ten Miracle High Schools in U.S., high performing schools serving low-income students. Two of the ten schools in this list are Harmony schools in Austin and Dallas (*http://www.thedailybeast.com/newsweek/2011/06/21/ten-miracle-high-schools.all.html*)

Table 3 below illustrates the accountability ratings of Harmony campuses and their demographics information. All the students of public and charter schools in grades 3 through 11 take the Texas Assessment of Knowledge and Skills (TAKS) tests in reading and mathematics in springtime. In addition, students are tested in 4th and 7th grades for writing, in 5th, 8th, 10th, and 11th grades for science, and in 8th, 10th, and 11th grades for social studies.

School districts and individual campuses are rated annually according to their performance on the TAKS tests. There are four rating categories for all public and charter schools. These categories are as follows: Exemplary, which is the highest rating, Recognized, Academically Acceptable, and Academically Unacceptable. Schools have to maintain a passing percentage of 90% or higher to get the Exemplary rating, not only for all the students, but also for all the subgroups of White, Hispanic, African American, and economically disadvantaged students. The percentage is 75% for the recognized category. There are various cut scores for the academically acceptable and academically unacceptable categories (Texas Education Agency, 2010.) Since the implementation of the new accountability system in Texas, all of the Harmony campuses has showed huge success; most of the Harmony campuses were rated as Exemplary or Recognized (Table 3).

Harmony has the experience to reach out to schools in a variety of settings and student populations. The school system has campuses in almost all of the major cities in the state of Texas and, each of Harmony campuses includes a wide range of all socio-economic and ethnic groups.

Table 3. Harmony Schools Texas State Accountability Ratings Chart

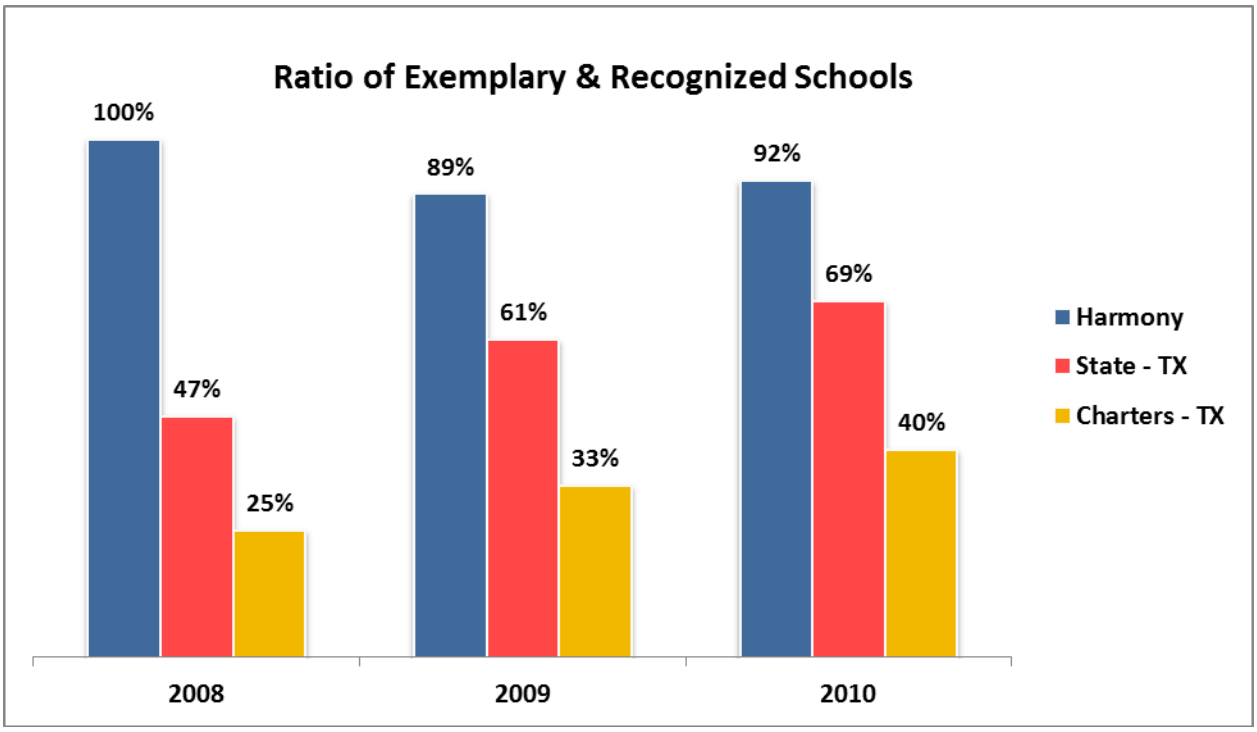
School		Year Opened	2008 Rating (2007-2008)	2009 Rating (2008-2009)	2010 Rating (2009-2010)
1	Harmony Science Academy-Houston	2000	Recognized	Exemplary	Recognized
2	Harmony Science Academy-Austin	2002	Exemplary	Recognized	Exemplary
3	Harmony Science Academy-Dallas	2004	Recognized	Exemplary	Exemplary
4	Harmony School of Innovation-Houston	2005	Exemplary	Exemplary	Exemplary
5	Harmony School of Excellence-Houston	2006	Exemplary	Exemplary	Exemplary
6	Harmony Science Academy-El Paso	2006	Exemplary	Recognized	Exemplary
7	Harmony Science Academy-San Antonio	2006	Exemplary	Recognized	Recognized
8	Harmony Science Academy-Fort Worth	2006	Exemplary	Exemplary	Exemplary
9	Harmony School of Science-Austin	2006	Exemplary	Exemplary	Exemplary
10	Harmony Science Academy-Houston NW	2007	Recognized	Exemplary	Exemplary
11	Harmony Science Academy-Beaumont	2007	Recognized	Academically Acceptable	Academically Acceptable
12	Harmony Science Academy-College Station	2007	Recognized	Recognized	Academically Acceptable
13	Harmony Science Academy-Lubbock	2007	Recognized	Exemplary	Recognized
14	Harmony Science Academy-Waco	2007	Recognized	Recognized	Exemplary
15	Harmony Science Academy-Grand Prairie	2008	Opened in 2008	Exemplary	Exemplary
16	Harmony Science Academy-North Austin	2008	Opened in 2008	Recognized	Recognized
17	Harmony School of Science-Houston	2008	Opened in 2008	Exemplary	Exemplary
18	Harmony Science Academy-Brownsville	2008	Opened in 2008	Exemplary	Recognized
19	Harmony Science Academy-	2008	Opened in 2008	Academically	Exemplary

	Laredo			Acceptable	
20	Harmony School of Innovation-Dallas	2009	Opened in 2009	Opened in 2009	Exemplary
21	Harmony Science Academy-Euless	2009	Opened in 2009	Opened in 2009	Exemplary
22	Harmony School of Ingenuity	2009	Opened in 2009	Opened in 2009	Recognized
23	Harmony School of Excellence-Endeavor	2009	Opened in 2009	Opened in 2009	Exemplary
24	Harmony School of Innovation-El Paso	2009	Opened in 2009	Opened in 2009	Recognized
25	Harmony School of Excellence-Austin	2009	Opened in 2009	Opened in 2009	Exemplary
26	Harmony Science Academy-Odessa	2010	Opened in 2010	Opened in 2010	Opened in 2010
27	Harmony Science Academy-Garland	2010	Opened in 2010	Opened in 2010	Opened in 2010
28	Harmony School of Innovation-San Antonio	2010	Opened in 2010	Opened in 2010	Opened in 2010
29	Harmony School of Art and Technology	2010	Opened in 2010	Opened in 2010	Opened in 2010
30	Harmony School of Nature and Athletics	2010	Opened in 2010	Opened in 2010	Opened in 2010
31	Harmony Science Academy-Houston High	2010	Opened in 2010	Opened in 2010	Opened in 2010
32	Harmony School of Advancement-High	2010	Opened in 2010	Opened in 2010	Opened in 2010
33	Harmony School of Discovery	2010	Opened in 2010	Opened in 2010	Opened in 2010

Source: Texas Education Agency (TEA) Academic Excellence Indicator System (AEIS) Reports, 2008 to 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

As indicated in Figure 4 below, 100% of Harmony's campuses were either Exemplary or Recognized in 2008 under the Texas State Accountability System. This ratio was 89% in 2009 and 92% in 2010. These rates are significantly higher than state and other charter schools in Texas. This speaks to the commitment of Harmony to keep its quality while significantly expanding. State-TX and charters-TX ratios are taken from the Accountability Rating System for Texas Public Schools and Districts (http://ritter.tea.state.tx.us/perfreport/account/) and provided in Attachment B.

Figure 4. Ratio of Exemplary and Recognized Campuses



In 2004, college bound seniors from Harmony Science Academy Houston graduated with a 100 % college acceptance rate. Since then, Harmony Science Academy-Houston has a 100% college acceptance rate and a 0% drop out rate. This success repeated itself in the HSA Austin campus starting from 2006 and in the HSA Dallas campus since last year. As of May of 2011, every Harmony senior has been accepted by a college or university with the robust academic base. Harmony closely monitors the college readiness of its high school students. The school developed a database that helps counselors track students' test scores, interests, applications, and scholarship applications.

Academic Intervention at Harmony:

Extended School Hours and Days

Students who need academic improvement are provided extended after school and Saturday tutorials. These tutorials are powered by Harmony's database and dedicated educators to help students learn the concepts they are having difficulty mastering.

Home Visits and Parental Engagement

Home visits are an essential part of the Harmony Parental Engagement component for each student. They are tracked and are a part of teacher evaluations. Each Harmony student is visited at his/her home at least once a year. The home visits to students who need academic intervention are prioritized and parents are kept informed of their children's' academic progress.

Harmony Performance Management Database (HPMD):

Despite the academic success it has deservedly gained, Harmony faces many challenges. One of the major challenges has been providing an unwavering quality and rigorous educational program to a majority high-need population in schools over a vast geographic region. Primarily in order to address the performance management aspect of charter operations, the Harmony information technology team has developed and improved over the last 11 years, an assessment and reporting tool called the *Harmony Performance Management Database* (HPMD). This SQL-based school database features the following modules: student registry, schedule builder, attendance, discipline management, extracurricular activities, home visits, transcript, assessment, and data analysis.

The HPMD currently has the capability to:

- fuse and analyze student achievement and student growth data from all of the Harmony schools;

- perform data disaggregation using student subgroups to aid analysis and research;
- provide easy online access for students, parents, teachers, and administrators on the student registry, grade book, homework, discipline records, and library records.

A particularly powerful particular aspect of the HPMD is its *integrated assessment bank* and associated *data analysis* and *remediation feedback*. Harmony teachers across the system upload and share assessment content for all subject areas for use in classrooms and in homework. Every 6 weeks, students in all subjects use the HPMD to take a *progress assessment test* constructed of questions from the assessment bank. The results are computer analyzed and used to form tutorial study sections of similarly performing students who then spend the next week with a teacher/tutor on customized remediation. Statistics on standardized test performance over the last decade – as the HPMD has been phased into operation – indicate that the HPMD-based 6-week assessment/remediation cycle has had a significantly positive outcome on student learning outcomes.

High Performing Results:

Harmony Public Schools' academic standing in Texas state test (TAKS) is presented in detail below. Every Harmony student must take state mandated Texas Assessment of Knowledge and Skills (TAKS) test. TAKS is a standardized test used in Texas primary and secondary schools to assess students' attainment of reading, writing, math, science, and social studies skills required under Texas education standards. It is developed and scored by Pearson Educational Measurement. Though created before the *No Child Left Behind Act* was passed, TAKS complies with the law. It replaced the previous test, called the Texas Assessment of Academic Skills or TAAS, in 2003.

2010-2011 TAKS results are expected to be announced in September 2011. Therefore in all discussions below, 2009-2010 and prior years' TAKS results are referenced. All results are accessible electronically on Texas Education Agency's (TEA) web site (Academic Excellence Indicator System, AEIS, http://ritter.tea.state.tx.us/perfreport/aeis/). In the 2009-2010 school year, there were 25 Harmony schools in operation. For abbreviation purposes, the school names are matched with a number (Table 4) in all tables and figures. Below Harmony TAKS results are compared with State results and Region results. TEA is divided into 20 regions in order to serve the large number of individual school districts and charter schools in Texas. Harmony results are compared to the results of regions where the individual schools are located to compare Harmony's results to the results of similar schools in the same geographic area.

Table 4. Harmony Public Schools expansion prior to 2010-2011 school year

	School	Year Opened	Texas Campus Number	Region Located
1	Harmony Science Academy-Houston	2000	101-846-001	Region 4
2	Harmony Science Academy-Austin	2002	227-816-001	Region 13
3	Harmony Science Academy-Dallas	2004	101-846-041	Region 10
4	Harmony School of Innovation-Houston	2005	101-857-101	Region 4
5	Harmony School of Excellence-Houston	2006	101-858-001	Region 4
6	Harmony Science Academy-El Paso	2006	071-806-001	Region 19
7	Harmony Science Academy-San Antonio	2006	015-828-001	Region 20
8	Harmony Science Academy-Fort Worth	2006	220-813-001	Region 11
9	Harmony School of Science-Austin	2006	227-822-101	Region 13
10	Harmony Science Academy-Houston NW	2007	101-846-101	Region 4
11	Harmony Science Academy-Beaumont	2007	123-806-001	Region 5
12	Harmony Science Academy-College Station	2007	021-804-001	Region 6
13	Harmony Science Academy-Lubbock	2007	152-805-001	Region 17

14	Harmony Science Academy-Waco	2007	161-807-001	Region 12
15	Harmony Science Academy-Grand Prairie	2008	220-813-002	Region 11
16	Harmony Science Academy-North Austin	2008	227-816-002	Region 13
17	Harmony School of Science-Houston	2008	101-862-001	Region 4
18	Harmony Science Academy-Brownsville	2008	031-803-001	Region 1
19	Harmony Science Academy-Laredo	2008	240-804-001	Region 1
20	Harmony School of Innovation-Dallas	2009	220-813-003	Region 10
21	Harmony Science Academy-Euless	2009	220-813-004	Region 10
22	Harmony School of Ingenuity	2009	101-857-001	Region 4
23	Harmony School of Excellence-Endeavor	2009	101-858-002	Region 4
24	Harmony School of Innovation-El Paso	2009	071-806-002	Region 19
25	Harmony School of Excellence-Austin	2009	227-816-101	Region 13

MATHEMATICS

Table 5 and Figure 5 below report the percentage of Harmony students that demonstrated the mastery in Mathematics TAKS as well as those students that demonstrated mastery in the same test in the Region and in the whole State of Texas.

Table 5. Percentage of Harmony Students That Passed Math TAKS Test in Comparison to Region and State (in percent)

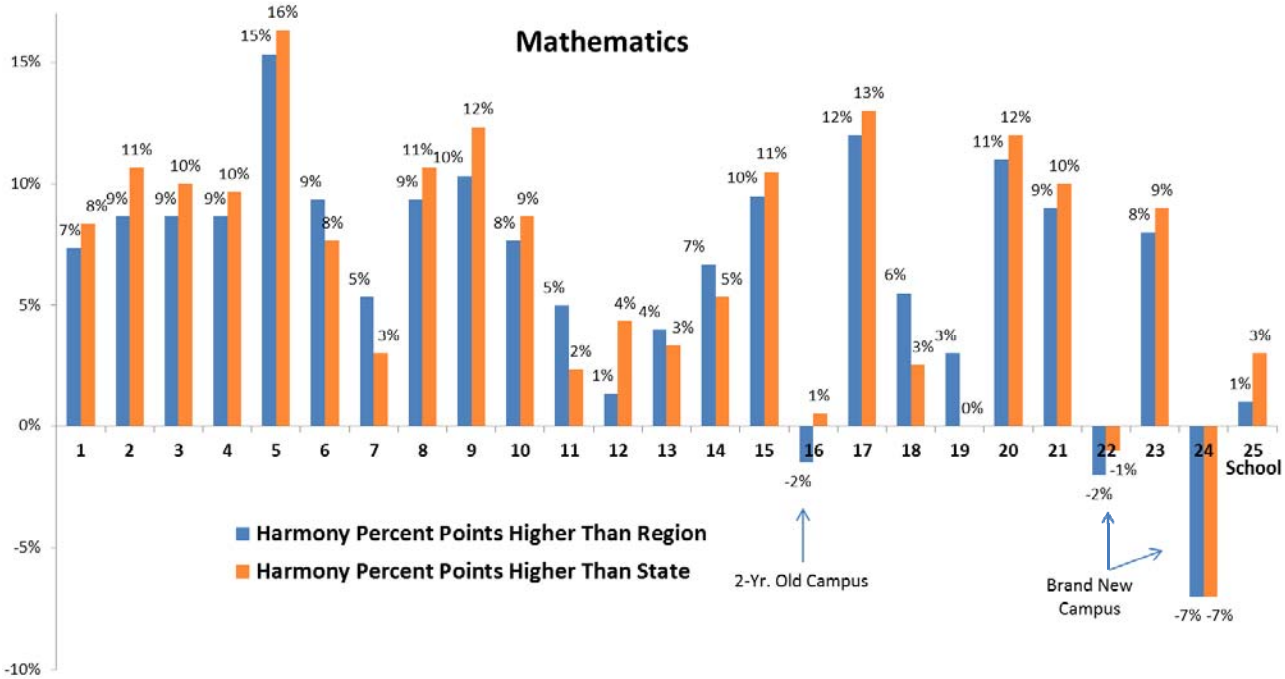
Harmony MATH TAKS Results in Comparison to Region and State-TX										
		2008 Passing (%) (2007-2008)			2009 Passing (%) (2008-2009)			2010 Passing (%) (2009-2010)		
School♯	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	95	81	80	90	83	82	86	85	84
2	2002	97	82	80	90	84	82	91	86	84
3	2004	93	81	80	90	84	82	93	85	84
4	2005	97	81	80	90	83	82	88	85	84
5	2006	98	81	80	98	83	82	99	85	84
6	2006	93	77	80	92	80	82	84	84	84
7	2006	94	78	80	80	80	82	81	81	84

8	2006	95	82	80	90	83	82	93	85	84
9	2006	93	82	80	96	84	82	94	86	84
10	2007	87	81	80	89	83	82	96	85	84
11	2007	89	77	80	82	79	82	82	82	84
12	2007	92	84	80	87	85	82	80	86	84
13	2007	89	80	80	86	82	82	81	82	84
14	2007	92	79	80	77	81	82	93	82	84
15	2008	NA	NA	NA	95	83	82	92	85	84
16	2008	NA	NA	NA	75	84	82	92	86	84
17	2008	NA	NA	NA	97	83	82	95	85	84
18	2008	NA	NA	NA	90	79	82	81	81	84
19	2008	NA	NA	NA	76	79	82	90	81	84
20	2009	NA	NA	NA	NA	NA	NA	96	85	84
21	2009	NA	NA	NA	NA	NA	NA	94	85	84
22	2009	NA	NA	NA	NA	NA	NA	83	85	84
23	2009	NA	NA	NA	NA	NA	NA	93	85	84
24	2009	NA	NA	NA	NA	NA	NA	77	84	84
25	2009	NA	NA	NA	NA	NA	NA	87	86	84

Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/
Legend: ǂ School names abbreviated (complete school names are in Table 4); Har.-Harmony Percentage of Students Passing Math TAKS; Reg.-Region Percentage of Students Passing Math TAKS; TX-State of Texas Percentage of Students Passing Math TAKS

As clearly seen in Table 5 and Figure 5, Harmony students are well above the state and region averages. In fact, between 2008 and 2010, Harmony schools math grades were **6 percentage points higher in average than the Region** and **7 percentage points higher in average than the State**. This is due to a rigorous math curriculum, early intervention, and early math specialization. Students attending Harmony schools start their specialized math instruction in the fourth grade, enabling them to receive a strong math and science foundation from highly qualified teachers at a young age.

Figure 5. Harmony Texas Assessment of Knowledge and Skills (TAKS) Mathematics Average Scores (Average Percent Points Higher than Region and State, 2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2005 through 2009, http://ritter.tea.state.tx.us/perfreport/aeis/

SCIENCE

Table 6 and Figure 6 below present the percentage of Harmony students that demonstrated mastery in Science TAKS as well as those students that demonstrated mastery in the same test in the Region and in the whole State of Texas.

Table 6. Percentage of Harmony Students That Passed Science TAKS Test in Comparison to Region and State (in percent)

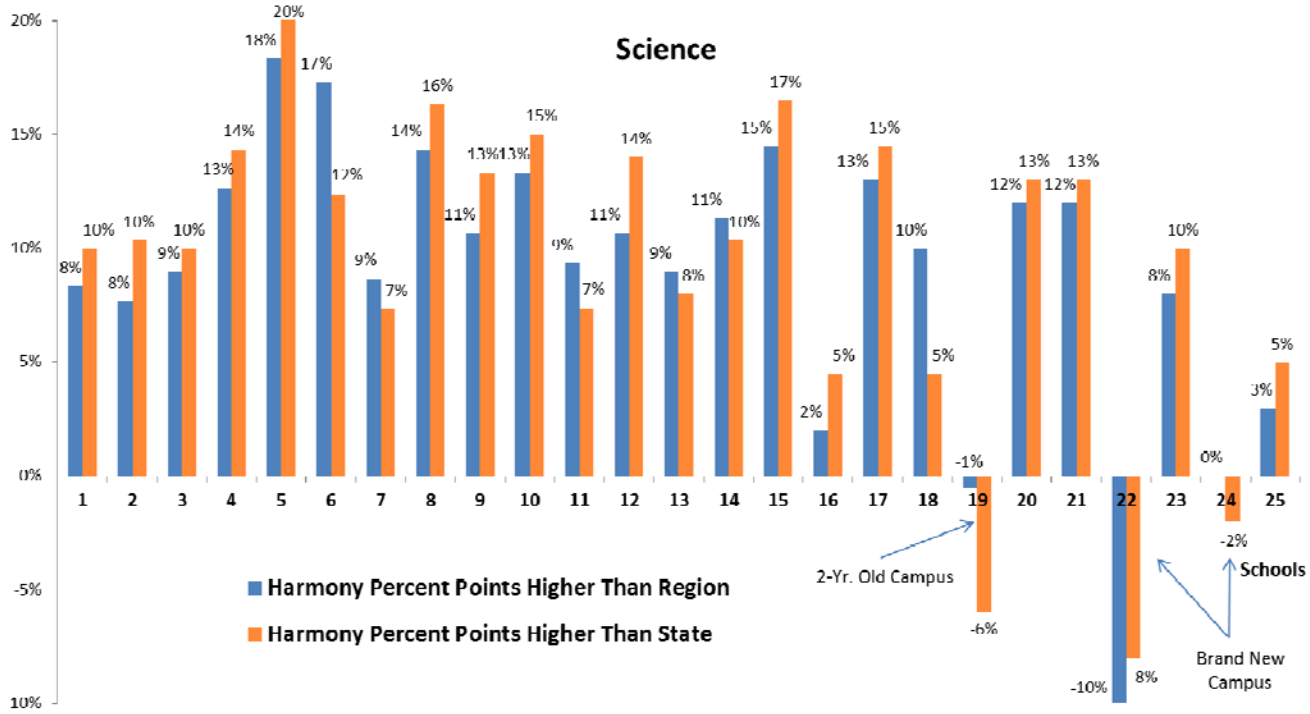
Harmony SCIENCE TAKS Results in Comparison to Region and State-TX										
		2008 Passing (%) (2007-2008)			2009 Passing (%) (2008-2009)			2010 Passing (%) (2009-2010)		
School♯	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	84	76	74	93	79	78	88	85	83
2	2002	93	77	74	84	81	78	89	85	83
3	2004	86	75	74	89	79	78	90	84	83

4	2005	98	76	74	93	79	78	87	85	83
5	2006	97	76	74	100	79	78	98	85	83
6	2006	97	66	74	88	73	78	87	81	83
7	2006	93	74	74	78	76	78	86	81	83
8	2006	96	76	74	95	80	78	93	85	83
9	2006	87	77	74	95	81	78	93	85	83
10	2007	88	76	74	95	79	78	97	85	83
11	2007	89	72	74	84	75	78	84	82	83
12	2007	90	78	74	95	81	78	92	86	83
13	2007	83	74	74	92	76	78	84	82	83
14	2007	89	73	74	80	77	78	97	82	83
15	2008	NA	NA	NA	100	80	78	94	85	83
16	2008	NA	NA	NA	79	81	78	91	85	83
17	2008	NA	NA	NA	95	79	78	95	85	83
18	2008	NA	NA	NA	90	71	78	80	79	83
19	2008	NA	NA	NA	63	71	78	86	79	83
20	2009	NA	NA	NA	NA	NA	NA	96	84	83
21	2009	NA	NA	NA	NA	NA	NA	96	84	83
22	2009	NA	NA	NA	NA	NA	NA	75	85	83
23	2009	NA	NA	NA	NA	NA	NA	93	85	83
24	2009	NA	NA	NA	NA	NA	NA	81	81	83
25	2009	NA	NA	NA	NA	NA	NA	88	85	83

Source: *Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/*

Legend: ǂ *School names abbreviated (complete school names are in Table 4); Har.-Harmony Percentage of Students Passing Science TAKS; Reg.-Region Percentage of Students Passing Science TAKS; TX-State of Texas Percentage of Students Passing Science TAKS*

Figure 6. Harmony Texas Assessment of Knowledge and Skills (TAKS) Science Average Scores (Average Percent Points Higher than Region and State, 2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Harmony TAKS Science scores are well above the Regions in which the Harmony schools are located and the State average. From 2008 to 2010, the Harmony student's science passing percentage was **9 percentage points higher than their Region and the State average**. This is due to early intervention and rigorous hands-on science instruction at Harmony. Science fairs are a tradition at Harmony Public Schools. Every Harmony student works on a project matching their interest in math, science, computers or engineering. We have found our science fair projects have been a valuable means of applying the concept of scientific method as well as a fun learning experience for the students.

READING / ENGLISH LANGUAGE ARTS (ELA)

Table 7 and Figure 7 below present the percentage of Harmony students that demonstrated mastery in Reading/ELA TAKS as well as those students that demonstrated mastery in the same test in the Region and in the State of Texas.

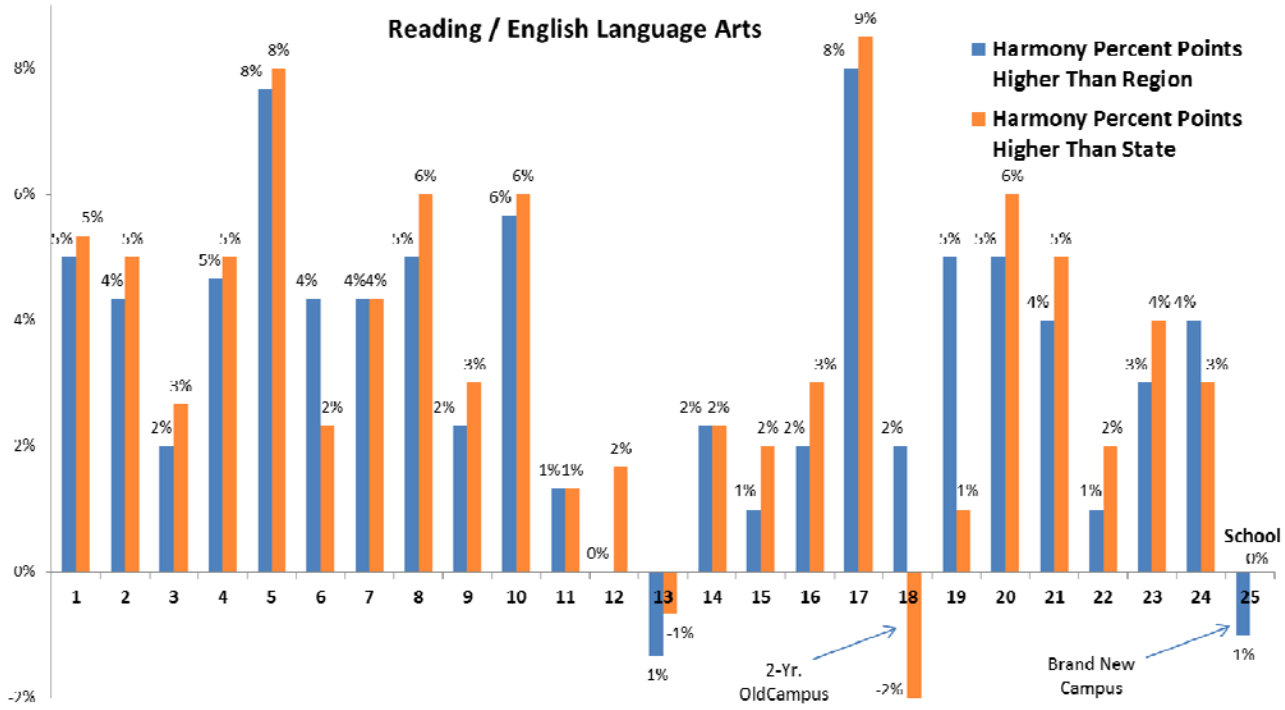
Table 7. Percentage of Harmony Students That Passed Reading/ELA TAKS Test in Comparison to Region and State (in percent)

Harmony READING / ELA TAKS Results in Comparison to Region and State-TX										
		2008 Passing (%) (2007-2008)			2009 Passing (%) (2008-2009)			2010 Passing (%) (2009-2010)		
School♯	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	96	91	91	98	91	91	94	91	90
2	2002	98	91	91	96	92	91	93	91	90
3	2004	94	91	91	92	92	91	94	91	90
4	2005	97	91	91	96	91	91	94	91	90
5	2006	98	91	91	99	91	91	99	91	90
6	2006	96	88	91	93	89	91	90	89	90
7	2006	99	91	91	92	91	91	94	90	90
8	2006	98	92	91	95	92	91	97	91	90
9	2006	93	91	91	96	92	91	92	91	90
10	2007	98	91	91	96	91	91	96	91	90
11	2007	96	91	91	91	91	91	89	90	90
12	2007	93	93	91	94	93	91	90	91	90
13	2007	92	92	91	91	92	91	87	90	90
14	2007	91	91	91	91	91	91	97	90	90
15	2008	NA	NA	NA	94	92	91	91	91	90
16	2008	NA	NA	NA	93	92	91	94	91	90
17	2008	NA	NA	NA	100	91	91	98	91	90
18	2008	NA	NA	NA	92	87	91	85	86	90
19	2008	NA	NA	NA	88	87	91	95	86	90
20	2009	NA	NA	NA	NA	NA	NA	96	91	90
21	2009	NA	NA	NA	NA	NA	NA	95	91	90
22	2009	NA	NA	NA	NA	NA	NA	92	91	90
23	2009	NA	NA	NA	NA	NA	NA	94	91	90
24	2009	NA	NA	NA	NA	NA	NA	93	89	90
25	2009	NA	NA	NA	NA	NA	NA	90	91	90

Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Legend: ǂ *School names abbreviated (complete school names are in Table 4); Har.-Harmony Percentage of Students Passing Reading/ELA TAKS; Reg.-Region Percentage of Students Passing Reading/ELA TAKS; TX-State of Texas Percentage of Students Passing Reading/ELA TAKS*

Figure 7. Harmony Texas Assessment of Knowledge and Skills (TAKS) Reading/English Language Arts Average Scores (Average Percent Points Higher than Region and State, 2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Harmony students did better in TAKS Reading/ELA TAKS test than their peers in the surrounding region and overall State. From 2008 to 2010, Harmony students' Social Studies average was **3 percentage points higher than Region and State averages**.

SOCIAL STUDIES

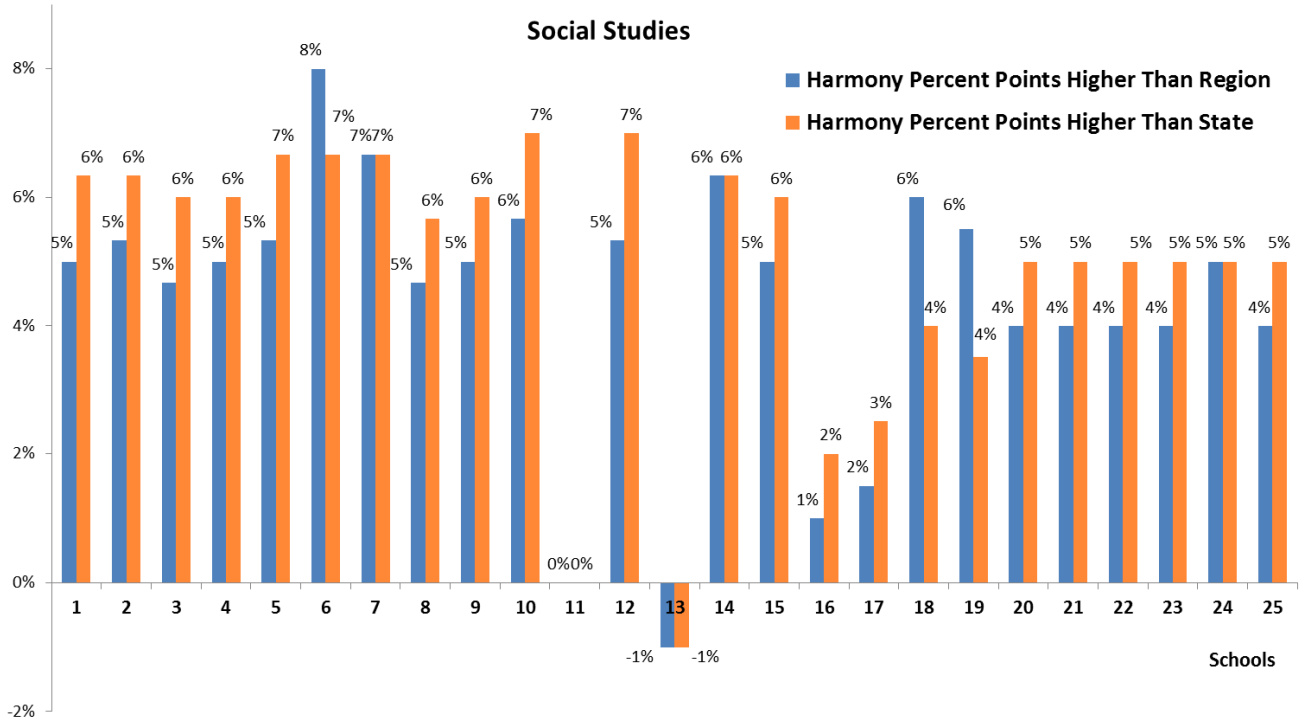
Table 8 and Figure 8 below present the percentage of Harmony students that demonstrated mastery in Social Studies as well as those students that demonstrated mastery in the same test in the Region and in the State of Texas.

Table 8. Percentage of Harmony Students That Passed Social Studies TAKS Test in Comparison to Region and State (in percent)

Harmony SOCIAL STUDIES TAKS Results in Comparison to Region and State-TX										
		2008 Passing (%) (2007-2008)			2009 Passing (%) (2008-2009)			2010 Passing (%) (2009-2010)		
School♯	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	99	93	91	99	94	93	100	96	95
2	2002	100	92	91	99	94	93	99	96	95
3	2004	99	93	91	98	94	93	100	96	95
4	2005	NA	NA	NA	100	94	93	100	96	95
5	2006	100	93	91	100	94	93	99	96	95
6	2006	100	88	91	100	92	93	99	95	95
7	2006	100	91	91	100	93	93	99	95	95
8	2006	97	92	91	100	94	93	99	96	95
9	2006	NA	NA	NA	100	94	93	100	96	95
10	2007	100	93	91	100	94	93	100	96	95
11	2007	95	90	91	89	92	93	94	95	95
12	2007	100	94	91	100	94	93	100	96	95
13	2007	100	91	91	93	93	93	83	95	95
14	2007	100	91	91	100	93	93	98	95	95
15	2008	NA	NA	NA	100	94	93	100	96	95
16	2008	NA	NA	NA	92	94	93	100	96	95
17	2008	NA	NA	NA	95	94	93	98	96	95
18	2008	NA	NA	NA	100	90	93	96	94	95
19	2008	NA	NA	NA	95	90	93	100	94	95
20	2009	NA	NA	NA	NA	NA	NA	100	96	95
21	2009	NA	NA	NA	NA	NA	NA	100	96	95
22	2009	NA	NA	NA	NA	NA	NA	100	96	95
23	2009	NA	NA	NA	NA	NA	NA	100	96	95
24	2009	NA	NA	NA	NA	NA	NA	100	95	95
25	2009	NA	NA	NA	NA	NA	NA	100	96	95

Source: *Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/*
Legend: ǂ *School names abbreviated (complete school names are in Table 4); Har.-Harmony Percentage of Students Passing Social Studies TAKS; Reg.-Region Percentage of Students Passing Social Studies TAKS; TX-State of Texas Percentage of Students Passing Social Studies TAKS*

Figure 8. Harmony Texas Assessment of Knowledge and Skills (TAKS) Social Studies Average Scores (Average Percent Points Higher than Region and State, 2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2005 through 2009, http://ritter.tea.state.tx.us/perfreport/aeis/

As seen in Table 8 and Figure 8, Harmony students scored an average of **4 percentage points higher in TAKS Social Studies than their peers in the Region and 5 percentage points higher than the State** between 2008 and 2010.

(2) (i) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter schools operated or managed by the applicant

Harmony Public Schools have consistently demonstrated success in closing the achievement gaps identified for the designated subgroups of students over the past there years. Harmony Science Academy-Houston received the **National Title I National Distinguished School Award** in 2006. Harmony was one of the 52 schools in the U.S. to receive this national acknowledgment due to closing the achievement gap between student groups. Harmony was the only school having both middle and high school grades and the only charter school to receive the award.

Harmony's performance in subgroups in section is discussed in detail below.

ECONOMICALLY DISADVANTAGED (LOW INCOME) STUDENTS – All Tests

Table 9 and Figure 9 below report the academic standing of Harmony students compared to similar students in the Region and the State. The percentages represent the low-income students that passed all subject areas administered in TAKS test.

Table 9. Percentage of Low Income Students in Harmony That All Tests in the TAKS Test in Comparison to Region and State (in percent)

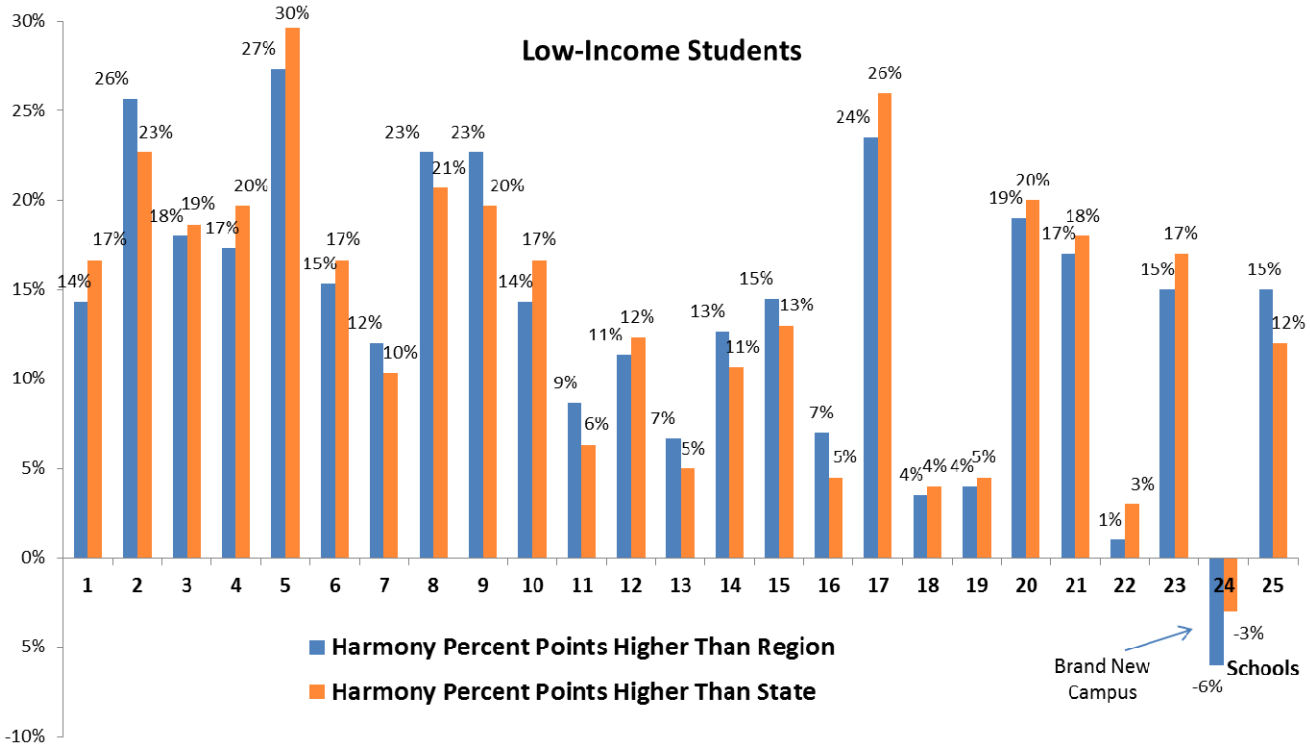
Harmony TAKS Results of LOW INCOME Students in Comparison to Region and State-TX										
		2008 Passing (%) (2007-2008)			2009 Passing (%) (2008-2009)			2010 Passing (%) (2009-2010)		
School‡	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	84	65	63	84	68	65	79	71	69
2	2002	97	59	63	85	63	65	83	66	69
3	2004	84	63	63	83	66	65	86	70	69
4	2005	93	65	63	84	68	65	79	71	69

5	2006	92	65	63	95	68	65	99	71	69
6	2006	90	62	63	84	67	65	73	72	69
7	2006	92	62	63	65	64	65	71	66	69
8	2006	91	60	63	83	64	65	85	67	69
9	2006	87	59	63	86	63	65	83	66	69
10	2007	75	65	63	80	68	65	92	71	69
11	2007	83	59	63	65	63	65	68	68	69
12	2007	86	64	63	78	67	65	70	69	69
13	2007	77	62	63	74	64	65	61	66	69
14	2007	77	61	63	64	64	65	88	66	69
15	2008	NA	NA	NA	81	64	65	79	67	69
16	2008	NA	NA	NA	65	63	65	78	66	69
17	2008	NA	NA	NA	94	68	65	92	71	69
18	2008	NA	NA	NA	77	66	65	65	69	69
19	2008	NA	NA	NA	60	66	65	83	69	69
20	2009	NA	NA	NA	NA	NA	NA	89	70	69
21	2009	NA	NA	NA	NA	NA	NA	87	70	69
22	2009	NA	NA	NA	NA	NA	NA	72	71	69
23	2009	NA	NA	NA	NA	NA	NA	86	71	69
24	2009	NA	NA	NA	NA	NA	NA	66	72	69
25	2009	NA	NA	NA	NA	NA	NA	81	66	69

Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/
Legend: ǂ School names abbreviated (complete school names are in Table 4); Har.-Harmony Percentage of Low Income Students Passing All Tests in TAKS; Reg.-Region Percentage of Low Income Students Passing All Tests in TAKS; TX-State of Texas Percentage of Low Income Students Passing All Tests in TAKS

As clearly seen from Table 9 and Figure 9, Harmony historically has closed the achievement gap for economically disadvantaged students. Harmony economically disadvantaged students scored **14 percentage points higher than their peers in the Region and the State.** This speaks to Harmony's unwavering commitment to close the achievement gaps.

Figure 9. Texas Assessment of Knowledge and Skills (TAKS) Scores of Harmony Low Income Students – All Tests (Average Percent Points Higher than Region and State, 2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

AFRICAN AMERICAN STUDENTS – All Tests

Table 10 and Figure 10 below compare the academic achievement of African American students in Harmony's system to achievement of those students in the Region and the State. The percentages in the table represent the percentage of African American students that passed all subject areas in TAKS test.

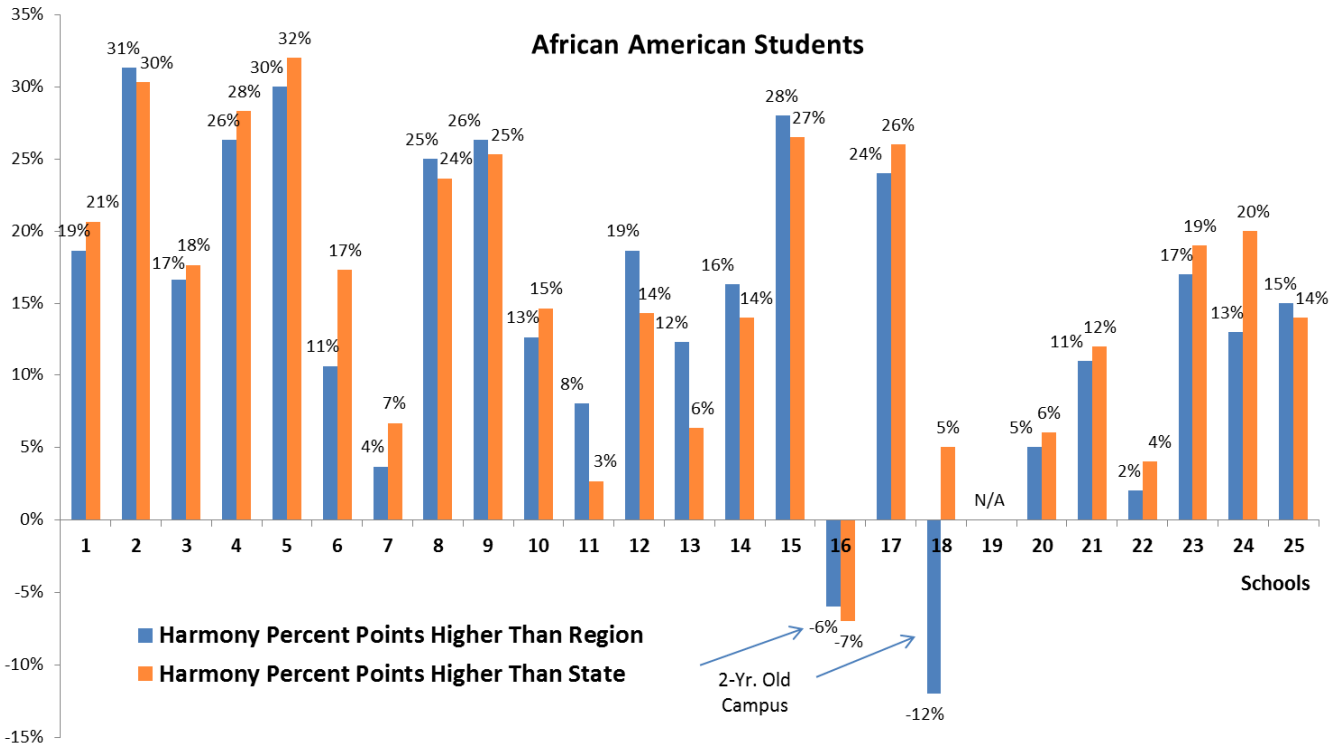
Table 10. Percentage of African American Students in Harmony That All Tests in TAKS Test in Comparison to Region and State (in percent)

Harmony TAKS Results of AFRICAN AMERICAN Students in Comparison to Region and State-TX										
		2008 Passing (%) (2007-2008)			2009 Passing (%) (2008-2009)			2010 Passing (%) (2009-2010)		
School‡	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	84	60	58	88	64	62	76	68	66
2	2002	96	57	58	89	61	62	92	65	66
3	2004	81	59	58	76	63	62	82	67	66
4	2005	95	60	58	88	64	62	88	68	66
5	2006	96	60	58	88	64	62	98	68	66
6	2006	67	64	58	100	69	62	71	73	66
7	2006	83	62	58	55	65	62	68	68	66
8	2006	91	57	58	83	61	62	83	64	66
9	2006	86	57	58	93	61	62	83	65	66
10	2007	63	60	58	73	64	62	94	68	66
11	2007	78	52	58	58	55	62	58	63	66
12	2007	82	55	58	78	58	62	69	60	66
13	2007	80	53	58	73	56	62	52	59	66
14	2007	87	56	58	59	60	62	82	63	66
15	2008	NA	NA	NA	90	61	62	91	64	66
16	2008	NA	NA	NA	38	61	62	76	65	66
17	2008	NA	NA	NA	92	64	62	88	68	66
18	2008	NA	NA	NA	NA	82	62	71	83	66
19	2008	NA	NA	NA	NA	82	62	NA	83	66
20	2009	NA	NA	NA	NA	NA	NA	72	67	66
21	2009	NA	NA	NA	NA	NA	NA	78	67	66
22	2009	NA	NA	NA	NA	NA	NA	70	68	66
23	2009	NA	NA	NA	NA	NA	NA	85	68	66
24	2009	NA	NA	NA	NA	NA	NA	86	73	66
25	2009	NA	NA	NA	NA	NA	NA	80	65	66

Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Legend: ‡ School names abbreviated (complete school names are in Table 4); Har.-Harmony Percentage of African American Students Passing All Tests in TAKS; Reg.-Region Percentage of African American Students Passing All Tests in TAKS; TX-State of Texas Percentage of African American Students Passing All Tests in TAKS

Figure 10. Texas Assessment of Knowledge and Skills (TAKS) Scores of Harmony African American Students – All Tests (Average Percent Points Higher than Region and State, 2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

As seen in Figure 10 above, Harmony has closed the achievement gap in the African-American student subgroup. The percentage of African American students that passed all tests in TAKS from 2008 to 2010 were an average of **15 percentage points higher than African-American students in the Region and 16 percentage points higher than African-American students in the State** that passed all tests in TAKS.

HISPANIC STUDENTS – All Tests

Table 11 and Figure 11 below report the percentage of Hispanic students that passed all subject areas in TAKS test in comparison of Harmony schools to the Region and the State from 2008 to 2010.

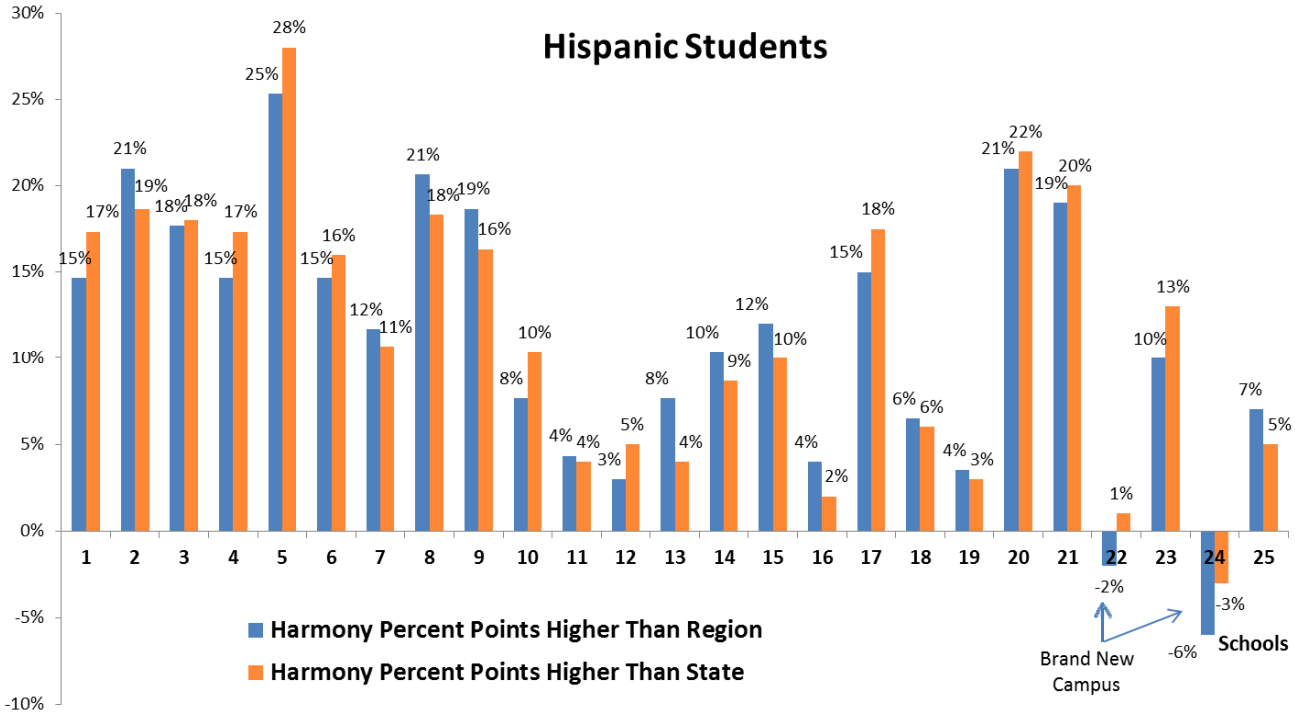
Table 11. Percentage of Hispanic Students in Harmony That All Tests in TAKS Test in Comparison to Region and State (in percent)

Harmony TAKS Results of HISPANIC Students in Comparison to Region and State-TX										
		2008 Passing (%) (2007-2008)			2009 Passing (%) (2008-2009)			2010 Passing (%) (2009-2010)		
School♯	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	89	68	65	86	70	68	81	74	71
2	2002	94	62	65	83	66	68	83	69	71
3	2004	86	65	65	85	68	68	87	72	71
4	2005	93	68	65	85	70	68	78	74	71
5	2006	92	68	65	99	70	68	97	74	71
6	2006	91	65	65	85	69	68	76	74	71
7	2006	92	65	65	68	67	68	76	69	71
8	2006	88	62	65	85	66	68	86	69	71
9	2006	84	62	65	87	66	68	82	69	71
10	2007	65	68	65	81	70	68	89	74	71
11	2007	80	65	65	70	66	68	66	72	71
12	2007	78	68	65	77	70	68	64	72	71
13	2007	76	63	65	72	64	68	68	66	71
14	2007	80	64	65	62	66	68	88	69	71
15	2008	NA	NA	NA	84	66	68	75	69	71
16	2008	NA	NA	NA	63	66	68	80	69	71
17	2008	NA	NA	NA	89	70	68	85	74	71
18	2008	NA	NA	NA	82	68	68	69	70	71
19	2008	NA	NA	NA	63	68	68	82	70	71
20	2009	NA	NA	NA	NA	NA	NA	93	72	71
21	2009	NA	NA	NA	NA	NA	NA	91	72	71
22	2009	NA	NA	NA	NA	NA	NA	72	74	71
23	2009	NA	NA	NA	NA	NA	NA	84	74	71
24	2009	NA	NA	NA	NA	NA	NA	68	74	71
25	2009	NA	NA	NA	NA	NA	NA	76	69	71

Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Legend: ǂ *School names abbreviated (complete school names are in Table 4); Har.-Harmony Percentage of Hispanic Students Passing All Tests in TAKS; Reg.-Region Percentage of Hispanic Students Passing All Tests in TAKS; TX-State of Texas Percentage of Hispanic Students Passing All Tests in TAKS*

Figure 11. Harmony Texas Assessment of Knowledge and Skills (TAKS) Hispanic Students' Scores – All Tests (Average Percent Points Higher than Region and State, 2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

As clearly seen from the above results, Harmony has closed the achievement gap in Hispanic students compared to their peers. Harmony results were **11 percentage points higher than the Region and 12 percentage points higher than the State in average** from 2008 to 2010.

(3) The degree, including the consistency over the past three years, to which the applicant has achieved results for low-income and other educationally disadvantaged students served by the charter schools operated or managed by the applicant that are significantly above the average academic achievement results for such students in the State.

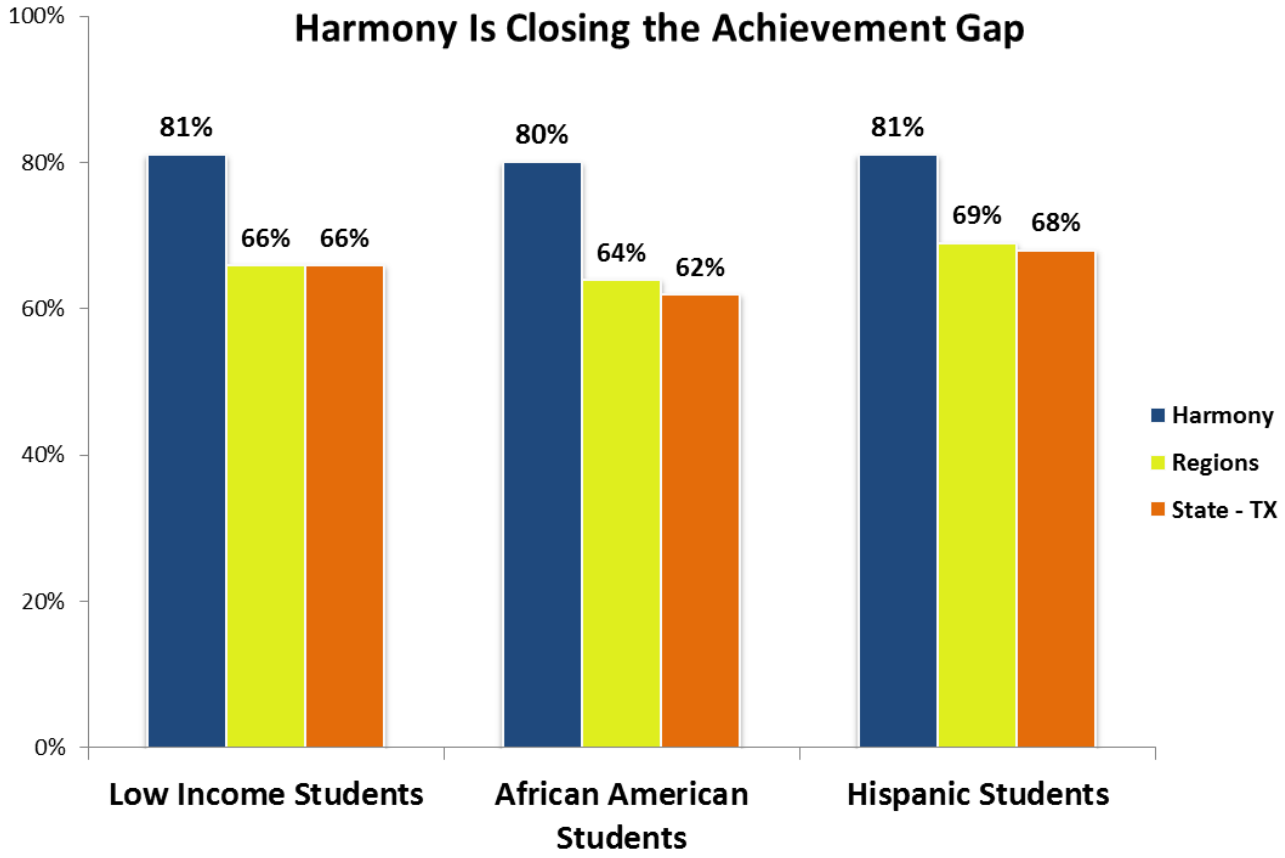
Harmony's has achieved superior academic results for low-income and minority students. The detailed discussions of these results are reported above. The table below compares the academic success of low-income and minority students in Harmony schools to those that are in the surrounding Regions and the State. The percentages represent the average percentage of students that scored above proficiency in all tests in TAKS from 2005 to 2009.

Table 12. Percentage of Low-Income Harmony Students That All Tests in TAKS Test in Comparison to the Corresponding Region and the State (in percent)

Performance of Low Income and Minority Students in Harmony In Comparison to the State-TX, 3-Yr. Average 2008-2010 (All Tests in TAKS)			
	Harmony	**Regions**	**State**
Low Income Students	**81%**	66%	66%
African American Students	**80%**	64%	62%
Hispanic Students	**81%**	69%	68%

Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Figure 12. Harmony Texas Assessment of Knowledge and Skills (TAKS) Hispanic Students' Scores – All Tests (3-Yr. Average Percent Points Higher than the Region and the State, 2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2005 through 2009, http://ritter.tea.state.tx.us/perfreport/aeis/

As seen in Figure 10 above, Harmony has closed the achievement in all low-income and minority students. For **low income students, Harmony is 15 percentage points higher** than the Region and the State. For **African American students, it is 16 percentage points higher than the Region 18 percentage points higher than the State** and for **Hispanic students, it is 12 points higher than the Region and 13 percentage points higher than the State average**. The results clearly point to the fact that Harmony has the tools and the experience to provide the quality education needed to intervene quickly and deliver the results for each and every of its students.

Attendance and graduation of Harmony students in subgroups in comparison to students in the Region and the State is discussed in detail below.

ATTENDANCE

The below data compare the attendance of Harmony students to those in the Region and the State overall and in student subgroups. Texas Education Agency has comparative attendance data until the 2008-2009 school year. Harmony Public Schools currently operates 33 schools and the average attendance system wide was 96.6% in the 2010-2011 school year. In the same year, African-American students had 96.8% Hispanic students had 96.6%; economically disadvantaged students had 96.5%; and special education students had 95.9% attendance *(Source: Texas Education Agency, PEIMS - Public Education Information Management System, Attendance Rates Comparison By Ethnicity, Gender, and Special Population, 2010 - 2011 Summer Collection, Report PRF7C057)* (Attachment C)

Overall Attendance:

Since Texas Education Agency has comparative attendance data until the 2008-2009 school year, in all attendance calculations below, the schools that were open before 2008-2009 were taken into account.

Table 13 and Figure 13 below point to the fact that Harmony students' attendance from 2006-2007 to 2008-2009 is an average of **1.3 percentage points higher than the Region and the State average**. Harmony employs a proactive attendance policy. Harmony teachers do home visits to bridge the parents and school community. This creates mutual trust between parents, students, and the school, which in turn helps reduce the number of absent days.

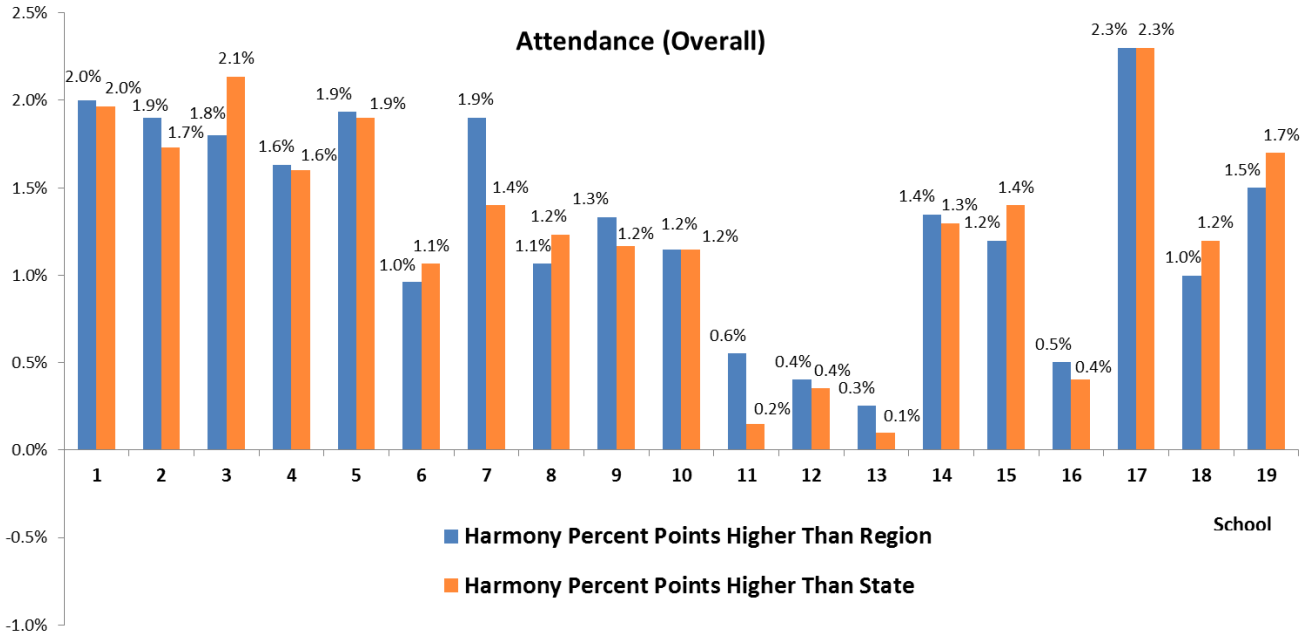
Table 13. Attendance Rate of Harmony Students in Comparison to Region and State (in percent)

Harmony OVERALL ATTENDANCE Rate in Comparison to Region and State										
		2008 AEIS Report (2006-2007 Attendance) (%)			2009 AEIS Report (2007-2008 Attendance) (%)			2010 AEIS Report (2008-2009 Attendance) (%)		
School‡	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	97.2	95.4	95.5	97.8	95.5	95.5	97.5	95.6	95.6
2	2002	97.3	95.3	95.5	96.9	95.3	95.5	97.6	95.5	95.6
3	2004	97.3	95.7	95.5	97.9	95.9	95.5	97.8	96.0	95.6
4	2005	97.3	95.4	95.5	97.2	95.5	95.5	96.9	95.6	95.6
5	2006	97.2	95.4	95.5	97.7	95.5	95.5	97.4	95.6	95.6
6	2006	97.1	95.7	95.5	96.3	95.6	95.5	96.4	95.6	95.6
7	2006	96.5	94.9	95.5	97.2	95.0	95.5	97.1	95.2	95.6
8	2006	96.9	95.6	95.5	96.9	95.7	95.5	96.5	95.8	95.6
9	2006	96.7	95.3	95.5	96.9	95.3	95.5	96.5	95.5	95.6
10	2007	NA	NA	NA	96.8	95.5	95.5	96.6	95.6	95.6
11	2007	NA	NA	NA	96.3	95.2	95.5	95.1	95.1	95.6
12	2007	NA	NA	NA	95.7	95.5	95.5	96.1	95.5	95.6
13	2007	NA	NA	NA	95.9	95.3	95.5	95.4	95.5	95.6
14	2007	NA	NA	NA	96.9	95.4	95.5	96.8	95.6	95.6
15	2008	NA	NA	NA	NA	NA	NA	97.0	95.8	95.6
16	2008	NA	NA	NA	NA	NA	NA	96.0	95.5	95.6
17	2008	NA	NA	NA	NA	NA	NA	97.9	95.6	95.6
18	2008	NA	NA	NA	NA	NA	NA	96.8	95.8	95.6
19	2008	NA	NA	NA	NA	NA	NA	97.3	95.8	95.6

Source: *Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/*

Legend: *‡ School names abbreviated (complete school names are in Table 4); Har.-Harmony's Overall Attendance Rate in Percent; Reg.-Region's Overall Attendance Rate in Percent; TX-State of Texas' Overall Attendance Rate in Percent*

Figure 13. Harmony Overall Student Attendance (Average Percent Points Higher than Region and State, 3 Yr. Average-2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Attendance of African-American Students:

One of the key factors that contribute to closing the achievement gap is to increase the contact hours of learning. Therefore high attendance plays a significant role in a student's academic achievement. The attendance rate of African American students in Harmony schools was an average of **1.7 percentage points higher than their counterparts in the respective Regions and the State** from 2006-2007 to 2008-2009 (Table 14 and Figure 14).

Table 14. Attendance Rate of African American Students in Harmony Schools in Comparison to Region and State (in percent)

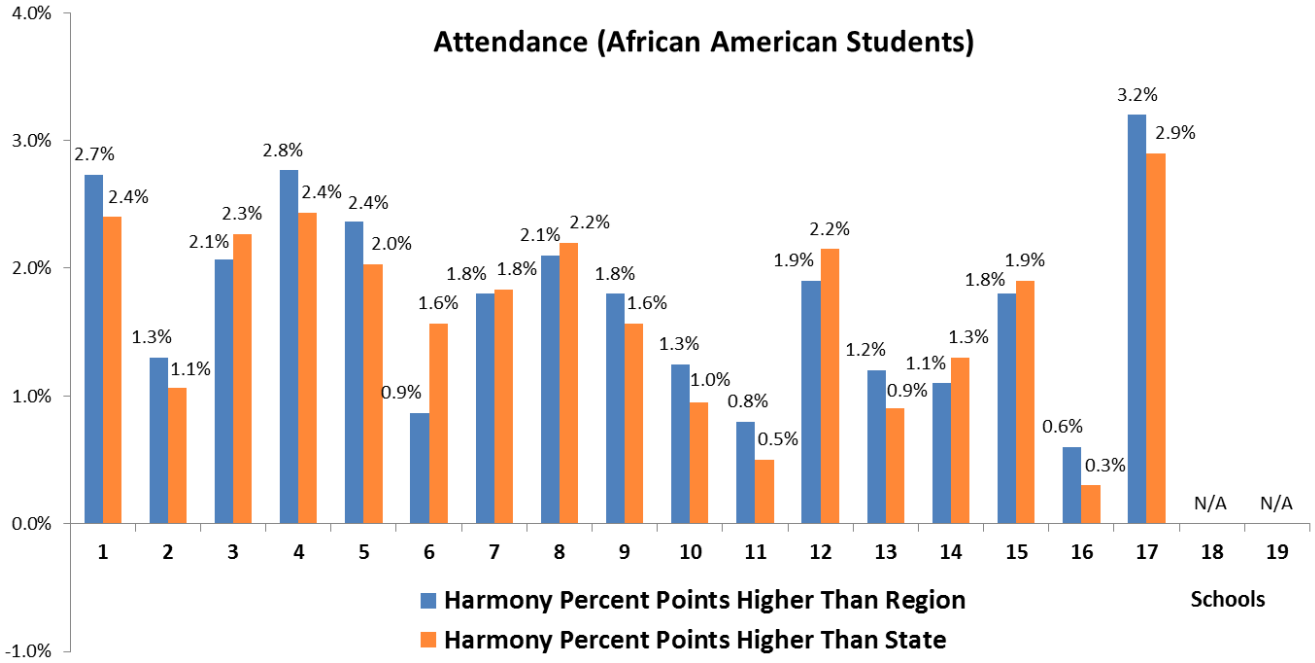
Harmony ATTENDANCE Rate of AFRICAN AMERICAN Students in Comparison to Region and State										
		2008 AEIS Report (2006-2007 Attendance) (%)			2009 AEIS Report (2007-2008 Attendance) (%)			2010 AEIS Report (2008-2009 Attendance) (%)		
School‡	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	97.2	94.6	95.0	97.8	94.8	95.1	97.5	94.9	95.2

2	2002	95.6	94.8	95.0	96.6	94.9	95.1	96.3	94.9	95.2
3	2004	97.6	95.1	95.0	97.1	95.4	95.1	97.4	95.4	95.2
4	2005	97.5	94.6	95.0	97.5	94.8	95.1	97.6	94.9	95.2
5	2006	97.1	94.6	95.0	97.1	94.8	95.1	97.2	94.9	95.2
6	2006	97.5	95.7	95.0	95.8	95.9	95.1	96.7	95.8	95.2
7	2006	97.3	94.9	95.0	95.7	95.2	95.1	97.8	95.3	95.2
8	2006	97.3	95.1	95.0	97.5	95.2	95.1	97.1	95.3	95.2
9	2006	96.9	94.8	95.0	96.4	94.9	95.1	96.7	94.9	95.2
10	2007	NA	NA	NA	96.6	94.8	95.1	95.6	94.9	95.2
11	2007	NA	NA	NA	97.0	94.9	95.1	94.3	94.8	95.2
12	2007	NA	NA	NA	97.2	95.4	95.1	97.4	95.4	95.2
13	2007	NA	NA	NA	96.0	94.9	95.1	96.1	94.8	95.2
14	2007	NA	NA	NA	96.5	95.3	95.1	96.4	95.4	95.2
15	2008	NA	NA	NA	NA	NA	NA	97.1	95.3	95.2
16	2008	NA	NA	NA	NA	NA	NA	95.5	94.9	95.2
17	2008	NA	NA	NA	NA	NA	NA	98.1	94.9	95.2
18	2008	NA	NA	NA	NA	NA	NA	NA	NA	NA
19	2008	NA	NA	NA	NA	NA	NA	NA	NA	NA

Source: *Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/*

Legend: ǂ *School names abbreviated (complete school names are in Table 4); Har.-Harmony's Rate of African American Students' Attendance in Percent; Reg.-Region's Rate of African American Students' Attendance in Percent; TX-State of Texas' Rate of African American Students' Attendance in Percent*

Figure 14. Harmony Attendance Rate of African-American Students (Average Percent Points Higher than Region and State, 3-Yr. Average-2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Attendance of Hispanic Students:

The attendance rate of Hispanic students in Harmony schools was an average of **1.3 percentage points higher than their counterparts in the respective Regions and the State** from 2006-2007 to 2008-2009 (Table 15 and Figure 15).

Table 14. Attendance Rate of Hispanic Students in Harmony Schools in Comparison to Region and State (in percent)

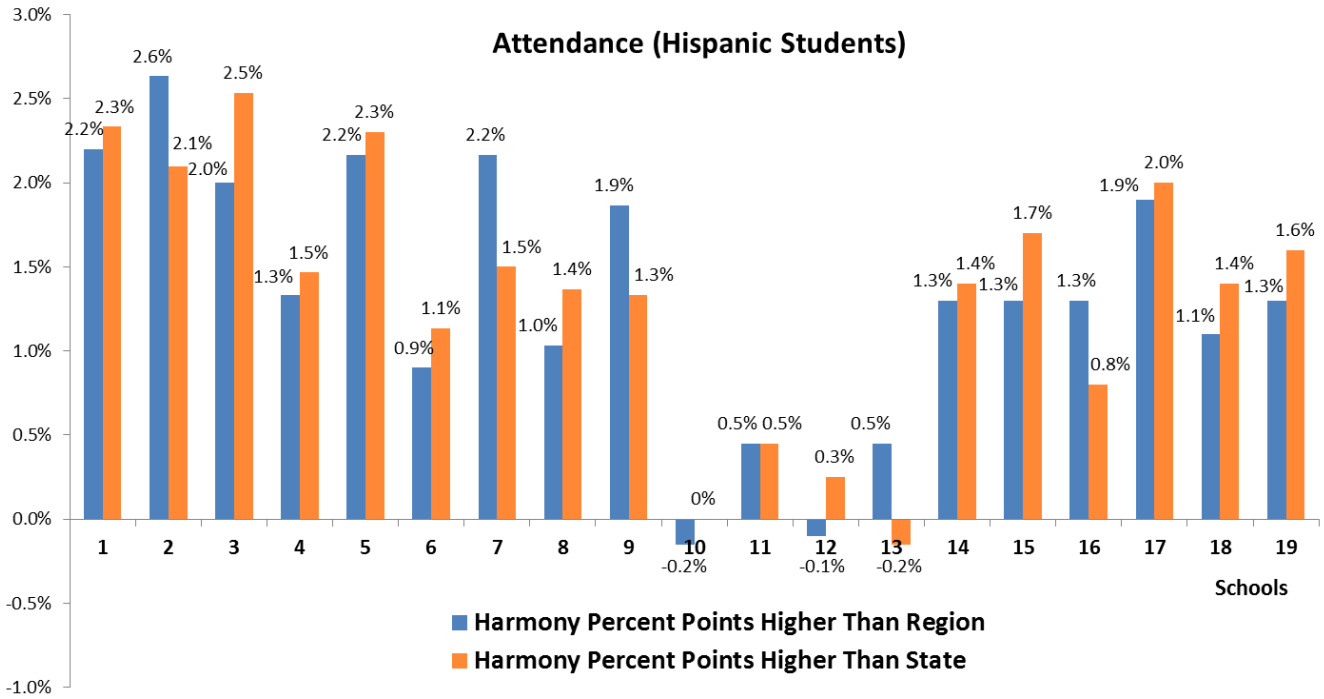
Harmony ATTENDANCE Rate of HISPANIC Students in Comparison to Region and State										
		2008 AEIS Report (2006-2007 Attendance) (%)			2009 AEIS Report (2007-2008 Attendance) (%)			2010 AEIS Report (2008-2009 Attendance) (%)		
School‡	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	97.4	95.4	95.3	98.1	95.6	95.4	97.7	95.6	95.5
2	2002	97.8	94.8	95.3	96.9	94.8	95.4	97.8	95.0	95.5
3	2004	97.5	95.7	95.3	98.3	96.0	95.4	98.0	96.1	95.5

4	2005	97.2	95.4	95.3	96.9	95.6	95.4	96.5	95.6	95.5
5	2006	97.3	95.4	95.3	97.9	95.6	95.4	97.9	95.6	95.5
6	2006	97.0	95.7	95.3	96.2	95.6	95.4	96.4	95.6	95.5
7	2006	96.4	94.6	95.3	97.3	94.7	95.4	97.0	94.9	95.5
8	2006	97.2	95.6	95.3	96.6	95.7	95.4	96.5	95.9	95.5
9	2006	96.9	94.8	95.3	96.9	94.8	95.4	96.4	95.0	95.5
10	2007	NA	NA	NA	95.3	95.6	95.4	95.6	95.6	95.5
11	2007	NA	NA	NA	96.3	95.5	95.4	95.5	95.4	95.5
12	2007	NA	NA	NA	95.2	95.8	95.4	96.2	95.8	95.5
13	2007	NA	NA	NA	95.8	94.8	95.4	94.8	94.9	95.5
14	2007	NA	NA	NA	96.7	95.5	95.4	97.0	95.6	95.5
15	2008	NA	NA	NA	NA	NA	NA	97.2	95.9	95.5
16	2008	NA	NA	NA	NA	NA	NA	96.3	95.0	95.5
17	2008	NA	NA	NA	NA	NA	NA	97.5	95.6	95.5
18	2008	NA	NA	NA	NA	NA	NA	96.9	95.8	95.5
19	2008	NA	NA	NA	NA	NA	NA	97.1	95.8	95.5

Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Legend: ǂ School names abbreviated (complete school names are in Table 4); Har.-Harmony's Rate of Hispanic Students' Attendance in Percent; Reg.-Region's Rate of Hispanic Students' Attendance in Percent; TX-State of Texas' Rate of Hispanic Students' Attendance in Percent

Figure 14. Harmony Attendance Rate of Hispanic Students (Average Percent Points Higher than Region and State, 3-Yr. Average-2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Attendance of Special Education Students:

The attendance rate of special education students in Harmony schools was an average of **2.5 percentage points higher than their counterparts in the respective Regions** and an average of **2.4 percentage points higher than those in the State** from 2006-2007 to 2008-2009 (Table 15 and Figure 15).

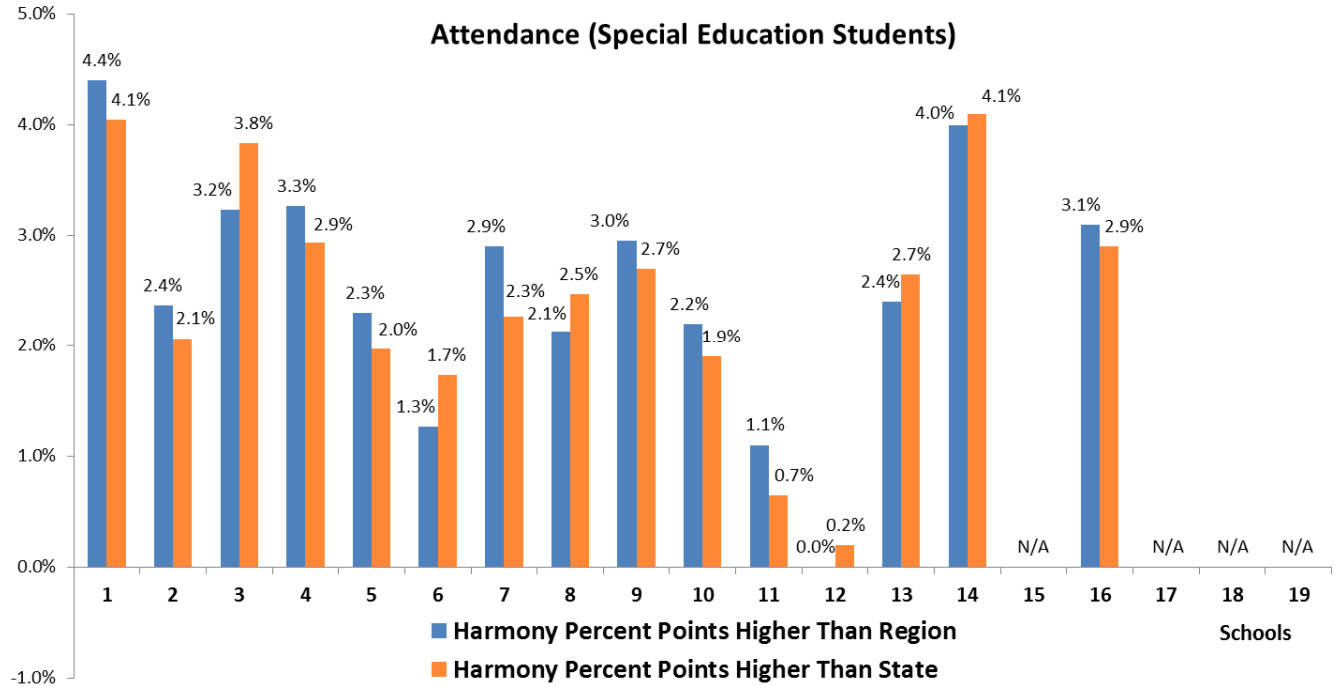
Table 15. Attendance Rate of Special Education Students in Harmony Schools in Comparison to Region and State (in percent)

Harmony ATTENDANCE Rate of SPECIAL EDUCATION Students in Comparison to Region and State										
		2008 AEIS Report (2006-2007 Attendance) (%)			2009 AEIS Report (2007-2008 Attendance) (%)			2010 AEIS Report (2008-2009 Attendance) (%)		
School♯	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	97.8	93.6	94.0	NA	NA	NA	98.4	93.8	94.1
2	2002	94.8	93.7	94.0	95.7	93.6	94.0	97.8	93.9	94.1
3	2004	97.6	94.5	94.0	97.8	94.6	94.0	98.2	94.8	94.1
4	2005	96.1	93.6	94.0	97.4	93.7	94.0	97.4	93.8	94.1
5	2006	95.9	93.6	94.0	96.1	93.7	94.0	96.0	93.8	94.1
6	2006	96.9	94.6	94.0	96.2	94.5	94.0	94.2	94.4	94.1
7	2006	95.1	93.3	94.0	96.8	93.4	94.0	97.0	93.5	94.1
8	2006	96.6	94.3	94.0	96.2	94.4	94.0	96.7	94.4	94.1
9	2006	97.2	93.7	94.0	NA	NA	NA	96.3	93.9	94.1
10	2007	NA	NA	NA	96.8	93.7	94.0	95.1	93.8	94.1
11	2007	NA	NA	NA	96.6	93.6	94.0	92.8	93.6	94.1
12	2007	NA	NA	NA	94.2	94.2	94.0	NA	NA	NA
13	2007	NA	NA	NA	96.8	94.3	94.0	96.6	94.3	94.1
14	2007	NA	NA	NA	98.3	94.1	94.0	98.0	94.2	94.1
15	2008	NA	NA	NA	NA	NA	NA	NA	NA	NA
16	2008	NA	NA	NA	NA	NA	NA	97.0	93.9	94.1
17	2008	NA	NA	NA	NA	NA	NA	NA	NA	NA
18	2008	NA	NA	NA	NA	NA	NA	NA	NA	NA
19	2008	NA	NA	NA	NA	NA	NA	NA	NA	NA

Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Legend: ǂ *School names abbreviated (complete school names are in Table 4); Har.-Harmony's Rate of Special Education Students' Attendance in Percent; Reg.-Region's Rate of Special Education Students' Attendance in Percent; TX-State of Texas' Rate of Special Education Students' Attendance in Percent*

Figure 15. Harmony Attendance Rate of Special Education Students (Average Percent Points Higher than Region and State, 3-Yr. Average-2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Attendance of Low-Income Students:

The attendance rate for low-income (economically disadvantaged) students in Harmony schools was an average of **1.5 percentage points higher than their counterparts in the respective Regions and the State** from 2006-2007 to 2008-2009 (Table 16 and Figure 16).

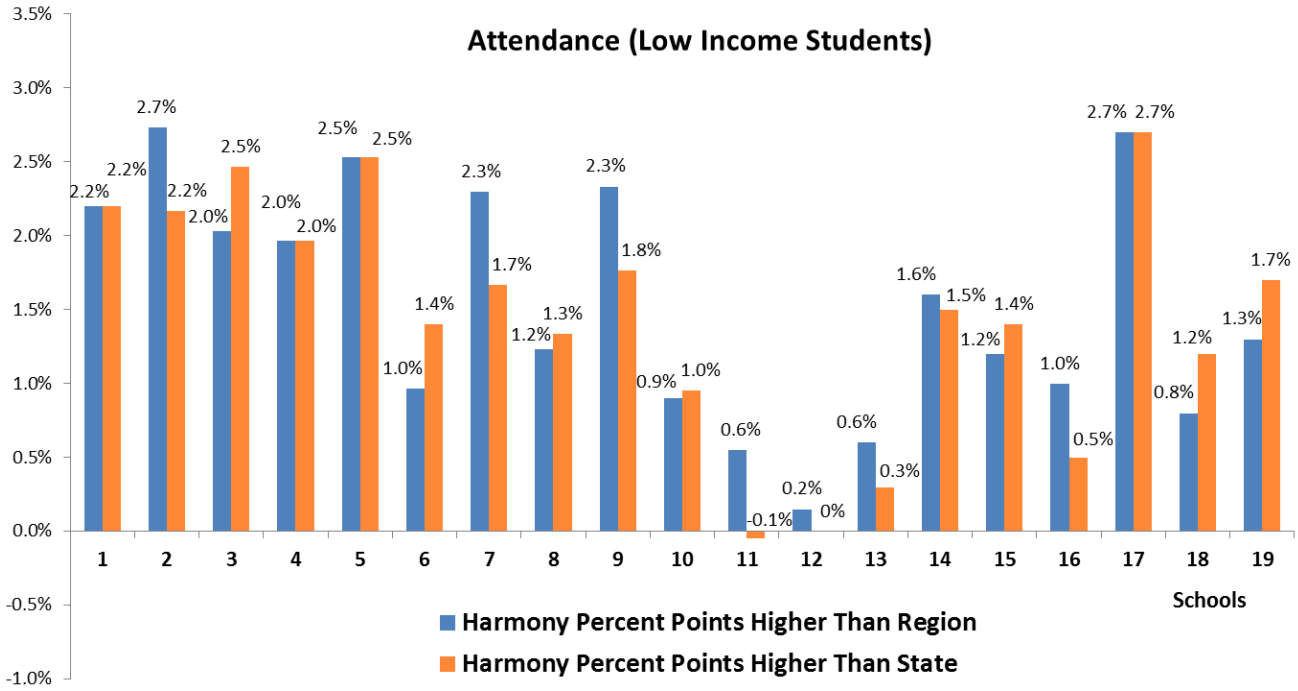
Table 16. Attendance Rate of Low Income Students in Harmony Schools in Comparison to Region and State (in percent)

Harmony ATTENDANCE Rate of LOW INCOME Students in Comparison to Region and State			
	2008 AEIS Report (2006-2007 Attendance) (%)	2009 AEIS Report (2007-2008 Attendance) (%)	2010 AEIS Report (2008-2009 Attendance) (%)

School‡	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	97.0	95.1	95.2	97.8	95.3	95.2	97.5	95.3	95.3
2	2002	97.6	94.6	95.2	96.9	94.6	95.2	97.7	94.8	95.3
3	2004	97.4	95.5	95.2	97.9	95.7	95.2	97.8	95.8	95.3
4	2005	97.4	95.1	95.2	97.2	95.3	95.2	97.0	95.3	95.3
5	2006	97.6	95.1	95.2	98.0	95.3	95.2	97.7	95.3	95.3
6	2006	97.2	95.8	95.2	96.3	95.6	95.2	96.4	95.6	95.3
7	2006	96.6	94.5	95.2	97.1	94.6	95.2	97.0	94.7	95.3
8	2006	96.8	95.2	95.2	96.2	95.3	95.2	96.7	95.5	95.3
9	2006	96.9	94.6	95.2	97.3	94.6	95.2	96.8	94.8	95.3
10	2007	NA	NA	NA	96.3	95.3	95.2	96.1	95.3	95.3
11	2007	NA	NA	NA	96.2	94.7	95.2	94.2	94.6	95.3
12	2007	NA	NA	NA	94.7	95.1	95.2	95.8	95.1	95.3
13	2007	NA	NA	NA	95.8	94.9	95.2	95.3	95.0	95.3
14	2007	NA	NA	NA	96.6	95.1	95.2	96.9	95.2	95.3
15	2008	NA	NA	NA	NA	NA	NA	96.7	95.5	95.3
16	2008	NA	NA	NA	NA	NA	NA	95.8	94.8	95.3
17	2008	NA	NA	NA	NA	NA	NA	98.0	95.3	95.3
18	2008	NA	NA	NA	NA	NA	NA	96.5	95.7	95.3
19	2008	NA	NA	NA	NA	NA	NA	97.0	95.7	95.3

Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/
Legend: ‡ School names abbreviated (complete school names are in Table 4); Har.-Harmony's Rate of Low Income Students' Attendance in Percent; Reg.-Region's Rate of Low Income Students' Attendance in Percent; TX-State of Texas' Rate of Low Income Students' Attendance in Percent

Figure 16. Harmony Attendance Rate of Low Income Students (Average Percent Points Higher than Region and State, 3-Yr. Average-2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2005 through 2008, http://ritter.tea.state.tx.us/perfreport/aeis/

Attendance of LEP (Limited English Proficient) Students:

The attendance rate of LEP students in Harmony schools was an average of **0.5 percentage points higher than their counterparts in the respective Regions and an average of 0.4 percentage points higher than those in the State** from 2006-2007 to 2008-2009 (Table 17 and Figure 17).

Table 17. Attendance Rate of Limited English Proficient (LEP) Students in Harmony Schools in Comparison to Region and State (in percent)

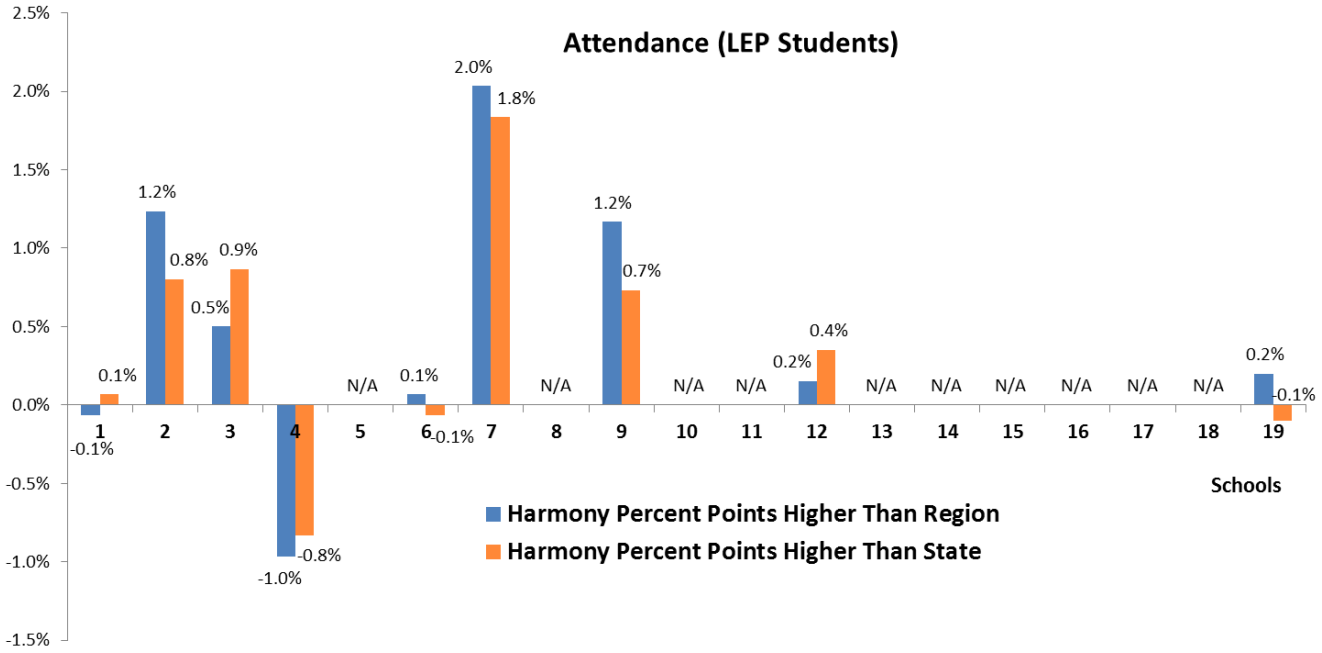
Harmony ATTENDANCE Rate of LEP Students in Comparison to Region and State										
		2008 AEIS Report (2006-2007 Attendance) (%)			2009 AEIS Report (2007-2008 Attendance) (%)			2010 AEIS Report (2008-2009 Attendance) (%)		
School‡	Year Opened	Har.	Reg.	TX	Har.	Reg.	TX	Har.	Reg.	TX
1	2000	95.1	96.4	96.3	97.4	96.6	96.4	96.9	96.6	96.5

2	2002	97.0	95.9	96.3	98.1	95.9	96.4	96.5	96.1	96.5
3	2004	96.7	96.6	96.3	97.6	96.8	96.4	97.5	96.9	96.5
4	2005	96.3	96.4	96.3	94.8	96.6	96.4	95.6	96.6	96.5
5	2006	97.1	96.4	96.3	NA	NA	NA	NA	NA	NA
6	2006	97.4	96.3	96.3	95.9	96.3	96.4	95.7	96.2	96.5
7	2006	98.6	96.1	96.3	97.5	96.2	96.4	98.6	96.3	96.5
8	2006	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	2006	96.6	95.9	96.3	97.5	95.9	96.4	97.3	96.1	96.5
10	2007	NA	NA	NA	NA	NA	NA	NA	NA	NA
11	2007	NA	NA	NA	NA	NA	NA	NA	NA	NA
12	2007	NA	NA	NA	96.3	96.6	96.4	97.3	96.7	96.5
13	2007	NA	NA	NA	NA	NA	NA	NA	NA	NA
14	2007	NA	NA	NA	NA	NA	NA	NA	NA	NA
15	2008	NA	NA	NA	NA	NA	NA	NA	NA	NA
16	2008	NA	NA	NA	NA	NA	NA	NA	NA	NA
17	2008	NA	NA	NA	NA	NA	NA	NA	NA	NA
18	2008	NA	NA	NA	NA	NA	NA	NA	NA	NA
19	2008	NA	NA	NA	NA	NA	NA	96.4	96.2	96.5

Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

Legend: ǂ School names abbreviated (complete school names are in Table 4); Har.-Harmony's Rate of LEP Students' Attendance in Percent; Reg.-Region's Rate of LEP Students' Attendance in Percent; TX-State of Texas' Rate of LEP Students' Attendance in Percent

Figure 17. Harmony Attendance Rate of LEP Students (Average Percent Points Higher than Region and State, 3-Yr. Average-2008 through 2010)



Source: Texas Education Agency, AEIS Reports, 2008 through 2010, http://ritter.tea.state.tx.us/perfreport/aeis/

GRADUATION

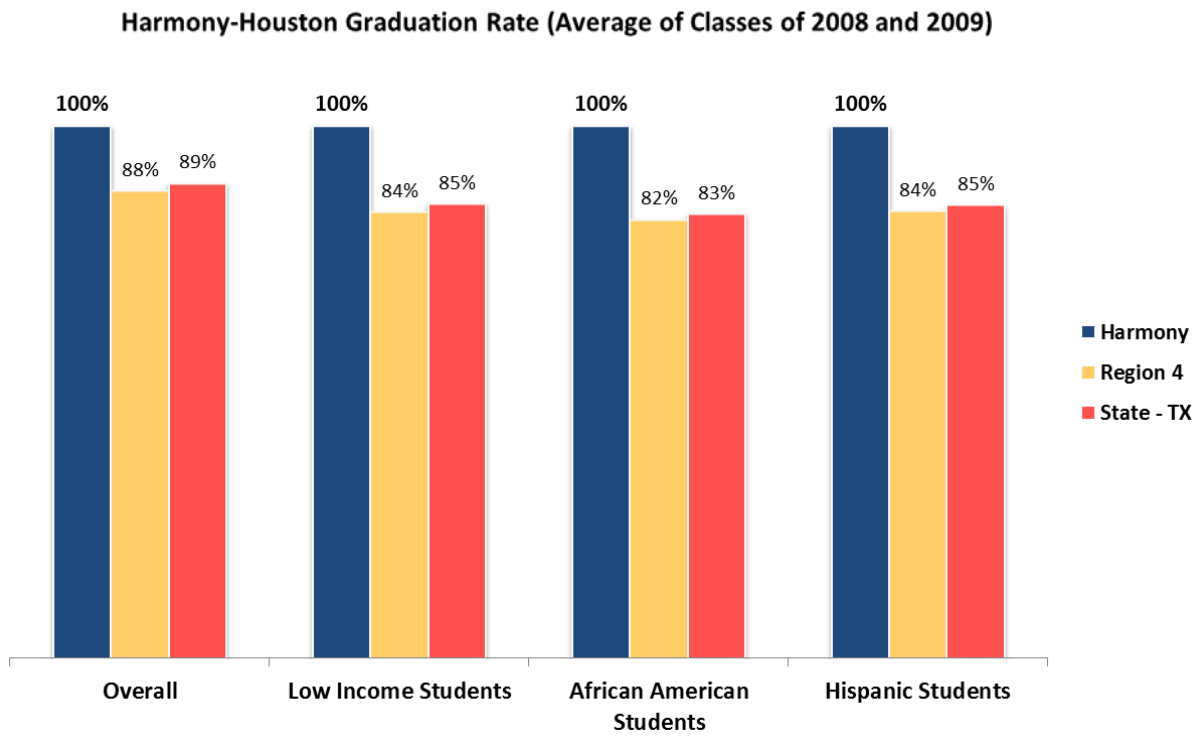
Harmony Public Schools strives to produce high school graduates who are career and college ready. **Harmony's system-wide current graduation rate is 100%.** Harmony Public Schools' current expansion plan calls for start-up with grades Kindergarten through 8, adding an upper grade each year, eventually reaching enrollment targets of grades Kindergarten through 12. The most current comparative graduation data on the Texas Education Agency's web site is up to the Class of 2009. Harmony celebrated the first graduation cohort in 2008 in its Houston school. **The graduation rate of Harmony-Houston's class of 2008 was 100% and it has been 100% since then**. The second school that was established in Harmony system (Harmony-Austin) created the first graduation cohort in class of 2009. **Harmony-Austin's graduation rate was 100% in Class of 2009 and it has been 100% since then**. In overall graduation rates and graduation rates of student subgroups, Harmony was well above the respective Regions and the State (Table 18, 19 and Figure 18, 19).

Table 18. Graduation Rates of Harmony-HOUSTON in Comparison to Region 4 and State (in percent)

	Class of 2008			Class of 2009		
	Harmony	Region 4	State	Harmony	Region 4	State
Overall	100	87.0	88.0	100	88.5	89.2
Low Income Students	100	80.7	82.7	100	87.0	88.0
African American Students	100	81.5	82.8	100	83.3	84.1
Hispanic Students	100	82.6	84.1	100	85.5	86.2

Source: Texas Education Agency, AEIS Report 2009 (Class of 2008 Graduated) and AEIS Report 2010 (Class of 2009 Graduated) http://ritter.tea.state.tx.us/perfreport/aeis/

Figure 18. Harmony-HOUSTON Graduation Rates in Comparison to Region 4 and State (averages of Class of 2008 and Class of 2009; in percent)



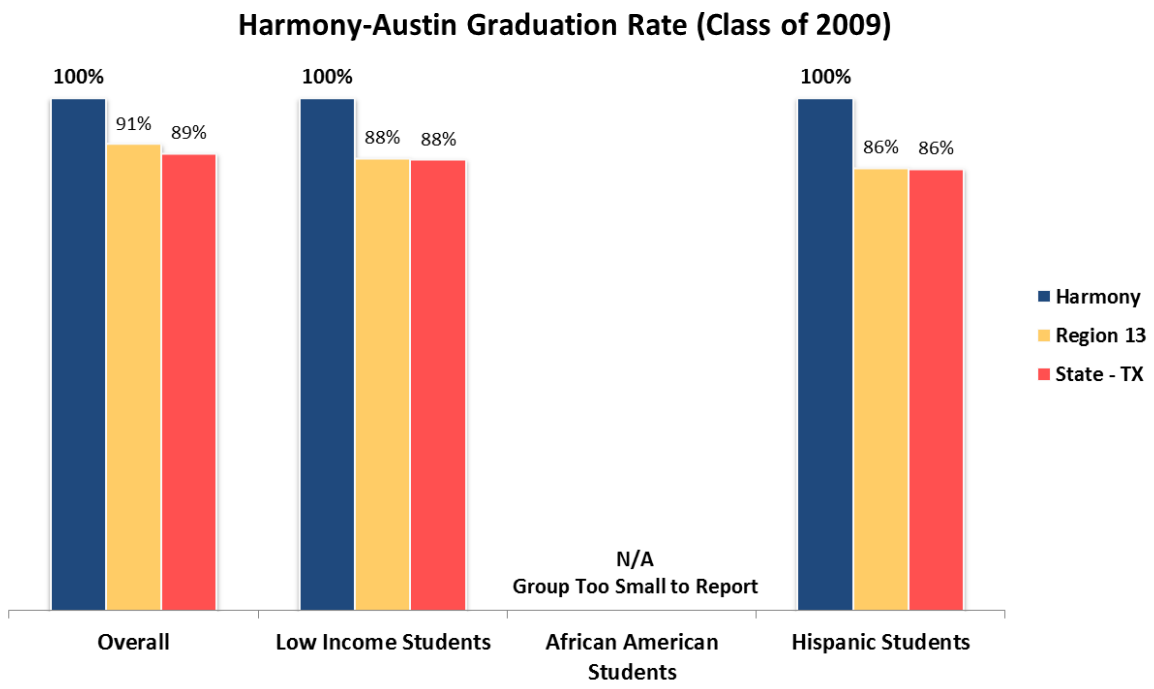
Source: Texas Education Agency, AEIS Report 2009 and 2010
http://ritter.tea.state.tx.us/perfreport/aeis/

Table 19. Graduation Rates of Harmony-AUSTIN in Comparison to Region 13 and State (in percent)

	Class of 2009		
	Harmony	**Region 13**	**State**
Overall	100	91.0	89.2
Low Income Students	100	83.3	88.0
African American Students	N/A	N/A	N/A
Hispanic Students	100	86.4	86.2

Source: Texas Education Agency, AEIS Report 2010 (Class of 2009 Graduated)
http://ritter.tea.state.tx.us/perfreport/aeis/

Figure 19. Harmony-AUSTIN Graduation Rates in Comparison to Region 13 and State (Class of 2009; in percent)



Source: Texas Education Agency, AEIS Report 2010; http://ritter.tea.state.tx.us/perfreport/aeis/

(B) SELECTION CRITERIA (Contribution in Assisting Educationally Disadvantaged Students)

The contribution the proposed project will make in assisting educationally disadvantaged students served by the applicant to meet or exceed State academic content standards and State student academic achievement standards, and to graduate college- and career-ready.

As part of Harmony Public Schools' (HPS) continuing effort to assure that all students are given the opportunity to achieve Texas academic content standards, HPS implements an enriched model curriculum, which takes the Texas Essential Knowledge and Skills (TEKS) as minimum standard.

Currently 56.6% of Harmony students system-wide are economically disadvantaged. Given the current rate and Harmony's historical trend in attracting educationally disadvantaged students, we can be sure that Harmony schools are exposing these students to the State's curriculum and achievement standards. Every charter school that will be established through this grant program will have a significant enrollment of educationally disadvantaged students who will receive instruction based on Texas' academic content standards and Texas Essential Knowledge and Skills (TEKS).

Texas charter schools are free to utilize the flexibility provided by the charter school laws to uniquely design how they teach the State content standards. This flexibility allows charter schools to be highly effective in assisting educationally disadvantaged and all students in achieving and going beyond the State standards. Harmony Schools tailors their educational programs and instructional methods to the targeted student populations. Harmony offers innovative programs for educationally disadvantaged students such as alternative programs, project based learning and experiential learning. Same mix of approaches will be implemented in the new charters to be funded with this program.

Harmony schools use a variety of ways and settings to assist educationally disadvantaged and all students to achieve State academic content standards and State achievement standards. The schools develop resources and responses as needs are identified. Regardless of the program of choice or instructional settings, all Harmony schools support the legal requirement that all public schools must provide their students with access to and mastery of the Texas Essential Knowledge and Skills. The goal of Harmony schools is for all of its students to be successful in meeting and exceeding student achievement standards through innovative, high-performing charter schools that respond to the needs of the local community and parental expectations for

school choice. To that end, part of the grant funds will be used for professional development and for designing/implementing programs for educationally disadvantaged students.

Harmony's track record in helping educationally disadvantaged students speaks to the commitment of the whole Harmony community. Achievement, graduation, and attendance results of Harmony educationally disadvantaged students in comparison to the respective local Regions and the State are provided in Section A of this application.

In Texas, creation of new charter schools has presented an opportunity for inner-city disadvantaged students to attend public charter schools that are equipped to meet the State's standards and which have the capacity and desire to serve the unique needs of educationally disadvantaged children. **The funding from this grant program will provide the start-up funds the Cosmos Foundation will need to develop and implement these innovative approaches to introduce high academic standards and appropriate programs to educationally disadvantaged students.** As per Harmony's quality framework, new schools to be opened under this program will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act as all other Harmony schools do.

The following innovative programs and interventions are offered to assist educationally disadvantaged children at current Harmony schools to make them college- and-career ready. These programs and interventions have been proven to be highly effective for educationally disadvantaged children and will be replicated in the schools funded through this grant program.

Technology Based Early Intervention

It has been Harmony's experience that educationally disadvantaged children best respond to remediation if they receive feedback instantaneously. For that reason and primarily in order to address the performance management aspect of charter operations, the Harmony information

technology team has developed and improved over the last 11 years, an assessment and reporting tool called the Harmony Performance Management Database (HPMD). A particularly powerful aspect of the HPMD is its integrated assessment bank and associated data analysis and remediation feedback to educationally disadvantaged students. Harmony teachers across the system upload and share assessment content for all subject areas for use in classrooms and in homework. Every 6 weeks, students in all subjects use the HPMD to take a progress assessment test constructed of questions from the assessment bank. The results are computer analyzed and used to form tutorial study sections of similarly performing students who spend the next week with a teacher/tutor on customized remediation. Statistics on standardized test performance over the last decade – as the HPMD has been phased into operation – indicate that the HPMD-based 6-week assessment/remediation cycle has had a significantly positive impact on student learning outcomes.

Extended Hours and Weekends

All Harmony students, but especially educationally disadvantaged students who need academic improvement, are provided extended after school and Saturday tutorials. These tutorials are powered by Harmony's database and dedicated educators to help students learn the concepts they are having difficulty mastering.

Science for All

Science fairs are a tradition at Harmony Public Schools. Every Harmony student, including every educationally disadvantaged student, works on a project matching their interest in math, science, computers or engineering. We have found our science fair projects have been a valuable means of applying the concept of scientific method as well as a fun learning experience for educationally disadvantaged students.

Home Visits and Parental Engagement

Home visits are an essential part of the Harmony Parental Engagement component for each student including educationally disadvantaged students. They are tracked and are a part of teacher evaluations. We have found that strong parental involvement with educationally disadvantaged students is crucial for their academic success.

College Guidance for Educationally Disadvantaged Students

Educationally disadvantaged students and their parents respond best to a college opportunity approach, if they are provided the tools and information that makes college possible. To this end, Harmony employs a mixture of strategies beginning in middle school to make sure every educationally disadvantaged student at Harmony graduates college- and career-ready.

- Harmony's College Prep Program ensures that students are able to navigate the college application and scholarship process. With the support of a comprehensive college counseling team that helps students choose colleges based on their strengths and interests, 100% of Harmony graduates have been accepted to four-year colleges and universities in 2011.
- College Prep classes are designed to supplement the rigorous Harmony curriculum, providing exciting honors opportunities for students capable of doing challenging and rigorous work. The college prep curriculum focuses on reading, writing, math and science. These courses are offered on Saturday for educationally disadvantaged students who need remedial help.
- Small groups and individual high school students are counseled and provided with initial college advice based on credit checks, GPA, immigrant status, and career interests.

- Periodic small groups and individual follow-up meetings with Seniors are conducted to provide assistance with registration for testing, college applications, financial aid application, and many other steps in the process.
- Presentations are made, including Spanish-language presentations, to parents/students in college and financial aid nights across the schools.
- Classroom or student club presentations are made to 9th – 11th graders about college opportunities, application process, financial aid, etc.
- Bus trips are scheduled to colleges and universities for open houses and other admissions programs.
- Recruitment and participation in summer enrichment and college preparation programs is encouraged.
- Harmony facility and administration serves as information resource to counselors, teachers and campus administrators about higher education opportunities for immigrant students.

Early Intervention

Harmony schools are K-12. Schools initially open with grades K-8 then add an upper grade each year, reaching their K-12 target in five years. Each school addresses any lack of proficiency in core subjects while the student is young by starting its program in Kindergarten.

(C) SELECTION CRITERIA (Quality of Project Design)

The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and attainable.

Harmony expects to open schools serving the same populations currently served in existing schools. Cosmos Foundation has goals in a variety of areas designed to increase academic achievement and prepare students for success in post-secondary programs. The objectives listed below, however, are the foundational elements necessary for students to succeed at Harmony and beyond their time at the school. They reflect the necessary outcomes under pinning the school's ability to facilitate student success.

A list of the objectives is as follows with proposed outcomes for each objective and a detailed description:

Objective 1: Increase the number of high-quality charter schools available to students, parents, and their local communities and inform the community of quality charter schools.

Outcomes:

- ✓ Increase the number of high quality Harmony charter schools from 33 to 40 by the end of the 3-year grant period.
- ✓ 105 open houses will be conducted for the proposed 7 new charter schools to inform the community about the school and its programs by the end of the 3-year grant period.
- ✓ Staff will coordinate, conduct or participate in State and regional workshops to inform interested charter developers about charter schools and the Harmony model. Two-hundred or more people will attend these sessions annually.

Harmony Schools have seen rapid growth in the last decade and we envision continuing to add more high-performing charter schools available to students and families. During the 3-

year grant period, our goal is to add an additional 7 schools. Due to the high-performing status in both academics and finance, Cosmos Foundation has always been granted the opportunity to open its charters in every application cycle. **Cosmos Foundation currently holds a waiver from the Texas Education Agency to open unlimited number of charter schools in Texas**. In order to facilitate the growth of high performing Harmony schools, Cosmos Foundation will implement the following activities:

- Informing the community about charter schools: Staff from Cosmos Foundation participates in a variety of meetings throughout each year of the grant period. Our nation has seen a steadily increasing interest in charter schools. Cosmos Foundation staff is actively involved in state-wide and nation-wide charter school discussions and meetings. Harmony actively disseminates its results of achievement and its efficient charter operations model in these meetings to other interested parties. Currently Cosmos provides charter operation related technical assistance to 14 charter schools in numerous states. With the assistance from this grant program, more workshops will be organized to inform the community and potential charter developers.

The Cosmos Foundation constantly informs local communities about charter schools via its existing schools and school web sites, which give information on general information about charter schools, current application opportunities, and upcoming events.

- Using CSP start up funding as seed money to open schools, Cosmos Foundation will use funds from this grant to replicate its model by opening additional high performing charter schools. The Foundation expects to use about $700,000 towards start up funds for each of its approved schools over the 3 years to make sure schools start operations in a strong position. The grant funds will help schools acquire up to date technology and instructional materials, hire

personnel to oversee critical start up activities, design programs for educationally disadvantaged students, set up curriculum and data systems, and provide quality professional development for teachers and administrators.

Objective 2: Improve student academic achievement and college- and career-readiness in charter schools.

Outcomes:

- ✓ 50% of new charter schools will gain the State Accountability rating of Recognized or Exemplary (highest two accountability ratings) by the end of the second year; reaching their target of 90% of Recognized or Exemplary by the end of 3-year grant period.
- ✓ The percentage of students who are proficient in reading on state assessment test will increase by 5% annually.
- ✓ The percentage of students who are proficient in math on state assessment test will increase by 5% annually.
- ✓ All (100%) of new charter schools will have completed career plans for each and every middle and high school student by the end of the 3-year grant period.
- ✓ All of the new charter schools' graduating classes will have a graduation rate and college acceptance rate of 100%.

Improving the academic achievement of all students and improving the college- and career-readiness in more communities is at the core of establishing more Harmony charter schools and replicating the Harmony model. To monitor the quality of instruction and high performance in each newly established school, continuous performance monitoring will be done at the Harmony central office. Continuous data collection, analysis, and timely feedback to schools will hold schools accountable.

Objective 3: Increase STEM education programs and opportunities available to all students including educationally disadvantaged students.

Outcomes:

- ✓ 80% of students including educationally disadvantaged students in the new charter schools will participate in school, local or regional science fairs at the end of their first year, reaching their target of 100% by the end of the 3-year grant period.
- ✓ 70% of new charter schools will offer robotics/automation and other project based learning classes by the end of first grant year, reaching their target of 100% by the end of the 3-year grant period.

Harmony schools have extensive experience in STEM education and have established a good support system for newly established schools. Harmony has received funding for its reputable STEM program such as the Texas STEM (T-STEM) Initiative from the Bill and Melinda Gates Foundation, Michael and Susan Dell Foundation, and Texas Education Agency. With the help of funding from the grant program, the know-how will be transferred to new charter schools and other interested charter schools.

Objective 4: Increase the engagement of all primary stakeholders in school programs and operations.

Outcomes:

- ✓ New schools will have an average daily attendance at least 2% higher than that of the local school district by the end of the first year, reaching their target of 3% by the end of the 3-year grant period.
- ✓ New schools will demonstrate an 85% overall satisfaction rating in an annual survey administered to key stakeholder groups – parents, students, and staff.

✓ New schools will have a home visit for all students at least once a year.

Satisfaction by key stakeholders in school programs is an extremely important factor in gauging how comfortable and invested people feel with the school's operations, policies, environment, outcomes, and culture. A stronger sense of community and belonging at the school will keep good teachers on staff, ensure students feel safe and acknowledged, and parents will continue to enroll their students in the Harmony program. Assessing stakeholder satisfaction and engagement also provides opportunities to identify gaps in effective programming and make strategic changes.

Design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

An outside external evaluator will be contracted upon the approval of grant program. Our evaluation will capture the extent to which Harmony achieves the four grant objectives.

Performance Measures	**Benchmarks**	**Outcome Measures**	**Timeline for Data Collection**	**Data Collection Method**	**Instruments Used**	**How Will the Information Collected Be Used?**
Objective 1. Increase the number of high-quality charter schools available to students, parents, and their local communities and inform the community of quality charter schools.						
Increase the number of high quality Harmony charter schools from 33 to 40 by the end of the 3-year grant period	2 new schools will open in each of the first and second year; 3 schools in the third year	Number of newly operational schools	Annually	Information on charter approvals	Charter approvals	To increase the number of high quality charter schools available to students and parents
105 open houses will be performed for the proposed 7 new charter schools to	Nearly 35 open houses annually in each year of the grant	Number of open houses	Per session	Track number of attendees	Sign-in sheets	To inform the community about charter schools

inform the community about the school and its programs by the end of the 3-year grant period						
Staff will coordinate, conduct or participate in State and Regional workshops to inform interested charter developers about charter schools and the Harmony model	Between 20 and 30 participants per session depending on the location of the workshops; total 175 people annually	Number of attendees	Per session	Track number of attendees	Sign-in sheets	To inform the community about charter schools and public schools choice; to share best practices
Objective 2: Improve student academic achievement and college-and-career readiness in charter schools						
50% of new charter schools will gain the State Accountability rating of Recognized or Exemplary (the highest two accountability ratings) in the first year; reaching their target of 90% of Recognized or Exemplary by the end of the 3-year grant period	2 new charter schools receive rating annually in each of the first and the second year; 3 in the third year	Number of "Recognized" or "Exemplary"	Annually	Number of schools rated under Texas State Accountability System	Texas State Accountability System	To broadly disseminate the results to the public
The percentage of students who are proficient in reading on TAKS (State assessment	5% Increase annually	% Proficient	Annual at the end of the State testing window	Student growth analysis	Assessments	To broadly share best practices

test) will increase by 5% annually						
The percentage of students who are proficient in math on TAKS (State assessment test) will increase by 5% annually	5% Increase annually	% Proficient	Annual at the end of the State testing window	Student growth analysis	Assessments	To broadly share best practices
100% of new charter schools will have completed a career plan and for each and every middle and high school student by the end of the 3-year grant period	All schools have plans completed for all middle and high schools students by Year 3	% of completed plans	Annual	Track number of plans	Individual graduation and career plans	To inform other stakeholders of the best practices for career readiness
All of the new charter schools' graduating classes will have a college acceptance rate of 100%	100% graduation and college acceptance rate in each graduating class	% of college acceptance rate	Annual	Track number of college acceptances for each student	College acceptance letters	To inform other stakeholders of the best practices for college readiness
Quality teacher and administrator professional development (PD)	60 PD hours for teachers; 50 PD hours for admins per year	PD hours earned	Semi annual	Track number of PD hours	Harmony Performance Management Database	To increase professional knowledge of teachers and admins
Objective 3: Increase STEM education programs and opportunities available to all students including educationally disadvantaged students						
80% of students including educationally disadvantaged students in the new charter schools will participate in school, local or	80% of students by the end of Year 1; 100% by Year 3	% of participation rate	Annual	Track numbers of participation for each student	Student growth folders	To help better understand the effects of hands-on science instruction

regional science fairs at the end of their first year, reaching their target of 100% by the end of the 3-year grant period						
70% of new charter schools will offer robotics/automation and other project based learning classes by the end of first grant year, reaching their target of 100% by the end of the 3-year grant period	Approximately 2 new schools at the end of Year 1; 7 new schools by the end of Year 3	Number of schools offering robotics, automation, and PBL classes	Annual	Track the number of schools offering these classes	Harmony Performance Management Database	To provide feedback to stakeholders on the effect of STEM related classes on choice of career and college major
Objective 4: Increase the engagement of all primary stakeholders in school programs and operations						
New schools will have an average daily attendance at least 2% higher than that of the local school district by the end of the first year, reaching their target of 3% by the end of the 3-year grant period	At least 2% higher than that of the local school district by the end of the first year, reaching their target of 3% by the end of the 3-year grant period	%, Daily attendance rate	Annual	Track number of students present each day	Harmony Performance Management Database	Share best practices
New schools will demonstrate an 85% overall satisfaction rating in an annual survey administered to key stakeholder groups –	85% Overall satisfaction rating	Survey results, % satisfied	Annual	Track survey results	Survey sheets	Inform the community of what's working and what's not

parents, students, and staff						
New schools will have home visits for all students at least annually	100% of students visited at their home annually	%, Students visited	Annual	Track number of visits and students visited	Harmony Performance Management Database	To increase parental engagement in students' progress

(D) SELECTION CRITERIA (Quality of the Management Plan)

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

In order to execute the successful implementation of the grant project goals, Harmony seamlessly aligned them with overall Harmony goals and mission with meaningful activities. Leadership roles will be borne by various Harmony central office staff and new hire school administrators. The evaluation of the project will be done by an external evaluator and the evaluation of the project is complementary of the management plan but separate. In addition, internal control procedures are in place to manage and evaluate the program each year. These internal procedures will also allow the staff to refine the program throughout the grant period in order to improve the program's success. Information will be easily accessible to all stakeholders during the duration of the program. Harmony Performance Management Database will provide personnel the data aggregated in subgroups to make and adjust decisions. Monthly principal meetings with the superintendent and the central office staff will ensure quality control and tracking performance throughout the year. Central office staff will also conduct site visits throughout the year.

The Cosmos Foundation will inform parents, teachers, and local communities where new schools are located and of its grant program in a number of ways. The Foundation will hold and participate in numerous workshops across the state, publish and disseminate information via web and in print, address parent and community groups providing input on an ongoing basis. The Foundation already has an excellent working relationship with the Texas Charter School Association. The same level of collaboration will be extended to the new charter schools. The new schools also will work closely with local and national professional organizations including the media.

The charts below report the grant objectives that are measurable and achievable with timelines and milestones focused on outcomes. The proposed budget sustains the full implementation of the grant activities.

Parents, teachers, and other members of the community will be involved in the planning, program design, and implementation of the new schools. This will be accomplished by establishing steering committees in open houses before schools open and having regular meetings.

Objective 1. Increase the number of high-quality charter schools available to students, parents, and their local communities and inform the community of quality charter schools.

Activity	Responsible Staff	Timeline	Milestones
Harmony central office (Cosmos Foundation) staff will coordinate the charter application process with Texas Education Agency	Harmony central office (Cosmos Foundation) staff	Ongoing through the end of 3-year grant period	2 charters approved in the first year; 2 in the second year; 3 in the third year
Increase the number of high quality Harmony charter schools from 33 to 40 by the end of 3-year grant period	Harmony central office (Cosmos	Ongoing through the end of 3-year	2 new schools by the end of the first year; 2 more new schools by the end of the second year; 3 more by the end of the third year

	Foundation) staff	grant period	
Open houses to inform the community of the high quality public school option	Central office staff, school principals	Ongoing	Approx. 35 open houses by the end of each grant year
Attending or organizing workshops to inform the other charter developers of Harmony best practices	Central office staff, school principals	Ongoing	Hold or attend monthly workshops 5 times or more a year in each year of the grant
Recruiting students to the new charter schools	Schools staff	Ongoing	New schools will enroll approx. 300 students by the end of the first year; 450 by the end of the second year; 600 by the end of the third year. Total 5,100 students will be served by the end of the third year.
Site visits to new charter schools	Central office staff, school staff	Ongoing, twice a year	5 site visit every semester of the year in each grant year
Monthly performance meetings with principals	Central office staff, school principals	Ongoing, 12 times a year	Performance meetings each month of each grant year
Monthly performance meetings with assistant principals and chairs of programs for educationally disadvantaged students	Central office staff, school staff	Ongoing, 4 times a year	Performance meetings 4 times a year in each grant year

Objective 2: Improve student academic achievement and college- and career-readiness in charter schools.

Activity	Responsible Staff	Timeline	Milestones
100% of the operating new charter schools will receive a rating from the State after their first year of operations and each year thereafter	Central office staff, schools staff	Ongoing, once a year	50% of new charter schools will gain the State Accountability rating of Recognized or Exemplary (highest two accountability ratings) in the first year; reaching their target of 90% of Recognized or Exemplary by the end of 3-year grant period

The percentage of new charter school students who are proficient in reading/ELA on State assessment will increase by 5% annually	Central office staff, schools staff	Annually	Increase % proficient in reading at the end of each State testing window
The percentage of new charter school students who are proficient in math on State assessment will increase by 5% annually	Central office staff, schools staff	Annually	Increase % proficient in reading at the end of each State testing window
Extended school hours in place for remedial classes and enrichment activities after school and on Saturdays	Schools staff	Ongoing, annually	Increase % proficient in reading at the end of each State testing window
Individual student career plans and career fairs	Schools staff	Ongoing, annually	100% of new charter schools will have a completed career plan for each and every middle and high school student by the end of 3-year grant period; all new schools will hold career fairs/days once each year of the grant period
Individual graduation plans	Schools staff	Ongoing, annually	All students in all of the new charter schools will have graduation plans ready in each year of the grant period
Offering dual credit classes, enrollment in dual credit	Schools staff	Ongoing, annually	30% of new schools' students will enroll in dual credit courses by the third year of operation
Offering rigorous college-prep course work AP and Pre-AP courses	Schools staff	Ongoing, annually	Each new school will offer at least 5 AP or Pre-AP courses by their second year of operation, 10 by the end of their third year. 40% of middle and high school students will enroll in these classes by the end of their second year; 70% by their third year
Quality teacher professional development (PD)	Central office staff, schools staff	Ongoing, annually	Each teacher in new schools will receive 30 PD hours before school starts and 30 PD hours during the year in each year of the grant period
Quality administrator professional development (PD)	Central office staff, schools staff	Ongoing, annually	Each administrator in new schools will receive 30 PD hours before school starts and 20 PD hours during the year in each year of the grant period

Objective 3: Increase STEM education programs and opportunities available to all students including educationally disadvantaged students.

Activity	Responsible Staff	Timeline	Milestones
Participation in school, local or Regional science fairs	Schools staff	Ongoing, annually	80% of students including educationally disadvantaged students in the new charter schools will participate in school, local or Regional science fairs at the end of their first year, reaching their target of 100% by the end of the 3-year grant period
Schools will offer robotics/automation courses	Schools staff	Ongoing, annually	70% of new charter schools will offer robotics/automation and other project based learning courses by the end of first grant year, reaching their target of 100% by the end of the 3-year grant period

Objective 4: Increase the engagement of all primary stakeholders in school programs and operations.

Activity	Responsible Staff	Timeline	Milestones
Increasing student attendance and close monitoring of attendance. Staff will take swift action and call for parent meetings if students are excessively absent	Schools staff	Ongoing, annually	New schools will have an average daily attendance at least 2% higher than that of the local school district by the end of the first year, reaching their target of 3% by the end of the 3-year grant period
Teachers will visit parents at their home to increase parental engagement	Schools staff	Ongoing, annually	New schools staff will conduct home visits at least once annually
Board members will receive training	Governing body, central office staff	Ongoing, annually	Board members will receive the number of training hours as required by law in each year of the grant
Board members and other stakeholders will receive updates and briefings on the	Governing body, central	Ongoing, monthly Board	Board members will receive briefings and reports from central office staff on the performance of

performance of new schools	office staff	meetings	new schools every other month
Community outreach	Central office staff, schools staff	Ongoing, annually	Schools will reach out to the local business community; organize four luncheons or breakfast informative meetings in each year of the grant period

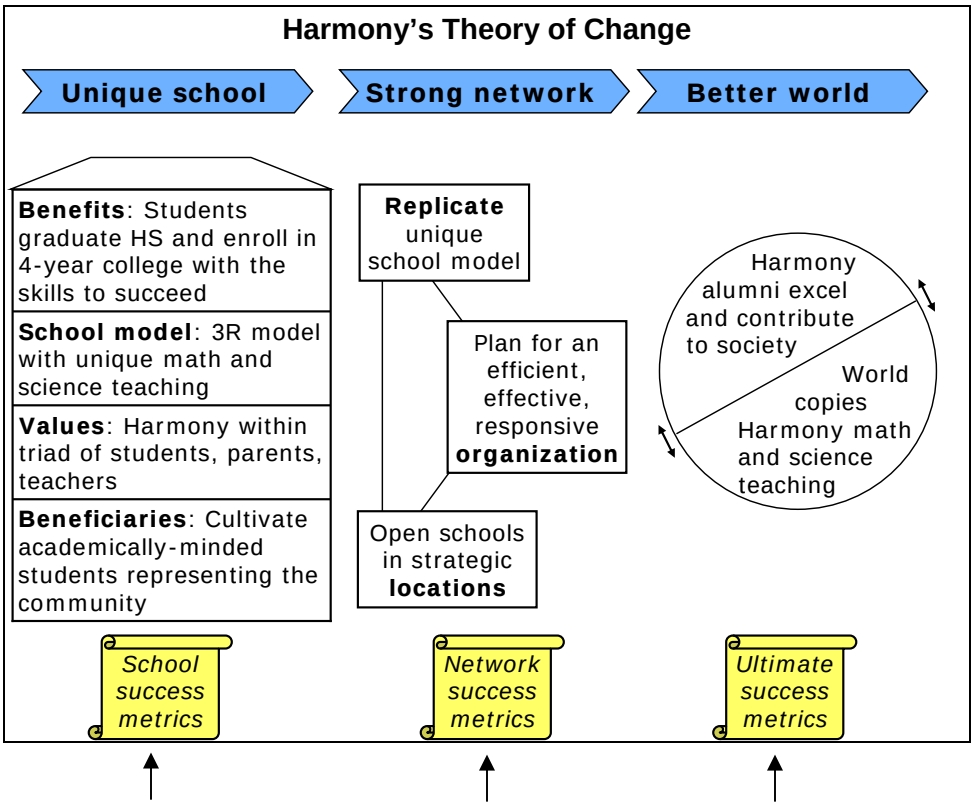
(2) The business plan for improving, sustaining, and ensuring the quality and performance of charter schools created or substantially expanded under these grants beyond the initial period of Federal funding in areas including, but not limited to, facilities, financial management, central office, student academic achievement, governance, oversight, and human resources of the charter schools.

The Cosmos Foundation (Harmony Public Schools) is committed to increasing, sustaining, and ensuring the quality and performance of charter schools opened under this program beyond the initial period of Federal funding. Harmony already has a strong business plan in place that foresees the expansion and replication of charters.

We assure that this project will not be used to supplant existing services or initiatives. Funds from this program will be used in conjunction with other Federal programs administered by the Secretary, and with the matching funds. The federal programs director will work closely with the project director of this program to make sure that resources are used on the most efficient and effective manner to increase student achievement. The main funding for the new schools will be provided by the Foundation School Program (FSP) payments from the State of Texas. After the end of the grant period (3 years), FSP payments will be sufficient to sustain the new schools.

Harmony's approach to transforming education

Harmony's vision is to enable students to succeed in school and in the workplace, and to provide an option for students to enter math, science, and engineering careers. This will lead to students becoming productive and responsible citizens and even Nobel laureates. Harmony will achieve this through a three-phased approach as outlined below:



1) Create a unique school:	2) Build a strong network:	3) Build a better world:
Harmony aims to **graduate high school students who enroll in 4-year colleges with the skills to succeed**. Harmony cultivates academically-minded students who represent the communities they live in. Harmony will do this through its unique school model and the "harmony" between parents, students, and teachers approach.	Harmony will replicate its **successful school model with reliability in the highest-need areas of Texas**. To do this, Harmony has built its organizational engine as well as chosen school locations carefully.	Harmony **codified its science/math curriculum** for other schools to replicate to serve the goal of indirectly influencing how science and math are taught in the US and globally.

A unique and replicable school model

Harmony's intended impact is for all Harmony students to graduate high school ready for college and to enroll in 4-year colleges with the skills to succeed. Harmony's school model is **rigorous** (prepares students for college), **relevant** (reinforces math and science skills) and is underpinned by a tight web of **relationships** (a strong culture reinforced by teachers and parents).

Harmony attributes its strong outcomes to three core principles within the school model: a challenging math and science curriculum supported by theory; a focus on assessment; and a culture of constructive competition, discipline and parental engagement. Harmony utilizes technology across all of these dimensions to reinforce its school model and curriculum.

Challenging curriculum

- Harmony's core curriculum meets the Texas Distinguished Achievement program and offers honors and AP coursework
- The Piaget, Vygotsky, and Gardner-influenced curriculum challenges students just above their current level and provides an basic infrastructure
- Students are grouped by their skills to maximize educational outcomes

"When I pick up my children, they are smiling, they are excited about learning. As a parent, I am so grateful of what we have at Harmony"

-- Parent

Ongoing assessment

- Continuous assessment and prep exams promote high TAKS passing rates
- Harmony teachers are given flexibility in teaching and are not constrained by the

Unique community of teachers: Most math, science and computer teachers at Harmony hold higher education degrees in their disciplines; these **teachers are recruited from around the world**. Also Harmony's model encourages teachers to perform **home visits** with student families to build on the parent-student-teacher triad.

testing focus

- The mandatory use of the technology-enabled student database by teachers allows for information to be consistently updated

Culture of high expectations

- Focus on constructive competition enables academic achievement to be the primary student focus
- The "discipline point system" allows teachers to focus on instruction, not on discipline
- The student database allows students, teachers and parents to access and monitor discipline history
- Character education cultivates a community of respect

Harmony strengthened its school model by further developing and codifying its college-preparatory curriculum, fine-tuning its method of grouping students according to their skills, bolstering the professional development available to teachers/administrators, and outlining a consistent parental engagement strategy. Harmony has allocated responsibilities for these initiatives and constantly monitors progress.

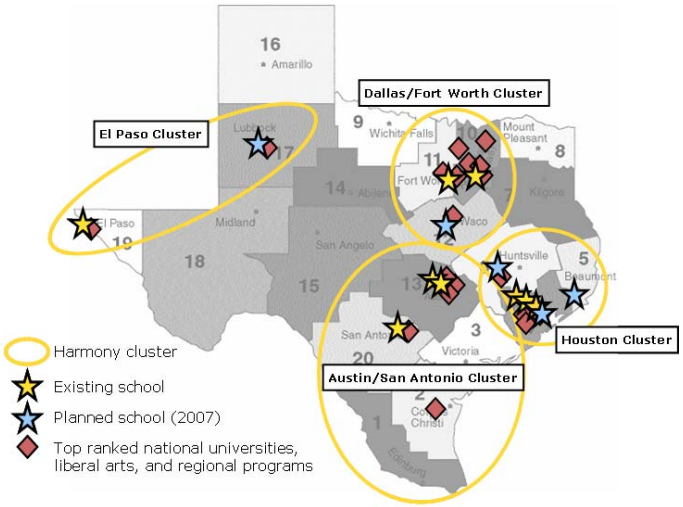
Harmony implements a bi-annual monitoring process where each school reports its progress against these metrics to the central office. If a school is not on track to meet these metrics, Harmony creates a school improvement plan, which outlines specific initiatives to address the failures. In addition, the board periodically revisits the metrics to ensure Harmony adequately supports and enforces the school model.

An exciting plan to grow the network

Harmony uses a **clustering model** as it grows to 35 schools because of the benefits to the network:

- More **effective management of schools** as Harmony's leadership can transmit the school model and culture with fidelity
- Clusters will **build a local community** of students, parents, teachers and administrators

Harmony grows schools in four clusters

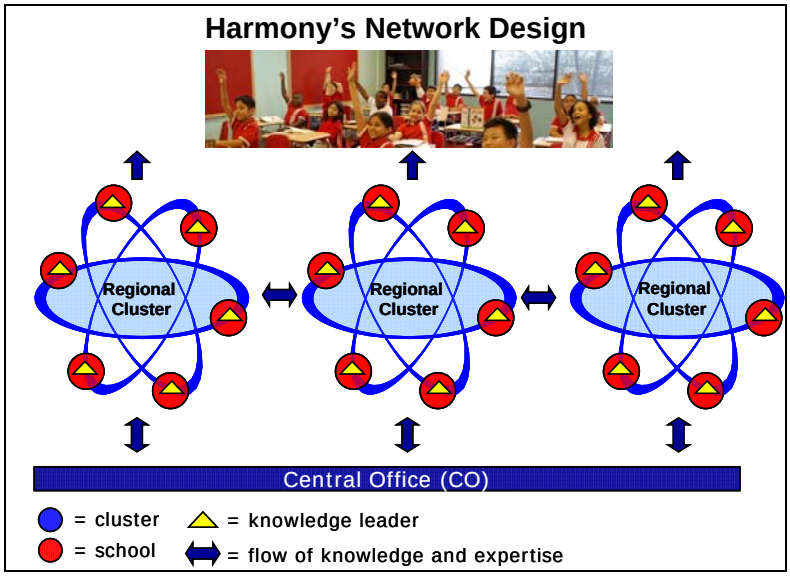


School growth will be concentrated in four clusters – Houston, Dallas/Fort Worth, Austin/San Antonio and El Paso (see sidebar). These clusters were selected based on student need and proximity to local universities which allows Harmony to leverage higher education research and educational resources and exposes students to college early in their education.

A dynamic and engaged organizational engine

Harmony grows its Houston-based, entrepreneurial organization to a multi-city, robust network of support for every school, every child, every day. Harmony is building its network to leverage two core organizational strengths: a strong **culture of collaboration**, demonstrated by the "can-do," passionate attitude of its staff and a **distributed leadership** model that enables deep consistency and fidelity to the school model and quick and effective decision-making. The

resulting network design, as portrayed below, builds upon these strengths to provide support to clusters of schools through a lean central office.



The building blocks of Harmony's collaborative network include:

- **Schools that consistently deliver a high-quality model**, led by school administrators and teachers taking on increasing amounts of administrative responsibilities
- **Regional clusters that are collaborative and responsive**, led by:
    - Cluster superintendent – Managing day to day cluster-wide responsibilities
    - Knowledge leaders – School leaders (principals and assistant principals) working within clusters, enabling cohesion to school model and forming best practices
- **A lean central office** led by Harmony's Executive Director (ED) with a five-person leadership team supplying strategic guidance and technical and financial support to all clusters

Harmony **built its management team to mirror five core processes**:

- Director of Academics – responsible for honing and communicating curricular aspects of the school model and assuring schools meet academic metrics; staff of ~10
- Director of Operations – responsible for supporting school support and operations; responsible for honing and communicating all non-curricular aspects of school model and assuring non-curricular metrics are met; staff of ~7 (including cluster staff)
- Director of Finance & Technology – responsible for setting budgets, identifying facilities, supporting IT infrastructure, and managing payroll/purchasing; staff of ~8
- Director of Human Relations – responsible for managing leadership and hiring pipeline, setting professional development calendars, and setting and managing adherence to all policies; staff of ~5
- Director of External Relations – responsible for alumni relations, fundraising, marketing and PR, external partnerships and university relations; staff of ~3

The organization will also include a legal advisor and an executive assistant (see Attachment D-Organizational Chart).

A strong and sustainable financial engine

Harmony is "best in class" in its ability to reach **financial sustainability at both the school and network level**. To date, Harmony has developed a lean financial engine with tight fiscal management, resulting in financially sustainable schools. Going forward, Harmony will create a financial engine capable of managing the growth of a **$186M organization in 2012**.

A financially sustainable school model

A Harmony school is financially break-even in its fourth year

Harmony school design:

- Kindergarten to 12th grade school
- 800-900 students fully-enrolled over 7 years
- ~55,000 sq. foot facility

of operation. Harmony has developed a lean school operating model that has allowed rapid school growth. Harmony major cost-management strategies include:

- Low personnel costs through hiring multifunctional teachers and maintaining a lean non-teaching support staff
- Tightly managed facilities selection process, a major focal point of Harmony's CFO and finance team
- Tightly managed operating expenses by centralizing purchasing and leasing agreements

A tightly managed network

Harmony's growth is a result of new school roll-out and schools increasing in size to their full K-12 grades and enrollment. Harmony will tightly manage the financial health of the network by diligently focusing on three areas:

- Tightly managed expenses at the school level (as described above), particularly with regards to personnel costs and facilities expenses
- A lean central/cluster office "overhead" as a result of a distributed leadership model
- Tightly managed and monitored working capital processes

(3) A multi-year financial and operating model for the organization, a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project's long-term success.

Harmony's multi-year financial and operating model is provided in *Section (ii)* above. Harmony's business plan supports the grant activities and replication of its model in new charter schools as explained above.

Harmony has a viable financial model. Standard & Poor's Ratings Services issued a credit analysis publication on Cosmos Foundation on April 1, 2010 and assigned a 'BBB' rating and stable outlook (Please see Financial Information attachment for Standard & Poor's Letter and most current audit report of Cosmos Foundation, Inc.). The "BBB" rating is the highest rating that charter schools have been assigned to date. The rating reflects the general credit risks associated with all charter schools, including the need for multiple charter renewals over the life of the bonds, and the need for continued strong student demand for the Foundation's facilities. Due to excellent standing of the Cosmos Foundation's finances, the Foundation closed the following bond transactions to support its growth and replication.

Year	Bond Amount Completed
2007	$30 million
2008	$30 million
2010	$90 million (approx. $40 million came from Federal Qualified School Construction Bond – QSCB Program)
2011	$65 million

There is a strong demand from parents as evidence by waiting lists in the hundreds. Harmony's growth to date has been supported by the Texas charter authorities, Texas Education Agency, and funding from Texas High School Project (THSP). THSP is a public-private alliance that includes the Texas Education Agency, Office of the Governor, Texas Legislature, Texas Higher Education Coordinating Board, Bill & Melinda Gates Foundation, Michael & Susan Dell Foundation, Communities Foundation of Texas, National Instruments, Wallace Foundation, Greater Texas Foundation and the Meadows Foundation. Fourteen Harmony Schools have been supported by THSP and received $13 million support from THSP's Texas-STEM (T-STEM) program to date. Existing Harmony schools have a strong connection with the local business to both raise financial support for schools and find internship and scholarship opportunities for high

school students. Harmony will continue to cultivate this support to meet its stated growth targets of the proposed schools in this application.

To fulfill Harmony's goal of educating students around the nation, Cosmos Foundation strikes strategic partnerships in and outside of Texas. The goals of these partnerships will be to:

1) Confirm Harmony's model can be replicated and is effective outside of Texas
2) Serve more students directly
3) Test different management relationships with schools and learn from other state educational environments

Harmony has developed a tool to evaluate partnership opportunities whereby prospective partners are assessed on strategic alignment, ease of implementation and likelihood of success. Harmony provides technical assistance in the form of school start-up support, sharing of Harmony's intellectual property (school model and curriculum), database support, human resources and professional development support. Harmony continues to revise its partnership strategy with the goal of maximizing impact outside of Texas. Currently Harmony supports 14 other charter developers and schools in Texas and numerous states.

Harmony is a partner with the Texas Charter Schools Association. The Association launched the Quality Framework initiative with the assistance of the Institute for Public School Initiatives (IPSI) at the University of Texas System. IPSI was able to bring exhaustive research and comprehensive best practices inventories as well as industry and education quality experts to the process. In order to also incorporate the best charter operator experience and perspectives in the Quality Framework, a 16 member committee was assembled to represent the diversity of Texas charters across the elements of school mission, student enrollment, and geography. After a year of development by IPSI and this Quality Framework Committee of members, the

assessment tool – the first in the nation built by charter leaders for charter leaders - rolled out to a pilot of 25 charter operators in March 2010.

The assessment covers the ten academic and operational systems critical to starting and maintaining a successful charter school, blending qualitative observations and quantitative measures to identify development opportunities. These ten key systems are Student Success, Mission & Vision, Learning, Leadership, Safety & Support Services, Staff, Stakeholder, Data Driven, Public Accountability, and Fiscal Management. These systems are measured through a comprehensive set of over 400 evaluative statements and quantitative metrics. This exhaustive assessment identifies critical areas of need for the school to address. Once the charter operator has completed the assessment, TCSA coordinates site reviews by Association staff, peer school leaders, and topical experts to help construct a confidential report to the charter operator detailing insights, advice, and recommendations for improvement. These opportunity areas are then prioritized to focus on the tools and resources which TCSA can bring to the charter school to help ensure academic achievement and operational excellence.

The new Harmony campuses will benefit from using the Quality Framework as part of the planning and setup process. The assessment's structured definition of quality helps campus and district leaders design and implement school programs with both initial results and long term sustainability in mind. The review process allows brand new school leaders to gain the wisdom and advice of seasoned charter operators and topical experts. The tools and solutions from TCSA bring the collective experience and authority of the Association to the issues facing new campuses and personnel. This is a powerful combination of resources for a successful school model like Harmony to grow even stronger with each new campus replication.

Cosmos Foundation is the charter holder and the Texas State Board of Education is the authorized public chartering agency for all Harmony schools. Cosmos Foundation holds separate charters for Harmony schools. Due to the high-performing status in both academics and finance, Cosmos Foundation has always been granted the opportunity to open its charters in every application cycle. Cosmos Foundation currently holds a waiver from the Texas Education Agency (TEA) to open unlimited number of charter schools in Texas. The new schools funder under this program will be opened by the same procedure that Cosmos Foundation has done in the past. The Foundation will submit new campus applications to TEA for each school.

(4) The plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality.

The Cosmos Foundation is committed to the success of the grant program. The Foundation is based on the premise that the accountability of all existing schools to the new schools to be funded with this grant program, is at the heart of program's success. As always to date, the Foundation will closely monitor the new schools' progress and provide immediate feedback to school staff. Since the establishment of the first Harmony school in 2000, no Harmony school has failed to fulfill its obligations to the charter authorizer (Texas State Board of Education) or the local community of its parents and students. Harmony's successes have been widely applauded by government entities, the business community, and parents and students.

In the event that a new school opened under this grant program does not meet high standards of quality, Cosmos Foundation stands firm to take necessary steps as outlined below:

If a school does not meet high standards of quality at the end of the first year of operation, Cosmos Foundation will change the principal. The Foundation will then more closely monitor the school and ask the school to submit a written improvement plan.

If the school continues to not meet high standards of quality at the end of the second year of operation, Cosmos Foundation will change all personnel in the school and assign an interventionist to the school to closely work with the new principal.

If the school continues to not meet high standards of quality at the end of the third year of operation, Cosmos Foundation will close the school.

The plan for closure of the non-performing schools will provide safeguarding for federal and state funds that are provided to run high-performing charter schools.

(5) The qualifications, including relevant training and experience, of the project director, chief executive officer or organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project.

Dr. Soner Tarim is the founder and Superintendent of Schools/CEO of the Cosmos Foundation (Harmony Public Schools). Dr. Tarim has been with the Harmony system since its inception and has extensive charter school knowledge and expertise. He is a highly sought-after speaker in state charter conferences and STEM conferences. Dr. Tarim received his Ph.D. from Texas A&M University in College Station, TX. He is a trained biologist and ecologist. In addition to his background in biological sciences, he has taught many courses in the field of biology, ecology, general science, and physical education over the years at the high school, college and graduate school levels. He has organized scientific symposiums, science projects, and international science fairs for college professionals and high school students. He has

developed and has directed successful after school programs. Dr. Tarim published various peer reviewed scientific articles, policies, procedures, and guidelines for charter schools in the areas of Admission, Governance, and Human Resources. Dr. Tarim is a certified school board member and school administrator trainer. Dr. Tarim sits on the board of Directors of the Region 4 Education Service Center, which is the largest Texas educational service center providing services to 54 school districts representing over 1,000,000 students and more than 83,000 professional educators.

Mr. Umit Pecen is the Chief Financial Officer (CFO) of the Cosmos Foundation (Harmony Public Schools). Mr. Pecen has multiple years of finance, investment, and banking experience. Prior to joining Cosmos, Mr. Pecen was the Vice President/CFO of United Financial Holding Company - Marlali Property Investment Co. LLC in Chicago. Prior to that, Mr. Pecen worked as the Chief Bank Examiner of the Board of Sworn Auditors. Mr. Pecen was also a part-time adjunct instructor at a number of universities and private and public organizations and taught courses and organized workshops in the areas of banking, enhancement of funds management, and accounting. Mr. Pecen authored and co-authored two books and published a number of papers on the subjects of small and medium size business companies, finance, accounting, and banking. Mr. Pecen is a member of Association of Certified Fraud Examiners and holds an international CPA license. Mr. Pecen holds a BA degree in Public Finance and a Master's degree in Finance with particular focus on money and banking. Mr. Pecen also holds a MBA degree in international management from the University of Illinois - Urbana Champaign.

Dr. Kadir Almus is the Chief Academic officer of the Cosmos Foundation (Harmony Public Schools). Dr. Almus has been with Harmony since 2003. Dr. Almus started his Harmony career as the Principal of Harmony Houston campus. Prior to joining Harmony, he worked at a

number of schools as high school chemistry teacher, chemistry science Olympiad team coach, chemistry department chair, and high school principal for eight years. Dr. Almus received his Ed.D. degree in Educational Leadership from the University of Houston.

All of the Harmony leaders above have helped Harmony build a quality distinctive brand and have led Harmony from 1 school with 200 students in Houston, to 33 schools with 16,719 students in multiple Texas cities. Harmony leaders have undertaken many complex projects and have been successful in execution. Thus, Harmony has the capacity to undertake and successfully implement complex and long term projects. Some of the projects the Harmony team have effectively managed include:

- Harmony has been opening 5 or more new charter schools since 2006. Establishing a charter school encompasses developing land, completing the construction of the school facility, enrolling students, designing curriculum, hiring and training new teachers and administrators, and finally acquiring school furniture and IT equipment. During the summer of 2010, more than 491 brand new teachers were hired and trained by the Harmony Public Schools' Central Office personnel.
- Harmony has secured 15 federal start up grants and successfully delivered the grant activities since 2000.
- Harmony has been successfully managing a very complex $13 million Texas STEM (T-STEM) initiative since 2006 in 14 geographically spread out schools.

The project director is Dr. Kadir Almus. Dr. Almus has the needed experience and expertise to manage such complex projects. Dr. Almus will coordinate the grant activities with central office staff and school principals and ensure sure that grant activities are executed through the life of the grant and the years beyond.

(E) SELECTION CRITERIA (Quality of the Evaluation Plan)

Upon the grant award, a nationally recognized charter school evaluation institution will be hired to evaluate the grant impact and grant objectives. Methods of evaluation will include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data. The evaluation results will be broadly communicated with the U.S. Department of Education and via peer reviews papers and conferences.

The matrix that outlines performance measures, benchmarks, outcome measures, timeline for data collection, data collection method, instruments used, how the information collected will be used is reported in detail on pages 57-61.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** HQCRE 2011 Mandatory Attachments.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

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Tracking Number:GRANT10944895 Funding Opportunity Number:ED-GRANTS-071211-001 Received Date:2011-08-10T23:14:32-04:00

RESUMES

SUPERINTENDENT OF SCHOOLS

(CEO)

Curriculum Vitae
May 2009

Dr. Soner Tarim, Superintendent of Schools
The Harmony School System
9431 W. Sam Houston Pkwy. S. Houston, TX 77099
Phone: 713-343-3333/120 ◆ Fax: 713-777-8555
starim@harmonytx.org ◆ www.harmonytx.org

Education

August 2002	Ph.D. Texas A&M University, College Station, Texas, USA.

Work Experience

July 2000 - Present	**Superintendent of Schools/CEO.** The Harmony School System, a high performing charter school network with 19 locations throughout Texas. Administer and supervise all aspects of daily school activities of Harmony Schools, a college preparatory charter school system, is providing exemplary education to students in grades K through 12.
January 1998 - May 2000	**T.A. Coordinator.** Organize, coordinate and oversee activities of Fundamentals of Ecology lab at the Department of Renewable Natural Resources, Texas A&M University.
September 1997 - December 1997	Graduate Assistant, **Teaching**, at the Department of Renewable Natural Resources, Texas A&M University. **Course: Fundamentals of Ecology**.
January 1997 - August 1997	Graduate Assistant, **Research**, at the Department of Wildlife and Fisheries Sciences, Texas A&M University. Brazos River Floodplain Study.
September 1996 - December 1996	Graduate Assistant, **Teaching**, Department of Wildlife and Fisheries Sciences, Texas A&M University. **Course: WFSC 414, Limnology**.
January 1994 - May 1996	Graduate Assistant, **Teaching**, Department of Wildlife and Fisheries Sciences, Texas A&M University. **Course: Principles of Fisheries Management**
September 1988 - December 1994	Lecturer/Researcher, College of Agricultural Engineering. Ataturk University, Erzurum/Turkey.

Current Professional Services

Certified Trainer	Certified by Texas Education Agency to train school board members, superintendents, school business officers, and school administrators.
Grant Reviewer	Nominated by the State Board of Educators to review competitive grants that are submitted to the Texas Education Agency
Science Project Reviewer	Member of the scientific review committee of University of Houston-Downtown. Review and recommend scientific projects that are prepared by students who want to compete in local and regional science fairs.

Past Professional Services

June 2006 – Present	**Board Member** representing charter schools, Region 4 ESC Houston, TX.
June 2005 – May 2006	**Board Member** representing charter schools, Region 4 ESC Houston, TX.
July 1999 – July 2000	**President and CEO**, Cosmos Foundation Inc. Houston, TX.
January 1998 - May 2000	**President**, Texas A&M Chapter of American Fisheries Society.
January 1997 - December 1998	**Member**, Graduate Enhancement Committee, Texas A&M University.

Professional Memberships
Region IV Education Service Center
Association of Charter School Educators
Charter School Resource Center of Texas

Non-print Educational Materials

Personnel and Student Handbooks	Prepared guidelines, rules and regulations for faculty/staff and students. The Personnel Handbook covers topics including but not limited to code of ethics, hiring standards, job descriptions, pay and compensation, discipline, and termination. The Student Handbook covers topics including but not limited to grade promotion policy, discipline and code of conduct, attendance, and honor code policy.
BE/ESL Handbook	Prepared a Guideline (141 pages) regarding policies and procedure of BE/ESL program. This handbook shows how to plan, establish, and operate a BE/ESL program in a small public school system. The Handbook also includes all required forms and application tailored to school needs.

Grants and Proposals Funded

T-STEM Grant	Over $10M received to implement Texas-Science Technology Engineering and Mathematics (T-STEM) program in 14 Harmony Schools. The T-STEM initiative is sponsored by Texas Education Agency along with Gates, DELL, and the Communities Foundation of Texas foundations.
Harmony Science Academy-Houston	A Charter School Proposal awarded for 5 years by the State Board of Education of Texas in April 2000. Annual operational budget is $1.7 millions.
Harmony Science Academy-Austin	A Charter School Proposal awarded for 5 years by the State Board of Education of Texas in February 2000. Annual operational budget is $800,000.
Harmony Science Academy-Dallas	A Charter School Proposal awarded for 5 years by the State Board of Education of Texas in April 2004. Annual operational budget is $1.2 millions.
Start-up Grant for HSA-Houston	Amount: $590,000. A three-year grant was awarded by the Texas Education Agency to establish a college preparatory school.
Start-up Grant for HSA-Austin	Amount: $590,000. A three-year grant was awarded the Texas Education Agency to establish a college preparatory school.
After School Grant for HSA-Houston	Amount $49,000. A one year grant was awarded by the Texas education Agency to implement an after school program for students who need additional tutorials.

Publications and Papers Presented

1996: Soner Tarim and Kirk O. Winemiller. Fish Population Community Structure in Brazos River Oxbow Lakes. Department of Wildlife and Fisheries Sciences, Texas A&M University, College Station, Texas 77843-2258.

2000: Winemiller, K.O., S. Tarim, D. Shormann, and J. B. Cotner. 2000. Spatial variation in fish assemblages of Brazos River oxbow lakes. Transactions of the American Fisheries Society 129:451-468.

CHIEF FINANCIAL OFFICER

(CFO)

CURRICULUM VITAE
MAY 2009

UMIT PECEN

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upecen@harmonytx.org www.harmonytx.org

EDUCATION

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN **Urbana-Champaign, IL**
Master of Science in Business Administration, August 2005
First Major: Business Administration,
Concentration: International Management, GPA: 3.78/4.00

UNIVERSITY OF ISTANBUL **Istanbul,TURKEY**
College of Economics, Master of Science, Money and Banking, October 1997

UNIVERSITY OF ANKARA **Ankara, TURKEY**
College of Political Sciences, Bachelor of Science, Finance, September 1990
Concentration: Public Finance

PROFESSIONAL EXPERIENCE

COSMOS FOUNDATION INC. The Harmony School System **Houston,TX, USA**
Assosiate Superintendent and Chief Financial Officer **05/09-Present**
Director Of Internal Audit **07/08-04/09**

- Oversees all company accounting practices, including accounting departments, preparing budgets, financial reports, tax and audit functions
- Supervises investment and raising of funds for business
- Studies, analyzes and reports on trends, opportunities for expansion and projection of future company growth
- Develop an audit program which will provide a thorough review of operations

USA FINANCIAL MANAGEMENT SERVICES INC. AND MARLALI PROPERTY INV. CO. LLC **Chicago,IL, USA**
VP-Chief Financial Officer **08/05-07/08**

- Audits financial statements and internal control systems of the Company
- Acts as liaison to overseas transactions to Europe
- Provides key strategic direction and metrics for the Company
- Aids in due diligence on new projects
- Compile all financial statements with using quick books, and make adjustments if necessary

BANKING REGULATION AND SUPERVISION AGENCY (BRSA) **Ankara,TURKEY**
The Board of Bank Examiners, Istanbul Office
Chief Bank Examiner **03/04-08/05**
Bank Examiner (Formerly, Sworn-in Bank Auditor) **09/00-09/03**

- Examined and reported problems of one of the largest government banks of Turkey: political loans, personal management, fund management, constructional and home projects expenses and investments. Proposed new policies and action plans. Investigated loans given by public banks to corresponding institutions; prepared loan performance report
- Audit financial statements and internal control systems of Banks, examined and reported on two problematic banks whose licensees were canceled by BDDK
- Determined Bank's equity activities in compliance with rules and regulations mandated by BDDK
- Investigated fraud elements of Banks and private companies, examined currency exchange procedures of a number of private banks, examined legal operations of development and investment banks; prepare report for President

PRIME MINISTRY, THE UNDERSECRETARIET OF TREASURY **Ankara,TURKEY**
The Board of Bank Auditors, Istanbul Office
Sworn-in Bank Auditor **07/95-09/00**

- Audited and reported legal uses, efficient investment, and procedures of World Bank loans given to Turkish Banks
- Collected data, evaluated and wrote report on Small and Medium Size Firms in Gebze-Istanbul Industrial Park area. Report included suggestions for resolving the existing problems toward small size companies, researched on Small and Medium Size Firms in general and their competitive strategies
- Developed workshops on auditing techniques and applications to banking accounting for assistant auditors
- Audited and reported a loan in the amount of 20 Million US Dollars given by a public bank to one private company, its activities, all accountancies and projects and prepared court documents
- Developed new and computer aided auditing methods which eliminated a number of problems and inefficiencies (for Sworn-in Bank Auditors Boards) and prepared computer programs for Bank Auditors' software needs and also developed a unique banking rating system of examined accounts, system was used before Turkish banking crises to inform Minister of Economy
- Coordinated, examined and reported some specific money laundering activities for Turkish Money Laundry Agency

UNIVERSITY OF MARMARA **Istanbul, TURKEY**
Institute of Banking and Insurance
Adjunct Instructor **09/95-12/99**

- Taught courses (financial institutions, enhancement of funds management, accounting, banking law) and organized workshops in Banking System

PRIME MINISTRY, THE UNDERSECRETARIES OF TREASURY **Ankara, TURKEY**
The Board of Bank Auditors in Istanbul Office
Assistant Sworn-in Bank Auditor **03/92-07/95**

- Monitored and reported daily two largest banks' activities during 1994 financial crises and audited legal procedures of equities and equity enhancements
- Inspected some purchase operations from bank owners and evaluated these operations in terms of money laundering
- Audited and reported some foreign banks' financial performance and activities
- Inspected and reported activities of one developing and investment bank and evaluated its loans performance

UNIVERSITY OF ANKARA **Ankara,TURKEY**
College of Political Sciences, Department of Finance
Research and Teaching Assistant **06/91-03/92**

- Assisted with public finance courses; collected and evaluated data for public finance researches

PROFESSIONAL DEVELOPMENT

THE TORONTO INTERNATIONAL LEADERSHIP CENTRE **Toronto, CANADA**
The Toronto International Leadership Centre
"Financial Sector Supervision Program", Earned Certificate, May 2002

UNIVERSITY OF NORTHERN IOWA **Cedar Falls, IOWA**
Attended one semester in the College of Business Administration, took "E-Commerce" course **01/01-03/01**

UNIVERSITY OF NORTHERN IOWA **Cedar Falls, IOWA**
Graduation Certificate from Culture and Intensive English Program and researched on USA Banking System **03/00-03/01**

PUBLICATIONS

Books and Refereed Journal Articles:

- Pecen Umit, Kaya Nihat **"Competitive Strategies for Small and Medium Size Firms"**, a book published by Demirbank Publications, (224 pages), Istanbul, 2000
- Pecen Umit "Emission Premium in Capital Increasing Processes" Turkish Ministry of Finance, Tax World Journal, 2000

- Pecen Umit, Kaya Nihat **"Problems and Recommendations of Small and Medium Size Firms"**, a book published by Egs Publications, (51 pages), Istanbul, 1999
- Pecen Umit "New Banking Acts in 1999", Active Banking and Finance Journal, 1999
- Pecen Umit "Banking Accounting" The Board of Bank Auditors, Internal Training Publications, Ankara, 1999
- Pecen Umit "Effects of Swap and Arbitration in Banking System", Active Banking and Finance Journal, 1998
- Pecen Umit " Swap and Arbitration" Turkish Ministry of Finance, Tax World Journal, 1994
- Pecen Umit "Corporation Tax Policy for Banking System" Turkish Ministry of Finance, Tax World Journal, 1993
- Pecen Umit 'Turkish Real Estate Tax Policy" Turkish Ministry of Finance, Tax World Journal, 1993.

M.S. Thesis:

"The Effects of 1994 Turkish Economic Crises to Banking System", (104 pages), October 1997, University of Istanbul, College of Economics, Istanbul, Turkey

Refereed Conference Presentations:

"Financial Problems of Small and Medium Size Firms in Turkey", Small and Medium Size Firms Summit, World Economic News, TOSYOV, TOBB (Turkish Chamber of Commerce and Stocks), Ankara, 1999.

"Significance of Government Auditing on Internal Auditing", International Internal Auditors Summit, The Marmara Hotel in Istanbul, 1999

Research in Special Fields

"**Social Capital Perspective for Consulting Firms**", December 2004. Researched how do Consulting companies increase their social capital? Prepared a report for Professor Joe Mahoney, Strategy Management Area, Department of Business Administration, University of Illinois at Urbana Champaign.

"**The Barriers for Small Firms in Exporting and How They Establish Their Internationalization",** July 2005. Researched with Professor Joe Mahoney, Strategy Management Area, Department of Business Administration, University of Illinois at Urbana Champaign.

Awards

Received first placement score in the entrance exam out of 1,500 applicants in Republic of Turkey Prime Ministry, The Undersecretaries of Treasury, and The Board of Bank Auditors.

Memberships

Association of Certified Fraud Examiners, Austin, TX, Member.

Union of Chambers of Certified Public Accountants of Turkey, as Sworn in Certified Public Accountant (Sworn in CPA)
The Board of Bank Auditors Organization, Member.
The Board of Bank Auditors Foundation, Member.

SKILLS

Computer: Windows (XP), MS Office, Front Page2000, SPSS, Quick Books (Certified Quick Books User)

CHIEF ACADEMIC OFFICER

(PROJECT DIRECTOR)

Almus, Kadir

Cosmos Foundation dba Harmony Public Schools
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Houston, TX, 77099
Tel: 713-343-3333 Fax: 713-777-8555
kalmus@harmonytx.org

Home Address:

2003 Calico Hill Ln.
Sugar Land, TX, 77478

EDUCATION:

University of Houston, Houston, TX
Doctorate in Education in Educational Leadership and Cultural Studies
Graduation: Fall 2010

University of Houston, Houston, TX
Master of Education in Educational Leadership and Cultural Studies
Graduation: Spring 2007

Bogazici University, Istanbul, Turkey
Bachelor of Science in Chemistry Education
Graduation: June 1995

EMPLOYMENT:

Cosmos Foundation dba Harmony Schools Central Office, Houston, TX
Chief Academic Officer, **Associate Superintendent,** Jun 2008 to Present.

- Responsible for overseeing the academic activities including curriculum development and implementation, testing, high school programs, professional development, and special education services for all Harmony Schools.
- Responsible for overseeing human resources services for all Harmony Schools.

Harmony School of Excellence, Houston, TX
School Principal, Jun 2006 to June 2008.

- Served as the founding principal.
- Responsible for overseeing all the academic, financial, discipline, and communication activities including the daily affairs of the school.

Harmony Science Academy, Houston, TX

School Principal, July 2003 to Jun 2006.

- Responsible for overseeing all the academic, financial, discipline, and communication activities including the daily affairs of the school.

Private Mehmet Akif Turkish High School, Tirana, ALBANIA

School Principal, August 2001 to June 2003.

- Responsible for overseeing all the academic, financial, discipline, and communication activities including the daily affairs of the school.

Gulistan Educational Foundation, Tirana, ALBANIA

Head of the Chemistry Department, August 1996 to August 2001

- Responsible for coaching and advising 11 Chemistry teachers of the schools of Gulistan Educational Institution
- Organizer of nationwide science fair for high school students.

Private Mehmet Akif Turkish High School, Tirana, ALBANIA

Teacher, Chemistry, March 1996 to June 2003.

- Teaching Chemistry classes at High School Level
- Coaching students for national and international Chemistry Olympiads
- Advisor, the "Science Club."

SURAT Publication House, İstanbul, Turkey

Translator, June 1995 to March 1996

- Translating High school chemistry books from Turkish to English.
- Co-writer of "Surat High School Chemistry Series" textbook

CERTIFICATIONS:

- Principal certification in Texas.
- Physical science and special education certification in Texas.

SELECTED AWARDS & ACCOMPLISHMENTS:

- **Under administrative leadership at Harmony School of Excellence-Houston:**
  - School became exemplary at the first year with almost 100% passing rates in all subject areas and kept it for the following years.
  - HSE's Math counts team distinguished itself as one of the elite teams in the nation in two years and one of the HSE students won the first place with Texas team in 2008 at the National Math Counts Competition.

- **Under administrative leadership at Harmony Science Academy-Houston:**
  - School got the exemplary rating in 2004 and kept it for three straight years.
  - School and students won hundreds of national and international awards at science, math and computer Olympiads and competitions.
  - The school received the National Title-I Distinguished School Award as one of the 52 schools across the nation.

- **Selected to receive the prestigious Oberholtzer Award.**
  - In 2008, UH College of Education gave this award for being the most outstanding student based on both academic success and the potential for leadership among doctoral cohort class of 2007.

- **The Best Teacher of the Year Award**
  - Awarded as the "Best teacher of the 2000-2001 Education Year" at the Private Mehmet Akif Turkish High School –**Albania, 2001**
- **Golden Medal in International Chemistry Competition.**
  - My team won a golden medal at an International Chemistry Competition in Turkey, 1997.
- **Golden Medal in National Chemistry Olympiads of Albania**
  - Students in my team won the first place (gold medal) at National Chemistry Olympiads in **1998, 1999, 2001, and 2002.**
- **Graduated in top five from college.**

- **Graduated as valedictorian from high school.**

REFERENCES: References are available upon request.

LETTER OF SUPPORT

TEXAS CHARTER SCHOOLS ASSOCIATION

512.584.8272 Phone
512.584.8492 Fax

700 Lavaca Street, Suite 930
Austin, Texas 78701

www.txcharterschools.org

2011 Board Members
William Glasgow, Chair
President, Prime Management
Austin

Lori Fey, Secretary
Global Policy Initiative
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David Ray
Superintendent, St. Anthony Academy
Dallas

Lisa Robinson
Director, Eden Park Academy
Austin

Bruce Rockstroh
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John H. Wood, Jr. Public Charter District
San Antonio

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TCSA Executive Staff
David Dunn, Executive Director

Teresa Elliott, Chief Operations Officer

Chris Busse, Vice President
Quality Initiatives

Josie Duckett, Vice President
Public & Government Affairs

Denise Pierce, Vice President
Member Services

August 10, 2011

Asst. Deputy Secretary Jim Shelton
Office of Innovation and Improvement
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Asst. Deputy Secretary Shelton,

The Texas Charter Schools Association (TCSA) is the statewide membership organization for effective charter schools of all types; we proudly represent over 100,000 students in more than 390 charter schools. TCSA members recognize the importance of quality for both individual charter schools, as well as the collective charter school movement. We want to formally express our support for the Harmony Public Schools (HPS) application for the Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality Charter Schools.

Harmony Public Schools are exemplary charter schools that ensure educational equity for all of their students. The 33 Harmony charter schools serve 16,000 students across the state. Of the 25 schools eligible for a TEA rating in 2010, 16 were rated exemplary, 7 were rated recognized. Across the district, their students met proficiency on every TAKS test at rates of over 90 percent.

Comparable-sized traditional public school districts in Texas show a graduation rate of 80.6 percent in 2009. HPS in Houston and Austin both have graduation rates of 100 percent. This fall, their seniors will be matriculating at Vanderbilt University, Rice University, Syracuse University, New York University, Columbia University, and many more.

Financially and operationally, HPS has consistently shown stability and responsibility. In a 2010 review by Standard & Poor's Ratings Services, HPS received a credit rating of BBB – the highest rating a charter school can receive –and a stable outlook. In addition, it has taken advantage of the Quality Framework that TCSA developed along with the Institute for Public School Initiatives at The University of Texas System. The assessment covers the ten academic and operational systems critical to starting and maintaining a successful charter school; its definition of quality helps campus and district leaders design and implement school programs with both initial results and long term sustainability in mind.

HPS is closing the achievement gap in Texas and ensuring that their students receive an excellent education; however, there are thousands of students on their waiting list who could benefit from HPS replication and expansion. As a district, they have demonstrated that they can run a high-quality charter school, get results, and replicate their model successfully. We applaud their performance in our state and fully support their application.

Thank you for your consideration of Harmony School of Excellence for this grant. Please feel free to contact me at 512-584-8272 with questions regarding this letter.

Sincerely,

David Dunn
Executive Director
Texas Charter Schools Association

PROOF of NON-PROFIT STATUS

of

COSMOS FOUNDATION, INC.

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248656107
Sep. 03, 2009 LTR 4168C E0
76-0615245 000000 00
00014076
BODC: TE

COSMOS FOUNDATION INC
HARMONY SCIENCE ACADEMY
% SONER TARIM
9431 W SAM HOUSTON PKWY S STE 202
HOUSTON TX 77099-1849

005970

Employer Identification Number: 76-0615245
Person to Contact: Mr. Fryman
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Aug. 25, 2009, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in May 2000, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Michele M. Sullivan

Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations I

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

Date: MAY 18 2000

Employer Identification Number:
76-0615245
Issuing Specialist:
Terrell Berkovsky ID# 50-00524
Toll Free Customer Service Number:
877-829-5500
Accounting Period Ending:
December 31
Foundation Status Classification:
509(a)(1) & 170(b)(1)(A)(ii)
Form 990 Required:
Yes

Cosmos Foundation, Inc.
712 Bering
Houston, TX 77057

Dear Applicant:

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3). This ruling applies to your two schools located in Houston and Austin, Texas.

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are a school described in section 170(b)(1)(A)(ii).

You are not subject to the publishing requirements of Rev. Proc. 75-50, 1975-2 C.B. 587, so long as you operate as a charter school. If your method of operation changes to the extent that your charter is terminated, canceled or not renewed, you should notify your Key District Office. If you continue to operate a school thereafter, you will be required to comply with the publishing requirements of Rev. Proc. 75-50.

Please notify the Ohio Employee Plans/Exempt Organizations (EP/EO) Customer Service office if there is any change in your name, address, sources of support, purposes, or method of operation. If you amend your organizational document or bylaws, please send a copy of the amendment to the Ohio EP/EO Customer Service office. The mailing address for that office is: Internal Revenue Service, EP/EO Customer Service, P.O. Box 2508, Cincinnati, OH 45201.

You are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act.

If you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958 of the Code. In this letter we are not determining whether any of your present or proposed arrangements would be considered an excess benefit transaction resulting in tax under section 4958. Additionally, you are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Donors (including private foundations) may rely on this ruling unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your 509(a) status as indicated above, donors (other than private foundations) may not rely on the classification indicated above if they were in part responsible for, or were aware of, the act that resulted in your loss of such status, or they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification. Private

foundations may rely on the classification as long as you were not directly or indirectly controlled by them or by disqualified persons with respect to them. However, private foundations may not rely on the classification indicated above if they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fund-raising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fund-raising events such as benefit dinners, shows, membership drives, etc., where something of value is received in return for payments, you are required to provide a written disclosure statement informing the donor of the fair market value of the specific items or services being provided. To do this you should, in advance of the event, determine the fair market value of the benefit received and state it in your fund-raising materials such as solicitations, tickets, and receipts in such a way that the donor can determine how much is deductible and how much is not. Your disclosure statement should be made, at the latest, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fund-raising circumstance where each complete payment, including the contribution portion, exceeds $75. In addition, donors must have written substantiation from the charity for any charitable contribution of $250 or more. For further details regarding these substantiation and disclosure requirements, see the enclosed copy of Publication 1771. For additional guidance in this area, see Publication 1391, Deductibility of Payments Made to Organizations Conducting Fund-Raising Events, which is available at many IRS offices or by calling 1-800-TAX-FORM (1-800-829-3676).

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt from Income Tax. If "Yes" is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. If your gross receipts each year are not normally more than $25,000, we ask that you establish that you are not required to file Form 990 by completing Part I of that Form for your first year. Thereafter, you will not be required to file a return until your gross receipts exceed the $25,000 minimum. For guidance in determining if your gross receipts are "normally" not more than the $25,000 limit, see the instructions for the Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. The maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it. Form 990 should be filed with the Ogden Service Center, Ogden, UT 84201-0027.

The law requires you to make your annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your exemption application, any supporting documents, and this exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are made widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of $20 for each day you do not make these documents available for public inspection (up to a maximum of $10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Cosmos Foundation, Inc.

Please use the employer identification number indicated in the heading of this letter on all returns you file and in all correspondence with the Internal Revenue Service. Because this letter could help resolve any questions about your exempt status, you should keep it in your permanent records. If you have any questions about this letter, or about filing requirements, excise, employment, or other federal taxes, please contact the Ohio EP/EO Customer Service office at 877-829-5500 (a toll free number) or correspond with that office using the address indicated above.

Sincerely,

Gerald V. Sack

Gerald V. Sack
Chief, Exempt Organizations
Technical Branch 4

Enclosure:
Pub. 1771

SCHOOLS OPERATED

by

COSMOS FOUNDATION, INC.

(HARMONY PUBLIC SCHOOLS)

SCHOOLS OPERATED BY COSMOS FOUNDATION
(HARMONY PUBLIC SCHOOLS)

Cosmos Foundation holds separate charters for Harmony schools. The charter authorizer for all Harmony schools is Texas State Board of Education.

School		Year Opened	Grades Currently Served	Number of Students Served	Address	Percentage (%)							
							Ethnicity (2)						
						Low Income (1)	Black or African American	American Indian or Alaska Native	Asian	Hispanic	Native Hawaiian / Other Pacific	Two or More Races	White
1	Harmony Science Academy-Houston	2000	K-8	357	5435 S. Braeswood Blvd. Houston, TX 77096	81	42.9	0	8.4	39.8	0.3	1.7	7
2	Harmony Science Academy-Austin	2002	K-8	335	930 East Rundberg Lane Austin, TX 78753	80.9	10.1	0	4.8	76.7	0	1.2	7.2
3	Harmony Science Academy-Dallas	2004	K-12	985	11995 Forestgate Dr Dallas,TX 75243	82.2	13.9	0.2	4	69.5	0.2	0.9	11.3
4	Harmony School of Innovation-Houston	2005	K-8	592	9421 West Sam Houston Parkway S Houston, TX 77099	66	16.9	0.2	31.9	30.4	0.3	0.3	19.9
5	Harmony School of Excellence-Houston	2006	K-8	771	7340 N Gessner Rd. Houston, TX, 77040	20.8	8.2	0.3	42.9	23.2	0	0.9	24.5
6	Harmony Science Academy-El Paso	2006	K-11 (will expand to 12)	737	9405 Betel Dr. El Paso, TX 79907	73.9	1.9	0.1	0.4	91.9	0	0	5.7
7	Harmony Science Academy-San Antonio	2006	K-11 (will expand to 12)	727	8505 Lakeside Parkway San Antonio, TX, 78245	51.9	7.8	0.3	6.1	64.5	0	0.6	20.8
8	Harmony Science Academy-Fort Worth	2006	K-11 (will expand to 12)	601	5651 Westcreek Dr. Fort Worth, TX 76133	31.9	10.3	0.2	14	29.3	0	0.2	46.1
9	Harmony School of Science-Austin	2006	K-8	526	11800 Stonehollow Dr. Suite 100 Austin, TX 78758	28.7	13.1	0	31.9	28.5	0	1.1	25.3
10	Harmony Science Academy-Houston NW	2007	K-8	665	16200 Tomball Pkwy (SH 249) Houston, TX 77086	47.5	25.6	0.3	28.1	27.2	0	0.8	18
11	Harmony Science Academy-Beaumont	2007	K-12	500	4055 Calder Ave. Beaumont, TX 77707	43.6	23.2	0.2	9	25.4	0	1	41.2
12	Harmony Science Academy-College Station	2007	K-12	288	2031 S. Texas Ave. Bryan, TX 77802	57.3	12.2	0.7	2.4	47.6	0	1.4	35.8

13	Harmony Science Academy-Lubbock	2007	K-11 (will expand to 12)	421	1516 53rd Street Lubbock, TX 79412	79.6	21.9	0.2	0.2	57.2	0	1.4	19
14	Harmony Science Academy-Waco	2007	K-12	597	1900 N. Valley Mills Dr. Waco, TX 76710	76.5	9.7	0.8	2.3	58	0	0.5	28.6
15	Harmony Science Academy-Grand Prairie	2008	K-11 (will expand to 12)	524	1102 NW 7th St. Grand Prairie, TX 75050	60.7	15.8	0.4	11.3	53.6	0.2	1.9	16.8
16	Harmony Science Academy-North Austin	2008	5-12	561	1421 Wells Branch Pkwy. Suite 200 Pflugerville, TX 78660	43.7	11.4	0	15.5	46.5	0.2	1.1	25.3
17	Harmony School of Science-Houston	2008	K-9 (will expand to 12)	622	13415 W Bellfort Ave. Sugar Land, TX 77478	47.3	14.8	0.3	55.5	17.2	0	0	12.2
18	Harmony Science Academy-Brownsville	2008	K-11 (will expand to 12)	417	1124 Central Blvd. Brownsville TX 78520	65.7	1.7	0	4.6	82.3	0	0	11.5
19	Harmony Science Academy-Laredo	2008	K-11 (will expand to 12)	632	4401 San Francisco Avenue Laredo, TX 78041	62.2	0.3	0	5.1	90.3	0	0	4.3
20	Harmony School of Innovation-Dallas	2009	K-10 (will expand to 12)	514	1024 W Rosemeade Pkwy Carrollton, TX 75007	43	12.8	1.9	35.4	31.3	0	1.6	16.9
21	Harmony Science Academy-Euless	2009	K-10 (will expand to 12)	578	701 S. Industrial Blvd, Suite 115 Euless, TX 76040	47.4	17	0	28	23.2	0.2	1.7	29.9
22	Harmony School of Ingenuity	2009	K-9 (will expand to 12)	502	10555 Stella Link Rd, Houston TX 77025	67.1	43.4	0	5.6	46.8	0	0.4	3.8
23	Harmony School of Excellence-Endeavor	2009	K-9 (will expand to 12)	475	5668 W Little York Rd, Houston, TX, 77091	80.8	27.4	0.4	4	60	0	1.3	6.9
24	Harmony School of Innovation-El Paso	2009	K-9 (will expand to 12)	495	5210 Fairbanks Dr. El Paso, TX 79924	61	6.7	1	1	73.7	0	1.2	16.4
25	Harmony School of Excellence-Austin	2009	K-9 (will expand to 12)	508	2100 E ST. Elmo Rd, Austin, TX, 78744	65	8.1	0.2	2.4	75.2	0	1	13.2
26	Harmony Science Academy-Odessa	2010	K-8 (will expand to 12)	247	2755 N. Grandview Ave. Odessa, TX 79762	64	6.1	0.8	0	57.9	0	1.6	33.6
27	Harmony Science Academy-Garland	2010	K-9 (will expand to 12)	421	2302 Firewheel Pkwy. Garland, TX 75040	42.5	38	0	11.6	24.5	0	1.7	24.2
28	Harmony School of Innovation-San Antonio	2010	K-8 (will expand to 12)	175	8125 Glen Mont Dr. San Antonio, TX 78239	82.9	24	0	0.6	50.9	0	4.6	20
29	Harmony School of Art and Technology	2010	K-9 (will expand to 12)	419	9185 Kirby Dr. Houston, TX, 77025	53.9	44.9	0.2	13.1	26.7	0.2	1.9	12.9
30	Harmony School of Nature and Athletics	2010	K-10 (will expand to 12)	479	4136 S. Carrier Pkwy Suite 370 Grand Prairie, TX 75052	35.7	35.9	1	8.6	33	0	2.7	18.8

31	Harmony Science Academy-Houston High	2010	9-12	389	9431 W. Sam Houston Pkwy S. Houston, TX 77099	72.8	24.4	1.5	21.1	33.4	0	0.5	19
32	Harmony School of Advancement-High	2010	9-12	280	3171 North Sam Houston Pkwy W Houston, TX 77038	34.3	14.6	0.4	35.7	26.8	0	0	22.5
33	Harmony School of Discovery	2010	K-9 (will expand to 12)	379	6270 Barker Cypress Rd. Houston, TX 77084	40.9	22.7	0	28.2	26.6	0	3.2	19.3
						Percentage (%)							
				Number of Students Served		**Low Income (1)**	**Ethnicity (2)**						
							Black or African American	**American Indian or Alaska Native**	**Asian**	**Hispanic**	**Native Hawaiian / Other Pacific**	**Two or More Races**	**White**
HARMONY SYSTEM-WIDE				**16, 719**		**56.6**	**16.7**	**0.3**	**15.2**	**47.8**	**0.1**	**1**	**18.9**

(1) Low Income Data- Texas Education Agency, PEIMS - Public Education Information Management System, Economically Disadvantaged Students by Sex and Ethnicity, 2010 - 2011 Fall Collection, Report PRF5C019 (Reports for each school are provided in Attachment A)
(2) Ethnicity Data - PEIMS Standard Reports, 2010-2011, Texas Education Agency, http://ritter.tea.state.tx.us/adhocrpt/Standard_Reports.html

U282M110010

0010

STUDENT ACADEMIC ACHIEVEMENT

of

HARMONY PUBLIC SCHOOLS

Source: Texas Education Agency, Academic Excellence Indicator System (AEIS)

Campus Data Multi-Year History

http://ritter.tea.state.tx.us/perfreport/aeis/hist/campus.srch.html

SCHOOLS OPERATED BY COSMOS FOUNDATION
(HARMONY PUBLIC SCHOOLS)

	School	Year Opened
1	Harmony Science Academy-Houston	2000
2	Harmony Science Academy-Austin	2002
3	Harmony Science Academy-Dallas	2004
4	Harmony School of Innovation-Houston	2005
5	Harmony School of Excellence-Houston	2006
6	Harmony Science Academy-El Paso	2006
7	Harmony Science Academy-San Antonio	2006
8	Harmony Science Academy-Fort Worth	2006
9	Harmony School of Science-Austin	2006
10	Harmony Science Academy-Houston NW	2007
11	Harmony Science Academy-Beaumont	2007
12	Harmony Science Academy-College Station	2007
13	Harmony Science Academy-Lubbock	2007
14	Harmony Science Academy-Waco	2007
15	Harmony Science Academy-Grand Prairie	2008
16	Harmony Science Academy-North Austin	2008
17	Harmony School of Science-Houston	2008
18	Harmony Science Academy-Brownsville	2008
19	Harmony Science Academy-Laredo	2008
20	Harmony School of Innovation-Dallas	2009
21	Harmony Science Academy-Euless	2009
22	Harmony School of Ingenuity	2009
23	Harmony School of Excellence-Endeavor	2009
24	Harmony School of Innovation-El Paso	2009
25	Harmony School of Excellence-Austin	2009
26	Harmony Science Academy-Odessa	2010
27	Harmony Science Academy-Garland	2010
28	Harmony School of Innovation-San Antonio	2010
29	Harmony School of Art and Technology	2010
30	Harmony School of Nature and Athletics	2010
31	Harmony Science Academy-Houston High	2010
32	Harmony School of Advancement-High	2010
33	Harmony School of Discovery	2010

Campus: 101846001
Campus Name: HARMONY SCIENCE ACADEMY
District Name: HARMONY SCIENCE ACADEMY
County Name: HARRIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	46%	75%	86%	93%	88%	85%	87%	81%	+35%	+41%	+30%
African American	38%	72%	88%	91%	89%	84%	88%	76%	+38%	+45%	+36%
Hispanic	47%	74%	83%	92%	89%	89%	86%	81%	+34%	+38%	+36%
White	76%	88%	91%	> 99%	82%	73%	82%	83%	+7%	+14%	+26%
Economically Disadvantaged	44%	76%	86%	93%	86%	84%	84%	79%	+35%	+40%	+35%
TAKS Reading/ELA											
All Students	71%	93%	94%	97%	95%	96%	98%	94%	+23%	+24%	+18%
African American	68%	93%	95%	97%	95%	97%	> 99%	97%	+29%	+29%	+26%
Hispanic	67%	93%	91%	98%	98%	99%	99%	93%	+26%	+27%	+24%
White	96%	93%	97%	> 99%	89%	86%	93%	88%	-8%	-1%	+13%
Economically Disadvantaged	65%	94%	95%	97%	94%	96%	98%	93%	+28%	+28%	+25%
TAKS Mathematics											
All Students	60%	82%	92%	94%	92%	95%	90%	86%	+26%	+32%	+27%
African American	52%	77%	91%	91%	95%	99%	89%	79%	+27%	+34%	+33%
Hispanic	66%	84%	90%	93%	91%	96%	90%	86%	+20%	+26%	+34%
White	79%	90%	97%	> 99%	92%	89%	84%	90%	+11%	+17%	+20%
Economically Disadvantaged	62%	80%	92%	94%	93%	94%	87%	84%	+22%	+29%	+33%
TAKS Writing											
All Students	77%	95%	> 99%	> 99%	97%	91%	> 99%	99%	+22%	+21%	+15%
African American	76%	95%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	-	+22%	+23%
Hispanic	76%	94%	> 99%	> 99%	96%	94%	> 99%	97%	+21%	+21%	+21%
White	80%	> 99%	*	> 99%	> 99%	63%	> 99%	> 99%	-	+15%	+9%
Economically Disadvantaged	70%	93%	> 99%	> 99%	95%	88%	> 99%	98%	+28%	+26%	+22%
TAKS Social Studies											
All Students	87%	94%	98%	> 99%	98%	99%	99%	> 99%	-	-	+19%
African American	86%	96%	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	-	-	+27%
Hispanic	81%	90%	98%	> 99%	98%	98%	> 99%	> 99%	-	-	+28%
White	93%	> 99%	93%	> 99%	92%	96%	> 99%	> 99%	-	-	+12%
Economically Disadvantaged	84%	95%	97%	> 99%	96%	99%	99%	> 99%	-	-	+29%
TAKS Science											
All Students	62%	89%	93%	93%	86%	84%	93%	88%	+26%	+29%	+41%
African American	63%	87%	95%	90%	97%	81%	92%	85%	+22%	+26%	+51%
Hispanic	33%	82%	90%	95%	88%	86%	92%	83%	+50%	+55%	+51%
White	> 99%	> 99%	90%	> 99%	71%	78%	> 99%	> 99%	-	-	+33%
Economically Disadvantaged	29%	88%	85%	94%	83%	83%	91%	85%	+56%	+59%	+51%

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Campus: 101846001
Campus Name: HARMONY SCIENCE ACADEMY
District Name: HARMONY SCIENCE ACADEMY
County Name: HARRIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	0.0%	0.0%	0.0%	0.0%	1.9%	0.0%	0.0%	0.0%	-1.9%	+0.6%	-0.1%
African American	0.0%	0.0%	0.0%	0.0%	3.1%	0.0%	0.0%	0.0%	-3.1%	-0.4%	-0.3%
Hispanic	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	+1.9%	-0.2%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-0.1%
Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	-1.0%	+1.5%	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	0.0%	0.0%	0.0%	0.0%	1.2%	0.0%	0.0%	0.0%	-1.2%	+0.1%	-0.6%
African American	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	-1.6%	-0.4%	-0.7%
Hispanic	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	+1.2%	-0.9%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-0.4%
Economically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	-0.5%	+0.8%	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	96.0%	100.0%	100.0%	-	-	+0.3%
African American	-	-	-	-	-	100.0%	100.0%	100.0%	-	-	-0.9%
Hispanic	-	-	-	-	-	100.0%	100.0%	100.0%	-	-	+1.3%
White	-	-	-	-	-	100.0%	100.0%	100.0%	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	100.0%	100.0%	100.0%	-	-	+4.1%
Campus Student Composition											
African American	60.1%	44.7%	46.7%	38.9%	30.5%	27.0%	24.5%	29.4%			
Hispanic	24.5%	37.5%	37.0%	35.1%	37.4%	37.7%	40.6%	43.3%			
White	10.3%	11.9%	11.3%	17.7%	20.7%	19.0%	15.9%	13.7%			
Economically Disadvantaged	48.3%	58.2%	57.2%	58.6%	64.2%	69.4%	64.0%	80.8%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 227816001
Campus Name: HARMONY SCIENCE ACADEMY - AUSTI
District Name: HARMONY SCIENCE ACADEMY (AUSTIN)
County Name: TRAVIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	50%	74%	83%	83%	93%	93%	83%	84%	+34%	+33%	+30%
African American	46%	65%	76%	73%	95%	96%	89%	92%	+46%	+33%	+36%
Hispanic	35%	77%	87%	82%	93%	94%	83%	83%	+48%	+45%	+36%
White	73%	77%	75%	91%	97%	89%	75%	83%	+10%	+16%	+26%
Economically Disadvantaged	46%	69%	83%	81%	89%	97%	85%	83%	+37%	+35%	+35%
TAKS Reading/ELA											
All Students	76%	87%	92%	91%	96%	98%	96%	93%	+17%	+17%	+18%
African American	63%	80%	85%	92%	> 99%	> 99%	> 99%	> 99%	-	+34%	+26%
Hispanic	82%	90%	96%	89%	96%	99%	97%	91%	+9%	+8%	+24%
White	91%	91%	88%	97%	> 99%	95%	84%	> 99%	-	+5%	+13%
Economically Disadvantaged	81%	82%	95%	90%	94%	99%	95%	91%	+10%	+9%	+25%
TAKS Mathematics											
All Students	60%	78%	89%	89%	97%	97%	90%	91%	+31%	+30%	+27%
African American	59%	67%	79%	81%	95%	> 99%	> 99%	92%	+33%	+27%	+33%
Hispanic	47%	80%	92%	89%	97%	98%	90%	92%	+45%	+42%	+34%
White	77%	83%	89%	94%	> 99%	95%	78%	87%	+10%	+16%	+20%
Economically Disadvantaged	54%	72%	89%	89%	96%	98%	91%	91%	+37%	+36%	+33%
TAKS Writing											
All Students	84%	> 99%	90%	93%	97%	95%	94%	98%	+14%	+7%	+15%
African American	78%	> 99%	90%	> 99%	*	88%	*	*	-	+11%	+23%
Hispanic	75%	> 99%	91%	91%	98%	98%	92%	97%	+22%	+15%	+21%
White	> 99%	> 99%	87%	> 99%	> 99%	89%	> 99%	*	-	-	+9%
Economically Disadvantaged	90%	> 99%	88%	93%	94%	> 99%	92%	97%	+7%	+1%	+22%
TAKS Social Studies											
All Students	> 99%	96%	97%	98%	99%	> 99%	99%	99%	-	-	+19%
African American	*	88%	92%	> 99%	> 99%	> 99%	> 99%	*	-	-	+27%
Hispanic	*	> 99%	> 99%	96%	98%	> 99%	> 99%	98%	-	-	+28%
White	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	95%	> 99%	-	-	+12%
Economically Disadvantaged	*	90%	> 99%	> 99%	97%	> 99%	99%	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	> 99%	> 99%	85%	93%	84%	89%	-	-	+41%
African American	*	*	*	> 99%	*	> 99%	86%	*	-	-	+51%
Hispanic	*	*	*	> 99%	83%	92%	85%	91%	-	-	+51%
White	*	*	> 99%	> 99%	80%	95%	80%	77%	-	-	+33%
Economically Disadvantaged	*	*	*	> 99%	78%	95%	84%	91%	-	-	+51%

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Campus: 227816001
Campus Name: HARMONY SCIENCE ACADEMY - AUSTI
District Name: HARMONY SCIENCE ACADEMY (AUSTIN
County Name: TRAVIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%	0.0%	+1.5%	+1.5%	-0.1%
African American	-	0.0%	0.0%	0.0%	0.0%	12.5%	0.0%	0.0%	+12.5%	+12.5%	-0.3%
Hispanic	-	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%	+1.1%	+1.1%	-0.2%
White	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-0.1%
Economically Disadvantaged	-	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%	0.0%	+1.5%	+1.5%	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	+1.0%	+1.0%	-0.6%
African American	-	0.0%	0.0%	0.0%	0.0%	4.5%	0.0%	0.0%	+4.5%	+4.5%	-0.7%
Hispanic	-	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%	+0.8%	+0.8%	-0.9%
White	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-0.4%
Economically Disadvantaged	-	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%	+1.1%	+1.1%	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	100.0%	-	-	+0.3%
African American	-	-	-	-	-	-	-	*	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	100.0%	-	-	+1.3%
White	-	-	-	-	-	-	-	100.0%	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	100.0%	-	-	+4.1%
Campus Student Composition											
African American	43.8%	26.6%	18.3%	12.6%	10.2%	11.1%	8.0%	5.8%			
Hispanic	21.0%	38.3%	55.3%	68.0%	61.4%	57.1%	69.2%	75.5%			
White	31.4%	31.8%	24.5%	16.2%	22.0%	22.5%	15.2%	10.6%			
Economically Disadvantaged	38.1%	45.5%	57.2%	59.7%	50.0%	47.4%	70.7%	73.5%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 101846041
Campus Name: HARMONY SCIENCE ACADEMY -DALLAS
District Name: HARMONY SCIENCE ACADEMY
County Name: HARRIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	88%	92%	76%	85%	84%	87%	-	+41%	+30%
African American	*	*	90%	> 99%	83%	81%	76%	82%	-	+45%	+36%
Hispanic	*	*	88%	88%	75%	86%	85%	87%	-	+38%	+36%
White	*	*	80%	> 99%	78%	74%	75%	89%	-	+14%	+26%
Economically Disadvantaged	*	*	84%	91%	73%	84%	83%	86%	-	+40%	+35%
TAKS Reading/ELA											
All Students	*	*	96%	97%	92%	94%	92%	94%	-	+24%	+18%
African American	*	*	98%	> 99%	96%	90%	88%	95%	-	+29%	+26%
Hispanic	*	*	95%	96%	91%	94%	94%	94%	-	+27%	+24%
White	*	*	> 99%	> 99%	95%	91%	81%	96%	-	-1%	+13%
Economically Disadvantaged	*	*	93%	96%	89%	93%	91%	93%	-	+28%	+25%
TAKS Mathematics											
All Students	*	*	89%	95%	84%	93%	90%	93%	-	+32%	+27%
African American	*	*	90%	> 99%	85%	90%	86%	88%	-	+34%	+33%
Hispanic	*	*	90%	93%	83%	94%	91%	94%	-	+26%	+34%
White	*	*	80%	> 99%	83%	86%	86%	94%	-	+17%	+20%
Economically Disadvantaged	*	*	87%	95%	82%	92%	90%	94%	-	+29%	+33%
TAKS Writing											
All Students	*	*	98%	96%	94%	98%	97%	96%	-	+21%	+15%
African American	*	*	> 99%	> 99%	> 99%	> 99%	> 99%	95%	-	+22%	+23%
Hispanic	*	*	96%	95%	93%	98%	96%	97%	-	+21%	+21%
White	*	*	> 99%	> 99%	> 99%	*	> 99%	89%	-	+15%	+9%
Economically Disadvantaged	*	*	*	94%	94%	99%	96%	95%	-	+26%	+22%
TAKS Social Studies											
All Students	*	*	97%	95%	93%	99%	98%	> 99%	-	-	+19%
African American	*	*	> 99%	> 99%	> 99%	> 99%	> 99%	> 99%	-	-	+27%
Hispanic	*	*	90%	93%	90%	99%	> 99%	> 99%	-	-	+28%
White	*	*	*	> 99%	> 99%	93%	75%	> 99%	-	-	+12%
Economically Disadvantaged	*	*	94%	95%	88%	99%	97%	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	75%	86%	89%	90%	-	+29%	+41%
African American	*	*	*	*	87%	88%	77%	89%	-	+26%	+51%
Hispanic	*	*	*	*	73%	87%	90%	89%	-	+55%	+51%
White	*	*	*	*	78%	80%	81%	96%	-	-	+33%
Economically Disadvantaged	*	*	*	*	70%	85%	87%	89%	-	+59%	+51%

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Campus: 101846041
Campus Name: HARMONY SCIENCE ACADEMY -DALLAS
District Name: HARMONY SCIENCE ACADEMY
County Name: HARRIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	0.0%	0.0%	2.2%	0.5%	0.0%	+2.2%	+0.6%	-0.1%
African American	-	-	-	0.0%	0.0%	3.8%	0.0%	0.0%	+3.8%	-0.4%	-0.3%
Hispanic	-	-	-	0.0%	0.0%	2.5%	0.7%	0.0%	+2.5%	+1.9%	-0.2%
White	-	-	-	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-0.1%
Economically Disadvantaged	-	-	-	0.0%	0.0%	3.0%	0.7%	0.0%	+3.0%	+1.5%	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	0.0%	0.0%	1.4%	0.9%	0.0%	+1.4%	+0.1%	-0.6%
African American	-	-	-	0.0%	0.0%	2.4%	0.0%	0.0%	+2.4%	-0.4%	-0.7%
Hispanic	-	-	-	0.0%	0.0%	1.7%	0.9%	0.0%	+1.7%	+1.2%	-0.9%
White	-	-	-	0.0%	0.0%	0.0%	2.6%	0.0%	0.0%	0.0%	-0.4%
Economically Disadvantaged	-	-	-	0.0%	0.0%	2.0%	0.9%	0.0%	+2.0%	+0.8%	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	22.5%	18.1%	10.9%	9.3%	11.1%	12.4%			
Hispanic	-	-	60.4%	67.5%	73.6%	72.7%	72.2%	71.9%			
White	-	-	13.1%	10.8%	11.5%	12.8%	12.4%	11.9%			
Economically Disadvantaged	-	-	62.2%	62.9%	67.6%	74.1%	76.8%	79.9%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 101857101
Campus Name: HARMONY SCHOOL OF INNOVATION
District Name: HARMONY SCHOOL OF INNOVATION
County Name: HARRIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	87%	80%	95%	87%	82%	-	-	+30%
African American	*	*	*	88%	76%	95%	88%	88%	-	-	+36%
Hispanic	*	*	*	89%	77%	93%	85%	78%	-	-	+36%
White	*	*	*	85%	73%	91%	79%	82%	-	-	+26%
Economically Disadvantaged	*	*	*	89%	75%	93%	84%	79%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	98%	94%	97%	96%	94%	-	-	+18%
African American	*	*	*	92%	94%	97%	98%	99%	-	-	+26%
Hispanic	*	*	*	> 99%	96%	98%	96%	95%	-	-	+24%
White	*	*	*	> 99%	85%	91%	85%	94%	-	-	+13%
Economically Disadvantaged	*	*	*	98%	94%	95%	94%	92%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	95%	90%	97%	90%	88%	-	-	+27%
African American	*	*	*	92%	94%	97%	91%	93%	-	-	+33%
Hispanic	*	*	*	95%	86%	95%	88%	84%	-	-	+34%
White	*	*	*	95%	84%	98%	85%	87%	-	-	+20%
Economically Disadvantaged	*	*	*	93%	86%	97%	88%	85%	-	-	+33%
TAKS Writing											
All Students	*	*	*	67%	90%	98%	98%	96%	-	-	+15%
African American	*	*	*	67%	79%	> 99%	96%	92%	-	-	+23%
Hispanic	*	*	*	75%	95%	> 99%	98%	97%	-	-	+21%
White	*	*	*	60%	80%	> 99%	> 99%	94%	-	-	+9%
Economically Disadvantaged	*	*	*	77%	92%	> 99%	97%	96%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	> 99%	> 99%	-	-	+19%
African American	*	*	*	*	*	*	> 99%	> 99%	-	-	+27%
Hispanic	*	*	*	*	*	*	> 99%	> 99%	-	-	+28%
White	*	*	*	*	*	*	*	> 99%	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	> 99%	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	97%	80%	98%	93%	87%	-	-	+41%
African American	*	*	*	> 99%	75%	> 99%	85%	82%	-	-	+51%
Hispanic	*	*	*	95%	78%	> 99%	93%	82%	-	-	+51%
White	*	*	*	> 99%	86%	92%	> 99%	85%	-	-	+33%
Economically Disadvantaged	*	*	*	> 99%	75%	97%	92%	84%	-	-	+51%

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Campus: 101857101
Campus Name: HARMONY SCHOOL OF INNOVATION
District Name: HARMONY SCHOOL OF INNOVATION
County Name: HARRIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	0.0%	-	-	-0.1%
African American	-	-	-	-	-	-	-	0.0%	-	-	-0.3%
Hispanic	-	-	-	-	-	-	-	0.0%	-	-	-0.2%
White	-	-	-	-	-	-	-	0.0%	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	0.0%	-	-	-0.6%
African American	-	-	-	-	-	-	-	0.0%	-	-	-0.7%
Hispanic	-	-	-	-	-	-	-	0.0%	-	-	-0.9%
White	-	-	-	-	-	-	-	0.0%	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	19.2%	17.0%	14.9%	18.1%	15.2%			
Hispanic	-	-	-	40.9%	37.7%	33.8%	31.2%	34.8%			
White	-	-	-	25.8%	20.2%	22.3%	19.8%	20.2%			
Economically Disadvantaged	-	-	-	62.6%	50.4%	66.0%	60.9%	67.7%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 101858001
Campus Name: HARMONY SCHOOL OF EXCELLENCE
District Name: HARMONY SCHOOL OF EXCELLENCE
County Name: HARRIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	97%	96%	97%	97%	-	-	+30%
African American	*	*	*	*	> 99%	96%	88%	98%	-	-	+36%
Hispanic	*	*	*	*	95%	92%	99%	97%	-	-	+36%
White	*	*	*	*	97%	99%	99%	95%	-	-	+26%
Economically Disadvantaged	*	*	*	*	98%	92%	95%	99%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	> 99%	98%	99%	99%	-	-	+18%
African American	*	*	*	*	> 99%	> 99%	94%	98%	-	-	+26%
Hispanic	*	*	*	*	> 99%	94%	> 99%	99%	-	-	+24%
White	*	*	*	*	> 99%	> 99%	99%	97%	-	-	+13%
Economically Disadvantaged	*	*	*	*	> 99%	94%	99%	> 99%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	97%	98%	98%	99%	-	-	+27%
African American	*	*	*	*	> 99%	96%	94%	> 99%	-	-	+33%
Hispanic	*	*	*	*	96%	97%	99%	98%	-	-	+34%
White	*	*	*	*	97%	> 99%	99%	97%	-	-	+20%
Economically Disadvantaged	*	*	*	*	98%	97%	96%	99%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	> 99%	> 99%	99%	99%	-	-	+15%
African American	*	*	*	*	> 99%	> 99%	> 99%	> 99%	-	-	+23%
Hispanic	*	*	*	*	> 99%	> 99%	> 99%	98%	-	-	+21%
White	*	*	*	*	> 99%	> 99%	> 99%	> 99%	-	-	+9%
Economically Disadvantaged	*	*	*	*	> 99%	> 99%	> 99%	> 99%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	> 99%	> 99%	> 99%	99%	-	-	+19%
African American	*	*	*	*	*	*	> 99%	> 99%	-	-	+27%
Hispanic	*	*	*	*	*	*	> 99%	> 99%	-	-	+28%
White	*	*	*	*	*	*	> 99%	> 99%	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	> 99%	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	95%	97%	> 99%	98%	-	-	+41%
African American	*	*	*	*	*	*	> 99%	> 99%	-	-	+51%
Hispanic	*	*	*	*	88%	92%	> 99%	> 99%	-	-	+51%
White	*	*	*	*	> 99%	94%	> 99%	94%	-	-	+33%
Economically Disadvantaged	*	*	*	*	92%	> 99%	> 99%	> 99%	-	-	+51%

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Campus: 101858001
Campus Name: HARMONY SCHOOL OF EXCELLENCE
District Name: HARMONY SCHOOL OF EXCELLENCE
County Name: HARRIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	0.0%	1.1%	0.0%	-	-	-0.1%
African American	-	-	-	-	-	*	0.0%	0.0%	-	-	-0.3%
Hispanic	-	-	-	-	-	0.0%	4.2%	0.0%	-	-	-0.2%
White	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	0.0%	5.3%	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	0.0%	0.9%	0.0%	-	-	-0.6%
African American	-	-	-	-	-	*	0.0%	0.0%	-	-	-0.7%
Hispanic	-	-	-	-	-	0.0%	3.6%	0.0%	-	-	-0.9%
White	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	0.0%	4.3%	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	7.0%	7.6%	7.1%	7.8%			
Hispanic	-	-	-	-	27.1%	23.3%	20.6%	20.8%			
White	-	-	-	-	36.3%	33.7%	31.8%	28.3%			
Economically Disadvantaged	-	-	-	-	21.3%	19.2%	15.4%	18.5%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 071806001
Campus Name: HARMONY SCIENCE ACAD (EL PASO)
District Name: HARMONY SCIENCE ACAD (EL PASO)
County Name: EL PASO

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	86%	90%	86%	77%	-	-	+30%
African American	*	*	*	*	67%	67%	> 99%	71%	-	-	+36%
Hispanic	*	*	*	*	85%	91%	85%	76%	-	-	+36%
White	*	*	*	*	> 99%	95%	90%	91%	-	-	+26%
Economically Disadvantaged	*	*	*	*	83%	90%	84%	73%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	96%	96%	93%	90%	-	-	+18%
African American	*	*	*	*	83%	78%	> 99%	93%	-	-	+26%
Hispanic	*	*	*	*	96%	97%	92%	89%	-	-	+24%
White	*	*	*	*	> 99%	> 99%	93%	> 99%	-	-	+13%
Economically Disadvantaged	*	*	*	*	94%	96%	92%	87%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	94%	93%	92%	84%	-	-	+27%
African American	*	*	*	*	83%	89%	> 99%	79%	-	-	+33%
Hispanic	*	*	*	*	94%	93%	91%	84%	-	-	+34%
White	*	*	*	*	> 99%	95%	93%	94%	-	-	+20%
Economically Disadvantaged	*	*	*	*	94%	92%	90%	81%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	86%	93%	93%	88%	-	-	+15%
African American	*	*	*	*	*	*	> 99%	*	-	-	+23%
Hispanic	*	*	*	*	86%	93%	92%	86%	-	-	+21%
White	*	*	*	*	*	*	> 99%	> 99%	-	-	+9%
Economically Disadvantaged	*	*	*	*	80%	94%	91%	85%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	> 99%	> 99%	> 99%	99%	-	-	+19%
African American	*	*	*	*	*	*	*	*	-	-	+27%
Hispanic	*	*	*	*	> 99%	> 99%	> 99%	99%	-	-	+28%
White	*	*	*	*	*	*	> 99%	> 99%	-	-	+12%
Economically Disadvantaged	*	*	*	*	> 99%	> 99%	> 99%	99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	93%	97%	88%	87%	-	-	+41%
African American	*	*	*	*	*	*	*	83%	-	-	+51%
Hispanic	*	*	*	*	91%	98%	87%	87%	-	-	+51%
White	*	*	*	*	> 99%	*	> 99%	90%	-	-	+33%
Economically Disadvantaged	*	*	*	*	93%	97%	85%	85%	-	-	+51%

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Campus: 071806001
Campus Name: HARMONY SCIENCE ACAD (EL PASO)
District Name: HARMONY SCIENCE ACAD (EL PASO)
County Name: EL PASO

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	0.0%	3.2%	0.0%	-	-	-0.1%
African American	-	-	-	-	-	*	*	0.0%	-	-	-0.3%
Hispanic	-	-	-	-	-	0.0%	3.4%	0.0%	-	-	-0.2%
White	-	-	-	-	-	*	0.0%	0.0%	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	0.0%	2.4%	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	0.0%	4.2%	0.0%	-	-	-0.6%
African American	-	-	-	-	-	*	*	0.0%	-	-	-0.7%
Hispanic	-	-	-	-	-	0.0%	4.7%	0.0%	-	-	-0.9%
White	-	-	-	-	-	*	0.0%	0.0%	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	0.0%	4.1%	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	3.3%	2.8%	2.6%	2.8%			
Hispanic	-	-	-	-	88.1%	90.3%	89.4%	89.3%			
White	-	-	-	-	6.1%	6.0%	6.7%	6.8%			
Economically Disadvantaged	-	-	-	-	72.9%	86.2%	65.3%	68.1%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

Campus: 015828001
Campus Name: HARMONY SCIENCE ACAD (SAN ANTON
District Name: HARMONY SCIENCE ACAD (SAN ANTONIO)
County Name: BEXAR

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	88%	93%	72%	78%	-	-	+30%
African American	*	*	*	*	88%	83%	55%	68%	-	-	+36%
Hispanic	*	*	*	*	84%	92%	68%	76%	-	-	+36%
White	*	*	*	*	97%	98%	87%	83%	-	-	+26%
Economically Disadvantaged	*	*	*	*	85%	92%	65%	71%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	95%	99%	92%	94%	-	-	+18%
African American	*	*	*	*	> 99%	> 99%	81%	88%	-	-	+26%
Hispanic	*	*	*	*	94%	99%	92%	94%	-	-	+24%
White	*	*	*	*	97%	98%	93%	96%	-	-	+13%
Economically Disadvantaged	*	*	*	*	94%	98%	91%	92%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	93%	94%	80%	81%	-	-	+27%
African American	*	*	*	*	> 99%	83%	71%	76%	-	-	+33%
Hispanic	*	*	*	*	90%	94%	75%	80%	-	-	+34%
White	*	*	*	*	> 99%	98%	94%	86%	-	-	+20%
Economically Disadvantaged	*	*	*	*	90%	95%	73%	77%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	94%	96%	93%	92%	-	-	+15%
African American	*	*	*	*	*	> 99%	> 99%	*	-	-	+23%
Hispanic	*	*	*	*	94%	94%	93%	93%	-	-	+21%
White	*	*	*	*	> 99%	> 99%	83%	90%	-	-	+9%
Economically Disadvantaged	*	*	*	*	> 99%	96%	93%	92%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	> 99%	> 99%	> 99%	99%	-	-	+19%
African American	*	*	*	*	*	*	*	*	-	-	+27%
Hispanic	*	*	*	*	*	> 99%	> 99%	> 99%	-	-	+28%
White	*	*	*	*	*	> 99%	> 99%	97%	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	> 99%	> 99%	98%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	90%	93%	78%	86%	-	-	+41%
African American	*	*	*	*	*	*	64%	56%	-	-	+51%
Hispanic	*	*	*	*	88%	95%	75%	83%	-	-	+51%
White	*	*	*	*	*	93%	89%	95%	-	-	+33%
Economically Disadvantaged	*	*	*	*	77%	92%	73%	77%	-	-	+51%

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Campus: 015828001
Campus Name: HARMONY SCIENCE ACAD (SAN ANTON
District Name: HARMONY SCIENCE ACAD (SAN ANTON
County Name: BEXAR

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.1%
African American	-	-	-	-	-	*	*	0.0%	-	-	-0.3%
Hispanic	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.2%
White	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.6%
African American	-	-	-	-	-	*	*	0.0%	-	-	-0.7%
Hispanic	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.9%
White	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	5.0%	5.4%	6.3%	7.6%			
Hispanic	-	-	-	-	76.1%	69.5%	68.2%	65.8%			
White	-	-	-	-	17.3%	17.8%	17.8%	21.0%			
Economically Disadvantaged	-	-	-	-	53.8%	49.3%	46.2%	53.4%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 220813001
Campus Name: HARMONY SCIENCE ACAD (FORT WORT
District Name: HARMONY SCIENCE ACAD (FORT WORTH)
County Name: TARRANT

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	94%	93%	87%	89%	-	-	+30%
African American	*	*	*	*	91%	91%	83%	83%	-	-	+36%
Hispanic	*	*	*	*	96%	88%	85%	86%	-	-	+36%
White	*	*	*	*	92%	96%	88%	91%	-	-	+26%
Economically Disadvantaged	*	*	*	*	91%	91%	83%	85%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	97%	98%	95%	97%	-	-	+18%
African American	*	*	*	*	98%	97%	94%	95%	-	-	+26%
Hispanic	*	*	*	*	97%	94%	90%	96%	-	-	+24%
White	*	*	*	*	97%	99%	96%	98%	-	-	+13%
Economically Disadvantaged	*	*	*	*	94%	96%	91%	93%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	95%	95%	90%	93%	-	-	+27%
African American	*	*	*	*	93%	94%	88%	89%	-	-	+33%
Hispanic	*	*	*	*	97%	93%	89%	92%	-	-	+34%
White	*	*	*	*	94%	96%	90%	93%	-	-	+20%
Economically Disadvantaged	*	*	*	*	95%	94%	88%	93%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	> 99%	> 99%	96%	99%	-	-	+15%
African American	*	*	*	*	> 99%	*	> 99%	95%	-	-	+23%
Hispanic	*	*	*	*	> 99%	> 99%	95%	98%	-	-	+21%
White	*	*	*	*	> 99%	> 99%	93%	> 99%	-	-	+9%
Economically Disadvantaged	*	*	*	*	> 99%	> 99%	> 99%	98%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	> 99%	97%	> 99%	99%	-	-	+19%
African American	*	*	*	*	*	> 99%	> 99%	> 99%	-	-	+27%
Hispanic	*	*	*	*	> 99%	94%	> 99%	> 99%	-	-	+28%
White	*	*	*	*	> 99%	> 99%	> 99%	96%	-	-	+12%
Economically Disadvantaged	*	*	*	*	> 99%	91%	> 99%	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	95%	96%	95%	93%	-	-	+41%
African American	*	*	*	*	88%	92%	83%	85%	-	-	+51%
Hispanic	*	*	*	*	> 99%	93%	94%	86%	-	-	+51%
White	*	*	*	*	95%	> 99%	97%	96%	-	-	+33%
Economically Disadvantaged	*	*	*	*	92%	97%	95%	90%	-	-	+51%

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Campus: 220813001
Campus Name: HARMONY SCIENCE ACAD (FORT WORT
District Name: HARMONY SCIENCE ACAD (FORT WORT
County Name: TARRANT

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.1%
African American	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.3%
Hispanic	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.2%
White	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.6%
African American	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.7%
Hispanic	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.9%
White	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	0.0%	0.0%	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	23.3%	14.6%	14.3%	13.9%			
Hispanic	-	-	-	-	28.7%	29.6%	27.2%	28.1%			
White	-	-	-	-	36.5%	40.0%	43.9%	43.7%			
Economically Disadvantaged	-	-	-	-	44.7%	35.2%	34.3%	34.4%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 227822101
Campus Name: HARMONY SCHOOL OF SCIENCE - AUS
District Name: HARMONY SCHOOL OF SCIENCE AUSTIN
County Name: TRAVIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	80%	87%	93%	88%	-	-	+30%
African American	*	*	*	*	77%	86%	93%	83%	-	-	+36%
Hispanic	*	*	*	*	65%	84%	87%	82%	-	-	+36%
White	*	*	*	*	91%	91%	96%	91%	-	-	+26%
Economically Disadvantaged	*	*	*	*	72%	87%	86%	83%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	95%	93%	96%	92%	-	-	+18%
African American	*	*	*	*	91%	91%	96%	92%	-	-	+26%
Hispanic	*	*	*	*	94%	95%	94%	85%	-	-	+24%
White	*	*	*	*	97%	94%	97%	95%	-	-	+13%
Economically Disadvantaged	*	*	*	*	91%	91%	92%	86%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	90%	93%	96%	94%	-	-	+27%
African American	*	*	*	*	91%	86%	93%	91%	-	-	+33%
Hispanic	*	*	*	*	79%	93%	92%	93%	-	-	+34%
White	*	*	*	*	97%	97%	99%	94%	-	-	+20%
Economically Disadvantaged	*	*	*	*	84%	91%	92%	95%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	85%	> 99%	95%	96%	-	-	+15%
African American	*	*	*	*	> 99%	> 99%	> 99%	> 99%	-	-	+23%
Hispanic	*	*	*	*	73%	> 99%	89%	92%	-	-	+21%
White	*	*	*	*	82%	> 99%	96%	97%	-	-	+9%
Economically Disadvantaged	*	*	*	*	78%	> 99%	91%	95%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	> 99%	> 99%	-	-	+19%
African American	*	*	*	*	*	*	*	*	-	-	+27%
Hispanic	*	*	*	*	*	*	> 99%	> 99%	-	-	+28%
White	*	*	*	*	*	*	> 99%	> 99%	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	*	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	83%	87%	95%	93%	-	-	+41%
African American	*	*	*	*	50%	> 99%	91%	90%	-	-	+51%
Hispanic	*	*	*	*	70%	79%	> 99%	91%	-	-	+51%
White	*	*	*	*	> 99%	90%	94%	92%	-	-	+33%
Economically Disadvantaged	*	*	*	*	64%	82%	93%	84%	-	-	+51%

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Campus: 227822101
Campus Name: HARMONY SCHOOL OF SCIENCE - AUS
District Name: HARMONY SCHOOL OF SCIENCE AUSTI
County Name: TRAVIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	0.0%	-	-	-0.1%
African American	-	-	-	-	-	-	-	0.0%	-	-	-0.3%
Hispanic	-	-	-	-	-	-	-	0.0%	-	-	-0.2%
White	-	-	-	-	-	-	-	0.0%	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	0.0%	-	-	-0.6%
African American	-	-	-	-	-	-	-	0.0%	-	-	-0.7%
Hispanic	-	-	-	-	-	-	-	0.0%	-	-	-0.9%
White	-	-	-	-	-	-	-	0.0%	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	18.3%	20.4%	18.7%	15.2%			
Hispanic	-	-	-	-	33.3%	32.7%	32.0%	29.8%			
White	-	-	-	-	30.5%	27.6%	26.8%	25.7%			
Economically Disadvantaged	-	-	-	-	35.8%	32.7%	30.8%	27.9%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 101846101
Campus Name: HARMONY SCIENCE ACADEMY - HOUST
District Name: HARMONY SCIENCE ACADEMY
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	82%	86%	94%	-	+41%	+30%
African American	*	*	*	*	*	63%	73%	94%	-	+45%	+36%
Hispanic	*	*	*	*	*	65%	81%	89%	-	+38%	+36%
White	*	*	*	*	*	90%	85%	96%	-	+14%	+26%
Economically Disadvantaged	*	*	*	*	*	75%	80%	92%	-	+40%	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	98%	96%	96%	-	+24%	+18%
African American	*	*	*	*	*	95%	94%	97%	-	+29%	+26%
Hispanic	*	*	*	*	*	96%	92%	94%	-	+27%	+24%
White	*	*	*	*	*	98%	96%	97%	-	-1%	+13%
Economically Disadvantaged	*	*	*	*	*	> 99%	92%	95%	-	+28%	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	87%	89%	96%	-	+32%	+27%
African American	*	*	*	*	*	74%	76%	95%	-	+34%	+33%
Hispanic	*	*	*	*	*	78%	85%	92%	-	+26%	+34%
White	*	*	*	*	*	93%	87%	> 99%	-	+17%	+20%
Economically Disadvantaged	*	*	*	*	*	83%	86%	95%	-	+29%	+33%
TAKS Writing											
All Students	*	*	*	*	*	91%	96%	99%	-	+21%	+15%
African American	*	*	*	*	*	75%	> 99%	> 99%	-	+22%	+23%
Hispanic	*	*	*	*	*	> 99%	89%	> 99%	-	+21%	+21%
White	*	*	*	*	*	88%	94%	96%	-	+15%	+9%
Economically Disadvantaged	*	*	*	*	*	*	> 99%	96%	-	+26%	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	> 99%	> 99%	> 99%	-	-	+19%
African American	*	*	*	*	*	*	*	> 99%	-	-	+27%
Hispanic	*	*	*	*	*	*	*	> 99%	-	-	+28%
White	*	*	*	*	*	*	> 99%	> 99%	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	*	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	88%	95%	97%	-	+29%	+41%
African American	*	*	*	*	*	*	> 99%	96%	-	+26%	+51%
Hispanic	*	*	*	*	*	67%	> 99%	91%	-	+55%	+51%
White	*	*	*	*	*	> 99%	92%	> 99%	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	*	86%	95%	-	+59%	+51%

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Campus: 101846101
Campus Name: HARMONY SCIENCE ACADEMY - HOUST
District Name: HARMONY SCIENCE ACADEMY
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	2.4%	0.0%	-	+0.6%	-0.1%
African American	-	-	-	-	-	-	12.5%	0.0%	-	-0.4%	-0.3%
Hispanic	-	-	-	-	-	-	0.0%	0.0%	-	+1.9%	-0.2%
White	-	-	-	-	-	-	0.0%	0.0%	-	0.0%	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	0.0%	0.0%	-	+1.5%	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	2.4%	0.0%	-	+0.1%	-0.6%
African American	-	-	-	-	-	-	12.5%	0.0%	-	-0.4%	-0.7%
Hispanic	-	-	-	-	-	-	0.0%	0.0%	-	+1.2%	-0.9%
White	-	-	-	-	-	-	0.0%	0.0%	-	0.0%	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	0.0%	0.0%	-	+0.8%	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	18.6%	19.3%	24.0%			
Hispanic	-	-	-	-	-	19.4%	18.3%	22.7%			
White	-	-	-	-	-	36.0%	28.4%	20.1%			
Economically Disadvantaged	-	-	-	-	-	13.6%	24.3%	35.5%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 123806001
Campus Name: HARMONY SCIENCE ACADEMY (BEAUMO
District Name: HARMONY SCIENCE ACAD (BEAUMONT)
County Name: JEFFERSON

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	86%	77%	76%	-	-	+30%
African American	*	*	*	*	*	78%	58%	58%	-	-	+36%
Hispanic	*	*	*	*	*	80%	70%	66%	-	-	+36%
White	*	*	*	*	*	91%	84%	87%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	83%	65%	68%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	96%	91%	89%	-	-	+18%
African American	*	*	*	*	*	95%	82%	80%	-	-	+26%
Hispanic	*	*	*	*	*	95%	91%	82%	-	-	+24%
White	*	*	*	*	*	97%	93%	95%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	> 99%	88%	85%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	89%	82%	82%	-	-	+27%
African American	*	*	*	*	*	81%	64%	66%	-	-	+33%
Hispanic	*	*	*	*	*	90%	71%	79%	-	-	+34%
White	*	*	*	*	*	94%	89%	88%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	90%	72%	74%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	92%	88%	94%	-	-	+15%
African American	*	*	*	*	*	92%	90%	87%	-	-	+23%
Hispanic	*	*	*	*	*	*	83%	90%	-	-	+21%
White	*	*	*	*	*	90%	86%	97%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	> 99%	80%	89%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	95%	89%	94%	-	-	+19%
African American	*	*	*	*	*	83%	*	85%	-	-	+27%
Hispanic	*	*	*	*	*	*	*	91%	-	-	+28%
White	*	*	*	*	*	> 99%	> 99%	97%	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	> 99%	*	91%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	89%	84%	84%	-	-	+41%
African American	*	*	*	*	*	83%	57%	76%	-	-	+51%
Hispanic	*	*	*	*	*	90%	70%	67%	-	-	+51%
White	*	*	*	*	*	94%	94%	95%	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	81%	75%	76%	-	-	+51%

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Campus: 123806001
Campus Name: HARMONY SCIENCE ACADEMY (BEAUMO
District Name: HARMONY SCIENCE ACAD (BEAUMONT)
County Name: JEFFERSON

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.1%
African American	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.3%
Hispanic	-	-	-	-	-	-	*	0.0%	-	-	-0.2%
White	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.6%
African American	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.7%
Hispanic	-	-	-	-	-	-	*	0.0%	-	-	-0.9%
White	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	0.0%	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	35.2%	22.4%	27.7%			
Hispanic	-	-	-	-	-	15.0%	17.7%	17.1%			
White	-	-	-	-	-	48.0%	53.3%	43.2%			
Economically Disadvantaged	-	-	-	-	-	33.0%	34.5%	42.8%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 021804001
Campus Name: HARMONY SCIENCE ACAD (COLLEGE S
District Name: HARMONY SCIENCE ACAD (COLLEGE STAT
County Name: BRAZOS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	84%	85%	75%	-	-	+30%
African American	*	*	*	*	*	82%	78%	69%	-	-	+36%
Hispanic	*	*	*	*	*	78%	77%	64%	-	-	+36%
White	*	*	*	*	*	86%	91%	84%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	86%	78%	70%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	93%	94%	90%	-	-	+18%
African American	*	*	*	*	*	82%	89%	81%	-	-	+26%
Hispanic	*	*	*	*	*	89%	92%	85%	-	-	+24%
White	*	*	*	*	*	96%	98%	94%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	91%	92%	86%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	92%	87%	80%	-	-	+27%
African American	*	*	*	*	*	91%	83%	75%	-	-	+33%
Hispanic	*	*	*	*	*	81%	79%	69%	-	-	+34%
White	*	*	*	*	*	95%	90%	89%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	91%	82%	76%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	85%	96%	89%	-	-	+15%
African American	*	*	*	*	*	*	> 99%	> 99%	-	-	+23%
Hispanic	*	*	*	*	*	86%	92%	81%	-	-	+21%
White	*	*	*	*	*	83%	96%	92%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	85%	96%	84%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	> 99%	> 99%	> 99%	-	-	+19%
African American	*	*	*	*	*	*	*	*	-	-	+27%
Hispanic	*	*	*	*	*	*	> 99%	> 99%	-	-	+28%
White	*	*	*	*	*	> 99%	> 99%	> 99%	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	> 99%	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	90%	95%	92%	-	-	+41%
African American	*	*	*	*	*	*	*	*	-	-	+51%
Hispanic	*	*	*	*	*	*	88%	79%	-	-	+51%
White	*	*	*	*	*	88%	> 99%	97%	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	> 99%	94%	86%	-	-	+51%

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Campus: 021804001
Campus Name: HARMONY SCIENCE ACAD (COLLEGE S
District Name: HARMONY SCIENCE ACAD (COLLEGE S
County Name: BRAZOS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.1%
African American	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.3%
Hispanic	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.2%
White	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.6%
African American	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.7%
Hispanic	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.9%
White	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	0.0%	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	12.2%	11.4%	12.8%			
Hispanic	-	-	-	-	-	26.3%	21.6%	35.4%			
White	-	-	-	-	-	58.7%	62.9%	49.6%			
Economically Disadvantaged	-	-	-	-	-	37.6%	42.0%	57.3%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 152805001
Campus Name: HARMONY SCIENCE ACAD (LUBBOCK)
District Name: HARMONY SCIENCE ACAD (LUBBOCK)
County Name: LUBBOCK

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	78%	76%	69%	-	-	+30%
African American	*	*	*	*	*	80%	73%	52%	-	-	+36%
Hispanic	*	*	*	*	*	76%	72%	68%	-	-	+36%
White	*	*	*	*	*	80%	91%	82%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	77%	74%	61%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	92%	91%	87%	-	-	+18%
African American	*	*	*	*	*	80%	91%	86%	-	-	+26%
Hispanic	*	*	*	*	*	92%	90%	85%	-	-	+24%
White	*	*	*	*	*	> 99%	97%	91%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	90%	90%	84%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	89%	86%	81%	-	-	+27%
African American	*	*	*	*	*	90%	77%	59%	-	-	+33%
Hispanic	*	*	*	*	*	83%	84%	85%	-	-	+34%
White	*	*	*	*	*	> 99%	97%	86%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	86%	85%	77%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	85%	83%	90%	-	-	+15%
African American	*	*	*	*	*	*	78%	88%	-	-	+23%
Hispanic	*	*	*	*	*	> 99%	84%	86%	-	-	+21%
White	*	*	*	*	*	70%	88%	> 99%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	95%	80%	86%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	> 99%	93%	83%	-	-	+19%
African American	*	*	*	*	*	*	*	*	-	-	+27%
Hispanic	*	*	*	*	*	> 99%	> 99%	79%	-	-	+28%
White	*	*	*	*	*	*	*	*	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	> 99%	92%	78%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	83%	92%	84%	-	-	+41%
African American	*	*	*	*	*	*	> 99%	75%	-	-	+51%
Hispanic	*	*	*	*	*	75%	86%	82%	-	-	+51%
White	*	*	*	*	*	86%	> 99%	> 99%	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	76%	90%	79%	-	-	+51%

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Campus: 152805001
Campus Name: HARMONY SCIENCE ACAD (LUBBOCK)
District Name: HARMONY SCIENCE ACAD (LUBBOCK)
County Name: LUBBOCK

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.1%
African American	-	-	-	-	-	-	*	0.0%	-	-	-0.3%
Hispanic	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.2%
White	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.6%
African American	-	-	-	-	-	-	*	0.0%	-	-	-0.7%
Hispanic	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.9%
White	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	0.0%	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	13.6%	16.5%	18.7%			
Hispanic	-	-	-	-	-	59.2%	59.5%	58.0%			
White	-	-	-	-	-	26.1%	23.3%	22.7%			
Economically Disadvantaged	-	-	-	-	-	72.8%	77.7%	78.6%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 161807001
Campus Name: HARMONY SCIENCE ACAD (WACO)
District Name: HARMONY SCIENCE ACAD (WACO)
County Name: MCLENNAN

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	81%	73%	89%	-	-	+30%
African American	*	*	*	*	*	87%	59%	82%	-	-	+36%
Hispanic	*	*	*	*	*	80%	62%	88%	-	-	+36%
White	*	*	*	*	*	80%	86%	90%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	77%	64%	88%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	91%	91%	97%	-	-	+18%
African American	*	*	*	*	*	> 99%	88%	95%	-	-	+26%
Hispanic	*	*	*	*	*	86%	87%	96%	-	-	+24%
White	*	*	*	*	*	92%	96%	97%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	87%	88%	96%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	92%	77%	93%	-	-	+27%
African American	*	*	*	*	*	87%	71%	91%	-	-	+33%
Hispanic	*	*	*	*	*	93%	68%	92%	-	-	+34%
White	*	*	*	*	*	92%	87%	94%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	90%	70%	92%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	88%	89%	88%	-	-	+15%
African American	*	*	*	*	*	> 99%	*	60%	-	-	+23%
Hispanic	*	*	*	*	*	88%	82%	91%	-	-	+21%
White	*	*	*	*	*	83%	> 99%	88%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	88%	86%	88%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	> 99%	> 99%	98%	-	-	+19%
African American	*	*	*	*	*	*	*	*	-	-	+27%
Hispanic	*	*	*	*	*	*	> 99%	> 99%	-	-	+28%
White	*	*	*	*	*	*	> 99%	96%	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	> 99%	97%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	89%	80%	97%	-	-	+41%
African American	*	*	*	*	*	*	57%	> 99%	-	-	+51%
Hispanic	*	*	*	*	*	88%	70%	94%	-	-	+51%
White	*	*	*	*	*	89%	92%	> 99%	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	88%	72%	96%	-	-	+51%

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Campus: 161807001
Campus Name: HARMONY SCIENCE ACAD (WACO)
District Name: HARMONY SCIENCE ACAD (WACO)
County Name: MCLENNAN

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.1%
African American	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.3%
Hispanic	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.2%
White	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.6%
African American	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.7%
Hispanic	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.9%
White	-	-	-	-	-	-	0.0%	0.0%	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	0.0%	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	14.0%	8.2%	8.8%			
Hispanic	-	-	-	-	-	45.1%	49.1%	53.8%			
White	-	-	-	-	-	37.9%	39.6%	33.7%			
Economically Disadvantaged	-	-	-	-	-	74.9%	68.3%	70.0%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
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Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 220813002
Campus Name: HARMONY SCIENCE ACADEMY GRAND P
District Name: HARMONY SCIENCE ACAD (FORT WORTH)
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	*	87%	82%	-	-	+30%
African American	*	*	*	*	*	*	90%	91%	-	-	+36%
Hispanic	*	*	*	*	*	*	84%	75%	-	-	+36%
White	*	*	*	*	*	*	92%	87%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	*	81%	79%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	*	94%	91%	-	-	+18%
African American	*	*	*	*	*	*	97%	96%	-	-	+26%
Hispanic	*	*	*	*	*	*	93%	86%	-	-	+24%
White	*	*	*	*	*	*	92%	97%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	*	89%	88%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	*	95%	92%	-	-	+27%
African American	*	*	*	*	*	*	97%	96%	-	-	+33%
Hispanic	*	*	*	*	*	*	93%	89%	-	-	+34%
White	*	*	*	*	*	*	> 99%	97%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	*	93%	91%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	*	95%	89%	-	-	+15%
African American	*	*	*	*	*	*	> 99%	94%	-	-	+23%
Hispanic	*	*	*	*	*	*	95%	86%	-	-	+21%
White	*	*	*	*	*	*	83%	83%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	*	93%	89%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	> 99%	> 99%	-	-	+19%
African American	*	*	*	*	*	*	*	> 99%	-	-	+27%
Hispanic	*	*	*	*	*	*	> 99%	> 99%	-	-	+28%
White	*	*	*	*	*	*	*	*	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	> 99%	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	*	87%	94%	-	-	+41%
African American	*	*	*	*	*	*	85%	> 99%	-	-	+51%
Hispanic	*	*	*	*	*	*	82%	92%	-	-	+51%
White	*	*	*	*	*	*	> 99%	88%	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	*	82%	90%	-	-	+51%

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Report #U282M110010 Campus Data

Campus: 220813002
Campus Name: HARMONY SCIENCE ACADEMY GRAND P
District Name: HARMONY SCIENCE ACAD (FORT WORT
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	0.0%	-	-	-0.1%
African American	-	-	-	-	-	-	-	0.0%	-	-	-0.3%
Hispanic	-	-	-	-	-	-	-	0.0%	-	-	-0.2%
White	-	-	-	-	-	-	-	0.0%	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	0.0%	-	-	-0.6%
African American	-	-	-	-	-	-	-	0.0%	-	-	-0.7%
Hispanic	-	-	-	-	-	-	-	0.0%	-	-	-0.9%
White	-	-	-	-	-	-	-	0.0%	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	-	21.4%	20.0%			
Hispanic	-	-	-	-	-	-	55.1%	54.7%			
White	-	-	-	-	-	-	16.1%	16.9%			
Economically Disadvantaged	-	-	-	-	-	-	53.1%	60.7%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 227816002
Campus Name: HARMONY SCIENCE ACADEMY NORTH A
District Name: HARMONY SCIENCE ACADEMY (AUSTIN)
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	*	69%	85%	-	+33%	+30%
African American	*	*	*	*	*	*	38%	76%	-	+33%	+36%
Hispanic	*	*	*	*	*	*	63%	80%	-	+45%	+36%
White	*	*	*	*	*	*	87%	91%	-	+16%	+26%
Economically Disadvantaged	*	*	*	*	*	*	65%	78%	-	+35%	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	*	93%	94%	-	+17%	+18%
African American	*	*	*	*	*	*	95%	96%	-	+34%	+26%
Hispanic	*	*	*	*	*	*	87%	91%	-	+8%	+24%
White	*	*	*	*	*	*	> 99%	96%	-	+5%	+13%
Economically Disadvantaged	*	*	*	*	*	*	88%	90%	-	+9%	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	*	75%	92%	-	+30%	+27%
African American	*	*	*	*	*	*	45%	84%	-	+27%	+33%
Hispanic	*	*	*	*	*	*	73%	91%	-	+42%	+34%
White	*	*	*	*	*	*	89%	94%	-	+16%	+20%
Economically Disadvantaged	*	*	*	*	*	*	73%	89%	-	+36%	+33%
TAKS Writing											
All Students	*	*	*	*	*	*	88%	90%	-	+7%	+15%
African American	*	*	*	*	*	*	*	92%	-	+11%	+23%
Hispanic	*	*	*	*	*	*	79%	90%	-	+15%	+21%
White	*	*	*	*	*	*	92%	86%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	*	90%	88%	-	+1%	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	92%	> 99%	-	-	+19%
African American	*	*	*	*	*	*	*	> 99%	-	-	+27%
Hispanic	*	*	*	*	*	*	82%	> 99%	-	-	+28%
White	*	*	*	*	*	*	> 99%	> 99%	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	83%	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	*	79%	91%	-	-	+41%
African American	*	*	*	*	*	*	*	76%	-	-	+51%
Hispanic	*	*	*	*	*	*	70%	85%	-	-	+51%
White	*	*	*	*	*	*	> 99%	> 99%	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	*	73%	80%	-	-	+51%

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Campus: 227816002
Campus Name: HARMONY SCIENCE ACADEMY NORTH A
District Name: HARMONY SCIENCE ACADEMY (AUSTIN
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	0.0%	-	+1.5%	-0.1%
African American	-	-	-	-	-	-	-	0.0%	-	+12.5%	-0.3%
Hispanic	-	-	-	-	-	-	-	0.0%	-	+1.1%	-0.2%
White	-	-	-	-	-	-	-	0.0%	-	0.0%	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	+1.5%	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	0.0%	-	+1.0%	-0.6%
African American	-	-	-	-	-	-	-	0.0%	-	+4.5%	-0.7%
Hispanic	-	-	-	-	-	-	-	0.0%	-	+0.8%	-0.9%
White	-	-	-	-	-	-	-	0.0%	-	0.0%	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	+1.1%	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	-	16.1%	17.5%			
Hispanic	-	-	-	-	-	-	45.0%	38.5%			
White	-	-	-	-	-	-	32.9%	31.4%			
Economically Disadvantaged	-	-	-	-	-	-	42.3%	38.0%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 101862001
Campus Name: HARMONY SCHOOL OF SCIENCE - HOU
District Name: HARMONY SCHOOL OF SCIENCE - HOUSTO
County Name: HARRIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	*	94%	93%	-	-	+30%
African American	*	*	*	*	*	*	92%	88%	-	-	+36%
Hispanic	*	*	*	*	*	*	89%	85%	-	-	+36%
White	*	*	*	*	*	*	95%	95%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	*	94%	92%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	*	> 99%	98%	-	-	+18%
African American	*	*	*	*	*	*	> 99%	96%	-	-	+26%
Hispanic	*	*	*	*	*	*	> 99%	97%	-	-	+24%
White	*	*	*	*	*	*	> 99%	98%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	*	> 99%	98%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	*	97%	95%	-	-	+27%
African American	*	*	*	*	*	*	> 99%	93%	-	-	+33%
Hispanic	*	*	*	*	*	*	92%	88%	-	-	+34%
White	*	*	*	*	*	*	95%	95%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	*	98%	95%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	*	> 99%	> 99%	-	-	+15%
African American	*	*	*	*	*	*	> 99%	> 99%	-	-	+23%
Hispanic	*	*	*	*	*	*	> 99%	> 99%	-	-	+21%
White	*	*	*	*	*	*	> 99%	> 99%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	*	> 99%	> 99%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	95%	98%	-	-	+19%
African American	*	*	*	*	*	*	*	> 99%	-	-	+27%
Hispanic	*	*	*	*	*	*	*	86%	-	-	+28%
White	*	*	*	*	*	*	*	> 99%	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	92%	97%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	*	93%	95%	-	-	+41%
African American	*	*	*	*	*	*	80%	90%	-	-	+51%
Hispanic	*	*	*	*	*	*	90%	88%	-	-	+51%
White	*	*	*	*	*	*	> 99%	> 99%	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	*	92%	92%	-	-	+51%

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Campus: 101862001
Campus Name: HARMONY SCHOOL OF SCIENCE - HOU
District Name: HARMONY SCHOOL OF SCIENCE - HOU
County Name: HARRIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	0.0%	-	-	-0.1%
African American	-	-	-	-	-	-	-	0.0%	-	-	-0.3%
Hispanic	-	-	-	-	-	-	-	0.0%	-	-	-0.2%
White	-	-	-	-	-	-	-	0.0%	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	0.0%	-	-	-0.6%
African American	-	-	-	-	-	-	-	0.0%	-	-	-0.7%
Hispanic	-	-	-	-	-	-	-	0.0%	-	-	-0.9%
White	-	-	-	-	-	-	-	0.0%	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	-	16.8%	16.6%			
Hispanic	-	-	-	-	-	-	15.6%	16.8%			
White	-	-	-	-	-	-	26.8%	14.7%			
Economically Disadvantaged	-	-	-	-	-	-	42.9%	53.1%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
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Campus: 031803001
Campus Name: HARMONY SCIENCE ACADEMY - BROWN
District Name: HARMONY SCIENCE ACADEMY - BROWNSVI
County Name: CAMERON

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	*	83%	70%	-	-	+30%
African American	*	*	*	*	*	*	*	71%	-	-	+36%
Hispanic	*	*	*	*	*	*	82%	69%	-	-	+36%
White	*	*	*	*	*	*	85%	80%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	*	77%	65%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	*	92%	85%	-	-	+18%
African American	*	*	*	*	*	*	*	86%	-	-	+26%
Hispanic	*	*	*	*	*	*	92%	85%	-	-	+24%
White	*	*	*	*	*	*	92%	90%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	*	88%	83%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	*	90%	81%	-	-	+27%
African American	*	*	*	*	*	*	*	86%	-	-	+33%
Hispanic	*	*	*	*	*	*	90%	80%	-	-	+34%
White	*	*	*	*	*	*	85%	80%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	*	86%	77%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	*	84%	83%	-	-	+15%
African American	*	*	*	*	*	*	*	*	-	-	+23%
Hispanic	*	*	*	*	*	*	83%	80%	-	-	+21%
White	*	*	*	*	*	*	*	> 99%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	*	80%	77%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	> 99%	96%	-	-	+19%
African American	*	*	*	*	*	*	*	*	-	-	+27%
Hispanic	*	*	*	*	*	*	> 99%	96%	-	-	+28%
White	*	*	*	*	*	*	*	*	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	> 99%	96%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	*	90%	80%	-	-	+41%
African American	*	*	*	*	*	*	*	*	-	-	+51%
Hispanic	*	*	*	*	*	*	91%	78%	-	-	+51%
White	*	*	*	*	*	*	*	*	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	*	87%	73%	-	-	+51%

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Campus: 031803001
Campus Name: HARMONY SCIENCE ACADEMY - BROWN
District Name: HARMONY SCIENCE ACADEMY - BROWN
County Name: CAMERON

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	0.0%	-	-	-0.1%
African American	-	-	-	-	-	-	-	*	-	-	-0.3%
Hispanic	-	-	-	-	-	-	-	0.0%	-	-	-0.2%
White	-	-	-	-	-	-	-	*	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	0.0%	-	-	-0.6%
African American	-	-	-	-	-	-	-	*	-	-	-0.7%
Hispanic	-	-	-	-	-	-	-	0.0%	-	-	-0.9%
White	-	-	-	-	-	-	-	*	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	-	1.1%	2.1%			
Hispanic	-	-	-	-	-	-	84.3%	87.1%			
White	-	-	-	-	-	-	8.2%	4.2%			
Economically Disadvantaged	-	-	-	-	-	-	65.9%	66.9%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 240804001
Campus Name: HARMONY SCIENCE ACADEMY - LARED
District Name: HARMONY SCIENCE ACADEMY - LAREDO
County Name: WEBB

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	*	64%	84%	-	-	+30%
African American	*	*	*	*	*	*	*	*	-	-	+36%
Hispanic	*	*	*	*	*	*	63%	82%	-	-	+36%
White	*	*	*	*	*	*	60%	92%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	*	60%	83%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	*	88%	95%	-	-	+18%
African American	*	*	*	*	*	*	*	*	-	-	+26%
Hispanic	*	*	*	*	*	*	88%	95%	-	-	+24%
White	*	*	*	*	*	*	*	> 99%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	*	88%	96%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	*	76%	90%	-	-	+27%
African American	*	*	*	*	*	*	*	*	-	-	+33%
Hispanic	*	*	*	*	*	*	74%	89%	-	-	+34%
White	*	*	*	*	*	*	*	92%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	*	76%	89%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	*	91%	94%	-	-	+15%
African American	*	*	*	*	*	*	*	*	-	-	+23%
Hispanic	*	*	*	*	*	*	91%	94%	-	-	+21%
White	*	*	*	*	*	*	*	> 99%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	*	90%	93%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	95%	> 99%	-	-	+19%
African American	*	*	*	*	*	*	*	*	-	-	+27%
Hispanic	*	*	*	*	*	*	94%	> 99%	-	-	+28%
White	*	*	*	*	*	*	*	*	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	96%	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	*	63%	86%	-	-	+41%
African American	*	*	*	*	*	*	*	*	-	-	+51%
Hispanic	*	*	*	*	*	*	61%	85%	-	-	+51%
White	*	*	*	*	*	*	*	*	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	*	54%	85%	-	-	+51%

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Campus: 240804001
Campus Name: HARMONY SCIENCE ACADEMY - LARED
District Name: HARMONY SCIENCE ACADEMY - LARED
County Name: WEBB

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	0.0%	-	-	-0.1%
African American	-	-	-	-	-	-	-	-	-	-	-0.3%
Hispanic	-	-	-	-	-	-	-	0.0%	-	-	-0.2%
White	-	-	-	-	-	-	-	*	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	0.0%	-	-	-0.6%
African American	-	-	-	-	-	-	-	-	-	-	-0.7%
Hispanic	-	-	-	-	-	-	-	0.0%	-	-	-0.9%
White	-	-	-	-	-	-	-	*	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	0.0%	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	-	0.6%	0.0%			
Hispanic	-	-	-	-	-	-	93.3%	90.9%			
White	-	-	-	-	-	-	2.3%	3.8%			
Economically Disadvantaged	-	-	-	-	-	-	54.1%	58.4%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 220813003
Campus Name: HARMONY SCHOOL OF INNOVATION -
District Name: HARMONY SCIENCE ACAD (FORT WORTH)
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	*	*	92%	-	-	+30%
African American	*	*	*	*	*	*	*	72%	-	-	+36%
Hispanic	*	*	*	*	*	*	*	93%	-	-	+36%
White	*	*	*	*	*	*	*	> 99%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	*	*	89%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	*	*	96%	-	-	+18%
African American	*	*	*	*	*	*	*	96%	-	-	+26%
Hispanic	*	*	*	*	*	*	*	94%	-	-	+24%
White	*	*	*	*	*	*	*	> 99%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	*	*	96%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	*	*	96%	-	-	+27%
African American	*	*	*	*	*	*	*	80%	-	-	+33%
Hispanic	*	*	*	*	*	*	*	97%	-	-	+34%
White	*	*	*	*	*	*	*	> 99%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	*	*	94%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	*	*	97%	-	-	+15%
African American	*	*	*	*	*	*	*	89%	-	-	+23%
Hispanic	*	*	*	*	*	*	*	> 99%	-	-	+21%
White	*	*	*	*	*	*	*	> 99%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	*	*	94%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	*	> 99%	-	-	+19%
African American	*	*	*	*	*	*	*	*	-	-	+27%
Hispanic	*	*	*	*	*	*	*	> 99%	-	-	+28%
White	*	*	*	*	*	*	*	> 99%	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	*	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	*	*	96%	-	-	+41%
African American	*	*	*	*	*	*	*	80%	-	-	+51%
Hispanic	*	*	*	*	*	*	*	95%	-	-	+51%
White	*	*	*	*	*	*	*	> 99%	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	*	*	92%	-	-	+51%

U282M110010 0010

Campus: 220813003
Campus Name: HARMONY SCHOOL OF INNOVATION -
District Name: HARMONY SCIENCE ACAD (FORT WORT
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	-	-	-	-0.1%
African American	-	-	-	-	-	-	-	-	-	-	-0.3%
Hispanic	-	-	-	-	-	-	-	-	-	-	-0.2%
White	-	-	-	-	-	-	-	-	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	-	-	-	-0.6%
African American	-	-	-	-	-	-	-	-	-	-	-0.7%
Hispanic	-	-	-	-	-	-	-	-	-	-	-0.9%
White	-	-	-	-	-	-	-	-	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	-	-	12.2%			
Hispanic	-	-	-	-	-	-	-	35.7%			
White	-	-	-	-	-	-	-	16.4%			
Economically Disadvantaged	-	-	-	-	-	-	-	52.4%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

U282M110010 0010

Campus: 220813004
Campus Name: HARMONY SCIENCE ACADEMY - EULES
District Name: HARMONY SCIENCE ACAD (FORT WORTH)
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	*	*	90%	-	-	+30%
African American	*	*	*	*	*	*	*	78%	-	-	+36%
Hispanic	*	*	*	*	*	*	*	91%	-	-	+36%
White	*	*	*	*	*	*	*	95%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	*	*	87%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	*	*	95%	-	-	+18%
African American	*	*	*	*	*	*	*	89%	-	-	+26%
Hispanic	*	*	*	*	*	*	*	93%	-	-	+24%
White	*	*	*	*	*	*	*	> 99%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	*	*	93%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	*	*	94%	-	-	+27%
African American	*	*	*	*	*	*	*	85%	-	-	+33%
Hispanic	*	*	*	*	*	*	*	98%	-	-	+34%
White	*	*	*	*	*	*	*	96%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	*	*	90%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	*	*	95%	-	-	+15%
African American	*	*	*	*	*	*	*	91%	-	-	+23%
Hispanic	*	*	*	*	*	*	*	94%	-	-	+21%
White	*	*	*	*	*	*	*	94%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	*	*	97%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	*	> 99%	-	-	+19%
African American	*	*	*	*	*	*	*	> 99%	-	-	+27%
Hispanic	*	*	*	*	*	*	*	*	-	-	+28%
White	*	*	*	*	*	*	*	*	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	*	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	*	*	96%	-	-	+41%
African American	*	*	*	*	*	*	*	94%	-	-	+51%
Hispanic	*	*	*	*	*	*	*	91%	-	-	+51%
White	*	*	*	*	*	*	*	94%	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	*	*	95%	-	-	+51%

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U282M110010 0010

Campus: 220813004
Campus Name: HARMONY SCIENCE ACADEMY - EULES
District Name: HARMONY SCIENCE ACAD (FORT WORT
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	-	-	-	-0.1%
African American	-	-	-	-	-	-	-	-	-	-	-0.3%
Hispanic	-	-	-	-	-	-	-	-	-	-	-0.2%
White	-	-	-	-	-	-	-	-	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	-	-	-	-0.6%
African American	-	-	-	-	-	-	-	-	-	-	-0.7%
Hispanic	-	-	-	-	-	-	-	-	-	-	-0.9%
White	-	-	-	-	-	-	-	-	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	-	-	24.4%			
Hispanic	-	-	-	-	-	-	-	18.1%			
White	-	-	-	-	-	-	-	29.8%			
Economically Disadvantaged	-	-	-	-	-	-	-	49.6%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

Printed: 12/8/2010

U282M110010 0010

Campus: 101857001
Campus Name: HARMONY SCHOOL OF INGENUITY
District Name: HARMONY SCHOOL OF INNOVATION
County Name: HARRIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	*	*	73%	-	-	+30%
African American	*	*	*	*	*	*	*	70%	-	-	+36%
Hispanic	*	*	*	*	*	*	*	72%	-	-	+36%
White	*	*	*	*	*	*	*	> 99%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	*	*	72%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	*	*	92%	-	-	+18%
African American	*	*	*	*	*	*	*	92%	-	-	+26%
Hispanic	*	*	*	*	*	*	*	90%	-	-	+24%
White	*	*	*	*	*	*	*	> 99%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	*	*	92%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	*	*	83%	-	-	+27%
African American	*	*	*	*	*	*	*	84%	-	-	+33%
Hispanic	*	*	*	*	*	*	*	80%	-	-	+34%
White	*	*	*	*	*	*	*	> 99%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	*	*	80%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	*	*	86%	-	-	+15%
African American	*	*	*	*	*	*	*	91%	-	-	+23%
Hispanic	*	*	*	*	*	*	*	82%	-	-	+21%
White	*	*	*	*	*	*	*	*	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	*	*	86%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	*	> 99%	-	-	+19%
African American	*	*	*	*	*	*	*	> 99%	-	-	+27%
Hispanic	*	*	*	*	*	*	*	> 99%	-	-	+28%
White	*	*	*	*	*	*	*	*	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	*	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	*	*	75%	-	-	+41%
African American	*	*	*	*	*	*	*	66%	-	-	+51%
Hispanic	*	*	*	*	*	*	*	81%	-	-	+51%
White	*	*	*	*	*	*	*	*	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	*	*	72%	-	-	+51%

U282M110010 0010

Campus: 101857001
Campus Name: HARMONY SCHOOL OF INGENUITY
District Name: HARMONY SCHOOL OF INNOVATION
County Name: HARRIS

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	-	-	-	-0.1%
African American	-	-	-	-	-	-	-	-	-	-	-0.3%
Hispanic	-	-	-	-	-	-	-	-	-	-	-0.2%
White	-	-	-	-	-	-	-	-	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	-	-	-	-0.6%
African American	-	-	-	-	-	-	-	-	-	-	-0.7%
Hispanic	-	-	-	-	-	-	-	-	-	-	-0.9%
White	-	-	-	-	-	-	-	-	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	-	-	46.2%			
Hispanic	-	-	-	-	-	-	-	45.5%			
White	-	-	-	-	-	-	-	3.2%			
Economically Disadvantaged	-	-	-	-	-	-	-	73.0%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 101858002
Campus Name: HARMONY SCHOOL OF EXCELLENCE -
District Name: HARMONY SCHOOL OF EXCELLENCE
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	*	*	86%	-	-	+30%
African American	*	*	*	*	*	*	*	85%	-	-	+36%
Hispanic	*	*	*	*	*	*	*	84%	-	-	+36%
White	*	*	*	*	*	*	*	87%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	*	*	86%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	*	*	94%	-	-	+18%
African American	*	*	*	*	*	*	*	96%	-	-	+26%
Hispanic	*	*	*	*	*	*	*	94%	-	-	+24%
White	*	*	*	*	*	*	*	87%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	*	*	95%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	*	*	93%	-	-	+27%
African American	*	*	*	*	*	*	*	88%	-	-	+33%
Hispanic	*	*	*	*	*	*	*	94%	-	-	+34%
White	*	*	*	*	*	*	*	93%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	*	*	92%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	*	*	92%	-	-	+15%
African American	*	*	*	*	*	*	*	> 99%	-	-	+23%
Hispanic	*	*	*	*	*	*	*	84%	-	-	+21%
White	*	*	*	*	*	*	*	> 99%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	*	*	89%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	*	> 99%	-	-	+19%
African American	*	*	*	*	*	*	*	> 99%	-	-	+27%
Hispanic	*	*	*	*	*	*	*	> 99%	-	-	+28%
White	*	*	*	*	*	*	*	*	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	*	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	*	*	93%	-	-	+41%
African American	*	*	*	*	*	*	*	> 99%	-	-	+51%
Hispanic	*	*	*	*	*	*	*	89%	-	-	+51%
White	*	*	*	*	*	*	*	*	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	*	*	96%	-	-	+51%

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Campus: 101858002
Campus Name: HARMONY SCHOOL OF EXCELLENCE -
District Name: HARMONY SCHOOL OF EXCELLENCE
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	-	-	-	-0.1%
African American	-	-	-	-	-	-	-	-	-	-	-0.3%
Hispanic	-	-	-	-	-	-	-	-	-	-	-0.2%
White	-	-	-	-	-	-	-	-	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	-	-	-	-0.6%
African American	-	-	-	-	-	-	-	-	-	-	-0.7%
Hispanic	-	-	-	-	-	-	-	-	-	-	-0.9%
White	-	-	-	-	-	-	-	-	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	-	-	27.2%			
Hispanic	-	-	-	-	-	-	-	52.6%			
White	-	-	-	-	-	-	-	11.0%			
Economically Disadvantaged	-	-	-	-	-	-	-	76.7%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
2003 TAKS results are based on the current accountability subset criteria.
Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

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Campus: 071806002
Campus Name: HARMONY SCHOOL OF INNOVATION -
District Name: HARMONY SCIENCE ACAD (EL PASO)
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	*	*	72%	-	-	+30%
African American	*	*	*	*	*	*	*	86%	-	-	+36%
Hispanic	*	*	*	*	*	*	*	68%	-	-	+36%
White	*	*	*	*	*	*	*	78%	-	-	+26%
Economically Disadvantaged	*	*	*	*	*	*	*	66%	-	-	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	*	*	93%	-	-	+18%
African American	*	*	*	*	*	*	*	95%	-	-	+26%
Hispanic	*	*	*	*	*	*	*	92%	-	-	+24%
White	*	*	*	*	*	*	*	95%	-	-	+13%
Economically Disadvantaged	*	*	*	*	*	*	*	92%	-	-	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	*	*	77%	-	-	+27%
African American	*	*	*	*	*	*	*	91%	-	-	+33%
Hispanic	*	*	*	*	*	*	*	74%	-	-	+34%
White	*	*	*	*	*	*	*	79%	-	-	+20%
Economically Disadvantaged	*	*	*	*	*	*	*	72%	-	-	+33%
TAKS Writing											
All Students	*	*	*	*	*	*	*	85%	-	-	+15%
African American	*	*	*	*	*	*	*	> 99%	-	-	+23%
Hispanic	*	*	*	*	*	*	*	82%	-	-	+21%
White	*	*	*	*	*	*	*	85%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	*	*	82%	-	-	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	*	> 99%	-	-	+19%
African American	*	*	*	*	*	*	*	*	-	-	+27%
Hispanic	*	*	*	*	*	*	*	> 99%	-	-	+28%
White	*	*	*	*	*	*	*	> 99%	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	*	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	*	*	81%	-	-	+41%
African American	*	*	*	*	*	*	*	*	-	-	+51%
Hispanic	*	*	*	*	*	*	*	80%	-	-	+51%
White	*	*	*	*	*	*	*	> 99%	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	*	*	73%	-	-	+51%

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Campus: 071806002
Campus Name: HARMONY SCHOOL OF INNOVATION -
District Name: HARMONY SCIENCE ACAD (EL PASO)
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	-	-	-	-0.1%
African American	-	-	-	-	-	-	-	-	-	-	-0.3%
Hispanic	-	-	-	-	-	-	-	-	-	-	-0.2%
White	-	-	-	-	-	-	-	-	-	-	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	-	-	-	-0.6%
African American	-	-	-	-	-	-	-	-	-	-	-0.7%
Hispanic	-	-	-	-	-	-	-	-	-	-	-0.9%
White	-	-	-	-	-	-	-	-	-	-	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	-	-	9.0%			
Hispanic	-	-	-	-	-	-	-	74.0%			
White	-	-	-	-	-	-	-	15.4%			
Economically Disadvantaged	-	-	-	-	-	-	-	59.3%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
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Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

U282M110010
0010

Campus: 227816101
Campus Name: HARMONY SCHOOL OF EXCELLENCE
District Name: HARMONY SCIENCE ACADEMY (AUSTIN)
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2003-10	District Change 2003-10	State Change 2003-10
TAKS All Tests Taken											
All Students	*	*	*	*	*	*	*	79%	-	+33%	+30%
African American	*	*	*	*	*	*	*	80%	-	+33%	+36%
Hispanic	*	*	*	*	*	*	*	76%	-	+45%	+36%
White	*	*	*	*	*	*	*	90%	-	+16%	+26%
Economically Disadvantaged	*	*	*	*	*	*	*	81%	-	+35%	+35%
TAKS Reading/ELA											
All Students	*	*	*	*	*	*	*	90%	-	+17%	+18%
African American	*	*	*	*	*	*	*	> 99%	-	+34%	+26%
Hispanic	*	*	*	*	*	*	*	89%	-	+8%	+24%
White	*	*	*	*	*	*	*	93%	-	+5%	+13%
Economically Disadvantaged	*	*	*	*	*	*	*	90%	-	+9%	+25%
TAKS Mathematics											
All Students	*	*	*	*	*	*	*	87%	-	+30%	+27%
African American	*	*	*	*	*	*	*	86%	-	+27%	+33%
Hispanic	*	*	*	*	*	*	*	86%	-	+42%	+34%
White	*	*	*	*	*	*	*	94%	-	+16%	+20%
Economically Disadvantaged	*	*	*	*	*	*	*	89%	-	+36%	+33%
TAKS Writing											
All Students	*	*	*	*	*	*	*	88%	-	+7%	+15%
African American	*	*	*	*	*	*	*	*	-	+11%	+23%
Hispanic	*	*	*	*	*	*	*	86%	-	+15%	+21%
White	*	*	*	*	*	*	*	> 99%	-	-	+9%
Economically Disadvantaged	*	*	*	*	*	*	*	88%	-	+1%	+22%
TAKS Social Studies											
All Students	*	*	*	*	*	*	*	> 99%	-	-	+19%
African American	*	*	*	*	*	*	*	*	-	-	+27%
Hispanic	*	*	*	*	*	*	*	> 99%	-	-	+28%
White	*	*	*	*	*	*	*	*	-	-	+12%
Economically Disadvantaged	*	*	*	*	*	*	*	> 99%	-	-	+29%
TAKS Science											
All Students	*	*	*	*	*	*	*	88%	-	-	+41%
African American	*	*	*	*	*	*	*	*	-	-	+51%
Hispanic	*	*	*	*	*	*	*	85%	-	-	+51%
White	*	*	*	*	*	*	*	> 99%	-	-	+33%
Economically Disadvantaged	*	*	*	*	*	*	*	91%	-	-	+51%

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Campus: 227816101
Campus Name: HARMONY SCHOOL OF EXCELLENCE
District Name: HARMONY SCIENCE ACADEMY (AUSTIN
County Name:

Selected AEIS Campus Data
A Multi-Year History for 2003-2010
(continued)

	2003	2004	2005	2006	2007	2008	2009	2010	Campus Change 2007-10	District Change 2007-10	State Change 2007-10
Annual Dropout Rate, gr. 7-8											
All Students	-	-	-	-	-	-	-	-	-	+1.5%	-0.1%
African American	-	-	-	-	-	-	-	-	-	+12.5%	-0.3%
Hispanic	-	-	-	-	-	-	-	-	-	+1.1%	-0.2%
White	-	-	-	-	-	-	-	-	-	0.0%	-0.1%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	+1.5%	-0.2%
Annual Dropout Rate, gr. 7-12											
All Students	-	-	-	-	-	-	-	-	-	+1.0%	-0.6%
African American	-	-	-	-	-	-	-	-	-	+4.5%	-0.7%
Hispanic	-	-	-	-	-	-	-	-	-	+0.8%	-0.9%
White	-	-	-	-	-	-	-	-	-	0.0%	-0.4%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	+1.1%	-1.0%
Completion Rate I, gr. 9-12											
All Students	-	-	-	-	-	-	-	-	-	-	+0.3%
African American	-	-	-	-	-	-	-	-	-	-	-0.9%
Hispanic	-	-	-	-	-	-	-	-	-	-	+1.3%
White	-	-	-	-	-	-	-	-	-	-	+0.6%
Economically Disadvantaged	-	-	-	-	-	-	-	-	-	-	+4.1%
Campus Student Composition											
African American	-	-	-	-	-	-	-	7.5%			
Hispanic	-	-	-	-	-	-	-	71.8%			
White	-	-	-	-	-	-	-	17.5%			
Economically Disadvantaged	-	-	-	-	-	-	-	56.3%			

All TAKS results are shown at the Panel Recommended student passing standard.
Grade 8 Science and selected TAKS(Accommodated) are included where appropriate in 2008 - 2010 only.
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TEXAS STATE-WIDE

STUDENT ACADEMIC ACHIEVEMENT

Source: Texas Education Agency, Academic Excellence Indicator System (AEIS)

Texas State-Wide Data Multi-Year History

http://ritter.tea.state.tx.us/perfreport/aeis/hist/state.html

Selected AEIS State Data
A Multi-Year History for 2003-2010

	2003	2004	2005	2006	2007	2008	2009	2010	Change 2003-10
TAKS All Tests Taken									
All Students	47%	57%	62%	67%	70%	72%	74%	77%	+30%
African American	30%	40%	45%	52%	55%	58%	62%	66%	+36%
Hispanic	35%	46%	52%	58%	62%	65%	68%	71%	+36%
White	61%	71%	76%	81%	82%	84%	86%	87%	+26%
Economically Disadvantaged	34%	44%	50%	56%	60%	63%	65%	69%	+35%
TAKS Reading/ELA									
All Students	72%	80%	83%	87%	89%	91%	91%	90%	+18%
African American	61%	71%	76%	82%	84%	87%	88%	87%	+26%
Hispanic	63%	72%	77%	82%	84%	87%	88%	87%	+24%
White	83%	89%	91%	94%	95%	96%	96%	96%	+13%
Economically Disadvantaged	61%	70%	76%	81%	83%	86%	87%	86%	+25%
TAKS Mathematics									
All Students	57%	66%	71%	75%	77%	80%	82%	84%	+27%
African American	41%	49%	55%	61%	64%	69%	71%	74%	+33%
Hispanic	47%	57%	63%	68%	71%	75%	78%	81%	+34%
White	71%	78%	83%	86%	87%	89%	90%	91%	+20%
Economically Disadvantaged	46%	55%	61%	66%	69%	74%	76%	79%	+33%
TAKS Writing									
All Students	78%	89%	90%	91%	92%	93%	93%	93%	+15%
African American	68%	84%	86%	89%	89%	90%	91%	91%	+23%
Hispanic	71%	85%	87%	89%	91%	91%	92%	92%	+21%
White	87%	93%	94%	95%	95%	96%	96%	96%	+9%
Economically Disadvantaged	69%	84%	85%	88%	89%	90%	91%	91%	+22%
TAKS Social Studies									
All Students	76%	84%	87%	87%	89%	91%	93%	95%	+19%
African American	66%	77%	81%	81%	84%	87%	90%	93%	+27%
Hispanic	66%	76%	80%	80%	84%	88%	90%	94%	+28%
White	86%	92%	94%	94%	95%	96%	97%	98%	+12%
Economically Disadvantaged	64%	74%	79%	79%	83%	87%	89%	93%	+29%
TAKS Science									
All Students	42%	56%	63%	70%	71%	74%	78%	83%	+41%
African American	24%	38%	45%	54%	56%	61%	66%	75%	+51%
Hispanic	27%	41%	50%	59%	61%	66%	70%	78%	+51%
White	59%	73%	79%	85%	85%	87%	89%	92%	+33%
Economically Disadvantaged	25%	39%	48%	58%	60%	63%	68%	76%	+51%
Annual Dropout Rate, gr. 7-8									
All Students	0.2%	0.2%	0.2%	0.2%	0.4%	0.4%	0.3%	0.3%	-0.1%
African American	0.3%	0.2%	0.2%	0.2%	0.8%	0.7%	0.5%	0.5%	-0.3%
Hispanic	0.4%	0.4%	0.3%	0.3%	0.6%	0.5%	0.4%	0.4%	-0.2%
White	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.1%	0.1%	-0.1%
Economically Disadvantaged	0.3%	0.3%	0.2%	0.2%	0.5%	0.5%	0.3%	0.3%	-0.2%
Annual Dropout Rate, gr. 7-12									
All Students	0.9%	0.9%	0.9%	0.9%	2.6%	2.7%	2.2%	2.0%	-0.6%
African American	1.3%	1.2%	1.0%	1.2%	3.8%	4.1%	3.5%	3.1%	-0.7%
Hispanic	1.3%	1.4%	1.3%	1.4%	3.5%	3.7%	3.0%	2.6%	-0.9%
White	0.4%	0.4%	0.4%	0.5%	1.3%	1.3%	1.1%	0.9%	-0.4%
Economically Disadvantaged	0.9%	1.0%	0.9%	1.0%	2.7%	2.8%	2.3%	1.7%	-1.0%
Completion Rate I, gr. 9-12									
All Students	-	92.2%	91.9%	91.9%	88.9%	86.7%	88.0%	89.2%	+0.3%
African American	-	91.7%	92.0%	91.9%	85.0%	81.2%	82.8%	84.1%	-0.9%
Hispanic	-	90.0%	90.0%	89.7%	84.9%	81.9%	84.1%	86.2%	+1.3%
White	-	93.7%	93.0%	93.3%	93.2%	92.3%	93.0%	93.8%	+0.6%
Economically Disadvantaged	-	90.2%	90.0%	89.4%	83.9%	80.5%	82.7%	88.0%	+4.1%
District Student Composition									
African American	14.3%	14.3%	14.2%	14.7%	14.4%	14.3%	14.2%	14.0%	
Hispanic	42.7%	43.8%	44.7%	45.3%	46.3%	47.2%	47.9%	48.6%	
White	39.8%	38.7%	37.7%	36.5%	35.7%	34.8%	34.0%	33.3%	
Economically Disadvantaged	51.9%	52.8%	54.6%	55.6%	55.5%	55.3%	56.7%	59.0%	

All TAKS results are shown at the Panel Recommended student passing standard.
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Dropout and completion rates between 2003 and 2006 are not comparable to 2007 and later due to a change in the NCES dropout definition, so change calculations are based on the change from 2007 to 2010.

FINANCIAL INFORMATION

STANDARD & POOR'S
BBB CREDIT RATING LETTER

and

MOST CURRENT AUDIT REPORT (SUPPLEMENTAL ORGANIZATIONAL BUDGETS)

of

COSMOS FOUNDATION, INC.

STANDARD & POOR'S

PUBLIC FINANCE

Texas Public Finance Authority Charter School Finance Corporation

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Credit Profile		
US$50.09 mil School Revenue Bonds, (Cosmos Foundation), Series 2010A, due 2/15/2040		
Long Term Rating	BBB / Stable	New
US$39.91 mil Taxable Education Revenue Bonds, (Cosmos Foundation), (Qualified School Construction Bonds), Series 2010Q, due 2/15/2026		
Long Term Rating	BBB / Stable	New

RatingsDirect Publication Date
April 1, 2010

Rationale

Standard & Poor's Ratings Services assigned a 'BBB' rating, and stable outlook, to Texas Public Finance Authority (TPFA) Charter School Finance Corp., Texas' series 2010A education revenue bonds and series 2010Q qualified school construction bonds, supported by Cosmos Foundation, Inc.

The rating reflects the general credit risks associated with all charter schools, including the need for multiple charter renewals over the life of the bonds, and the need for continued strong student demand for the foundation's facilities.

In addition, other credit factors include our view of the foundation's:

- Aggressive expansion plans, and the challenges associated with opening schools in new locations throughout the state,
- Need and ability to transfer funds from one school to another,
- Adequate-to-weak operating liquidity position,
- Potential to further leverage the secured revenue streams,
- Lack of a long-term operating history at several of the schools,
- Significant use of leased facilities, and

- Lengthy debt service amortization with final maturity in 2040.

In our opinion, sufficiently offsetting these weaknesses are the foundation's:

- Strong historical and current demand characteristics,
- Adequate coverage levels based on current year enrollment,
- Positive academic results,
- Award and renewal of multiple charters from the state authorizing agency,
- Adequate legal provisions, including a fully funded debt service reserve equal to 1.0x maximum annual debt service (MADS), and
- Modest pro forma debt burden of about 14% of fiscal 2010 operations.

Bond proceeds will be used for improvements at 19 of the current campuses, along with construction of seven new facilities. The TPFA Charter School Finance Corp. will serve as issuer and will loan the bond proceeds to the foundation. A deed of trust and security agreement, with charter school gross revenues pursuant to the loan agreement, secure the loan. A standard three-pronged debt service reserve fund will be funded with bond proceeds.

Cosmos Foundation which operates as the Harmony Schools, currently has 15 charters with 25 campus locations. Six of those campuses began operations in the fall of 2009. The original campus, Harmony Science Academy (HSA)-Houston, opened in 2000. Since then, the foundation has opened additional campuses in 14 other cities across the state, including Dallas, Austin, El Paso, Fort Worth, San Antonio, and Waco, among others. Revenues derived from the operation of all of the schools will secure the loan repayments.

Combined enrollment across all Cosmos schools within the state has grown from 200 students in 2001 to more than 12,000 students for the current school year. The wait lists currently total nearly 22,000, and this is a historically low point in the calendar year for the wait list. The wait list for each campus currently exceeds that campus' total enrollment.

The Texas Education Agency (TEA) initially granted a five-year charter for HSA-Houston (which also covers HSA-Dallas and Katy) in 2000 that expired in 2005. The first two charters up for renewal received the maximum 10-year renewal and are up for another renewal in 2015. The remaining charter is still in its first term, with renewal dates ranging from 2010 to 2013. The reputation of the foundation appears to be strong and the relationship with the TEA appears positive. The school provides periodic reports to the state and is subject to periodic on-site visits by agency officials.

Academically, the schools continue to perform well, with 11 of the 19 schools receiving an "exemplary" rating from the TEA. Six other schools received a "recognized" rating. The curriculum focuses primarily on science and math, while offering advanced placement and gifted and talented programs.

Outlook

The stable outlook reflects Standard & Poor's expectation for continued strong demand at each of the foundation's campuses. We expect that coverage of debt service should remain adequate, despite aggressive expansion plans. Liquidity may remain a concern, though the foundation has proven access to short-term borrowing if needed. While projections indicate adequate debt service coverage, we believe that expenditures will need to be managed prudently, especially at the new schools with no operating history. Overly aggressive expansion of the foundation's facilities that results in increased pressure on liquidity and coverage could result in downward rating pressure.

Related Criteria And Research

USPF Criteria: Charter Schools, June 14, 2007

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COSMOS FOUNDATION, INC.

FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION

FOR THE YEAR ENDED AUGUST 31, 2010

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COSMOS FOUNDATION, INC.
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101-858
220-813
015-828
227-822
101-857
101-846
227-816
152-805
123-806
161-807
021-804
031-803
101-862
240-804
(Federal Employer Identification Number: 76-0615245)

CERTIFICATE OF BOARD
August 31, 2010

We, the undersigned, certify that the attached Annual Financial and Compliance Report of Cosmos Foundation, Inc. was reviewed and ✓ approved _____ disapproved for the year ended August 31, 2010, at a meeting of the governing body of said charter school on the 10th day of January, 2011.

Signature of Board Secretary

Signature of Board President

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS
6750 W. LOOP SOUTH, SUITE 520
HOUSTON, TEXAS 77401
TEL: (713) 666-5900
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http://www.gomezandco.com

INDEPENDENT AUDITOR'S REPORT

To The Board of Directors of
Cosmos Foundation, Inc.
Houston, Texas

We have audited the accompanying statement of financial position of Cosmos Foundation, Inc. (HSA) as of August 31, 2010, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of HSA management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of HSA as of August 31, 2010, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated December 3, 2010 on our consideration of HSA internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and important for assessing the results of our audit.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of HSA taken as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations", and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Gomez + Company

December 3, 2010

COSMOS FOUNDATION, INC.

STATEMENT OF FINANCIAL POSITION

AUGUST 31, 2010

ASSETS	
Assets:	
Cash	$ 48,728,333
Receivables	8,009,434
Other Receivables	145,006
Land	20,555,463
Buildings and Improvements	134,434,722
Furniture and Equipment	4,485,429
Accumulated Depreciation	(10,254,934)
Deposits	437,949
Other Assets	3,356,211
Total Assets	$ 209,897,614
LIABILITIES AND NET ASSETS	
Liabilities:	
Accounts Payable	$ 13,252,045
Accrued Liabilities	36,250
Wages Payable	1,626,621
Interest Payable	3,525,359
Notes Payable	16,417,711
Capital Lease Payable	89,489
Bond Payable Net of Discount	148,938,970
Total liabilities	183,886,444
Net Assets:	
Unrestricted	8,740,641
Temporarily Restricted	17,270,529
Total net assets	26,011,170
Total Liabilities and Net Assets	$ 209,897,614

See accompanying notes to financial statements.

COSMOS FOUNDATION, INC.

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED AUGUST 31, 2010

	Unrestricted	Temporarily Restricted	Total
SUPPORT AND REVENUE			
Federal Grants	$	$ 12,271,978	$ 12,271,978
State and Local Grants		93,033,195	93,033,195
Donations	238,439		238,439
Interest Income	48,125		48,125
Other Income	6,290,483		6,290,483
Net Assets Released From Restrictions	90,733,182	(90,733,182)	
Total Revenues	97,310,230	14,571,991	111,882,221
EXPENSES			
Program Services	96,508,001		96,508,001
Total Expenses	96,508,001		96,508,001
Change In Net Assets	802,229	14,571,991	15,374,220
Net Assets, Beginning of Year	7,938,412	2,698,538	10,636,950
Net Assets, Ending of Year	$ 8,740,641	$ 17,270,529	$ 26,011,170

See accompanying notes to financial statements.

COSMOS FOUNDATION, INC.

STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED AUGUST 31, 2010

Cash Flows From Operating Activities	
Change in net assets	$ 15,374,220
Adjustments to reconcile change in net assets to net	
Cash provided (used) by operating activities	
Depreciation	4,815,936
(Increase) Decrease in Accounts Receivable	(4,844,258)
(Increase) Decrease in Other Receivable	2,049,919
(Increase) Decrease in Other Assets	(850,322)
Increase (Decrease) in Accounts Payable	11,045,361
Increase (Decrease) in Wages Payable	(323,449)
Increase (Decrease) in Accrued Liabilities	(666,742)
Increase (Decrease) in Interest Payable	3,369,564
Net Cash Provided (Used) by Operating Activities	29,970,229
Cash Flows From Investing Activities	
Purchase of fixed assets	(91,297,235)
Net Cash Provided (Used) by Investing Activities	(91,297,235)
Cash Flows From Financing Activities	
Proceeds from bonds and loans	94,911,585
Repayment of long-term debt	(1,857,062)
Net Cash Provided (Used) by Financing Activities	93,054,523
NET INCREASE (DECREASE) IN CASH	31,727,517
CASH AT BEGINNING OF YEAR	17,000,816
CASH AT END OF YEAR	$ 48,728,333
Supplemental Disclosures	
Cash Paid During the Year for:	
Interest	$ 3,821,730

See accompanying notes to financial statements.

COSMOS FOUNDATION, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2010

A. Organization:

Cosmos Foundation, Inc. (HSA), a nonprofit organization, provides curricula for students in grades kindergarten through 12. The school was incorporated in the State of Texas in September 1999, under the Texas Non-Profit Corporation Act. The Internal Revenue Service determined that the organization was exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

Pursuant to its charter granted by the State Board of Education in accordance with Texas Education Code Section 12, Subchapter D, Open-Enrollment Charter School, the Organization operates as part of the state public school system subject to all federal and state laws and rules governing public schools. The Organization is also subject to all laws and rules pertaining to open-enrollment charter schools in section 12 of the Texas Education Code.

B. Summary of Significant Accounting Policies:

BASIS OF PRESENTATION

The Corporation adopted Statement of Financial Accounting Standards (SFAS) No. 117, "Financial Statements of Not-for-Profit Organizations". Under SFAS No. 117, the Corporation is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted; temporarily restricted; and permanently restricted. In addition, the Corporation is required to present a statement of cash flows.

PRINCIPLES OF CONSOLIDATION

The consolidated financial statements include all of the agencies accounts. All significant intercompany balance and transactions have been eliminated.

SUPPORT AND REVENUE

Support and revenue are recorded based on the accrual method.

CASH DONATIONS AND DONATED SERVICES

Cash donations are considered to be available for unrestricted use unless specifically restricted by the donor. No amounts have been reflected in the financial statements for donated services since no objective basis is available to measure the value of such donations. Nevertheless, a substantial number of volunteers have donated their time in connection with the program service and administration of the organization.

CONTRIBUTIONS

In accordance with Statement of Financial Accounting Standards (SFAS) No. 116, "Accounting for Contributions Received and Contributions Made," contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support depending on the existence or nature of any donor restrictions.

COSMOS FOUNDATION, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2010

B. Summary of Significant Accounting Policies: (Continued)

PROPERTY AND EQUIPMENT

Property and equipment purchased by HSA are recorded at cost. Donations of property and equipment are recorded at their fair value at the date of the gift. All assets acquired with a value in excess of $5,000 are recorded as fixed assets. Depreciation is provided on the straight-line method based upon estimated useful lives of ten years for equipment. Gains or losses on retired or on sale of property and equipment are reflected in income for the period. The proceeds from such sales which are not legally required or expected to be reinvested in property and equipment are transferred to unrestricted net assets.

PLEDGES AND ACCOUNTS RECEIVABLE

Contributions are recognized when the donor makes a promise to give to HSA which is in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

No provision has been made for uncollectible promises to give and accounts receivable as of the statement of financial position date, given that none have been identified.

FUNCTIONAL EXPENSES

Expenses are charged to each program based on direct expenditures incurred. Functional expenses which cannot readily be related to a specific program are charged to the various programs based upon hours worked, square footage, number of program staff, or other reasonable methods for allocating the organization's multiple function expenditures.

INCOME TAXES

HSA qualifies as a tax-exempt organization under section 501(c) (3) of the Internal Revenue Code and, therefore, has no provision for income taxes.

CASH AND CASH EQUIVALENTS

For purpose of the statement of cash flows, cash and cash equivalents are comprised of cash on hand and in banks.

COSMOS FOUNDATION, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2010

B. Summary of Significant Accounting Policies: (Continued)

ESTIMATES

The preparation of financial statements in conformity with generally accepted accounting principles requires HSA management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

C. Pension Plan:

The charter school contributes to the Teacher Retirement System of Texas (TRS), a cost sharing, multiple-employer defined benefit pension plan with one exception; all risks and costs are not shared by the charter school, but are the liability of the State of Texas. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas. It operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government code, Title 8, Chapters 803 and 805 respectively. The Texas State legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701 or by calling the TRS Communications Department at 1-800- 223-8778, or by downloading the report form the TRS Internet website, www.trs.state.tx.us, under the TRS Publications Heading.

Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) the state constitution requires the legislature to establish a member contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 1 years, the period would be increased by such action. State law provides for a member contribution rate of 6.4% for fiscal year 2009, 2008 and 2007, and a state contribution rate of 6.58% for fiscal years 2009 and 2008 and 6.0% for fiscal year 2007. The charter school's employees contributions to the system for the years ending August 31, 2010 were $2,622,164.83, equal to the required contributions for the year. Other contributions made from federal and private grants and from the charter school for salaries above the statutory minimum for the year ending August 31, 2010 was $-0-.

D. Budget:

The official school budget is prepared for adoption for required Governmental Fund Types. The annual budget is adopted on a basis consistent with generally accepted accounting principles and is formally adopted by the Board of Directors.

COSMOS FOUNDATION, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2010

E. Operating Lease Commitment:

HSA is currently leasing its office equipment and building on a non-cancelable operating lease. HSA minimum annual lease commitment is as follows:

Year months ending August 31,	Amount
2011	$ 10,141,346
2012	8,860,982
2013	6,899,490
2014	4,726,287
2015	3,509,578
Total	$ 34,137,683

Operating lease expense amounted to $9,863,958 for the year ended August 31, 2010.

F. Notes Payable:

HSA's obligations under notes payable consists of the following:

Note payable to a bank, secured by land and buildings. The note is dated August 5, 2009, and has a variable interest rate and a face amount of $6,650,000. The date of maturity is December 3, 2009.	$ 6,200,602
Note payable to a bank, secured by land and buildings. The note is dated December 28, 2009, and has a 6.5% interest rate and a face amount of $4,300,000. The date of maturity is October 5, 2015.	4,300,000
Note payable to a finance company, secured by land and buildings. The note is dated June 15, 2009, and has a 6.15% interest rate and a face amount of $4,290,000. The date of maturity is May 15, 2039.	4,066,033
Note payable to a finance company, secured by land and buildings. The note is dated June 15, 2009, and has a 6.25% interest rate and a face amount of $2,110,000. The date of maturity is May 15, 2039.	1,851,076
Total notes payable	$ 16,417,711

Maturities of notes payable over the next five years are as follows:

Year Ending August 31,	Amount
2011	$ 1,287,604
2012	1,124,722
2013	5,878,079
2014	4,303,672
2015	3,823,634
Total	$ 16,417,711

COSMOS FOUNDATION, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2010

G. Capital Leases:

HSA has acquired equipment under the provisions of eight long-term leases. For financial reporting purposes, minimum lease payments to the equipment have been capitalized.

The first lease expires September 2010. The equipment under capital lease as of August 31, 2010 has a cost of $66,243, accumulated amortization of $64,129 and a net book value of $2,114. Amortization of the equipment is included in depreciation expense.

The second lease expires September 2010.The equipment under capital lease as of August 31,2010has a cost of $22,730, accumulated amortization of $22,011 and a net book value of $719. Amortization of the equipment is included in depreciation expense.

The third lease expires September 2010. The equipment under capital lease as of August 31, 2010 has a cost of $27,300, accumulated amortization of $26,436 and a net book value of $864. Amortization of the equipment is included in depreciation expense.

The forth lease expires January 2013. The equipment under capital lease as of August 31, 2010 has a cost of $41,600, accumulated amortization of $18,624 and a net book value of $22,976. Amortization of the equipment is included in depreciation expense.

The fifth lease expires February 2013. The equipment under capital lease as of August 31, 2010 has a cost of $36,883, accumulated amortization of $16,513 and a net book value of $20,370. Amortization of the equipment is included in depreciation expense.

The sixth lease expires August 2011. The equipment under capital lease as of August 31, 2010 has a cost of $20,667, accumulated amortization of $13,351 and a net book value of $7,316. Amortization of the equipment is included in depreciation expense.

The seventh lease expires August 2011. The equipment under capital lease as of August 31, 2010 has a cost of $44,716, accumulated amortization of $28,914 and a net book value of $15,802. Amortization of the equipment is included in depreciation expense.

The eighth lease expires August 2011. The equipment under capital lease as of August 31, 2010 has a cost of $29,422, accumulated amortization of $10,093 and a net book value of $19,329. Amortization of the equipment is included in depreciation expense.

The future minimum lease payments under capital lease together with their present value as of August 31, 2010 is as follows:

Total minimum lease payments	$ 101,047
Less amount representing interest	(11,558)
Present value of net minimum lease payments	$ 89,489

COSMOS FOUNDATION, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2010

H. Bonds Payable:

HSA has secured bond financing pursuant to Chapter 53 of the Texas Education Code, $28,860,000 of "Qualified Tax Exempt" Education Revenue Bonds, Series 2007A and $1,135,000 Taxable Education Revenue Bonds, Series 2007B. The organization also has $30,075,000 of "Qualified Tax Exempt" Education Revenue Bonds, Series 2008A and $980,000 Taxable Educational Revenue Bonds, Series 2008B. The organization also has $50,090,000 of "Qualified Tax Exempt" Education Revenue Bonds, Series 2010A and $39,910,000 Taxable Educational Revenue Bonds, Series 2010Q (Qualified School Construction Bonds). The bonds are limited obligations of the issuer payable solely from revenues received by the issuer pursuant to a loan agreement between the issuer and the borrower. None of the state, the city, nor any political corporation, subdivision, or agency of the state is pledged to the payment of the principal of premium, or interest on the bonds.

Bonds payable at August 31, 2010 consist of the following:

2007A Bonds, 5.35% interest; principle and interest due in semi-annual installments, commencing August 15, 2008; Maturity dates range from 2011 to 2037.	$ 28,860,000
2008A Bonds, 6.25% interest; principle and interest due in semi-annual installments, commencing February 15, 2007; Maturity dates range from 2013 to 2038.	30,075,000
2008B Bonds, 7.82% interest; principle and interest due in semi-annual installments, commencing February 15, 2007; Maturity dates range from 2010 to 2012.	680,000
2010A Bonds, 6.0% – 6.2% interest; principle and interest due in semi-annual installments, commencing February 15, 2011; Maturity dates range from 2030 to 2040.	50,090,000
2010Q Bonds, 8.125% interest; principle and interest due in semi-annual installments, commencing February 15, 2011; Maturity dates range from 2027 to 2027.	39,910,000
Total	$ 149,615,000
Less unamortized discount	(676,030)
Amount of bond net of discount	$ 148,938,970

COSMOS FOUNDATION, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2010

H. Bonds Payable: (Continued)

Future maturities of long-term debt at August 31, 2010 are as follows:

Year ending, August 31,	Amount
2011	$ 1,595,624
2012	2,770,642
2013	2,875,642
2014	2,925,642
2015	2,925,642
Thereafter	$ 136,521,808
	149,615,000
Less unamortized discount	(676,030)
Amount of bond net of discount	$ 148,938,970

HSA must maintain a debt service fund which is required to maintain a minimum balance for the 2007, 2008, and 2010 series bonds in the amounts of $1,023,338, $2,539,513, and $5,009,000 respectively. At August 31, 2010, the debt service funds for the 2007, 2008, and 2010 series bonds had a balance of $1,062,903, $1,594,047, and $5,011,365 respectively. HSA applied for, and was awarded, a grant in 2009 from the Texas Credit Enhancement Program in the amount of $1,000,000 securing debt service fund requirement for the series bonds as deemed necessary.

I. Commitments and Contingencies:

HSA receives funds through state and federal programs that are governed by various statutes and regulations. State program funding is based primarily on student attendance data submitted to the Texas Education Agency and is subject to audit and adjustment. Expenses charged to federal programs are subject to audit and adjustment by the grantor agency. The programs administered by the charter school have complex compliance requirements, and should state or federal auditors discover areas of noncompliance, charter school funds may be subject to refund if so determined by the Texas Education Agency or the grantor agency.

J. Health Care Coverage:

During the year ended August 31, 2010, employees of HSA were covered by a group insurance plan. The school paid premiums up to $300 for teachers, $500 for assistant principals, $700 for principals and central office administrators, $900 for assistant superintendents, cluster superintendents, and superintendents, for each campus per month per employee (depending upon coverage selected) to the plan. Employees, at their option, authorized payroll withholdings to pay premiums for dependents. All premiums were paid to a licensed insurer.

COSMOS FOUNDATION, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2010

K. Temporarily Restricted Net Assets:

Temporarily restricted net assets at August 31, 2010, are available for the following periods:

Periods after August 31, 2010	$ 17,270,529
Total restricted funds	$ 17,270,259

Net assets were released from restrictions by incurring expenses satisfying the restricted purposes or by occurrence of other events specified by donors as follows:

State Funds	$ 78,461,204
Federal Funds	12,271,978
Total restrictions released	$ 90,733,182

L. Certificate of Deposit:

HSA- El Paso has invested in an eight month certificate of deposit with a variable interest rate as of August 31, 2010. The certificate of deposit matures April 2011. Investments in certificate of deposit total $315,418 at August 31, 2010.

M. Consolidation of Harmony Schools

On June 30, 2010 Cosmos Foundations submitted a request for Consolidation of Charters to the Texas Education Agency for the consolidation of four of its charters for the purpose of restructuring and realigning some of their campuses.

Cosmos Foundation, Inc. previously held fifteen (15) charters covering twenty-five (25) campuses in several Texas cities. The agency proposed to return and consolidate the following charters:

- 101-857 (Harmony School of Innovation – Houston) – Consolidate both campuses under 101-846
- 021-804 (Harmony Science Academy – Byran/College State) – Consolidate under 101-858
- 227-822 (Harmony School of Science – Austin) – Consolidate under 227-816
- 123-806 (Harmony Science Academy – Beaumont) – Consolidate under 101-846

The consolidation was approved by the Texas Education Agency on August 11, 2010. We understand that the academic history and records of the consolidated charters will continue to exist regardless of the consolidation. Effective September 1, 2010, the consolidation of the four (4) charters will be implemented and reorganized under our remaining eleven (11) charters based on the following schedule:

COSMOS FOUNDATION, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2010

M. Consolidation of Harmony Schools – continued

Clusters	Old CDN	New CDN	Campus Name
Houston #1 (101-846) South	101-846 101-857 101-857 123-806 N/A N/A	101-846-001 101-846-002 101-846-003 101-846-004 101-846-005 101-846-006	Harmony Science Academy – Houston High Harmony School of Innovation – Houston Harmony School Ingenuity Harmony Science Academy – Beaumont Harmony Science Academy – Houston Harmony School of Fine Arts and Technology
Houston #2 (101-858) North	101-858 101-858 021-804 101-846 N/A N/A	101-858-001 101-858-002 101-858-003 101-858-004 101-858-005 101-858-006	Harmony School of Excellence Harmony School of Excellence – Endeavor Harmony Science Academy – Byron/Col Sta Harmony Science Academy – Northwest Harmony School of Advancement – High Harmony School of Discovery - Houston
Houston #3 (101-862) West	101-862	101-862-001	Harmony School of Science - Houston
Austin	227-816 227-816 227-816 227-822	227-816-001 227-816-002 227-816-101 227-816-102	Harmony Science Academy- Austin Harmony Science Academy – North Austin Harmony School of Excellence – Austin Harmony School of Science – Austin
Fort Worth	220-813 220-813 220-813 N/A	220-813-001 220-813-002 220-813-004 220-813-005	Harmony Science Academy – Fort Worth Harmony Science Academy – Grand Prairie Harmony Science Academy – Euless Harmony School of Nature
El Paso	071-806 071-806	071-806-001 071-806-002	Harmony Science Academy – El Paso Harmony School of Innovation – El Paso
San Antonio	015-828	015-828-001 015-828-002	Harmony Science Academy – San Antonio Harmony School of Innovation – San Antonio
Lubbock	152-805	152-805-001 152-805-002	Harmony Science Academy – Lubbock Harmony Science Academy - Odessa
Dallas	161-807 101-846 220-813	161-807-001 161-807-002 161-807-003 161-807-004	Harmony Science Academy – Waco Harmony Science Academy – Dallas Harmony School of Innovation – Dallas Harmony Science Academy - Garland
Brownsville	031-803	031-803-001	Harmony Science Academy - Brownsville
Laredo	240-804	240-804-001	Harmony Science Academy - Laredo

COSMOS FOUNDATION, INC.

NOTES TO FINANCIAL STATEMENTS

AUGUST 31, 2010

N. Subsequent Event

In 2009-2010 academic year Cosmos Foundation, Inc had issued $39.9 million worth QSCB bonds and $50 million worth TPFA-guaranteed tax-exempt bonds. The total of approximately $90 million has been used to fund: completion of construction work in 6 new school projects, the commencement of construction of 4 more school projects, remodeling/expansion projects in 11 existing Harmony locations throughout state of Texas. For academic year 2010-2011 Cosmos Foundation, Inc. is planning to issue a total of $87.5 million worth bonds. Texas Education Agency has already approved designation of the $25.9 million if these bonds as Qualified School Construction Bonds (QSCB), while the remaining $51 million are tax exempt bonds. These funds will be used to commence construction of 4 new schools and carry out various expansion projects such as classroom and/or gym additions in 6 schools, buy out school premises currently rented in 3 schools, as well as purchase new school furniture and equipment and refinance existing purchases.

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INDEPENDENT AUDITOR'S REPORT ON ADDITIONAL INFORMATION

To The Board of Directors of
Cosmos Foundation, Inc.
Houston, Texas

Our report on our audit of the consolidated financial statement of Cosmos Foundation, Inc. (HSA) for year ended August 31, 2010 appears on page 1. The audit was conducted for the purpose of forming an opinion on the financial statements taken as a whole. The Financial Statements and Schedules for Individual Charter School are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. Such information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and, in our opinion, is fairly stated in all material respects in relation to the consolidated financial statements taken as a whole.

Gomez & Company

December 3, 2010

GOMEZ & COMPANY

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To The Board of Directors of
Cosmos Foundation, Inc.
Houston, Texas

We have audited the financial statements of Cosmos Foundation, Inc. (HSA) as of and for the year ended August 31, 2010, and have issued our report thereon dated December 3, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered HSA's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the HSA's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control over financial reporting.

A *deficiency* in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected, and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether HSA's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

We noted certain matters that we reported to management of Cosmos Foundation, Inc. in a separate letter dated December 3, 2010.

This report is intended solely for the information and use of management, the Board of Directors, others within the entity, and the federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Gomez & Company

December 3, 2010

GOMEZ & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS
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REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL
CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To The Board of Directors of
Cosmos Foundation, Inc.
Houston, Texas

Compliance

We have audited the compliance of Cosmos Foundation, Inc. (HSA) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the year ended August 31, 2010. HSA's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of HSA's management. Our responsibility is to express an opinion on HSA's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations." Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about HSA's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of HSA's compliance with those requirements.

In our opinion, HSA complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended August 31, 2010.

Internal Control Over Compliance

The management of HSA is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered HSA internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness on HSA internal control over compliance.

A *deficiency* in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness* in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of management, the Board of Directors, others within the entity, and the federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Lowery & Company

December 3, 2010

ATTACHMENT A

SYSTEM WIDE DEMOGRAPHICS
of
HARMONY PUBLIC SCHOOLS

DEMOGRAPHICS OF HARMONY PUBLIC SCHOOLS

School	Total Enrollment	Low-Income (1)	ETHNICITY (2)						
			Black or African American	American Indian or Alaska Native	Asian	Hispanic	Native Hawaiian / Other Pacific	Two or More Races	White
Harmony Science Academy-Houston	357	289	153	N/A	30	142	1	6	25
Harmony Science Academy-Austin	335	271	34	0	16	257	0	4	24
Harmony Science Academy-Dallas	985	810	137	2	39	685	2	9	111
Harmony School of Innovation-Houston	592	391	100	1	189	180	2	2	118
Harmony School of Excellence-Houston	771	160	63	2	331	179	0	7	189
Harmony Science Academy-El Paso	737	545	14	1	3	677	0	0	42
Harmony Science Academy-San Antonio	727	377	57	2	44	469	0	4	151
Harmony Science Academy-Fort Worth	601	192	62	1	84	176	0	1	277
Harmony School of Science-Austin	526	151	69	0	168	150	0	6	133
Harmony Science Academy-Houston NW	665	316	170	2	187	181	0	5	120
Harmony Science Academy-Beaumont	500	218	116	1	45	127	0	5	206
Harmony Science Academy-College Station	288	165	35	2	7	137	0	4	103
Harmony Science Academy-Lubbock	421	335	92	1	1	241	0	6	80
Harmony Science Academy-Waco	597	457	58	5	14	346	0	3	171
Harmony Science Academy-Grand Prairie	524	318	83	2	59	281	1	10	88
Harmony Science Academy-North Austin	561	245	64	0	87	261	1	6	142
Harmony School of Science-Houston	622	294	92	2	345	107	0	0	76

Continued from Page 1									
Harmony Science Academy-Brownsville	417	274	7	0	19	343	0	0	48
Harmony Science Academy-Laredo	632	393	2	0	32	571	0	0	27
Harmony School of Innovation-Dallas	514	221	66	10	182	161	0	8	87
Harmony Science Academy-Euless	578	274	98	0	162	134	1	10	173
Harmony School of Ingenuity	502	337	218	0	28	235	0	2	19
Harmony School of Excellence-Endeavor	475	384	130	2	19	285	0	6	33
Harmony School of Innovation-El Paso	495	302	33	5	5	365	0	6	81
Harmony School of Excellence-Austin	508	330	41	1	12	382	0	5	67
Harmony Science Academy-Odessa	247	158	15	2	0	143	0	4	83
Harmony Science Academy-Garland	421	179	160	0	49	103	0	7	102
Harmony School of Innovation-San Antonio	175	145	42	0	1	89	0	8	35
Harmony School of Art and Technology	419	226	188	1	55	112	1	8	54
Harmony School of Nature and Athletics	479	171	172	5	41	158	0	13	90
Harmony Science Academy-Houston High	389	283	95	6	82	130	0	2	74
Harmony School of Advancement-High	280	96	41	1	100	75	0	0	63
Harmony School of Discovery	379	155	86	0	107	101	0	12	73
TOTAL	16,719	9,462	2,793	57	2,543	7,983	9	169	3,165
PERCENTAGE		**56.6%**	**16.7%**	**0.3%**	**15.2%**	**47.8%**	**0.1%**	**1.0%**	**18.9%**

(1) Low Income Data- Texas Education Agency, PEIMS - Public Education Information Management System, Economically Disadvantaged Students by Sex and Ethnicity, 2010 - 2011 Fall Collection, Report PRF5C019 (Reports for each school are provided below)
(2) Ethnicity Data - PEIMS Standard Reports, 2010-2011, Texas Education Agency, http://ritter.tea.state.tx.us/adhocrpt/Standard_Reports.html

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846005 - HARMONY SCIENCE ACADEMY - HOUSTON

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	3	0	0	2	0	3	5	0	0	0	1	0	1
01	2	4	0	0	1	0	5	5	0	0	0	0	0	0
02	2	1	0	0	0	1	5	7	0	0	1	2	0	1
03	1	4	0	0	0	1	3	5	0	0	0	1	0	0
04	5	2	0	0	1	0	8	5	0	0	0	0	0	0
05	2	2	0	0	1	0	4	3	0	0	0	1	1	0
06	16	10	0	0	2	2	4	9	0	0	2	0	0	0
07	18	18	1	0	0	0	4	8	0	0	2	2	0	0
08	13	12	0	0	5	3	10	6	0	0	1	1	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	60	56	1	0	12	7	46	53	0	0	6	8	1	2
Percen	23.8	22.2	0.4	0.0	4.8	2.8	18.3	21.0	0.0	0.0	2.4	3.2	0.4	0.8

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846005 - HARMONY SCIENCE ACADEMY - HOUSTON

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	16	0	6.3%
01	17	0	6.7%
02	20	0	7.9%
03	15	0	6.0%
04	21	0	8.3%
05	14	0	5.6%
06	45	0	17.9%
07	52	1	21.0%
08	51	0	20.2%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	251	1	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846005 - HARMONY SCIENCE ACADEMY - HOUSTON

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	0	0	0	0	0	2	1	0	0	0	0	0	0
01	2	0	0	0	0	0	2	0	0	0	0	0	0	0
02	0	1	0	0	0	0	2	1	0	0	0	0	0	0
03	0	0	0	0	0	0	2	1	0	0	1	0	0	0
04	1	0	0	0	0	0	0	0	0	0	1	1	0	0
05	0	1	0	0	0	0	1	1	0	0	0	0	0	0
06	0	0	0	0	0	0	1	1	0	0	1	1	0	0
07	0	0	0	0	0	0	1	2	0	0	1	0	0	0
08	0	6	0	0	0	0	0	0	0	0	1	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	4	8	0	0	0	0	11	7	0	0	5	2	0	0
Percen	10.8	21.6	0.0	0.0	0.0	0.0	29.7	18.9	0.0	0.0	13.5	5.4	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846005 - HARMONY SCIENCE ACADEMY - HOUSTON

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	4	0	10.8%
01	4	0	10.8%
02	4	0	10.8%
03	4	0	10.8%
04	3	0	8.1%
05	3	0	8.1%
06	4	0	10.8%
07	3	1	10.8%
08	7	0	18.9%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	36	1	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846005 - HARMONY SCIENCE ACADEMY - HOUSTON

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	64	64	1	0	12	7	57	60	0	0	11	10	1	2
Percent	22.1	22.1	0.3	0.0	4.15	2.42	19.72	20.76	0.00	0.00	3.81	3.46	0.35	0.69

Totals

	Regular	SpecEd	%
Totals	287	2	100.0

	Total	%
Total Enrollment	357	100.0
Not economically disadvantaged	68	19.0
Eligible for free meals	252	70.6
Eligible for reduced-price meals	37	10.4
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816001 - HARMONY SCIENCE ACADEMY - AUSTIN

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	6	7	0	0	0	0	0	0	0	0	0	0	0	0
01	2	6	0	0	0	0	0	1	0	0	0	1	0	0
02	10	10	0	0	0	0	1	0	0	0	1	0	0	0
03	3	6	0	0	0	0	1	1	0	0	0	1	2	0
04	6	5	0	0	0	2	0	0	0	0	0	1	0	0
05	8	3	0	0	0	0	1	0	0	0	0	0	0	0
06	26	32	0	0	0	3	1	0	0	0	0	0	0	0
07	23	23	0	0	1	1	1	1	0	0	2	1	0	0
08	8	24	0	0	1	2	0	1	0	0	0	1	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	92	116	0	0	2	8	5	4	0	0	3	5	2	0
Percen	38.8	48.9	0.0	0.0	0.8	3.4	2.1	1.7	0.0	0.0	1.3	2.1	0.8	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816001 - HARMONY SCIENCE ACADEMY - AUSTIN

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	13	0	5.5%
01	10	0	4.2%
02	21	1	9.3%
03	14	0	5.9%
04	13	1	5.9%
05	12	0	5.1%
06	61	1	26.2%
07	52	1	22.4%
08	36	1	15.6%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	232	5	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816001 - HARMONY SCIENCE ACADEMY - AUSTIN

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	2	1	0	0	0	1	0	0	0	0	0	0	0	0
01	1	1	0	0	0	0	1	2	0	0	0	0	0	0
02	1	0	0	0	0	0	0	1	0	0	0	1	0	0
03	1	0	0	0	0	0	0	0	0	0	0	0	0	0
04	0	1	0	0	0	0	1	0	0	0	0	0	0	0
05	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06	1	3	0	0	0	0	0	2	0	0	0	0	0	0
07	4	2	0	0	0	1	0	1	0	0	0	0	0	0
08	1	2	0	0	0	0	0	1	0	0	1	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	11	10	0	0	0	2	2	7	0	0	1	1	0	0
Percen	32.4	29.4	0.0	0.0	0.0	5.9	5.9	20.6	0.0	0.0	2.9	2.9	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816001 - HARMONY SCIENCE ACADEMY - AUSTIN

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	4	0	11.8%
01	4	1	14.7%
02	2	1	8.8%
03	1	0	2.9%
04	2	0	5.9%
05	0	0	0.0%
06	5	1	17.6%
07	8	0	23.5%
08	5	0	14.7%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	31	3	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816001 - HARMONY SCIENCE ACADEMY - AUSTIN

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	103	126	0	0	2	10	7	11	0	0	4	6	2	0
Percent	38.0	46.5	0.0	0.0	0.74	3.69	2.58	4.06	0.00	0.00	1.48	2.21	0.74	0.00

Totals

	Regular	SpecEd	%
Totals	263	8	100.0

	Total	%
Total Enrollment	335	100.0
Not economically disadvantaged	64	19.1
Eligible for free meals	237	70.7
Eligible for reduced-price meals	34	10.1
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807003 - HARMONY SCIENCE ACADEMY - DALLAS

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	15	11	0	0	3	1	3	1	0	0	1	1	1	1
01	13	15	0	0	1	0	4	3	0	0	2	1	0	0
02	13	13	0	0	1	1	4	2	0	1	0	2	0	0
03	17	18	0	0	0	0	2	2	0	0	0	1	0	0
04	19	25	0	0	2	1	4	7	0	0	3	2	0	0
05	20	36	0	0	1	1	6	6	1	0	0	0	0	0
06	35	37	0	0	2	0	7	5	0	0	1	2	0	1
07	24	34	0	0	0	2	7	7	0	0	3	3	0	0
08	34	29	0	0	0	0	6	3	0	0	3	2	0	1
09	21	23	0	0	1	1	5	2	0	0	2	3	0	1
10	17	20	0	0	4	1	1	1	0	0	2	1	0	1
11	13	11	0	0	0	0	1	1	0	0	1	0	0	0
12	8	12	0	1	0	1	0	3	0	0	2	1	0	0
Totals	249	284	0	1	15	9	50	43	1	1	20	19	1	5
Percen	35.7	40.7	0.0	0.1	2.1	1.3	7.2	6.2	0.1	0.1	2.9	2.7	0.1	0.7

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807003 - HARMONY SCIENCE ACADEMY - DALLAS

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	38	0	5.4%
01	37	2	5.6%
02	36	1	5.3%
03	40	0	5.7%
04	62	1	9.0%
05	68	3	10.2%
06	87	3	12.9%
07	80	0	11.5%
08	76	2	11.2%
09	57	2	8.5%
10	44	4	6.9%
11	27	0	3.9%
12	27	1	4.0%
Totals	679	19	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807003 - HARMONY SCIENCE ACADEMY - DALLAS

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	2	1	0	0	0	1	1	0	0
01	3	1	0	0	0	0	0	1	0	0	1	1	0	0
02	1	1	0	0	0	0	1	1	0	0	2	0	0	0
03	0	1	0	0	1	0	0	0	0	0	1	0	0	0
04	3	1	0	0	0	0	1	2	0	0	0	1	0	0
05	3	2	0	0	0	0	0	1	1	0	1	1	1	0
06	6	4	0	0	0	0	1	1	0	0	2	0	0	0
07	3	5	0	0	0	1	1	2	0	0	1	0	0	0
08	6	6	0	0	1	0	0	2	0	0	1	0	0	0
09	5	7	0	0	0	0	0	0	0	0	3	3	0	0
10	2	1	0	0	0	0	0	0	0	0	1	0	0	0
11	1	2	0	0	0	0	0	1	0	0	1	1	0	0
12	0	2	0	0	0	0	0	0	0	0	0	0	0	0
Totals	33	33	0	0	2	3	5	11	1	0	15	8	1	0
Percen	29.5	29.5	0.0	0.0	1.8	2.7	4.5	9.8	0.9	0.0	13.4	7.1	0.9	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807003 - HARMONY SCIENCE ACADEMY - DALLAS

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	5	0	4.5%
01	6	1	6.3%
02	6	0	5.4%
03	3	0	2.7%
04	7	1	7.1%
05	10	0	8.9%
06	14	0	12.5%
07	13	0	11.6%
08	16	0	14.3%
09	18	0	16.1%
10	4	0	3.6%
11	6	0	5.4%
12	2	0	1.8%
Totals	110	2	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807003 - HARMONY SCIENCE ACADEMY - DALLAS

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	282	317	0	1	17	12	55	54	2	1	35	27	2	5
Percent	34.8	39.1	0.0	0.1	2.10	1.48	6.79	6.67	0.25	0.12	4.32	3.33	0.25	0.62

Totals

	Regular	SpecEd	%
Totals	789	21	100.0

	Total	%
Total Enrollment	985	100.0
Not economically disadvantaged	175	17.8
Eligible for free meals	698	70.9
Eligible for reduced-price meals	112	11.4
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846002 - HARMONY SCHOOL OF INNOVATION - HOUSTON

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	2	1	0	0	3	0	6	8	0	0	3	0	1	0
01	3	2	0	0	3	4	0	2	0	0	4	3	0	0
02	3	4	0	0	4	3	0	1	0	1	2	4	0	0
03	4	2	0	0	3	6	2	1	0	0	4	1	0	0
04	10	9	0	0	5	6	6	5	0	0	2	3	0	0
05	5	8	0	0	5	3	4	5	0	0	1	2	0	0
06	9	12	0	0	8	4	2	2	0	0	2	3	0	0
07	9	14	0	0	5	11	2	2	0	0	2	3	0	0
08	15	14	0	0	2	10	2	2	0	0	3	1	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	60	66	0	0	38	47	24	28	0	1	23	20	1	0
Percen	19.5	21.4	0.0	0.0	12.3	15.3	7.8	9.1	0.0	0.3	7.5	6.5	0.3	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846002 - HARMONY SCHOOL OF INNOVATION - HOUSTON

Eligible for free meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	24	0	7.8%
01	20	1	6.8%
02	21	1	7.1%
03	23	0	7.5%
04	46	0	14.9%
05	33	0	10.7%
06	41	1	13.6%
07	46	2	15.6%
08	47	2	15.9%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	301	7	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846002 - HARMONY SCHOOL OF INNOVATION - HOUSTON

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	0	0	0	1	0	0	0	0	0	0	0	0	0
01	2	0	0	0	2	0	0	0	0	0	1	2	0	0
02	1	1	0	0	1	2	1	0	0	0	0	0	0	0
03	1	1	0	0	3	1	0	0	0	0	3	1	0	0
04	1	2	0	0	2	0	1	0	0	0	2	0	0	0
05	2	4	0	0	5	2	1	0	0	0	1	1	0	0
06	1	1	0	0	3	1	1	1	0	0	2	0	0	0
07	2	1	0	0	0	2	1	1	0	0	1	1	0	0
08	2	5	0	0	2	3	2	1	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	13	15	0	0	19	11	7	3	0	0	10	5	0	0
Percen	15.7	18.1	0.0	0.0	22.9	13.3	8.4	3.6	0.0	0.0	12.0	6.0	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846002 - HARMONY SCHOOL OF INNOVATION - HOUSTON

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	2	0	2.4%
01	7	0	8.4%
02	6	0	7.2%
03	10	0	12.0%
04	8	0	9.6%
05	16	0	19.3%
06	9	1	12.0%
07	9	0	10.8%
08	14	1	18.1%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	81	2	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846002 - HARMONY SCHOOL OF INNOVATION - HOUSTON

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	73	81	0	0	57	58	31	31	0	1	33	25	1	0
Percent	18.7	20.7	0.0	0.0	14.58	14.83	7.93	7.93	0.00	0.26	8.44	6.39	0.26	0.00

Totals

	Regular	SpecEd	%
Totals	382	9	100.0

	Total	%
Total Enrollment	592	100.0
Not economically disadvantaged	201	34.0
Eligible for free meals	308	52.0
Eligible for reduced-price meals	83	14.0
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858001 - HARMONY SCHOOL OF EXCELLENCE

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	1	0	0	0	3	0	0	0	0	0	0	0	0
01	2	0	0	0	3	1	0	0	0	0	1	1	0	0
02	0	2	0	0	4	2	0	0	0	0	2	0	0	0
03	2	5	0	0	2	3	0	0	0	0	2	0	0	0
04	3	6	0	0	1	6	1	1	0	0	0	0	0	0
05	2	8	0	0	0	1	1	1	0	0	0	1	0	0
06	1	2	0	0	0	3	1	1	0	0	3	0	0	0
07	8	4	0	0	2	1	1	1	0	0	3	0	0	0
08	5	8	0	0	2	1	1	2	0	0	2	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	24	36	0	0	14	21	5	6	0	0	13	2	0	0
Percen	19.8	29.8	0.0	0.0	11.6	17.4	4.1	5.0	0.0	0.0	10.7	1.7	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858001 - HARMONY SCHOOL OF EXCELLENCE

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	5	0	4.1%
01	7	1	6.6%
02	10	0	8.3%
03	14	0	11.6%
04	18	0	14.9%
05	14	0	11.6%
06	11	0	9.1%
07	18	2	16.5%
08	21	0	17.4%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	118	3	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858001 - HARMONY SCHOOL OF EXCELLENCE

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	1	0	0	0	0	0	0	1	0	0
01	0	0	0	0	1	2	0	0	0	0	1	1	0	0
02	2	1	0	0	0	0	1	1	0	0	0	0	0	0
03	0	2	0	0	1	1	0	0	0	0	0	0	0	0
04	1	2	0	0	0	0	0	0	0	0	0	0	0	0
05	1	1	0	0	0	1	0	0	0	0	0	0	0	0
06	4	2	0	0	2	0	0	0	0	0	0	1	0	0
07	0	1	0	0	1	1	1	0	0	0	0	0	0	0
08	2	2	0	0	0	0	0	0	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	10	11	0	0	6	5	2	1	0	0	1	3	0	0
Percen	25.6	28.2	0.0	0.0	15.4	12.8	5.1	2.6	0.0	0.0	2.6	7.7	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858001 - HARMONY SCHOOL OF EXCELLENCE

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	2	0	5.1%
01	5	0	12.8%
02	5	0	12.8%
03	4	0	10.3%
04	2	1	7.7%
05	3	0	7.7%
06	9	0	23.1%
07	3	1	10.3%
08	4	0	10.3%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	37	2	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858001 - HARMONY SCHOOL OF EXCELLENCE

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	34	47	0	0	20	26	7	7	0	0	14	5	0	0
Percent	21.3	29.4	0.0	0.0	12.50	16.25	4.38	4.38	0.00	0.00	8.75	3.13	0.00	0.00

Totals

	Regular	SpecEd	%
Totals	155	5	100.0

	Total	%
Total Enrollment	771	100.0
Not economically disadvantaged	611	79.2
Eligible for free meals	121	15.7
Eligible for reduced-price meals	39	5.1
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011071806
District: 071806 - HARMONY SCIENCE ACAD (EL PASO)
Campus: 071806001 - HARMONY SCIENCE ACAD (EL PASO)

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	10	4	0	0	0	0	0	0	0	0	1	1	0	0
01	18	11	0	0	0	0	0	0	0	0	1	0	0	0
02	10	15	0	0	0	0	0	0	0	0	1	0	0	0
03	16	13	0	0	0	0	0	1	0	0	0	0	0	0
04	14	15	0	0	0	0	0	0	0	0	0	2	0	0
05	26	15	0	0	0	0	0	0	0	0	1	1	0	0
06	26	19	0	0	0	0	0	0	0	0	2	1	0	0
07	29	21	0	0	0	1	0	2	0	0	0	0	0	0
08	14	19	0	0	0	0	0	1	0	0	0	1	0	0
09	18	23	0	0	0	0	0	1	0	0	2	0	0	0
10	24	11	0	0	0	0	0	0	0	0	0	0	0	0
11	6	5	0	0	0	0	0	0	0	0	0	0	0	0
12	6	5	0	0	0	0	0	0	0	0	0	0	0	0
Totals	217	176	0	0	0	1	0	5	0	0	8	6	0	0
Percent	52.5	42.6	0.0	0.0	0.0	0.2	0.0	1.2	0.0	0.0	1.9	1.5	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011071806
District: 071806 - HARMONY SCIENCE ACAD (EL PASO)
Campus: 071806001 - HARMONY SCIENCE ACAD (EL PASO)

Eligible for free meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	16	0	3.9%
01	29	1	7.3%
02	25	1	6.3%
03	27	3	7.3%
04	30	1	7.5%
05	43	0	10.4%
06	47	1	11.6%
07	52	1	12.8%
08	35	0	8.5%
09	43	1	10.7%
10	33	2	8.5%
11	11	0	2.7%
12	11	0	2.7%
Totals	402	11	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011071806
District: 071806 - HARMONY SCIENCE ACAD (EL PASO)
Campus: 071806001 - HARMONY SCIENCE ACAD (EL PASO)

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	3	0	0	0	0	0	0	0	0	0	0	0	0
01	3	5	0	0	0	0	0	0	0	0	0	1	0	0
02	4	4	0	0	0	0	0	0	0	0	1	0	0	0
03	5	4	0	0	0	0	0	0	0	0	0	0	0	0
04	3	4	1	0	0	0	0	0	0	0	0	1	0	0
05	8	3	0	0	0	0	0	0	0	0	0	0	0	0
06	12	7	0	0	0	0	0	0	0	0	0	2	0	0
07	9	8	0	0	0	0	0	0	0	0	1	0	0	0
08	6	7	0	0	0	0	0	0	0	0	0	0	0	0
09	6	2	1	0	0	0	0	0	0	0	2	1	0	0
10	3	6	0	0	0	0	0	0	0	0	1	0	0	0
11	2	3	0	0	0	0	0	0	0	0	0	0	0	0
12	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Totals	63	57	2	0	0	0	0	0	0	0	5	5	0	0
Percent	47.7	43.2	1.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.8	3.8	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011071806
District: 071806 - HARMONY SCIENCE ACAD (EL PASO)
Campus: 071806001 - HARMONY SCIENCE ACAD (EL PASO)

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	4	0	3.0%
01	9	0	6.8%
02	9	0	6.8%
03	9	0	6.8%
04	9	0	6.8%
05	11	0	8.3%
06	20	1	15.9%
07	17	1	13.6%
08	13	0	9.8%
09	12	0	9.1%
10	10	0	7.6%
11	5	0	3.8%
12	2	0	1.5%
Totals	130	2	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011071806
District: 071806 - HARMONY SCIENCE ACAD (EL PASO)
Campus: 071806001 - HARMONY SCIENCE ACAD (EL PASO)

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	280	233	2	0	0	1	0	5	0	0	13	11	0	0
Percent	51.4	42.8	0.4	0.0	0.00	0.18	0.00	0.92	0.00	0.00	2.39	2.02	0.00	0.00

Totals

	Regular	SpecEd	%
Totals	532	13	100.0

	Total	%
Total Enrollment	737	100.0
Not economically disadvantaged	192	26.1
Eligible for free meals	413	56.0
Eligible for reduced-price meals	132	17.9
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011015828
District: 015828 - HARMONY SCIENCE ACAD (SAN ANTONIO)
Campus: 015828001 - HARMONY SCIENCE ACAD (SAN ANTONIO)

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	6	4	0	1	1	0	2	0	0	0	0	0	1	0
01	6	6	0	0	0	2	0	2	0	0	3	0	0	0
02	8	9	0	0	1	1	3	0	0	0	1	1	0	0
03	4	7	0	0	1	0	3	1	0	0	0	0	0	0
04	7	8	0	0	0	1	2	3	0	0	1	2	0	0
05	12	10	0	0	1	0	1	0	0	0	2	2	0	0
06	14	12	0	0	1	0	2	2	0	0	1	2	0	0
07	13	16	0	0	2	2	2	3	0	0	3	1	0	0
08	14	15	0	0	0	2	0	0	0	0	2	2	0	0
09	7	8	0	0	2	0	2	0	0	0	2	3	0	0
10	7	8	0	0	0	0	0	1	0	0	2	1	0	0
11	2	6	0	0	0	1	0	0	0	0	0	0	0	0
12	0	0	0	1	0	0	0	0	0	0	1	0	0	0
Totals	100	109	0	2	9	9	17	12	0	0	18	14	1	0
Percen	34.4	37.5	0.0	0.7	3.1	3.1	5.8	4.1	0.0	0.0	6.2	4.8	0.3	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011015828
District: 015828 - HARMONY SCIENCE ACAD (SAN ANTONIO)
Campus: 015828001 - HARMONY SCIENCE ACAD (SAN ANTONIO)

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	15	0	5.2%
01	18	1	6.5%
02	24	0	8.2%
03	16	0	5.5%
04	22	2	8.2%
05	27	1	9.6%
06	33	1	11.7%
07	41	1	14.4%
08	32	3	12.0%
09	22	2	8.2%
10	18	1	6.5%
11	9	0	3.1%
12	2	0	0.7%
Totals	279	12	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011015828
District: 015828 - HARMONY SCIENCE ACAD (SAN ANTONIO)
Campus: 015828001 - HARMONY SCIENCE ACAD (SAN ANTONIO)

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	2	3	0	0	0	0	0	1	0	0	1	1	0	0
01	4	3	0	0	0	0	1	0	0	0	0	0	0	0
02	3	1	0	0	1	0	1	1	0	0	1	0	0	0
03	0	3	0	0	1	0	0	0	0	0	0	2	0	0
04	0	3	0	0	0	0	0	1	0	0	0	0	0	0
05	1	4	0	0	2	0	0	1	0	0	0	0	0	0
06	6	6	0	0	0	0	0	1	0	0	1	0	0	0
07	1	5	0	0	0	1	0	1	0	0	0	0	0	0
08	5	3	0	0	0	0	0	0	0	0	0	1	0	0
09	5	1	0	0	0	0	1	0	0	0	1	0	0	0
10	0	3	0	0	0	0	0	0	0	0	0	1	0	0
11	0	1	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	27	36	0	0	4	1	3	6	0	0	4	5	0	0
Percen	31.4	41.9	0.0	0.0	4.7	1.2	3.5	7.0	0.0	0.0	4.7	5.8	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011015828
District: 015828 - HARMONY SCIENCE ACAD (SAN ANTONIO)
Campus: 015828001 - HARMONY SCIENCE ACAD (SAN ANTONIO)

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	8	0	9.3%
01	6	2	9.3%
02	7	1	9.3%
03	6	0	7.0%
04	4	0	4.7%
05	8	0	9.3%
06	14	0	16.3%
07	8	0	9.3%
08	9	0	10.5%
09	7	1	9.3%
10	4	0	4.7%
11	1	0	1.2%
12	0	0	0.0%
Totals	82	4	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011015828
District: 015828 - HARMONY SCIENCE ACAD (SAN ANTONIO)
Campus: 015828001 - HARMONY SCIENCE ACAD (SAN ANTONIO)

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	127	145	0	2	13	10	20	18	0	0	22	19	1	0
Percent	33.7	38.5	0.0	0.5	3.45	2.65	5.31	4.77	0.00	0.00	5.84	5.04	0.27	0.00

Totals

	Regular	SpecEd	%
Totals	361	16	100.0

	Total	%
Total Enrollment	727	100.0
Not economically disadvantaged	350	48.1
Eligible for free meals	291	40.0
Eligible for reduced-price meals	86	11.8
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813001 - HARMONY SCIENCE ACAD (FORT WORTH)

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	2	0	0	0	0	0	0	0	0	1	1	1	0
01	2	5	0	0	0	0	0	2	0	0	1	2	0	0
02	1	2	0	0	0	0	0	0	0	0	1	2	0	0
03	2	2	0	0	3	0	0	0	0	0	1	3	0	0
04	1	1	0	0	1	0	0	0	0	0	3	0	0	0
05	1	6	0	0	1	0	0	0	0	0	0	0	0	0
06	1	6	0	0	1	0	1	1	0	0	1	1	0	0
07	6	6	0	0	0	1	3	0	0	0	3	0	0	0
08	8	2	0	0	2	3	2	1	0	0	1	5	0	0
09	4	6	0	0	1	2	0	2	0	0	1	3	0	0
10	2	1	0	0	2	1	0	0	0	0	1	1	0	0
11	0	3	0	0	0	1	1	2	0	0	1	2	0	0
12	3	2	0	0	0	0	0	0	0	0	0	0	0	0
Totals	31	44	0	0	11	8	7	8	0	0	15	20	1	0
Percen	21.4	30.3	0.0	0.0	7.6	5.5	4.8	5.5	0.0	0.0	10.3	13.8	0.7	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813001 - HARMONY SCIENCE ACAD (FORT WORTH)

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	5	0	3.4%
01	11	1	8.3%
02	6	0	4.1%
03	9	2	7.6%
04	4	2	4.1%
05	8	0	5.5%
06	11	1	8.3%
07	19	0	13.1%
08	22	2	16.6%
09	19	0	13.1%
10	7	1	5.5%
11	10	0	6.9%
12	5	0	3.4%
Totals	136	9	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813001 - HARMONY SCIENCE ACAD (FORT WORTH)

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	1	0	0	0	0	0	1	0	0	0
01	1	1	0	0	0	0	0	0	0	0	2	3	0	0
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	0	0	0	0	0	0	0	0	0	0	1	0	0	0
04	0	1	0	0	0	0	0	0	0	0	0	0	0	0
05	0	3	0	0	0	2	0	0	0	0	0	0	0	0
06	2	0	0	0	0	0	2	1	0	0	1	0	0	0
07	2	0	0	0	0	0	0	0	0	0	0	1	0	0
08	1	4	0	0	1	0	2	0	0	0	0	0	0	0
09	1	0	0	0	0	1	0	1	0	0	1	0	0	0
10	1	0	0	0	0	1	0	1	0	0	0	0	0	0
11	1	0	0	0	0	1	0	1	0	0	0	1	0	0
12	0	0	0	0	1	0	0	0	0	0	1	1	0	0
Totals	9	9	0	0	3	5	4	4	0	0	7	6	0	0
Percen	19.1	19.1	0.0	0.0	6.4	10.6	8.5	8.5	0.0	0.0	14.9	12.8	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813001 - HARMONY SCIENCE ACAD (FORT WORTH)

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	2	0	4.3%
01	7	0	14.9%
02	0	0	0.0%
03	1	0	2.1%
04	1	0	2.1%
05	5	0	10.6%
06	6	0	12.8%
07	3	0	6.4%
08	7	1	17.0%
09	4	0	8.5%
10	3	0	6.4%
11	4	0	8.5%
12	3	0	6.4%
Totals	46	1	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813001 - HARMONY SCIENCE ACAD (FORT WORTH)

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	40	53	0	0	14	13	11	12	0	0	22	26	1	0
Percent	20.8	27.6	0.0	0.0	7.29	6.77	5.73	6.25	0.00	0.00	11.46	13.54	0.52	0.00

Totals

	Regular	SpecEd	%
Totals	182	10	100.0

	Total	%
Total Enrollment	601	100.0
Not economically disadvantaged	409	68.1
Eligible for free meals	145	24.1
Eligible for reduced-price meals	47	7.8
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816003 - HARMONY SCHOOL OF SCIENCE - AUSTIN

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	2	0	0	0	0	0	3	0	0	0	0	1	0
01	2	2	0	0	1	1	0	0	0	0	2	1	0	0
02	0	5	0	0	0	1	0	1	0	0	0	0	0	0
03	5	2	0	0	0	0	2	0	0	0	1	0	0	0
04	3	5	0	0	2	1	0	5	0	0	0	1	0	0
05	2	2	0	0	0	0	0	0	0	0	2	1	0	0
06	11	7	0	0	1	0	2	1	0	0	1	1	0	0
07	6	6	0	0	2	1	2	1	0	0	1	0	0	0
08	6	6	0	0	0	0	1	2	0	0	0	1	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	36	37	0	0	6	4	7	13	0	0	7	5	1	0
Percen	31.0	31.9	0.0	0.0	5.2	3.4	6.0	11.2	0.0	0.0	6.0	4.3	0.9	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816003 - HARMONY SCHOOL OF SCIENCE - AUSTIN

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	7	0	6.0%
01	8	1	7.8%
02	7	0	6.0%
03	10	0	8.6%
04	17	0	14.7%
05	7	0	6.0%
06	24	0	20.7%
07	19	0	16.4%
08	16	0	13.8%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	115	1	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816003 - HARMONY SCHOOL OF SCIENCE - AUSTIN

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	1	0	1	0	0	0	0	0	0
01	0	0	0	0	1	0	0	2	0	0	0	0	0	0
02	1	4	0	0	0	0	0	0	0	0	1	0	0	0
03	0	2	0	0	1	0	0	1	0	0	0	0	0	0
04	0	1	0	0	0	0	0	0	0	0	1	0	0	0
05	1	1	0	0	1	0	1	0	0	0	0	1	0	0
06	3	2	0	0	1	1	0	0	0	0	0	0	0	0
07	0	1	0	0	0	0	1	0	0	0	0	0	0	0
08	1	1	0	0	1	0	0	1	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	6	12	0	0	5	2	2	5	0	0	2	1	0	0
Percen	17.1	34.3	0.0	0.0	14.3	5.7	5.7	14.3	0.0	0.0	5.7	2.9	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816003 - HARMONY SCHOOL OF SCIENCE - AUSTIN

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	2	0	5.7%
01	3	0	8.6%
02	6	0	17.1%
03	4	0	11.4%
04	2	0	5.7%
05	5	0	14.3%
06	7	0	20.0%
07	2	0	5.7%
08	4	0	11.4%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	35	0	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816003 - HARMONY SCHOOL OF SCIENCE - AUSTIN

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	42	49	0	0	11	6	9	18	0	0	9	6	1	0
Percent	27.8	32.5	0.0	0.0	7.28	3.97	5.96	11.92	0.00	0.00	5.96	3.97	0.66	0.00

	Totals		
	Regular	SpecEd	%
Totals	150	1	100.0

	Total	%
Total Enrollment	526	100.0
Not economically disadvantaged	375	71.3
Eligible for free meals	116	22.1
Eligible for reduced-price meals	35	6.7
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858006 - HARMONY SCIENCE ACADEMY - HOUSTON NW

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	6	3	0	0	5	4	6	6	0	0	0	1	0	0
01	1	3	0	0	3	3	7	3	0	0	2	3	0	0
02	8	5	0	0	1	1	7	4	0	0	1	0	0	0
03	7	8	0	0	3	1	5	7	0	0	4	2	0	0
04	10	1	0	0	2	2	2	13	0	0	2	1	0	0
05	5	6	0	0	1	3	3	2	0	0	1	1	0	0
06	9	7	0	0	3	4	2	3	0	0	1	1	0	0
07	3	9	0	0	4	4	1	5	0	0	0	1	0	0
08	4	1	0	0	1	4	2	3	0	0	0	0	0	1
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	53	43	0	0	23	26	35	46	0	0	11	10	0	1
Percen	21.4	17.3	0.0	0.0	9.3	10.5	14.1	18.5	0.0	0.0	4.4	4.0	0.0	0.4

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858006 - HARMONY SCIENCE ACADEMY - HOUSTON NW

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	31	0	12.5%
01	24	1	10.1%
02	27	0	10.9%
03	33	4	14.9%
04	32	1	13.3%
05	20	2	8.9%
06	28	2	12.1%
07	26	1	10.9%
08	15	1	6.5%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	236	12	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858006 - HARMONY SCIENCE ACADEMY - HOUSTON NW

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	1	0	0	2	2	1	1	0	0	2	0	0	0
01	0	2	0	0	2	0	3	0	0	0	0	1	0	0
02	0	1	0	0	1	1	0	3	0	0	0	2	0	0
03	1	2	0	0	0	2	0	0	0	0	0	0	0	0
04	1	0	0	0	3	0	3	5	0	0	0	1	0	0
05	3	1	0	0	1	0	0	1	0	0	2	0	0	0
06	2	1	0	0	0	1	0	1	0	0	2	1	0	0
07	0	2	0	0	0	3	0	1	0	0	0	0	0	0
08	1	0	0	0	0	0	0	0	0	0	0	1	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	9	10	0	0	9	9	7	12	0	0	6	6	0	0
Percen	13.2	14.7	0.0	0.0	13.2	13.2	10.3	17.6	0.0	0.0	8.8	8.8	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858006 - HARMONY SCIENCE ACADEMY - HOUSTON NW

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	10	0	14.7%
01	8	0	11.8%
02	8	0	11.8%
03	5	0	7.4%
04	12	1	19.1%
05	8	0	11.8%
06	7	1	11.8%
07	6	0	8.8%
08	2	0	2.9%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	66	2	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858006 - HARMONY SCIENCE ACADEMY - HOUSTON NW

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	62	53	0	0	32	35	42	58	0	0	17	16	0	1
Percent	19.6	16.8	0.0	0.0	10.13	11.08	13.29	18.35	0.00	0.00	5.38	5.06	0.00	0.32

	Totals		
	Regular	SpecEd	%
Totals	302	14	100.0

	Total	%
Total Enrollment	665	100.0
Not economically disadvantaged	349	52.5
Eligible for free meals	248	37.3
Eligible for reduced-price meals	68	10.2
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846004 - HARMONY SCIENCE ACADEMY - BEAUMONT

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	4	3	0	0	0	1	3	5	0	0	3	1	0	0
01	3	4	0	0	0	0	4	7	0	0	1	1	0	0
02	3	4	0	0	0	0	2	2	0	0	2	1	1	0
03	2	1	0	0	1	0	4	5	0	0	1	1	0	0
04	2	8	0	0	0	0	5	2	0	0	3	2	0	0
05	4	2	0	0	0	0	3	0	0	0	2	1	0	0
06	7	6	0	0	0	0	5	3	0	0	1	1	0	0
07	5	0	0	0	0	0	3	3	0	0	1	1	0	0
08	5	4	0	0	1	0	1	4	0	0	1	3	0	0
09	4	2	0	0	0	0	1	2	0	0	3	2	0	0
10	0	1	0	0	0	0	0	0	0	0	0	0	0	0
11	1	0	0	0	0	0	0	2	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	40	35	0	0	2	1	31	35	0	0	18	14	1	0
Percent	22.6	19.8	0.0	0.0	1.1	0.6	17.5	19.8	0.0	0.0	10.2	7.9	0.6	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846004 - HARMONY SCIENCE ACADEMY - BEAUMONT

Eligible for free meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	19	1	11.3%
01	17	3	11.3%
02	12	3	8.5%
03	15	0	8.5%
04	20	2	12.4%
05	11	1	6.8%
06	22	1	13.0%
07	13	0	7.3%
08	18	1	10.7%
09	13	1	7.9%
10	1	0	0.6%
11	3	0	1.7%
12	0	0	0.0%
Totals	164	13	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846004 - HARMONY SCIENCE ACADEMY - BEAUMONT

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	0	0	0	0	0	1	1	0	1
01	0	1	0	0	0	0	1	0	0	0	1	1	0	0
02	1	0	0	0	0	1	1	1	0	0	0	0	0	0
03	0	1	0	0	0	0	1	1	0	0	1	1	0	0
04	1	0	0	0	0	0	1	1	0	0	1	0	0	0
05	1	1	0	0	0	0	0	3	0	0	1	1	0	1
06	1	0	0	0	1	0	0	0	0	0	0	0	0	0
07	1	1	0	0	0	0	0	1	0	0	0	3	0	0
08	2	0	0	0	0	0	1	0	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	1	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	1	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	7	4	0	0	1	1	5	7	0	0	6	8	0	2
Percent	17.1	9.8	0.0	0.0	2.4	2.4	12.2	17.1	0.0	0.0	14.6	19.5	0.0	4.9

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846004 - HARMONY SCIENCE ACADEMY - BEAUMONT

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	3	0	7.3%
01	3	1	9.8%
02	4	0	9.8%
03	4	1	12.2%
04	4	0	9.8%
05	8	0	19.5%
06	2	0	4.9%
07	4	2	14.6%
08	3	0	7.3%
09	0	1	2.4%
10	0	0	0.0%
11	1	0	2.4%
12	0	0	0.0%
Totals	36	5	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846004 - HARMONY SCIENCE ACADEMY - BEAUMONT

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	47	39	0	0	3	2	36	42	0	0	24	22	1	2
Percent	21.6	17.9	0.0	0.0	1.38	0.92	16.51	19.27	0.00	0.00	11.01	10.09	0.46	0.92

Totals

	Regular	SpecEd	%
Totals	200	18	100.0

	Total	%
Total Enrollment	500	100.0
Not economically disadvantaged	282	56.4
Eligible for free meals	177	35.4
Eligible for reduced-price meals	41	8.2
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858003 - HARMONY SCIENCE ACADEMY - BRYAN/COLLEGE STATION

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	3	7	0	0	0	0	1	0	0	0	1	2	1	0
01	3	8	0	0	0	0	1	3	0	0	1	2	0	1
02	7	3	0	0	0	0	0	0	0	0	2	0	0	0
03	5	3	0	0	0	0	0	2	0	0	0	1	0	0
04	7	9	0	0	0	0	2	0	0	0	3	0	0	0
05	1	3	0	0	0	0	2	0	0	0	2	0	0	1
06	6	4	0	0	0	0	0	0	0	0	3	2	0	0
07	2	6	0	0	0	0	0	3	0	0	4	0	0	0
08	2	3	0	0	0	0	0	2	0	0	0	0	0	0
09	1	3	0	0	0	1	0	0	0	0	0	1	0	0
10	2	4	0	0	0	0	0	0	0	0	2	1	0	0
11	0	1	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Totals	39	54	0	0	0	1	6	10	0	0	18	10	1	2
Percent	27.7	38.3	0.0	0.0	0.0	0.7	4.3	7.1	0.0	0.0	12.8	7.1	0.7	1.4

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858003 - HARMONY SCIENCE ACADEMY - BRYAN/COLLEGE STATION

Eligible for free meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	15	0	10.6%
01	18	1	13.5%
02	12	0	8.5%
03	11	0	7.8%
04	21	0	14.9%
05	9	0	6.4%
06	15	0	10.6%
07	15	0	10.6%
08	6	1	5.0%
09	6	0	4.3%
10	9	0	6.4%
11	1	0	0.7%
12	1	0	0.7%
Totals	139	2	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858003 - HARMONY SCIENCE ACADEMY - BRYAN/COLLEGE STATION

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	1	0	0	0	0	0	0	0	0	0	0	0	0
01	1	0	0	0	0	0	1	0	0	0	0	1	0	0
02	0	2	0	0	0	0	0	0	0	0	0	0	0	0
03	0	0	0	0	0	0	0	0	0	0	0	1	0	0
04	0	0	0	0	0	0	0	1	0	0	0	0	0	0
05	3	0	0	0	0	0	0	0	0	0	1	0	0	0
06	2	1	0	0	0	0	0	0	0	0	2	0	0	0
07	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	1	0	0	0	0	0	0	0	0	0	0	1	0	0
09	0	0	0	0	0	0	0	0	0	0	1	2	0	0
10	0	1	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	8	5	0	0	0	0	1	1	0	0	4	5	0	0
Percent	33.3	20.8	0.0	0.0	0.0	0.0	4.2	4.2	0.0	0.0	16.7	20.8	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858003 - HARMONY SCIENCE ACADEMY - BRYAN/COLLEGE STATION

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	2	0	8.3%
01	3	0	12.5%
02	2	0	8.3%
03	1	0	4.2%
04	1	0	4.2%
05	4	0	16.7%
06	5	0	20.8%
07	0	0	0.0%
08	2	0	8.3%
09	3	0	12.5%
10	1	0	4.2%
11	0	0	0.0%
12	0	0	0.0%
Totals	24	0	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858003 - HARMONY SCIENCE ACADEMY - BRYAN/COLLEGE STATION

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	47	59	0	0	0	1	7	11	0	0	22	15	1	2
Percent	28.5	35.8	0.0	0.0	0.00	0.61	4.24	6.67	0.00	0.00	13.33	9.09	0.61	1.21

Totals

	Regular	SpecEd	%
Totals	163	2	100.0

	Total	%
Total Enrollment	288	100.0
Not economically disadvantaged	123	42.7
Eligible for free meals	141	49.0
Eligible for reduced-price meals	24	8.3
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011152805
District: 152805 - HARMONY SCIENCE ACAD (LUBBOCK)
Campus: 152805001 - HARMONY SCIENCE ACAD (LUBBOCK)

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	13	7	0	1	0	0	4	3	0	0	2	2	2	2
01	9	7	0	0	0	0	3	7	0	0	1	5	0	0
02	7	8	0	0	0	0	4	9	0	0	3	2	0	0
03	8	11	0	0	0	0	8	6	0	0	0	4	0	0
04	5	9	0	0	0	0	5	8	0	0	2	1	0	0
05	11	7	0	0	0	0	2	2	0	0	4	1	0	0
06	9	9	0	0	0	0	3	3	0	0	5	0	0	0
07	8	7	0	0	0	0	2	0	0	0	3	3	0	0
08	5	12	0	0	0	0	0	0	0	0	1	1	0	0
09	4	3	0	0	1	0	1	0	0	0	0	0	0	0
10	3	6	0	0	0	0	2	0	0	0	2	1	0	0
11	6	1	0	0	0	0	1	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	88	87	0	1	1	0	35	38	0	0	23	20	2	2
Percen	29.6	29.3	0.0	0.3	0.3	0.0	11.8	12.8	0.0	0.0	7.7	6.7	0.7	0.7

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011152805
District: 152805 - HARMONY SCIENCE ACAD (LUBBOCK)
Campus: 152805001 - HARMONY SCIENCE ACAD (LUBBOCK)

Eligible for free meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	36	0	12.1%
01	31	1	10.8%
02	32	1	11.1%
03	35	2	12.5%
04	28	2	10.1%
05	26	1	9.1%
06	29	0	9.8%
07	22	1	7.7%
08	17	2	6.4%
09	7	2	3.0%
10	14	0	4.7%
11	6	2	2.7%
12	0	0	0.0%
Totals	283	14	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011152805
District: 152805 - HARMONY SCIENCE ACAD (LUBBOCK)
Campus: 152805001 - HARMONY SCIENCE ACAD (LUBBOCK)

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	4	1	0	0	0	0	1	0	0	0	0	1	0	0
01	1	0	0	0	0	0	1	0	0	0	0	1	0	0
02	1	0	0	0	0	0	0	0	0	0	0	0	0	0
03	2	0	0	0	0	0	0	0	0	0	1	0	0	0
04	2	3	0	0	0	0	1	0	0	0	0	0	0	0
05	3	0	0	0	0	0	0	0	0	0	2	0	0	0
06	3	1	0	0	0	0	1	0	0	0	0	0	0	0
07	3	1	0	0	0	0	0	0	0	0	0	1	0	0
08	0	1	0	0	0	0	0	0	0	0	0	1	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	1	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	19	8	0	0	0	0	4	0	0	0	3	4	0	0
Percen	50.0	21.1	0.0	0.0	0.0	0.0	10.5	0.0	0.0	0.0	7.9	10.5	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011152805
District: 152805 - HARMONY SCIENCE ACAD (LUBBOCK)
Campus: 152805001 - HARMONY SCIENCE ACAD (LUBBOCK)

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	6	1	18.4%
01	3	0	7.9%
02	0	1	2.6%
03	3	0	7.9%
04	6	0	15.8%
05	3	2	13.2%
06	5	0	13.2%
07	5	0	13.2%
08	2	0	5.3%
09	0	0	0.0%
10	1	0	2.6%
11	0	0	0.0%
12	0	0	0.0%
Totals	34	4	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011152805
District: 152805 - HARMONY SCIENCE ACAD (LUBBOCK)
Campus: 152805001 - HARMONY SCIENCE ACAD (LUBBOCK)

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	107	95	0	1	1	0	39	38	0	0	26	24	2	2
Percent	31.9	28.4	0.0	0.3	0.30	0.00	11.64	11.34	0.00	0.00	7.76	7.16	0.60	0.60

Totals

	Regular	SpecEd	%
Totals	317	18	100.0

	Total	%
Total Enrollment	421	100.0
Not economically disadvantaged	86	20.4
Eligible for free meals	297	70.5
Eligible for reduced-price meals	38	9.0
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807001 - HARMONY SCIENCE ACAD (WACO)

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	7	13	0	0	0	1	1	3	0	0	1	2	0	0
01	13	12	0	0	0	0	0	4	0	0	1	3	0	0
02	8	9	0	0	1	0	0	3	0	0	1	5	0	0
03	16	16	0	1	2	0	1	6	0	0	3	5	0	0
04	14	20	0	0	0	0	2	1	0	0	6	2	0	0
05	14	22	0	0	0	0	2	2	0	0	5	0	1	0
06	14	23	0	0	0	1	3	3	0	0	5	6	0	1
07	8	12	0	0	0	0	0	2	0	0	4	2	0	0
08	5	15	0	0	0	0	2	1	0	0	1	3	0	0
09	5	4	0	1	0	0	0	0	0	0	3	2	0	0
10	1	2	0	0	0	0	0	1	0	0	0	1	0	0
11	3	0	0	0	0	0	0	0	0	0	2	3	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	108	148	0	2	3	2	11	26	0	0	32	34	1	1
Percen	29.3	40.2	0.0	0.5	0.8	0.5	3.0	7.1	0.0	0.0	8.7	9.2	0.3	0.3

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807001 - HARMONY SCIENCE ACAD (WACO)

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	28	0	7.6%
01	32	1	9.0%
02	27	0	7.3%
03	49	1	13.6%
04	44	1	12.2%
05	46	0	12.5%
06	55	1	15.2%
07	28	0	7.6%
08	26	1	7.3%
09	14	1	4.1%
10	5	0	1.4%
11	7	1	2.2%
12	0	0	0.0%
Totals	361	7	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807001 - HARMONY SCIENCE ACAD (WACO)

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	2	2	0	0	1	0	0	1	0	0	1	2	0	0
01	0	3	0	0	0	0	0	1	0	0	2	0	0	0
02	1	3	0	0	0	0	0	2	0	0	2	1	0	0
03	4	1	0	0	0	0	1	0	0	0	1	0	0	0
04	4	2	0	0	0	0	0	1	0	0	3	0	0	0
05	4	1	0	0	0	0	0	1	0	0	1	5	0	0
06	2	4	0	0	0	0	1	0	0	0	3	2	0	0
07	2	2	0	0	0	0	0	0	0	0	2	0	0	0
08	2	2	0	0	0	0	0	0	0	0	0	1	0	0
09	1	0	0	0	0	0	0	0	0	0	3	3	0	0
10	1	1	0	0	1	0	0	0	0	0	1	0	0	0
11	0	2	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	23	23	0	0	2	0	2	6	0	0	19	14	0	0
Percen	25.8	25.8	0.0	0.0	2.2	0.0	2.2	6.7	0.0	0.0	21.3	15.7	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807001 - HARMONY SCIENCE ACAD (WACO)

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	9	0	10.1%
01	6	0	6.7%
02	9	0	10.1%
03	7	0	7.9%
04	10	0	11.2%
05	12	0	13.5%
06	12	0	13.5%
07	6	0	6.7%
08	5	0	5.6%
09	7	0	7.9%
10	4	0	4.5%
11	2	0	2.2%
12	0	0	0.0%
Totals	89	0	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807001 - HARMONY SCIENCE ACAD (WACO)

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	131	171	0	2	5	2	13	32	0	0	51	48	1	1
Percent	28.7	37.4	0.0	0.4	1.09	0.44	2.84	7.00	0.00	0.00	11.16	10.50	0.22	0.22

Totals

	Regular	SpecEd	%
Totals	450	7	100.0

	Total	%
Total Enrollment	597	100.0
Not economically disadvantaged	140	23.5
Eligible for free meals	368	61.6
Eligible for reduced-price meals	89	14.9
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813002 - HARMONY SCIENCE ACADEMY GRAND PRAIRIE

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	4	7	0	0	0	0	3	0	0	0	0	3	0	0
01	7	6	0	0	0	0	2	1	0	0	2	1	0	1
02	14	10	0	0	0	0	5	1	0	0	1	3	0	0
03	9	8	0	0	1	2	3	4	0	0	2	0	0	0
04	6	8	0	0	2	0	2	2	0	0	1	1	1	0
05	11	7	0	0	0	1	0	1	0	0	1	0	0	0
06	7	6	0	0	0	0	2	4	0	0	1	0	0	0
07	5	18	0	0	0	0	1	1	0	0	1	4	0	0
08	7	12	0	0	0	0	2	0	0	0	1	0	0	1
09	5	3	0	0	0	1	2	1	0	0	0	0	0	0
10	5	4	0	0	1	0	1	1	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	80	89	0	0	4	4	23	16	0	0	10	12	1	2
Percen	33.2	36.9	0.0	0.0	1.7	1.7	9.5	6.6	0.0	0.0	4.1	5.0	0.4	0.8

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813002 - HARMONY SCIENCE ACADEMY GRAND PRAIRIE

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	17	0	7.1%
01	20	0	8.3%
02	34	0	14.1%
03	29	0	12.0%
04	22	1	9.5%
05	20	1	8.7%
06	20	0	8.3%
07	29	1	12.4%
08	23	0	9.5%
09	12	0	5.0%
10	12	0	5.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	238	3	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813002 - HARMONY SCIENCE ACADEMY GRAND PRAIRIE

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	2	2	0	0	1	0	0	0	0	0	1	1	1	0
01	2	0	0	0	0	0	0	2	0	0	1	2	0	0
02	0	1	0	0	1	1	0	0	0	0	1	0	0	0
03	5	5	0	0	0	4	1	0	0	0	0	0	0	0
04	0	2	0	0	1	0	2	0	0	0	1	0	0	0
05	3	3	0	0	0	0	0	0	0	0	0	1	1	0
06	4	1	0	0	0	1	0	0	0	0	1	0	0	0
07	4	7	0	0	2	0	0	1	0	0	1	0	0	0
08	1	1	0	0	0	0	0	0	0	0	0	0	0	0
09	1	1	0	0	0	0	0	0	0	0	0	0	0	0
10	1	1	0	0	0	1	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	23	24	0	0	5	7	3	3	0	0	6	4	2	0
Percen	29.9	31.2	0.0	0.0	6.5	9.1	3.9	3.9	0.0	0.0	7.8	5.2	2.6	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813002 - HARMONY SCIENCE ACADEMY GRAND PRAIRIE

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	8	0	10.4%
01	6	1	9.1%
02	4	0	5.2%
03	15	0	19.5%
04	6	0	7.8%
05	8	0	10.4%
06	7	0	9.1%
07	15	0	19.5%
08	2	0	2.6%
09	2	0	2.6%
10	3	0	3.9%
11	0	0	0.0%
12	0	0	0.0%
Totals	76	1	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813002 - HARMONY SCIENCE ACADEMY GRAND PRAIRIE

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	103	113	0	0	9	11	26	19	0	0	16	16	3	2
Percent	32.4	35.5	0.0	0.0	2.83	3.46	8.18	5.97	0.00	0.00	5.03	5.03	0.94	0.63

Totals

	Regular	SpecEd	%
Totals	314	4	100.0

	Total	%
Total Enrollment	524	100.0
Not economically disadvantaged	206	39.3
Eligible for free meals	241	46.0
Eligible for reduced-price meals	77	14.7
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816002 - HARMONY SCIENCE ACADEMY NORTH AUSTIN

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05	5	8	0	0	0	0	1	0	0	0	1	2	0	0
06	6	16	0	0	3	3	1	1	0	0	1	0	0	0
07	8	8	0	0	0	1	2	0	0	0	3	0	1	0
08	5	5	0	0	1	0	2	3	0	0	1	2	0	1
09	15	9	0	0	1	0	1	2	0	0	2	2	0	0
10	14	23	0	0	0	2	2	0	0	0	0	0	0	0
11	10	6	0	0	2	0	1	1	0	0	2	0	0	0
12	5	7	0	0	1	0	1	0	0	0	1	0	0	0
Totals	68	82	0	0	8	6	11	7	0	0	11	6	1	1
Percen	33.8	40.8	0.0	0.0	4.0	3.0	5.5	3.5	0.0	0.0	5.5	3.0	0.5	0.5

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816002 - HARMONY SCIENCE ACADEMY NORTH AUSTIN

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	0	0	0.0%
01	0	0	0.0%
02	0	0	0.0%
03	0	0	0.0%
04	0	0	0.0%
05	16	1	8.5%
06	31	0	15.4%
07	23	0	11.4%
08	20	0	10.0%
09	29	3	15.9%
10	37	4	20.4%
11	20	2	10.9%
12	15	0	7.5%
Totals	191	10	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816002 - HARMONY SCIENCE ACADEMY NORTH AUSTIN

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05	5	1	0	0	1	0	3	1	0	0	1	0	0	0
06	3	0	0	0	1	0	1	0	0	0	1	0	0	0
07	1	3	0	0	0	0	0	0	0	0	1	0	0	0
08	3	1	0	0	0	0	1	0	0	0	0	1	0	0
09	1	3	0	0	0	1	1	0	0	0	0	0	0	0
10	3	1	0	0	0	1	0	1	0	0	0	1	0	0
11	0	0	0	0	1	0	0	0	0	0	0	0	0	0
12	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Totals	16	10	0	0	3	2	6	2	0	0	3	2	0	0
Percen	36.4	22.7	0.0	0.0	6.8	4.5	13.6	4.5	0.0	0.0	6.8	4.5	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816002 - HARMONY SCIENCE ACADEMY NORTH AUSTIN

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	0	0	0.0%
01	0	0	0.0%
02	0	0	0.0%
03	0	0	0.0%
04	0	0	0.0%
05	11	1	27.3%
06	6	0	13.6%
07	4	1	11.4%
08	5	1	13.6%
09	6	0	13.6%
10	7	0	15.9%
11	1	0	2.3%
12	1	0	2.3%
Totals	41	3	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816002 - HARMONY SCIENCE ACADEMY NORTH AUSTIN

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	84	92	0	0	11	8	17	9	0	0	14	8	1	1
Percent	34.3	37.6	0.0	0.0	4.49	3.27	6.94	3.67	0.00	0.00	5.71	3.27	0.41	0.41

Totals

	Regular	SpecEd	%
Totals	232	13	100.0

	Total	%
Total Enrollment	561	100.0
Not economically disadvantaged	316	56.3
Eligible for free meals	201	35.8
Eligible for reduced-price meals	44	7.8
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101862
District: 101862 - HARMONY SCHOOL OF SCIENCE - HOUSTON
Campus: 101862001 - HARMONY SCHOOL OF SCIENCE - HOUSTON

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	4	1	0	0	2	1	1	1	0	0	1	0	0	0
01	3	0	0	0	5	13	0	2	0	0	0	3	0	0
02	5	1	0	0	4	2	3	0	0	0	0	0	0	0
03	2	0	0	0	4	4	1	1	0	0	0	0	0	0
04	2	4	0	0	8	1	0	0	0	0	1	2	0	0
05	3	1	0	0	7	6	1	1	0	0	0	1	0	0
06	6	5	0	1	5	5	1	4	0	0	0	0	0	0
07	4	1	0	0	6	10	2	3	0	0	1	0	0	0
08	3	6	0	0	6	7	0	7	0	0	0	1	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	32	19	0	1	47	49	9	19	0	0	3	7	0	0
Percen	17.2	10.2	0.0	0.5	25.3	26.3	4.8	10.2	0.0	0.0	1.6	3.8	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101862
District: 101862 - HARMONY SCHOOL OF SCIENCE - HOUSTON
Campus: 101862001 - HARMONY SCHOOL OF SCIENCE - HOUSTON

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	10	1	5.9%
01	26	0	14.0%
02	15	0	8.1%
03	12	0	6.5%
04	18	0	9.7%
05	20	0	10.8%
06	27	0	14.5%
07	27	0	14.5%
08	30	0	16.1%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	185	1	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101862
District: 101862 - HARMONY SCHOOL OF SCIENCE - HOUSTON
Campus: 101862001 - HARMONY SCHOOL OF SCIENCE - HOUSTON

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	3	0	0	0	0	3	2	2	0	0	0	2	0	0
01	0	0	0	0	3	4	1	0	0	0	2	1	0	0
02	1	0	0	0	1	3	2	0	0	0	1	0	0	0
03	0	1	0	0	2	4	0	0	0	0	1	1	0	0
04	1	0	0	0	5	6	0	0	0	0	0	0	0	0
05	0	2	0	0	0	1	1	0	0	0	1	3	0	0
06	4	2	0	0	6	3	2	0	0	0	0	2	0	0
07	2	0	0	0	4	7	0	1	0	0	4	0	0	0
08	3	2	0	0	3	3	0	0	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	14	7	0	0	24	34	8	3	0	0	9	9	0	0
Percen	13.0	6.5	0.0	0.0	22.2	31.5	7.4	2.8	0.0	0.0	8.3	8.3	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101862
District: 101862 - HARMONY SCHOOL OF SCIENCE - HOUSTON
Campus: 101862001 - HARMONY SCHOOL OF SCIENCE - HOUSTON

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	11	1	11.1%
01	10	1	10.2%
02	8	0	7.4%
03	9	0	8.3%
04	12	0	11.1%
05	8	0	7.4%
06	19	0	17.6%
07	17	1	16.7%
08	11	0	10.2%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	105	3	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101862
District: 101862 - HARMONY SCHOOL OF SCIENCE - HOUSTON
Campus: 101862001 - HARMONY SCHOOL OF SCIENCE - HOUSTON

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	46	26	0	1	71	83	17	22	0	0	12	16	0	0
Percent	15.6	8.8	0.0	0.3	24.15	28.23	5.78	7.48	0.00	0.00	4.08	5.44	0.00	0.00

	Totals		
	Regular	SpecEd	%
Totals	290	4	100.0

	Total	%
Total Enrollment	622	100.0
Not economically disadvantaged	328	52.7
Eligible for free meals	186	29.9
Eligible for reduced-price meals	108	17.4
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011031803
District: 031803 - HARMONY SCIENCE ACADEMY - BROWNSVILLE
Campus: 031803001 - HARMONY SCIENCE ACADEMY - BROWNSVILLE

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	5	2	0	0	0	0	0	0	0	0	5	1	0	0
01	5	3	0	0	0	1	0	0	0	0	0	2	0	0
02	6	4	0	0	0	0	0	0	0	0	0	0	0	0
03	7	8	0	0	0	0	0	0	0	0	1	0	0	0
04	10	13	0	0	0	0	0	0	0	0	1	1	0	0
05	9	17	0	0	0	0	0	0	0	0	1	0	0	0
06	16	11	0	0	0	0	0	0	0	0	2	2	0	0
07	10	23	0	0	0	0	0	0	0	0	1	2	0	0
08	7	16	0	0	0	0	0	0	0	0	0	1	0	0
09	5	3	0	0	0	0	0	0	0	0	1	0	0	0
10	2	3	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	82	103	0	0	0	1	0	0	0	0	12	9	0	0
Percen	39.6	49.8	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	5.8	4.3	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011031803
District: 031803 - HARMONY SCIENCE ACADEMY - BROWNSVILLE
Campus: 031803001 - HARMONY SCIENCE ACADEMY - BROWNSVILLE

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	13	0	6.3%
01	11	0	5.3%
02	9	1	4.8%
03	16	0	7.7%
04	24	1	12.1%
05	27	0	13.0%
06	28	3	15.0%
07	36	0	17.4%
08	24	0	11.6%
09	8	1	4.3%
10	5	0	2.4%
11	0	0	0.0%
12	0	0	0.0%
Totals	201	6	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011031803
District: 031803 - HARMONY SCIENCE ACADEMY - BROWNSVILLE
Campus: 031803001 - HARMONY SCIENCE ACADEMY - BROWNSVILLE

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	1	0	0	0	0	0	0	0	0	0	2	0	0
01	2	0	0	0	0	0	0	0	0	0	1	0	0	0
02	1	2	0	0	0	0	0	0	0	0	1	1	0	0
03	2	2	0	0	0	0	0	0	0	0	0	0	0	0
04	7	4	0	0	0	0	0	0	0	0	1	1	0	0
05	8	5	0	0	0	0	0	1	0	0	1	0	0	0
06	3	3	0	0	0	0	0	0	0	0	1	1	0	0
07	3	8	0	0	0	0	1	0	0	0	0	0	0	0
08	3	1	0	0	0	0	0	0	0	0	0	0	0	0
09	2	0	0	0	0	0	0	1	0	0	0	0	0	0
10	0	1	0	0	0	0	1	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	31	27	0	0	0	0	2	2	0	0	5	5	0	0
Percen	43.1	37.5	0.0	0.0	0.0	0.0	2.8	2.8	0.0	0.0	6.9	6.9	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011031803
District: 031803 - HARMONY SCIENCE ACADEMY - BROWNSVILLE
Campus: 031803001 - HARMONY SCIENCE ACADEMY - BROWNSVILLE

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	3	0	4.2%
01	3	0	4.2%
02	5	0	6.9%
03	4	0	5.6%
04	12	1	18.1%
05	15	0	20.8%
06	8	0	11.1%
07	12	0	16.7%
08	4	0	5.6%
09	3	0	4.2%
10	2	0	2.8%
11	0	0	0.0%
12	0	0	0.0%
Totals	71	1	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011031803
District: 031803 - HARMONY SCIENCE ACADEMY - BROWNSVILLE
Campus: 031803001 - HARMONY SCIENCE ACADEMY - BROWNSVILLE

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	113	130	0	0	0	1	2	2	0	0	17	14	0	0
Percent	40.5	46.6	0.0	0.0	0.00	0.36	0.72	0.72	0.00	0.00	6.09	5.02	0.00	0.00

Totals

	Regular	SpecEd	%
Totals	272	7	100.0

	Total	%
Total Enrollment	417	100.0
Not economically disadvantaged	138	33.1
Eligible for free meals	207	49.6
Eligible for reduced-price meals	72	17.3
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011240804
District: 240804 - HARMONY SCIENCE ACADEMY - LAREDO
Campus: 240804001 - HARMONY SCIENCE ACADEMY - LAREDO

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	6	5	0	0	0	0	0	0	0	0	0	0	0	0
01	3	16	0	0	1	0	0	0	0	0	0	0	0	0
02	4	7	0	0	0	0	0	0	0	0	0	0	0	0
03	12	6	0	0	0	0	0	0	0	0	0	1	0	0
04	13	10	0	0	0	0	0	0	0	0	0	1	0	0
05	16	15	0	0	0	1	0	0	0	0	0	0	0	0
06	28	22	0	0	0	0	0	0	0	0	0	0	0	0
07	17	26	0	0	0	0	0	0	0	0	0	0	0	0
08	10	11	0	0	1	0	0	0	0	0	0	0	0	0
09	15	13	0	0	1	0	0	0	0	0	0	0	0	0
10	7	7	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	131	138	0	0	3	1	0	0	0	0	0	2	0	0
Percen	47.6	50.2	0.0	0.0	1.1	0.4	0.0	0.0	0.0	0.0	0.0	0.7	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011240804
District: 240804 - HARMONY SCIENCE ACADEMY - LAREDO
Campus: 240804001 - HARMONY SCIENCE ACADEMY - LAREDO

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	11	0	4.0%
01	20	0	7.3%
02	10	1	4.0%
03	19	0	6.9%
04	24	0	8.7%
05	32	0	11.6%
06	50	0	18.2%
07	43	0	15.6%
08	22	0	8.0%
09	28	1	10.5%
10	14	0	5.1%
11	0	0	0.0%
12	0	0	0.0%
Totals	273	2	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011240804
District: 240804 - HARMONY SCIENCE ACADEMY - LAREDO
Campus: 240804001 - HARMONY SCIENCE ACADEMY - LAREDO

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	2	1	0	0	0	0	0	0	0	0	0	0	0	0
01	2	4	0	0	0	0	0	0	0	0	0	0	0	0
02	4	4	0	0	0	0	0	1	0	0	0	0	0	0
03	6	8	0	0	0	0	0	0	0	0	0	0	0	0
04	6	5	0	0	0	0	1	0	0	0	0	0	0	0
05	8	7	0	0	0	0	0	0	0	0	0	0	0	0
06	8	9	0	0	0	0	0	0	0	0	0	1	0	0
07	7	10	0	0	0	1	0	0	0	0	0	0	0	0
08	6	7	0	0	0	0	0	0	0	0	0	0	0	0
09	2	1	0	0	0	0	0	0	0	0	0	0	0	0
10	4	2	0	0	1	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	55	58	0	0	1	1	1	1	0	0	0	1	0	0
Percen	46.6	49.2	0.0	0.0	0.8	0.8	0.8	0.8	0.0	0.0	0.0	0.8	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011240804
District: 240804 - HARMONY SCIENCE ACADEMY - LAREDO
Campus: 240804001 - HARMONY SCIENCE ACADEMY - LAREDO

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	3	0	2.5%
01	6	0	5.1%
02	9	0	7.6%
03	13	1	11.9%
04	11	1	10.2%
05	15	0	12.7%
06	18	0	15.3%
07	18	0	15.3%
08	13	0	11.0%
09	3	0	2.5%
10	7	0	5.9%
11	0	0	0.0%
12	0	0	0.0%
Totals	116	2	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011240804
District: 240804 - HARMONY SCIENCE ACADEMY - LAREDO
Campus: 240804001 - HARMONY SCIENCE ACADEMY - LAREDO

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	186	196	0	0	4	2	1	1	0	0	0	3	0	0
Percent	47.3	49.9	0.0	0.0	1.02	0.51	0.25	0.25	0.00	0.00	0.00	0.76	0.00	0.00

Totals

	Regular	SpecEd	%
Totals	389	4	100.0

	Total	%
Total Enrollment	632	100.0
Not economically disadvantaged	239	37.8
Eligible for free meals	275	43.5
Eligible for reduced-price meals	118	18.7
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807004 - HARMONY SCHOOL OF INNOVATION - DALLAS

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	5	4	0	0	0	2	1	5	0	0	1	3	0	0
01	5	6	0	1	3	0	0	1	0	0	0	0	0	0
02	9	2	0	0	0	0	1	1	0	0	1	3	0	0
03	7	5	0	0	4	1	1	1	0	0	1	0	1	0
04	4	4	1	0	2	2	0	1	0	0	0	2	0	0
05	8	3	0	0	2	3	4	6	0	0	3	1	0	0
06	6	6	1	0	3	1	0	3	0	0	0	1	0	0
07	8	4	0	0	1	1	0	2	0	0	0	2	1	0
08	4	4	0	0	0	1	2	0	0	0	0	1	0	0
09	3	5	0	0	2	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	59	43	2	1	17	11	9	20	0	0	6	13	2	0
Percen	32.2	23.5	1.1	0.5	9.3	6.0	4.9	10.9	0.0	0.0	3.3	7.1	1.1	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807004 - HARMONY SCHOOL OF INNOVATION - DALLAS

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	21	0	11.5%
01	16	0	8.7%
02	16	1	9.3%
03	21	0	11.5%
04	15	1	8.7%
05	29	1	16.4%
06	19	2	11.5%
07	17	2	10.4%
08	11	1	6.6%
09	9	1	5.5%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	174	9	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807004 - HARMONY SCHOOL OF INNOVATION - DALLAS

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	4	0	0	1	0	0	0	0	0	0	0	0	0
01	2	1	0	0	0	0	0	0	0	0	0	0	0	0
02	0	0	0	0	0	1	1	0	0	0	0	1	0	0
03	0	1	0	0	2	0	1	0	0	0	0	0	0	0
04	0	1	0	0	0	2	0	0	0	0	0	0	0	0
05	2	1	0	0	2	1	0	1	0	0	0	0	0	0
06	1	1	0	0	1	1	0	0	0	0	0	0	0	0
07	0	2	0	0	0	1	2	0	0	0	1	0	0	0
08	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	1	1	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	7	12	0	0	6	6	4	1	0	0	1	1	0	0
Percen	18.4	31.6	0.0	0.0	15.8	15.8	10.5	2.6	0.0	0.0	2.6	2.6	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807004 - HARMONY SCHOOL OF INNOVATION - DALLAS

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	6	0	15.8%
01	3	0	7.9%
02	3	0	7.9%
03	4	0	10.5%
04	3	0	7.9%
05	7	0	18.4%
06	4	0	10.5%
07	6	0	15.8%
08	0	0	0.0%
09	2	0	5.3%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	38	0	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807004 - HARMONY SCHOOL OF INNOVATION - DALLAS

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	66	55	2	1	23	17	13	21	0	0	7	14	2	0
Percent	29.9	24.9	0.9	0.5	10.41	7.69	5.88	9.50	0.00	0.00	3.17	6.33	0.90	0.00

Totals

	Regular	SpecEd	%
Totals	212	9	100.0

	Total	%
Total Enrollment	514	100.0
Not economically disadvantaged	293	57.0
Eligible for free meals	183	35.6
Eligible for reduced-price meals	38	7.4
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813004 - HARMONY SCIENCE ACADEMY - EULESS

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	3	2	0	0	2	3	2	3	0	0	1	4	0	0
01	3	5	0	0	2	4	2	6	0	0	5	5	1	0
02	4	1	0	0	7	6	2	3	0	0	0	2	0	0
03	2	5	0	0	2	4	5	0	0	0	6	3	1	0
04	5	6	0	0	2	3	4	3	0	0	0	6	0	0
05	7	5	0	0	0	1	2	1	0	0	2	1	1	1
06	3	4	0	0	5	5	2	2	0	0	1	3	0	1
07	3	3	0	0	2	2	2	2	0	0	3	2	1	0
08	1	3	0	0	0	2	1	1	0	0	1	0	0	0
09	4	0	0	0	1	1	1	0	0	0	1	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	35	34	0	0	23	31	23	21	0	0	20	26	4	2
Percent	16.0	15.5	0.0	0.0	10.5	14.2	10.5	9.6	0.0	0.0	9.1	11.9	1.8	0.9

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813004 - HARMONY SCIENCE ACADEMY - EULESS

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	20	0	9.1%
01	33	0	15.1%
02	25	0	11.4%
03	27	1	12.8%
04	28	1	13.2%
05	21	0	9.6%
06	25	1	11.9%
07	20	0	9.1%
08	9	0	4.1%
09	8	0	3.7%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	216	3	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813004 - HARMONY SCIENCE ACADEMY - EULESS

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	1	0	0	2	0	0	1	0	0	0	0	0	0
01	1	1	0	0	1	1	0	1	0	0	0	0	0	0
02	2	1	0	0	3	3	1	1	0	0	1	1	0	0
03	1	1	0	0	1	2	1	3	0	0	0	1	0	0
04	2	0	0	0	0	1	0	1	0	1	0	1	0	0
05	0	1	0	0	1	0	1	1	0	0	1	2	1	0
06	0	0	0	0	0	0	0	1	0	0	1	1	0	0
07	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	0	0	0	0	0	0	0	0	0	0	1	0	0	0
09	0	0	0	0	0	1	1	1	0	0	1	1	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	6	5	0	0	8	8	4	10	0	1	5	7	1	0
Percent	10.9	9.1	0.0	0.0	14.5	14.5	7.3	18.2	0.0	1.8	9.1	12.7	1.8	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813004 - HARMONY SCIENCE ACADEMY - EULESS

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	4	0	7.3%
01	5	0	9.1%
02	13	0	23.6%
03	10	0	18.2%
04	6	0	10.9%
05	8	0	14.5%
06	3	0	5.5%
07	0	0	0.0%
08	1	0	1.8%
09	5	0	9.1%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	55	0	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813004 - HARMONY SCIENCE ACADEMY - EULESS

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	41	39	0	0	31	39	27	31	0	1	25	33	5	2
Percent	15.0	14.2	0.0	0.0	11.31	14.23	9.85	11.31	0.00	0.36	9.12	12.04	1.82	0.73

	Totals		
	Regular	SpecEd	%
Totals	271	3	100.0

	Total	%
Total Enrollment	578	100.0
Not economically disadvantaged	304	52.6
Eligible for free meals	219	37.9
Eligible for reduced-price meals	55	9.5
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846003 - HARMONY SCHOOL OF INGENUITY

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	12	2	0	0	1	0	1	7	0	0	0	1	1	0
01	6	9	0	0	0	0	6	7	0	0	1	0	0	0
02	8	8	0	0	0	1	8	6	0	0	0	0	0	0
03	12	14	0	0	0	0	9	11	0	0	1	1	0	0
04	4	9	0	0	1	1	6	5	0	0	0	0	0	0
05	9	8	0	0	0	0	4	4	0	0	0	0	0	0
06	13	11	0	0	0	2	4	10	0	0	0	0	0	0
07	8	13	0	0	1	0	6	7	0	0	1	1	0	0
08	4	6	0	0	0	0	2	1	0	0	0	0	0	0
09	1	3	0	0	1	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	77	83	0	0	4	4	46	58	0	0	3	3	1	0
Percen	27.6	29.7	0.0	0.0	1.4	1.4	16.5	20.8	0.0	0.0	1.1	1.1	0.4	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846003 - HARMONY SCHOOL OF INGENUITY

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	25	0	9.0%
01	28	1	10.4%
02	31	0	11.1%
03	48	0	17.2%
04	26	0	9.3%
05	25	0	9.0%
06	39	1	14.3%
07	37	0	13.3%
08	13	0	4.7%
09	5	0	1.8%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	277	2	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846003 - HARMONY SCHOOL OF INGENUITY

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	2	0	0	0	0	0	1	0	0	0	2	0	0
01	0	2	0	0	0	1	2	0	0	0	0	0	0	0
02	0	0	0	0	0	0	2	2	0	0	0	0	0	0
03	0	2	0	0	0	0	0	0	0	0	0	0	0	0
04	2	0	0	0	0	0	2	2	0	0	0	0	0	0
05	3	2	0	0	0	0	0	0	0	0	0	0	0	0
06	3	5	0	0	1	0	2	4	0	0	0	1	0	0
07	4	1	0	0	0	0	3	2	0	0	0	0	0	0
08	2	0	0	0	0	0	0	0	0	0	0	0	0	0
09	0	1	0	0	0	0	2	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	14	15	0	0	1	1	13	11	0	0	0	3	0	0
Percen	24.1	25.9	0.0	0.0	1.7	1.7	22.4	19.0	0.0	0.0	0.0	5.2	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846003 - HARMONY SCHOOL OF INGENUITY

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	5	0	8.6%
01	5	0	8.6%
02	4	0	6.9%
03	2	0	3.4%
04	6	0	10.3%
05	5	0	8.6%
06	16	0	27.6%
07	10	0	17.2%
08	2	0	3.4%
09	3	0	5.2%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	58	0	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846003 - HARMONY SCHOOL OF INGENUITY

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	91	98	0	0	5	5	59	69	0	0	3	6	1	0
Percent	27.0	29.1	0.0	0.0	1.48	1.48	17.51	20.47	0.00	0.00	0.89	1.78	0.30	0.00

Totals

	Regular	SpecEd	%
Totals	335	2	100.0

	Total	%
Total Enrollment	502	100.0
Not economically disadvantaged	165	32.9
Eligible for free meals	279	55.6
Eligible for reduced-price meals	58	11.6
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858002 - HARMONY SCHOOL OF EXCELLENCE - ENDEAVOR

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	11	11	0	1	1	0	2	1	0	0	2	0	1	1
01	8	15	0	0	1	1	3	3	0	0	2	0	0	0
02	13	8	0	0	2	2	3	13	0	0	0	3	0	0
03	9	13	0	0	0	1	1	7	0	0	0	0	0	0
04	17	7	0	0	1	1	2	3	0	0	0	0	0	1
05	16	14	0	0	0	0	5	10	0	0	0	0	0	0
06	26	17	0	0	2	0	3	4	0	0	0	1	0	0
07	9	14	0	0	1	0	5	6	0	0	0	1	0	0
08	3	3	0	0	0	0	4	1	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	112	102	0	1	8	5	28	48	0	0	4	5	1	2
Percen	35.4	32.3	0.0	0.3	2.5	1.6	8.9	15.2	0.0	0.0	1.3	1.6	0.3	0.6

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858002 - HARMONY SCHOOL OF EXCELLENCE - ENDEAVOR

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	30	1	9.8%
01	32	1	10.4%
02	44	0	13.9%
03	31	0	9.8%
04	30	2	10.1%
05	43	2	14.2%
06	52	1	16.8%
07	34	2	11.4%
08	11	0	3.5%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	307	9	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858002 - HARMONY SCHOOL OF EXCELLENCE - ENDEAVOR

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	2	1	0	0	0	0	0	2	0	0	1	1	0	0
01	3	4	0	0	0	0	0	0	0	0	0	1	0	0
02	4	2	0	0	0	0	3	2	0	0	0	1	0	0
03	2	2	1	0	0	0	1	4	0	0	0	1	0	0
04	3	3	0	0	0	0	0	0	0	0	0	0	0	0
05	3	2	0	0	1	1	0	2	0	0	0	0	0	0
06	4	0	0	0	0	0	1	1	0	0	1	0	0	0
07	0	2	0	0	0	0	0	1	0	0	1	0	1	0
08	0	3	0	0	0	0	0	0	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	21	19	1	0	1	1	5	12	0	0	3	4	1	0
Percen	30.9	27.9	1.5	0.0	1.5	1.5	7.4	17.6	0.0	0.0	4.4	5.9	1.5	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858002 - HARMONY SCHOOL OF EXCELLENCE - ENDEAVOR

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	7	0	10.3%
01	8	0	11.8%
02	12	0	17.6%
03	11	0	16.2%
04	6	0	8.8%
05	8	1	13.2%
06	7	0	10.3%
07	5	0	7.4%
08	3	0	4.4%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	67	1	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858002 - HARMONY SCHOOL OF EXCELLENCE - ENDEAVOR

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	133	121	1	1	9	6	33	60	0	0	7	9	2	2
Percent	34.6	31.5	0.3	0.3	2.34	1.56	8.59	15.63	0.00	0.00	1.82	2.34	0.52	0.52

Totals

	Regular	SpecEd	%
Totals	374	10	100.0

	Total	%
Total Enrollment	475	100.0
Not economically disadvantaged	91	19.2
Eligible for free meals	316	66.5
Eligible for reduced-price meals	68	14.3
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011071806
District: 071806 - HARMONY SCIENCE ACAD (EL PASO)
Campus: 071806002 - HARMONY SCHOOL OF INNOVATION - EL PASO

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	4	4	0	0	0	0	0	0	0	0	1	1	0	0
01	5	13	0	0	0	1	0	2	0	0	0	2	0	0
02	12	11	0	0	0	0	0	2	0	0	1	0	0	0
03	11	9	0	0	1	0	1	1	0	0	1	0	0	0
04	14	10	0	0	0	0	0	0	0	0	4	2	0	0
05	15	12	0	0	0	0	1	0	0	0	1	3	0	0
06	9	14	0	0	0	0	0	2	0	0	0	5	0	0
07	11	13	0	0	0	0	0	2	0	0	1	0	0	0
08	7	11	0	0	0	0	0	0	0	0	0	2	0	0
09	4	7	0	0	0	0	0	0	0	0	1	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	92	104	0	0	1	1	2	9	0	0	10	15	0	0
Percen	39.3	44.4	0.0	0.0	0.4	0.4	0.9	3.8	0.0	0.0	4.3	6.4	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011071806
District: 071806 - HARMONY SCIENCE ACAD (EL PASO)
Campus: 071806002 - HARMONY SCHOOL OF INNOVATION - EL PASO

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	10	0	4.3%
01	23	0	9.8%
02	26	0	11.1%
03	24	0	10.3%
04	30	0	12.8%
05	32	0	13.7%
06	28	2	12.8%
07	26	1	11.5%
08	19	1	8.5%
09	11	1	5.1%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	229	5	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011071806
District: 071806 - HARMONY SCIENCE ACAD (EL PASO)
Campus: 071806002 - HARMONY SCHOOL OF INNOVATION - EL PASO

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	3	0	0	0	0	0	0	0	0	0	0	0	0	0
01	3	3	0	0	0	0	0	0	0	0	0	2	0	0
02	2	4	0	0	0	0	0	0	0	0	1	0	0	0
03	3	1	0	0	0	0	0	0	0	0	0	0	1	0
04	1	4	0	0	0	0	0	1	0	0	0	0	0	0
05	2	4	0	1	0	0	0	0	0	0	1	1	0	0
06	3	6	0	0	0	0	1	1	0	0	1	0	0	0
07	4	0	1	0	0	0	0	0	0	0	1	0	0	0
08	1	4	0	0	0	0	0	0	0	0	0	1	1	0
09	2	3	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	24	29	1	1	0	0	1	2	0	0	4	4	2	0
Percen	35.3	42.6	1.5	1.5	0.0	0.0	1.5	2.9	0.0	0.0	5.9	5.9	2.9	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011071806
District: 071806 - HARMONY SCIENCE ACAD (EL PASO)
Campus: 071806002 - HARMONY SCHOOL OF INNOVATION - EL PASO

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	2	1	4.4%
01	8	0	11.8%
02	7	0	10.3%
03	5	0	7.4%
04	6	0	8.8%
05	9	0	13.2%
06	12	0	17.6%
07	5	1	8.8%
08	7	0	10.3%
09	4	1	7.4%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	65	3	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011071806
District: 071806 - HARMONY SCIENCE ACAD (EL PASO)
Campus: 071806002 - HARMONY SCHOOL OF INNOVATION - EL PASO

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	116	133	1	1	1	1	3	11	0	0	14	19	2	0
Percent	38.4	44.0	0.3	0.3	0.33	0.33	0.99	3.64	0.00	0.00	4.64	6.29	0.66	0.00

Totals

	Regular	SpecEd	%
Totals	294	8	100.0

	Total	%
Total Enrollment	495	100.0
Not economically disadvantaged	193	39.0
Eligible for free meals	234	47.3
Eligible for reduced-price meals	68	13.7
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816101 - HARMONY SCHOOL OF EXCELLENCE

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	7	7	0	0	0	0	2	1	0	0	1	0	0	0
01	10	13	0	0	0	0	0	0	0	0	0	0	0	0
02	8	11	0	0	0	0	1	3	0	0	1	2	0	0
03	5	11	0	0	0	1	0	1	0	0	0	1	1	0
04	12	14	0	0	0	0	1	2	0	0	3	1	0	0
05	9	14	0	0	0	0	0	0	0	0	3	1	0	1
06	11	22	0	0	0	0	1	0	0	0	2	1	0	1
07	14	12	0	0	0	0	1	1	0	0	2	3	0	0
08	8	11	0	0	0	0	2	1	0	0	0	1	0	0
09	7	4	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	91	119	0	0	0	1	8	9	0	0	12	10	1	2
Percen	36.0	47.0	0.0	0.0	0.0	0.4	3.2	3.6	0.0	0.0	4.7	4.0	0.4	0.8

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816101 - HARMONY SCHOOL OF EXCELLENCE

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	18	0	7.1%
01	21	2	9.1%
02	26	0	10.3%
03	20	0	7.9%
04	31	2	13.0%
05	26	2	11.1%
06	36	2	15.0%
07	32	1	13.0%
08	22	1	9.1%
09	11	0	4.3%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	243	10	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816101 - HARMONY SCHOOL OF EXCELLENCE

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	4	4	0	0	0	0	0	0	0	0	1	0	0	0
01	0	6	0	0	0	0	0	1	0	0	1	1	0	0
02	2	4	0	0	0	0	0	0	0	0	0	0	0	0
03	5	3	0	0	0	0	0	0	0	0	0	1	0	0
04	6	4	0	0	0	0	0	1	0	0	0	1	0	0
05	2	3	0	0	0	0	0	0	0	0	0	0	0	0
06	4	3	0	0	0	0	1	1	0	0	0	0	0	0
07	6	1	0	0	0	0	0	0	0	0	0	0	0	0
08	2	4	0	0	0	0	0	0	0	0	0	0	0	0
09	3	2	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	34	34	0	0	0	0	1	3	0	0	2	3	0	0
Percen	44.2	44.2	0.0	0.0	0.0	0.0	1.3	3.9	0.0	0.0	2.6	3.9	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816101 - HARMONY SCHOOL OF EXCELLENCE

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	9	0	11.7%
01	9	0	11.7%
02	6	0	7.8%
03	9	0	11.7%
04	12	0	15.6%
05	5	0	6.5%
06	9	0	11.7%
07	7	0	9.1%
08	5	1	7.8%
09	4	1	6.5%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	75	2	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816101 - HARMONY SCHOOL OF EXCELLENCE

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	125	153	0	0	0	1	9	12	0	0	14	13	1	2
Percent	37.9	46.4	0.0	0.0	0.00	0.30	2.73	3.64	0.00	0.00	4.24	3.94	0.30	0.61

Totals

	Regular	SpecEd	%
Totals	318	12	100.0

	Total	%
Total Enrollment	508	100.0
Not economically disadvantaged	178	35.0
Eligible for free meals	253	49.8
Eligible for reduced-price meals	77	15.2
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011152805
District: 152805 - HARMONY SCIENCE ACAD (LUBBOCK)
Campus: 152805002 - HARMONY SCIENCE ACADEMY - ODESSA

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	7	14	0	0	0	0	0	0	0	0	4	3	0	0
01	9	4	0	0	0	0	1	1	0	0	3	1	0	0
02	7	4	0	0	0	0	0	2	0	0	2	5	0	0
03	5	3	0	0	0	0	1	0	0	0	1	5	1	0
04	2	4	0	0	0	0	1	0	0	0	2	0	0	0
05	6	1	0	0	0	0	0	0	0	0	3	0	0	1
06	2	2	0	0	0	0	0	0	0	0	1	2	0	1
07	5	2	0	0	0	0	0	0	0	0	0	0	0	0
08	3	1	0	0	0	0	1	0	0	0	2	2	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	46	35	0	0	0	0	4	3	0	0	18	18	1	2
Percen	36.2	27.6	0.0	0.0	0.0	0.0	3.1	2.4	0.0	0.0	14.2	14.2	0.8	1.6

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011152805
District: 152805 - HARMONY SCIENCE ACAD (LUBBOCK)
Campus: 152805002 - HARMONY SCIENCE ACADEMY - ODESSA

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	28	0	22.0%
01	19	0	15.0%
02	17	3	15.7%
03	16	0	12.6%
04	9	0	7.1%
05	9	2	8.7%
06	8	0	6.3%
07	7	0	5.5%
08	9	0	7.1%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	122	5	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011152805
District: 152805 - HARMONY SCIENCE ACAD (LUBBOCK)
Campus: 152805002 - HARMONY SCIENCE ACADEMY - ODESSA

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	2	0	0	0	0	0	0	0	0	0	0	1	1	0
01	1	2	0	0	0	0	1	0	0	0	0	0	0	0
02	1	2	0	0	0	0	0	0	0	0	3	1	0	0
03	0	1	0	0	0	0	0	0	0	0	0	0	0	0
04	1	0	0	0	0	0	0	0	0	0	0	0	0	0
05	1	1	0	0	0	0	1	0	0	0	2	0	0	0
06	2	1	0	0	0	0	0	0	0	0	1	0	0	0
07	2	0	0	0	0	0	0	0	0	0	1	1	0	0
08	1	0	0	0	0	0	0	0	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	11	7	0	0	0	0	2	0	0	0	7	3	1	0
Percen	35.5	22.6	0.0	0.0	0.0	0.0	6.5	0.0	0.0	0.0	22.6	9.7	3.2	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011152805
District: 152805 - HARMONY SCIENCE ACAD (LUBBOCK)
Campus: 152805002 - HARMONY SCIENCE ACADEMY - ODESSA

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	4	0	12.9%
01	3	1	12.9%
02	6	1	22.6%
03	1	0	3.2%
04	1	0	3.2%
05	5	0	16.1%
06	4	0	12.9%
07	3	1	12.9%
08	1	0	3.2%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	28	3	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011152805
District: 152805 - HARMONY SCIENCE ACAD (LUBBOCK)
Campus: 152805002 - HARMONY SCIENCE ACADEMY - ODESSA

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	57	42	0	0	0	0	6	3	0	0	25	21	2	2
Percent	36.1	26.6	0.0	0.0	0.00	0.00	3.80	1.90	0.00	0.00	15.82	13.29	1.27	1.27

Totals

	Regular	SpecEd	%
Totals	150	8	100.0

	Total	%
Total Enrollment	247	100.0
Not economically disadvantaged	89	36.0
Eligible for free meals	127	51.4
Eligible for reduced-price meals	31	12.6
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807002 - HARMONY SCIENCE ACADEMY - GARLAND

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	3	6	0	0	0	0	4	4	0	0	1	0	0	0
01	2	3	0	0	0	0	5	4	0	0	4	1	0	0
02	3	2	0	0	0	1	3	3	0	0	2	0	0	0
03	1	7	0	0	2	2	3	1	0	0	3	2	0	0
04	1	1	0	0	1	2	2	3	0	0	1	2	0	0
05	3	3	0	0	0	0	1	2	0	0	2	0	0	0
06	6	10	0	0	1	0	2	5	0	0	2	1	0	0
07	0	2	0	0	2	1	2	1	0	0	1	1	0	0
08	2	1	0	0	0	0	3	1	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	21	35	0	0	6	6	25	24	0	0	16	7	0	0
Percen	15.0	25.0	0.0	0.0	4.3	4.3	17.9	17.1	0.0	0.0	11.4	5.0	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807002 - HARMONY SCIENCE ACADEMY - GARLAND

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	16	2	12.9%
01	19	0	13.6%
02	13	1	10.0%
03	19	2	15.0%
04	13	0	9.3%
05	11	0	7.9%
06	26	1	19.3%
07	9	1	7.1%
08	7	0	5.0%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	133	7	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807002 - HARMONY SCIENCE ACADEMY - GARLAND

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	1	0	0	1	0	3	1	0	0	0	0	0	0
01	1	0	0	0	0	0	1	1	0	0	0	1	0	0
02	0	0	0	0	0	0	1	2	0	0	0	1	0	0
03	0	0	0	0	1	1	1	0	0	0	0	0	0	0
04	1	1	0	0	0	0	1	1	0	0	1	0	0	0
05	1	1	0	0	0	1	2	0	0	0	0	1	0	0
06	3	1	0	0	1	0	0	1	0	0	0	0	0	0
07	0	0	0	0	0	0	1	0	0	0	2	0	0	0
08	0	0	0	0	0	0	1	0	0	0	0	1	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	6	4	0	0	3	2	11	6	0	0	3	4	0	0
Percen	15.4	10.3	0.0	0.0	7.7	5.1	28.2	15.4	0.0	0.0	7.7	10.3	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807002 - HARMONY SCIENCE ACADEMY - GARLAND

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	6	0	15.4%
01	4	0	10.3%
02	4	0	10.3%
03	3	0	7.7%
04	5	0	12.8%
05	6	0	15.4%
06	6	0	15.4%
07	3	0	7.7%
08	2	0	5.1%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	39	0	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807002 - HARMONY SCIENCE ACADEMY - GARLAND

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	27	39	0	0	9	8	36	30	0	0	19	11	0	0
Percent	15.1	21.8	0.0	0.0	5.03	4.47	20.11	16.76	0.00	0.00	10.61	6.15	0.00	0.00

Totals

	Regular	SpecEd	%
Totals	172	7	100.0

	Total	%
Total Enrollment	421	100.0
Not economically disadvantaged	242	57.5
Eligible for free meals	140	33.3
Eligible for reduced-price meals	39	9.3
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011015828
District: 015828 - HARMONY SCIENCE ACAD (SAN ANTONIO)
Campus: 015828002 - HARMONY SCHOOL OF INNOVATION - SAN ANTONIO

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	4	4	0	0	1	0	1	1	0	0	2	2	0	0
01	3	3	0	0	0	0	3	2	0	0	2	2	1	0
02	5	2	0	0	0	0	3	1	0	0	3	0	0	0
03	4	5	0	0	0	0	0	1	0	0	0	1	0	0
04	2	7	0	0	0	0	2	4	0	0	0	0	0	0
05	9	2	0	0	0	0	1	2	0	0	0	1	0	1
06	6	4	0	0	0	0	3	2	0	0	0	2	1	0
07	1	1	0	0	1	0	3	1	0	0	2	1	0	1
08	1	0	0	0	0	0	0	1	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	35	28	0	0	2	0	16	15	0	0	9	9	2	2
Percent	29.7	23.7	0.0	0.0	1.7	0.0	13.6	12.7	0.0	0.0	7.6	7.6	1.7	1.7

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011015828
District: 015828 - HARMONY SCIENCE ACAD (SAN ANTONIO)
Campus: 015828002 - HARMONY SCHOOL OF INNOVATION - SAN ANTONIO

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	15	0	12.7%
01	16	0	13.6%
02	14	0	11.9%
03	11	0	9.3%
04	15	0	12.7%
05	12	4	13.6%
06	18	0	15.3%
07	10	1	9.3%
08	2	0	1.7%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	113	5	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011015828
District: 015828 - HARMONY SCIENCE ACAD (SAN ANTONIO)
Campus: 015828002 - HARMONY SCHOOL OF INNOVATION - SAN ANTONIO

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	2	0	0	0	0	0	0	1	0	0	0	1	0	1
01	0	0	0	0	0	0	0	1	0	0	0	1	0	0
02	2	0	0	0	0	0	0	0	0	0	1	0	0	0
03	2	1	0	0	0	0	0	0	0	0	0	0	0	0
04	2	0	0	0	0	0	0	1	0	0	2	0	0	1
05	0	0	0	0	0	0	0	0	0	0	1	0	0	0
06	1	3	0	0	0	0	0	0	0	0	0	0	0	0
07	2	0	0	0	0	0	0	1	0	0	0	0	0	0
08	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	11	4	0	0	0	0	0	4	0	0	4	2	0	2
Percent	40.7	14.8	0.0	0.0	0.0	0.0	0.0	14.8	0.0	0.0	14.8	7.4	0.0	7.4

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011015828
District: 015828 - HARMONY SCIENCE ACAD (SAN ANTONIO)
Campus: 015828002 - HARMONY SCHOOL OF INNOVATION - SAN ANTONIO

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	5	0	18.5%
01	1	1	7.4%
02	3	0	11.1%
03	3	0	11.1%
04	6	0	22.2%
05	1	0	3.7%
06	3	1	14.8%
07	3	0	11.1%
08	0	0	0.0%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	25	2	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011015828
District: 015828 - HARMONY SCIENCE ACAD (SAN ANTONIO)
Campus: 015828002 - HARMONY SCHOOL OF INNOVATION - SAN ANTONIO

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	46	32	0	0	2	0	16	19	0	0	13	11	2	4
Percent	31.7	22.1	0.0	0.0	1.38	0.00	11.03	13.10	0.00	0.00	8.97	7.59	1.38	2.76

Totals

	Regular	SpecEd	%
Totals	138	7	100.0

	Total	%
Total Enrollment	177	100.0
Not economically disadvantaged	32	18.1
Eligible for free meals	118	66.7
Eligible for reduced-price meals	27	15.3
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846006 - HARMONY SCHOOL OF FINE ARTS AND TECHNOLOGY

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	5	0	0	1	1	4	1	0	0	2	1	0	1
01	3	3	0	0	0	0	2	3	0	0	1	1	0	0
02	2	4	0	0	2	1	4	2	0	0	1	2	0	0
03	2	5	0	0	2	2	2	4	0	0	2	0	1	0
04	3	2	0	0	0	0	7	6	0	0	0	0	0	0
05	1	3	0	0	1	2	4	2	0	0	0	0	0	0
06	4	3	0	0	0	0	5	6	0	0	1	0	0	0
07	2	3	0	0	0	0	4	1	0	0	1	1	0	0
08	5	3	0	0	0	0	3	1	0	0	0	1	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	23	31	0	0	6	6	35	26	0	0	8	6	1	1
Percent	16.1	21.7	0.0	0.0	4.2	4.2	24.5	18.2	0.0	0.0	5.6	4.2	0.7	0.7

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846006 - HARMONY SCHOOL OF FINE ARTS AND TECHNOLOGY

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	17	0	11.9%
01	13	0	9.1%
02	18	0	12.6%
03	20	0	14.0%
04	18	0	12.6%
05	13	0	9.1%
06	19	0	13.3%
07	12	0	8.4%
08	13	0	9.1%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	143	0	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846006 - HARMONY SCHOOL OF FINE ARTS AND TECHNOLOGY

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	1	0	0	4	0	2	3	0	0	0	1	0	0
01	1	0	1	0	2	0	1	3	0	0	0	1	0	0
02	0	1	0	0	0	2	3	2	0	0	1	0	0	0
03	2	1	0	0	0	0	1	6	0	0	3	1	0	0
04	3	3	0	0	0	0	1	0	0	0	0	0	0	0
05	3	2	0	0	1	2	0	4	0	0	1	2	0	0
06	4	1	0	0	1	0	2	2	0	0	0	0	0	0
07	1	1	0	0	0	0	2	2	0	0	0	1	0	0
08	0	0	0	0	0	0	1	0	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	14	10	1	0	8	4	13	22	0	0	5	6	0	0
Percent	16.9	12.0	1.2	0.0	9.6	4.8	15.7	26.5	0.0	0.0	6.0	7.2	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846006 - HARMONY SCHOOL OF FINE ARTS AND TECHNOLOGY

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	11	0	13.3%
01	9	0	10.8%
02	9	0	10.8%
03	14	0	16.9%
04	7	0	8.4%
05	15	0	18.1%
06	10	0	12.0%
07	7	0	8.4%
08	1	0	1.2%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	83	0	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846006 - HARMONY SCHOOL OF FINE ARTS AND TECHNOLOGY

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other Pacific Islander		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	37	41	1	0	14	10	48	48	0	0	13	12	1	1
Percent	16.4	18.1	0.4	0.0	6.19	4.42	21.24	21.24	0.00	0.00	5.75	5.31	0.44	0.44

	Totals		
	Regular	SpecEd	%
Totals	226	0	100.0

	Total	%
Total Enrollment	419	100.0
Not economically disadvantaged	193	46.1
Eligible for free meals	143	34.1
Eligible for reduced-price meals	83	19.8
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813005 - HARMONY SCHOOL OF NATURE & ATHLETICS

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	2	5	0	1	0	1	3	2	0	0	2	0	0	2
01	0	1	0	0	1	1	1	4	0	0	2	1	0	0
02	6	3	0	0	0	1	2	2	0	0	1	0	0	0
03	2	3	0	0	0	1	2	2	0	0	0	1	0	0
04	3	5	0	0	1	1	3	3	0	0	1	0	0	0
05	5	3	0	0	0	1	2	1	0	0	2	1	0	0
06	3	5	0	0	0	0	2	6	0	0	1	1	0	0
07	8	2	0	0	0	0	2	1	0	0	3	0	0	0
08	1	2	0	0	0	1	0	2	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	30	29	0	1	2	7	17	23	0	0	12	4	0	2
Percen	23.6	22.8	0.0	0.8	1.6	5.5	13.4	18.1	0.0	0.0	9.4	3.1	0.0	1.6

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813005 - HARMONY SCHOOL OF NATURE & ATHLETICS

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	16	2	14.2%
01	10	1	8.7%
02	14	1	11.8%
03	11	0	8.7%
04	15	2	13.4%
05	14	1	11.8%
06	18	0	14.2%
07	15	1	12.6%
08	6	0	4.7%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	119	8	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813005 - HARMONY SCHOOL OF NATURE & ATHLETICS

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	2	0	0	0	0	0	2	0	0	0	0	0	0
01	0	1	0	0	0	0	1	1	0	0	0	1	0	0
02	0	0	0	0	0	0	2	0	0	0	1	0	0	0
03	3	2	0	0	0	0	1	2	0	0	0	1	0	0
04	3	2	0	0	1	0	0	1	0	0	1	0	0	0
05	0	2	0	0	0	0	0	1	0	0	1	0	0	0
06	2	1	0	0	0	0	0	2	0	0	0	0	0	0
07	2	3	0	0	0	0	0	1	0	0	0	0	0	0
08	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	11	13	0	0	1	0	4	10	0	0	3	2	0	0
Percen	25.0	29.5	0.0	0.0	2.3	0.0	9.1	22.7	0.0	0.0	6.8	4.5	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813005 - HARMONY SCHOOL OF NATURE & ATHLETICS

Eligible for reduced-price meals
Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	5	0	11.4%
01	4	0	9.1%
02	3	0	6.8%
03	9	0	20.5%
04	8	0	18.2%
05	4	0	9.1%
06	5	0	11.4%
07	6	0	13.6%
08	0	0	0.0%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	44	0	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813005 - HARMONY SCHOOL OF NATURE & ATHLETICS

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	41	42	0	1	3	7	21	33	0	0	15	6	0	2
Percent	24.0	24.6	0.0	0.6	1.75	4.09	12.28	19.30	0.00	0.00	8.77	3.51	0.00	1.17

	Totals		
	Regular	SpecEd	%
Totals	163	8	100.0

	Total	%
Total Enrollment	479	100.0
Not economically disadvantaged	308	64.3
Eligible for free meals	127	26.5
Eligible for reduced-price meals	44	9.2
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846001 - HARMONY SCIENCE ACADEMY

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	20	17	0	1	9	9	11	10	0	0	4	9	0	0
10	13	16	0	0	6	6	6	12	0	0	4	4	0	0
11	9	11	0	0	1	7	2	3	0	0	4	4	0	0
12	2	2	0	0	1	0	1	2	0	0	1	2	0	0
Totals	44	46	0	1	17	22	20	27	0	0	13	19	0	0
Percen	21.1	22.0	0.0	0.5	8.1	10.5	9.6	12.9	0.0	0.0	6.2	9.1	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846001 - HARMONY SCIENCE ACADEMY

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	0	0	0.0%
01	0	0	0.0%
02	0	0	0.0%
03	0	0	0.0%
04	0	0	0.0%
05	0	0	0.0%
06	0	0	0.0%
07	0	0	0.0%
08	0	0	0.0%
09	90	0	43.1%
10	66	1	32.1%
11	40	1	19.6%
12	11	0	5.3%
Totals	207	2	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846001 - HARMONY SCIENCE ACADEMY

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	5	3	1	1	5	2	0	6	0	0	0	2	0	0
10	6	4	0	0	2	4	0	1	0	0	4	4	0	0
11	1	4	0	0	2	0	1	1	0	0	0	2	0	1
12	2	1	1	0	2	1	2	0	0	0	1	2	0	0
Totals	14	12	2	1	11	7	3	8	0	0	5	10	0	1
Percen	18.9	16.2	2.7	1.4	14.9	9.5	4.1	10.8	0.0	0.0	6.8	13.5	0.0	1.4

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846001 - HARMONY SCIENCE ACADEMY

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	0	0	0.0%
01	0	0	0.0%
02	0	0	0.0%
03	0	0	0.0%
04	0	0	0.0%
05	0	0	0.0%
06	0	0	0.0%
07	0	0	0.0%
08	0	0	0.0%
09	24	1	33.8%
10	24	1	33.8%
11	12	0	16.2%
12	12	0	16.2%
Totals	72	2	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846001 - HARMONY SCIENCE ACADEMY

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	58	58	2	2	28	29	23	35	0	0	18	29	0	1
Percent	20.5	20.5	0.7	0.7	9.89	10.25	8.13	12.37	0.00	0.00	6.36	10.25	0.00	0.35

	Totals		
	Regular	SpecEd	%
Totals	279	4	100.0

	Total	%
Total Enrollment	389	100.0
Not economically disadvantaged	106	27.2
Eligible for free meals	209	53.7
Eligible for reduced-price meals	74	19.0
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858004 - HARMONY SCHOOL OF ADVANCEMENT - HIGH

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	7	7	0	0	5	3	4	4	0	0	3	1	0	0
10	5	7	0	0	2	3	5	1	0	0	0	0	0	0
11	4	5	0	0	6	0	1	5	0	0	1	3	0	0
12	0	1	0	0	0	1	0	0	0	0	0	0	0	0
Totals	16	20	0	0	13	7	10	10	0	0	4	4	0	0
Percen	19.0	23.8	0.0	0.0	15.5	8.3	11.9	11.9	0.0	0.0	4.8	4.8	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858004 - HARMONY SCHOOL OF ADVANCEMENT - HIGH

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	0	0	0.0%
01	0	0	0.0%
02	0	0	0.0%
03	0	0	0.0%
04	0	0	0.0%
05	0	0	0.0%
06	0	0	0.0%
07	0	0	0.0%
08	0	0	0.0%
09	33	1	40.5%
10	23	0	27.4%
11	24	1	29.8%
12	2	0	2.4%
Totals	82	2	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858004 - HARMONY SCHOOL OF ADVANCEMENT - HIGH

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	0	0	0	0	0	0	0	0	0	0	0	0	0	0
01	0	0	0	0	0	0	0	0	0	0	0	0	0	0
02	0	0	0	0	0	0	0	0	0	0	0	0	0	0
03	0	0	0	0	0	0	0	0	0	0	0	0	0	0
04	0	0	0	0	0	0	0	0	0	0	0	0	0	0
05	0	0	0	0	0	0	0	0	0	0	0	0	0	0
06	0	0	0	0	0	0	0	0	0	0	0	0	0	0
07	0	0	0	0	0	0	0	0	0	0	0	0	0	0
08	0	0	0	0	0	0	0	0	0	0	0	0	0	0
09	1	1	0	0	0	0	0	1	0	0	1	1	0	0
10	2	0	0	0	0	1	0	1	0	0	0	0	0	0
11	0	1	0	0	0	0	0	1	0	0	0	0	0	0
12	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	4	2	0	0	0	1	0	3	0	0	1	1	0	0
Percen	33.3	16.7	0.0	0.0	0.0	8.3	0.0	25.0	0.0	0.0	8.3	8.3	0.0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858004 - HARMONY SCHOOL OF ADVANCEMENT - HIGH

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	0	0	0.0%
01	0	0	0.0%
02	0	0	0.0%
03	0	0	0.0%
04	0	0	0.0%
05	0	0	0.0%
06	0	0	0.0%
07	0	0	0.0%
08	0	0	0.0%
09	5	0	41.7%
10	4	0	33.3%
11	2	0	16.7%
12	1	0	8.3%
Totals	12	0	100.0

Note: Detail may not add to 100% due to rounding

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Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858004 - HARMONY SCHOOL OF ADVANCEMENT - HIGH

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	20	22	0	0	13	8	10	13	0	0	5	5	0	0
Percent	20.8	22.9	0.0	0.0	13.54	8.33	10.42	13.54	0.00	0.00	5.21	5.21	0.00	0.00

	Totals		
	Regular	SpecEd	%
Totals	94	2	100.0

	Total	%
Total Enrollment	280	100.0
Not economically disadvantaged	184	65.7
Eligible for free meals	84	30.0
Eligible for reduced-price meals	12	4.3
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858005 - HARMONY SCHOOL OF DISCOVERY - HOUSTON

Eligible for free meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	2	0	0	1	0	3	0	0	0	1	2	0	0
01	1	1	0	0	0	0	0	1	0	0	0	2	0	1
02	2	2	0	0	1	1	2	1	0	0	0	0	0	0
03	4	1	0	0	0	2	1	0	0	0	3	0	0	1
04	5	6	0	0	4	1	3	5	0	0	0	4	0	0
05	3	0	0	0	0	3	4	0	0	0	1	1	0	0
06	10	4	0	0	3	0	2	0	0	0	0	1	0	0
07	2	0	0	0	1	0	1	2	0	0	0	0	0	0
08	1	1	0	0	0	2	1	2	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	29	17	0	0	10	9	17	11	0	0	5	10	0	2
Percen	26.4	15.5	0.0	0.0	9.1	8.2	15.5	10.0	0.0	0.0	4.5	9.1	0.0	1.8

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858005 - HARMONY SCHOOL OF DISCOVERY - HOUSTON

Eligible for free meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	10	0	9.1%
01	6	0	5.5%
02	9	0	8.2%
03	12	0	10.9%
04	28	0	25.5%
05	12	0	10.9%
06	20	0	18.2%
07	6	0	5.5%
08	7	0	6.4%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	110	0	100.0

Note: Detail may not add to 100% due to rounding

U282M110010
0010

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858005 - HARMONY SCHOOL OF DISCOVERY - HOUSTON

Eligible for reduced-price meals

Grade	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PK	0	0	0	0	0	0	0	0	0	0	0	0	0	0
KG	1	0	0	0	0	0	0	0	0	0	0	0	0	0
01	1	1	0	0	0	1	0	0	0	0	0	1	0	0
02	0	1	0	0	1	0	0	0	0	0	1	0	0	0
03	3	1	0	0	0	0	1	1	0	0	0	0	0	0
04	4	2	0	0	2	0	1	1	0	0	0	1	0	1
05	3	2	0	0	1	2	1	0	0	0	0	0	0	0
06	3	1	0	0	0	2	1	0	0	0	0	0	0	0
07	0	0	0	0	0	2	0	0	0	0	0	0	0	0
08	0	1	0	0	0	0	0	0	0	0	0	0	0	0
09	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals	15	9	0	0	4	7	4	2	0	0	1	2	0	1
Percen	33.3	20.0	0.0	0.0	8.9	15.6	8.9	4.4	0.0	0.0	2.2	4.4	0.0	2.2

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858005 - HARMONY SCHOOL OF DISCOVERY - HOUSTON

Eligible for reduced-price meals

Totals

Grade	Regular	SpecEd	%
EE	0	0	0.0%
PK	0	0	0.0%
KG	1	0	2.2%
01	4	0	8.9%
02	3	0	6.7%
03	6	0	13.3%
04	12	0	26.7%
05	8	1	20.0%
06	7	0	15.6%
07	2	0	4.4%
08	1	0	2.2%
09	0	0	0.0%
10	0	0	0.0%
11	0	0	0.0%
12	0	0	0.0%
Totals	44	1	100.0

Note: Detail may not add to 100% due to rounding

Economically Disadvantaged Students by Sex and Ethnicity

2010 - 2011 Fall Collection

Filename: F2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858005 - HARMONY SCHOOL OF DISCOVERY - HOUSTON

District Summary

	Hispanic/ Latino		American Indian Or Alaska Native		Asian		Black or African American		Hawaiian or Other		White		Two or More Races	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Totals	44	26	0	0	14	16	21	13	0	0	6	12	0	3
Percent	28.4	16.8	0.0	0.0	9.03	10.32	13.55	8.39	0.00	0.00	3.87	7.74	0.00	1.94

Totals

	Regular	SpecEd	%
Totals	154	1	100.0

	Total	%
Total Enrollment	379	100.0
Not economically disadvantaged	224	59.1
Eligible for free meals	110	29.0
Eligible for reduced-price meals	45	11.9
Other Economic Disadvantage	0	0.0

Note: Detail may not add to 100% due to rounding

ATTACHMENT B

TEXAS STATE-WIDE ACCOUNTABILITY RATINGS

2008 TO 2010

Sources

Texas 2008 Accountability System State Summary
http://ritter.tea.state.tx.us/perfreport/account/2008/statesummary.html

Texas 2009 Accountability System State Summary
http://ritter.tea.state.tx.us/perfreport/account/2009/statesummary.html

Texas 2009 Accountability System State Summary
http://ritter.tea.state.tx.us/perfreport/account/2010/statesummary.html

2008 Accountability System State Summary

(as of October 2008)

District Ratings by Rating Category

(including Charter Operators)

ACCOUNTABILITY RATING	2008	
	Count	Percent
Exemplary	**43**	**3.5%**
Recognized	**329**	**26.8%**
Academically Acceptable	**818**	**66.6%**
Standard Procedures	753	61.3%
AEA Procedures	65	5.3%
Academically Unacceptable	**32**	**2.6%**
Standard Procedures	30	2.4%
AEA Procedures	2	0.2%
Not Rated: Other	**7**	**0.5%**
Total	**1,229**	**100.0%**

District Ratings by Rating Category

(excluding Charter Operators)

ACCOUNTABILITY RATING	2008	
	Count	Percent
Exemplary	**29**	**2.8%**
Recognized	**288**	**27.9%**
Academically Acceptable	**703**	**68.2%**
Academically Unacceptable	**11**	**1.1%**
Not Rated: Other	**0**	**0.0%**
Total	**1,031**	**100.0%**

Charter Operator Ratings by Rating Category

ACCOUNTABILITY RATING	2008	

	Count	Percent
Exemplary	**14**	**7.1%**
Recognized	**41**	**20.7%**
Academically Acceptable	**115**	**58.1%**
Standard Procedures	50	25.3%
AEA Procedures	65	32.8%
Academically Unacceptable	**21**	**10.6%**
Standard Procedures	19	9.6%
AEA Procedures	2	1.0%
Not Rated: Other	**7**	**3.5%**
Total	**198**	**100.0%**

Campus Ratings by Rating Category
(including Charter Campuses)

ACCOUNTABILITY RATING	2008	
	Count	Percent
Exemplary	**1,000**	**12.2%**
Recognized	**2,819**	**34.4%**
Academically Acceptable	**3,508**	**42.8%**
Standard Procedures	3,111	38.0%
AEA Procedures	397	4.8%
Academically Unacceptable	**202**	**2.5%**
Standard Procedures	187	2.3%
AEA Procedures	15	0.2%
Not Rated: Other	**665**	**8.1%**
Not Rated: Data Integrity Issues	**1**	**0.0%**
Total	**8,195**	**100%**

Campus Ratings by Rating Category
(excluding Charter Campuses)

ACCOUNTABILITY RATING	2008	
	Count	Percent
Exemplary	**977**	**12.5%**
Recognized	**2,750**	**35.2%**
Academically Acceptable	**3,282**	**42.0%**
Standard Procedures	3,032	38.8%
AEA Procedures	250	3.2%

Academically Unacceptable	**170**	**2.2%**
Standard Procedures	160	2.0%
AEA Procedures	10	0.1%
Not Rated: Other	**641**	**8.2%**
Not Rated: Data Integrity Issues	**1**	**0.0%**
Total	**7,821**	**100.0%**

Charter Campus Ratings by Rating Category

ACCOUNTABILITY RATING	2008	
	Count	Percent
Exemplary	**23**	**6.1%**
Recognized	**69**	**18.4%**
Academically Acceptable	**226**	**60.4%**
Standard Procedures	79	21.1%
AEA Procedures	147	39.3%
Academically Unacceptable	**32**	**8.6%**
Standard Procedures	27	7.2%
AEA Procedures	5	1.3%
Not Rated: Other	**24**	**6.4%**
Not Rated: Data Integrity Issues	**0**	**0.0%**
Total	**374**	**100.0%**

Campus Ratings by School Type
(including Charter Campuses)

ACCOUNTABILITY RATING	Elementary	Middle/Jr. High	High School	Multi-level	Total
Exemplary	**848**	**88**	**40**	**24**	**1,000**
Recognized	**2,147**	**397**	**208**	**67**	**2,819**
Academically Acceptable	**1,115**	**1,013**	**859**	**124**	**3,111**
Academically Unacceptable	**63**	**44**	**65**	**15**	**187**
Not Rated: Other	**194**	**66**	**237**	**157**	**654**
Not Rated: Data Integrity Issues	**1**	**0**	**0**	**0**	**1**
AEA: Academically Acceptable	**16**	**12**	**290**	**79**	**397**

AEA: Academically Unacceptable	0	1	10	4	15
AEA: Not Rated - Other	1	0	2	8	11
Total	4,385	1,621	1,711	478	8,195

Campus AEA Ratings by AEA Campus Type
(including Charter Campuses)

ACCOUNTABILITY RATING	AECs of Choice	Residential Facilities	Total AEA Campuses
AEA: Academically Acceptable	330	67	397
AEA: Academically Unacceptable	10	5	15
AEA: Not Rated - Other	1	10	11
Total	341	82	423

District Gold Performance Acknowledgments*
(including Charter Operators)

ACKNOWLEDGMENT		Acknowledged	Does Not Qualify	Not Applicable	Total
Advanced Course / Dual Enrollment Completion	Count	80	996	153	1,229
	Percent	6.5%	81.0%	12.4%	100.0%
AP / IB Results	Count	49	1,020	160	1,229
	Percent	4.0%	83.0%	13.0%	100.0%
Attendance Rate	Count	336	877	16	1,229
	Percent	27.3%	71.4%	1.3%	100.0%
Commended on Reading / ELA	Count	466	756	7	1,229
	Percent	37.9%	61.5%	0.6%	100.0%
Commended on Mathematics	Count	179	1,041	9	1,229
	Percent	14.6%	84.7%	0.7%	100.0%
Commended on Writing	Count	493	679	57	1,229
	Percent	40.1%	55.2%	4.6%	100.0%
Commended on Science	Count	126	1,087	16	1,229
	Percent	10.3%	88.4%	1.3%	100.0%
Commended on Social Studies	Count	404	757	68	1,229
	Percent	32.9%	61.6%	5.5%	100.0%
Rec. H.S. Program / DAP	Count	325	737	167	1,229
	Percent	26.4%	60.0%	13.6%	100.0%

SAT / ACT Results	Count	34	1,022	173	1,229
	Percent	2.8%	83.2%	14.1%	100.0%
Texas Success Initiative ELA	Count	391	675	163	1,229
	Percent	31.8%	54.9%	13.3%	100.0%
Texas Success Initiative Mathematics	Count	404	662	163	1,229
	Percent	32.9%	53.9%	13.3%	100.0%

Charter Operator Gold Performance Acknowledgments*

ACKNOWLEDGMENT		Acknowledged	Does Not Qualify	Not Applicable	Total
Advanced Course / Dual Enrollment Completion	Count	16	92	90	198
	Percent	8.1%	46.5%	45.5%	100.0%
AP / IB Results	Count	1	98	99	198
	Percent	0.5%	49.5%	50.0%	100.0%
Attendance Rate	Count	64	118	16	198
	Percent	32.3%	59.6%	8.1%	100.0%
Commended on Reading / ELA	Count	59	132	7	198
	Percent	29.8%	66.7%	3.5%	100.0%
Commended on Mathematics	Count	36	153	9	198
	Percent	18.2%	77.3%	4.5%	100.0%
Commended on Writing	Count	42	99	57	198
	Percent	21.2%	50.0%	28.8%	100.0%
Commended on Science	Count	34	149	15	198
	Percent	17.2%	75.3%	7.6%	100.0%
Commended on Social Studies	Count	49	100	49	198
	Percent	24.7%	50.5%	24.7%	100.0%
Rec. H.S. Program / DAP	Count	36	59	103	198
	Percent	18.2%	29.8%	52.0%	100.0%
SAT / ACT Results	Count	2	90	106	198
	Percent	1.0%	45.5%	53.5%	100.0%
Texas Success Initiative ELA	Count	10	86	102	198
	Percent	5.1%	43.4%	51.5%	100.0%
Texas Success Initiative Mathematics	Count	16	80	102	198
	Percent	8.1%	40.4%	51.5%	100.0%

Campus Gold Performance Acknowledgments*
(including Charter Campuses)

ACKNOWLEDGMENT		Acknowledged	Does Not Qualify	Not Applicable	Total

Advanced Course / Dual Enrollment Completion	Count	157	1,551	6,487	8,195
	Percent	1.9%	18.9%	79.2%	100.0%
AP / IB Results	Count	95	1,540	6,560	8,195
	Percent	1.2%	18.8%	80.0%	100.0%
Attendance Rate	Count	1,556	5,772	867	8,195
	Percent	19.0%	70.4%	10.6%	100.0%
Commended on Reading / ELA	Count	3,115	4,177	903	8,195
	Percent	38.0%	51.0%	11.0%	100.0%
Commended on Mathematics	Count	2,473	4,807	915	8,195
	Percent	30.2%	58.7%	11.2%	100.0%
Commended on Writing	Count	2,704	2,889	2,602	8,195
	Percent	33.0%	35.3%	31.8%	100.0%
Commended on Science	Count	2,368	4,182	1,645	8,195
	Percent	28.9%	51.0%	20.1%	100.0%
Commended on Social Studies	Count	1,339	1,807	5,049	8,195
	Percent	16.3%	22.1%	61.6%	100.0%
Comparable Improvement Reading / ELA	Count	1,732	5,023	1,440	8,195
	Percent	21.1%	61.3%	17.6%	100.0%
Comparable Improvement Mathematics	Count	1,730	5,023	1,442	8,195
	Percent	21.1%	61.3%	17.6%	100.0%
Rec. H.S. Program / DAP	Count	480	1,122	6,593	8,195
	Percent	5.9%	13.7%	80.5%	100.0%
SAT / ACT Results	Count	53	1,529	6,613	8,195
	Percent	0.6%	18.7%	80.7%	100.0%
Texas Success Initiative ELA	Count	516	1,085	6,594	8,195
	Percent	6.3%	13.2%	80.5%	100.0%
Texas Success Initiative Mathematics	Count	511	1,080	6,604	8,195
	Percent	6.2%	13.2%	80.6%	100.0%

Charter Campus Gold Performance Acknowledgments*

ACKNOWLEDGMENT		Acknowledged	Does Not Qualify	Not Applicable	Total
Advanced Course / Dual Enrollment Completion	Count	20	159	195	374
	Percent	5.3%	42.5%	52.1%	100.0%
AP / IB Results	Count	1	160	213	374
	Percent	0.3%	42.8%	57.0%	100.0%
Attendance Rate	Count	89	215	70	374
	Percent	23.8%	57.5%	18.7%	100.0%

Commended on Reading/ELA	Count	**106**	**236**	**32**	**374**
	Percent	**28.3%**	**63.1%**	**8.6%**	**100.0%**
Commended on Mathematics	Count	**64**	**274**	**36**	**374**
	Percent	**17.1%**	**73.3%**	**9.6%**	**100.0%**
Commended on Writing	Count	**62**	**165**	**147**	**374**
	Percent	**16.6%**	**44.1%**	**39.3%**	**100.0%**
Commended on Science	Count	**50**	**257**	**67**	**374**
	Percent	**13.4%**	**68.7%**	**17.9%**	**100.0%**
Commended on Social Studies	Count	**63**	**180**	**131**	**374**
	Percent	**16.8%**	**48.1%**	**35.0%**	**100.0%**
Comparable Improvement Reading/ELA	Count	**44**	**131**	**199**	**374**
	Percent	**11.8%**	**35.0%**	**53.2%**	**100.0%**
Comparable Improvement Mathematics	Count	**45**	**129**	**200**	**374**
	Percent	**12.0%**	**34.5%**	**53.5%**	**100.0%**
Rec. H.S. Program/DAP	Count	**48**	**101**	**225**	**374**
	Percent	**12.8%**	**27.0%**	**60.2%**	**100.0%**
SAT/ACT Results	Count	**2**	**142**	**230**	**374**
	Percent	**0.5%**	**38.0%**	**61.5%**	**100.0%**
Texas Success Initiative ELA	Count	**20**	**143**	**211**	**374**
	Percent	**5.3%**	**38.2%**	**56.4%**	**100.0%**
Texas Success Initiative Mathematics	Count	**28**	**132**	**214**	**374**
	Percent	**7.5%**	**35.3%**	**57.2%**	**100.0%**

* Beginning with 2008, charter operators and alternative education campuses (AECs) rated under the Alternative Education Accountability (AEA) procedures are eligible to earn Gold Performance Acknowledgments. The performance of these charters and AECs is included in the GPA tables.

For more information about the statewide impact of the 2008 accountability ratings, please see the **Highlights** document (a PDF download).

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2009 Accountability System State Summary

(Updated November 9, 2009)

District Ratings by Rating Category
(including Charter Operators)

ACCOUNTABILITY RATING	2009	
	Count	Percent
Exemplary	**117**	**9.5%**
Recognized	**464**	**37.6%**
Academically Acceptable	**570**	**46.1%**
Standard Procedures	518	41.9%
AEA Procedures	52	4.2%
Academically Unacceptable	**73**	**5.9%**
Standard Procedures	56	4.5%
AEA Procedures	17	1.4%
Not Rated: Other	**11**	**0.9%**
Total	**1,235**	**100.0%**

District Ratings by Rating Category
(excluding Charter Operators)

ACCOUNTABILITY RATING	2009	
	Count	Percent
Exemplary	**85**	**8.3%**
Recognized	**421**	**40.9%**
Academically Acceptable	**476**	**46.2%**
Academically Unacceptable	**46**	**4.5%**
Not Rated: Other	**2**	**0.2%**
Total	**1,030**	**100.0%**

Charter Operator Ratings by Rating Category

ACCOUNTABILITY RATING	2009	
	Count	Percent
Exemplary	**32**	**15.6%**
Recognized	**43**	**21.0%**
Academically Acceptable	**94**	**45.9%**
Standard Procedures	42	20.5%
AEA Procedures	52	25.4%
Academically Unacceptable	**27**	**13.2%**
Standard Procedures	10	4.9%
AEA Procedures	17	8.3%
Not Rated: Other	**9**	**4.4%**
Total	**205**	**100.0%**

Campus Ratings by Rating Category
(including Charter Campuses)

ACCOUNTABILITY RATING	2009	
	Count	Percent
Exemplary	**2,158**	**25.9%**
Recognized	**2,943**	**35.4%**
Academically Acceptable	**2,316**	**27.9%**
Standard Procedures	1,911	23.0%
AEA Procedures	405	4.9%
Academically Unacceptable	**245**	**2.9%**
Standard Procedures	208	2.5%
AEA Procedures	37	0.4%
Not Rated: Other	**659**	**7.9%**
Not Rated: Data Integrity Issues	**1**	**0.0%**
Total	**8,322**	**100.0%**

Campus Ratings by Rating Category
(excluding Charter Campuses)

ACCOUNTABILITY RATING	2009	
	Count	Percent
Exemplary	**2,089**	**26.5%**
Recognized	**2,867**	**36.4%**
Academically Acceptable	**2,102**	**26.6%**

Standard Procedures	1,849	23.4%
AEA Procedures	253	3.2%
Academically Unacceptable	**199**	**2.5%**
Standard Procedures	193	2.4%
AEA Procedures	6	0.1%
Not Rated: Other	**627**	**7.9%**
Not Rated: Data Integrity Issues	**1**	**0.0%**
Total	**7,885**	**100.0%**

Charter Campus Ratings by Rating Category

ACCOUNTABILITY RATING	2009	
	Count	Percent
Exemplary	**69**	**15.8%**
Recognized	**76**	**17.4%**
Academically Acceptable	**214**	**49.0%**
Standard Procedures	62	14.2%
AEA Procedures	152	34.8%
Academically Unacceptable	**46**	**10.5%**
Standard Procedures	15	3.4%
AEA Procedures	31	7.1%
Not Rated: Other	**32**	**7.3%**
Not Rated: Data Integrity Issues	**0**	**0.0%**
Total	**437**	**100.0%**

Campus Ratings by School Type
(including Charter Campuses)

ACCOUNTABILITY RATING	Elementary	Middle/Jr. High	High School	Multi-level	Total
Exemplary	**1,831**	**148**	**135**	**44**	**2,158**
Recognized	**1,789**	**535**	**522**	**97**	**2,943**
Academically Acceptable	**573**	**787**	**462**	**89**	**1,911**
Academically Unacceptable	**31**	**93**	**74**	**10**	**208**
Not Rated: Other	**211**	**79**	**215**	**146**	**651**
Not Rated: Data Integrity Issues	**0**	**1**	**0**	**0**	**1**

AEA: Academically Acceptable	25	15	286	79	405
AEA: Academically Unacceptable	0	0	26	11	37
AEA: Not Rated - Other	0	3	1	4	8
Total	4,460	1,661	1,721	480	8,322

Campus AEA Ratings by AEA Campus Type
(including Charter Campuses)

ACCOUNTABILITY RATING	AECs of Choice	Residential Facilities	Total AEA Campuses
AEA: Academically Acceptable	318	87	405
AEA: Academically Unacceptable	33	4	37
AEA: Not Rated - Other	2	6	8
Total	353	97	450

District Gold Performance Acknowledgments
(including Charter Operators)

ACKNOWLEDGMENT		Acknowledged	Does Not Qualify	Not Applicable	Total
Advanced Course / Dual Enrollment Completion	Count	59	1,013	163	1,235
	Percent	4.8%	82.0%	13.2%	100.0%
AP / IB Results	Count	54	1,012	169	1,235
	Percent	4.4%	81.9%	13.7%	100.0%
Attendance Rate	Count	326	888	21	1,235
	Percent	26.4%	71.9%	1.7%	100.0%
College-Ready Graduates	Count	479	576	180	1,235
	Percent	38.8%	46.6%	14.6%	100.0%
Commended on Reading / ELA	Count	254	969	12	1,235
	Percent	20.6%	78.5%	1.0%	100.0%
Commended on Mathematics	Count	143	1,080	12	1,235
	Percent	11.6%	87.4%	1.0%	100.0%
Commended on Writing	Count	383	800	52	1,235
	Percent	31.0%	64.8%	4.2%	100.0%
Commended on Science	Count	104	1,113	18	1,235

	Percent	8.4%	90.1%	1.5%	100.0%
Commended on Social Studies	Count	501	669	65	1,235
	Percent	40.6%	54.2%	5.3%	100.0%
Rec. H.S. Program/DAP	Count	270	791	174	1,235
	Percent	21.9%	64.0%	14.1%	100.0%
SAT/ACT Results	Count	20	1,036	179	1,235
	Percent	1.6%	83.9%	14.5%	100.0%
Texas Success Initiative ELA	Count	429	640	166	1,235
	Percent	34.7%	51.8%	13.4%	100.0%
Texas Success Initiative Mathematics	Count	410	655	170	1,235
	Percent	33.2%	53.0%	13.8%	100.0%

Charter Operator Gold Performance Acknowledgments

ACKNOWLEDGMENT		Acknowledged	Does Not Qualify	Not Applicable	Total
Advanced Course/ Dual Enrollment Completion	Count	18	86	101	205
	Percent	8.8%	42.0%	49.3%	100.0%
AP/IB Results	Count	3	94	108	205
	Percent	1.5%	45.9%	52.7%	100.0%
Attendance Rate	Count	75	111	19	205
	Percent	36.6%	54.1%	9.3%	100.0%
College-Ready Graduates	Count	19	70	116	205
	Percent	9.3%	34.1%	56.6%	100.0%
Commended on Reading/ELA	Count	49	146	10	205
	Percent	23.9%	71.2%	4.9%	100.0%
Commended on Mathematics	Count	32	163	10	205
	Percent	15.6%	79.5%	4.9%	100.0%
Commended on Writing	Count	43	112	50	205
	Percent	21.0%	54.6%	24.4%	100.0%
Commended on Science	Count	27	165	13	205
	Percent	13.2%	80.5%	6.3%	100.0%
Commended on Social Studies	Count	51	107	47	205
	Percent	24.9%	52.2%	22.9%	100.0%
Rec. H.S. Program/DAP	Count	33	60	112	205
	Percent	16.1%	29.3%	54.6%	100.0%
SAT/ACT Results	Count	1	89	115	205
	Percent	0.5%	43.4%	56.1%	100.0%
Texas Success Initiative	Count	18	82	105	205

ELA	Percent	8.8%	40.0%	51.2%	100.0%
Texas Success Initiative Mathematics	Count	23	74	108	205
	Percent	11.2%	36.1%	52.7%	100.0%

Campus Gold Performance Acknowledgments
(including Charter Campuses)

ACKNOWLEDGMENT		Acknowledged	Does Not Qualify	Not Applicable	Total
Advanced Course / Dual Enrollment Completion	Count	120	1,602	6,600	8,322
	Percent	1.4%	19.3%	79.3%	100.0%
AP / IB Results	Count	111	1,525	6,686	8,322
	Percent	1.3%	18.3%	80.3%	100.0%
Attendance Rate	Count	1,641	5,780	901	8,322
	Percent	19.7%	69.5%	10.8%	100.0%
College-Ready Graduates	Count	605	958	6,759	8,322
	Percent	7.3%	11.5%	81.2%	100.0%
Commended on Reading / ELA	Count	2,424	4,988	910	8,322
	Percent	29.1%	59.9%	10.9%	100.0%
Commended on Mathematics	Count	2,512	4,894	916	8,322
	Percent	30.2%	58.8%	11.0%	100.0%
Commended on Writing	Count	2,332	3,357	2,633	8,322
	Percent	28.0%	40.3%	31.6%	100.0%
Commended on Science	Count	2,375	4,284	1,663	8,322
	Percent	28.5%	51.5%	20.0%	100.0%
Commended on Social Studies	Count	1,534	1,662	5,126	8,322
	Percent	18.4%	20.0%	61.6%	100.0%
Comparable Improvement Reading / ELA	Count	1,771	5,094	1,457	8,322
	Percent	21.3%	61.2%	17.5%	100.0%
Comparable Improvement Mathematics	Count	1,758	5,106	1,458	8,322
	Percent	21.1%	61.4%	17.5%	100.0%
Rec. H.S. Program / DAP	Count	431	1,172	6,719	8,322
	Percent	5.2%	14.1%	80.7%	100.0%
SAT / ACT Results	Count	38	1,550	6,734	8,322
	Percent	0.5%	18.6%	80.9%	100.0%
Texas Success Initiative ELA	Count	557	1,038	6,727	8,322
	Percent	6.7%	12.5%	80.8%	100.0%
Texas Success Initiative Mathematics	Count	519	1,070	6,733	8,322
	Percent	6.2%	12.9%	80.9%	100.0%

Charter Campus Gold Performance Acknowledgments

ACKNOWLEDGMENT		Acknowledged	Does Not Qualify	Not Applicable	Total
Advanced Course / Dual Enrollment Completion	Count	23	164	250	437
	Percent	5.3%	37.5%	57.2%	100.0%
AP / IB Results	Count	3	167	267	437
	Percent	0.7%	38.2%	61.1%	100.0%
Attendance Rate	Count	129	215	93	437
	Percent	29.5%	49.2%	21.3%	100.0%
College-Ready Graduates	Count	26	116	295	437
	Percent	5.9%	26.5%	67.5%	100.0%
Commended on Reading / ELA	Count	100	288	49	437
	Percent	22.9%	65.9%	11.2%	100.0%
Commended on Mathematics	Count	66	321	50	437
	Percent	15.1%	73.5%	11.4%	100.0%
Commended on Writing	Count	83	179	175	437
	Percent	19.0%	41.0%	40.0%	100.0%
Commended on Science	Count	50	309	78	437
	Percent	11.4%	70.7%	17.8%	100.0%
Commended on Social Studies	Count	85	197	155	437
	Percent	19.5%	45.1%	35.5%	100.0%
Comparable Improvement Reading / ELA	Count	60	151	226	437
	Percent	13.7%	34.6%	51.7%	100.0%
Comparable Improvement Mathematics	Count	54	156	227	437
	Percent	12.4%	35.7%	51.9%	100.0%
Rec. H.S. Program / DAP	Count	47	110	280	437
	Percent	10.8%	25.2%	64.1%	100.0%
SAT / ACT Results	Count	1	151	285	437
	Percent	0.2%	34.6%	65.2%	100.0%
Texas Success Initiative ELA	Count	34	139	264	437
	Percent	7.8%	31.8%	60.4%	100.0%
Texas Success Initiative Mathematics	Count	33	138	266	437
	Percent	7.6%	31.6%	60.9%	100.0%

For more information about the statewide impact of the 2009 accountability ratings, please see the Highlights document (a PDF download).

2009 Accountability | Performance Reporting

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TEXAS EDUCATION AGENCY

2010 Accountability System State Summary

(as of November 2010)

District Ratings by Rating Category
(including Charter Operators)

ACCOUNTABILITY RATING	2010	
	Count	Percent
Exemplary	**241**	**19.5%**
Recognized	**607**	**49.1%**
Academically Acceptable	**342**	**27.6%**
Standard Procedures	294	23.8%
AEA Procedures	48	3.9%
Academically Unacceptable	**37**	**3.0%**
Standard Procedures	22	1.8%
AEA Procedures	15	1.2%
Not Rated: Other	**10**	**0.8%**
Total	**1,237**	**100.0%**

District Ratings by Rating Category
(excluding Charter Operators)

ACCOUNTABILITY RATING	2010	
	Count	Percent
Exemplary	**191**	**18.5%**
Recognized	**567**	**55.0%**
Academically Acceptable	**258**	**25.0%**
Academically Unacceptable	**14**	**1.6%**
Not Rated: Other	**0**	**0.0%**
Total	**1,030**	**100%**

Charter Operator Ratings by Rating Category

ACCOUNTABILITY RATING	2010	

	Count	Percent
Exemplary	**50**	**24.2%**
Recognized	**40**	**19.3%**
Academically Acceptable	**84**	**40.6%**
Standard Procedures	36	17.4%
AEA Procedures	48	23.2%
Academically Unacceptable	**23**	**11.1%**
Standard Procedures	8	3.9%
AEA Procedures	15	7.2%
Not Rated: Other	**10**	**4.8%**
Total	**207**	**100%**

Additional Features Used - Districts

PROVISION USED	Exemplary	Recognized	Academically Acceptable	AEA: Academically Acceptable	Total
Met Absolute Standard	72	76	201	0	349
Required Improvement Only	0	119	22	0	141
Texas Projection Measure (TPM) Only	164	170	52	0	386
Exceptions Only	0	1	0	0	1
Required Improvement and TPM	0	228	11	0	239
TPM and Exceptions	3	0	1	0	4
Required Improvement and Exceptions	0	1	0	0	1
Required Improvement and TPM and Exceptions	0	0	0	0	0
AEA: Academically Acceptable with no TPM	0	0	0	46	46
AEA: Academically Acceptable with TPM	0	0	0	2	2
Rating Due to Special Analysis	0	1	1	0	2
Rating Due to Granted Appeal	2	11	6	0	19
Total	241	607	294	48	1,190

Campus Ratings by Rating Category
(including Charter Campuses)

ACCOUNTABILITY RATING	2010	
	Count	Percent
Exemplary	**2,637**	**31.3%**
Recognized	**3,160**	**37.5%**
Academically Acceptable	**1,884**	**22.3%**
Standard Procedures	1,454	17.2%
AEA Procedures	430	5.1%
Academically Unacceptable	**104**	**1.2%**
Standard Procedures	84	1.0%
AEA Procedures	20	0.2%
Not Rated: Other	**650**	**7.7%**
Not Rated: Data Integrity Issues	**0**	**0.0%**
Total	**8,435**	**100%**

Campus Ratings by Rating Category
(excluding Charter Campuses)

ACCOUNTABILITY RATING	2010	
	Count	Percent
Exemplary	**2,528**	**31.7%**
Recognized	**3,083**	**38.7%**
Academically Acceptable	**1,666**	**20.9%**
Standard Procedures	1,396	17.5%
AEA Procedures	270	3.4%
Academically Unacceptable	**77**	**0.9%**
Standard Procedures	76	0.9%
AEA Procedures	1	0.0%
Not Rated: Other	**618**	**7.6%**
Not Rated: Data Integrity Issues	**0**	**0.0%**
Total	**7,972**	**100%**

Charter Campus Ratings by Rating Category

ACCOUNTABILITY RATING	2010	
	Count	Percent
Exemplary	**109**	**23.5%**
Recognized	**77**	**16.6%**

Academically Acceptable	**218**	**47.1%**
Standard Procedures	58	12.5%
AEA Procedures	160	34.6%
Academically Unacceptable	**27**	**5.8%**
Standard Procedures	8	1.7%
AEA Procedures	19	4.1%
Not Rated: Other	**32**	**6.9%**
Not Rated: Data Integrity Issues	**0**	**0.0%**
Total	**463**	**100%**

Campus Ratings by School Type
(including Charter Campuses)

ACCOUNTABILITY RATING	Elementary	Middle/Jr. High	High School	Multi-level	Total
Exemplary	2,019	337	204	77	2,637
Recognized	1,574	857	630	99	3,160
Academically Acceptable	659	386	345	64	1,454
Academically Unacceptable	35	13	30	6	84
Not Rated: Other	214	61	238	127	640
Not Rated: Data Integrity Issues	0	0	0	0	0
AEA: Academically Acceptable	17	20	304	89	430
AEA: Academically Unacceptable	2	0	11	7	20
AEA: Not Rated - Other	4	1	3	2	10
Total	4,524	1,675	1,765	471	8,435

Campus AEA Ratings by AEA Campus Type
(including Charter Campuses)

ACCOUNTABILITY RATING	AECs of Choice	Residential Facilities	Total AEA Campuses
AEA: Academically Acceptable	341	89	430
AEA: Academically	16	4	

Unacceptable			20
AEA: Not Rated - Other	5	5	10
Total	362	98	460

Additional Features Used - Campuses

PROVISION USED	Exemplary	Recognized	Academically Acceptable	AEA: Academically Acceptable	AEA: Not Rated Other	Total
Met Absolute Standard	1,159	740	858	0	0	2,757
Required Improvement Only	0	405	146	0	0	551
Texas Projection Measure (TPM) Only	1,323	1,080	331	0	0	2,734
Exceptions Only	22	17	5	0	0	44
Required Improvement and TPM	0	856	92	0	0	948
Required Improvement and Exceptions	0	7	0	0	0	7
TPM and Exceptions	125	22	3	0	0	150
Required Improvement and TPM and Exceptions	0	12	0	0	0	12
AEA: Academically Acceptable with no TPM	0	0	0	405	0	405
AEA: Academically Acceptable with TPM	0	0	0	25	0	25
Rating Due to Special Analysis	0	2	4	0	0	6
Rating Due to Granted Analysis	8	19	15	0	4	46
Total	2,637	3,160	1,454	430	4	7,685

District Gold Performance Acknowledgments
(including Charter Operators)

ACKNOWLEDGMENT		Acknowledged	Does Not Qualify	Not Applicable	Total
Advanced Course / Dual Enrollment Completion	Count	70	1,020	147	1,237
	Percent	5.7%	82.5%	11.9%	100.0%
AP / IB Results	Count	59	1,015	163	1,237
	Percent	4.8%	82.1%	13.2%	100.0%
Attendance Rate	Count	373	847	17	1,237
	Percent	30.2%	68.5%	1.4%	100.0%
College-Ready Graduates	Count	571	491	175	1,237
	Percent	46.2%	39.7%	14.1%	100.0%
Commended on Reading / ELA	Count	167	1,060	10	1,237
	Percent	13.5%	85.7%	0.8%	100.0%
Commended on Mathematics	Count	92	1,135	10	1,237
	Percent	7.4%	91.8%	0.8%	100.0%
Commended on Writing	Count	295	892	50	1,237
	Percent	23.8%	72.1%	4.0%	100.0%
Commended on Science	Count	133	1,087	17	1,237
	Percent	10.8%	87.9%	1.4%	100.0%
Commended on Social Studies	Count	569	602	66	1,237
	Percent	46.0%	48.7%	5.3%	100.0%
Rec. H.S. Program / DAP	Count	316	751	170	1,237
	Percent	25.5%	60.7%	13.7%	100.0%
SAT / ACT Results	Count	29	1,035	173	1,237
	Percent	2.3%	83.7%	14.0%	100.0%
Texas Success Initiative ELA	Count	264	815	158	1,237
	Percent	21.3%	65.9%	12.8%	100.0%
Texas Success Initiative Mathematics	Count	418	660	159	1,237
	Percent	33.8%	53.4%	12.9%	100.0%

Charter Operator Gold Performance Acknowledgments

ACKNOWLEDGMENT		Acknowledged	Does Not Qualify	Not Applicable	Total
Advanced Course / Dual Enrollment Completion	Count	19	98	90	207
	Percent	9.2%	47.3%	43.5%	100.0%
AP / IB Results	Count	6	96	105	207
	Percent	2.9%	46.4%	50.7%	100.0%

Attendance Rate	Count	82	108	17	207
	Percent	39.6%	52.2%	8.2%	100.0%
College-Ready Graduates	Count	17	74	116	207
	Percent	8.2%	35.7%	56.0%	100.0%
Commended on Reading/ELA	Count	42	155	10	207
	Percent	20.3%	74.9%	4.8%	100.0%
Commended on Mathematics	Count	31	166	10	207
	Percent	15.0%	80.2%	4.8%	100.0%
Commended on Writing	Count	39	118	50	207
	Percent	18.8%	57.0%	24.2%	100.0%
Commended on Science	Count	40	152	15	207
	Percent	19.3%	73.4%	7.2%	100.0%
Commended on Social Studies	Count	61	95	51	207
	Percent	29.5%	45.9%	24.6%	100.0%
Rec. H.S. Program/DAP	Count	29	66	112	207
	Percent	14.0%	31.9%	54.1%	100.0%
SAT/ACT Results	Count	6	88	113	207
	Percent	2.9%	42.5%	54.6%	100.0%
Texas Success Initiative ELA	Count	18	88	101	207
	Percent	8.7%	42.5%	48.8%	100.0%
Texas Success Initiative Mathematics	Count	30	75	102	207
	Percent	14.5%	36.2%	49.3%	100.0%

Campus Gold Performance Acknowledgments
(including Charter Campuses)

ACKNOWLEDGMENT		Acknowledged	Does Not Qualify	Not Applicable	Total
Advanced Course/ Dual Enrollment Completion	Count	150	1,642	6,643	8,435
	Percent	1.8%	19.5%	78.8%	100.0%
AP/IB Results	Count	129	1,570	6,736	8,435
	Percent	1.5%	18.6%	79.9%	100.0%
Attendance Rate	Count	1,821	5,794	820	8,435
	Percent	21.6%	68.7%	9.7%	100.0%
College-Ready Graduates	Count	752	858	6,825	8,435
	Percent	8.9%	10.2%	80.9%	100.0%
Commended on Reading/ELA	Count	2,009	5,552	874	8,435
	Percent	23.8%	65.8%	10.4%	100.0%
Commended on Mathematics	Count	1,872	5,681	882	8,435

	Percent	22.2%	67.4%	10.5%	100.0%
Commended on Writing	Count	2,036	3,761	2,638	8,435
	Percent	24.1%	44.6%	31.3%	100.0%
Commended on Science	Count	2,745	4,059	1,631	8,435
	Percent	32.5%	48.1%	19.3%	100.0%
Commended on Social Studies	Count	1,730	1,555	5,150	8,435
	Percent	20.5%	18.4%	61.1%	100.0%
Comparable Improvement Reading	Count	1,564	4,224	2,647	8,435
	Percent	18.5%	50.1%	31.4%	100.0%
Comparable Improvement Mathematics	Count	1,535	4,252	2,648	8,435
	Percent	18.2%	50.4%	31.4%	100.0%
Rec. H.S. Program/DAP	Count	527	1,118	6,790	8,435
	Percent	6.2%	13.3%	80.5%	100.0%
SAT/ACT Results	Count	48	1,582	6,805	8,435
	Percent	0.6%	18.8%	80.7%	100.0%
Texas Success Initiative ELA	Count	357	1,286	6,792	8,435
	Percent	4.2%	15.2%	80.5%	100.0%
Texas Success Initiative Mathematics	Count	542	1,099	6,794	8,435
	Percent	6.4%	13.0%	80.5%	100.0%

Charter Campus Gold Performance Acknowledgments

ACKNOWLEDGMENT		Acknowledged	Does Not Qualify	Not Applicable	Total
Advanced Course/ Dual Enrollment Completion	Count	27	194	242	463
	Percent	5.8%	41.9%	52.3%	100.0%
AP/IB Results	Count	8	187	268	463
	Percent	1.7%	40.4%	57.9%	100.0%
Attendance Rate	Count	150	244	69	463
	Percent	32.4%	52.7%	14.9%	100.0%
College-Ready Graduates	Count	33	124	306	463
	Percent	7.1%	26.8%	66.1%	100.0%
Commended on Reading/ELA	Count	102	321	40	463
	Percent	22.0%	69.3%	8.6%	100.0%
Commended on Mathematics	Count	68	351	44	463
	Percent	14.7%	75.8%	9.5%	100.0%
Commended on Writing	Count	77	212	174	463
	Percent	16.6%	45.8%	37.6%	100.0%
	Count	78	309	76	463

Commended on Science	Percent	**16.8%**	**66.7%**	**16.4%**	**100.0%**
Commended on Social Studies	Count	**118**	**183**	**162**	**463**
	Percent	**25.5%**	**39.5%**	**35.0%**	**100.0%**
Comparable Improvement Reading	Count	**60**	**153**	**250**	**463**
	Percent	**13.0%**	**33.0%**	**54.0%**	**100.0%**
Comparable Improvement Mathematics	Count	**54**	**159**	**250**	**463**
	Percent	**11.7%**	**34.3%**	**54.0%**	**100.0%**
Rec. H.S. Program/DAP	Count	**62**	**106**	**295**	**463**
	Percent	**13.4%**	**22.9%**	**63.7%**	**100.0%**
SAT/ACT Results	Count	**6**	**159**	**298**	**463**
	Percent	**1.3%**	**34.3%**	**64.4%**	**100.0%**
Texas Success Initiative ELA	Count	**26**	**166**	**271**	**463**
	Percent	**5.6%**	**35.9%**	**58.5%**	**100.0%**
Texas Success Initiative Mathematics	Count	**44**	**143**	**276**	**463**
	Percent	**9.5%**	**30.9%**	**59.6%**	**100.0%**

For more information about the statewide impact of the 2010 accountability ratings, please see the **Highlights** document (a PDF download).

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ATTACHMENT C

HARMONY SYSTEM-WIDE ATTENDANCE

2010-2011 SCHOOL YEAR

Source

Texas Education Agency, PEIMS - Public Education Information Management System, Attendance Rates Comparison By Ethnicity, Gender, and Special Population, 2010 - 2011 Summer Collection, Report PRF7C057 (Provided below for each Harmony school)

	School	Percent Attendance				
		Overall	African American	Hispanic	Low-Income	Special Ed.
1	Harmony Science Academy-Houston	97.8	97.8	98.0	97.7	97.3
2	Harmony Science Academy-Austin	97.0	96.5	97.2	97.1	95.4
3	Harmony Science Academy-Dallas	97.0	97.2	97.2	97.2	97.4
4	Harmony School of Innovation-Houston	97.2	98.1	97.0	97.2	96.2
5	Harmony School of Excellence-Houston	97.4	97.8	97.3	97.3	97.6
6	Harmony Science Academy-El Paso	96.0	95.0	96.1	95.9	93.2
7	Harmony Science Academy-San Antonio	95.9	96.1	95.9	95.8	95.8
8	Harmony Science Academy-Fort Worth	96.8	97.2	96.7	96.8	96.6
9	Harmony School of Science-Austin	97.0	96.9	96.9	97.0	96.2
10	Harmony Science Academy-Houston NW	97.1	96.9	97.0	97.1	96.0
11	Harmony Science Academy-Beaumont	95.4	96.0	95.5	95.0	94.7
12	Harmony Science Academy-College Station	95.9	97.1	95.6	95.4	96.3
13	Harmony Science Academy-Lubbock	95.3	96.0	94.9	95.1	96.1
14	Harmony Science Academy-Waco	96.4	96.1	96.8	96.3	96.1
15	Harmony Science Academy-Grand Prairie	96.2	97.1	96.0	95.9	97.3
16	Harmony Science Academy-North Austin	96.7	97.1	96.8	96.4	96.6
17	Harmony School of Science-Houston	98.0	98.4	97.4	98.0	95.1
18	Harmony Science Academy-Brownsville	96.3	95.8	96.3	96.2	95.2
19	Harmony Science Academy-Laredo	97.7	100.0	97.6	97.6	97.6
20	Harmony School of Innovation-Dallas	96.8	96.0	96.9	96.8	95.8
21	Harmony Science Academy-Euless	96.7	97.4	96.1	96.7	96.7
22	Harmony School of Ingenuity	97.0	96.9	97.5	97.1	93.8
23	Harmony School of Excellence-Endeavor	97.0	96.8	97.2	97.0	95.6
24	Harmony School of Innovation-El Paso	96.3	95.9	96.6	96.1	94.5
25	Harmony School of Excellence-Austin	96.3	96.3	96.4	96.2	95.7
26	Harmony Science Academy-Odessa	93.3	93.6	93.3	93.0	94.7
27	Harmony Science Academy-Garland	98.2	97.8	98.2	98.2	97.0
28	Harmony School of Innovation-San Antonio	95.8	96.4	95.7	95.7	94.4
29	Harmony School of Art and Technology	97.0	97.0	97.0	97.1	95.3
30	Harmony School of Nature and Athletics	96.9	97.4	96.8	96.7	94.9
31	Harmony Science Academy-Houston High	96.3	96.9	96.4	96.3	96.8
32	Harmony School of Advancement-High	95.4	94.5	94.9	94.5	94.2
33	Harmony School of Discovery	97.7	97.9	97.9	97.7	98.1
	AVERAGE	**96.6**	**96.8**	**96.6**	**96.5**	**95.9**

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846005 - HARMONY SCIENCE ACADEMY - HOUSTON

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	58,069.0	0.0	1,294.0	0.0	56,775.0	0.0	53.0	0.0	56,722.0	0.0%	97.8%
Ethnicity												
Hispanic/Latino	0.0	24,088.0	0.0	477.0	0.0	23,611.0	0.0	0.0	0.0	23,611.0	0.0%	98.0%
American Indian or Alas	0.0	118.0	0.0	4.0	0.0	114.0	0.0	0.0	0.0	114.0	0.0%	96.6%
Asian	0.0	4,583.0	0.0	128.0	0.0	4,455.0	0.0	0.0	0.0	4,455.0	0.0%	97.2%
Black or African Americ	0.0	24,671.0	0.0	551.0	0.0	24,120.0	0.0	53.0	0.0	24,067.0	0.0%	97.8%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	3,637.0	0.0	102.0	0.0	3,535.0	0.0	0.0	0.0	3,535.0	0.0%	97.2%
Two or More Races	0.0	972.0	0.0	32.0	0.0	940.0	0.0	0.0	0.0	940.0	0.0%	96.7%
Total	0.0	58,069.0	0.0	1,294.0	0.0	56,775.0	0.0	53.0	0.0	56,722.0	0.0%	97.8%
Gender												
Male	0.0	29,092.0	0.0	694.0	0.0	28,398.0	0.0	0.0	0.0	28,398.0	0.0%	97.6%
Female	0.0	28,977.0	0.0	600.0	0.0	28,377.0	0.0	53.0	0.0	28,324.0	0.0%	97.9%
Total	0.0	58,069.0	0.0	1,294.0	0.0	56,775.0	0.0	53.0	0.0	56,722.0	0.0%	97.8%
Special Population												
Special Education	0.0	1,297.0	0.0	35.0	0.0	1,262.0	0.0	0.0	0.0	1,262.0	0.0%	97.3%
Economic Disadvantage	0.0	47,569.0	0.0	1,097.0	0.0	46,472.0	0.0	53.0	0.0	46,419.0	0.0%	97.7%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	17,676.0	0.0	402.0	0.0	17,274.0	0.0	53.0	0.0	17,221.0	0.0%	97.7%
Gifted and Talented	0.0	6,522.0	0.0	181.0	0.0	6,341.0	0.0	0.0	0.0	6,341.0	0.0%	97.2%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	73,064.0	0.0	1,715.0	0.0	71,349.0	0.0	106.0	0.0	71,243.0	0.0%	97.7%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816001 - HARMONY SCIENCE ACADEMY - AUSTIN

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	52,454.0	56,699.0	1,410.0	1,725.0	51,044.0	54,974.0	0.0	0.0	51,044.0	54,974.0	97.3%	97.0%
Ethnicity												
Hispanic/Latino	39,974.0	43,501.0	968.0	1,204.0	39,006.0	42,297.0	0.0	0.0	39,006.0	42,297.0	97.6%	97.2%
American Indian or Alas	139.0	114.0	25.0	18.0	114.0	96.0	0.0	0.0	114.0	96.0	82.0%	84.2%
Asian	3,854.0	2,972.0	111.0	70.0	3,743.0	2,902.0	0.0	0.0	3,743.0	2,902.0	97.1%	97.6%
Black or African Americ	2,816.0	5,747.0	80.0	203.0	2,736.0	5,544.0	0.0	0.0	2,736.0	5,544.0	97.2%	96.5%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	5,671.0	3,665.0	226.0	197.0	5,445.0	3,468.0	0.0	0.0	5,445.0	3,468.0	96.0%	94.6%
Two or More Races	0.0	700.0	0.0	33.0	0.0	667.0	0.0	0.0	0.0	667.0	0.0%	95.3%
Total	52,454.0	56,699.0	1,410.0	1,725.0	51,044.0	54,974.0	0.0	0.0	51,044.0	54,974.0	97.3%	97.0%
Gender												
Male	24,573.0	26,009.0	594.0	815.0	23,979.0	25,194.0	0.0	0.0	23,979.0	25,194.0	97.6%	96.9%
Female	27,881.0	30,690.0	816.0	910.0	27,065.0	29,780.0	0.0	0.0	27,065.0	29,780.0	97.1%	97.0%
Total	52,454.0	56,699.0	1,410.0	1,725.0	51,044.0	54,974.0	0.0	0.0	51,044.0	54,974.0	97.3%	97.0%
Special Population												
Special Education	2,487.0	1,767.0	73.0	82.0	2,414.0	1,685.0	0.0	0.0	2,414.0	1,685.0	97.1%	95.4%
Economic Disadvantage	38,254.0	45,565.0	988.0	1,329.0	37,266.0	44,236.0	0.0	0.0	37,266.0	44,236.0	97.4%	97.1%
LEP	5,053.0	0.0	135.0	0.0	4,918.0	0.0	0.0	0.0	4,918.0	0.0	97.3%	0.0%
At Risk	13,222.0	44,116.0	446.0	1,237.0	12,776.0	42,879.0	0.0	0.0	12,776.0	42,879.0	96.6%	97.2%
Gifted and Talented	11,618.0	2,746.0	296.0	131.0	11,322.0	2,615.0	0.0	0.0	11,322.0	2,615.0	97.5%	95.2%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	70,634.0	94,194.0	1,938.0	2,779.0	68,696.0	91,415.0	0.0	0.0	68,696.0	91,415.0	97.3%	97.0%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807003 - HARMONY SCIENCE ACADEMY - DALLAS

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	165,755.0	0.0	4,933.0	0.0	160,822.0	0.0	0.0	0.0	160,822.0	0.0%	97.0%
Ethnicity												
Hispanic/Latino	0.0	115,603.0	0.0	3,186.0	0.0	112,417.0	0.0	0.0	0.0	112,417.0	0.0%	97.2%
American Indian or Alas	0.0	172.0	0.0	72.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0%	58.1%
Asian	0.0	6,666.0	0.0	193.0	0.0	6,473.0	0.0	0.0	0.0	6,473.0	0.0%	97.1%
Black or African Americ	0.0	21,963.0	0.0	607.0	0.0	21,356.0	0.0	0.0	0.0	21,356.0	0.0%	97.2%
Hawaiian or Other Pacif	0.0	516.0	0.0	0.0	0.0	516.0	0.0	0.0	0.0	516.0	0.0%	100.0%
White	0.0	19,449.0	0.0	818.0	0.0	18,631.0	0.0	0.0	0.0	18,631.0	0.0%	95.8%
Two or More Races	0.0	1,386.0	0.0	57.0	0.0	1,329.0	0.0	0.0	0.0	1,329.0	0.0%	95.9%
Total	0.0	165,755.0	0.0	4,933.0	0.0	160,822.0	0.0	0.0	0.0	160,822.0	0.0%	97.0%
Gender												
Male	0.0	80,543.0	0.0	2,309.0	0.0	78,234.0	0.0	0.0	0.0	78,234.0	0.0%	97.1%
Female	0.0	85,212.0	0.0	2,624.0	0.0	82,588.0	0.0	0.0	0.0	82,588.0	0.0%	96.9%
Total	0.0	165,755.0	0.0	4,933.0	0.0	160,822.0	0.0	0.0	0.0	160,822.0	0.0%	97.0%
Special Population												
Special Education	0.0	4,993.0	0.0	131.0	0.0	4,862.0	0.0	0.0	0.0	4,862.0	0.0%	97.4%
Economic Disadvantage	0.0	138,297.0	0.0	3,872.0	0.0	134,425.0	0.0	0.0	0.0	134,425.0	0.0%	97.2%
LEP	0.0	1.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	79,924.0	0.0	2,183.0	0.0	77,741.0	0.0	0.0	0.0	77,741.0	0.0%	97.3%
Gifted and Talented	0.0	12,993.0	0.0	404.0	0.0	12,589.0	0.0	0.0	0.0	12,589.0	0.0%	96.9%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	236,208.0	0.0	6,591.0	0.0	229,617.0	0.0	0.0	0.0	229,617.0	0.0%	97.2%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846002 - HARMONY SCHOOL OF INNOVATION - HOUSTON

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	101,964.0	0.0	2,828.0	0.0	99,136.0	0.0	0.0	0.0	99,136.0	0.0%	97.2%
Ethnicity												
Hispanic/Latino	0.0	31,048.0	0.0	927.0	0.0	30,121.0	0.0	0.0	0.0	30,121.0	0.0%	97.0%
American Indian or Alas	0.0	175.0	0.0	5.0	0.0	170.0	0.0	0.0	0.0	170.0	0.0%	97.1%
Asian	0.0	32,954.0	0.0	669.0	0.0	32,285.0	0.0	0.0	0.0	32,285.0	0.0%	98.0%
Black or African Americ	0.0	17,325.0	0.0	337.0	0.0	16,988.0	0.0	0.0	0.0	16,988.0	0.0%	98.1%
Hawaiian or Other Pacif	0.0	175.0	0.0	6.0	0.0	169.0	0.0	0.0	0.0	169.0	0.0%	96.6%
White	0.0	19,762.0	0.0	868.0	0.0	18,894.0	0.0	0.0	0.0	18,894.0	0.0%	95.6%
Two or More Races	0.0	525.0	0.0	16.0	0.0	509.0	0.0	0.0	0.0	509.0	0.0%	97.0%
Total	0.0	101,964.0	0.0	2,828.0	0.0	99,136.0	0.0	0.0	0.0	99,136.0	0.0%	97.2%
Gender												
Male	0.0	51,302.0	0.0	1,446.0	0.0	49,856.0	0.0	0.0	0.0	49,856.0	0.0%	97.2%
Female	0.0	50,662.0	0.0	1,382.0	0.0	49,280.0	0.0	0.0	0.0	49,280.0	0.0%	97.3%
Total	0.0	101,964.0	0.0	2,828.0	0.0	99,136.0	0.0	0.0	0.0	99,136.0	0.0%	97.2%
Special Population												
Special Education	0.0	2,800.0	0.0	107.0	0.0	2,693.0	0.0	0.0	0.0	2,693.0	0.0%	96.2%
Economic Disadvantage	0.0	67,205.0	0.0	1,858.0	0.0	65,347.0	0.0	0.0	0.0	65,347.0	0.0%	97.2%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	19,423.0	0.0	726.0	0.0	18,697.0	0.0	0.0	0.0	18,697.0	0.0%	96.3%
Gifted and Talented	0.0	9,625.0	0.0	162.0	0.0	9,463.0	0.0	0.0	0.0	9,463.0	0.0%	98.3%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	99,053.0	0.0	2,853.0	0.0	96,200.0	0.0	0.0	0.0	96,200.0	0.0%	97.1%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858001 - HARMONY SCHOOL OF EXCELLENCE

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	123,828.0	131,094.0	3,496.0	3,448.0	120,332.0	127,646.0	165.0	0.0	120,167.0	127,646.0	97.2%	97.4%
Ethnicity												
Hispanic/Latino	25,101.0	30,716.0	681.0	814.0	24,420.0	29,902.0	0.0	0.0	24,420.0	29,902.0	97.3%	97.3%
American Indian or Alas	350.0	430.0	25.0	29.0	325.0	401.0	0.0	0.0	325.0	401.0	92.9%	93.3%
Asian	53,169.0	56,612.0	1,248.0	1,265.0	51,921.0	55,347.0	0.0	0.0	51,921.0	55,347.0	97.7%	97.8%
Black or African Americ	9,598.0	10,647.0	297.0	238.0	9,301.0	10,409.0	0.0	0.0	9,301.0	10,409.0	96.9%	97.8%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	35,369.0	31,738.0	1,232.0	1,075.0	34,137.0	30,663.0	165.0	0.0	33,972.0	30,663.0	96.5%	96.6%
Two or More Races	241.0	951.0	13.0	27.0	228.0	924.0	0.0	0.0	228.0	924.0	94.6%	97.2%
Total	123,828.0	131,094.0	3,496.0	3,448.0	120,332.0	127,646.0	165.0	0.0	120,167.0	127,646.0	97.2%	97.4%
Gender												
Male	60,230.0	62,628.0	1,620.0	1,723.0	58,610.0	60,905.0	0.0	0.0	58,610.0	60,905.0	97.3%	97.2%
Female	63,598.0	68,466.0	1,876.0	1,725.0	61,722.0	66,741.0	165.0	0.0	61,557.0	66,741.0	97.1%	97.5%
Total	123,828.0	131,094.0	3,496.0	3,448.0	120,332.0	127,646.0	165.0	0.0	120,167.0	127,646.0	97.2%	97.4%
Special Population												
Special Education	1,905.0	1,879.0	63.0	46.0	1,842.0	1,833.0	0.0	0.0	1,842.0	1,833.0	96.7%	97.6%
Economic Disadvantage	22,420.0	27,470.0	630.0	745.0	21,790.0	26,725.0	0.0	0.0	21,790.0	26,725.0	97.2%	97.3%
LEP	1,925.0	0.0	46.0	0.0	1,879.0	0.0	0.0	0.0	1,879.0	0.0	97.6%	0.0%
At Risk	2,864.0	60,646.0	101.0	1,490.0	2,763.0	59,156.0	0.0	0.0	2,763.0	59,156.0	96.5%	97.5%
Gifted and Talented	17,478.0	26,559.0	464.0	585.0	17,014.0	25,974.0	0.0	0.0	17,014.0	25,974.0	97.3%	97.8%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	46,592.0	116,554.0	1,304.0	2,866.0	45,288.0	113,688.0	0.0	0.0	45,288.0	113,688.0	97.2%	97.5%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011071806
District: 071806 - HARMONY SCIENCE ACAD (EL PASO)
Campus: 071806001 - HARMONY SCIENCE ACAD (EL PASO)

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	115,106.0	124,028.0	4,938.0	4,910.0	110,168.0	119,118.0	0.0	0.0	110,168.0	119,118.0	95.7%	96.0%
Ethnicity												
Hispanic/Latino	103,225.0	114,261.0	4,385.0	4,459.0	98,840.0	109,802.0	0.0	0.0	98,840.0	109,802.0	95.8%	96.1%
American Indian or Alas	525.0	346.0	27.0	6.0	498.0	340.0	0.0	0.0	498.0	340.0	94.9%	98.3%
Asian	525.0	346.0	8.0	5.0	517.0	341.0	0.0	0.0	517.0	341.0	98.5%	98.6%
Black or African Americ	3,336.0	2,262.0	100.0	112.0	3,236.0	2,150.0	0.0	0.0	3,236.0	2,150.0	97.0%	95.0%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	7,495.0	6,813.0	418.0	328.0	7,077.0	6,485.0	0.0	0.0	7,077.0	6,485.0	94.4%	95.2%
Two or More Races	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	115,106.0	124,028.0	4,938.0	4,910.0	110,168.0	119,118.0	0.0	0.0	110,168.0	119,118.0	95.7%	96.0%
Gender												
Male	58,423.0	65,979.0	2,441.0	2,623.0	55,982.0	63,356.0	0.0	0.0	55,982.0	63,356.0	95.8%	96.0%
Female	56,683.0	58,049.0	2,497.0	2,287.0	54,186.0	55,762.0	0.0	0.0	54,186.0	55,762.0	95.6%	96.1%
Total	115,106.0	124,028.0	4,938.0	4,910.0	110,168.0	119,118.0	0.0	0.0	110,168.0	119,118.0	95.7%	96.0%
Special Population												
Special Education	2,777.0	2,956.0	177.0	201.0	2,600.0	2,755.0	0.0	0.0	2,600.0	2,755.0	93.6%	93.2%
Economic Disadvantage	78,257.0	92,172.0	3,436.0	3,773.0	74,821.0	88,399.0	0.0	0.0	74,821.0	88,399.0	95.6%	95.9%
LEP	9,060.0	0.0	408.0	0.0	8,652.0	0.0	0.0	0.0	8,652.0	0.0	95.5%	0.0%
At Risk	18,093.0	72,211.0	787.0	2,713.0	17,306.0	69,498.0	0.0	0.0	17,306.0	69,498.0	95.7%	96.2%
Gifted and Talented	5,641.0	7,923.0	205.0	277.0	5,436.0	7,646.0	0.0	0.0	5,436.0	7,646.0	96.4%	96.5%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	113,828.0	175,262.0	5,013.0	6,964.0	108,815.0	168,298.0	0.0	0.0	108,815.0	168,298.0	95.6%	96.0%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011015828
District: 015828 - HARMONY SCIENCE ACAD (SAN ANTONIO)
Campus: 015828001 - HARMONY SCIENCE ACAD (SAN ANTONIO)

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	126,728.0	122,813.0	4,560.0	5,004.0	122,168.0	117,809.0	0.0	0.0	122,168.0	117,809.0	96.4%	95.9%
Ethnicity												
Hispanic/Latino	83,885.0	79,843.0	3,031.0	3,292.0	80,854.0	76,551.0	0.0	0.0	80,854.0	76,551.0	96.4%	95.9%
American Indian or Alas	525.0	700.0	15.0	22.0	510.0	678.0	0.0	0.0	510.0	678.0	97.1%	96.9%
Asian	6,968.0	7,634.0	171.0	307.0	6,797.0	7,327.0	0.0	0.0	6,797.0	7,327.0	97.5%	96.0%
Black or African Americ	9,088.0	9,276.0	303.0	359.0	8,785.0	8,917.0	0.0	0.0	8,785.0	8,917.0	96.7%	96.1%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	25,769.0	25,010.0	1,029.0	1,016.0	24,740.0	23,994.0	0.0	0.0	24,740.0	23,994.0	96.0%	95.9%
Two or More Races	493.0	350.0	11.0	8.0	482.0	342.0	0.0	0.0	482.0	342.0	97.8%	97.7%
Total	126,728.0	122,813.0	4,560.0	5,004.0	122,168.0	117,809.0	0.0	0.0	122,168.0	117,809.0	96.4%	95.9%
Gender												
Male	58,200.0	60,476.0	2,045.0	2,563.0	56,155.0	57,913.0	0.0	0.0	56,155.0	57,913.0	96.5%	95.8%
Female	68,528.0	62,337.0	2,515.0	2,441.0	66,013.0	59,896.0	0.0	0.0	66,013.0	59,896.0	96.3%	96.1%
Total	126,728.0	122,813.0	4,560.0	5,004.0	122,168.0	117,809.0	0.0	0.0	122,168.0	117,809.0	96.4%	95.9%
Special Population												
Special Education	7,904.0	6,245.0	340.0	261.0	7,564.0	5,984.0	0.0	0.0	7,564.0	5,984.0	95.7%	95.8%
Economic Disadvantage	66,547.0	65,194.0	2,439.0	2,763.0	64,108.0	62,431.0	0.0	0.0	64,108.0	62,431.0	96.3%	95.8%
LEP	4,105.0	0.0	178.0	0.0	3,927.0	0.0	0.0	0.0	3,927.0	0.0	95.7%	0.0%
At Risk	18,356.0	55,910.0	782.0	2,213.0	17,574.0	53,697.0	0.0	0.0	17,574.0	53,697.0	95.7%	96.0%
Gifted and Talented	10,228.0	9,006.0	340.0	390.0	9,888.0	8,616.0	0.0	0.0	9,888.0	8,616.0	96.7%	95.7%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	107,140.0	136,355.0	4,079.0	5,627.0	103,061.0	130,728.0	0.0	0.0	103,061.0	130,728.0	96.2%	95.9%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813001 - HARMONY SCIENCE ACAD (FORT WORTH)

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	107,060.0	102,497.0	4,135.0	3,279.0	102,925.0	99,218.0	71.0	56.0	102,854.0	99,162.0	96.1%	96.8%
Ethnicity												
Hispanic/Latino	30,887.0	30,272.0	1,247.0	1,011.0	29,640.0	29,261.0	0.0	56.0	29,640.0	29,205.0	96.0%	96.7%
American Indian or Alas	700.0	172.0	24.0	0.0	676.0	172.0	0.0	0.0	676.0	172.0	96.6%	100.0%
Asian	14,121.0	14,478.0	388.0	353.0	13,733.0	14,125.0	0.0	0.0	13,733.0	14,125.0	97.3%	97.6%
Black or African Americ	14,014.0	10,784.0	480.0	300.0	13,534.0	10,484.0	0.0	0.0	13,534.0	10,484.0	96.6%	97.2%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	47,338.0	46,533.0	1,996.0	1,613.0	45,342.0	44,920.0	71.0	0.0	45,271.0	44,920.0	95.8%	96.5%
Two or More Races	0.0	258.0	0.0	2.0	0.0	256.0	0.0	0.0	0.0	256.0	0.0%	99.2%
Total	107,060.0	102,497.0	4,135.0	3,279.0	102,925.0	99,218.0	71.0	56.0	102,854.0	99,162.0	96.1%	96.8%
Gender												
Male	53,731.0	51,717.0	1,976.0	1,587.0	51,755.0	50,130.0	71.0	0.0	51,684.0	50,130.0	96.3%	96.9%
Female	53,329.0	50,780.0	2,159.0	1,692.0	51,170.0	49,088.0	0.0	56.0	51,170.0	49,032.0	96.0%	96.7%
Total	107,060.0	102,497.0	4,135.0	3,279.0	102,925.0	99,218.0	71.0	56.0	102,854.0	99,162.0	96.1%	96.8%
Special Population												
Special Education	4,288.0	4,238.0	165.0	146.0	4,123.0	4,092.0	0.0	0.0	4,123.0	4,092.0	96.2%	96.6%
Economic Disadvantage	35,139.0	33,743.0	1,367.0	1,095.0	33,772.0	32,648.0	0.0	0.0	33,772.0	32,648.0	96.1%	96.8%
LEP	1,867.0	15.0	101.0	1.0	1,766.0	14.0	0.0	0.0	1,766.0	14.0	94.6%	93.3%
At Risk	9,173.0	62,872.0	420.0	1,768.0	8,753.0	61,104.0	0.0	56.0	8,753.0	61,048.0	95.4%	97.2%
Gifted and Talented	12,007.0	6,069.0	435.0	183.0	11,572.0	5,886.0	0.0	0.0	11,572.0	5,886.0	96.4%	97.0%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	62,474.0	106,937.0	2,488.0	3,193.0	59,986.0	103,744.0	0.0	56.0	59,986.0	103,688.0	96.0%	97.0%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816003 - HARMONY SCHOOL OF SCIENCE - AUSTIN

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	89,860.0	0.0	2,733.0	0.0	87,127.0	0.0	0.0	0.0	87,127.0	0.0%	97.0%
Ethnicity												
Hispanic/Latino	0.0	25,672.0	0.0	796.0	0.0	24,876.0	0.0	0.0	0.0	24,876.0	0.0%	96.9%
American Indian or Alas	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Asian	0.0	29,098.0	0.0	724.0	0.0	28,374.0	0.0	0.0	0.0	28,374.0	0.0%	97.5%
Black or African Americ	0.0	11,520.0	0.0	359.0	0.0	11,161.0	0.0	0.0	0.0	11,161.0	0.0%	96.9%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	22,520.0	0.0	816.0	0.0	21,704.0	0.0	0.0	0.0	21,704.0	0.0%	96.4%
Two or More Races	0.0	1,050.0	0.0	38.0	0.0	1,012.0	0.0	0.0	0.0	1,012.0	0.0%	96.4%
Total	0.0	89,860.0	0.0	2,733.0	0.0	87,127.0	0.0	0.0	0.0	87,127.0	0.0%	97.0%
Gender												
Male	0.0	43,445.0	0.0	1,348.0	0.0	42,097.0	0.0	0.0	0.0	42,097.0	0.0%	96.9%
Female	0.0	46,415.0	0.0	1,385.0	0.0	45,030.0	0.0	0.0	0.0	45,030.0	0.0%	97.0%
Total	0.0	89,860.0	0.0	2,733.0	0.0	87,127.0	0.0	0.0	0.0	87,127.0	0.0%	97.0%
Special Population												
Special Education	0.0	1,919.0	0.0	72.0	0.0	1,847.0	0.0	0.0	0.0	1,847.0	0.0%	96.2%
Economic Disadvantage	0.0	26,086.0	0.0	792.0	0.0	25,294.0	0.0	0.0	0.0	25,294.0	0.0%	97.0%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	50,140.0	0.0	1,601.0	0.0	48,539.0	0.0	0.0	0.0	48,539.0	0.0%	96.8%
Gifted and Talented	0.0	18,207.0	0.0	546.0	0.0	17,661.0	0.0	0.0	0.0	17,661.0	0.0%	97.0%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	96,352.0	0.0	3,011.0	0.0	93,341.0	0.0	0.0	0.0	93,341.0	0.0%	96.9%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858006 - HARMONY SCIENCE ACADEMY - HOUSTON NW

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	113,172.0	0.0	3,265.0	0.0	109,907.0	0.0	0.0	0.0	109,907.0	0.0%	97.1%
Ethnicity												
Hispanic/Latino	0.0	31,028.0	0.0	934.0	0.0	30,094.0	0.0	0.0	0.0	30,094.0	0.0%	97.0%
American Indian or Alas	0.0	525.0	0.0	7.0	0.0	518.0	0.0	0.0	0.0	518.0	0.0%	98.7%
Asian	0.0	32,403.0	0.0	700.0	0.0	31,703.0	0.0	0.0	0.0	31,703.0	0.0%	97.8%
Black or African Americ	0.0	29,043.0	0.0	905.0	0.0	28,138.0	0.0	0.0	0.0	28,138.0	0.0%	96.9%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	19,569.0	0.0	707.0	0.0	18,862.0	0.0	0.0	0.0	18,862.0	0.0%	96.4%
Two or More Races	0.0	604.0	0.0	12.0	0.0	592.0	0.0	0.0	0.0	592.0	0.0%	98.0%
Total	0.0	113,172.0	0.0	3,265.0	0.0	109,907.0	0.0	0.0	0.0	109,907.0	0.0%	97.1%
Gender												
Male	0.0	54,462.0	0.0	1,567.0	0.0	52,895.0	0.0	0.0	0.0	52,895.0	0.0%	97.1%
Female	0.0	58,710.0	0.0	1,698.0	0.0	57,012.0	0.0	0.0	0.0	57,012.0	0.0%	97.1%
Total	0.0	113,172.0	0.0	3,265.0	0.0	109,907.0	0.0	0.0	0.0	109,907.0	0.0%	97.1%
Special Population												
Special Education	0.0	4,939.0	0.0	199.0	0.0	4,740.0	0.0	0.0	0.0	4,740.0	0.0%	96.0%
Economic Disadvantage	0.0	53,998.0	0.0	1,561.0	0.0	52,437.0	0.0	0.0	0.0	52,437.0	0.0%	97.1%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	50,297.0	0.0	1,437.0	0.0	48,860.0	0.0	0.0	0.0	48,860.0	0.0%	97.1%
Gifted and Talented	0.0	9,989.0	0.0	222.0	0.0	9,767.0	0.0	0.0	0.0	9,767.0	0.0%	97.8%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	119,223.0	0.0	3,419.0	0.0	115,804.0	0.0	0.0	0.0	115,804.0	0.0%	97.1%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846004 - HARMONY SCIENCE ACADEMY - BEAUMONT

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	81,573.0	0.0	3,766.0	0.0	77,807.0	0.0	0.0	0.0	77,807.0	0.0%	95.4%
Ethnicity												
Hispanic/Latino	0.0	21,157.0	0.0	958.0	0.0	20,199.0	0.0	0.0	0.0	20,199.0	0.0%	95.5%
American Indian or Alas	0.0	525.0	0.0	6.0	0.0	519.0	0.0	0.0	0.0	519.0	0.0%	98.9%
Asian	0.0	7,840.0	0.0	215.0	0.0	7,625.0	0.0	0.0	0.0	7,625.0	0.0%	97.3%
Black or African Americ	0.0	17,511.0	0.0	699.0	0.0	16,812.0	0.0	0.0	0.0	16,812.0	0.0%	96.0%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	34,247.0	0.0	1,882.0	0.0	32,365.0	0.0	0.0	0.0	32,365.0	0.0%	94.5%
Two or More Races	0.0	293.0	0.0	6.0	0.0	287.0	0.0	0.0	0.0	287.0	0.0%	98.0%
Total	0.0	81,573.0	0.0	3,766.0	0.0	77,807.0	0.0	0.0	0.0	77,807.0	0.0%	95.4%
Gender												
Male	0.0	40,920.0	0.0	1,753.0	0.0	39,167.0	0.0	0.0	0.0	39,167.0	0.0%	95.7%
Female	0.0	40,653.0	0.0	2,013.0	0.0	38,640.0	0.0	0.0	0.0	38,640.0	0.0%	95.0%
Total	0.0	81,573.0	0.0	3,766.0	0.0	77,807.0	0.0	0.0	0.0	77,807.0	0.0%	95.4%
Special Population												
Special Education	0.0	6,038.0	0.0	323.0	0.0	5,715.0	0.0	0.0	0.0	5,715.0	0.0%	94.7%
Economic Disadvantage	0.0	35,273.0	0.0	1,770.0	0.0	33,503.0	0.0	0.0	0.0	33,503.0	0.0%	95.0%
LEP	0.0	9.0	0.0	0.0	0.0	9.0	0.0	0.0	0.0	9.0	0.0%	100.0%
At Risk	0.0	44,598.0	0.0	1,859.0	0.0	42,739.0	0.0	0.0	0.0	42,739.0	0.0%	95.8%
Gifted and Talented	0.0	4,559.0	0.0	218.0	0.0	4,341.0	0.0	0.0	0.0	4,341.0	0.0%	95.2%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	90,477.0	0.0	4,170.0	0.0	86,307.0	0.0	0.0	0.0	86,307.0	0.0%	95.4%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858003 - HARMONY SCIENCE ACADEMY - BRYAN/COLLEGE STATION

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	45,938.0	0.0	1,884.0	0.0	44,054.0	0.0	0.0	0.0	44,054.0	0.0%	95.9%
Ethnicity												
Hispanic/Latino	0.0	22,980.0	0.0	1,013.0	0.0	21,967.0	0.0	0.0	0.0	21,967.0	0.0%	95.6%
American Indian or Alas	0.0	426.0	0.0	11.0	0.0	415.0	0.0	0.0	0.0	415.0	0.0%	97.4%
Asian	0.0	1,130.0	0.0	26.0	0.0	1,104.0	0.0	0.0	0.0	1,104.0	0.0%	97.7%
Black or African Americ	0.0	5,614.0	0.0	162.0	0.0	5,452.0	0.0	0.0	0.0	5,452.0	0.0%	97.1%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	15,088.0	0.0	642.0	0.0	14,446.0	0.0	0.0	0.0	14,446.0	0.0%	95.7%
Two or More Races	0.0	700.0	0.0	30.0	0.0	670.0	0.0	0.0	0.0	670.0	0.0%	95.7%
Total	0.0	45,938.0	0.0	1,884.0	0.0	44,054.0	0.0	0.0	0.0	44,054.0	0.0%	95.9%
Gender												
Male	0.0	21,616.0	0.0	926.0	0.0	20,690.0	0.0	0.0	0.0	20,690.0	0.0%	95.7%
Female	0.0	24,322.0	0.0	958.0	0.0	23,364.0	0.0	0.0	0.0	23,364.0	0.0%	96.1%
Total	0.0	45,938.0	0.0	1,884.0	0.0	44,054.0	0.0	0.0	0.0	44,054.0	0.0%	95.9%
Special Population												
Special Education	0.0	2,838.0	0.0	104.0	0.0	2,734.0	0.0	0.0	0.0	2,734.0	0.0%	96.3%
Economic Disadvantage	0.0	27,058.0	0.0	1,234.0	0.0	25,824.0	0.0	0.0	0.0	25,824.0	0.0%	95.4%
LEP	0.0	58.0	0.0	4.0	0.0	54.0	0.0	0.0	0.0	54.0	0.0%	93.1%
At Risk	0.0	25,763.0	0.0	947.0	0.0	24,816.0	0.0	0.0	0.0	24,816.0	0.0%	96.3%
Gifted and Talented	0.0	1,872.0	0.0	51.0	0.0	1,821.0	0.0	0.0	0.0	1,821.0	0.0%	97.3%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	57,589.0	0.0	2,340.0	0.0	55,249.0	0.0	0.0	0.0	55,249.0	0.0%	95.9%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011152805
District: 152805 - HARMONY SCIENCE ACAD (LUBBOCK)
Campus: 152805001 - HARMONY SCIENCE ACAD (LUBBOCK)

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	60,793.0	66,634.0	2,851.0	3,129.0	57,942.0	63,505.0	0.0	0.0	57,942.0	63,505.0	95.3%	95.3%
Ethnicity												
Hispanic/Latino	35,724.0	39,777.0	1,788.0	2,010.0	33,936.0	37,767.0	0.0	0.0	33,936.0	37,767.0	95.0%	94.9%
American Indian or Alas	0.0	175.0	0.0	4.0	0.0	171.0	0.0	0.0	0.0	171.0	0.0%	97.7%
Asian	175.0	175.0	10.0	13.0	165.0	162.0	0.0	0.0	165.0	162.0	94.3%	92.6%
Black or African Americ	10,965.0	13,760.0	477.0	544.0	10,488.0	13,216.0	0.0	0.0	10,488.0	13,216.0	95.6%	96.0%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	13,929.0	11,959.0	576.0	519.0	13,353.0	11,440.0	0.0	0.0	13,353.0	11,440.0	95.9%	95.7%
Two or More Races	0.0	788.0	0.0	39.0	0.0	749.0	0.0	0.0	0.0	749.0	0.0%	95.1%
Total	60,793.0	66,634.0	2,851.0	3,129.0	57,942.0	63,505.0	0.0	0.0	57,942.0	63,505.0	95.3%	95.3%
Gender												
Male	30,881.0	33,849.0	1,398.0	1,577.0	29,483.0	32,272.0	0.0	0.0	29,483.0	32,272.0	95.5%	95.3%
Female	29,912.0	32,785.0	1,453.0	1,552.0	28,459.0	31,233.0	0.0	0.0	28,459.0	31,233.0	95.1%	95.3%
Total	60,793.0	66,634.0	2,851.0	3,129.0	57,942.0	63,505.0	0.0	0.0	57,942.0	63,505.0	95.3%	95.3%
Special Population												
Special Education	4,340.0	6,139.0	218.0	240.0	4,122.0	5,899.0	0.0	0.0	4,122.0	5,899.0	95.0%	96.1%
Economic Disadvantage	47,262.0	54,365.0	2,293.0	2,640.0	44,969.0	51,725.0	0.0	0.0	44,969.0	51,725.0	95.1%	95.1%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	3,496.0	22,567.0	253.0	1,223.0	3,243.0	21,344.0	0.0	0.0	3,243.0	21,344.0	92.8%	94.6%
Gifted and Talented	4,175.0	3,289.0	147.0	102.0	4,028.0	3,187.0	0.0	0.0	4,028.0	3,187.0	96.5%	96.9%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	59,273.0	86,360.0	2,911.0	4,205.0	56,362.0	82,155.0	0.0	0.0	56,362.0	82,155.0	95.1%	95.1%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807001 - HARMONY SCIENCE ACAD (WACO)

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	71,233.0	99,548.0	2,254.0	3,559.0	68,979.0	95,989.0	174.0	0.0	68,805.0	95,989.0	96.8%	96.4%
Ethnicity												
Hispanic/Latino	38,210.0	59,005.0	1,057.0	1,860.0	37,153.0	57,145.0	174.0	0.0	36,979.0	57,145.0	97.2%	96.8%
American Indian or Alas	875.0	875.0	57.0	62.0	818.0	813.0	0.0	0.0	818.0	813.0	93.5%	92.9%
Asian	1,762.0	2,353.0	39.0	57.0	1,723.0	2,296.0	0.0	0.0	1,723.0	2,296.0	97.8%	97.6%
Black or African Americ	5,807.0	9,327.0	181.0	366.0	5,626.0	8,961.0	0.0	0.0	5,626.0	8,961.0	96.9%	96.1%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	24,555.0	27,744.0	920.0	1,201.0	23,635.0	26,543.0	0.0	0.0	23,635.0	26,543.0	96.3%	95.7%
Two or More Races	24.0	244.0	0.0	13.0	24.0	231.0	0.0	0.0	24.0	231.0	100.0%	94.7%
Total	71,233.0	99,548.0	2,254.0	3,559.0	68,979.0	95,989.0	174.0	0.0	68,805.0	95,989.0	96.8%	96.4%
Gender												
Male	35,599.0	47,016.0	1,124.0	1,629.0	34,475.0	45,387.0	0.0	0.0	34,475.0	45,387.0	96.8%	96.5%
Female	35,634.0	52,532.0	1,130.0	1,930.0	34,504.0	50,602.0	174.0	0.0	34,330.0	50,602.0	96.8%	96.3%
Total	71,233.0	99,548.0	2,254.0	3,559.0	68,979.0	95,989.0	174.0	0.0	68,805.0	95,989.0	96.8%	96.4%
Special Population												
Special Education	2,061.0	2,899.0	45.0	113.0	2,016.0	2,786.0	0.0	0.0	2,016.0	2,786.0	97.8%	96.1%
Economic Disadvantage	49,536.0	76,845.0	1,573.0	2,808.0	47,963.0	74,037.0	0.0	0.0	47,963.0	74,037.0	96.8%	96.3%
LEP	525.0	0.0	5.0	0.0	520.0	0.0	0.0	0.0	520.0	0.0	99.0%	0.0%
At Risk	8,362.0	37,335.0	364.0	1,252.0	7,998.0	36,083.0	0.0	0.0	7,998.0	36,083.0	95.6%	96.6%
Gifted and Talented	6,790.0	4,694.0	167.0	119.0	6,623.0	4,575.0	0.0	0.0	6,623.0	4,575.0	97.5%	97.5%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	67,274.0	121,773.0	2,154.0	4,292.0	65,120.0	117,481.0	0.0	0.0	65,120.0	117,481.0	96.8%	96.5%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813002 - HARMONY SCIENCE ACADEMY GRAND PRAIRIE

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	84,348.0	84,548.0	1,929.0	3,231.0	82,419.0	81,317.0	97.0	0.0	82,322.0	81,317.0	97.7%	96.2%
Ethnicity												
Hispanic/Latino	44,687.0	45,681.0	1,050.0	1,820.0	43,637.0	43,861.0	0.0	0.0	43,637.0	43,861.0	97.7%	96.0%
American Indian or Alas	1,048.0	344.0	21.0	31.0	1,027.0	313.0	0.0	0.0	1,027.0	313.0	98.0%	91.0%
Asian	7,197.0	9,476.0	91.0	263.0	7,106.0	9,213.0	0.0	0.0	7,106.0	9,213.0	98.7%	97.2%
Black or African Americ	16,111.0	13,036.0	300.0	380.0	15,811.0	12,656.0	0.0	0.0	15,811.0	12,656.0	98.1%	97.1%
Hawaiian or Other Pacif	0.0	172.0	0.0	5.0	0.0	167.0	0.0	0.0	0.0	167.0	0.0%	97.1%
White	14,652.0	14,178.0	452.0	612.0	14,200.0	13,566.0	0.0	0.0	14,200.0	13,566.0	96.9%	95.7%
Two or More Races	653.0	1,661.0	15.0	120.0	638.0	1,541.0	97.0	0.0	541.0	1,541.0	97.7%	92.8%
Total	84,348.0	84,548.0	1,929.0	3,231.0	82,419.0	81,317.0	97.0	0.0	82,322.0	81,317.0	97.7%	96.2%
Gender												
Male	42,632.0	42,547.0	920.0	1,493.0	41,712.0	41,054.0	0.0	0.0	41,712.0	41,054.0	97.8%	96.5%
Female	41,716.0	42,001.0	1,009.0	1,738.0	40,707.0	40,263.0	97.0	0.0	40,610.0	40,263.0	97.6%	95.9%
Total	84,348.0	84,548.0	1,929.0	3,231.0	82,419.0	81,317.0	97.0	0.0	82,322.0	81,317.0	97.7%	96.2%
Special Population												
Special Education	744.0	3,096.0	23.0	84.0	721.0	3,012.0	0.0	0.0	721.0	3,012.0	96.9%	97.3%
Economic Disadvantage	47,677.0	52,004.0	1,022.0	2,133.0	46,655.0	49,871.0	0.0	0.0	46,655.0	49,871.0	97.9%	95.9%
LEP	1,692.0	252.0	20.0	9.0	1,672.0	243.0	0.0	0.0	1,672.0	243.0	98.8%	96.4%
At Risk	4,629.0	13,862.0	136.0	606.0	4,493.0	13,256.0	0.0	0.0	4,493.0	13,256.0	97.1%	95.6%
Gifted and Talented	3,939.0	8,910.0	75.0	279.0	3,864.0	8,631.0	0.0	0.0	3,864.0	8,631.0	98.1%	96.9%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	58,681.0	78,124.0	1,276.0	3,111.0	57,405.0	75,013.0	0.0	0.0	57,405.0	75,013.0	97.8%	96.0%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816002 - HARMONY SCIENCE ACADEMY NORTH AUSTIN

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	63,653.0	95,185.0	2,593.0	3,184.0	61,060.0	92,001.0	0.0	0.0	61,060.0	92,001.0	95.9%	96.7%
Ethnicity												
Hispanic/Latino	24,954.0	43,965.0	1,070.0	1,421.0	23,884.0	42,544.0	0.0	0.0	23,884.0	42,544.0	95.7%	96.8%
American Indian or Alas	35.0	0.0	3.0	0.0	32.0	0.0	0.0	0.0	32.0	0.0	91.4%	0.0%
Asian	8,284.0	14,820.0	269.0	419.0	8,015.0	14,401.0	0.0	0.0	8,015.0	14,401.0	96.8%	97.2%
Black or African Americ	10,395.0	10,883.0	358.0	317.0	10,037.0	10,566.0	0.0	0.0	10,037.0	10,566.0	96.6%	97.1%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	19,907.0	24,325.0	888.0	990.0	19,019.0	23,335.0	0.0	0.0	19,019.0	23,335.0	95.5%	95.9%
Two or More Races	78.0	1,192.0	5.0	37.0	73.0	1,155.0	0.0	0.0	73.0	1,155.0	93.6%	96.9%
Total	63,653.0	95,185.0	2,593.0	3,184.0	61,060.0	92,001.0	0.0	0.0	61,060.0	92,001.0	95.9%	96.7%
Gender												
Male	34,722.0	50,982.0	1,402.0	1,528.0	33,320.0	49,454.0	0.0	0.0	33,320.0	49,454.0	96.0%	97.0%
Female	28,931.0	44,203.0	1,191.0	1,656.0	27,740.0	42,547.0	0.0	0.0	27,740.0	42,547.0	95.9%	96.3%
Total	63,653.0	95,185.0	2,593.0	3,184.0	61,060.0	92,001.0	0.0	0.0	61,060.0	92,001.0	95.9%	96.7%
Special Population												
Special Education	3,198.0	4,154.0	134.0	141.0	3,064.0	4,013.0	0.0	0.0	3,064.0	4,013.0	95.8%	96.6%
Economic Disadvantage	22,961.0	45,488.0	873.0	1,645.0	22,088.0	43,843.0	0.0	0.0	22,088.0	43,843.0	96.2%	96.4%
LEP	2,259.0	2.0	94.0	0.0	2,165.0	2.0	0.0	0.0	2,165.0	2.0	95.8%	100.0%
At Risk	6,308.0	47,521.0	242.0	1,303.0	6,066.0	46,218.0	0.0	0.0	6,066.0	46,218.0	96.2%	97.3%
Gifted and Talented	7,940.0	14,142.0	341.0	472.0	7,599.0	13,670.0	0.0	0.0	7,599.0	13,670.0	95.7%	96.7%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	42,666.0	111,307.0	1,684.0	3,561.0	40,982.0	107,746.0	0.0	0.0	40,982.0	107,746.0	96.1%	96.8%

Note: Detail may not add to totals due to rounding.

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Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101862
District: 101862 - HARMONY SCHOOL OF SCIENCE - HOUSTON
Campus: 101862001 - HARMONY SCHOOL OF SCIENCE - HOUSTON

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	106,336.0	106,618.0	2,732.0	2,126.0	103,604.0	104,492.0	0.0	0.0	103,604.0	104,492.0	97.4%	98.0%
Ethnicity												
Hispanic/Latino	17,346.0	18,480.0	480.0	483.0	16,866.0	17,997.0	0.0	0.0	16,866.0	17,997.0	97.2%	97.4%
American Indian or Alas	525.0	350.0	17.0	25.0	508.0	325.0	0.0	0.0	508.0	325.0	96.8%	92.9%
Asian	58,837.0	58,740.0	1,316.0	925.0	57,521.0	57,815.0	0.0	0.0	57,521.0	57,815.0	97.8%	98.4%
Black or African Americ	16,029.0	16,041.0	331.0	251.0	15,698.0	15,790.0	0.0	0.0	15,698.0	15,790.0	97.9%	98.4%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	13,599.0	13,007.0	588.0	442.0	13,011.0	12,565.0	0.0	0.0	13,011.0	12,565.0	95.7%	96.6%
Two or More Races	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	106,336.0	106,618.0	2,732.0	2,126.0	103,604.0	104,492.0	0.0	0.0	103,604.0	104,492.0	97.4%	98.0%
Gender												
Male	50,695.0	52,456.0	1,272.0	1,001.0	49,423.0	51,455.0	0.0	0.0	49,423.0	51,455.0	97.5%	98.1%
Female	55,641.0	54,162.0	1,460.0	1,125.0	54,181.0	53,037.0	0.0	0.0	54,181.0	53,037.0	97.4%	97.9%
Total	106,336.0	106,618.0	2,732.0	2,126.0	103,604.0	104,492.0	0.0	0.0	103,604.0	104,492.0	97.4%	98.0%
Special Population												
Special Education	950.0	1,541.0	27.0	76.0	923.0	1,465.0	0.0	0.0	923.0	1,465.0	97.2%	95.1%
Economic Disadvantage	55,808.0	53,339.0	1,455.0	1,077.0	54,353.0	52,262.0	0.0	0.0	54,353.0	52,262.0	97.4%	98.0%
LEP	3,699.0	0.0	150.0	0.0	3,549.0	0.0	0.0	0.0	3,549.0	0.0	95.9%	0.0%
At Risk	4,953.0	65,690.0	167.0	1,247.0	4,786.0	64,443.0	0.0	0.0	4,786.0	64,443.0	96.6%	98.1%
Gifted and Talented	4,705.0	3,395.0	122.0	45.0	4,583.0	3,350.0	0.0	0.0	4,583.0	3,350.0	97.4%	98.7%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	70,115.0	123,965.0	1,921.0	2,445.0	68,194.0	121,520.0	0.0	0.0	68,194.0	121,520.0	97.3%	98.0%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011031803
District: 031803 - HARMONY SCIENCE ACADEMY - BROWNSVILLE
Campus: 031803001 - HARMONY SCIENCE ACADEMY - BROWNSVILLE

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	65,072.0	70,140.0	2,461.0	2,573.0	62,611.0	67,567.0	173.0	0.0	62,438.0	67,567.0	96.2%	96.3%
Ethnicity												
Hispanic/Latino	56,724.0	58,294.0	2,187.0	2,158.0	54,537.0	56,136.0	173.0	0.0	54,364.0	56,136.0	96.1%	96.3%
American Indian or Alas	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Asian	4,288.0	3,121.0	131.0	129.0	4,157.0	2,992.0	0.0	0.0	4,157.0	2,992.0	96.9%	95.9%
Black or African Americ	1,400.0	1,225.0	38.0	52.0	1,362.0	1,173.0	0.0	0.0	1,362.0	1,173.0	97.3%	95.8%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	2,660.0	7,500.0	105.0	234.0	2,555.0	7,266.0	0.0	0.0	2,555.0	7,266.0	96.1%	96.9%
Two or More Races	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	65,072.0	70,140.0	2,461.0	2,573.0	62,611.0	67,567.0	173.0	0.0	62,438.0	67,567.0	96.2%	96.3%
Gender												
Male	31,339.0	33,824.0	1,173.0	1,179.0	30,166.0	32,645.0	0.0	0.0	30,166.0	32,645.0	96.3%	96.5%
Female	33,733.0	36,316.0	1,288.0	1,394.0	32,445.0	34,922.0	173.0	0.0	32,272.0	34,922.0	96.2%	96.2%
Total	65,072.0	70,140.0	2,461.0	2,573.0	62,611.0	67,567.0	173.0	0.0	62,438.0	67,567.0	96.2%	96.3%
Special Population												
Special Education	1,225.0	2,119.0	50.0	101.0	1,175.0	2,018.0	0.0	0.0	1,175.0	2,018.0	95.9%	95.2%
Economic Disadvantage	43,507.0	47,393.0	1,787.0	1,805.0	41,720.0	45,588.0	173.0	0.0	41,547.0	45,588.0	95.9%	96.2%
LEP	3,150.0	1.0	70.0	0.0	3,080.0	1.0	173.0	0.0	2,907.0	1.0	97.8%	100.0%
At Risk	7,000.0	46,699.0	189.0	1,728.0	6,811.0	44,971.0	173.0	0.0	6,638.0	44,971.0	97.3%	96.3%
Gifted and Talented	7,266.0	4,007.0	266.0	141.0	7,000.0	3,866.0	0.0	0.0	7,000.0	3,866.0	96.3%	96.5%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	62,148.0	100,219.0	2,362.0	3,775.0	59,786.0	96,444.0	519.0	0.0	59,267.0	96,444.0	96.2%	96.2%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011240804
District: 240804 - HARMONY SCIENCE ACADEMY - LAREDO
Campus: 240804001 - HARMONY SCIENCE ACADEMY - LAREDO

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	98,234.0	107,991.0	2,118.0	2,534.0	96,116.0	105,457.0	0.0	0.0	96,116.0	105,457.0	97.8%	97.7%
Ethnicity												
Hispanic/Latino	89,353.0	97,338.0	1,951.0	2,312.0	87,402.0	95,026.0	0.0	0.0	87,402.0	95,026.0	97.8%	97.6%
American Indian or Alas	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Asian	5,109.0	5,589.0	61.0	74.0	5,048.0	5,515.0	0.0	0.0	5,048.0	5,515.0	98.8%	98.7%
Black or African Americ	0.0	350.0	0.0	0.0	0.0	350.0	0.0	0.0	0.0	350.0	0.0%	100.0%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	3,772.0	4,714.0	106.0	148.0	3,666.0	4,566.0	0.0	0.0	3,666.0	4,566.0	97.2%	96.9%
Two or More Races	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	98,234.0	107,991.0	2,118.0	2,534.0	96,116.0	105,457.0	0.0	0.0	96,116.0	105,457.0	97.8%	97.7%
Gender												
Male	47,770.0	55,401.0	895.0	1,164.0	46,875.0	54,237.0	0.0	0.0	46,875.0	54,237.0	98.1%	97.9%
Female	50,464.0	52,590.0	1,223.0	1,370.0	49,241.0	51,220.0	0.0	0.0	49,241.0	51,220.0	97.6%	97.4%
Total	98,234.0	107,991.0	2,118.0	2,534.0	96,116.0	105,457.0	0.0	0.0	96,116.0	105,457.0	97.8%	97.7%
Special Population												
Special Education	907.0	1,934.0	10.0	46.0	897.0	1,888.0	0.0	0.0	897.0	1,888.0	98.9%	97.6%
Economic Disadvantage	56,907.0	67,089.0	1,315.0	1,585.0	55,592.0	65,504.0	0.0	0.0	55,592.0	65,504.0	97.7%	97.6%
LEP	5,057.0	0.0	123.0	0.0	4,934.0	0.0	0.0	0.0	4,934.0	0.0	97.6%	0.0%
At Risk	17,066.0	68,232.0	489.0	1,465.0	16,577.0	66,767.0	0.0	0.0	16,577.0	66,767.0	97.1%	97.9%
Gifted and Talented	8,487.0	9,909.0	184.0	189.0	8,303.0	9,720.0	0.0	0.0	8,303.0	9,720.0	97.8%	98.1%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	88,424.0	147,164.0	2,121.0	3,285.0	86,303.0	143,879.0	0.0	0.0	86,303.0	143,879.0	97.6%	97.8%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807004 - HARMONY SCHOOL OF INNOVATION - DALLAS

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	84,989.0	0.0	2,705.0	0.0	82,284.0	0.0	0.0	0.0	82,284.0	0.0%	96.8%
Ethnicity												
Hispanic/Latino	0.0	27,272.0	0.0	843.0	0.0	26,429.0	0.0	0.0	0.0	26,429.0	0.0%	96.9%
American Indian or Alas	0.0	1,407.0	0.0	33.0	0.0	1,374.0	0.0	0.0	0.0	1,374.0	0.0%	97.7%
Asian	0.0	30,784.0	0.0	871.0	0.0	29,913.0	0.0	0.0	0.0	29,913.0	0.0%	97.2%
Black or African Americ	0.0	10,069.0	0.0	399.0	0.0	9,670.0	0.0	0.0	0.0	9,670.0	0.0%	96.0%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	14,057.0	0.0	530.0	0.0	13,527.0	0.0	0.0	0.0	13,527.0	0.0%	96.2%
Two or More Races	0.0	1,400.0	0.0	29.0	0.0	1,371.0	0.0	0.0	0.0	1,371.0	0.0%	97.9%
Total	0.0	84,989.0	0.0	2,705.0	0.0	82,284.0	0.0	0.0	0.0	82,284.0	0.0%	96.8%
Gender												
Male	0.0	45,155.0	0.0	1,406.0	0.0	43,749.0	0.0	0.0	0.0	43,749.0	0.0%	96.9%
Female	0.0	39,834.0	0.0	1,299.0	0.0	38,535.0	0.0	0.0	0.0	38,535.0	0.0%	96.7%
Total	0.0	84,989.0	0.0	2,705.0	0.0	82,284.0	0.0	0.0	0.0	82,284.0	0.0%	96.8%
Special Population												
Special Education	0.0	3,107.0	0.0	132.0	0.0	2,975.0	0.0	0.0	0.0	2,975.0	0.0%	95.8%
Economic Disadvantage	0.0	35,697.0	0.0	1,157.0	0.0	34,540.0	0.0	0.0	0.0	34,540.0	0.0%	96.8%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	32,961.0	0.0	1,026.0	0.0	31,935.0	0.0	0.0	0.0	31,935.0	0.0%	96.9%
Gifted and Talented	0.0	10,560.0	0.0	237.0	0.0	10,323.0	0.0	0.0	0.0	10,323.0	0.0%	97.8%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	82,325.0	0.0	2,552.0	0.0	79,773.0	0.0	0.0	0.0	79,773.0	0.0%	96.9%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813004 - HARMONY SCIENCE ACADEMY - EULESS

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	66,370.0	94,426.0	2,349.0	3,159.0	64,021.0	91,267.0	0.0	0.0	64,021.0	91,267.0	96.5%	96.7%
Ethnicity												
Hispanic/Latino	12,684.0	22,070.0	468.0	857.0	12,216.0	21,213.0	0.0	0.0	12,216.0	21,213.0	96.3%	96.1%
American Indian or Alas	175.0	0.0	8.0	0.0	167.0	0.0	0.0	0.0	167.0	0.0	95.4%	0.0%
Asian	18,834.0	27,537.0	519.0	698.0	18,315.0	26,839.0	0.0	0.0	18,315.0	26,839.0	97.2%	97.5%
Black or African Americ	15,057.0	16,485.0	560.0	426.0	14,497.0	16,059.0	0.0	0.0	14,497.0	16,059.0	96.3%	97.4%
Hawaiian or Other Pacif	0.0	19.0	0.0	0.0	0.0	19.0	0.0	0.0	0.0	19.0	0.0%	100.0%
White	19,475.0	26,434.0	790.0	1,120.0	18,685.0	25,314.0	0.0	0.0	18,685.0	25,314.0	95.9%	95.8%
Two or More Races	145.0	1,881.0	4.0	58.0	141.0	1,823.0	0.0	0.0	141.0	1,823.0	97.2%	96.9%
Total	66,370.0	94,426.0	2,349.0	3,159.0	64,021.0	91,267.0	0.0	0.0	64,021.0	91,267.0	96.5%	96.7%
Gender												
Male	32,933.0	45,836.0	1,214.0	1,513.0	31,719.0	44,323.0	0.0	0.0	31,719.0	44,323.0	96.3%	96.7%
Female	33,437.0	48,590.0	1,135.0	1,646.0	32,302.0	46,944.0	0.0	0.0	32,302.0	46,944.0	96.6%	96.6%
Total	66,370.0	94,426.0	2,349.0	3,159.0	64,021.0	91,267.0	0.0	0.0	64,021.0	91,267.0	96.5%	96.7%
Special Population												
Special Education	509.0	1,702.0	10.0	56.0	499.0	1,646.0	0.0	0.0	499.0	1,646.0	98.0%	96.7%
Economic Disadvantage	31,215.0	43,516.0	1,006.0	1,427.0	30,209.0	42,089.0	0.0	0.0	30,209.0	42,089.0	96.8%	96.7%
LEP	1,991.0	0.0	71.0	0.0	1,920.0	0.0	0.0	0.0	1,920.0	0.0	96.4%	0.0%
At Risk	1,989.0	33,603.0	73.0	1,086.0	1,916.0	32,517.0	0.0	0.0	1,916.0	32,517.0	96.3%	96.8%
Gifted and Talented	8,660.0	4,340.0	252.0	137.0	8,408.0	4,203.0	0.0	0.0	8,408.0	4,203.0	97.1%	96.8%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	44,364.0	83,161.0	1,412.0	2,706.0	42,952.0	80,455.0	0.0	0.0	42,952.0	80,455.0	96.8%	96.7%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846003 - HARMONY SCHOOL OF INGENUITY

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	84,919.0	0.0	2,509.0	0.0	82,410.0	0.0	0.0	0.0	82,410.0	0.0%	97.0%
Ethnicity												
Hispanic/Latino	0.0	39,178.0	0.0	983.0	0.0	38,195.0	0.0	0.0	0.0	38,195.0	0.0%	97.5%
American Indian or Alas	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Asian	0.0	4,780.0	0.0	204.0	0.0	4,576.0	0.0	0.0	0.0	4,576.0	0.0%	95.7%
Black or African Americ	0.0	37,331.0	0.0	1,163.0	0.0	36,168.0	0.0	0.0	0.0	36,168.0	0.0%	96.9%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	3,280.0	0.0	134.0	0.0	3,146.0	0.0	0.0	0.0	3,146.0	0.0%	95.9%
Two or More Races	0.0	350.0	0.0	25.0	0.0	325.0	0.0	0.0	0.0	325.0	0.0%	92.9%
Total	0.0	84,919.0	0.0	2,509.0	0.0	82,410.0	0.0	0.0	0.0	82,410.0	0.0%	97.0%
Gender												
Male	0.0	38,999.0	0.0	1,211.0	0.0	37,788.0	0.0	0.0	0.0	37,788.0	0.0%	96.9%
Female	0.0	45,920.0	0.0	1,298.0	0.0	44,622.0	0.0	0.0	0.0	44,622.0	0.0%	97.2%
Total	0.0	84,919.0	0.0	2,509.0	0.0	82,410.0	0.0	0.0	0.0	82,410.0	0.0%	97.0%
Special Population												
Special Education	0.0	1,574.0	0.0	98.0	0.0	1,476.0	0.0	0.0	0.0	1,476.0	0.0%	93.8%
Economic Disadvantage	0.0	58,375.0	0.0	1,684.0	0.0	56,691.0	0.0	0.0	0.0	56,691.0	0.0%	97.1%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	38,158.0	0.0	1,023.0	0.0	37,135.0	0.0	0.0	0.0	37,135.0	0.0%	97.3%
Gifted and Talented	0.0	4,621.0	0.0	116.0	0.0	4,505.0	0.0	0.0	0.0	4,505.0	0.0%	97.5%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	102,728.0	0.0	2,921.0	0.0	99,807.0	0.0	0.0	0.0	99,807.0	0.0%	97.2%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858002 - HARMONY SCHOOL OF EXCELLENCE - ENDEAVOR

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	59,886.0	77,591.0	2,311.0	2,363.0	57,575.0	75,228.0	51.0	93.0	57,524.0	75,135.0	96.1%	97.0%
Ethnicity												
Hispanic/Latino	32,095.0	47,354.0	1,133.0	1,313.0	30,962.0	46,041.0	51.0	0.0	30,911.0	46,041.0	96.5%	97.2%
American Indian or Alas	0.0	350.0	0.0	4.0	0.0	346.0	0.0	0.0	0.0	346.0	0.0%	98.9%
Asian	5,487.0	3,314.0	132.0	78.0	5,355.0	3,236.0	0.0	0.0	5,355.0	3,236.0	97.6%	97.6%
Black or African Americ	16,130.0	19,887.0	754.0	644.0	15,376.0	19,243.0	0.0	93.0	15,376.0	19,150.0	95.3%	96.8%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	6,151.0	5,550.0	292.0	307.0	5,859.0	5,243.0	0.0	0.0	5,859.0	5,243.0	95.3%	94.5%
Two or More Races	23.0	1,136.0	0.0	17.0	23.0	1,119.0	0.0	0.0	23.0	1,119.0	100.0%	98.5%
Total	59,886.0	77,591.0	2,311.0	2,363.0	57,575.0	75,228.0	51.0	93.0	57,524.0	75,135.0	96.1%	97.0%
Gender												
Male	28,257.0	35,118.0	1,116.0	1,094.0	27,141.0	34,024.0	51.0	93.0	27,090.0	33,931.0	96.1%	96.9%
Female	31,629.0	42,473.0	1,195.0	1,269.0	30,434.0	41,204.0	0.0	0.0	30,434.0	41,204.0	96.2%	97.0%
Total	59,886.0	77,591.0	2,311.0	2,363.0	57,575.0	75,228.0	51.0	93.0	57,524.0	75,135.0	96.1%	97.0%
Special Population												
Special Education	1,498.0	2,436.0	77.0	106.0	1,421.0	2,330.0	0.0	0.0	1,421.0	2,330.0	94.9%	95.6%
Economic Disadvantage	46,311.0	63,527.0	1,849.0	1,925.0	44,462.0	61,602.0	51.0	93.0	44,411.0	61,509.0	96.0%	97.0%
LEP	6,517.0	0.0	170.0	0.0	6,347.0	0.0	51.0	0.0	6,296.0	0.0	97.4%	0.0%
At Risk	6,517.0	32,712.0	170.0	940.0	6,347.0	31,772.0	51.0	0.0	6,296.0	31,772.0	97.4%	97.1%
Gifted and Talented	3,918.0	4,120.0	101.0	100.0	3,817.0	4,020.0	0.0	0.0	3,817.0	4,020.0	97.4%	97.6%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	64,761.0	102,795.0	2,367.0	3,071.0	62,394.0	99,724.0	153.0	93.0	62,241.0	99,631.0	96.3%	97.0%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011071806
District: 071806 - HARMONY SCIENCE ACAD (EL PASO)
Campus: 071806002 - HARMONY SCHOOL OF INNOVATION - EL PASO

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	66,192.0	80,714.0	2,326.0	2,991.0	63,866.0	77,723.0	0.0	55.0	63,866.0	77,668.0	96.5%	96.3%
Ethnicity												
Hispanic/Latino	49,986.0	60,000.0	1,611.0	2,013.0	48,375.0	57,987.0	0.0	0.0	48,375.0	57,987.0	96.8%	96.6%
American Indian or Alas	686.0	865.0	19.0	37.0	667.0	828.0	0.0	0.0	667.0	828.0	97.2%	95.7%
Asian	799.0	865.0	4.0	16.0	795.0	849.0	0.0	0.0	795.0	849.0	99.5%	98.2%
Black or African Americ	5,048.0	5,084.0	214.0	209.0	4,834.0	4,875.0	0.0	0.0	4,834.0	4,875.0	95.8%	95.9%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	9,673.0	13,249.0	478.0	688.0	9,195.0	12,561.0	0.0	55.0	9,195.0	12,506.0	95.1%	94.8%
Two or More Races	0.0	651.0	0.0	28.0	0.0	623.0	0.0	0.0	0.0	623.0	0.0%	95.7%
Total	66,192.0	80,714.0	2,326.0	2,991.0	63,866.0	77,723.0	0.0	55.0	63,866.0	77,668.0	96.5%	96.3%
Gender												
Male	30,013.0	36,301.0	1,071.0	1,362.0	28,942.0	34,939.0	0.0	0.0	28,942.0	34,939.0	96.4%	96.2%
Female	36,179.0	44,413.0	1,255.0	1,629.0	34,924.0	42,784.0	0.0	55.0	34,924.0	42,729.0	96.5%	96.3%
Total	66,192.0	80,714.0	2,326.0	2,991.0	63,866.0	77,723.0	0.0	55.0	63,866.0	77,668.0	96.5%	96.3%
Special Population												
Special Education	2,536.0	3,228.0	137.0	177.0	2,399.0	3,051.0	0.0	0.0	2,399.0	3,051.0	94.6%	94.5%
Economic Disadvantage	37,713.0	52,463.0	1,213.0	2,022.0	36,500.0	50,441.0	0.0	0.0	36,500.0	50,441.0	96.8%	96.1%
LEP	6,038.0	0.0	120.0	0.0	5,918.0	0.0	0.0	0.0	5,918.0	0.0	98.0%	0.0%
At Risk	3,292.0	39,951.0	63.0	1,578.0	3,229.0	38,373.0	0.0	0.0	3,229.0	38,373.0	98.1%	96.1%
Gifted and Talented	4,931.0	2,400.0	177.0	70.0	4,754.0	2,330.0	0.0	0.0	4,754.0	2,330.0	96.4%	97.1%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	54,510.0	98,042.0	1,710.0	3,847.0	52,800.0	94,195.0	0.0	0.0	52,800.0	94,195.0	96.9%	96.1%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011227816
District: 227816 - HARMONY SCIENCE ACADEMY (AUSTIN)
Campus: 227816101 - HARMONY SCHOOL OF EXCELLENCE

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	67,355.0	84,362.0	1,911.0	3,158.0	65,444.0	81,204.0	0.0	0.0	65,444.0	81,204.0	97.2%	96.3%
Ethnicity												
Hispanic/Latino	49,199.0	63,810.0	1,292.0	2,302.0	47,907.0	61,508.0	0.0	0.0	47,907.0	61,508.0	97.4%	96.4%
American Indian or Alas	0.0	9.0	0.0	0.0	0.0	9.0	0.0	0.0	0.0	9.0	0.0%	100.0%
Asian	1,937.0	2,073.0	34.0	63.0	1,903.0	2,010.0	0.0	0.0	1,903.0	2,010.0	98.2%	97.0%
Black or African Americ	5,176.0	6,567.0	169.0	242.0	5,007.0	6,325.0	0.0	0.0	5,007.0	6,325.0	96.7%	96.3%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	10,741.0	11,050.0	407.0	468.0	10,334.0	10,582.0	0.0	0.0	10,334.0	10,582.0	96.2%	95.8%
Two or More Races	302.0	853.0	9.0	83.0	293.0	770.0	0.0	0.0	293.0	770.0	97.0%	90.3%
Total	67,355.0	84,362.0	1,911.0	3,158.0	65,444.0	81,204.0	0.0	0.0	65,444.0	81,204.0	97.2%	96.3%
Gender												
Male	32,116.0	38,992.0	968.0	1,376.0	31,148.0	37,616.0	0.0	0.0	31,148.0	37,616.0	97.0%	96.5%
Female	35,239.0	45,370.0	943.0	1,782.0	34,296.0	43,588.0	0.0	0.0	34,296.0	43,588.0	97.3%	96.1%
Total	67,355.0	84,362.0	1,911.0	3,158.0	65,444.0	81,204.0	0.0	0.0	65,444.0	81,204.0	97.2%	96.3%
Special Population												
Special Education	3,386.0	4,576.0	115.0	196.0	3,271.0	4,380.0	0.0	0.0	3,271.0	4,380.0	96.6%	95.7%
Economic Disadvantage	38,484.0	59,180.0	1,061.0	2,249.0	37,423.0	56,931.0	0.0	0.0	37,423.0	56,931.0	97.2%	96.2%
LEP	5,950.0	1.0	141.0	1.0	5,809.0	0.0	0.0	0.0	5,809.0	0.0	97.6%	0.0%
At Risk	1,050.0	9,834.0	36.0	248.0	1,014.0	9,586.0	0.0	0.0	1,014.0	9,586.0	96.6%	97.5%
Gifted and Talented	17,867.0	6,104.0	488.0	220.0	17,379.0	5,884.0	0.0	0.0	17,379.0	5,884.0	97.3%	96.4%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	66,737.0	79,695.0	1,841.0	2,914.0	64,896.0	76,781.0	0.0	0.0	64,896.0	76,781.0	97.2%	96.3%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011152805
District: 152805 - HARMONY SCIENCE ACAD (LUBBOCK)
Campus: 152805002 - HARMONY SCIENCE ACADEMY - ODESSA

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	39,688.0	0.0	2,661.0	0.0	37,027.0	0.0	0.0	0.0	37,027.0	0.0%	93.3%
Ethnicity												
Hispanic/Latino	0.0	23,113.0	0.0	1,548.0	0.0	21,565.0	0.0	0.0	0.0	21,565.0	0.0%	93.3%
American Indian or Alas	0.0	350.0	0.0	16.0	0.0	334.0	0.0	0.0	0.0	334.0	0.0%	95.4%
Asian	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Black or African Americ	0.0	2,204.0	0.0	142.0	0.0	2,062.0	0.0	0.0	0.0	2,062.0	0.0%	93.6%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	13,429.0	0.0	909.0	0.0	12,520.0	0.0	0.0	0.0	12,520.0	0.0%	93.2%
Two or More Races	0.0	592.0	0.0	46.0	0.0	546.0	0.0	0.0	0.0	546.0	0.0%	92.2%
Total	0.0	39,688.0	0.0	2,661.0	0.0	37,027.0	0.0	0.0	0.0	37,027.0	0.0%	93.3%
Gender												
Male	0.0	21,508.0	0.0	1,347.0	0.0	20,161.0	0.0	0.0	0.0	20,161.0	0.0%	93.7%
Female	0.0	18,180.0	0.0	1,314.0	0.0	16,866.0	0.0	0.0	0.0	16,866.0	0.0%	92.8%
Total	0.0	39,688.0	0.0	2,661.0	0.0	37,027.0	0.0	0.0	0.0	37,027.0	0.0%	93.3%
Special Population												
Special Education	0.0	2,827.0	0.0	150.0	0.0	2,677.0	0.0	0.0	0.0	2,677.0	0.0%	94.7%
Economic Disadvantage	0.0	25,126.0	0.0	1,747.0	0.0	23,379.0	0.0	0.0	0.0	23,379.0	0.0%	93.0%
LEP	0.0	54.0	0.0	3.0	0.0	51.0	0.0	0.0	0.0	51.0	0.0%	94.4%
At Risk	0.0	1,273.0	0.0	82.0	0.0	1,191.0	0.0	0.0	0.0	1,191.0	0.0%	93.6%
Gifted and Talented	0.0	2,510.0	0.0	121.0	0.0	2,389.0	0.0	0.0	0.0	2,389.0	0.0%	95.2%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	31,790.0	0.0	2,103.0	0.0	29,687.0	0.0	0.0	0.0	29,687.0	0.0%	93.4%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011161807
District: 161807 - HARMONY SCIENCE ACAD (WACO)
Campus: 161807002 - HARMONY SCIENCE ACADEMY - GARLAND

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	68,784.0	0.0	1,256.0	0.0	67,528.0	0.0	131.0	0.0	67,397.0	0.0%	98.2%
Ethnicity												
Hispanic/Latino	0.0	17,606.0	0.0	325.0	0.0	17,281.0	0.0	0.0	0.0	17,281.0	0.0%	98.2%
American Indian or Alas	0.0	19.0	0.0	0.0	0.0	19.0	0.0	0.0	0.0	19.0	0.0%	100.0%
Asian	0.0	8,106.0	0.0	103.0	0.0	8,003.0	0.0	0.0	0.0	8,003.0	0.0%	98.7%
Black or African Americ	0.0	26,156.0	0.0	345.0	0.0	25,811.0	0.0	131.0	0.0	25,680.0	0.0%	98.7%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	15,781.0	0.0	463.0	0.0	15,318.0	0.0	0.0	0.0	15,318.0	0.0%	97.1%
Two or More Races	0.0	1,116.0	0.0	20.0	0.0	1,096.0	0.0	0.0	0.0	1,096.0	0.0%	98.2%
Total	0.0	68,784.0	0.0	1,256.0	0.0	67,528.0	0.0	131.0	0.0	67,397.0	0.0%	98.2%
Gender												
Male	0.0	35,110.0	0.0	708.0	0.0	34,402.0	0.0	0.0	0.0	34,402.0	0.0%	98.0%
Female	0.0	33,674.0	0.0	548.0	0.0	33,126.0	0.0	131.0	0.0	32,995.0	0.0%	98.4%
Total	0.0	68,784.0	0.0	1,256.0	0.0	67,528.0	0.0	131.0	0.0	67,397.0	0.0%	98.2%
Special Population												
Special Education	0.0	3,075.0	0.0	92.0	0.0	2,983.0	0.0	0.0	0.0	2,983.0	0.0%	97.0%
Economic Disadvantage	0.0	31,234.0	0.0	568.0	0.0	30,666.0	0.0	131.0	0.0	30,535.0	0.0%	98.2%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	3,634.0	0.0	86.0	0.0	3,548.0	0.0	0.0	0.0	3,548.0	0.0%	97.6%
Gifted and Talented	0.0	3,926.0	0.0	64.0	0.0	3,862.0	0.0	0.0	0.0	3,862.0	0.0%	98.4%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	41,869.0	0.0	810.0	0.0	41,059.0	0.0	131.0	0.0	40,928.0	0.0%	98.1%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011015828
District: 015828 - HARMONY SCIENCE ACAD (SAN ANTONIO)
Campus: 015828002 - HARMONY SCHOOL OF INNOVATION - SAN ANTONIO

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	34,528.0	0.0	1,466.0	0.0	33,062.0	0.0	0.0	0.0	33,062.0	0.0%	95.8%
Ethnicity												
Hispanic/Latino	0.0	17,265.0	0.0	745.0	0.0	16,520.0	0.0	0.0	0.0	16,520.0	0.0%	95.7%
American Indian or Alas	0.0	226.0	0.0	23.0	0.0	203.0	0.0	0.0	0.0	203.0	0.0%	89.8%
Asian	0.0	531.0	0.0	6.0	0.0	525.0	0.0	0.0	0.0	525.0	0.0%	98.9%
Black or African Americ	0.0	8,233.0	0.0	293.0	0.0	7,940.0	0.0	0.0	0.0	7,940.0	0.0%	96.4%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	6,962.0	0.0	346.0	0.0	6,616.0	0.0	0.0	0.0	6,616.0	0.0%	95.0%
Two or More Races	0.0	1,311.0	0.0	53.0	0.0	1,258.0	0.0	0.0	0.0	1,258.0	0.0%	96.0%
Total	0.0	34,528.0	0.0	1,466.0	0.0	33,062.0	0.0	0.0	0.0	33,062.0	0.0%	95.8%
Gender												
Male	0.0	19,085.0	0.0	831.0	0.0	18,254.0	0.0	0.0	0.0	18,254.0	0.0%	95.6%
Female	0.0	15,443.0	0.0	635.0	0.0	14,808.0	0.0	0.0	0.0	14,808.0	0.0%	95.9%
Total	0.0	34,528.0	0.0	1,466.0	0.0	33,062.0	0.0	0.0	0.0	33,062.0	0.0%	95.8%
Special Population												
Special Education	0.0	2,500.0	0.0	140.0	0.0	2,360.0	0.0	0.0	0.0	2,360.0	0.0%	94.4%
Economic Disadvantage	0.0	27,213.0	0.0	1,166.0	0.0	26,047.0	0.0	0.0	0.0	26,047.0	0.0%	95.7%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	14,041.0	0.0	499.0	0.0	13,542.0	0.0	0.0	0.0	13,542.0	0.0%	96.4%
Gifted and Talented	0.0	144.0	0.0	4.0	0.0	140.0	0.0	0.0	0.0	140.0	0.0%	97.2%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	43,898.0	0.0	1,809.0	0.0	42,089.0	0.0	0.0	0.0	42,089.0	0.0%	95.9%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846006 - HARMONY SCHOOL OF FINE ARTS AND TECHNOLOGY

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	69,199.0	0.0	2,081.0	0.0	67,118.0	0.0	125.0	0.0	66,993.0	0.0%	97.0%
Ethnicity												
Hispanic/Latino	0.0	18,660.0	0.0	555.0	0.0	18,105.0	0.0	0.0	0.0	18,105.0	0.0%	97.0%
American Indian or Alas	0.0	175.0	0.0	6.0	0.0	169.0	0.0	0.0	0.0	169.0	0.0%	96.6%
Asian	0.0	8,758.0	0.0	206.0	0.0	8,552.0	0.0	125.0	0.0	8,427.0	0.0%	97.6%
Black or African Americ	0.0	31,391.0	0.0	941.0	0.0	30,450.0	0.0	0.0	0.0	30,450.0	0.0%	97.0%
Hawaiian or Other Pacif	0.0	175.0	0.0	6.0	0.0	169.0	0.0	0.0	0.0	169.0	0.0%	96.6%
White	0.0	8,640.0	0.0	310.0	0.0	8,330.0	0.0	0.0	0.0	8,330.0	0.0%	96.4%
Two or More Races	0.0	1,400.0	0.0	57.0	0.0	1,343.0	0.0	0.0	0.0	1,343.0	0.0%	95.9%
Total	0.0	69,199.0	0.0	2,081.0	0.0	67,118.0	0.0	125.0	0.0	66,993.0	0.0%	97.0%
Gender												
Male	0.0	32,608.0	0.0	993.0	0.0	31,615.0	0.0	0.0	0.0	31,615.0	0.0%	97.0%
Female	0.0	36,591.0	0.0	1,088.0	0.0	35,503.0	0.0	125.0	0.0	35,378.0	0.0%	97.0%
Total	0.0	69,199.0	0.0	2,081.0	0.0	67,118.0	0.0	125.0	0.0	66,993.0	0.0%	97.0%
Special Population												
Special Education	0.0	838.0	0.0	39.0	0.0	799.0	0.0	0.0	0.0	799.0	0.0%	95.3%
Economic Disadvantage	0.0	40,027.0	0.0	1,160.0	0.0	38,867.0	0.0	0.0	0.0	38,867.0	0.0%	97.1%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	7,133.0	0.0	182.0	0.0	6,951.0	0.0	0.0	0.0	6,951.0	0.0%	97.4%
Gifted and Talented	0.0	3,265.0	0.0	71.0	0.0	3,194.0	0.0	0.0	0.0	3,194.0	0.0%	97.8%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	51,263.0	0.0	1,452.0	0.0	49,811.0	0.0	0.0	0.0	49,811.0	0.0%	97.2%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011220813
District: 220813 - HARMONY SCIENCE ACAD (FORT WORTH)
Campus: 220813005 - HARMONY SCHOOL OF NATURE & ATHLETICS

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	78,468.0	0.0	2,426.0	0.0	76,042.0	0.0	325.0	0.0	75,717.0	0.0%	96.9%
Ethnicity												
Hispanic/Latino	0.0	25,038.0	0.0	789.0	0.0	24,249.0	0.0	0.0	0.0	24,249.0	0.0%	96.8%
American Indian or Alas	0.0	860.0	0.0	11.0	0.0	849.0	0.0	0.0	0.0	849.0	0.0%	98.7%
Asian	0.0	6,853.0	0.0	130.0	0.0	6,723.0	0.0	0.0	0.0	6,723.0	0.0%	98.1%
Black or African Americ	0.0	28,813.0	0.0	745.0	0.0	28,068.0	0.0	0.0	0.0	28,068.0	0.0%	97.4%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	14,954.0	0.0	682.0	0.0	14,272.0	0.0	0.0	0.0	14,272.0	0.0%	95.4%
Two or More Races	0.0	1,950.0	0.0	69.0	0.0	1,881.0	0.0	325.0	0.0	1,556.0	0.0%	96.5%
Total	0.0	78,468.0	0.0	2,426.0	0.0	76,042.0	0.0	325.0	0.0	75,717.0	0.0%	96.9%
Gender												
Male	0.0	36,096.0	0.0	1,116.0	0.0	34,980.0	0.0	0.0	0.0	34,980.0	0.0%	96.9%
Female	0.0	42,372.0	0.0	1,310.0	0.0	41,062.0	0.0	325.0	0.0	40,737.0	0.0%	96.9%
Total	0.0	78,468.0	0.0	2,426.0	0.0	76,042.0	0.0	325.0	0.0	75,717.0	0.0%	96.9%
Special Population												
Special Education	0.0	2,930.0	0.0	150.0	0.0	2,780.0	0.0	0.0	0.0	2,780.0	0.0%	94.9%
Economic Disadvantage	0.0	29,186.0	0.0	951.0	0.0	28,235.0	0.0	325.0	0.0	27,910.0	0.0%	96.7%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	31,183.0	0.0	979.0	0.0	30,204.0	0.0	0.0	0.0	30,204.0	0.0%	96.9%
Gifted and Talented	0.0	3,546.0	0.0	98.0	0.0	3,448.0	0.0	0.0	0.0	3,448.0	0.0%	97.2%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	66,845.0	0.0	2,178.0	0.0	64,667.0	0.0	325.0	0.0	64,342.0	0.0%	96.7%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101846
District: 101846 - HARMONY SCIENCE ACADEMY
Campus: 101846001 - HARMONY SCIENCE ACADEMY

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	67,549.0	66,493.0	1,866.0	2,474.0	65,683.0	64,019.0	0.0	0.0	65,683.0	64,019.0	97.2%	96.3%
Ethnicity												
Hispanic/Latino	29,746.0	22,747.0	717.0	809.0	29,029.0	21,938.0	0.0	0.0	29,029.0	21,938.0	97.6%	96.4%
American Indian or Alas	0.0	1,095.0	0.0	44.0	0.0	1,051.0	0.0	0.0	0.0	1,051.0	0.0%	96.0%
Asian	9,047.0	14,271.0	161.0	416.0	8,886.0	13,855.0	0.0	0.0	8,886.0	13,855.0	98.2%	97.1%
Black or African Americ	19,452.0	15,644.0	484.0	487.0	18,968.0	15,157.0	0.0	0.0	18,968.0	15,157.0	97.5%	96.9%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	9,129.0	12,244.0	498.0	688.0	8,631.0	11,556.0	0.0	0.0	8,631.0	11,556.0	94.5%	94.4%
Two or More Races	175.0	492.0	6.0	30.0	169.0	462.0	0.0	0.0	169.0	462.0	96.6%	93.9%
Total	67,549.0	66,493.0	1,866.0	2,474.0	65,683.0	64,019.0	0.0	0.0	65,683.0	64,019.0	97.2%	96.3%
Gender												
Male	29,990.0	31,085.0	870.0	1,077.0	29,120.0	30,008.0	0.0	0.0	29,120.0	30,008.0	97.1%	96.5%
Female	37,559.0	35,408.0	996.0	1,397.0	36,563.0	34,011.0	0.0	0.0	36,563.0	34,011.0	97.3%	96.1%
Total	67,549.0	66,493.0	1,866.0	2,474.0	65,683.0	64,019.0	0.0	0.0	65,683.0	64,019.0	97.2%	96.3%
Special Population												
Special Education	1,225.0	1,457.0	37.0	47.0	1,188.0	1,410.0	0.0	0.0	1,188.0	1,410.0	97.0%	96.8%
Economic Disadvantage	53,521.0	48,369.0	1,528.0	1,779.0	51,993.0	46,590.0	0.0	0.0	51,993.0	46,590.0	97.1%	96.3%
LEP	3,966.0	0.0	110.0	0.0	3,856.0	0.0	0.0	0.0	3,856.0	0.0	97.2%	0.0%
At Risk	5,609.0	6,528.0	145.0	352.0	5,464.0	6,176.0	0.0	0.0	5,464.0	6,176.0	97.4%	94.6%
Gifted and Talented	4,838.0	8,483.0	83.0	351.0	4,755.0	8,132.0	0.0	0.0	4,755.0	8,132.0	98.3%	95.9%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	69,159.0	64,837.0	1,903.0	2,529.0	67,256.0	62,308.0	0.0	0.0	67,256.0	62,308.0	97.2%	96.1%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858004 - HARMONY SCHOOL OF ADVANCEMENT - HIGH

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	46,936.0	0.0	2,145.0	0.0	44,791.0	0.0	0.0	0.0	44,791.0	0.0%	95.4%
Ethnicity												
Hispanic/Latino	0.0	12,379.0	0.0	637.0	0.0	11,742.0	0.0	0.0	0.0	11,742.0	0.0%	94.9%
American Indian or Alas	0.0	175.0	0.0	4.0	0.0	171.0	0.0	0.0	0.0	171.0	0.0%	97.7%
Asian	0.0	17,233.0	0.0	642.0	0.0	16,591.0	0.0	0.0	0.0	16,591.0	0.0%	96.3%
Black or African Americ	0.0	6,919.0	0.0	382.0	0.0	6,537.0	0.0	0.0	0.0	6,537.0	0.0%	94.5%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	10,230.0	0.0	480.0	0.0	9,750.0	0.0	0.0	0.0	9,750.0	0.0%	95.3%
Two or More Races	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	46,936.0	0.0	2,145.0	0.0	44,791.0	0.0	0.0	0.0	44,791.0	0.0%	95.4%
Gender												
Male	0.0	23,874.0	0.0	872.0	0.0	23,002.0	0.0	0.0	0.0	23,002.0	0.0%	96.3%
Female	0.0	23,062.0	0.0	1,273.0	0.0	21,789.0	0.0	0.0	0.0	21,789.0	0.0%	94.5%
Total	0.0	46,936.0	0.0	2,145.0	0.0	44,791.0	0.0	0.0	0.0	44,791.0	0.0%	95.4%
Special Population												
Special Education	0.0	1,336.0	0.0	78.0	0.0	1,258.0	0.0	0.0	0.0	1,258.0	0.0%	94.2%
Economic Disadvantage	0.0	16,582.0	0.0	912.0	0.0	15,670.0	0.0	0.0	0.0	15,670.0	0.0%	94.5%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	11,781.0	0.0	443.0	0.0	11,338.0	0.0	0.0	0.0	11,338.0	0.0%	96.2%
Gifted and Talented	0.0	7,875.0	0.0	269.0	0.0	7,606.0	0.0	0.0	0.0	7,606.0	0.0%	96.6%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	37,574.0	0.0	1,702.0	0.0	35,872.0	0.0	0.0	0.0	35,872.0	0.0%	95.5%

Note: Detail may not add to totals due to rounding.

Attendance Rates Comparison By Ethnicity, Gender, and Special Population

2010 - 2011 Summer Collection

Filename: S2011101858
District: 101858 - HARMONY SCHOOL OF EXCELLENCE
Campus: 101858005 - HARMONY SCHOOL OF DISCOVERY - HOUSTON

	Days Membership		Total Days Absent		Total Days Present		Total Ineligible Days		Total Eligible Days		Attendance Rate	
	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
Campus	0.0	60,076.0	0.0	1,390.0	0.0	58,686.0	0.0	0.0	0.0	58,686.0	0.0%	97.7%
Ethnicity												
Hispanic/Latino	0.0	15,843.0	0.0	325.0	0.0	15,518.0	0.0	0.0	0.0	15,518.0	0.0%	97.9%
American Indian or Alas	0.0	125.0	0.0	18.0	0.0	107.0	0.0	0.0	0.0	107.0	0.0%	85.6%
Asian	0.0	16,948.0	0.0	422.0	0.0	16,526.0	0.0	0.0	0.0	16,526.0	0.0%	97.5%
Black or African Americ	0.0	12,702.0	0.0	261.0	0.0	12,441.0	0.0	0.0	0.0	12,441.0	0.0%	97.9%
Hawaiian or Other Pacif	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
White	0.0	12,427.0	0.0	277.0	0.0	12,150.0	0.0	0.0	0.0	12,150.0	0.0%	97.8%
Two or More Races	0.0	2,031.0	0.0	87.0	0.0	1,944.0	0.0	0.0	0.0	1,944.0	0.0%	95.7%
Total	0.0	60,076.0	0.0	1,390.0	0.0	58,686.0	0.0	0.0	0.0	58,686.0	0.0%	97.7%
Gender												
Male	0.0	28,766.0	0.0	683.0	0.0	28,083.0	0.0	0.0	0.0	28,083.0	0.0%	97.6%
Female	0.0	31,310.0	0.0	707.0	0.0	30,603.0	0.0	0.0	0.0	30,603.0	0.0%	97.7%
Total	0.0	60,076.0	0.0	1,390.0	0.0	58,686.0	0.0	0.0	0.0	58,686.0	0.0%	97.7%
Special Population												
Special Education	0.0	700.0	0.0	13.0	0.0	687.0	0.0	0.0	0.0	687.0	0.0%	98.1%
Economic Disadvantage	0.0	23,043.0	0.0	520.0	0.0	22,523.0	0.0	0.0	0.0	22,523.0	0.0%	97.7%
LEP	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
At Risk	0.0	5,351.0	0.0	132.0	0.0	5,219.0	0.0	0.0	0.0	5,219.0	0.0%	97.5%
Gifted and Talented	0.0	2,501.0	0.0	30.0	0.0	2,471.0	0.0	0.0	0.0	2,471.0	0.0%	98.8%
Migrant	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0%	0.0%
Total	0.0	31,595.0	0.0	695.0	0.0	30,900.0	0.0	0.0	0.0	30,900.0	0.0%	97.8%

Note: Detail may not add to totals due to rounding.

ATTACHMENT D

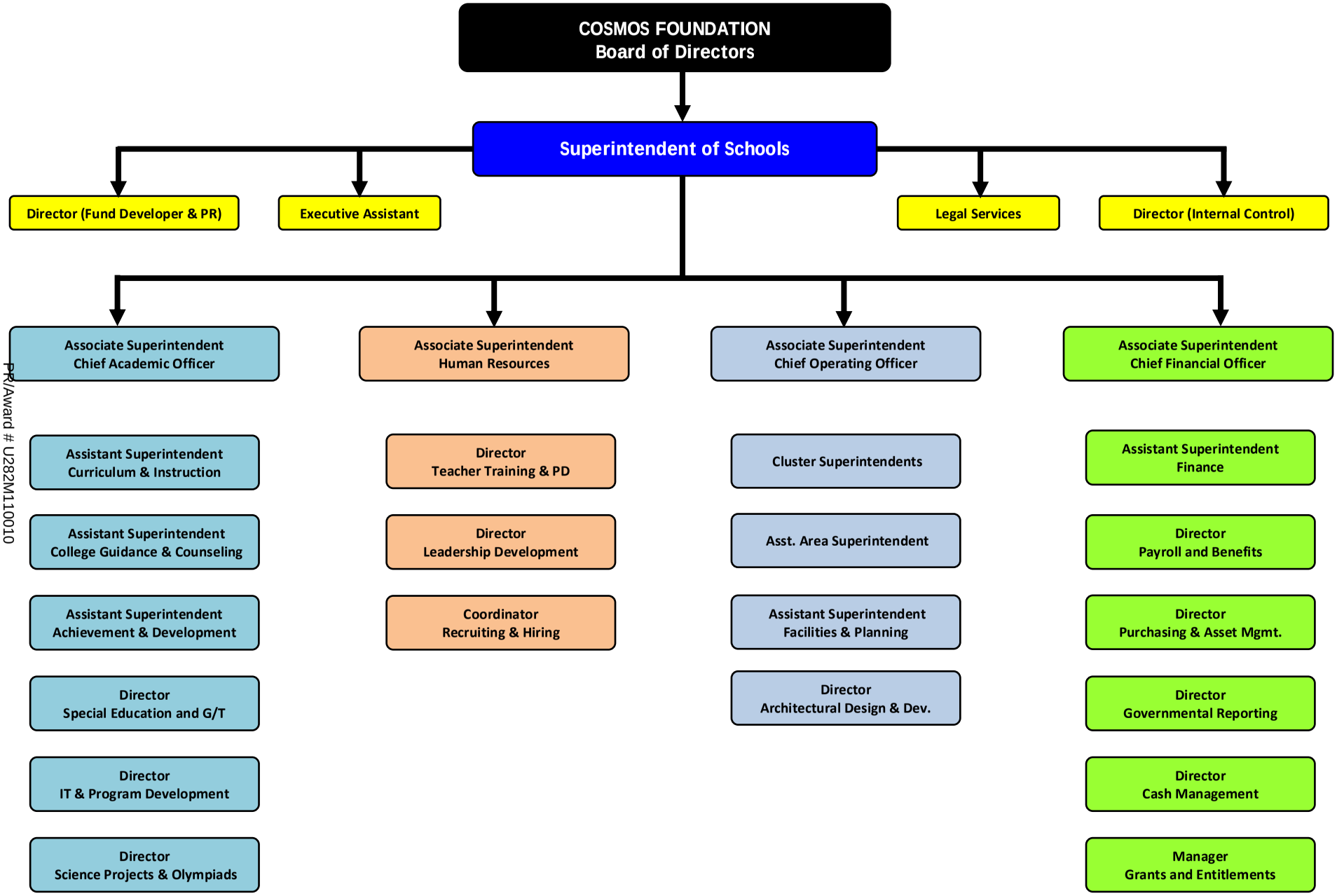
ORGANIZATIONAL CHART

of

COSMOS FOUNDATION, INC.

(HARMONY PUBLIC SCHOOLS)

ORGANIZATIONAL CHART OF THE CENTRAL OFFICE



Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** HQCRE 2011 Budget Narrative.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

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Tracking Number:GRANT10944895 Funding Opportunity Number:ED-GRANTS-071211-001 Received Date:2011-08-10T23:14:32-04:00

HARMONY QUALITY CHARTER REPLICATION & EXPANSION PROGRAM

BUDGET NARRATIVE

1. PERSONNEL

Federal Funds

$493,750 is budgeted to cover personnel expenses from federal funds. The following personnel are necessary to carry out the grant activities:

Project Director (PD): PD is responsible for managing grant activities at the executive level. PD manages grant activities at 30% effort of his base salary.

Project Director	**Year 1**	**Year 2**	**Year 3**
Number of PD	1	1	1
Annual Salary	$90,000	$90,000	$90,000
Effort	30%	30%	30%
TOTAL	$27,000	$27,000	$27,000

New School Principals: Principals will be hired 8 months in advance before new charter schools become operational to manage the start-up activities locally. 3 months of principals' salary is requested from the federal funds (remaining 5 months will be matched by the Cosmos Foundation).

Principals	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
Number of Principals	2	2	3
Annual Salary	$65,000	$65,000	$65,000
Effort	3 months	3 months	3 months

TOTAL	$32,500	$32,500	$48,750

New School Assistant Principals: Assistant Principals will be hired 3 months in advance before new charter schools become operational to help principals. All of 3 months of Asst. Principals' salary is requested from the federal funds. Each new charter school will have 2 Assistant Principals.

Asst. Principals	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
Number of Asst. Principals	4	4	6
Annual Salary	$55,000	$55,000	$55,000
Effort	3 months	3 months	3 months
TOTAL	$55,000	$55,000	$82,500

Administrative Assistants (AA): Administrative Assistants are responsible for assisting principals carry out the school start-up activities. AAs will be hired 8 months before new schools open. 3 months of Administrative Assistants' salary is requested from the federal funds; the remaining 5 months will be matched by the Cosmos Foundation.

Admin. Assistant	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
Number of Admin. Asst.	2	2	3
Annual Salary	$30,000	$90,000	$90,000
Effort	3 months	3 months	3 months
TOTAL	$15,000	$15,000	$22,500

Non-Federal Funds

$277,083 is budgeted to come from non-federal funds. The following are the personnel expenses that will be matched by the Cosmos Foundation.

New School Principals: 5 months of new school principals' salary will be matched by Cosmos Foundation).

Principals	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
Number of Principals	2	2	3
Annual Salary	$65,000	$65,000	$65,000
Effort	5 months	5 months	5 months
TOTAL	$54,167	$54,167	$81,250

Administrative Assistants (AA): 5 months of Administrative Assistants' salary will be matched by the Cosmos Foundation.

Admin. Assistant	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
Number of Admin. Asst.	2	2	3
Annual Salary	$30,000	$90,000	$90,000
Effort	5 months	5 months	5 months
TOTAL	$25,000	$25,000	$37,500

2. FRINGE BENEFITS

Federal Funds

Due fringe benefits (FICA, Teacher Retirement System (TRS) contribution, and health insurance benefits) are budgeted for the personnel reported above at the rate of 23% of base salary. Total $101,143 is requested from the U.S. Department of Education to cover fringe benefits. Fringe benefits requested from the federal funds are listed below:

Fringe Benefits	**Year 1**	**Year 2**	**Year 3**
Project Director	$6,210	$6,210	$6,210
Principals	$7,475	$7,475	$11,213
Asst. Principals	$12,650	$12,650	$18,975
Admin. Assistants	$3,450	$3,450	$5,175
TOTAL	$29,785	$29,785	$41,573

Non-Federal Funds

The due fringe benefits of principals and administrative assistants (each 5 months) will be matched by the Cosmos Foundation. Total $63,729 of fringe benefits will be matched by the Cosmos Foundation.

Fringe Benefits	**Year 1**	**Year 2**	**Year 3**
Principals	$12,458	$12,458	$18,688
Admin. Assistants	$5,750	$5,750	$8,625
TOTAL	$18,208	$18,208	$27,313

3. TRAVEL

Federal Funds

Total $182,250 is requested from federal funds to cover travel expenses. Travel is necessary for professional development, overseeing and implementing the grant activities, and informing the public and other charter developers of quality charter models. The details of the travel expenses are listed below:

Travel-Project Director (PD): Project director will travel to local sites where the new schools will be opened to oversee the start-up activities. PD will also travel to state and national conferences to inform the public of the quality charter schools and models. $7,500 for each year is requested.

PD Travel	**Year 1**	**Year 2**	**Year 3**
TOTAL	$7,500	$7,500	$7,500

Travel-Harmony Central Office Staff: Cosmos Foundation (Harmony Public Schools) central office staff will travel to regional, state, and national conferences to organize and attend workshops to inform the community and charter developers and charter schools of the quality charter operation models such as Harmony model. $6,000 per year is requested from the federal funds to cover related expenses.

Central Office Travel	**Year 1**	**Year 2**	**Year 3**
TOTAL	$6,000	$6,000	$6,000

Travel-Principals: The principals of the new schools will travel to central office for monthly meetings. They will also attend conferences and workshops for professional development. $3,750 per principal per year is requested from federal funds to cover related expenses.

Principals Travel	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
Number of Principals	2	2	3
TOTAL	$7,500	$7,500	$11,250

Travel-Assistant Principals: The assistant principals will attend conferences and workshops for professional development both at the central office and elsewhere. $2,000 per asst. principal per year is requested from federal funds to cover related expenses.

Asst. Principals Travel	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
Number of Asst. Principals	4	4	6
TOTAL	$8,000	$8,000	$12,000

Travel-Teachers: The teachers of the new charter schools will attend conferences and workshops for necessary professional development before schools open. $500 is requested per teacher per year to cover related travel expenses. 25 teachers per new school are projected.

Teachers Travel	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
Number of Teachers	50	50	75
TOTAL	$25,000	$25,000	$37,500

Non-Federal Funds

Total $25,000 will be matched by the Cosmos Foundation to cover travel expenses. The following are the matched travel items:

Travel-Harmony Central Office Staff: $6,000 per year will be matched by the Cosmos Foundation for travel expenses of central office staff.

Central Office Travel	**Year 1**	**Year 2**	**Year 3**
TOTAL	$6,000	$6,000	$6,000

Travel-Principals: $1,000 per year per principal will be matched by the Cosmos Foundation for travel expenses of new school principals.

Principals Travel	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
Number of Principals	2	2	3
TOTAL	$2,000	$2,000	$3,000

4. EQUIPMENT

No equipment is requested.

5. SUPPLIES

Federal Funds

$3,350,004 is requested from federal funds to cover supplies that are necessary to acquire to open new charter schools. The detailed itemized expenses are listed below:

Reading Materials: Reading materials will be purchased for new school libraries for literacy improvement programs. $3,000 per new school is requested from federal funds to acquire library books.

Reading	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$6,000	$6,000	$9,000

Testing Materials: Testing materials will be purchased for new schools for special education and ESL programs. $3,500 per new school is requested from federal funds to acquire testing materials.

Testing	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$7,000	$7,000	$10,500

Office Supplies: Office supplies are needed in school offices when carrying out start-up and student/staff recruitment. $1,000 per month for 8 months per new school is requested from federal funds to purchase office supplies.

Office	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$16,000	$16,000	$24,000

Classroom Supplies: Necessary classroom supplies are needed to jump start the new schools. $25,000 per new school ($1,000 for 25 teachers in a new school) is requested from federal funds to purchase classroom supplies.

Classroom	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$50,000	$50,000	$75,000

Life Sciences/Biology Lab Supplies: $14,000 per new school is requested from federal funds to purchase life sciences/biology lab supplies.

Biology Lab	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$28,000	$28,000	$42,000

Physical Sciences/Chemistry Lab Supplies: $15,000 per new school is requested from federal funds to purchase physical sciences/chemistry lab supplies.

Chemistry Lab	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$30,000	$30,000	$45,000

Computers and Technology Supplies: Computers and technology supplies are vital supplies to acquire before new schools open to successfully integrate technology in instruction. $143,633 for each new school is requested from federal funds for computer and technology purchases. The detailed list of computer and technology items is provided in Exhibit A (end of this narrative).

Comp./Technology	Year 1	Year 2	Year 3
Number of New Schools Opened	2	2	3
TOTAL	$287,266	$287,266	$430,899

Classroom and School Equipment/Accessories: Classroom and school equipment/accessories provide the basic materials of learning space and are vital supplies to acquire before new schools open. $266,439 for each new school is requested from federal funds for classroom and school equipment/accessories purchases. The detailed list of classroom and school equipment/accessories is provided in Exhibit B (end of this narrative).

Classroom	Year 1	Year 2	Year 3
Number of New Schools Opened	2	2	3
TOTAL	$532,878	$532,878	$799,317

Non-Federal Funds

$266,000 will be matched by the Cosmos Foundation for some supplies. The details of the match amounts are provided below:

Reading Materials: $1,000 per school will be matched by the Cosmos Foundation to purchase reading materials.

Reading	Year 1	Year 2	Year 3
Number of New Schools Opened	2	2	3
TOTAL	$2,000	$2,000	$3,000

Office Supplies: $500 per new school for 8 months will be matched by the Cosmos Foundation to purchase office supplies.

Office	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$8,000	$8,000	$12,000

Classroom Supplies: $3,000 per new school will be matched by the Cosmos Foundation to purchase classroom supplies.

Classroom	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$6,000	$9,000	$9,000

Life Sciences/Biology Lab Supplies: $5,000 per new school will be matched by the Cosmos Foundation to purchase life sciences/biology lab supplies.

Biology Lab	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$10,000	$10,000	$15,000

Physical Sciences/Chemistry Lab Supplies: $5,000 per new school will be matched by the Cosmos Foundation to purchase physical sciences/chemistry lab supplies.

Chemistry Lab	Year 1	Year 2	Year 3
Number of New Schools Opened	2	2	3
TOTAL	$10,000	$10,000	$15,000

Computers and Technology Supplies: $10,000 per new school will be matched by the Cosmos Foundation to purchase computers and technology supplies.

Comp./Technology	Year 1	Year 2	Year 3
Number of New Schools Opened	2	2	3
TOTAL	$20,000	$20,000	$30,000

Classroom and School Equipment/Accessories: $10,000 per new school will be matched by the Cosmos Foundation to purchase classroom and school equipment/accessories.

Classroom	Year 1	Year 2	Year 3
Number of New Schools Opened	2	2	3
TOTAL	$20,000	$20,000	$30,000

6. CONTRACTUAL

Federal Funds

Total $867,750 is requested from the U.S. Department of Education for contractual expenses. The contractual expenses are necessary to deliver the quality education to students. The details of the contractual expenses are provided below:

Teacher, Administrator, and Board Training: Teachers and administrators, and board members of the new schools need extensive training to fully understand the Harmony system and applicable

laws and regulations. $29,000 for each new school is requested from federal funds for training expenses. Qualified and experienced institutions will be contracted for effective professional development.

Training	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$58,000	$58,000	$87,000

Facility (Temporary Office) Rent: An office space will be leased to carry out student and staff recruitment and other necessary start-up activities for the new schools. 3 months of lease for each new school ($4,000 per month) is requested from federal funds. 2 months of lease cost will be matched by the Cosmos Foundation.

Facility	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$24,000	$24,000	$36,000

Facility (Temporary Office) Maintenance: The office cleaning costs (an outside company will be contracted) and other maintenance costs of temporary offices for 3 months ($2,500 per month) is requested from federal funds. 2 months of maintenance costs will be matched by the Cosmos Foundation.

Maintenance	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$15,000	$15,000	$22,500

Utilities: 3 months of utility costs of temporary offices ($750 per month) is requested from federal funds. 2 months of utility costs will be matched by the Cosmos Foundation.

Utilities	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$4,500	$4,500	$6,750

School Documents' Legal Review: $5,000 per year for legal review of employee contracts and other school documents to ensure effectives of the new schools is requested from federal funds.

Review	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$2,500	$2,500	$5,000

Student Recruitment and Informing the Community: The new schools will contract a company to design, print, and mass mail school brochures to inform the community of high quality charter school and to recruit students. $32,500 per new school is requested from federal funds.

Community	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$65,000	$65,000	$97,500

Technical Assistance: An outside company will be contracted to fine tune the school model and refining the policies and procedures of the schools. $80,000 for each year of the grant period is requested from federal funds to cover related expenses.

Refining	Year 1	Year 2	Year 3
TOTAL	$40,000	$40,000	$40,000

Project Evaluation: An outside evaluation company will be contracted to evaluate the project. $50,000 is requested from federal funds for evaluation expenses.

Evaluation	Year 1	Year 2	Year 3
TOTAL	$50,000	$50,000	$50,000

Non-Federal Funds

Total $667,500 will be matched by the Cosmos Foundation for contractual expenses. The details of the specific match amounts are below:

Teacher, Administrator, and Board Training: $70,000 for each school will be matched by the Cosmos Foundation for teacher, administrator, and board training.

Training	Year 1	Year 2	Year 3
Number of New Schools Opened	2	2	3
TOTAL	$140,000	$140,000	$210,000

Facility (Temporary Office) Rent: 2 months of lease for each new school ($4,000 per month) will be matched by the Cosmos Foundation.

Facility	Year 1	Year 2	Year 3
Number of New Schools Opened	2	2	3
TOTAL	$16,000	$16,000	$24,000

Insurance Costs: Cosmos Foundation will match $5,000 for each new school for building and commercial insurance costs.

Insurance	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$10,000	$10,000	$15,000

Facility (Temporary Office) Maintenance: 2 months of maintenance costs ($2,500 per month) will be matched by the Cosmos Foundation.

Maintenance	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$10,000	$10,000	$15,000

Utilities: 2 months of utility costs ($750 per month) will be matched by the Cosmos Foundation.

Utilities	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$3,000	$3,000	$4,500

School Documents' Legal Review: $2,000 per year for legal review of employee contracts and other school documents will be matched by the Cosmos Foundation.

Review	**Year 1**	**Year 2**	**Year 3**
TOTAL	$2,000	$2,000	$2,000

Student Recruitment and Informing the Community: $5,000 will be matched for each new school will be matched by the Cosmos Foundation.

Community	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$10,000	$10,000	$15,000

7. CONSTRUCTION

No construction expenses are requested.

8. OTHER

No construction expenses are requested.

9. TOTAL DIRECT COSTS

Federal Funds

Total $4,940,897 is requested from the U.S. Department of Education for expenses for direct costs. These costs are directly associated with opening high-performing charter school in communities where such schools are needed and with informing the public of school choice.

Non-Federal Funds

The Cosmos Foundation will match a total of $1,299,313 for direct costs.

10. INDIRECT COSTS

Federal Funds

No indirect costs are budgeted from federal funds.

Non-Federal Funds

Total $56,000 will be matched by the Cosmos Foundation for indirect costs. The Foundation will match $1,000 per month for 8 months for each new school to cover the accounting and book keeping expenses for each year of the grant.

Accounting	**Year 1**	**Year 2**	**Year 3**
Number of New Schools Opened	2	2	3
TOTAL	$16,000	$16,000	$24,000

11. TRAINING STIPENDS

No training stipends are requested.

12. TOTAL COSTS

Federal Funds

Total $4,940,897 is requested from the U.S. Department of Education.

Non-Federal Funds

The Cosmos Foundation will match $1,355,313 (**27% match**). The Foundation is committed to the success of the grant program and continuity and sustainability of the project after federal funds expire. All calculations were made in such that the Foundation School Payment from the Texas Education Agency as per charter contracts immediately begins once the funds from this grant program are exhausted.

EXHIBIT A

LIST OF COMPUTER AND TECHNOLOGY ITEMS (per school)

Item	**Quantity**	**Unit Price**	**Total**
Computer Lab Desktop Computers (2 labs, computer classes, curriculum lab)	50	$1,040	$52,000
Staff Desktop Computer (secretary, nurse)	2	$905	$1,810
Administrator Laptop Computers (principal and 2 assistant principals)	3	$1,386	$4,158
Teacher Laptop Computers	22	$1,190	$26,180
IT Director Laptop Computer	1	$1,386	$1,386
Library Desktop Computers	6	$1,040	$6,240
Network Servers	2	$4,718	$9,436
Network Server Rack and Server Peripherals	1	$1,621	$1,621
Printers	2	$700	$1,400
Classroom data projector with needed installation hardware	22	$981	$21,582
Classroom data projector installation	22	$440	$9,680
Portable projector to be used in open houses	1	$1,085	$1,085
TI Math calculators for math classes	50	$143	$7,150
Project based learning (robotics) materials	1	$9,905	$9,905
TOTAL			**$153,633**

EXHIBIT B

LIST OF CLASSROOM AND SCHOOL EQUIPMENT/ACCESSORIES (per school)

Item	Quantity	Unit Price	Total
Classroom and Office Furniture			
Student Desks	435	$130	$56,550
Student Chairs	435	$51	$22,185
Teacher Desks	22	$403	$8,866
Teacher Storage Cabinets	22	$302	$6,644
Teacher Filing Cabinets	22	$320	$7,040
Bulletin Boards	44	$86	$3,784
White Boards	22	$382	$8,404
Bookcases	44	$446	$19,624
Teacher Chairs	22	$201	$4,422
Foldable Tables (to display student work)	22	$173	$3,806
Science Lab Materials			
Science Lab Tables (2 labs)	20	$685	$13,700
Science Lab Stools	50	$75	$3,750
Science Lab Storage Cabinet	8	$431	$3,448
Computer Lab Materials			
Computer Tables (2 labs, for computer classes and for technology integration of core subjects)	24	$372	$8,928
Computer Lab Chairs	52	$75	$3,900

Art Classroom Materials			
Art Classroom Tables	5	$500	$2,500
Art Classroom Stools	25	$75	$1,875
Library Materials			
Library Tables	8	$312	$2,496
Library Chairs	25	$115	$2,875
Library Bookcases	13	$402	$5,226
Meeting Room Materials			
Meeting Room Table (for 10 people, Special Ed meetings, parent teacher conferences, etc.)	1	$1,150	$1,150
Chairs	10	$213	$2,130
Nurse Room Supplies and Materials			
Storage Cabinet (with lock)	1	$230	$230
Desk	1	$450	$450
Nurse Room Bed	1	$255	$255
Chair	1	$201	$201
Front Office Materials			
Desk	1	$1,250	$1,250
Chair	1	$201	$201
Bookcases	2	$446	$892
Filing Cabinets	6	$320	$1,920
Admin Office Materials (3 admins)			
Desk	3	$650	$1,950

Chair	3	$300	$900
Bookcases	6	$446	$2,676
Filing Cabinets	6	$320	$1,920
Guest Chairs	6	$138	$828
Other Necessary Materials			
Bulletin Boards for Walls (for display of public information and curriculum related announcements)	10	$86	$860
Lockers (Double tier, 3 wide - 6 openings)	67	$674	$45,158
Locker Locks	300	$12	$3,600
Cafeteria Tables - 16 student	15	$1,323	$19,845
TOTAL			**$276,439**

Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

Applicant's (Organization) Name: Cosmos Foundation, Inc.

Applicant's DUNS Name: 0851874380000

Federal Program: Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality

CFDA Number: 84.282

1. Has the applicant ever received a grant or contract from the Federal government?

   ☒ **Yes** ☐ **No**

2. Is the applicant a faith-based organization?

   ☐ **Yes** ☒ **No**

3. Is the applicant a secular organization?

   ☒ **Yes** ☐ **No**

4. Does the applicant have 501(c)(3) status?

   ☒ **Yes** ☐ **No**

5. Is the applicant a local affiliate of a national organization?

   ☐ **Yes** ☒ **No**

6. How many full-time equivalent employees does the applicant have? (Check only one box).

   ☐ **3 or Fewer** ☐ **15-50**

   ☐ **4-5** ☐ **51-100**

   ☐ **6-14** ☒ **over 100**

7. What is the size of the applicant's annual budget? (Check only one box.)

   ☐ **Less Than $150,000**

   ☐ **$150,000 - $299,999**

   ☐ **$300,000 - $499,999**

   ☐ **$500,000 - $999,999**

   ☐ **$1,000,000 - $4,999,999**

   ☒ **$5,000,000 or more**

Tracking Number:GRANT10944895 Funding Opportunity Number:ED-GRANTS-071211-001 Received Date:2011-08-10T23:14:32-04:00

Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0014.** The time required to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: The Agency Contact listed in this grant application package.

Tracking Number:GRANT10944895 Funding Opportunity Number:ED-GRANTS-071211-001 Received Date:2011-08-10T23:14:32-04:00