

Eldorado Middle School Campus Improvement Plan 2016-2017

April 10, 2017

Date of School Board Approval

This plan will be available to the district, parents, and the public in the principal's office as well as online at <http://www.scisd.net/education/school/school.php?sectionid=3>

EMS Mission Statement

Eldorado Middle School is building a better world, one student at a time, realizing that if children cannot learn the way we teach them, then we will teach them the way they learn. Eldorado Middle School teaches excellence by promoting an interest in learning, self-responsibility, service to school and community and mutual respect to inspire every student to be a productive member of society.

Planning and Decision Making Committee

<i>Lyndi Massey</i>	
<i>Christy Meador</i>	
<i>Sara Coronado</i>	
<i>Ezra Walling</i>	
<i>Kim Griffin</i>	
<i>Lacy Foust</i>	
<i>Stephanie Wheeler</i>	
<i>Sharon Spinks</i>	
<i>Traci Teaff</i>	
<i>Abby Ramos</i>	
<i>Debbie McBride</i>	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Site-Based Committee and EMS Staff in April 2017, with meetings to finalize priorities for 2016-2017 to be decided at a later date in the middle school library (signatures of attendees on file with the campus principal).

(Title I Component # 1).

Participants in Attendance for April 5th, 2017	Data Sources:
	<i>TPRS Reports (2015-16)</i>
	<i>Progress Measures—20015-2016 (Appendix G)</i>
	<i>STAAR Data—disaggregated (data under Goal 1)</i>
	<i>TELPAS Data—disaggregated (data under Goal 1)</i>
	<i>Continuous Improvement Plan for ESL (Appendix B)</i>
	<i>Performance-Based Monitoring Analysis System 2011(Appendix A)</i>
	<i>Campus discipline referral data (Appendix D & Goal 3)</i>
	<i>Student attendance data (Appendix E & Goal 4)</i>
	<i>Student surveys (Appendix F)</i>
	<i>Campus parent participation records (data under Goal 5)</i>
	<i>Fitness Gram data (data under Goal 6)</i>
* denotes EMS SBDM Member	
<p>Agenda/Minutes for April 5, 2017: (signature sheets are included with the CNA documents) Call the meeting to order— <i>Ezra Walling Called to order at 4:00pm</i> Reviewed purpose of Comprehensive Needs Assessment and new tool from ESSA— Review Eldorado Middle School Campus Goals Discuss New testing passing and not passing standards Reviewed Campus Parent Involvement Policy and percentage of participation Reviewed STAAR Assessment Highlights from 2015-2016 school year. Reviewed and explained 2016-16 School Report Card Explained changes in Goal vocabulary due to TEA changes of vocabulary on State assessment testing Vote for School Board approval of CIP. Vote passed unanimously for Board approval. Mr. Walling communicated that the CIP will go in front of the board April 10. Adjournment</p>	

Comprehensive Needs Assessment Summary of Findings

The following were identified as strengths and the areas of concern for Eldorado Middle School

Strengths		Prioritized Areas of Concern	
NCLB CNA	Strengths (this column does not correlate with the columns to the right)	Needs/Areas of Concern (this column is not necessarily lined-up with strengths listed to left)	Data Source
<i>Demographics</i>	<ul style="list-style-type: none"> • <i>Small numbers in our special populations</i> • <i>Low student/teacher ratio (Approximately 17:1)</i> 	<i>Vertical alignment of curriculum/ instruction in core subject areas</i>	<i>AEIS, STAAR Data, Comal County Curriculum Bench mark Data</i>
<i>Achievement</i>	<ul style="list-style-type: none"> • <i>ELA & Math meet twice daily</i> • <i>Implementation of Comal County Curriculum</i> • <i>High expectations for achievement</i> 	<i>Strengthen instruction and learning of Science by providing more lab-based opportunities for students with the integration and infusion of Science activities into other subject areas</i>	<i>AEIS, STAAR Data</i>
<i>School Culture & Climate</i>	<ul style="list-style-type: none"> • <i>High expectations</i> • <i>Low number of discipline referrals</i> • <i>Service learning</i> 	<i>Increase percentage of ALL students* passing ALL parts of the State-Mandated Assessments, especially Economically Disadvantaged</i>	<i>AEIS, Progress Measures, STAAR Data, TELPAS Data, CIP, PBMAS</i>
<i>Staff Quality</i>	<ul style="list-style-type: none"> • <i>Low rate of turnover</i> • <i>High quality of teachers</i> 	<i>Increase percentage of ALL students* receiving Commended Performance on all parts of the State-Mandated Assessments</i>	<i>AEIS, STAAR Data</i>
<i>Curriculum, Instruction, Assessment</i>	<ul style="list-style-type: none"> • <i>ELA & Math meet twice daily</i> • <i>Implementation of Comal County Curriculum</i> • <i>High Expectations for achievement</i> 	<i>Closing the achievement gap between white and Hispanic students</i>	<i>AEIS, STAAR Data, TELPAS Data, CIP, PBMAS</i>
<i>Family & Community Involvement</i>	<ul style="list-style-type: none"> • <i>High turnout for parent/teacher conferences</i> • <i>Parent feels their children have become stronger in their academics while in middle school</i> 	<i>Increase the integration of technology into core curriculum instruction and learning</i>	<i>Texas STaR Chart, 8th grade Tech Apps Readiness Assessment</i>
<i>School Context & Organization</i>	<ul style="list-style-type: none"> • <i>Grade level teams of teachers</i> • <i>Eight period day</i> 	<i>Increase parent involvement in the academic process</i>	<i>Campus parent participation records</i>
<i>Technology</i>	<ul style="list-style-type: none"> • <i>Access to technology for teachers</i> • <i>Access to technology for students</i> • <i>Our Director of Technology</i> • 	<i>Improve “bridging” between Elementary and EMS and especially between EMS and High School for both students and parents to better prepare them for higher education opportunities</i>	<i>AEIS, Progress Measures, Concerns of SBDM, Advance Academic Committee info.</i>

***W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed, G/T**

*Raise awareness of health related issues and
improve student character*

*Concerns of SBDM,
ADACCV (ALCL and
Drug Abuse Council
of the Concho Valley)*

Title I and State Compensatory Education

The comprehensive, intensive, accelerated education program at Eldorado Middle School, a Title I School wide Campus, consists of the following targets: providing instructional assistance and structured tutorials to students at risk of failure; providing support structures to address attendance issues; and providing counseling services. In the area of instructional assistance, paraprofessionals and teachers are assigned to classrooms to assist students, and tutorials are held during the school day for students at risk and/or to provide RtI (Response to Intervention). The support structures include the attendance clerk and/or parent liaison closely monitoring second period attendance and recovering student absences. All of these are done using Title I and State Compensatory Education funds, with the dedicated effort of increasing our students' success rate, keeping students in school, and increasing the graduation rates of our students as they move on to high school.

(Budget documentation in Appendix I)

*Total Title I appropriated for EMS is approximately **\$42,002.00***

*Total FTEs (Full Time Equivalent) funded through Title I is approximately **2.0***

*Total SCE (State Compensatory Equivalent) funds appropriated for EMS is approximately **\$255,178.00***

*Total FTEs funded through Title I and SCE is approximately **5.59***

Students' placement as "At-Risk" to be served with SCE funds is based on state eligibility criteria and is organized by the campus principal and the district's PEIMS coordinator.

Student status as At-Risk is then monitored by the PEIMS coordinator, campus counselor, and campus principal every six weeks.

State Compensatory Education Program Evaluation

Program Evaluation/Needs Assessment

Grades 5-8

STARR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Students at-Risk	69%	59%	80%	46%	53%	52%	56%	67%	29%	48%	40%	49%	80%	64%	32%
Students not At-Risk	96%	89%	99%	92%	92%	96%	77%	100%	95%	95%	87%	98%	100%	88%	74%

Drop-Out Data			
	2011 From 2009-2010 Snapshot	2012 From 2010-2011 Snapshot	2013 From 2011-2012 Snapshot
Students At-Risk	0%	0%	0%
Students Not At-Risk	0%	0%	0%

State Compensatory Education

State of Texas Student Eligibility Criteria [followed by the Exit Criteria in brackets]:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year. [Exit Criteria: once student reaches grade 5 and has been successful on state Reading assessment]
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the **preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.** [Exit Criteria: once student is maintaining a 70 average in all subjects in the foundation curriculum for a six weeks' grading period]
3. Was not advanced from one grade to the next for one or more school years. Students in PK and K who are retained at parent request are not considered at risk. [No Exit Criteria]
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument. [Exit Criteria: once student performs on TAKS test in that subject at a level equal to at least 110 percent of the level of satisfactory performance on that instrument]
5. Is pregnant or is a parent. [No Exit Criteria other than a pregnancy terminating prematurely and student returns to school]
6. Has been placed in an AEP during the preceding or current school year. [Exit Criteria: student has not returned to AEP/long-term ISS 10+ days for an entire school year]
7. Has been expelled during the preceding or current school year. [Exit Criteria: student has not had major disciplinary issues for an including DAEP/long term ISS 10+ days for an entire school year]
8. Is currently on parole, probation, deferred prosecution, or other conditional release. [Exit Criteria: student has fulfilled requirements of parole, probation, etc. and has not had major disciplinary issues for an entire school year]
9. Was previously reported through PEIMS to have dropped out of school. [No Exit Criteria]
10. Is a student of limited English proficiency? [Exit Criteria: student meets exit criteria for ESL program]
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS. [Exit Criteria: student has been out of care of DPRS or after 1 year after referral]
12. Is homeless. [Exit Criteria: district has evidence that student is no longer homeless]
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home. [Exit Criteria: student has been out of such placement/shelter for an entire school year]

Federal, State and Local Funding Sources

(Title I Funded Campus)

Eldorado Middle School is a Title I School wide Campus. Below are the federal sources that will be integrated and coordinated with State and Local funds to meet the needs of the students at Eldorado Middle School.

<i>Program/Funding Source</i>
<i>Federal Programs</i>
<i>Title I, Part A</i>
<i>Title II, Part A</i>
<i>Title III</i>
<i>State Programs</i>
<i>State Compensatory Education</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>ESL Program</i>
<i>ADA Allotments</i>
<i>Local Programs/Funding Source</i>
<i>Property Tax Allotments</i>
<i>County Available Funds</i>

Title 1 components for Title I School wide schools

1. Comprehensive Needs Assessment
2. School wide Reform Strategies—scientifically research-based strategies
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Assisting students experiencing difficulties mastering the proficient and advanced levels of achievement standards
10. Coordination and integration of Federal, State, and local services and programs

Goal 1: Eldorado Middle School will retain and/or Approaches Grade Level rating through 2017 (from 2016 STAAR/TELPAS performance).

Objective: By May 2017, the Progress Measures level percentage or higher of all students and each student group*, including Special Education students tested, will have a satisfactory met score on **all** portions of the state assessment. This Campus will meet Progress Measures.

Summative: By May 2017, the "Progress Measures" level percentage of all students will have a satisfactory cut score on all portions of the state tests, meet ARD expectations, and the Campus will meet Progress Measures.

STAAR Data 2015-2016	All Students	H	W	ED	Spec. Ed.	Male	Female
% Met Standard	76%	71%	91%	68%	39%	75%	77%

STARR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016	2014	2015	2016
Students at-Risk	69%	59%	80%	46%	53%	52%	56%	67%	29%	48%	40%	49%	80%	64%	32%
Students not At- Risk	96%	89%	99%	89%	92%	96%	77%	100%	95%	95%	87%	98%	100%	88%	74%

Chart for reference for Goal 1

Activity/Strategy	Title 1 SW Comp.	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Begin implementation of Comal County curriculum for Science, Social Studies, Math & ELA classes	1 2 3 9	Teachers Principal Curriculum Personnel	May 12	Aug 11- May 12	Local Funds State Funds	Are there improved performances on State Assessments?
Utilize all RtI strategies to determine educational needs of students struggling in classrooms	1 8 9	Principal Teachers SpEd Teacher 504 Coordinator	End of each semester	Aug 11- May 12	Local Funds	Is there a decrease in the number of referrals to SpEd?
Utilize paraprofessionals and teachers for extra classroom assistance and RtI activities for At-Risk and Sp Ed to ensure success of students	1 9 10	Principal, All teachers	Every three weeks	Aug 11- May 12	SCE Funds \$42,002.00 Title I Funds \$13,883 SpEd Funds	Are there improved grades every six weeks? Is there a reduction in failure rates?
Integration of technology based instruction and software (including Mind Play, Rosetta Stone, Lexia, Odysseyware, Khan Academy) to address the needs of differentiated learners	1 9	Principal All Staff Tech Director	Every six weeks	Aug 11- May 12	State Funds Local Funds	Are there improved performances on State Assessments?
When appropriate, place students identified to receive services through Special Education in mainstream educational classrooms.	1 8	Principal A.Reynolds ARD Committees	Annual ARD Meetings	Aug 11- May 12	Local Funds MSEC Funds	Is there measurable & improved academic growth of Sp Ed students?
Provide tutorial time during the school day for At-Risk students, students failing core subject areas and for students experiencing difficulty mastering any of the state's standards	1 9	Teachers	Every three weeks	Aug 11- May 12	SCE Funds \$255,178.00	Is there a reduction in failure rates and improved performances on State Assessments?
Provide accelerated instruction and Summer School Sessions as needed for students who are determined to be at risk of not meeting standards on State Reading and Math Tests in 5 th Grade and 8 th Grade (SSI)	1 8 9	Principal D.Griffin L. Perez T.Teaff L.Espinosa	Apr 12- July 12	Jan 12- July 12	Local Funds	Are all of our students passing State Reading and Math Tests in first 1-2 attempts?
Provide a pull-out program as well as integrate/differentiate activities within the core subject areas for our students identified Gifted and Talented to enrich their education		G/T Teacher	Beginning and end of each semester	Aug 11- May 12	Local Funds State Funds	Is there an improved quality of G/T products and portfolios?
Have teachers go to DAEP/ISS to take assignments and work with students on lessons that are being missed in the regular classroom	1 9	Principal Teachers	End of each six weeks	Aug 11- May 12	Local Funds SCE funds	Is there a smooth transition with no regression when student returns from discipline placement?
Ensure that the strategies in the district's ESL Continuous Improvement Plan are fully implemented on the campus		Principal ESL Teacher PBMAS Committee	May 12	Aug 11- May 2012	Local Funds	Is each LEP student growing in his/her language proficiency? Is each student testing on the appropriate assessment for his/her proficiency level?

Goal 2: At Eldorado Middle School all students will be taught by highly qualified teachers.

Objective: By May 2017, we will maintain highly qualified teachers teaching 100% of all classes, and the level of highly qualified paraprofessionals assisting with student instruction will be maintained at 100%, and 100% of teachers will receive high quality professional development.

Summative: One hundred percent of the classes will be taught by highly qualified teachers and 100% of the paraprofessionals at Eldorado Middle School will be highly qualified.

***W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed. G/T**

(ESEA/NCLB Goal 3)

	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
Data 2014-15	100%	100%	100%
Data 2015-16	100%	100%	100%

Activity/Strategy	Title 1 SW Comp.	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Provide opportunities for staff to attend content specific professional development workshops and/or conferences Invite content specialists to come to LEA to present specific professional development for teachers	2 3 4 8	Principal Campus Principal ESC Region XV Teachers	May 12	June 12- July 12	Title III Funds through SSA with ESC XV Local Funds	Are teachers implementing instructional strategies learned from the high-quality professional development in improving the learning of the students in their classrooms?
Review current staff HQ certifications and discuss staff changes if needed to best address the needs of our students	3 4	Superintendent Principal Teachers	June 12	April 12- Aug 12	Local Funds	As teachers are retiring or resigning, are we utilizing our current staff as much as possible and recruit/hire HQ teachers?
Actively recruit and retain quality teachers who already meet HQ standards when positions become available	3 5	Superintendent Principal	June 12	Mar 12- July 12	Local Funds	Are new hires highly qualified, certified, top-notch teachers?
Assign horizontal (grade level) and vertical (subject matter) mentors to new teachers and plan sub days for mentors to work with mentees		Principal Teachers	May 12	Sept 11- May 12	Local Funds	Are new teachers adjusting and receiving enough support to be successful in the classroom?

Goal 3: All students* at Eldorado Middle School will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective: By May 2017 the number of violent incidents will be maintained at 0% as measured by PEIMS and discipline referrals will be reduced by at least 5%.

Summative: Violent incidents will be maintained at 0% and discipline referrals will be reduced by at least 5%.

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed. G/T

(ESEA/NCLB Goal 4)

	All Students	W	H	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
2014-2015 Referrals/Students	3 referrals 3 students	1 referrals 1 students	2 referrals 2students	0	3 referrals 3 students	0	0 referrals 0 students	0 referral 0 student	0	1 referrals 1 students	2 referral 2 student
2015-2016 Referrals/Students	7 Referrals 5 students	0	4 Referrals 4 students	1 Referral 1 Student	5 Referrals 5 students	0	0 Referrals 0 student	0	0	2 Referrals 2 students	3 Referrals 3 student
2016-2017 Referrals/Students											

Activity/Strategy	Title 1 Comp.	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Participate in the DARE program if it is made available to the district		5 th Grade Teachers, Sergeant Fred Dietz	May 12 DARE graduation	Jan 12-May 12	Concho Valley COG & Schleicher Co. Sheriff	Is there an increase in student knowledge of drug awareness in class discussion?
Present programs dealing with bullying, reporting harassment, dating violence, violence and suicide prevention, conflict resolution, self-esteem, sexual harassment and making positive choices as appropriate per grade level		Title I Counselor (shared with Elem)	End of each semester	Aug 11-May 12	ESC Title I Funds \$24,775	Is there an increased understanding in dealing with life in middle school, a reduction in number of reports of harassment and discipline referrals?
Provide copies of the SCISD Pregnancy Plan in the office	9 10	Principal, L. Massey S. Richters	Beginning and end of each semester	Aug. 11-May 12	Local Funds	Is there an increased percent of parent/students that graduate?

Goal 4: All students* in Eldorado Middle School will eventually graduate from high school.

Objective: By May 2017, a drop-out rate of less than 1% for all students* and all student groups will be maintained at Eldorado Middle School as well as Schleicher County ISD achieving a completion rate of at least 95% or higher.

Summative: Drop-out rate of less than 1% and a completion rate of at least 95% or higher will be maintained.

*W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed. G/T

(ESEA/NCLB Goal 5)

Data	All Students	H	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
2012-2013 Drop-out Report	0%	0%	----	0%	----	0%	0%	0%	0%	0%
2014-2015 Drop-out Report	0%	0%	----	0%	----	0%	0%	0%	0%	0%
2015-2016 Drop-out report										

Activity/Strategy	Title 1 Comp.	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Prepare for transition to high school in 8 th grade and from elementary to middle school with 4 th grade	1	Principal Counselors Teachers	May 12	Jan 12- May 12	Local Funds	Does every 8 th grader have a completed 4-year plan?
Take 8 th graders to ASU and 7 th graders to Howard College to explore idea of attending college, financial aid, etc.		7 th & 8 th grade teachers L. Massey	May 12	Jan 12- May 12	Local Funds	Are the students able to set goals of pursuing post high school education?
Actively contact parents concerning student absences		S. Pina	Daily	Aug 11- May 12	Local Funds SCE Funds \$6,598	Are there improved attendance rates?
Provide tutorial time during the school day for students at risk for failing core subject areas and for students experiencing difficulty mastering any state's standard	1 9	All staff	Every three weeks	Aug 11- May 12	Title I Funds SCE Funds	Is there an improvement in students' grades?
Identify and inform homeless and/or migrant students of services provided by the District	10	L. Massey	Beginning of each semester	Aug 11- May 12	Title Funds	Are homeless and migrant students receiving support?
Provide copies of the SCISD Pregnancy Plan in the office	10	Principal L. Massey	Beginning and end of each semester	Aug. 11- May 12	Local Funds	Is there an increase in percent of parent/students that graduate

Goal 5: Parents and Community will be partners in the education of students at Eldorado Middle School.

Objective: By May 2017, at least 95% or more of all students' (W, H, AA, ED, Migrant, M, F, LEP, Spec.Ed., G/T) parents and/or family members will participate in at least one academic activity for/with their child/children.

Summative: School records will indicate that at least 95% or more of students' parents/family members will participate in partnership in education opportunities.

Parent/Teacher Conference Participation						
	2009-2010		2010-2011		2016-2017	
5 th Grade	53/54	98%	36/36	100%	33/36	92%
6 th Grade	46/51	90%	50/52	96%	36/39	92%
7 th Grade	36/38	95%	38/42	90%	41/47	87%
8 th Grade	35/36	97%	37/38	97%	38/45	84%
Overall	170/179	95%	161/168	96%	167/148	89%

Activity/Strategy	Title 1 Comp.	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Schedule individual parent/ teacher conferences where Parent Involvement Policy is discussed and copy of signed Compact is presented to parent	1 6	All Teachers	End of 1 st six weeks	Aug 11- Oct 11	Local Funds	90-100% of parents attending
Send home a calendar of events for each month and provide parents test results, AEIS Campus Report Cards, newsletters, etc. in both English and Spanish, and encourage parents to contact Principal/Parent Liaison to receive assistance with interpreting results	1 6	Mr. Walling S. Pina	Once a month	Aug 11- May 12	Local Funds	Increase in parental awareness in academic progress
Mail home a three week progress report and six weeks report card for each student	1 6	S. Pina	Every three weeks	Aug. 11- May 12	Local Funds	Increase of parental awareness
Encourage parents to register to view their child's grades through the district's online Gradebook program	1 6	S. Pina Technology Director	May 12	Aug 11- May 12	Local Funds	Increases parental awareness in academic performance of students
Send out, collect and review School-Parent Compact outlining how parents, staff, and students will share responsibility for improved academic achievement	1 6	Mr. Walling Campus SBDM Parents	Oct 11	Aug 11- Oct 11	Local Funds	Increased parental awareness in academic progress and performance of students
Hold parent meetings to discuss higher education opportunities, admission and financial aid information, and the need for making informed curriculum choices	1 6	Mr. Walling Counselor EMS-SBDM	May 11	Jan 12- May 12	Local Funds	Increased parental awareness of educational opportunities available for their child(ren)

Goal 6: At Eldorado Middle School, all students* will be active with a focus on health and wellness within a coordinated school health and physical activity program.

Objective: By May 2017, at least 70% of all students* will meet minimum requirements on at least 4 of the 6 categories of their Healthy Fitness Zone within the Fitness Gram assessment.

Summative Evaluation: By May 2017, 70% of all students will fall within their Healthy Fitness Zone on at least 4 of the 6 categories within the Fitness Gram Assessment

Activity/Strategy	Title 1 Comp.	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
All students are scheduled into a PE and/or Athletics class that will meet on a daily basis where each student will surpass the required minimum requirements for moderate to physical activity	1 10	Principal Teachers	May 12	Aug 11- May12	Local Funding State Funding	Is there an improvement in the students Fitness Gram results from previous year?
The Foods of Minimal Nutritional Value policy will be followed during school hours including vending machines, parties and fundraising.	1 10	Principal Teachers	May 12	Aug 11- May 12	State Funding	Is there an improvement in the students Fitness Gram results from previous year?
Continue with spinal screenings, Acanthosis Nigricans and vision and hearing screenings at designated grade levels as well as immunization monitoring.	1 10	School Nurse	May 12	Aug 11- May 12	Local Funding	Are we detecting potential problems early?
Absences will be monitored closely and contact will be made to ensure students healthy return to school	1 10	Principal Secretary School Nurse	May 12	Aug 11- May 12	Local Funding	Are students coming to school sick or coming back healthy? Is attendance rate improving?
Fitness Gram will be administered at least once a semester for baseline comparison	1 10	Mr. Walling PE Teachers Coaches	Once a semester	Nov 11- May 12	Local Funding	Is each student showing improvement in reaching and/or maintaining his Healthy Fitness Zone?

APPENDIX A—PBMAS Summary Report

Texas Education Agency
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
County-District Number: 207901 PBMAS PERFORMANCE LEVEL SUMMARY Region
district Name: SCHLEICHER ISD (NOT INCLUDING REPORT ONLY INDICATORS)
BE/ESL CTE NCLB SPED

LEP NOT LEP ALL CTE CTE CTE TITLE I ALL SPED
TAAR@ 3-8 PASSING RATE BE ESL SERVED YAE CTE LEP ED SPED PART A MIGRANT SPED YAE _____

MATHEMATICS No Data NA No Data 0 0 NA NA 0
READING No Data NA No Data NA 0 NA NA 0
SCIENCE No Data NA No Data NA 1 NA NA No Data
SOCIAL STUDIES No Data NA No Data No Data 0 NA NA No Data
WRITING No Data NA No Data No Data 0 0 NA 0
TAAR@ EOC PASSING RATE LEP _____
MATHEMATICS NA 0 NA 0 NA 0 No Data NA
SCIENCE No Data 0 No Data 0 NA 0 No Data NA
SOCIAL STUDIES NA 0 NA 0 NA 0 No Data NA
PED STAAR@ ALTERNATE 2 PARTICIPATION RATE 0

ELPAS READING BEGINNING PROFICIENCY LEVEL RATE 0
ELPAS COMPOSITE RATING LEVELS FOR STUDENTS
N U.S. SCHOOLS MULTIPLE YEARS No Data

ANNUAL DROPOUT RATE 0 0 0 0 0
HSP/DAP DIPLOMA RATE No Data 0 0 No Data NA SA
GRADUATION RATE No Data 0 0 No Data 0

TE NONTRADITIONAL COURSE COMPLETION RATE
MALES 0
FEMALES 1

PED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5) NA
PED REGULAR CLASS >=80% RATE
AGES 6-11 0
AGES 12-21 1
PED REGULAR CLASS <40% RATE

AGES 6-11 0
AGES 12-21 0

PED REPRESENTATION

ALL 0
AFRICAN AMERICAN (NOT HISPANIC/LATINO) 0
HISPANIC 2
LEP NA SA

PED DISCRETIONARY PLACEMENTS

DAEP NA SA
ISS 0
OSS 0

detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.

APPENDIX B—SCISD PBMAS Continuous Improvement Plan for English as a Second Language

**2015-2016 Continuous Improvement Plan (CIP)
Bilingual Education/English as a Second Language (BE/ESL) Monitoring System**

LEA Name:		Schleicher ISD		CDN:	207901	Date:	11/18/2011			
Performance Area Targeted	Indicator Description	Major Systems Targeted	Components	Strategies, Initiatives, and Activities	Start Date	Projected Completion Date	Resources Required and Person(s) Responsible	Evidence of Implementation	Evidence of Impact	
Assessment_ Performance	LEP Participation Rate	Instruction	Modeling / Mentoring	Assign aides and/or teachers to be in academic courses to assist teacher in working with ELL students on how to navigate note taking, understanding content, reading comprehension, vocabulary development, etc.	In progress since 8/22/2011	5/24/2012	EMS & EES Campus Principals; Aides; ESL Teachers; master schedules	Documentation from aides/teachers from their time assigned to work with a Science or ELA teacher	Increased passing rates of students taking state assessments in Reading/ELA & Science	
Assessment_ Performance	LEP Participation Rate	Instruction	Differentiation to Meet Needs	Providing appropriate accommodations for ELL students to assist them in both language and concept acquisition successfully	In progress since 8/22/2011	5/24/2012	Principals; Teachers; ESL Teachers; ESC XV personnel; ELPS training	Notations in Lesson Plans of what accommodations are being utilized for ELLs	Increased passing rates of students taking state assessments in Reading/ELA & Science	
Assessment_ Performance	LEP Participation Rate	Instruction	Rigorous and Relevant	Continued use of 5E Model of Instruction as presented within CSCOPE Curriculum	In progress since 8/22/2011	5/24/2012	Principals; Teachers; ESC XV personnel; CSCOPE materials	Lesson Plans and walkthrough documentation	Increased passing rates of students taking state assessments in Reading/ELA & Science	
Assessment_ Performance	LEP Participation Rate	Parents_ Community	Parent Involvement	Utilize Parent Conferences to keep parents of ELL students informed of academic progress and what they need to do at home to assist in language acquisition	10/3/2011	5/24/2012	Principals; Teachers; ESL Teachers; secretaries; bilingual aides; bilingual Parents newsletters and calendars	Documentation from parent conferences and materials distributed	Increased passing rates of students taking state assessments in Reading/ELA & Science	
Assessment_ Performance	LEP Participation Rate	Student_ Support	Response to Interventions (RTI)	When universal screeners denote a need, students will be moved through the RtI tiers to plug any academic gaps they are experiencing	In progress since 8/22/2011	5/24/2012	Principals; Teachers; Aides; ESL Teachers; RtI Teachers; SpEd Teachers; PRIM Manual	RtI documentation on student progress	Increased passing rates of students taking state assessments in Reading/ELA & Science	
Assessment_ Performance	LEP Participation Rate	Academic Support	Tutorials	Utilize tutorials during the day for ELL students to receive additional help in academic courses and language acquisition	In progress since 8/22/2011	5/24/2012	Principals; Teachers; aides; ESL Teachers	Documentation from tutorial rosters	Increased passing rates of students taking state assessments in Reading/ELA & Science	

Assessment_Performance	LEP Participation Rate	Academic Support	Computer-Assisted Instruction	Utilize technology programs as a means of diversifying the support for ELLs in their language and curricular content acquisition	In progress since 8/22/2011	5/24/2012	Principals; Teachers; ESL Teachers; Technology Director; ESC XV personnel; Odysseyware, ACES, WebCCAT, Academy of Reading & Math; TSMDS; Accelerated Reader; Read Naturally; Rosetta Stone	Login records and program produced results on student progress	Increased passing rates of students taking state assessment in Reading/ELA & Science
Assessment_Performance	LEP Participation Rate	Instruction	Modeling / Mentoring	Assign ELL students who are in their first 1-3 years in US into ESL classes for language acquisition	In progress since 8/22/2011	5/24/2012	Principals; ESL Teachers; Rosetta Stone	Student grade reports	Increased participation of ELL students taking state assessments.
Assessment_Performance	LEP Participation Rate	Student_Support	Effective Intervention Strategies	Utilize bilingual aides and teachers to translate and assist ELL students assimilate and make connections between English and Spanish	In progress since 8/22/2011	5/24/2012	Principals; ESL Teachers; Aides	Documentation from aides and teachers working with students	Increased participation of ELL students taking state assessments.
Assessment_Performance	LEP Participation Rate	Personalize Environment	Accelerated Instruction	Have ELL students attend Accelerated Instruction/Summer School for Science, Social Studies, Reading, Math, and ESL	6/4/2012	6/28/2012	EMS Principal; Teachers; ESL Teachers	Summer School Attendance Records	Increased participation of ELL students taking state assessments.

Date Run: 4-4-2017 10:18 AM

Cnty-Dist: 207-901

Campus: 041 Track : 1

A Number of Days Taught 137

	EE	PK	KG	1	2	3	4	5
	-----	-----	-----	-----	-----	-----	-----	-----
B Tot Days Membership - All Students	.00	.00	.00	.00	.00	.00	.00	4950.00
C Tot Days Absent - All Students	.00	.00	.00	.00	.00	.00	.00	148.00
D Tot Days Present - All Students (B-C)	.00	.00	.00	.00	.00	.00	.00	4802.00
E Ineligible Days Present	.00	.00	.00	.00	.00	.00	.00	0.00
F Tot Eligible Days Present (D-E)	.00	.00	.00	.00	.00	.00	.00	4802.00
G Refined ADA (F/A)	.00	.00	.00	.00	.00	.00	.00	35.05
H Percent Attendance (%)	.00	.00	.00	.00	.00	.00	.00	97.01
	6	7	8	9	10	11	12	Total
	-----	-----	-----	-----	-----	-----	-----	-----
B Tot Days Membership - All Students	5380.00	6279.00	5924.00	.00	.00	.00	.00	22533.00
C Tot Days Absent - All Students	171.00	247.00	168.00	.00	.00	.00	.00	734.00
D Tot Days Present - All Students (B-C)	5209.00	6032.00	5756.00	.00	.00	.00	.00	21799.00
E Ineligible Days Present	0.00	0.00	0.00	.00	.00	.00	.00	0.00
F Tot Eligible Days Present (D-E)	5209.00	6032.00	5756.00	.00	.00	.00	.00	21799.00
G Refined ADA (F/A)	38.02	44.03	42.01	.00	.00	.00	.00	159.12
H Percent Attendance (%)	96.82	96.07	97.16	.00	.00	.00	.00	96.74

ELDORADO MIDDLE SCHOOL

STUDENT SURVEY 2015-2016

(2015-2016 will be administered in the spring and used as data for CNA for next year's plan)

For each of the following sentences, circle the answer that is closest to how you feel about what the sentence says.

- **Mark YES** If you believe very strongly that the sentence is true for you, that is how you feel almost all of the time
- **Mark yes** If you sort of agree that the sentence is true for you, that is the way you feel most of the time
- **Mark no** If you sort of believe the sentence is false for you, that you do not feel that way most of the time
- **Mark NO** If you believe very strongly that the sentence is false, that you almost never feel this way

Results:

1. **YES** **yes** **no** **NO** If I study hard, I will get better grades.
2. **YES** **yes** **no** **NO** I am doing well in all my classes.
3. **YES** **yes** **no** **NO** I am often too embarrassed to ask questions.
4. **YES** **yes** **no** **NO** School is a waste of time.
5. **YES** **yes** **no** **NO** I get in trouble at school.
6. **YES** **yes** **no** **NO** There are people I can depend on to help me if I really need it.
7. **YES** **yes** **no** **NO** If I don't understand something, I will ask for an explanation.
8. **YES** **yes** **no** **NO** I can make my life better.
9. **YES** **yes** **no** **NO** Adults at school care about me.
10. **YES** **yes** **no** **NO** School is a safe place to be.
11. **YES** **yes** **no** **NO** I am able to resolve conflicts with my peers (fellow students).
12. **YES** **yes** **no** **NO** I know how to report harassment, bullying and other problems to school officials.
13. **YES** **yes** **no** **NO** I am able to resolve conflicts with adults at school.
14. **YES** **yes** **no** **NO** I enjoy going to school.

STAAR Assessment Results 2015-2016

		State	District	Campus	Econ Disadv	Non-Econ Disadv	Male	Female	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Migrant	Non-Migrant
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in Satisfactory Standard (2015)														
Grade 5 **														
Reading	2016	81%	90%	90%	83%	100%	90%	89%	*	92%	73%	100%	-	90%
	2015	84%	79%	79%	80%	79%	72%	83%	*	88%	66%	100%	*	81%
Mathematics	2016	86%	95%	95%	91%	100%	95%	95%	*	95%	87%	100%	-	95%
	2015	77%	50%	50%	50%	50%	61%	43%	*	56%	24%	89%	*	51%
Science	2016	74%	90%	90%	83%	100%	90%	89%	*	92%	73%	100%	-	90%
	2015	70%	50%	50%	30%	64%	61%	43%	*	56%	24%	89%	*	51%
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in Satisfactory Standard (2015)														
Grade 6														
Reading	2016	69%	51%	51%	42%	63%	65%	42%	*	58%	29%	93%	*	52%
	2015	74%	61%	61%	43%	78%	56%	68%	*	68%	25%	92%	-	61%
Mathematics	2016	72%	91%	91%	88%	95%	94%	88%	*	92%	86%	100%	*	93%
	2015	73%	75%	75%	67%	83%	60%	95%	*	83%	45%	100%	-	75%
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in Satisfactory Standard (2015)														
Grade 7														
Reading	2016	71%	60%	60%	44%	83%	54%	71%	*	70%	29%	91%	-	60%
	2015	73%	72%	72%	72%	73%	67%	78%	*	72%	50%	96%	-	72%
Mathematics	2016	69%	74%	74%	64%	89%	65%	88%	*	81%	52%	95%	-	74%
	2015	70%	91%	91%	88%	95%	92%	91%	*	95%	83%	100%	-	91%
Writing	2016	69%	63%	63%	44%	89%	58%	71%	*	73%	29%	95%	-	63%
	2015	70%	83%	83%	80%	86%	71%	96%	*	86%	67%	100%	-	83%
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in Satisfactory Standard (2015)														
Grade 8 **														
Reading	2016	87%	95%	95%	92%	100%	95%	95%	*	97%	91%	100%	-	95%
	2015	85%	85%	85%	79%	90%	82%	86%	*	87%	73%	100%	*	87%
Mathematics	2016	82%	97%	97%	95%	100%	93%	100%	*	100%	95%	100%	-	97%
	2015	72%	89%	89%	87%	92%	92%	87%	*	93%	85%	100%	*	93%
Science	2016	75%	61%	61%	54%	71%	59%	63%	*	63%	32%	95%	-	61%
	2015	69%	72%	72%	63%	80%	76%	68%	*	74%	55%	94%	*	74%
Social Studies	2016	63%	51%	51%	46%	59%	59%	42%	*	53%	32%	74%	-	51%
	2015	63%	74%	74%	58%	90%	82%	68%	*	76%	64%	88%	*	76%
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in Satisfactory Standard (2015)														

		State	District	Campus	Econ Disadv	Non-Econ Disadv	Male	Female	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Migrant	Non-Migrant
All Grades														
All Subjects	2016	75%	78%	76%	68%	87%	75%	77%	39%	80%	57%	95%	*	76%
	2015	74%	76%	73%	67%	79%	72%	74%	18%	78%	54%	96%	*	74%
Reading	2016	73%	74%	74%	65%	86%	76%	72%	*	79%	52%	96%	*	74%
	2015	75%	74%	74%	68%	80%	68%	80%	*	79%	55%	96%	*	75%
Mathematics	2016	76%	88%	88%	84%	95%	85%	92%	65%	91%	80%	99%	*	89%
	2015	74%	79%	76%	74%	78%	76%	77%	*	82%	58%	98%	*	77%
Writing	2016	69%	65%	63%	44%	89%	58%	71%	*	73%	29%	95%	-	63%
	2015	69%	84%	83%	80%	86%	71%	96%	*	86%	67%	100%	-	83%
Science	2016	79%	79%	75%	68%	85%	74%	76%	*	77%	49%	98%	-	75%
	2015	76%	66%	60%	46%	71%	69%	54%	*	64%	37%	92%	*	61%
Social Studies	2016	77%	72%	51%	46%	59%	59%	42%	*	53%	32%	74%	-	51%
	2015	76%	83%	74%	58%	90%	82%	68%	*	76%	64%	88%	*	76%

STAAR Percent at Postsecondary Readiness Standard

All Grades														
Two or More Subjects	2016	45%	43%	38%	24%	55%	40%	35%	*	41%	12%	66%	*	38%
	2015	41%	34%	28%	17%	39%	34%	23%	*	30%	7%	52%	*	29%
Reading	2016	46%	45%	38%	22%	59%	40%	36%	*	42%	13%	66%	*	38%
	2015	44%	39%	30%	17%	42%	33%	28%	*	32%	8%	55%	*	30%
Mathematics	2016	43%	48%	44%	40%	50%	45%	43%	*	48%	20%	71%	*	44%
	2015	38%	39%	40%	29%	51%	46%	35%	*	43%	19%	65%	*	41%
Writing	2016	41%	29%	37%	20%	61%	35%	41%	*	43%	*	68%	-	37%
	2015	33%	27%	35%	29%	41%	26%	43%	*	35%	*	55%	-	35%
Science	2016	47%	46%	41%	27%	59%	44%	37%	*	43%	19%	60%	-	41%
	2015	42%	30%	21%	*	31%	29%	15%	*	22%	*	44%	*	21%
Social Studies	2016	47%	34%	*	*	*	*	*	*	*	*	*	-	*
	2015	43%	42%	31%	*	50%	41%	23%	*	32%	*	53%	*	32%

STAAR Percent at Advanced Standard

All Grades														
All Subjects	2016	18%	13%	14%	7%	24%	15%	13%	*	15%	3%	26%	*	14%
	2015	15%	12%	12%	5%	20%	13%	12%	*	13%	2%	24%	*	13%
Reading	2016	17%	12%	13%	5%	24%	13%	14%	*	14%	*	25%	*	13%
	2015	16%	11%	15%	7%	23%	14%	16%	7%	16%	4%	28%	0%	15%

		State	District	Campus	Econ Disadv	Non-Econ Disadv	Male	Female	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Migrant	Non-Migrant
Mathematics	2016	19%	19%	19%	11%	32%	23%	16%	*	21%	*	38%	*	19%
	2015	16%	12%	11%	4%	18%	14%	9%	0%	12%	0%	24%	0%	11%
Writing	2016	15%	8%	12%	*	28%	*	*	*	14%	*	23%	-	12%
	2015	9%	8%	13%	8%	18%	8%	17%	25%	12%	4%	22%	-	13%
Science	2016	16%	10%	9%	*	*	12%	*	*	8%	*	14%	-	9%
	2015	15%	7%	6%	0%	10%	3%	8%	0%	6%	0%	14%	0%	6%
Social Studies	2016	22%	14%	*	*	*	*	*	*	*	*	*	-	*
	2015	19%	24%	21%	5%	35%	24%	18%	0%	21%	9%	35%	0%	21%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	64%	64%	62%	67%	65%	63%	*	65%	66%	62%	*	65%
	2015	57%	59%	61%	62%	61%	53%	69%	*	62%	61%	62%	*	61%
Reading	2016	60%	57%	55%	*	58%	56%	54%	*	55%	58%	52%	*	55%
	2015	59%	63%	64%	66%	62%	58%	69%	*	64%	66%	62%	*	63%
Mathematics	2016	63%	71%	74%	71%	77%	75%	73%	*	76%	73%	74%	*	74%
	2015	51%	51%	100%	*	100%	*	100%	-	100%	*	100%	-	100%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	15%	14%	12%	16%	13%	15%	*	14%	11%	17%	*	14%
	2015	16%	15%	15%	10%	20%	14%	16%	*	16%	13%	17%	*	15%
Reading	2016	16%	11%	7%	*	10%	7%	6%	*	7%	7%	6%	*	7%
	2015	16%	17%	17%	12%	21%	16%	17%	*	17%	17%	16%	*	17%
Mathematics	2016	17%	20%	21%	20%	23%	18%	23%	*	22%	14%	29%	*	21%
	2015	21%	20%	55%	*	71%	*	57%	-	55%	*	67%	-	55%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	33%	29%	22%	56%	24%	35%	*	41%	30%	*	*	30%
	2015	39%	48%	45%	42%	50%	40%	50%	*	49%	44%	*	*	47%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Level II Standard (2016) or Phase-in Satisfactory Standard (2015) on First STAAR Administration														
	2016	73%	82%	82%	73%	94%	85%	79%	*	84%	60%	96%	-	82%
	2015	75%	58%	58%	45%	68%	67%	53%	*	65%	34%	95%	*	60%

Students Requiring Accelerated Instruction

2016	27%	18%	18%	27%	*	*	*	*	16%	40%	*	-	18%
2015	25%	42%	42%	55%	32%	33%	47%	100%	35%	66%	*	*	40%

STAAR Cumulative Met Standard

2016	80%	90%	90%	82%	100%	90%	89%	*	92%	73%	100%	-	90%
2015	84%	79%	79%	80%	79%	72%	83%	*	88%	66%	100%	*	81%

STAAR Non-Proficient Students Promoted by Grade Placement Committee

2015	95%	100%	100%	100%	n/a	n/a	n/a	100%	n/a	n/a	n/a	n/a	n/a
2014	92%	100%	100%	100%	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a

**STAAR Met Standard (Non-Proficient in Previous Year)
Promoted to Grade 6**

2016	11%	*	*	*	*	*	*	*	*	*	-	*	*
2015	14%	*	*	*	*	*	*	*	*	*	-	-	*

Grade 5 Mathematics

Students Meeting Level II Standard on First STAAR Administration

2016	77%	87%	87%	77%	100%	90%	84%	*	89%	67%	100%	-	87%
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Students Requiring Accelerated Instruction

2016	23%	13%	13%	23%	*	*	*	*	*	33%	*	-	13%
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STAAR Cumulative Met Standard

2016	85%	95%	95%	91%	100%	95%	95%	*	95%	87%	100%	-	95%
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Grade 8 Reading

Students Meeting Level II Standard (2016) or Phase-in Satisfactory Standard (2015) on First STAAR Administration

2016	80%	83%	83%	74%	94%	95%	68%	*	84%	68%	100%	-	83%
2015	76%	77%	77%	68%	85%	65%	86%	*	79%	59%	100%	*	79%

Students Requiring Accelerated Instruction

2016	20%	18%	18%	26%	*	*	32%	*	16%	32%	*	-	18%
2015	24%	23%	23%	32%	*	35%	*	*	21%	41%	*	*	21%

STAAR Cumulative Met Standard

2016	86%	95%	95%	91%	100%	95%	95%	*	97%	91%	100%	-	95%
2015	85%	85%	85%	79%	90%	82%	86%	*	87%	73%	100%	*	87%

STAAR Non-Proficient Students Promoted by Grade Placement Committee

2015	97%	*	*	*	n/a	n/a	n/a	*	n/a	n/a	n/a	n/a	n/a
2014	95%	*	*	*	n/a	n/a	n/a	-	n/a	n/a	n/a	n/a	n/a

Grade 8 Mathematics

Students Meeting Level II Standard on First STAAR Administration

2016	71%	86%	86%	90%	75%	77%	93%	*	92%	79%	100%	-	86%
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Students Requiring Accelerated Instruction

2016	29%	*	*	*	*	*	*	*	*	*	*	-	*
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STAAR Cumulative Met Standard

2016	81%	96%	96%	95%	100%	92%	100%	*	100%	95%	100%	-	96%
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** Indicates results are masked due to small numbers to protect student confidentiality.

*** Indicates that the 2015 and 2016 rates for reading and the 2016 rate for mathematics are based on the cumulative results from the first and second administrations of STAAR. No retests were administered for mathematics, grades 5 and 8, in 2015.

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

'-' Indicates zero observations reported for this group.

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

[This website links to the TEA Texas School Report Card](https://rptsvr1.tea.texas.gov/perfreport/src/2016/campus.srch.html)

<https://rptsvr1.tea.texas.gov/perfreport/src/2016/campus.srch.html>