

# Eldorado Middle School Campus Improvement Plan 2010-2011

February 14, 2011

---

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>

# Mission Statement

*Eldorado Middle School is building a better world, one student at a time. We realize that if children cannot learn the way we teach them, then we must teach them the way they can learn. Eldorado Middle School teaches excellence by fostering a life-long quest for knowledge, instilling self-responsibility, championing service to school and community, and nurturing mutual respect to inspire every student to be a productive member of society.*

## Planning and Decision Making Committee

<b>Lavonne Espinosa</b>	<b>Teacher</b>	Lavonne Espinosa
<b>Gail Stevens</b>	<b>Teacher</b>	Gail Stevens
<b>Traci Teaff</b>	<b>Teacher</b>	Traci Teaff
<b>Dawn Whitten</b>	<b>Teacher</b>	Dawn Whitten
<b>Kathy Newman</b>	<b>Counselor</b>	Kathy Newman
<b>Nora Perez</b>	<b>Parent</b>	Nora Perez
<b>Amye Cobb</b>	<b>Parent</b>	Amye Cobb
<b>Trish Rowe</b>	<b>Community</b>	Trish Rowe
<b>Victor Belman</b>	<b>Community</b>	Victor Belman
<b>Linda Mungia</b>	<b>Business</b>	Linda Mungia
<b>Gloria Kent</b>	<b>Business</b>	Gloria Kent
<b>Kara Sue Garlitz</b>	<b>Principal</b>	Kara Sue Garlitz

# Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Site-Based Committee and EMS Staff in May 2010, with a meeting to finalize priorities for 2010-2011 on May 28, 2010 (signatures of attendees on file with the campus principal).  
(Title I Component # 1).

<b>Participants in Attendance:</b>		<b>Data Sources:</b>
Lavonne Espinosa*	Sandra Pina	AEIS—2008-2009 (Appendix A)
Traci Teaff*	Cryss Carlisle	Federal Accountability Data for Adequate Yearly Progress 2008-2009
Dawn Whitten*	Suzanne Johnson	TAKS Data—disaggregated
Kara Sue Garlitz*	Betty Robinson	TELPAS Data—disaggregated
Kathy Newman*	Jesse Rubio	Continuous Improvement Plan for Special Education (Appendix B)
Gail Stevens*	Kay Creek	Continuous Improvement Plan for ESL (Appendix C)
Tommye Crumbley	Debby Griffin	Performance-Based Monitoring Analysis System 2010
Danny Williams	Katrina Gonzales	Texas School Technology and Readiness Chart (Appendix D)
Bridget Chancellor	Jhett Norman	Campus discipline referral data
Christopher Johnston	Sylvia Belman	Student attendance data
Thomas King	Cyndi Hariman	Student surveys
		Campus parent participation records
<p><b>Agenda/Minutes:</b> (signature sheets are included with the CNA documents)</p> <p><b>Call the meeting to order</b>—the meeting was called to order by Principal Kara Sue Garlitz</p> <p><b>Reviewed purpose of Comprehensive Needs Assessment and new tool from NCLB</b>—we were already doing an extensive CNA, just without the NCLB framework and probing questions. This has added a significant amount of paperwork to our Continuous Improvement Plan process.</p> <p><b>Discuss findings in CNA and probing questions</b></p> <p><b>Approved Campus Parent Involvement Policy and Compact</b></p> <p><b>Evaluate Campus Improvement Plan from 2009-2010, study relevant data and finalized Comprehensive Needs Assessment to establish priorities for 2010-2011.</b>—We are making improvements but need to keep the same priorities as last year and add the priority of increasing our students' vocabulary</p> <p><b>Discuss Goals for CIP</b>—maintain goals from this year's Campus Improvement Plan</p> <p><b>Set deadline for CIP and date for next meeting</b>—Principal Garlitz was charged with working with staff to complete the CIP and preparing it for final approval from SBDM. Future meetings will be called as needed.</p> <p>Transition year for CIP from fall/winter process to spring/summer process.</p> <p><b>Adjournment</b></p>		

## Federal Accountability Information for Adequate Yearly Progress (AYP)

	Performance: Reading/ELA	Performance: Math	Participation: Reading/ELA	Participation: Math	Graduation Rate	Attendance Rate
<b>Schleicher ISD 2008-2009</b>	92% Met AYP	89% Met AYP	100% Met AYP	100% Met AYP	83.7% Met AYP	N/A
<b>Schleicher ISD 2009-2010</b>	90% Met AYP	91% Met AYP	100% Met AYP	100% Met AYP	91.7% Met AYP	N/A
<b>Schleicher ISD 2010-2011</b>						
<b>High School 2008-2009</b>	91% Met AYP	65% Met AYP	98% Met AYP	100% Met AYP	83.7% Met AYP	N/A
<b>High School 2009-2010</b>	86% Met AYP	75% Met AYP	100% Met AYP	100% Met AYP	91.7% Met AYP	N/A
<b>High School 2010-2011</b>						
<b>Middle School 2008-2009</b>	<b>90%</b> <b>Met AYP</b>	<b>94%</b> <b>Met AYP</b>	<b>100%</b> <b>Met AYP</b>	<b>100%</b> <b>Met AYP</b>	<b>N/A</b>	<b>96.8%</b> <b>Met AYP</b>
<b>Middle School 2009-2010</b>	<b>89%</b> <b>Met AYP</b>	<b>95%</b> <b>Met AYP</b>	<b>100%</b> <b>Met AYP</b>	<b>100%</b> <b>Met AYP</b>	<b>N/A</b>	<b>97.2%</b> <b>Met AYP</b>
<b>Middle School 2010-2011</b>						
<b>Elementary 2008-2009</b>	95% Met AYP	94% Met AYP	100% Met AYP	100% Met AYP	N/A	96.3% Met AYP
<b>Elementary 2009-2010</b>	93% Met AYP	90% Met AYP	100% Met AYP	100% Met AYP	N/A	96.9% Met AYP
<b>Elementary 2010-2011</b>						

**Performance-Based Monitoring Analysis System (PBMAS)  
2010 Summary Report**

**District: 207901 Schleicher ISD**

**Special Education  
PBM Elements and Indicator Performance Levels**

Elements	Performance	Indicator
Level		
1 (iii). SpEd TAKS Passing Rate—Science		3 PJSA
7. SpEd LRE (ages 6-11)		1
8. SpEd LRE (ages 12-21)		1
14. SpEd Hispanic Representation		3
17. SpEd Discretionary ISS		2

All other areas for Special Education were labeled as:  
0; No Data; NA SA; or NA PJSA

Intervention Level: 2

**No Child Left Behind  
PBM Elements and Indicator Performance Levels**

Elements	Indicator Performance Level
----------	-----------------------------------

All areas for NCLB were labeled as:  
0; ND; NE; AMAO Met; or RO

Intervention Level: N/A

**Bilingual Ed/English as a Second Language  
PBM Elements and Indicator Performance Levels**

Elements	Performance	Indicator
Level		
2 (ii). ESL TAKS Passing Rate Reading/ELA		2 SA
2(iii). ESL TAKS Passing Rate Science		3 PJSA
7. LEP Participation Rate		2

All other areas ESL were labeled as:  
0; No Data; NA; or RO

Intervention Level: 1B

**Career and Technology Education  
PBM Elements and Indicator Performance Levels**

Elements	Indicator Performance Level
----------	-----------------------------------

10. CTE Nontrad course completion Females 1

All areas for Career and Technology were labeled as:  
0; NE; or RO

Intervention Level: N/A

**Disciplinary Action PEIMS Data  
Eldorado Middle School  
Discipline Referrals for ISS/DAEP**

<b>Grade Level = 05</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>1-3 Days</b>	<b>5</b>	<b>2</b>	<b>0</b>
<b>4-9 Days</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>10 + Days</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>Total Referrals/ # Students</b>	<b>7 Referrals/ 5 Students</b>	<b>2 Referrals/ 2 Students</b>	<b>0</b>

<b>Grade Level = 06</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>1-3 Days</b>	<b>0</b>	<b>6</b>	<b>0</b>
<b>4-9 Days</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>10 + Days</b>	<b>7*</b>	<b>0</b>	<b>0</b>
<b>Total Referrals/ # Students</b>	<b>8 Referrals/ 7 Students</b>	<b>7 Referrals/ 6 Students</b>	<b>0</b>

<b>Grade Level = 07</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>1-3 Days</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>4-9 Days</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>10 + Days</b>	<b>6**#</b>	<b>0</b>	<b>0</b>
<b>Total Referrals/ # Students</b>	<b>8 Referrals/ 7 Students</b>	<b>1 Referral/ 1 Student</b>	<b>5 Referrals/ 4 students</b>

<b>Grade Level = 08</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>1-3 Days</b>	<b>0</b>	<b>9</b>	<b>0</b>
<b>4-9 Days</b>	<b>1</b>	<b>2</b>	<b>1</b>
<b>10 + Days</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Total Referrals/ # Students</b>	<b>2 Referrals/ 2 Students</b>	<b>11 Referrals/ 7 Students</b>	<b>1 Referral/ 1 Student</b>

\* 1 referral was carryover from previous year

\*\* 2 referrals were carryovers from previous year

# 1 referral moved was a transfer from another district with an ISS placement

**Average Daily Attendance Report****08/25/2008—05/28/2009**

	5	6	7	8	Total
A Number of Days Taught					<b>178</b>
B Total Days Membership-All Students	8581.00	6526.00	6492.00	8411.00	<b>30010.00</b>
C Total Days Absent-All Students	252.00	172.00	177.00	232.00	<b>833.00</b>
D Total Days Present-All Students (B-C)	8329.00	6354.00	6315.00	8179.00	<b>29177.00</b>
E Ineligible Days Present	.00	.00	.00	.00	<b>.00</b>
F Total Eligible Days Present (D-E)	8329.00	6354.00	6315.00	8179.00	<b>29177.00</b>
G Refined ADA (F/A)	46.79	35.70	35.48	45.95	<b>163.92</b>
H Percent Attendance (%)	97.06	97.36	97.27	97.24	<b>97.22</b>

**Average Daily Attendance Report****08/24/2009—05/27/2010**

	5	6	7	8	Total
A Number of Days Taught					<b>178</b>
B Total Days Membership-All Students	9523.00	8709.00	6549.00	6248.00	<b>31029.00</b>
C Total Days Absent-All Students	334.00	325.00	201.00	237.00	<b>1097.00</b>
D Total Days Present-All Students (B-C)	9189.00	8384.00	6348.00	6011.00	<b>29932.00</b>
E Ineligible Days Present	.00	.00	.00	.00	<b>.00</b>
F Total Eligible Days Present (D-E)	9189.00	8384.00	6348.00	6011.00	<b>29932.00</b>
G Refined ADA (F/A)	51.62	47.10	35.66	33.77	<b>168.16</b>
H Percent Attendance (%)	96.49	96.27	96.93	96.21	<b>96.46</b>

# ELDORADO MIDDLE SCHOOL

## STUDENT SURVEY 2009-2010

(this year's 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.  | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | If I study hard, I will get better grades.                       |
|     | 112        | 43         | 4         | 2         |  |
| 2.  | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | I am doing well in all my classes.                               |
|     | 36         | 83         | 18        | 5         |  |
| 3.  | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | I am often too embarrassed to ask questions.                     |
|     | 22         | 50         | 38        | 50        |  |
| 4.  | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | School is a waste of time.                                       |
|     | 13         | 26         | 24        | 98        |  |
| 5.  | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | I get in trouble at school.                                      |
|     | 9          | 40         | 31        | 81        |  |
| 6.  | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | There are people I can depend on to help me if I really need it. |
|     | 107        | 42         | 6         | 4         |  |
| 7.  | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | If I don't understand something, I will ask for an explanation.  |
|     | 73         | 67         | 17        | 3         |  |
| 8.  | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | I can make my life better.                                       |
|     | 115        | 35         | 8         | 3         |  |
| 9.  | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | Adults at school care about me.                                  |
|     | 87         | 54         | 11        | 9         |  |
| 10. | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | School is a safe place to be.                                    |
|     | 70         | 63         | 19        | 9         |  |
| 11. | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | I am able to resolve conflicts with my peers (fellow students).  |
|     | 59         | 72         | 26        | 5         |  |
| 12. | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | I am able to resolve conflicts with adults at school.            |
|     | 59         | 57         | 23        | 21        |  |
| 13. | <b>YES</b> | <b>yes</b> | <b>no</b> | <b>NO</b> | I enjoy going to school.   |
|     | 50         | 60         | 20        | 31        |  |

**Comprehensive Needs Assessment Summary of Findings**  
**The following were identified as the areas of concern for Eldorado Middle School**

**Strengths & Prioritized Areas of Concern**

<b>NCLB CNA</b>	<b>Strengths</b>	<b>Needs/Areas of Concern</b> (this column is not necessarily lined-up with strengths listed to left)	<b>Data Source</b>
<i>Demographics</i>	<ul style="list-style-type: none"> <li>• <i>Small numbers in our special populations</i></li> <li>• <i>Low student/teacher ratio</i></li> </ul>	<i>Vertical alignment of curriculum/ instruction in core subject areas</i>	<i>AEIS, TAKS Data, CSCOPE Curriculum Documents</i>
<i>Achievement</i>	<ul style="list-style-type: none"> <li>• <i>ELA &amp; Math meet twice daily</i></li> <li>• <i>Implementation of CSCOPE Curriculum</i></li> <li>• <i>High expectations for achievement</i></li> </ul>	<i>Strengthen instruction and learning of Science by providing more opportunities for students with the integration and infusion of Science activities into other subject areas</i>	<i>AEIS, TAKS Data</i>
<i>School Culture &amp; Climate</i>	<ul style="list-style-type: none"> <li>• <i>High expectations</i></li> <li>• <i>Low number of discipline referrals</i></li> <li>• <i>Service learning</i></li> </ul>	<i>Increase percentage of ALL students passing ALL parts of the State-Mandated Assessments, especially Economically Disadvantaged</i>	<i>AEIS, AYP, TAKS Data, TELPAS Data, CIP, PBMAS</i>
<i>Staff Quality</i>	<ul style="list-style-type: none"> <li>• <i>Low rate of turnover</i></li> <li>• <i>High quality of teachers</i></li> <li>• <i>Longevity of principal on campus</i></li> <li>• <i>100% NCLB Highly Qualified</i></li> </ul>	<i>Increase percentage of ALL students receiving Commended Performance on all parts of the State-Mandated Assessments</i>	<i>AEIS, TAKS Data</i>
<i>Curriculum, Instruction, Assessment</i>	<ul style="list-style-type: none"> <li>• <i>ELA &amp; Math meet twice daily</i></li> <li>• <i>Implementation of CSCOPE Curriculum</i></li> <li>• <i>High Expectations for achievement</i></li> </ul>	<i>Closing the achievement gap between white and Hispanic students</i>	<i>AEIS, TAKS Data, TELPAS Data, CIP, PBMAS</i>
<i>Family &amp; Community Involvement</i>	<ul style="list-style-type: none"> <li>• <i>High turnout for parent/teacher conferences</i></li> <li>• <i>Parents feels their children have become stronger in their academics while in middle school</i></li> </ul>	<i>Increase the integration of technology into core curriculum instruction and learning</i>	<i>Texas STAAR Chart, 8<sup>th</sup> grade Tech Apps Readiness Assessment</i>
<i>School Context &amp; Organization</i>	<ul style="list-style-type: none"> <li>• <i>Grade level teams of teachers</i></li> <li>• <i>Eight period day</i></li> </ul>	<i>Increase parent involvement in the academic process</i>	<i>Campus parent participation records</i>
<i>Technology</i>	<ul style="list-style-type: none"> <li>• <i>Access to technology for teachers</i></li> <li>• <i>Access to technology for students</i></li> <li>• <i>Our Director of Technology</i></li> </ul>	<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, AYP, Concerns of SBDM,</i>
		<i>Raise awareness of health related issues and improve student fitness level</i>	<i>FitnessGram, Concerns of SBDM</i>

## Title I and State Compensatory Education

The comprehensive, intensive, accelerated education program at Eldorado Middle School, a Title I Schoolwide Campus, consists of the following targets: providing instructional assistance to students at risk of failure; providing enrichment activities to stimulate and expand student learning; aggressive 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). In the area of enrichment activities, funds are provided for classroom teachers to use for enhanced activities and projects that expand the regular curriculum. The support structures include the attendance clerk and/or parent liaison closely monitoring first period attendance and recovering student absences. The District has hired a Title I counselor whose time is shared between the Elementary and Middle School Campuses. All of these are done 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.

*Total Title I appropriated for EMS is approximately **\$67,313***

*Total FTEs funded through Title I is approximately **2.5000***

*Total SCE funds appropriated for EMS is approximately **\$200,920***

*Total FTEs funded through Title I and SCE is approximately **3.6843 (documentation provided for breakdown)***

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.

# TITLE I and STATE COMPENSATORY SALARIES/FTEs

## ELDORADO MIDDLE SCHOOL

LAST NAME	FIRST NAME	ASSIGNMENT	SCE \$\$	FTEs	Title I \$\$	FTEs
Carlisle	Cryss	Teacher	10,809.51	0.3382		
Chancellor	Bridget	Teacher	12,390.69	0.3016		
Crumbley	Tomasyne	Paraprofessional			13,479.00	1.0000
Espinosa	Lavonne	Teacher	11,499.57	0.2987		
Gonzales	Katrina	Teacher	7,183.00	0.1487		
Griffin	Debby	Teacher	12,199.35	0.2436		
Hariman	Cyndi	Paraprofessional			13,883.00	1.0000
Johnson	Suzanne	Teacher	6,245.00	0.1487		
Johnston	Christopher	Teacher	8,638.00	0.2414		
King	Thomas	Teacher	5,915.45	0.1476		
Koch	Charissa	Teacher	8,247.80	0.2703		
Lockhart	Staci	Teacher	10,357.15	0.2521		
Newman	Kathy	Counselor			24,775.00	0.5000
Norman	Jhett	Teacher	8,664.33	0.2063		
Rubio	Jesse	Teacher	5,810.00	0.1159		
Stevens	Gail	Teacher	11,983.84	0.2987		
Teaff	Traci	Teacher	6,496.00	0.1486		
Whitten	Dawn	Teacher	13,286.18	0.2954		
Williams	Danny	Teacher	13,195.00	0.2285		
		<b>TOTAL</b>	<b>\$152,920.87</b>	<b>3.6843</b>	<b>\$52,137.00</b>	<b>2.5000</b>

Totals do not include FICA, Insurance, or TRS Stat Min

2010-2011

# State Compensatory Education Program Evaluation

## Program Evaluation/Needs Assessment

Grades 5-8

	<u>Math</u> <u>% Met Standard</u>			<u>Reading/ELA</u> <u>% Met Standard</u>			<u>Writing</u> <u>% Met Standard</u>			<u>Science</u> <u>% Met Standard</u>			<u>Social Studies</u> <u>% Met Standard</u>		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Students At-Risk	91%	93%	84%	75%	78%	82%	91%	100%	77%	45%	61%	73%	83%	94%	100%
Students Not At-Risk	97%	100%	99%	93%	100%	96%	91%	100%	100%	88%	91%	94%	93%	93%	100%
			43/51			42/51			7/9			16/22			12/12
			106/107			103/107			30/30			47/50			24/24

<b>Drop-Out Data</b>			
	2009 From 2007-2008 Snapshot	2010 From 2008-2009 Snapshot	2011 From 2009-2010 Snapshot
<b>Students At-Risk</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>Students Not At-Risk</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

# State Compensatory Education

## State of Texas Student Eligibility Criteria [Exit]:

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. [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 Schoolwide 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.

<b><i>Program/Funding Source</i></b>
<b><i>Federal Programs</i></b>
<i>Title I, Part A</i>
<i>Title II, Part A (TPTR)</i>
<i>Title III</i>
<i>Department of Education Grant</i>
<i>ARRA Title XIV SFSF</i>
<i>NCLB ARRA</i>
<b><i>State Programs</i></b>
<i>State Compensatory Education</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>ESL Program</i>
<i>ADA Allotments</i>
<i>Learn &amp; Serve Texas Grant</i>
<i>SSI Grant</i>
<b><i>Local Programs/Funding Source</i></b>
<i>Property Tax Allotments</i>

# Title 1 components for Title I Schoolwide schools

1. Comprehensive Needs Assessment
2. Schoolwide 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 maintain a Recognized Rating in 2011 and will achieve an Exemplary rating by 2012.

**Objective:** By May 2011, 85% or higher of all students and each student group\*, including Special Education students tested, will pass all portions of the state assessment. This Campus will meet AYP (Adequate Yearly Progress) in every area measured.

**Summative:** By May 2011, at least 85% of all students will pass all portions of the state tests, meet ARD expectations, and the Campus will meet AYP.

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

**(ESEA/NCLB Goals 1 and 2)**

Data	All Students	W	H	AA	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
2007-2008 % Met Standard	73%	89%	65%	----	65%	-----	10%	25%	100%	70%	77%
2008-2009 % Met Standard	80%	95%	74%	----	75%	----	0%	11%	100%	80%	81%
2009-2010 % Met Standard	135/164 82%	62/63 98%	73/101 72%	----	80/100 80%	----	1/3 33%	4/6 67%	6/6 100%	70/84 83%	65/80 81%
2010-2011 % Met Standard	135/158 85%	57/60 95%	77/97 79%	----	71/82 87%	----	0/4 0%	5/7 71%	4/4 100%	66/77 86%	69/81 85%

Activity/Strategy	Title 1 SW Comp.	Person(s) Responsible	Evaluation Timeline	Imple- mentation Timeline	Resources	Formative Evaluation
Utilize TSMDS, ACCES and WebCCAT Database software to create TEKS based/TAKS formatted assessments	1 9	Teachers	May 11	Aug 10- May 11	Title I Funds Local Funds State Funds	Are there improved performances on State Assessments?
Implement CSCOPE curriculum for Science and Social Studies and integrate it into Math classes	1 2 3 9	Teachers Principal ESC XV Personnel	May 11	Aug 10- May 11	ARRA Funds Local Funds State Funds	Are there improved performances on State Assessments?
Utilize all Rtl strategies to determine educational needs of students struggling in classrooms	1 8 9	Principal Teachers SpEd Teacher 504 Coordinator	End of each semester	Aug 10- May 11	Local Funds	Is there a decrease in the number of referrals to SpEd?

Utilize paraprofessionals and teachers for extra classroom assistance and Rtl activities for At-Risk and Sp Ed to ensure success of students	1 9	Principal, All teachers	Every three weeks	Aug 10-May 11	SCE Funds Title I Funds \$82,456 Sp Ed Funds	Are there improved grades every six weeks? Is there a reduction in failure rates?
Pretest all grade levels prior to the administration of designated TAKS tests using released TAKS tests and PAS-series online tests	1 8	Principal, All teachers responsible for testing	Dec 10- May 11	Nov 10-May 11	Local Funds	Are the scores on pretests indicative of preparedness for TAKS?
Provide supplies for enrichment in grade 5-8 for ELA, Science, Math, and Social Studies including advanced technology	1 3	Principal	April 11-May 11	Sept 10- May 11	Local funds DoE Grant	Do we see improved overall averages and performances on State Assessments?
Integration of technology based instruction and software (including Rosetta Stone, Lexia, Odysseyware) to address the needs of differentiated learners	1 9	Principal All Staff Tech Director Director of Media Services	Every six weeks	Aug 10-May 11	Title I Funds Cat-D Grant 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 S. Johnson ARD Committees	Annual ARD Meetings	Aug 10-May 11	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 10-May 11	SCE Funds \$93,506	Is there a reduction in failure rates and improved performances on State Assessments?
Provide accelerated instruction and Summer School Sessions for students who are determined to be at risk of not meeting standards on State Reading and Math Tests in 5 <sup>th</sup> Grade and 8 <sup>th</sup> Grade (SSI)	1 8 9	Principal L. Espinosa S. Lockhart K. Gonzales B. Chancellor S. Johnson	Apr 11-July 11	Jan 11-July 11	Local Funds	Are all of our students passing State Reading and Math Tests in first 1-2 attempts?
Utilize ESC Services to enhance student learning through staff training	1 4	Principal ESC Staff	End of each semester	June 10-May 11	Title II & Title III funds through SSA with ESC	Is there a reduction in failure rates and improved performances on State Assessments?
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		Principal G/T Teacher	Beginning and end of each semester	Aug 10-May 11	Local Funds State Funds	Is there an improved quality of G/T products and portfolios?

Schedule all core subjects into computer lab at least once a week to facilitate integration of technology into curriculum and projects		Principal Core Subject Teachers	End of each semester	Aug 10- May 11	Local Funds	Is there an increased student proficiency in utilizing technology applications?
Have weekly campus meetings with the student body and staff to celebrate successes, discuss challenges, and build capacity for student and campus achievement		Principal	End of each six weeks	Aug 10- May 11	Local Funds	Is there an improvement in student efficacy, attitude, and sense of purpose in attending school?
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 C. Johnston Teachers	End of each six weeks	Aug 10- May 11	Local Funds SCE funds \$4,319	Is there a smooth transition with no regression when student returns from discipline placement?

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

**Objective:** By May 2011, 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 2009-10	100%	100%	100%
Data 2010-11	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 11	June 10- July 11	Title II & Title III Funds through SSA with ESC XV Local Funds Learn & Serve Texas Grant	Are teachers implementing instructional strategies learned from the high-quality professional development in improving the learning of the students in their classrooms?
When scheduling permits, teachers of same content areas assist/observe one another	2 4 9	Campus Principals Teachers	May 11	Aug 10- May 11	Title I Funds State Comp Ed Funds Local Funds	Is there improved collegiality among the teachers and vertical alignment between the grade levels.
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 11	April 11- Aug 11	Local Funds	As teachers are retiring or resigning, are we are utilizing our current staff as much as possible and recruit/hire HQ teachers?
Send teachers needing to take certification exams to ESC Region XV tutorial workshops when offered	3	Campus Principals Teachers ESC Region XV	May 11	Sept 10- May 11	Title II & Title III Funds through SSA with ESC XV	Is there a increased number of teachers taking and passing certification exams in fewer attempts to either become HQ or to add certifications to become HQ in multiple areas?

Actively recruit and retain quality teachers who already meet HQ standards when positions become available	3 5	Superintendent Principal	June 11	Mar 11- July 11	Local Funds	Are new hires highly qualified, certified, top-notch teachers?
5 <sup>th</sup> & 6 <sup>th</sup> Grade Science Teacher will serve as mentor teacher for elementary and 7 <sup>th</sup> grade science teachers to retain quality science teachers		Principal Teachers	May 11	Sept 10- May 11	Local Funds	Is there an improved vertical alignment between the campuses? Are we retaining quality science teachers?
Continue implementation of Response to Intervention model and provide training for staff	2 4 8 9	Principal Counselor Teachers ESC Personnel MSEC Personnel	Aug 11	Nov 10- Aug 11	Local Funds Title II & Title III Funds through SSA with ESC XV SSA funds with MSEC	Is there a reduction in the number of referrals to special programs through the use of the Rtl strategies?

**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 2011 the number of violent incidents will be maintained at 0% as measured by PEIMS and discipline referrals will be reduced by at least 15%.

**Summative:** Violent incidents will be maintained at 0% and discipline referrals will be reduced by at least 15%.

\*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
2008-2009 Referrals/Students	25 referrals 21 students	11 referrals 10 students	14 referrals 10 students	0	17 referrals 14 students	0	0	1 referral 1 student	1 referral 1 student	22 referrals 18 students	3 referrals 3 students
2009-2010 Referrals/Students	21 referrals 16 students	4 referrals 3 students	17 referrals 13 students	0	16 referrals 11 students	0	2 referrals 2 students	1 referral 1 student	0	20 referrals 15 students	1 referral 1 student
2010-2011 Referrals/Students	6 Referrals 5 students	0	6 Referrals 5 students	0	5 Referrals 4 students	0	2 Referrals 1 student	0	0	3 Referrals 3 students	3 Referrals 2 student

Activity/Strategy	Title 1 Comp.	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Participate in the DARE program		5 <sup>th</sup> Grade Teachers, Sergeant Fred Dietz	May 11 DARE graduation	Jan 11- May 11	Concho Valley COG & Schleicher Co. Sheriff	Student knowledge of drug awareness in class discussion
Present programs dealing with bullying, 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 10- May 11	ESC Title I Funds \$24,775	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, K. Newman S. Richters	Beginning and end of each semester	Aug. 10- May 11	Local Funds	Percent of parent/students that graduate
Incorporate Service Learning projects into the curriculum with focus on anti-bullying	2	Principal, All Teachers	Beginning and end of each semester	Aug 10- May 11	Learn & Serve Texas Grant	Increased involvement of students in addressing community, school, and personal needs

Include "Class Meetings" in each grade level to promote positive communication		Principal, ELA teachers	End of each semester	Aug 10- May 11	Local Funds	Reduction in discipline referrals and incidents of bullying
Empower students to utilize AnComm web-based program to document and report incidents of harassment (bullying and sexual)		Principal All Teachers All Students All Parents	Once a month	Aug 10- May 11	Local Funds HS Allotment	Positive student safety survey results. Reduction in the number of actual incidents

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

**Objective:** By May 2011, 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 91% or higher.

**Summative:** Drop-out rate of less than 1% and a completion rate of at least 91% 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
2007-08 Drop-out Report	0%	0%	----	0%	----	0%	0%	0%	0%	0%
2008-09 Drop-out Report	0%	0%	----	0%	----	0%	0%	0%	0%	0%
2009-2010 Drop-out Report	0%	0%	----	0%	----	0%	0%	0%	0%	0%

Activity/Strategy	Title 1 Comp.	Person(s) Responsible	Evaluation Timeline	Implementation Timeline	Resources	Formative Evaluation
Prepare for transition to high school in 8 <sup>th</sup> grade		Principal P. Ragsdale EMS-SBDM	May 11	Jan 11- May 11	Local Funds	Completed 4-year plans
Take 8 <sup>th</sup> graders to ASU and 7 <sup>th</sup> graders to Howard College to explore idea of attending college, financial aid, involvement opportunities, etc.		7 <sup>th</sup> & 8 <sup>th</sup> grade teachers K. Newman	May 11	Aug 10- May 11	Local Funds	Student set goal of pursuing post high school education
Presentations, activities and projects involving Career Education are integrated into 8 <sup>th</sup> grade classes		8 <sup>th</sup> grade teachers P. Ragsdale	May 11	Jan 11- May 11	Local Funds	Increase in awareness of career opportunities
Actively contact parents concerning student absences		Principal, S. Belman	Daily	Aug 10- May 11	Local Funds	Decrease in absences
Re-evaluation guidelines for Sp Ed will be followed	1	Principal, S. Johnson, N. Hunter	Every three years per students' entry date	Aug 10- May 11	MSEC Funds Local Funds SpEd Funds	Yearly ARD evaluations will show educational growth
Provide tutorial time during the school day for students at risk for failing core subject areas and for students experiencing	1 9	All staff	Every three weeks	Aug 10- May 11	Title I Funds SCE Funds	Improvement in students' grades

difficulty mastering any state's standard						
Provide time for Sustained Silent Reading four days a week to promote and improve student literacy skills	2	All staff	Every six weeks	Aug 10- May 11	Title I Funds SCE Funds	Improvement in students' literacy skills
Identify and inform homeless and/or migrant students of services provided by the District	10	S. Belman P. Ragsdale	Beginning of each semester	Aug 10- May 11	Title Funds	Number of homeless and migrant identified
Incorporate Service Learning projects into the curriculum	2	Principal K. Gonzales Teachers	Beginning and end of each semester	Aug 10- May 11	Learn & Serve Texas Grant	Increased involvement of students in addressing community, school, and personal needs
Involve students in service project of working with Pre-K students to help them adjust to school and assist with broadening their base of experiences to prepare them for kindergarten	1 7	Principal	Beginning and end of each semester	Aug 10- May 11	Local Funds	Increased involvement of students in addressing community, school, and personal needs
Provide opportunities for 8 <sup>th</sup> graders to work with the 4 <sup>th</sup> graders to prepare the students to transition to the middle school		Principal 8 <sup>th</sup> & 4 <sup>th</sup> grade teachers	May 11	Sept 10- May 11	Local Funds Learn & Serve Texas Grant	Incoming 5 <sup>th</sup> graders are prepared to make the transition to a new campus
Provide copies of the SCISD Pregnancy Plan in the office	10	Principal K. Newman S. Richters	Beginning and end of each semester	Aug. 10- May 11	Local Funds	Percent of parent/students that graduate
Schedule all core subjects into computer lab at least once a week to encourage integration of technology into curriculum and projects		Principal Core Subject Teachers	End of each semester	Aug 10- May 11	Local Funds	Increased student proficiency in utilizing technology applications

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

**Objective:** By May 2011, at least 95% or more of all students'\* parents and/or family members will participate in at least one academic activity for/with their child(ren).

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

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

Parent/Teacher Conference Participation						
	2009-2010		2010-2011		2011-2012	
5 <sup>th</sup> Grade	53/54	98%	36/36	100%		
6 <sup>th</sup> Grade	46/51	90%	50/52	96%		
7 <sup>th</sup> Grade	36/38	95%	38/42	90%		
8 <sup>th</sup> Grade	35/36	97%	37/38	97%		
<b>Overall</b>	<b>170/179</b>	<b>95%</b>	<b>161/168</b>	<b>96%</b>		

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 <sup>st</sup> six weeks	Aug 10- Oct 10	Local Funds	90-100% of parents attending
Hold a meeting for each grade level (4-8) for parents to receive information to prepare their child for the next school year	1 6	K. Newman, P. Ragsdale EMS-SBDM	Once a year	Jan 11- Aug 11	Local Funds	Increased number of parents involved in education opportunities
Send home a calendar of events for each month	1 6	S. Belman	Once a month	Aug 10- May 11	Local Funds	Increase in parental awareness
Mail home a three week progress report and six weeks report card for each student	1 6	S. Belman	Every three weeks	Aug. 10- May 11	Local Funds	Increase of parental awareness
Utilize community members and parents in Service-Learning projects	1 10	Principal All Teachers	End of each project	Aug. 10- May 11	Learn & Serve Texas Grant	Increased awareness and involvement of community with projects
Utilize the District's digital marquee to display upcoming middle school events	1	Principal	Each week	Aug 10- May 11	Local Funds	Increase in parental awareness and participation in school

	6					activities
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	Principal Parent Liaison	May 11	Aug 10- May 11	Local Funds	Increase of parental awareness in academic progress
Encourage parents to register to view their child's grades through the district's online Gradebook program	1 6	Principal S. Belman Technology Director	May 11	Aug 10- May 11	Local Funds	Increases parental awareness in academic performance of students
Send out and collect School-Parent Compact outlining how parents, staff, and students will share responsibility for improved academic achievement	1 6	Principal Campus SBDM Parents	Oct 10	Aug 10- Oct 10	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	Principal Counselor EMS-SBDM 1	May 11	Jan 11- May 11	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 2011, 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 FitnessGram assessment.

**Summative Evaluation:** By May 2011, 70% of all students will fall within their Healthy Fitness Zone on at least 4 of the 6 categories within the FitnessGram Assessment

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

(SB 892)

	All Students	H	W	Asian	ED	Migrant	LEP	Spec.Ed.	GT	Male	Female
Data 2009-2010	54%	53%	56%	100%	48%	n/a	29%	60%	83%	51%	57%
Data 2010-2011	77%	74%	80%	100%	73%	n/a	57%	40%	75%	78%	75%

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 11	Aug 10- May11	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 11	Aug 10- May 11	State Funding	Is there an improvement in the students Fitness Gram results from previous year?
Continue to improve playground area and equipment supplies for students to use during lunch recess and during off hours	1 10	Principal EMS-PTCP	May 11	Aug 10- May 11	PTCP Funding/Donat ions	Are students utilizing the playground and being active? Are they taking care of it?
Continue with spinal screenings and vision and hearing screenings at designated grade levels	1 10	School Nurse	May 11	Aug 10- May 11	Local Funding	Are we detecting potential problems early?

PE classes will work in with the Schleicher County Wellness Center to present healthy lifestyle choices for any age	1 10	Principal PE Teachers SCHC Personnel	May 11	Aug 10- May 11	Local Funding	Are students familiar with healthy lifestyle options?
Information will be made available to students about the prevention of spreading the contagions of cold, flu, H1N1, etc.	1 10	Prinicpal Staff School Nurse	May 11	Aug 10- May 11	Local Funding	Are students utilizing strategies to prevent the spread of contagions?
Proper sanitation strategies will be made available to students and use will be monitored by staff to help prevent the spread of contagions	1 10	Principal Staff School Nurse	May 11	Aug 10- May 11	Local	Are students practicing safe sanitation?
Absences will be monitored closely and contact will be made to ensure students healthy return to school	1 10	Principal Secretary Teachers School Nurse	May 11	Aug 10- May 11	Local Funding	Are students coming to school sick or coming back healthy?
Service-Learning activities will be designed to focus on health and hunger issues	1 10	Principal Teachers S-L Coordinators	May 11	Aug 10- May 11	Learn & Serve Texas Grant Funds	Is there a raised awareness among the students of health and hunger issues?
FitnessGram will be administered at least once a semester for baseline comparison	1 10	Principal PE Teachers Coaches	Once a semester	Aug 10-11	Local Funding	Is each student showing improvement in reaching and/or maintaining his Healthy Fitness Zone?

**APPENDIX A—EMS Academic Excellence Indicator System**

Last year's is not yet available from TEA and will be used for next year's CNA/CIP

District Name: SCHLEICHER ISD  
 Campus Name: ELDORADO MIDDLE  
 Campus #: 207901041

TEXAS EDUCATION AGENCY  
 Academic Excellence Indicator System  
 2008-09 Campus Performance

Section I  
 Total Students: 170  
 Grade Span: 05 - 08  
 School Type: Middle

2009 Accountability Rating: Academically Acceptable  
 Gold Performance Acknowledgments:

Commended on Reading/ELA  
 Commended on Writing  
 Commended on Mathematics  
 Comparable Improvement: Mathematics

		State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
<b>TAKS Met 2009 Standard</b>															
<b>Grade 5 (English) First Administration Only</b>															
Reading	2009	85%	89%	*	89%	*	83%	95%	*	*	86%	94%	*	84%	*
	2008	85%	95%	*	95%	*	95%	95%	*	*	> 99%	91%	*	92%	*
Mathematics	2009	86%	95%	*	95%	*	96%	95%	*	*	96%	93%	*	> 99%	*
	2008	86%	> 99%	*	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
@ Science	2009	85%	84%	*	84%	*	71%	> 99%	*	*	86%	80%	*	79%	*
	2008	82%	77%	*	77%	*	68%	88%	*	*	76%	77%	*	73%	*
@ All Tests	2009	73%	79%	*	79%	*	68%	90%	*	*	77%	82%	*	74%	*
	2008	72%	78%	*	78%	*	68%	89%	*	*	78%	78%	*	73%	*
<b>TAKS Met 2009 Standard</b>															
<b>Grade 6 (English)</b>															
Reading	2009	93%	> 99%	95%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
	2008	94%	91%	96%	91%	*	86%	> 99%	*	*	86%	94%	*	89%	*
Mathematics	2009	82%	> 99%	82%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
	2008	83%	> 99%	87%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
All Tests	2009	80%	> 99%	80%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
	2008	81%	91%	84%	91%	*	86%	> 99%	*	*	86%	94%	*	89%	*
<b>TAKS Met 2009 Standard</b>															
<b>Grade 7</b>															
Reading	2009	87%	71%	89%	71%	*	62%	90%	*	*	54%	83%	*	60%	*
	2008	88%	90%	90%	90%	*	86%	> 99%	*	*	96%	81%	*	80%	*
Mathematics	2009	82%	90%	82%	90%	*	86%	> 99%	*	*	85%	94%	*	85%	*
	2008	80%	97%	84%	97%	*	97%	> 99%	*	*	> 99%	94%	*	95%	*
Writing	2009	94%	90%	95%	90%	*	86%	> 99%	*	*	77%	> 99%	*	85%	*
	2008	93%	95%	96%	95%	*	93%	> 99%	*	*	91%	> 99%	*	90%	*
All Tests	2009	76%	65%	75%	65%	*	52%	90%	*	*	38%	83%	*	50%	*
	2008	74%	85%	77%	85%	*	79%	> 99%	*	*	87%	81%	*	70%	*
<b>TAKS Met 2009 Standard</b>															
<b>Grade 8 First Administration Only</b>															
Reading	2009	95%	95%	95%	95%	*	93%	> 99%	*	*	96%	93%	*	89%	*
	2008	95%	95%	96%	95%	*	93%	> 99%	*	*	88%	> 99%	*	88%	*
Mathematics	2009	82%	98%	83%	98%	*	97%	> 99%	*	*	> 99%	93%	*	95%	*
	2008	79%	89%	83%	89%	*	89%	91%	*	*	75%	> 99%	*	94%	*
@ Science	2009	73%	66%	74%	66%	*	61%	80%	*	*	77%	47%	*	45%	*
	2008	69%	47%	*	47%	*	41%	64%	*	*	38%	55%	*	47%	*
@ Soc Studies	2009	92%	88%	93%	88%	*	87%	90%	*	*	96%	73%	*	85%	*
	2008	91%	95%	92%	95%	*	93%	> 99%	*	*	88%	> 99%	*	94%	*
@ All Tests	2009	67%	67%	69%	67%	*	63%	80%	*	*	78%	47%	*	48%	*
	2008	64%	47%	*	47%	*	41%	64%	*	*	38%	55%	*	47%	*

TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)															
Reading/ELA	2009	91%	92%	93%	93%	*	89%	98%	*	*	91%	94%	*	88%	*
	2008	91%	92%	95%	95%	*	93%	> 99%	*	*	96%	95%	*	91%	80%
Mathematics	2009	82%	87%	83%	96%	*	94%	> 99%	*	*	96%	96%	*	94%	*
	2008	80%	79%	87%	99%	*	98%	> 99%	*	*	99%	99%	*	99%	> 99%
Writing	2009	93%	89%	95%	90%	*	86%	> 99%	*	*	77%	> 99%	*	85%	*
	2008	93%	96%	96%	95%	*	93%	> 99%	*	*	91%	> 99%	*	90%	*
Science	2009	78%	74%	74%	75%	*	65%	93%	*	*	82%	63%	*	64%	*
	2008	74%	66%	70%	62%	*	53%	79%	*	*	58%	66%	*	59%	*
Soc Studies	2009	93%	88%	93%	88%	*	87%	90%	*	*	96%	73%	*	85%	*
	2008	91%	97%	92%	95%	*	93%	> 99%	*	*	88%	> 99%	*	94%	*
All Tests	2009	74%	76%	79%	79%	*	70%	94%	*	*	78%	80%	*	68%	*
	2008	72%	66%	74%	74%	*	68%	88%	*	*	73%	76%	*	70%	17%
TAKS Met 2009 Standard with TPM (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	96%	98%	98%	99%	*	99%	> 99%	*	*	> 99%	99%	*	99%	*
Mathematics	2009	89%	92%	90%	96%	*	94%	> 99%	*	*	96%	96%	*	94%	*
Writing	2009	97%	96%	95%	90%	*	86%	> 99%	*	*	77%	> 99%	*	85%	*
Science	2009	83%	82%	76%	79%	*	71%	93%	*	*	85%	67%	*	68%	*
Soc Studies	2009	98%	98%	> 99%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
All Tests	2009	84%	86%	83%	84%	*	77%	96%	*	*	85%	83%	*	75%	*
TAKS Comended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))															
Reading/ELA	2009	34%	34%	40%	41%	*	34%	56%	*	*	43%	40%	*	33%	*
	2008	34%	33%	41%	36%	*	26%	56%	*	*	31%	40%	*	29%	< 1%
Mathematics	2009	31%	39%	24%	52%	*	40%	74%	*	*	57%	47%	*	45%	*
	2008	28%	26%	25%	37%	*	28%	54%	*	*	37%	36%	*	32%	< 1%
Writing	2009	34%	32%	35%	48%	*	33%	80%	*	*	38%	56%	*	35%	*
	2008	33%	34%	36%	33%	*	28%	50%	*	*	17%	56%	*	25%	*
Science	2009	26%	23%	24%	31%	*	16%	59%	*	*	31%	30%	*	23%	*
	2008	22%	12%	20%	18%	*	12%	29%	*	*	30%	9%	*	16%	*
Soc Studies	2009	44%	34%	38%	22%	*	16%	40%	*	*	31%	7%	*	15%	*
	2008	36%	21%	32%	11%	*	11%	9%	*	*	19%	5%	*	18%	*
All Tests	2009	16%	16%	14%	22%	*	11%	43%	*	*	23%	21%	*	19%	*
	2008	15%	11%	13%	16%	*	8%	31%	*	*	14%	17%	*	14%	< 1%
TAKS-M Met 2009 Standard (Sum of All Grades Tested)															
Reading/ELA	2009	82%	> 99%	82%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2009	69%	56%	71%	*	*	*	*	*	*	*	*	*	*	*
Writing	2009	72%	*	68%	*	*	*	*	*	*	*	*	*	*	*
Science	2009	51%	20%	42%	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2009	64%	60%	50%	*	*	*	*	*	*	*	*	*	*	*
All Tests	2009	57%	44%	51%	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)															
Reading/ELA	2009	87%	89%	87%	85%	*	78%	96%	*	*	83%	87%	33%	76%	*
	2008	86%	87%	85%	85%	*	80%	96%	*	*	81%	89%	13%	75%	22%
Mathematics	2009	80%	87%	81%	96%	*	94%	> 99%	*	*	96%	96%	83%	94%	*
	2008	78%	78%	82%	96%	*	94%	> 99%	*	*	93%	99%	50%	93%	78%
Writing	2009	92%	88%	94%	91%	*	86%	> 99%	*	*	77%	> 99%	*	86%	*
	2008	91%	95%	94%	93%	*	91%	> 99%	*	*	88%	> 99%	*	87%	*
Science	2009	78%	74%	74%	75%	*	65%	93%	*	*	82%	63%	*	64%	*
	2008	74%	66%	70%	62%	*	53%	79%	*	*	58%	66%	*	59%	*
Soc Studies	2009	93%	88%	93%	88%	*	87%	90%	*	*	96%	73%	*	85%	*
	2008	91%	97%	92%	95%	*	93%	> 99%	*	*	88%	> 99%	*	94%	*
All Tests	2009	72%	75%	70%	77%	*	69%	93%	*	*	77%	78%	33%	65%	*
	2008	69%	64%	70%	70%	*	63%	85%	*	*	66%	73%	< 1%	62%	11%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)															
Reading/ELA	2009	87%	89%	86%	85%	*	79%	96%	*	*	83%	88%	60%	77%	*
Mathematics	2009	80%	87%	81%	95%	*	92%	> 99%	*	*	94%	96%	70%	92%	*
Writing	2009	91%	89%	93%	91%	*	86%	> 99%	*	*	77%	> 99%	*	86%	*
Science	2009	76%	72%	74%	73%	*	62%	93%	*	*	78%	63%	14%	60%	*
Soc Studies	2009	92%	87%	91%	84%	*	82%	90%	*	*	90%	73%	40%	78%	*
All Tests	2009	71%	74%	69%	76%	*	67%	93%	*	*	74%	78%	30%	63%	*

**2009 TAKS Participation (Grades 3-11)**

Tested	98.5%	98.0%	99.5%	96.5%	-	94.6%	100.0%	-	*	94.7%	98.7%	100.0%	93.6%	33.3%
By Test Version														
TAKS (1 or more)	90.8%	93.9%	91.3%	91.8%	-	88.3%	98.3%	-	*	88.3%	96.1%	20.0%	87.2%	22.2%
Not on TAKS	7.7%	4.1%	7.8%	4.7%	-	6.3%	1.7%	-	*	6.4%	2.6%	80.0%	6.4%	11.1%
TAKS(Acc) Only	2.3%	1.3%	2.6%	2.3%	-	3.6%	0.0%	-	*	3.2%	1.3%	40.0%	3.2%	11.1%
TAKS-M Only	3.3%	2.6%	3.4%	2.3%	-	2.7%	1.7%	-	*	3.2%	1.3%	40.0%	3.2%	0.0%
TAKS-Alt Only	0.8%	0.3%	0.4%	0.0%	-	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.3%	0.0%	1.3%	0.0%	-	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	87.3%	90.0%	87.5%	88.3%	-	86.5%	91.5%	-	*	86.2%	90.9%	40.0%	84.0%	33.3%
Non-Acct System	11.2%	7.9%	11.6%	8.2%	-	8.1%	8.5%	-	*	8.5%	7.8%	60.0%	9.6%	0.0%
Mobile	4.7%	4.3%	5.2%	4.7%	-	3.6%	6.8%	-	*	4.3%	5.2%	0.0%	5.3%	0.0%
Non-Acct Test	6.4%	3.6%	6.4%	3.5%	-	4.5%	1.7%	-	*	4.3%	2.6%	60.0%	4.3%	0.0%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	-	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Not Tested	1.5%	2.0%	0.6%	3.5%	-	5.4%	0.0%	-	*	5.3%	1.3%	0.0%	6.4%	66.7%
Absent	0.1%	0.0%	0.0%	0.0%	-	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	1.3%	0.3%	2.3%	-	3.6%	0.0%	-	*	4.3%	0.0%	0.0%	4.3%	44.4%
Other	0.4%	0.8%	0.0%	1.2%	-	1.8%	0.0%	-	*	1.1%	1.3%	0.0%	2.1%	22.2%
Hurricane Ike	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	-	*	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,132,150	391	508	171	0	111	59	0	1	94	77	10	94	9

**2008 TAKS Participation (Grades 3-11)**

Tested	98.4%	99.0%	99.3%	98.8%	-	98.2%	100.0%	-	-	97.7%	100.0%	100.0%	97.7%	81.8%
By Program														
TAKS (1 or more)	90.9%	93.0%	90.3%	91.8%	-	89.5%	96.4%	-	-	86.0%	97.6%	0.0%	86.0%	45.5%
Not on TAKS	7.5%	6.0%	8.8%	7.1%	-	8.8%	3.6%	-	-	11.6%	2.4%	100.0%	11.6%	36.4%
TAKS(Acc) Only	2.7%	3.8%	3.5%	4.7%	-	7.0%	0.0%	-	-	8.1%	1.2%	66.7%	8.1%	36.4%
TAKS-M Only	2.9%	1.4%	2.4%	2.4%	-	1.8%	3.6%	-	-	3.5%	1.2%	33.3%	3.5%	0.0%
TAKS-Alt Only	0.7%	0.5%	0.5%	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
Combination	1.2%	0.2%	0.8%	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	87.1%	90.1%	87.5%	87.1%	-	87.7%	85.7%	-	-	81.4%	92.9%	25.0%	82.6%	54.5%
Non-Acct System	11.3%	8.9%	12.0%	11.8%	-	10.5%	14.3%	-	-	16.3%	7.1%	75.0%	15.1%	27.3%
Mobile	5.1%	5.0%	4.4%	6.5%	-	4.4%	10.7%	-	-	8.1%	4.8%	0.0%	5.8%	0.0%
Non-Acct Test	6.2%	3.8%	7.0%	5.3%	-	6.1%	3.6%	-	-	8.1%	2.4%	75.0%	9.3%	27.3%
Not Tested	1.6%	1.0%	0.7%	1.2%	-	1.8%	0.0%	-	-	2.3%	0.0%	0.0%	2.3%	18.2%
Absent	0.2%	0.0%	0.0%	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.7%	0.5%	1.2%	-	1.8%	0.0%	-	-	2.3%	0.0%	0.0%	2.3%	18.2%
Other	0.5%	0.2%	0.0%	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,075,682	416	371	170	0	114	56	0	0	86	84	12	86	11

**Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)**

Percent of Failers Passing TAKS															
Reading/ELA	2009	49%	47%	50%	56%	*	43%	*	*	*	*	60%	*	57%	*
	2008	53%	50%	64%	62%	*	55%	*	*	*	63%	60%	*	29%	*
Mathematics	2009	37%	55%	35%	*	*	*	*	*	*	*	*	*	*	*
	2008	36%	35%	37%	50%	*	57%	*	*	*	50%	*	*	*	*
Average TGI Growth															
Reading/ELA	2009	0.52	0.36	0.59	0.79	*	0.58	*	*	*	*	1.09	*	0.67	*
	2008	0.58	0.50	0.67	0.68	*	0.63	*	*	*	0.77	0.54	*	0.67	*
Mathematics	2009	0.38	0.95	0.34	*	*	*	*	*	*	*	*	*	*	*
	2008	0.34	0.11	0.47	0.68	*	0.77	*	*	*	0.73	*	*	*	*

**Link to: Progress of Prior Year TAKS Failers, by Grade Level**

**Student Success Initiative**

**Grade 5 Reading (English and Spanish)**

Students Requiring Accelerated Instruction															
	2009	16%	11%	*	11%	*	17%	5%	*	*	14%	6%	*	16%	*
	2008	15%	5%	*	5%	*	5%	5%	*	*	< 1%	9%	*	8%	*
TAKS Cumulative Met Standard (First and Second Administrations)															
	2009	91%	95%	*	95%	*	91%	> 99%	*	*	96%	93%	*	96%	*
	2008	92%	> 99%	*	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
TAKS Failers Promoted by Grade Placement Committee															
	2008	84.0%	*	*	*	-	*	-	-	-	*	-	*	*	-
	2007	78.0%	*	*	*	-	*	*	-	-	*	*	-	*	-

**Grade 5 Mathematics (English and Spanish)**

Students Requiring Accelerated Instruction														
2009	15%	5%	*	5%	*	4%	5%	*	*	4%	7%	*	< 1%	*
2008	15%	< 1%	*	< 1%	*	< 1%	< 1%	*	*	< 1%	< 1%	*	< 1%	*
TAKS Cumulative Met Standard (First and Second Administrations)														
2009	92%	98%	*	98%	*	96%	> 99%	*	*	> 99%	93%	*	> 99%	*
2008	91%	> 99%	*	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*

**Grade 8 Reading**

Students Requiring Accelerated Instruction														
2009	6%	5%	5%	5%	*	7%	< 1%	*	*	4%	7%	*	11%	*
2008	6%	5%	4%	5%	*	7%	< 1%	*	*	13%	< 1%	*	12%	*
TAKS Cumulative Met Standard (First and Second Administrations)														
2009	97%	> 99%	98%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*
2008	97%	> 99%	98%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*

**Grade 8 Mathematics**

Students Requiring Accelerated Instruction														
2009	18%	3%	17%	3%	*	3%	< 1%	*	*	< 1%	7%	*	5%	*
2008	21%	11%	17%	11%	*	11%	9%	*	*	25%	< 1%	*	6%	*
TAKS Cumulative Met Standard (First and Second Administrations)														
2009	87%	95%	89%	95%	*	94%	> 99%	*	*	96%	93%	*	90%	*
2008	86%	97%	88%	97%	*	96%	> 99%	*	*	94%	> 99%	*	> 99%	*
TAKS Failers Promoted by Grade Placement Committee														
2008	90.5%	*	100.0%	*	-	*	-	-	-	-	*	-	-	-

**English Language Learners Progress Measure**

<b>(2011 Preview)</b>														
2008-09	76%	53%	76%	10%	*	10%	*	*	*	14%	*	*	11%	< 1%

**Attendance Rate**

2007-08	95.5%	96.1%	95.9%	96.8%	-	97.2%	95.9%	-	-	96.7%	96.8%	96.9%	97.0%	98.0%
2006-07	95.5%	96.5%	96.3%	97.1%	*	97.2%	97.0%	-	-	97.5%	96.8%	96.1%	96.9%	98.0%

**Annual Dropout Rate (Gr 7-8)**

<b>(Standard Accountability Indicator)</b>														
2007-08	0.3%	0.0%	0.0%	0.0%	-	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	0.0%
2006-07	0.4%	1.1%	0.0%	1.1%	*	1.8%	0.0%	-	-	2.3%	0.0%	*	2.1%	0.0%

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

District Name: SCHLEICHER ISD  
 Campus Name: ELDORADO MIDDLE  
 Campus #: 207901041

Academic Excellence Indicator System  
 2008-09 Campus Profile

Section II  
 Total Students: 170  
 Grade Span: 05 - 08  
 School Type: Middle

**STUDENT INFORMATION**

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Students:	170	100.0%	19,937	618	4,728,204
Students By Grade:					
Early Childhood Education	0	0.0%	0.0%	0.0%	0.3%
Pre-Kindergarten	0	0.0%	0.0%	4.0%	4.2%
Kindergarten	0	0.0%	0.0%	8.9%	7.7%
Grade 1	0	0.0%	0.0%	9.4%	8.0%
Grade 2	0	0.0%	0.0%	7.0%	7.9%
Grade 3	0	0.0%	0.0%	6.0%	7.8%
Grade 4	0	0.0%	0.0%	8.9%	7.5%
Grade 5	48	28.2%	3.8%	7.8%	7.5%
Grade 6	37	21.8%	25.8%	6.0%	7.3%
Grade 7	38	22.4%	34.6%	6.1%	7.3%
Grade 8	47	27.6%	34.2%	7.6%	7.3%
Grade 9	0	0.0%	1.7%	7.1%	8.2%
Grade 10	0	0.0%	0.0%	8.6%	7.0%
Grade 11	0	0.0%	0.0%	5.7%	6.4%
Grade 12	0	0.0%	0.0%	7.0%	5.8%
Ethnic Distribution:					
African American	0	0.0%	5.2%	0.8%	14.2%
Hispanic	107	62.9%	61.7%	62.9%	47.9%
White	62	36.5%	31.6%	35.8%	34.0%
Native American	0	0.0%	0.3%	0.0%	0.4%
Asian/Pac. Islander	1	0.6%	1.3%	0.5%	3.6%
Economically Disadvantaged	90	52.9%	52.3%	50.6%	56.7%
Limited English Proficient (LEP)	6	3.5%	4.1%	8.1%	16.9%

Students w/Disciplinary Placements (2007-08)	4	2.2%	4.5%	1.5%	2.1%
At-Risk	54	31.8%	42.2%	51.6%	48.3%
Mobility (2007-08)	23	12.8%	15.2%	13.8%	19.8%
Number of Students per Teacher	10.5	n/a	13.9	10.0	14.4

Retention Rates by Grade:	-----Non-Special Education Rates-----				-----Special Education Rates-----			
	Campus	Campus Group	District	State	Campus	Campus Group	District	State
Kindergarten	-	-	12.9%	2.6%	-	-	20.0%	11.7%
Grade 1	-	-	5.6%	5.5%	-	-	0.0%	10.5%
Grade 2	-	-	16.7%	3.2%	-	-	25.0%	4.7%
Grade 3	-	-	3.7%	2.5%	-	-	0.0%	3.0%
Grade 4	-	-	2.3%	1.3%	-	-	0.0%	1.3%
Grade 5	2.6%	3.1%	2.6%	1.9%	0.0%	0.0%	0.0%	2.4%
Grade 6	0.0%	0.8%	0.0%	0.9%	0.0%	1.8%	0.0%	1.6%
Grade 7	0.0%	1.0%	0.0%	1.4%	0.0%	2.2%	0.0%	2.2%
Grade 8	0.0%	0.9%	0.0%	1.7%	0.0%	2.6%	0.0%	3.3%

**CLASS SIZE INFORMATION**

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	13.7	19.0
Grade 1	-	-	14.5	19.0
Grade 2	-	-	14.3	19.3
Grade 3	-	-	20.6	19.3
Grade 4	-	-	17.4	19.7
Grade 5	16.0	35.3	16.0	22.1
Grade 6	12.3	22.7	12.3	21.5
Mixed Grades	-	24.8	-	21.8
Secondary: English/Language Arts	13.5	18.9	12.0	19.8
Foreign Languages	-	21.5	9.6	21.1
Mathematics	13.3	19.1	11.5	19.6
Science	14.2	20.6	11.2	20.5
Social Studies	14.2	20.9	13.2	21.7

**STAFF INFORMATION**

	-----Campus-----		Campus Group	District	State
	Count	Percent			
Total Staff:	21.0	100.0%	100.0%	100.0%	100.0%
Professional Staff:	18.0	85.7%	87.0%	65.7%	62.9%
Teachers	16.2	77.3%	74.7%	57.3%	50.7%
Professional Support	0.8	3.6%	8.0%	3.5%	8.4%
Campus Admin. (School Leader.)	1.0	4.8%	4.3%	2.8%	2.8%
Educational Aides:	3.0	14.3%	13.0%	10.8%	9.7%
Total Minority Staff:	1.9	9.0%	26.1%	24.1%	43.8%
Teachers By Ethnicity and Sex:					
African American	0.0	0.0%	2.9%	0.0%	9.7%
Hispanic	0.9	5.5%	18.1%	8.1%	22.1%
White	15.3	94.5%	78.5%	91.9%	66.7%
Native American	0.0	0.0%	0.1%	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	0.4%	0.0%	1.3%
Males	6.0	37.0%	27.8%	25.3%	22.9%
Females	10.2	63.0%	72.2%	74.7%	77.1%
Teachers by Years of Experience:					
Beginning Teachers	0.2	1.5%	7.6%	6.5%	7.3%
1-5 Years Experience	1.9	11.5%	28.1%	9.7%	30.5%

6-10 Years Experience	3.8	23.7%	20.0%	16.2%	20.0%
11-20 Years Experience	4.3	26.3%	24.4%	33.8%	23.7%
Over 20 Years Experience	6.0	37.0%	19.9%	33.8%	18.6%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	15.9 yrs.	11.7 yrs.	16.1 yrs.	11.2 yrs.
Average Years Experience of Teachers with District:	8.3 yrs.	8.0 yrs.	9.6 yrs.	7.4 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)				
Beginning Teachers	\$32,244	\$39,074	\$31,967	\$40,372
1-5 Years Experience	\$33,403	\$39,918	\$32,962	\$42,463
6-10 Years Experience	\$37,489	\$42,862	\$38,866	\$45,035
11-20 Years Experience	\$43,386	\$47,532	\$44,960	\$49,083
Over 20 Years Experience	\$47,716	\$55,127	\$45,745	\$57,325
Average Actual Salaries (regular duties only):				
Teachers	\$42,275	\$45,325	\$42,231	\$47,159
Professional Support	\$48,081	\$52,622	\$53,186	\$55,819
Campus Administration (School Leadership)	\$56,828	\$66,320	\$62,771	\$68,891
Contracted Instructional Staff (not incl. above):	0.0	0.3	0.0	2,034.5

ACTUAL OPERATING EXPENDITURE INFORMATION (2007-08)	Campus			Campus Group					
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
<b>By Function:</b>									
Total Operating Expenditures	\$1,068,887	100.0%	\$6,518	\$1,139,337	100.0%	\$6,947	\$126,255,130	100.0%	\$6,421
Instruction (11,95)	\$923,024	86.4%	\$5,628	\$948,997	83.3%	\$5,787	\$87,658,268	69.4%	\$4,458
Instructional-Related Services (12,13)	\$30,867	2.9%	\$188	\$47,667	4.2%	\$291	\$4,809,492	3.8%	\$245
Instructional Leadership (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,878,501	1.5%	\$96
School Leadership (23)	\$81,187	7.6%	\$495	\$81,187	7.1%	\$495	\$9,408,025	7.5%	\$478
Support Services-Student (31,32,33)	\$15,301	1.4%	\$93	\$42,978	3.8%	\$262	\$7,173,797	5.7%	\$365
Other Campus Costs (35,36,51,52,53)	\$18,508	1.7%	\$113	\$18,508	1.6%	\$113	\$15,327,047	12.1%	\$780
<b>By Program:</b>									
Total Operating Expenditures	\$1,050,379	100.0%	\$6,405	\$1,120,829	100.0%	\$6,834	\$110,676,360	100.0%	\$5,629
Bilingual/ESL Education (25)	\$12,017	1.1%	\$73	\$12,017	1.1%	\$73	\$677,070	0.6%	\$34
Career & Technical Education (22)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$1,292,607	1.2%	\$66
Accelerated Education (24,30)	\$180,854	17.2%	\$1,103	\$251,304	22.4%	\$1,532	\$11,653,849	10.5%	\$593
Gifted & Talented Education (21)	\$2,186	0.2%	\$13	\$2,186	0.2%	\$13	\$1,366,990	1.2%	\$70
Regular Education (11)	\$855,069	81.4%	\$5,214	\$855,069	76.3%	\$5,214	\$78,274,736	70.7%	\$3,981
Special Education (23)	\$253	0.0%	\$2	\$253	0.0%	\$2	\$17,113,170	15.5%	\$870
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$297,938	0.3%	\$15

PROGRAM INFORMATION	Campus		Campus Group	District	State
	Count	Percent			
<b>Student Enrollment by Program:</b>					
Bilingual/ESL Education	6	3.5%	3.8%	7.4%	16.0%
Career & Technical Education	0	0.0%	14.7%	25.2%	21.4%
Gifted & Talented Education	7	4.1%	9.7%	3.2%	7.5%
Special Education	11	6.5%	10.5%	6.3%	9.4%
<b>Teachers by Program (population served):</b>					
Bilingual/ESL Education	0.1	0.5%	1.4%	1.8%	7.5%
Career & Technical Education	0.0	0.0%	2.3%	5.3%	3.9%
Compensatory Education	2.6	16.0%	3.0%	12.3%	3.6%
Gifted & Talented Education	0.1	0.8%	2.8%	0.3%	2.0%
Regular Education	12.5	77.3%	76.7%	73.7%	70.4%
Special Education	0.9	5.3%	10.0%	5.9%	9.7%
Other	0.0	0.0%	3.8%	0.7%	2.9%

'@' Includes TAKS(Accommodated).

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

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

'-' Indicates zero observations reported for this group.

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

**APPENDIX B—SCISD PBMAS Continuous Improvement Plan for Special Education**

**2010-2011 Continuous Improvement Plan (CIP)  
Special Education Monitoring System**

LEA Name:		Schleicher ISD		CDN:	207901		Date:	12/10/2010		
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	TAKS Passing Rate	Instruction	Modeling / Mentoring	Continue assigned paraprofessionals and/or teachers to be in Science classes to assist teacher in working with SpEd students on how to navigate notetaking, understanding content, reading comprehension, modifying assignments, etc.	In progress since 8/23/2010	5/26/2011	Principals; Science Teachers; paraprofessionals ; SpEd teachers; master schedules	Documentation from paraprofessionals/teachers from their time assigned to work with a Science or ELA teacher	Increased passing rates of SpEd students taking state assessments in Science	
Assessment_Performance	TAKS Passing Rate	Instruction	Differentiation to Meet Needs	Providing appropriate accommodations and modifications as determined by each ARDC	In progress since 8/23/2010	5/26/2011	Principals; Science Teachers; SpEd Teachers; MSEC personnel; ESC XV personnel	Notations in lesson plans of what accommodations and modifications are being utilized for SpEd students	Increased passing rates of SpEd students taking state assessments in Science	
Assessment_Performance	TAKS Passing Rate	Instruction	Rigorous and Relevant	Continued use of 5E Model of Instruction as presented within the district's adopted CSCOPE Science Curriculum	In progress since 8/23/2010	5/26/2011	Principals; Science Teachers; ESC XV personnel; CSCOPE materials	Lesson Plans and walkthrough documentation	Increased passing rates of SpEd students taking state assessments in Science	
Assessment_Performance	TAKS Passing Rate	Parents_Community	Parent Involvement	Utilize ARDC meetings, parent conferences to keep parents of SpEd students informed of academic progress in Science	In progress since 8/23/2010	5/26/2011	Principals; Science Teachers; MSEC personnel	Documentation from ARDC meetings and parent conferences	Increased passing rates of SpEd students taking state assessments in Science	
Assessment_Performance	TAKS Passing Rate	Personalized_Environment	Accelerated Instruction	SpEd students who did not pass the Science portion of their state assessment attend accelerated instruction/Summer School	#####	6/30/2011	EES & EMS Principals; Counselors; Teachers; MSEC personnel	Accelerated Instruction/Summer School Attendance Records	Increased passing rates of SpEd students taking state assessments next year	

Assessment_Performance	TAKS Passing Rate	Academic_Support	Tutorials	Utilize tutorials during the day for SpEd students to receive additional help in Science courses	In progress since 8/23/2011	5/26/2011	Principals; Teachers; Paraprofessionals ; SpEd Teachers	Documentation from tutorial rosters	Increased passing rates of students taking state assessments in Science
Assessment_Performance	TAKS Passing Rate	Academic_Support	TAKS Remediation	SpEd students who did not pass the Science portion of their state assessment will participate in the B.E.S.T. program in receiving remedial instruction	In progress since 8/23/2010	5/26/2011	EHS Principal; Counselor; EHS Teachers	Documentation from B.E.S.T.	Increased passing rates of students taking state assessments in Science
Representation	Hispanic	Student_Support	Response to Interventions (RTI)	When universal screeners denote a need, a student will be moved through the RtI tiers to plug any academic gaps he is experiencing prior to a referral to SpEd	In progress since 8/23/2010	5/26/2011	Principals; Teachers; SAP Team; RtI Teachers; SpEd Teachers; MSEC personnel; PRIM Manual	RtI documentation on student progress	Identification of students who need support structures and services that only SpEd can provide.
Representation	Hispanic	Student_Support	Evaluation of Results (Support/Intervention)	When a SpEd referral is made and/or a 3 year re-eval is done, a full battery of evaluation tools will be utilized in the student's native language as well as nonverbal.	In progress since 8/23/2010	5/26/2011	MSEC personnel	MSEC documentation of the full battery of tests including English, Spanish, and nonverbal	Identification of students who need support structures and services that only SpEd can provide.
Assessment_Performance	TAKS Passing Rate	Parents_Community	Parent Involvement	Utilize ARDC meetings, parent conferences to keep parents of SpEd students informed of academic progress in Science	In progress since 8/23/2010	5/26/2011	Principals; Science Teachers; MSEC personnel	Documentation from ARDC meetings and parent conferences	Discretionary ISS placements of SpEd students are made only after all other appropriate discipline options have been exhausted
Discipline	ISS Placements	Culture_Climate	Safe and Orderly School with Effective Discipline Management	The principals will exhaust all possible disciplinary consequences options prior to considering assigning a SpEd student to a discretionary ISS placement.	In progress since 8/23/2010	5/26/2011	Principals; MSEC personnel; SpEd Teachers	PEIMS documentation for SpEd disciplinary placements and discipline referrals	Increased passing rates of SpEd students taking state assessments in Science

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

<b>2010-2011 Continuous Improvement Plan (CIP) Bilingual Education/English as a Second Language (BE/ESL) Monitoring System</b>									
<b>LEA Name:</b>	Schleicher ISD		<b>CDN:</b>	207901	<b>Date:</b>	10/22/2010			
<b>Performance Area Targeted</b>	<b>Indicator Description</b>	<b>Major Systems Targeted</b>	<b>Components</b>	<b>Strategies, Initiatives, and Activities</b>	<b>Start Date</b>	<b>Projected Completion Date</b>	<b>Resources Required and Person(s) Responsible</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>
Assessment Performance	TAKS Passing Rate	Instruction	Modeling / Mentoring	Assign aides and/or teachers to be in Science and ELA to assist teacher in working with ELL students on how to navigate notetaking, understanding content, reading comprehension, vocabulary development, etc.	In progress since 8/23/2010	5/26/2011	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	TAKS Passing 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 8/23/2010	5/26/2011	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	TAKS Passing Rate	Instruction	Rigorous and Relevant	Continued use of 5E Model of Instruction as presented within CSCOPE Curriculum	In progress since 8/23/2010	5/26/2011	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	TAKS Passing 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	10/4/2010	5/26/2011	Principals; Teachers; ESL Teachers; secretaries; bilingual aides; 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	TAKS Passing Rate	Personalized Environment	Accelerated Instruction	Have ELL students attend Accelerated Instruction/Summer School for Science, Reading, and ESL	6/7/2011	6/30/2011	EMS Principal; Teachers; ESL Teachers	Summer School Attendance Records	Increased passing rates of students taking state assessments in Reading/ELA & Science next year.
Assessment Performance	TAKS Passing 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 8/23/2010	5/26/2011	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	TAKS Passing Rate	Academic_ Support	TAKS Remediation	ELL students who did not pass any portion of the TAKS test will participate in the B.E.S.T. program in receiving remedial instruction	In progress since 8/23/2010	5/26/2011	EHS Principal; EHS Teachers	Documentation from B.E.S.T.	Increased passing rates of students taking state assessments in Reading/ELA & Science
Assessment Performance	TAKS Passing 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 8/23/2010	5/26/2011	Principals; Teachers; aides; ESL Teachers	Documentation from tutorial rosters	Increased passing rates of students taking state assessments in Reading/ELA & Science

Assessment Performance	TAKS Passing 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 8/23/2010	5/26/2011	Principals; Teachers; ESL Teachers; Technology Director; ESC XV personnel; Odysseyware, ACCES, 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 8/23/2010	5/26/2011	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 8/23/2010	5/26/2011	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	Personalized Environment	Accelerated Instruction	Have ELL students attend Accelerated Instruction/Summer School for Science, Social Studies, Reading, Math, and ESL	6/7/2011	6/30/2011	EMS Principal; Teachers; ESL Teachers	Summer School Attendance Records	Increased participation of ELL students taking state assessments.

**APPENDIX D—Eldorado Middle School STaR Chart**

**Texas Campus STaR Chart Summary**

1 = Early Tech 2 = Developing Tech 3 = Advanced Tech 4 = Target Tech

Campus (CD#): Eldorado Middle (207901041)

School Yr: 2010-2011

District: Schleicher ISD

Principal: Kara Sue Garlitz

Email: kara.garlitz@clisd.net

**Key Area I: Teaching and Learning**

TL1	TL2	TL3	TL4	TL5	TL6	Total
Patterns of Classroom Use	Frequency/Design of Instructional Setting	Content Area Connections	Technology Applications (TA) TEKS Implementation	Student Mastery of Technology Applications	Online Learning	Total
2	3	3	2	3	2	15

**Key Area II: Educator Preparation and Development**

EP1	EP2	EP3	EP4	EP5	EP6	Total
Professional Development Experiences	Models of Professional Development	Capabilities of Educators	Access to Professional Development	Levels of Understanding and Patterns of Use	Professional Development for Online Learning	Total
2	2	2	1	3	1	11

**Key Area III: Leadership, Administration and Instructional Support**

L1	L2	L3	L4	L5	L6	Total
Leadership and Vision	Planning	Instructional Support	Communication and Collaboration	Budget	Leadership and Support for Online Learning	Total
3	3	2	3	3	3	17

**Key Area IV: Infrastructure for Technology**

INF1	INF2	INF3	INF4	INF5	INF6	Total
Students per Computers	Internet Access Connectivity Speed	Other Classroom Technology	Technical Support	Local Area Network/Intra Area Network	Distance Learning Capacity	Total
3	4	3	4	4	4	22

**KEY AREA SUMMARY**

Key Area	Key Area Total	Key Area STaR Classification
<b>I. Teaching and Learning</b>	15	Advanced Tech
<b>II. Educator Preparation and Development</b>	11	Developing Tech
<b>III. Leadership, Admin., Instructional Support</b>	17	Advanced Tech
<b>IV. Infrastructure for Technology</b>	22	Target Tech

Completed Date: 9/14/2010

Printed: 10/19/2010 7:14 AM