

# **Hughes Springs Junior High School**

## **Campus Improvement Plan**

**2008-09**

**The mission of Hughes Springs Junior High is to provide a safe, nurturing learning environment so that each student meets high goals for academic performance and receives the best education possible.**

## Hughes Springs Junior High School Belief Statements

- 1 We believe that a safe, supportive, and positive environment enhances student learning.
- 2 We believe that student learning is a responsibility shared by students, parents, school, and community.
- 3 We believe each student is a valued person with exceptional abilities and needs.
- 4 We believe that all students can learn and student learning should be the primary focus of the school.
- 5 We believe that communication is a shared responsibility in a learning community.

## Vision Statement

At Hughes Springs Junior High we have the vision of a partnership between our schools, our parents, and our community by working together to provide a quality experience for our students that will emphasize achievement, a positive self-esteem, which produces responsible and respectful citizens.

### Hughes Springs Junior High Campus Site Based Team

Brian Nation, Principal  
Michael Walker, Assistant Principal  
Kim Stovall, Counselor  
Taffy Baird, Math Teacher  
Nancy Benson, Science Teacher  
Tammy Caver, English Teacher  
BJ Johnson, Office Secretary  
Debra Hatten, Aide

Hughes Springs Junior High School will combine our State Compensatory Education Funds and our Title I funds into a school wide program as defined in the following Campus Improvement plan.

**Goal 1:** All students will show continuous academic improvement in all subject areas.

**Correlates with:**

<b>District Goals</b>			
1) Learning	2) Communication		
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	4) Curriculum	6) School Personnel	8) School Environment
9) Instructional Techniques			
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	3) Instructional	4) Professional Development	5) Professional Staff
8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

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**Indicators, Performance Data, and Performance Objectives**

**Indicator:** TAKS Reading

**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
African American	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Hispanic	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
White	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
Male	95 %	2008	≥ 95 %	2013-14	≥ 95 %	2009
Female	91 %	2008	≥ 91 %	2013-14	≥ 91 %	2009
At Risk	91 %	2008	≥ 92 %	2013-14	≥ 91.2 %	2009
Title I	93 %	2008	≥ 90 %	2013-14	≥ 93 %	2009

**Indicator:** TAKS Reading

**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
African American	78 %	2008	≥ 90 %	2013-14	≥ 80.4 %	2009
Economically Disadvantaged	79 %	2008	≥ 90 %	2013-14	≥ 81.2 %	2009
Hispanic	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
White	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
Special Ed.	40 %	2008	≥ 90 %	2013-14	≥ 50 %	2009
Male	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
Female	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
At Risk	64 %	2008	≥ 90 %	2013-14	≥ 69.2 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009

**Indicator:** TAKS Reading

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	98 %	2008	≥ 98 %	2013-14	≥ 98 %	2009
African American	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	96 %	2008	≥ 96 %	2013-14	≥ 96 %	2009
Hispanic	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
White	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Male	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Female	97 %	2008	≥ 97 %	2013-14	≥ 97 %	2009
At Risk	95 %	2008	≥ 90 %	2013-14	≥ 95 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	98 %	2008	≥ 90 %	2013-14	≥ 98 %	2009

**Indicator:** TAKS Math

**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2008	≥ 91 %	2013-14	≥ 91 %	2009
African American	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
Hispanic	50 %	2008	≥ 90 %	2013-14	≥ 58 %	2009
White	94 %	2008	≥ 94 %	2013-14	≥ 94 %	2009
Male	92 %	2008	≥ 92 %	2013-14	≥ 92 %	2009
Female	91 %	2008	≥ 91 %	2013-14	≥ 91 %	2009
At Risk	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Title I	91 %	2008	≥ 90 %	2013-14	≥ 91 %	2009

**Indicator:** TAKS Math

**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	79 %	2008	≥ 90 %	2013-14	≥ 81.2 %	2009
African American	67 %	2008	≥ 90 %	2013-14	≥ 71.6 %	2009
Economically Disadvantaged	74 %	2008	≥ 90 %	2013-14	≥ 77.2 %	2009
Hispanic	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
White	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
Special Ed.	40 %	2008	≥ 90 %	2013-14	≥ 50 %	2009
Male	81 %	2008	≥ 90 %	2013-14	≥ 82.8 %	2009
Female	77 %	2008	≥ 90 %	2013-14	≥ 79.6 %	2009
At Risk	56 %	2008	≥ 90 %	2013-14	≥ 62.8 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	79 %	2008	≥ 90 %	2013-14	≥ 81.2 %	2009

**Indicator:** TAKS Math

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
African American	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Hispanic	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
White	91 %	2008	≥ 91 %	2013-14	≥ 91 %	2009
Male	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
Female	97 %	2008	≥ 97 %	2013-14	≥ 97 %	2009
At Risk	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	93 %	2008	≥ 90 %	2013-14	≥ 93 %	2009

**Indicator:** TAKS Writing

**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	94 %	2008	≥ 94 %	2013-14	≥ 94 %	2009
African American	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
Economically Disadvantaged	92 %	2008	≥ 92 %	2013-14	≥ 92 %	2009
Hispanic	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
White	94 %	2008	≥ 94 %	2013-14	≥ 94 %	2009
Special Ed.	60 %	2008	≥ 90 %	2013-14	≥ 66 %	2009
Male	92 %	2008	≥ 92 %	2013-14	≥ 92 %	2009
Female	97 %	2008	≥ 97 %	2013-14	≥ 97 %	2009
At Risk	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	94 %	2008	≥ 90 %	2013-14	≥ 94 %	2009

**Indicator:** TAKS Science

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	76 %	2008	≥ 90 %	2013-14	≥ 78.8 %	2009
African American	50 %	2008	≥ 90 %	2013-14	≥ 58 %	2009
Economically Disadvantaged	69 %	2008	≥ 90 %	2013-14	≥ 73.2 %	2009
Hispanic	67 %	2008	≥ 90 %	2013-14	≥ 71.6 %	2009
White	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Male	77 %	2008	≥ 90 %	2013-14	≥ 79.6 %	2009
Female	76 %	2008	≥ 90 %	2013-14	≥ 78.8 %	2009
At Risk	41 %	2008	≥ 90 %	2013-14	≥ 50.8 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	76 %	2008	≥ 90 %	2013-14	≥ 78.8 %	2009

**Indicator:** TAKS Social Studies

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
African American	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
Hispanic	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
White	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
Male	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
Female	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
At Risk	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	93 %	2008	≥ 90 %	2013-14	≥ 93 %	2009

**Indicator:** TAKS Overall

**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
African American	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Hispanic	50 %	2008	≥ 90 %	2013-14	≥ 58 %	2009
White	91 %	2008	≥ 91 %	2013-14	≥ 91 %	2009
Male	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
Female	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009

**Indicator:** TAKS Overall

**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	74 %	2008	≥ 90 %	2013-14	≥ 77.2 %	2009
African American	56 %	2008	≥ 90 %	2013-14	≥ 62.8 %	2009
Economically Disadvantaged	63 %	2008	≥ 90 %	2013-14	≥ 68.4 %	2009
White	76 %	2008	≥ 90 %	2013-14	≥ 78.8 %	2009
Male	73 %	2008	≥ 90 %	2013-14	≥ 76.4 %	2009
Female	74 %	2008	≥ 90 %	2013-14	≥ 77.2 %	2009

## Strategies

<b>Goal 1 - Strategy 1</b>		<b>Increased performance in Math</b>											
<i>Supports TAKS Math - Grade: 6, TAKS Math - Grade: 7, TAKS Math - Grade: 8</i>													
<b>Leader(s):</b> Math Teachers	<b>Brief Description:</b> Increase the level of student performance in Math as measured by TAKS.	<b>Evaluation Benchmark:</b> 90% passing rate											
<b>Leader Progress Report Dates:</b> Each Test Date													
<b>NEW INITIATIVE</b>													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Time	Number of FTE's: 3.00	ESC Services										\$700.00	
Teaching Aids	Not Specified	District Budget										\$105,000.00	
Teachers	Cost: None	Camp. Activity Fund Budget										\$1,000.00	
Supplies												<hr/> \$106,700.00	
Substitute Teachers													
Outside Consultant													
Computers													
Audio Visual Equipment													
AEIS IT Program													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>
TAKS data will be disaggregated and studied by each teacher to identify student difficulties in a timely manner. (Title I, Component 8)	Math Teachers	X	X	X	X	X	X						
Tutorial period, pullouts during conference periods, and TAKS	All Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 1</b>		<b>Increased performance in Math</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>
remediation classes worked into daily schedule for extra work in math. (Title I, Component 9)													
Teachers will attend workshops related to TAKS math as provided by Region VIII. (Title I, Component 4)	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teacher-made tests and practice material will be designed to resemble the TAKS test format.	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will promote students hands on activities using manipulatives, real-life data, calculators, and computers in problem solving.	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will be provided opportunities to use graphs, charts, tables, etc.	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Before or after-school tutorials. (Title I, Component 9)	Math teachers	X	X	X	X	X	X	X	X	X	X	X	X
Support will be provided daily in a classroom setting for all students who need extra help through cooperative learning, peer tutoring, or teacher assistants. (Title I, Component 9)	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will give students a "problem of the day", based on objective master % that falls below 75% on previous year's TAKS.	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
TEKSing to TAKS program for acceleration in math objectives.	Teachers			X	X	X		X	X	X	X		
Vertical teaming. (Title I, Component 3)	Teachers			X									
TAKS Blitz. (Title I, Component 2)	Math Teachers									X			
A tutorial period will be given to students through a pull out of one of the student's electives. (Title I, Component 2)	Principal, Assistant Principal, Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Math Teachers will tutor students in need during elective periods. (Title I, Component 9)	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Benchmark test will be administered at the end of the first	Principal, Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 1</b>		<b>Increased performance in Math</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
semester. (Title I, Component 8)		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
UIL participation will be emphasized.	Principal, All Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Math and Science Teams	UIL Coordinator	X	X	X	X	X	X	X	X	X	X	X	X
Student progress will be tracked by disaggregating TAKS Benchmark information with Kamico Software. (Title I, Component 8)	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Math Curriculum implemented for 6th grade provides 46 minutes of math instruction per day. (Title I, Component 2)	Principal, Math Teacher	X	X	X	X	X	X	X	X	X	X	X	X
Sixth, Seventh, and Eighth grade students who fail the TAKS test from the previous year or those students that are failing will be put in a TAKS remediation class. (Title I, Component 2)	Principal, Counselor, Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 2</b>		<b>Increased performance in Writing and Reading TAKS</b>											
<i>Supports TAKS Reading - Grade: 6, TAKS Reading - Grade: 7, TAKS Reading - Grade: 8, TAKS Writing - Grade: 7</i>													
<b>Leader(s):</b> English Teachers	<b>Brief Description:</b> Increase or maintain the level of student performance in Writing and Reading, as measured by TAKS.	<b>Evaluation Benchmark:</b> 100% passing rate											
<b>Leader Progress Report Dates:</b> Weekly													
<b>NEW INITIATIVE</b>													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Time	Number of FTE's: 4.50	Compensatory Ed. Budget										\$13,100.00	
Teachers	Partially Comp. Ed Funded	District Budget										\$137,000.00	
District Staff	Cost: \$13,100.00											<hr/>	
Computers												\$150,100.00	
Campus Admin. Staff													
AEIS IT Program													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>
TAKS data will be disaggregated and studied by English and Reading teachers to identify student difficulties in a timely manner. (Title I, Component 8)	English/Reading Teachers	X	X	X	X	X	X						
English/Reading teachers will align curriculum to TAKS and discuss and evaluate teaching strategies. (Title I, Component 3)	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
TAKS remediation, tutorials before or after school, and pullouts, worked into daily schedule for extra work in Reading and Writing skills. (Title I, Component 9)	All Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will be provided with a daily language activity for proof-	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 2</b>		<b>Increased performance in Writing and Reading TAKS</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
reading skills.													
Students will be graded in punctuation, capitalization, and spelling.	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
English teachers will provide students with the opportunity to write on all types of TAKS papers throughout the year.	English Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students needing extra help will be given individualized instruction in weekly tutorials. (Title I, Component 9)	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
TAKS writing will be practiced at each grade level.	English Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Student work will be displayed in the classrooms and in the halls.	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
70% of tests will be given in the TAKS format.	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will utilize standard or electronic resources to obtain information.	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
TAKS remediation classes, tutorials, and pullouts will be worked into a weekly schedule. (Title I, Component 9)	Mr. Stone, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Vertical teaming. (Title I, Component 3)	Teachers			X									
Students will use AR as an enrichment, in order to improve independent reading skills.	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will be provided weekly vocabulary words to strengthen their working vocabulary.	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 3</b>		<b>Increased performance in Science TAKS</b>											
<i>Supports TAKS Science - Grade: 8</i>													
<b>Leader(s):</b> Science Teachers	<b>Brief Description:</b> Increase or maintain the level of student performance in Science as measured by TAKS.	<b>Evaluation Benchmark:</b> 80% passing rate											
<b>Leader Progress Report Dates:</b> Yearly													
<b>NEW INITIATIVE</b>													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Time	Number of FTE's: 3.00	District Budget										\$86,000.00	
Teachers	Not Specified	Camp. Activity Fund Budget										\$1,000.00	
Supplies	Cost: None											<hr/>	
Substitute Teachers												\$87,000.00	
Staff													
District Staff													
Computers													
Campus Admin. Staff													
Audio Visual Equipment													
AEIS IT Program													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
TAKS data will be disaggregated and studied by each science teacher to identify student difficulties in a timely manner. (Title I, Component 8)	Science Teachers	X	X	X									
Science teachers will meet once per semester to coordinate curriculum, align TAKS, and evaluate teaching strategies. (Title	Science Teachers	X					X						

<b>Goal 1 - Strategy 3</b>		<b>Increased performance in Science TAKS</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>
I, Component 3)													
Students will demonstrate their ability to solve problems using the scientific method.	Science Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will be graded based on mastery of skills and content of subject matter.	Science Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will provide students with the opportunity to answer science questions in the TAKS format.	Science Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Science teachers will inventory lab equipment and supplies. Teachers will update materials as needed to comply with TAKS requirements. (Title I, Component 3)	Science Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Vertical teaming. (Title I, Component 3)	Teachers			X									
Teachers will attend TAKS Science Collaborative workshop provided by the Region VIII Educational Service Center. (Title I, Component 4)	Science Teachers						X	X	X	X			
Tutorials will be implemented during the Spring Semester for 8th grade students taking the Science TAKS test. (Title I, Component 9)	Principal, Science Teacher							X	X	X			

<b>Goal 1 - Strategy 4</b>		<b>Increased performance in Social Studies TAKS</b>											
<i>Supports TAKS Social Studies - Grade: 8</i>													
<b>Leader(s):</b> Social Studies Teachers	<b>Brief Description:</b> Increase or maintain the level of student performance in Social Studies as measured by TAKS.	<b>Evaluation Benchmark:</b> 90% passing rate											
<b>Leader Progress Report Dates:</b> Yearly													
<b>NEW INITIATIVE</b>													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Time	Number of FTE's: 3.00	Compensatory Ed. Budget										\$10,800.00	
Teachers	Partially Comp. Ed Funded	District Budget										\$13,100.00	
Supplies	Cost: \$13,100.00											<hr/> \$23,900.00	
Substitute Teachers													
Outside Consultant													
Newspapers													
District Staff													
Computers													
Channel One													
Audio Visual Equipment													
AEIS IT Program													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
TAKS data will be disaggregated and studied by each history teacher at the end of the 1st 6 weeks to identify student difficulty in a timely manner. (Title I, Component 8)	History Teachers	X	X										
Weekly opportunities will be provided for all students to work	History Teachers	X	X	X	X	X	X	X	X	X	X		

<b>Goal 1 - Strategy 4</b>		<b>Increased performance in Social Studies TAKS</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>
cooperatively to reinforce TAKS skills.													
Current events will be used daily to enhance understanding of civic values and rights/responsibilities of citizenship.	History Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will use study guides or notes daily to reinforce key concepts or words related to objectives being taught.	History Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Each six weeks, students will research and report on cultures and ethnic groups to develop an appreciation for diversity.	History Teachers.		X		X		X		X		X		
Once per semester, students will complete two or more history projects.	History Teachers						X					X	
Students will utilize maps, charts, and graphs to analyze information on a weekly basis.	History Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will create and interpret political cartoons bi-weekly.	History Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will meet with their vertical teams at least once per semester. (Title I, Component 3)	History Teachers			X			X						
Vertical teaming. (Title I, Component 3)	Teachers			X									

<b>Goal 1 - Strategy 5</b>		<b>Special Programs</b>																
<b>Leader(s):</b> Principal, Assistant Principal		<b>Brief Description:</b> 85% of special needs students will be included in the regular classroom, and special programs personnel and instructional aides will support all students and teachers in the regular classroom.					<b>Evaluation Benchmark:</b> 85% inclusion											
<b>Leader Progress Report Dates:</b> Daily																		
<b>NEW INITIATIVE</b>																		
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>								
Time		Number of FTE's: 3.60			State ESL					\$1,600.00								
Teachers' Aides		Partially Comp. Ed Funded			District Budget					\$66,800.00								
Teachers		Cost: \$17,000.00			Compensatory Ed. Budget					\$17,000.00								
Supplies												\$85,400.00						
Staff																		
District Staff																		
Campus Admin. Staff																		
<b>Timeline</b>																		
<b>Activity</b>		<b>Person(s) Responsible</b>				<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>u</b>	<b>n</b>	<b>i</b>	<b>l</b>	<b>l</b>		
Special Education teacher will be available to meet daily with academic teams to assist teachers with modifications. (Title I, Component 3 & 9)		Special Education teacher				X	X	X	X	X	X	X	X	X	X	X		
Special Education, regular teachers, and Principal will collaborate with the counselor in designing behavior plans for students with special needs. (Title I, Component 9)		Principal, Counselor/SW, Sp. Ed Teacher, Teachers				X	X	X	X	X	X	X	X	X	X			
ESL oral language development. (Title I, Component 2)		ESL Teacher					X		X			X		X	X			
Gifted students will have daily enrichment with peers. (Title I,		Principal, G/T Teachers				X	X	X	X	X	X	X	X	X	X			

<b>Goal 1 - Strategy 5 Special Programs</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person(s) Responsible</b>	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Component 2)													
Gifted students will have enrichment activities through language arts. (Title I, Component 2)	Principal, G/T Teachers	X	X	X	X	X	X	X	X	X	X	X	X
School recognition banners.	Principal, Sponsors						X						
Provide dyslexia services for identified students. (Title I, Component 2)	ESL Teacher	X	X	X	X	X	X	X	X	X	X		
Criteria established to actively identify FT students. (Title I, Component 2)	Counselor/Social Worker	X	X	X	X	X	X	X	X	X	X		

<b>Goal 1 - Strategy 6</b>		<b>Technology</b>											
<b>Leader(s):</b> Assistant Superintendent, Principal		<b>Brief Description:</b> Staff and students will develop and use a variety of technological skills.				<b>Evaluation Benchmark:</b> 100% of staff and students will use a variety of technological skills.							
<b>Leader Progress Report Dates:</b> Daily													
<b>NEW INITIATIVE</b>													
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>			
Teachers		Number of FTE's: None				ESC Services				\$2,300.00			
Supplies		Not Specified				State Technology				\$9,400.00			
Staff		Cost: None								\$11,700.00			
School Library													
District Staff													
District Admin. Staff													
Computers													
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
Students and staff will communicate daily with other district sites through electronic mail.	Curriculum Director, Tech Coordinator	X	X	X	X	X	X	X	X	X	X		
Students and staff will use the Internet daily to conduct research.	Curr. Dir., Tech Coord., Teachers	X	X	X	X	X	X	X	X	X	X		
Students will use computers in library to facilitate Accelerated Reader Program.	Reading Teachers, Librarian	X	X	X	X	X	X	X	X	X	X		
Essential knowledge and skills of computer literacy will be taught	Curr. Dir., Tech Coord.,	X	X	X	X	X	X	X	X	X	X		

<b>Goal 1 - Strategy 6 Technology</b>		A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
<b>Activity</b>	<b>Person(s) Responsible</b>	g	p	t	v	c	n	b	r	r	y	n	l
across the curriculum.	Teachers												
The campus technology coordinator will be available daily to assist staff members and students in use of technology.	Tech Coordinator	X	X	X	X	X	X	X	X	X	X		
Teachers will use computers for continuous monitoring of students' academic progress and reporting to students and parents.	Principal, Tech Coord., Teachers	X	X	X	X	X	X	X	X	X	X		
All teachers will meet SBEC standards and develop a portfolio by the year 2006. (Title I, Component 2)	Supt., Curr. Dir., Principal	X	X	X	X	X	X	X	X	X	X		
Students will be technology literate by the 8th grade by 2006.	Supt., Curr. Dir., Principal	X	X	X	X	X	X	X	X	X	X		
Teachers will fully integrate technology to improve student performance in core curriculum areas by 2006. (Title I, Component 3)	Supt., Curr. Dir., Principal	X	X	X	X	X	X	X	X	X	X		
Teachers will continue ongoing technology self-assessment by completing the Star Chart. (Title I, Component 4)	Curr. Dir., Principal, All Teachers	X	X	X	X	X	X	X	X	X	X		

<b>Goal 1 - Strategy 7</b>		<b>Instruction by highly qualified teachers.</b>											
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Hughes Springs Junior High School will see that instruction is provided by highly qualified teachers and will continue to attract high-quality teachers to the district.					<b>Evaluation Benchmark:</b> 100% highly qualified staff						
<b>Leader Progress Report Dates:</b> Yearly													
<b>NEW INITIATIVE</b>													
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>			
District Staff		Number of FTE's: None			General Budget					\$350.00			
District Admin. Staff		Not Specified			Camp. Activity Fund Budget					\$100.00			
Central Office		Cost: None								\$450.00			
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
Identify, contact, interview, and hire highly qualified job applicants. (Title I, Component 5)	Principal, Campus Site Base Comm.	X	X	X	X	X	X	X	X	X	X	X	X
Offer continual education by distance learning and school funded workshops and seminars. (Title I, Component 4)	Supt., Curr. Dir., Principal	X	X	X	X	X	X	X	X	X	X	X	X
Monetary compensations in critical areas. (Title I, Component 5)	Superintendent	X	X	X	X	X	X	X	X	X	X	X	X
Additional training and testing for paraprofessional staff. (Title I, Component 4)	Superintendent, Curr. Dir.	X	X	X	X		X	X	X	X			

**Goal 2:** Hughes Springs Junior High will provide an educational program designed to enable all children in the school to meet the state's student academic and achievement standards through on-going staff development.

**Correlates with:**

<b>District Goals</b>			
1) Learning			
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	4) Curriculum	5) Prepare Students	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	4) Professional Development	10) Federal, State, and Local Programs	

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**Indicators, Performance Data, and Performance Objectives**

**Indicator:** TAKS Reading

**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
African American	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Hispanic	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
White	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
Male	95 %	2008	≥ 95 %	2013-14	≥ 95 %	2009
Female	91 %	2008	≥ 91 %	2013-14	≥ 91 %	2009
At Risk	91 %	2008	≥ 92 %	2013-14	≥ 91.2 %	2009
Title I	93 %	2008	≥ 90 %	2013-14	≥ 93 %	2009

**Indicator:** TAKS Reading

**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
African American	78 %	2008	≥ 90 %	2013-14	≥ 80.4 %	2009
Economically Disadvantaged	79 %	2008	≥ 90 %	2013-14	≥ 81.2 %	2009
Hispanic	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
White	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
Special Ed.	40 %	2008	≥ 90 %	2013-14	≥ 50 %	2009
Male	84 %	2008	≥ 90 %	2013-14	≥ 85.2 %	2009
Female	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
At Risk	64 %	2008	≥ 90 %	2013-14	≥ 69.2 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009

**Indicator:** TAKS Reading

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	98 %	2008	≥ 98 %	2013-14	≥ 98 %	2009
African American	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	96 %	2008	≥ 96 %	2013-14	≥ 96 %	2009
Hispanic	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
White	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Male	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Female	97 %	2008	≥ 97 %	2013-14	≥ 97 %	2009
At Risk	95 %	2008	≥ 90 %	2013-14	≥ 95 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	98 %	2008	≥ 90 %	2013-14	≥ 98 %	2009

**Indicator:** TAKS Math

**Grade:** 6

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2008	≥ 91 %	2013-14	≥ 91 %	2009
African American	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
Hispanic	50 %	2008	≥ 90 %	2013-14	≥ 58 %	2009
White	94 %	2008	≥ 94 %	2013-14	≥ 94 %	2009
Male	92 %	2008	≥ 92 %	2013-14	≥ 92 %	2009
Female	91 %	2008	≥ 91 %	2013-14	≥ 91 %	2009
At Risk	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Title I	91 %	2008	≥ 90 %	2013-14	≥ 91 %	2009

**Indicator:** TAKS Math

**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	79 %	2008	≥ 90 %	2013-14	≥ 81.2 %	2009
African American	67 %	2008	≥ 90 %	2013-14	≥ 71.6 %	2009
Economically Disadvantaged	74 %	2008	≥ 90 %	2013-14	≥ 77.2 %	2009
Hispanic	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
White	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
Special Ed.	40 %	2008	≥ 90 %	2013-14	≥ 50 %	2009
Male	81 %	2008	≥ 90 %	2013-14	≥ 82.8 %	2009
Female	77 %	2008	≥ 90 %	2013-14	≥ 79.6 %	2009
At Risk	56 %	2008	≥ 90 %	2013-14	≥ 62.8 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	79 %	2008	≥ 90 %	2013-14	≥ 81.2 %	2009

**Indicator:** TAKS Math

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
African American	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Hispanic	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
White	91 %	2008	≥ 91 %	2013-14	≥ 91 %	2009
Male	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
Female	97 %	2008	≥ 97 %	2013-14	≥ 97 %	2009
At Risk	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	93 %	2008	≥ 90 %	2013-14	≥ 93 %	2009

**Indicator:** TAKS Writing

**Grade:** 7

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	94 %	2008	≥ 94 %	2013-14	≥ 94 %	2009
African American	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
Economically Disadvantaged	92 %	2008	≥ 92 %	2013-14	≥ 92 %	2009
Hispanic	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
White	94 %	2008	≥ 94 %	2013-14	≥ 94 %	2009
Special Ed.	60 %	2008	≥ 90 %	2013-14	≥ 66 %	2009
Male	92 %	2008	≥ 92 %	2013-14	≥ 92 %	2009
Female	97 %	2008	≥ 97 %	2013-14	≥ 97 %	2009
At Risk	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	94 %	2008	≥ 90 %	2013-14	≥ 94 %	2009

**Indicator:** TAKS Science

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	76 %	2008	≥ 90 %	2013-14	≥ 78.8 %	2009
African American	50 %	2008	≥ 90 %	2013-14	≥ 58 %	2009
Economically Disadvantaged	69 %	2008	≥ 90 %	2013-14	≥ 73.2 %	2009
Hispanic	67 %	2008	≥ 90 %	2013-14	≥ 71.6 %	2009
White	80 %	2008	≥ 90 %	2013-14	≥ 82 %	2009
Male	77 %	2008	≥ 90 %	2013-14	≥ 79.6 %	2009
Female	76 %	2008	≥ 90 %	2013-14	≥ 78.8 %	2009
At Risk	41 %	2008	≥ 90 %	2013-14	≥ 50.8 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	76 %	2008	≥ 90 %	2013-14	≥ 78.8 %	2009

**Indicator:** TAKS Social Studies

**Grade:** 8

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
African American	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
Hispanic	83 %	2008	≥ 90 %	2013-14	≥ 84.4 %	2009
White	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
Male	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
Female	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
At Risk	82 %	2008	≥ 90 %	2013-14	≥ 83.6 %	2009
GT	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
Title I	93 %	2008	≥ 90 %	2013-14	≥ 93 %	2009

## Strategies

Goal 2 - Strategy 1		Staff Development											
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> Weekly	<b>Brief Description:</b> All staff members will be given the opportunities to broaden their knowledge of the diverse needs of Junior High students through on-going staff development.	<b>Evaluation Benchmark:</b> 100% of students's self-esteem will improve as demonstrated by their positive attitude toward classroom work,											
<b>Resources Required:</b> Time Teachers' Aides Teachers Substitute Teachers School Library Outside Consultant	<b>FTE's Required:</b> Number of FTE's: None Not Specified Cost: None	<b>Source of Funds:</b> ESC Services Local Teacher Training										<b>Amount</b> \$7,800.00 \$1,050.00 <hr/> \$8,850.00	
<b>Timeline</b>													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
The SBDM committee must approve all staff development activities. (Title I, Component 1)	Principal	X	X										
Basic first aid safety procedures and CPR will be offered for the Junior High. (Title I, Component 4)	Principal, Nurse	X											
Teachers will have the opportunity to attend G/T training as available at Region VIII. (Title I, Component 4)	Teachers	X	X	X	X	X	X	X	X	X	X		

<b>Goal 2 - Strategy 1      Staff Development</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
Hughes Springs Junior High will participate in training on academic teaming as available at Region VIII. (Title I, Component 4)	Principal, Teachers, Teacher Aides	X	X	X	X	X	X	X	X	X	X		
Staff development for teachers related to identification of learning and academic difficulties. (Title I, Component 4)	Principal	X	X	X	X	X	X	X	X	X	X		
Staff development for all school staff to enable all children in the school to meet the state's student academic and achievement standards. (Title I, Component 4)	Curr. Dir., Principal	X	X	X	X	X	X	X	X	X	X		
Violence restraint and crisis intervention training. (Title I, Component 10)	Curr. Dir., Principal, Cass County Coop		X										
Staff development regarding classroom management, district discipline policies, and student code of conduct. (Title I, Component 4)	Principal	X	X	X	X	X	X	X	X	X	X		

**Goal 3:** Hughes Springs Junior High will provide a safe, orderly and inclusive setting by using all available resources to present students the opportunity to learn.

**Correlates with:**

<b>District Goals</b>			
2) Communication	3) Climate		
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	5) Prepare Students	6) School Personnel
7) Student Performance			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	7) Home-School Relations	
<b>Title I - Schoolwide Programs</b>			
4) Professional Development	6) Parental Involvement	7) Student Transition to Elementary Programs	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

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**Indicators, Performance Data, and Performance Objectives**

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## Strategies

<b>Goal 3 - Strategy 1</b>		<b>Violence prevention</b>															
<b>Leader(s):</b> Principal, Assistant Principal		<b>Brief Description:</b> Provide a safe and nurturing environment.					<b>Evaluation Benchmark:</b> Crisis management team in place 100% of time.										
<b>Leader Progress Report Dates:</b> As needed.																	
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>							
District Staff		Number of FTE's: None				ESC Services				\$600.00							
Police Department		Fully Comp. Ed Funded								\$600.00							
Teachers' Aides		Cost: None															
Teachers																	
Central Office																	
Campus Admin. Staff																	
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) Responsible</b>				<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
A crisis management team will be utilized to deal with any crisis that may arise.		Curr. Dir., Principal, Assist. Principal				X	X	X	X	X	X	X	X	X	X		
Suicide prevention counseling for targeted students.		Counselor/Social Worker				X	X	X	X	X	X	X	X	X	X		
Conflict resolution and restraint training. (Title I, Components 4 & 10)		Principal, Cass County Coop, Teachers				X											
Gang awareness staff development. (Title I, Components 4 & 10)		Principal				X											

<b>Goal 3 - Strategy 1</b>		<b>Violence prevention</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
10)													
District Wide Mock Disaster Evacuation	All Administrators, All Staff				X			X					
Provide training on the prevention of unwanted sexual and verbal harassment and bullying. (Title I, Component 10)	Principal, Counselor/Social Worker, A. Principal	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 3 - Strategy 2</b>		<b>Social, emotional, physical, psychological</b>														
<b>Leader(s):</b> Principal		<b>Brief Description:</b> The entire staff will focus on the social, emotional, physical, intellectual, psychological, and ethical development of all its students.					<b>Evaluation Benchmark:</b> 100% of students' self-esteem will improve and will be demonstrated by their positive attitude toward classroom work.									
<b>Leader Progress Report Dates:</b> Daily																
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>						
Teachers' Aides		Number of FTE's: None			Camp. Activity Fund Budget					\$1,000.00						
Teachers		Not Specified								\$1,000.00						
Supplies		Cost: None														
Child Nutrition Dept.																
Campus Admin. Staff																
<b>Timeline</b>																
<b>Activity</b>		<b>Person(s) Responsible</b>			<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
					<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>p</b>	<b>u</b>	<b>u</b>
Sponsors of school organization will emphasize leadership and community service.		Teachers, sponsors						X								
TAKS period will be used to accelerate low-performing students. (Title I, Component 9)		Principal, Teachers			X	X	X	X	X	X	X	X	X	X		
Breakfast snacks will be provided for students on TAKS days. (Title I, Component 10)		Principal, Cafeteria Staff									X		X			
Colt Camp Orientation. (Title I, Component 7)		Principal			X											

<b>Goal 3 - Strategy 3</b>		<b>Attendance</b>											
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Average attendance will improve to 97% and be maintained at that level.				<b>Evaluation Benchmark:</b> Average daily attendance will remain at 97%.							
<b>Leader Progress Report Dates:</b> Daily													
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>			
Staff		Number of FTE's: 1.80				Camp. Activity Fund Budget				\$500.00			
Parent Support		Not Specified				District Budget				\$53,250.00			
Campus Admin. Staff		Cost: None				Truancy Services				\$750.00			
										\$54,500.00			
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
Parents will be telephoned when students are absent. (Title I, Component 6)	Principal, Assistant Principal, Office Staff	X	X	X	X	X	X	X	X	X	X	X	
Students will be rewarded each six weeks with prizes for no absences.	Principal		X		X			X		X	X		
Proper authorities will be notified after 3 unexcused absences.	Principal, Assistant Principal, Probation Office	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 3 - Strategy 4</b>		<b>Decrease class disruptions</b>											
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> Daily	<b>Brief Description:</b> Provide an educational setting with no class disruptions.	<b>Evaluation Benchmark:</b> Overall student achievement will increase 10% due to a positive educational atmosphere.											
<b>Resources Required:</b> Teachers District Staff Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: 2.00 Not Specified Cost: None	<b>Source of Funds:</b> District Budget	<b>Amount</b> \$56,950.00 <hr/> \$56,950.00										
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J
Students who disturb the educational process will be disciplined.	Principal, Assistant Principal, Resource Officer	u	e	c	o	e	a	e	a	r	a	u	u
Students who harass other students will be punished. (Title I, Component 10)	Principal, Assistant Principal, Resource Officer	g	p	t	v	c	n	b	r	p	y	n	l
		X	X	X	X	X	X	X	X	X	X	X	X
		X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 3 - Strategy 5</b>		<b>Violence prevention</b>															
<b>Leader(s):</b> Principal, Assistant Principal		<b>Brief Description:</b> Hughes Springs Junior High will provide an safe, clean, and friendly atmosphere that is conducive to learning for all students.						<b>Evaluation Benchmark:</b> 10% decrease in violent acts.									
<b>Leader Progress Report Dates:</b> Daily																	
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>							
Parent Support		Number of FTE's: None				General Budget				\$500.00							
Guest Speaker		Not Specified				District Budget				\$11,750.00							
Central Office		Cost: None				Compensatory Ed. Budget				\$10,000.00							
Campus Admin. Staff										<hr/>							
Teachers										\$22,250.00							
Police Department																	
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) Responsible</b>				<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
						<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
						<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>
Students who commit violent acts will be addressed in on of these forms: sent to Student Alternative Center, suspended from school, Alternative Educational Placement, corporal punishment, or placed under arrest. (Title I, Component 10)		Principal, Assistant Principal, Resource Officer				X	X	X	X	X	X	X	X	X	X		
Visits by drug dogs. (Title I, Component 10)		Resource Officer				X	X	X	X	X	X	X	X	X	X		

<b>Goal 3 - Strategy 6</b>		<b>Community Involvement</b>											
<b>Leader(s):</b> Principal	<b>Brief Description:</b> Parental and community involvement will emphasize parental and community involvement.	<b>Evaluation Benchmark:</b> 10% increase in parental response to end of year survey will indicate that parental involvement has increased understanding of the educational programs at Hughes Springs Junior High.											
<b>Leader Progress Report Dates:</b> End of Year													
<b>Resources Required:</b> Parent Support Newspapers Local Bus. Leader Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None Not Specified Cost: None	<b>Source of Funds:</b> Camp. Activity Fund Budget										<b>Amount</b> \$500.00 \$500.00	
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
Inform parents and community of school events and activities. (Title I, Component 6)	Principal, Sponsors	X	X	X	X	X	X	X	X	X	X	X	X
Open House/Colt Camp. (Title I, Components 6 & 7)	Principal	X											
Prepare calendar of events at first of each month for web page. (Title I, Component 6)	Principal, Office Staff	X	X	X	X	X	X	X	X	X	X	X	X
Monthly parent/community homework help. (Title I, Component 6)	Principal		X	X	X	X	X	X	X	X	X	X	X
Teacher/parent conferences to discuss what the school will do to help students meet standards, what the parent can do to help student performance, and additional assistance available to students. (Title I, Component 6)	Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 3 - Strategy 6</b>		<b>Community Involvement</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
School/parent compact that is signed by the school and parents. (Title I, Component 6)	Teachers	X											

## **APPENDIX I**

# **SHARED DECISION MAKING COMMITTEE PLAN IMPLEMENTATION AND DEVELOPMENT LOG NEEDS ASSESSMENT SUMMATIVE EVALUATION**

<b>2008-09 Shared Decision Making Committee</b>				
<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
Principal	Mr. Brian Nation		HSJH	
Assistant Principal	Mr. Michael Walker		HSJH	
District Level Professional	Mrs. Kim Stovall		HSJH	
Classroom Teacher	Mrs. Taffy Baird	Math/Seventh Grade	HSJH	
Classroom Teacher	Mrs. Nancy Benson	Science/Sixth Grade	HSJH	
Classroom Teacher	Mrs. Tammy Caver	English/Seventh Grade	HSJH	
Classroom Teacher	Pam Golden	English/Eighth Grade	HSJH	
Classroom Teacher	Gloria Nation	Special Education/All JH	HSJH	
Paraprofessional	Mrs. Debra Hatten		HSJH	
Paraprofessional	Mrs. BJ Johnson		HSJH	
Community Representative	Mrs. Gina Bassham		HSJH	
Business Representative	Mrs. Tammy Morgan		HSJH	
Parent	Ms. Joyce Hicks		HSJH	
Non-Classroom Professional Staff	Jazmine Garcia		HSJH	

<b>Campus Improvement Plan Plan Implementation and Development Log</b>	
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<b>Date</b>	<b>Purpose</b>
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## Needs Assessment

### Summative Evaluation for 2007-08

Because of TAKS scores the Hughes Springs Junior High was evaluated as "Recognized".

### Objective Accomplishments

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#### TAKS Reading - Grade: 6

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##### Analysis Group: All Students

Actual Performance for 2006-07	95%
Projected Annual Objective for 2007-08	95%
Actual Performance for 2007-08	93%

*Failed to make Progress toward the Objective*

##### Explanation of Performance

Our students did not achieve their goal. Our staff is working on improving this score by TAKS remediation classes, pullouts, and RTI.

##### Analysis Group: African American

Actual Performance for 2006-07	99%
Projected Annual Objective for 2007-08	99%
Actual Performance for 2007-08	> 99%

*Accomplished the Objectives*

##### Explanation of Performance

We maintained the same score as last year, it was 100%.

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	93%
Projected Annual Objective for 2007-08	93%
Actual Performance for 2007-08	88%

*Failed to make Progress toward the Objective*

##### Explanation of Performance

Our students did not achieve their goal. Our staff is going to increase their vocabulary knowledge and have extra time with these students in TAKS remediation classes and pullouts. This will be done weekly in the the English classes.

##### Analysis Group: Hispanic

Actual Performance for 2006-07	99%
Projected Annual Objective for 2007-08	99%
Actual Performance for 2007-08	83%

*Failed to make Progress toward the Objective*

##### Explanation of Performance

Our Hispanic students did not achieve their goal. Our staff will use the TAKS remediation classes and pullouts to focus on the understanding of vocabulary words.

**Analysis Group: White**

Actual Performance for 2006-07 94%  
 Projected Annual Objective for 2007-08 94%  
 Actual Performance for 2007-08 93%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our caucasian students did not achieve their goal, but only missed it by one percent. Our staff are making changes to help increase the students vocabulary, with TAKS remediation and pullouts.

**Analysis Group: Male**

Actual Performance for 2006-07 94%  
 Projected Annual Objective for 2007-08 94%  
 Actual Performance for 2007-08 95%  
*Accomplished the Objectives*

**Explanation of Performance**

Our male students achieved their goal by increasing one percentage point.

**Analysis Group: Female**

Actual Performance for 2006-07 97%  
 Projected Annual Objective for 2007-08 97%  
 Actual Performance for 2007-08 91%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our female students did not achieve their goal. Our staff is working in TAKS remediation classes and pullouts to strenghten the students vocabulary skills.

**TAKS Reading - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2006-07 80%  
 Projected Annual Objective for 2007-08 82%  
 Actual Performance for 2007-08 83%  
*Accomplished the Objectives*

**Explanation of Performance**

Our students did achieve their goal. Increasing by one percent.

**Analysis Group: African American**

Actual Performance for 2006-07 43%  
 Projected Annual Objective for 2007-08 52.4%  
 Actual Performance for 2007-08 78%  
*Accomplished the Objectives*

**Explanation of Performance**

Our African American students did achieve their goal, and increased by of 25 percentage points.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 71%  
 Projected Annual Objective for 2007-08 74.8%  
 Actual Performance for 2007-08 79%  
*Accomplished the Objectives*

**Explanation of Performance**

Our students did achieve their goal. They increased by four percentage points.

**Analysis Group: White**

Actual Performance for 2006-07 85%  
 Projected Annual Objective for 2007-08 86%  
 Actual Performance for 2007-08 84%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our caucasian students did not achieve their goal. Our staff will be working to increase their reading, dictionary skills, and vocabulary words. The staff will be monitoring this in TAKS remediation classes, pullouts, and RTI.

**Analysis Group: Male**

Actual Performance for 2006-07 70%  
 Projected Annual Objective for 2007-08 74%  
 Actual Performance for 2007-08 84%  
*Accomplished the Objectives*

**Explanation of Performance**

Our male students did achieve their goal. The students increased by ten percent.

**Analysis Group: Female**

Actual Performance for 2006-07 89%  
 Projected Annual Objective for 2007-08 89.2%  
 Actual Performance for 2007-08 83%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our female students did not achieve their goal. Our staff will help the students by TAKS remediation classes, pullouts, and RTI. The teachers will help this area by reading materials, dictionary skills, and vocabulary words.

**TAKS Reading - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2006-07 96%  
 Projected Annual Objective for 2007-08 96%  
 Actual Performance for 2007-08 98%  
*No Progress Rating Selected*

**Explanation of Performance**

Our students did achieve their goal. They increased the score by two percent.

**Analysis Group: African American**

Actual Performance for 2006-07 88%  
 Projected Annual Objective for 2007-08 88.4%  
 Actual Performance for 2007-08 > 99%  
*Accomplished the Objectives*

**Explanation of Performance**

Our African American students did achieve their goal. They scored a 100%. The increase was twelve percent.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 93%  
 Projected Annual Objective for 2007-08 93%  
 Actual Performance for 2007-08 96%  
*Accomplished the Objectives*

**Explanation of Performance**

Our students did achieve their goal. They increased it by three percent.

**Analysis Group: White**

Actual Performance for 2006-07 98%  
 Projected Annual Objective for 2007-08 98%  
 Actual Performance for 2007-08 > 99%  
*Accomplished the Objectives*

**Explanation of Performance**

Our caucasian students achieved their goal. They increased the score by one percentage point.

**Analysis Group: Male**

Actual Performance for 2006-07 97%  
 Projected Annual Objective for 2007-08 97%  
 Actual Performance for 2007-08 > 99%  
*Accomplished the Objectives*

**Explanation of Performance**

Our male students did achieve their goal. They scored a 100% in reading.

**Analysis Group: Female**

Actual Performance for 2006-07 95%  
 Projected Annual Objective for 2007-08 95%  
 Actual Performance for 2007-08 97%  
*Accomplished the Objectives*

**Explanation of Performance**

Our female students did achieve their goal. They increased it by two percentage points.

**TAKS Math - Grade: 6**

**Analysis Group: All Students**

Actual Performance for 2006-07 94%  
 Projected Annual Objective for 2007-08 94%  
 Actual Performance for 2007-08 91%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our students did not achieve their goal. They missed it by 3 percentage points. Our staff will be helping the students in TAKS remediation classes, pullouts, and RTI.

**Analysis Group: African American**

Actual Performance for 2006-07 99%  
 Projected Annual Objective for 2007-08 99%  
 Actual Performance for 2007-08 > 99%  
*Accomplished the Objectives*

**Explanation of Performance**

Our African American students achieved their goal. They scored a 100% in this area.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 97%  
 Projected Annual Objective for 2007-08 97%  
 Actual Performance for 2007-08 85%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our students did not achieve their goal. Our staff will be working with these students in TAKS remediation, pullouts, and RTI.

**Analysis Group: Hispanic**

Actual Performance for 2006-07 99%  
 Projected Annual Objective for 2007-08 99%  
 Actual Performance for 2007-08 50%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our Hispanic students did not achieve their goal. Our staff will be working with them in TAKS remediation, pullouts, and RTI.

**Analysis Group: White**

Actual Performance for 2006-07 92%  
 Projected Annual Objective for 2007-08 92%  
 Actual Performance for 2007-08 94%  
*Accomplished the Objectives*

**Explanation of Performance**

Our caucasian students achieved their goal. Increased the score by two percent.

**Analysis Group: Male**

Actual Performance for 2006-07 94%  
 Projected Annual Objective for 2007-08 94%  
 Actual Performance for 2007-08 92%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our male students did not achieve their goal. Our staff will help this by TAKS remediation classes, pullouts, and RTI.

**Analysis Group: Female**

Actual Performance for 2006-07 94%  
 Projected Annual Objective for 2007-08 94%  
 Actual Performance for 2007-08 91%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our female students did not achieve their goal. Our staff will help the students in TAKS remediation, pullouts, and RTI.

**TAKS Math - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2006-07 76%  
 Projected Annual Objective for 2007-08 78.8%  
 Actual Performance for 2007-08 79%  
*Accomplished the Objectives*

**Explanation of Performance**

Our students did achieve their goal. More work will be needed to reach even higher goals.

**Analysis Group: African American**

Actual Performance for 2006-07 43%  
 Projected Annual Objective for 2007-08 52.4%  
 Actual Performance for 2007-08 67%  
*Accomplished the Objectives*

**Explanation of Performance**

Our African American students did achieve their goal. Still our staff will be working to increase even more. We will accomplish this in TAKS remediation classes, pullouts, and RTI.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 61%  
 Projected Annual Objective for 2007-08 66.8%  
 Actual Performance for 2007-08 74%  
*Accomplished the Objectives*

**Explanation of Performance**

Our students did achieve their goal. More work will be needed to reach a higher goal.

**Analysis Group: White**

Actual Performance for 2006-07 83%  
 Projected Annual Objective for 2007-08 84.4%  
 Actual Performance for 2007-08 82%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our caucasian students did not achieve the score. Our staff is working towards making this score higher by TAKS remediation classes, pullouts, and RTI.

**Analysis Group: Male**

Actual Performance for 2006-07 67%  
 Projected Annual Objective for 2007-08 71.6%  
 Actual Performance for 2007-08 81%  
*Accomplished the Objectives*

**Explanation of Performance**

Our male students did achieve their goal. We will still be working towards a higher score.

**Analysis Group: Female**

Actual Performance for 2006-07 85%  
 Projected Annual Objective for 2007-08 86%  
 Actual Performance for 2007-08 77%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our female students did not achieve their goal. Our staff will be trying to increase these scores with TAKS remediation classes, pullouts, and RTI.

**TAKS Math - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2006-07 68%  
 Projected Annual Objective for 2007-08 72.4%  
 Actual Performance for 2007-08 93%  
*Accomplished the Objectives*

**Explanation of Performance**

Our students did achieve the goal. They increased by 25 percentage points.

**Analysis Group: African American**

Actual Performance for 2006-07 24%  
 Projected Annual Objective for 2007-08 37.2%  
 Actual Performance for 2007-08 > 99%  
*Accomplished the Objectives*

**Explanation of Performance**

Our African American students achieve their goal. They increased their score by 63 percentage points.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07	61%
Projected Annual Objective for 2007-08	66.8%
Actual Performance for 2007-08	88%
<i>Accomplished the Objectives</i>	

**Explanation of Performance**

Our students achieved their goal. They increased it by 27 percentage points.

**Analysis Group: White**

Actual Performance for 2006-07	80%
Projected Annual Objective for 2007-08	82%
Actual Performance for 2007-08	91%
<i>Accomplished the Objectives</i>	

**Explanation of Performance**

Our caucasian students did achieve their goal. They increased their score by 11 percentage points.

**Analysis Group: Male**

Actual Performance for 2006-07	73%
Projected Annual Objective for 2007-08	76.4%
Actual Performance for 2007-08	90%
<i>Accomplished the Objectives</i>	

**Explanation of Performance**

Our male students achieved their goal. They increased their score by 17 percentage points.

**Analysis Group: Female**

Actual Performance for 2006-07	63%
Projected Annual Objective for 2007-08	68.4%
Actual Performance for 2007-08	97%
<i>Accomplished the Objectives</i>	

**Explanation of Performance**

Our female students did achieve their goal. They increased their score by 34 percentage points.

**TAKS Writing - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2006-07	82%
Projected Annual Objective for 2007-08	83.6%
Actual Performance for 2007-08	94%
<i>Accomplished the Objectives</i>	

**Explanation of Performance**

Our students did achieve their goal. The students increased it by 10 percentage points.

**Analysis Group: African American**

Actual Performance for 2006-07	71%
Projected Annual Objective for 2007-08	74.8%
Actual Performance for 2007-08	89%
<i>Accomplished the Objectives</i>	

**Explanation of Performance**

Our African American students did achieve their goal. They increased their score by 18 percentage points.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 79%  
 Projected Annual Objective for 2007-08 81.2%  
 Actual Performance for 2007-08 92%  
*Accomplished the Objectives*

**Explanation of Performance**

Our students did achieve their goal. The students increased it by 10 percentage points.

**Analysis Group: White**

Actual Performance for 2006-07 83%  
 Projected Annual Objective for 2007-08 84.4%  
 Actual Performance for 2007-08 94%  
*Accomplished the Objectives*

**Explanation of Performance**

Our caucasian students did achieve their goal. They increased it by 10 percentage points.

**Analysis Group: Male**

Actual Performance for 2006-07 71%  
 Projected Annual Objective for 2007-08 74.8%  
 Actual Performance for 2007-08 92%  
*Accomplished the Objectives*

**Explanation of Performance**

Our male students did achieve their goal. They increased it by 17 percentage points.

**Analysis Group: Female**

Actual Performance for 2006-07 93%  
 Projected Annual Objective for 2007-08 93%  
 Actual Performance for 2007-08 97%  
*Accomplished the Objectives*

**Explanation of Performance**

Our female students did achieve their goal. These students increased it by four percentage points.

**TAKS Science - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2006-07 82%  
 Projected Annual Objective for 2007-08 83.6%  
 Actual Performance for 2007-08 76%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our students did not achieve their goal. Our staff will be working towards improving the score with TAKS remediation classes, pullouts, and RTI.

**Analysis Group: African American**

Actual Performance for 2006-07 47%  
 Projected Annual Objective for 2007-08 55.6%  
 Actual Performance for 2007-08 50%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our African American students did not achieve their goal. Our staff is working to improve this score by TAKS remediation, pullouts, and RTI.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 76%  
 Projected Annual Objective for 2007-08 78.8%  
 Actual Performance for 2007-08 69%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our students did not achieve their goal. Our staff will working toward improving this area with TAKS remediation classes, pullouts, and RTI.

**Analysis Group: White**

Actual Performance for 2006-07 95%  
 Projected Annual Objective for 2007-08 95%  
 Actual Performance for 2007-08 80%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our students did not achieve their goal. Our staff will be working towards improving this are with TAKS remediation classes, pullouts, and RTI.

**Analysis Group: Male**

Actual Performance for 2006-07 95%  
 Projected Annual Objective for 2007-08 95%  
 Actual Performance for 2007-08 77%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our male students did not achieve their goal. Our staff will be working towards improving this are with TAKS remediation classes, pullouts, and RTI.

**Analysis Group: Female**

Actual Performance for 2006-07 71%  
 Projected Annual Objective for 2007-08 74.8%  
 Actual Performance for 2007-08 76%  
*Accomplished the Objectives*

**Explanation of Performance**

Our female students did achieve their goal.

**TAKS Social Studies - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2006-07 90%  
 Projected Annual Objective for 2007-08 90%  
 Actual Performance for 2007-08 93%  
*Accomplished the Objectives*

**Explanation of Performance**

Our students achieved their goal.

**Analysis Group: African American**

Actual Performance for 2006-07 65%  
 Projected Annual Objective for 2007-08 70%  
 Actual Performance for 2007-08 > 99%  
*Accomplished the Objectives*

**Explanation of Performance**

Our African American students did achieve their goal. They scored a perfect 100, and increased it by 30 percentage points.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 88%  
 Projected Annual Objective for 2007-08 88.4%  
 Actual Performance for 2007-08 85%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our students did not achieve their goal. Our staff will be working towards improving this area with pullouts and tutorials.

**Analysis Group: White**

Actual Performance for 2006-07 98%  
 Projected Annual Objective for 2007-08 98%  
 Actual Performance for 2007-08 93%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our students did not achieve their goal. Our staff will be working towards improving this area with pullouts and tutorials.

**Analysis Group: Male**

Actual Performance for 2006-07 92%  
 Projected Annual Objective for 2007-08 92%  
 Actual Performance for 2007-08 93%  
*Accomplished the Objectives*

**Explanation of Performance**

Our male students did achieve their goal.

**Analysis Group: Female**

Actual Performance for 2006-07 88%  
 Projected Annual Objective for 2007-08 88.4%  
 Actual Performance for 2007-08 93%  
*Accomplished the Objectives*

**Explanation of Performance**

Our female students did achieve their goal.

**TAKS Overall - Grade: 6**

**Analysis Group: All Students**

Actual Performance for 2006-07 91%  
 Projected Annual Objective for 2007-08 91%  
 Actual Performance for 2007-08 89%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our students did not achieve their goal. Our staff will be working towards improving this area with TAKS remediation classes, pullouts, and RTI.

**Analysis Group: African American**

Actual Performance for 2006-07 99%  
 Projected Annual Objective for 2007-08 99%  
 Actual Performance for 2007-08 > 99%  
*Accomplished the Objectives*

**Explanation of Performance**

Our African American students did achieve their goal. They scored a 100 percent.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 90%  
 Projected Annual Objective for 2007-08 90%  
 Actual Performance for 2007-08 80%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

The students did not achieve their goal. Our staff will be working towards improving this score with TAKS remediation classes, pullouts, and RTI.

**Analysis Group: Hispanic**

Actual Performance for 2006-07 99%  
 Projected Annual Objective for 2007-08 99%  
 Actual Performance for 2007-08 50%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2006-07 88%  
 Projected Annual Objective for 2007-08 88.4%  
 Actual Performance for 2007-08 91%  
*Accomplished the Objectives*

**Explanation of Performance**

Our caucasian students did achieve their goal.

**Analysis Group: Male**

Actual Performance for 2006-07 91%  
 Projected Annual Objective for 2007-08 91%  
 Actual Performance for 2007-08 90%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our students did not achieve their goal. Our staff will be working towards improving this with TAKS remediation, pullouts, and RTI.

**Analysis Group: Female**

Actual Performance for 2006-07 91%  
 Projected Annual Objective for 2007-08 91%  
 Actual Performance for 2007-08 88%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our female students did not achieve their goal. Our staff will be working to improve the overall score by TAKS remediation classes, pullouts, and RTI.

**TAKS Overall - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2006-07 67%  
 Projected Annual Objective for 2007-08 71.6%  
 Actual Performance for 2007-08 74%  
*Accomplished the Objectives*

**Explanation of Performance**

Our students did achieve their goal. Our staff will be working to improve this score to a higher goal.

**Analysis Group: African American**

Actual Performance for 2006-07 29%  
 Projected Annual Objective for 2007-08 41.2%  
 Actual Performance for 2007-08 56%  
*Accomplished the Objectives*

**Explanation of Performance**

Our African American students did achieve their goal. Our staff will be continuing to improve in this area and help the score to reach a higher level.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07 54%  
 Projected Annual Objective for 2007-08 61.2%  
 Actual Performance for 2007-08 63%  
*Accomplished the Objectives*

**Explanation of Performance**

Our students did achieve their goal. Our staff will continue to improve in this area and reach the higher goal.

**Analysis Group: White**

Actual Performance for 2006-07 73%  
 Projected Annual Objective for 2007-08 76.4%  
 Actual Performance for 2007-08 76%  
*Partial Progress toward the Objective*

**Explanation of Performance**

Our caucasian students stayed about the same. Our staff will be working to improve this score higher.

**Analysis Group: Male**

Actual Performance for 2006-07 54%  
 Projected Annual Objective for 2007-08 61.2%  
 Actual Performance for 2007-08 73%  
*Accomplished the Objectives*

**Explanation of Performance**

Our male students did achieve their goal. Our staff will continue to work on reaching a high goal.

**Analysis Group: Female**

Actual Performance for 2006-07 81%  
 Projected Annual Objective for 2007-08 82.8%  
 Actual Performance for 2007-08 74%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our female students did not achieve the goal. Our staff will be working towards improving this area with TAKS remediation classes, pullouts, and RTI.

**TAKS Overall - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2006-07 65%  
 Projected Annual Objective for 2007-08 70%  
 Actual Performance for 2007-08 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2006-07	24%
Projected Annual Objective for 2007-08	37.2%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2006-07	59%
Projected Annual Objective for 2007-08	65.2%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2006-07	78%
Projected Annual Objective for 2007-08	80.4%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2006-07	73%
Projected Annual Objective for 2007-08	76.4%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2006-07	59%
Projected Annual Objective for 2007-08	65.2%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

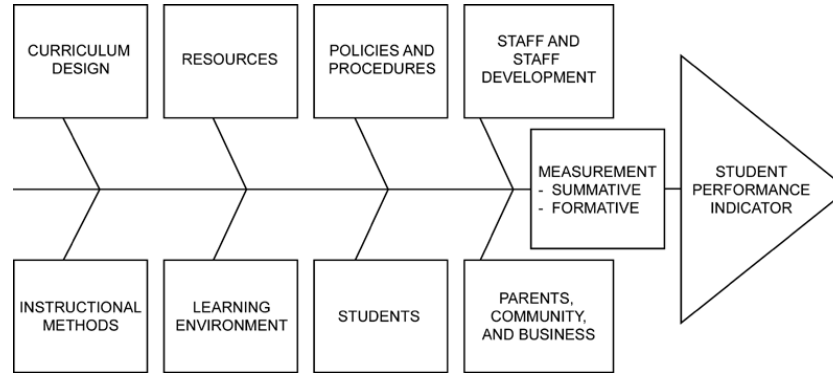
## Needs Assessment Focus

### Indicators Rated

		Priority Rating	Satisfaction Rating
1	(AEIS) Mean Scores of SAT/ACT	NR	NR
2	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	NR	NR
3	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	NR	NR
4	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	NR	NR
5	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	NR	NR
6	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
7	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
8	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	NR	NR
9	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
10	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
11	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
12	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
13	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
14	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
15	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
16	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
17	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
18	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
19	Percent of students passing ENGLISH II EOC Examination	NR	NR

20	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
21	Percent of students passing BIOLOGY EOC Examination	NR	NR
22	Percent of students passing ALGEBRA I EOC Examination	NR	NR
23	Percent of students MASTERING TAAS/TAKS READING	NR	NR
24	Percent of students MASTERING TAAS/TAKS MATH	NR	NR
25	Percent of students MASTERING TAAS/TAKS WRITING	NR	NR
26	Annual Student RETENTION RATES	NR	NR
27	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
28	Percent of students demonstrating skills for creating and delivering a multi-media presentation	NR	NR
29	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR
30	Percent passing REPORT CARD GRADES FOR MATH	NR	NR
31	Percent passing REPORT CARD GRADES FOR SCIENCE	NR	NR
32	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
33	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	NR	NR
34	DISCIPLINE REFERRAL RATES	NR	NR
35	Percent of students demonstrating good CITIZENSHIP SKILLS	NR	NR
36	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	NR	NR
37	Percent of students demonstrating appropriate SELF-DISCIPLINE	NR	NR
38	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR
39	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	NR	NR

### Process Chart



## Summative Evaluation for year 2008-09

Because of TAKS scores the Hughes Springs Junior High was evaluated as "Recognized" for the 2007-2008 school year.

### Objective Accomplishments

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#### TAKS Reading - Grade: 6

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##### Analysis Group: All Students

Actual Performance for 2007-08	93%
Projected Annual Objective for 2008-09	93%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: African American

Actual Performance for 2007-08	> 99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	NA
<i>Accomplished the Objectives</i>	

##### Explanation of Performance

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.4%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Hispanic

Actual Performance for 2007-08	83%
Projected Annual Objective for 2008-09	84.4%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: White

Actual Performance for 2007-08	93%
Projected Annual Objective for 2008-09	93%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

**Analysis Group: Male**

Actual Performance for 2007-08 95%  
 Projected Annual Objective for 2008-09 95%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 91%  
 Projected Annual Objective for 2008-09 91%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 91%  
 Projected Annual Objective for 2008-09 91.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Reading - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.4%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 78%  
 Projected Annual Objective for 2008-09 80.4%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 79%  
 Projected Annual Objective for 2008-09 81.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 84%  
 Projected Annual Objective for 2008-09 85.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 40%  
 Projected Annual Objective for 2008-09 50%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 84%  
 Projected Annual Objective for 2008-09 85.2%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 64%  
 Projected Annual Objective for 2008-09 69.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.4%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Reading - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2007-08 98%  
 Projected Annual Objective for 2008-09 98%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 96%  
 Projected Annual Objective for 2008-09 96%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.4%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 97%  
 Projected Annual Objective for 2008-09 97%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 95%  
 Projected Annual Objective for 2008-09 95%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2007-08 98%  
 Projected Annual Objective for 2008-09 98%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Math - Grade: 6**

**Analysis Group: All Students**

Actual Performance for 2007-08 91%  
 Projected Annual Objective for 2008-09 91%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 85%  
 Projected Annual Objective for 2008-09 86%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 50%  
 Projected Annual Objective for 2008-09 58%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 94%  
 Projected Annual Objective for 2008-09 94%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 92%  
 Projected Annual Objective for 2008-09 92%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 91%  
 Projected Annual Objective for 2008-09 91%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 80%  
 Projected Annual Objective for 2008-09 82%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2007-08 91%  
 Projected Annual Objective for 2008-09 91%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Math - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2007-08 79%  
 Projected Annual Objective for 2008-09 81.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 71.6%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 74%  
 Projected Annual Objective for 2008-09 77.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 86%  
 Projected Annual Objective for 2008-09 86.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 82%  
 Projected Annual Objective for 2008-09 83.6%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 40%  
 Projected Annual Objective for 2008-09 50%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 81%  
 Projected Annual Objective for 2008-09 82.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 77%  
 Projected Annual Objective for 2008-09 79.6%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 56%  
 Projected Annual Objective for 2008-09 62.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2007-08 79%  
 Projected Annual Objective for 2008-09 81.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Math - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.4%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 91%  
 Projected Annual Objective for 2008-09 91%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 90%  
 Projected Annual Objective for 2008-09 90%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 97%  
 Projected Annual Objective for 2008-09 97%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 82%  
 Projected Annual Objective for 2008-09 83.6%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Writing - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2007-08 94%  
 Projected Annual Objective for 2008-09 94%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 92%  
 Projected Annual Objective for 2008-09 92%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 94%  
 Projected Annual Objective for 2008-09 94%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2007-08 60%  
 Projected Annual Objective for 2008-09 66%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 92%  
 Projected Annual Objective for 2008-09 92%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 97%  
 Projected Annual Objective for 2008-09 97%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.4%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2007-08 94%  
 Projected Annual Objective for 2008-09 94%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

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**TAKS Science - Grade: 8**

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**Analysis Group: All Students**

Actual Performance for 2007-08 76%  
 Projected Annual Objective for 2008-09 78.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 50%  
 Projected Annual Objective for 2008-09 58%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 69%  
 Projected Annual Objective for 2008-09 73.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 67%  
 Projected Annual Objective for 2008-09 71.6%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 80%  
 Projected Annual Objective for 2008-09 82%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 77%  
 Projected Annual Objective for 2008-09 79.6%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 76%  
 Projected Annual Objective for 2008-09 78.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 41%  
 Projected Annual Objective for 2008-09 50.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2007-08 76%  
 Projected Annual Objective for 2008-09 78.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Social Studies - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 85%  
 Projected Annual Objective for 2008-09 86%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 83%  
 Projected Annual Objective for 2008-09 84.4%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2007-08 82%  
 Projected Annual Objective for 2008-09 83.6%  
 Actual Performance for 2008-09 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2007-08 93%  
 Projected Annual Objective for 2008-09 93%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Overall - Grade: 6**

**Analysis Group: All Students**

Actual Performance for 2007-08 89%  
 Projected Annual Objective for 2008-09 89.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 > 99%  
 Projected Annual Objective for 2008-09 99%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 80%  
 Projected Annual Objective for 2008-09 82%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2007-08 50%  
 Projected Annual Objective for 2008-09 58%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08 91%  
 Projected Annual Objective for 2008-09 91%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08 90%  
 Projected Annual Objective for 2008-09 90%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08 88%  
 Projected Annual Objective for 2008-09 88.4%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Overall - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2007-08 74%  
 Projected Annual Objective for 2008-09 77.2%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2007-08 56%  
 Projected Annual Objective for 2008-09 62.8%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 63%  
 Projected Annual Objective for 2008-09 68.4%  
 Actual Performance for 2008-09 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2007-08	76%
Projected Annual Objective for 2008-09	78.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2007-08	73%
Projected Annual Objective for 2008-09	76.4%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2007-08	74%
Projected Annual Objective for 2008-09	77.2%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**