

# **Borger ISD**

## **District Improvement Plan**

**2006-07**

**Our students will become educated, successful, and responsible citizens  
of our society.**

DISTRICT: Borger Independent School District

SUPERINTENDENT: Clifton L. Stephens

ASSISTANT SUPERINTENDENT FOR CURRICULUM AND PERSONNEL: Linda Rotramel

ASSISTANT SUPERINTENDENT FOR NON-INSTRUCTIONAL SERVICES: Frank Henderson

DIRECTOR OF SPECIAL PROGRAMS AND GRANTS: Bobbie Sue Nichols

DIRECTOR OF SPECIAL EDUCATION: Patti Brown

BOARD OF DIRECTORS:

Gary Schneck, President

Elaine Feese, Vice-President

Johnny Rusten, Secretary

Charlotte Williams

David Brandon

Robert Bradley

Todd Harris

## Borger ISD Belief Statements

- 1 We believe that education is both a right and a privilege and that the schools of Borger, Texas should create a climate of mutual cooperation and respect among school personnel, students, parents, and the community.
- 2 We believe that in a dynamic and changing world, the curriculum must be designed to provide wholesome learning experiences which will allow each student to use the basic tools and skills of learning, to explore and to know his individual interests and aptitudes, to make wise choices of vocation and to continue his quest for knowledge.
- 3 We believe that the public school in cooperation with parents and the community has the responsibility to reflect our democratic society, to give guidance and to provide opportunities for all students to develop good character and responsible citizenship.
- 4 We believe that the school should provide an environment conducive to the development of each student so that he may foster understanding and wisdom, good work and study habits, desirable attitudes toward self and others, maturity and self-confidence, self-direction, self-determination, and the ability to solve problems creatively and critically.
- 5 We believe that education is both a right and a privilege and that the schools of Borger, Texas should create a climate of mutual cooperation and respect among school personnel, students, parents, and the community.
- 6 We believe that in a dynamic and changing world, the curriculum must be designed to provide wholesome learning experiences which will allow each student to use the basic tools and skills of learning, to explore and to know his individual interests and aptitudes, to make wise choices of vocation and to continue his quest for knowledge.
- 7 We believe that the public school in cooperation with parents and the community has the responsibility to reflect our democratic society, to give guidance and to provide opportunities for all students to develop good character and responsible citizenship.
- 8 We believe that the school should provide an environment conducive to the development of each student so that he may foster understanding and wisdom, good work and study habits, desirable attitudes toward self and others, maturity and self-confidence, self-direction, self-determination, and the ability to solve problems creatively and critically.
- 9 We believe that education is both a right and a privilege and that the schools of Borger, Texas should create a climate of mutual cooperation and respect among school personnel, students, parents, and the community.
- 10 We believe that in a dynamic and changing world, the curriculum must be designed to provide wholesome learning experiences which will allow each student to use the basic tools and skills of learning, to explore and to know his individual interests and aptitudes, to make wise choices of vocation and to continue his quest for knowledge.
- 11 We believe that the public school in cooperation with parents and the community has the responsibility to reflect our democratic society, to give guidance and to provide opportunities for all students to develop good character and responsible citizenship.
- 12 We believe that the school should provide an environment conducive to the development of each student so that he may foster understanding and wisdom, good work and study habits, desirable attitudes toward self and others, maturity and self-confidence, self-direction, self-determination, and the ability to solve problems creatively and critically.

**Goal 1:** Parents will share with educators the responsibility of the education of their children.

**Correlates with:**

<b>State Objectives</b>			
1) Partnering Parents with Educators	3) Dropout Prevention	5) Prepare Students	8) School Environment
<b>NCLB/ESEA Goals and Indicators</b>			
4) Safe, Drug Free Learning Environments			
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	7) Home-School Relations	
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	6) Parental Involvement	7) Student Transition to Elementary Programs	10) Federal, State, and Local Programs

**Indicator:** TAKS English/Lang. Arts

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	90 %	2006	≥ 98 %	2011-12	≥ 91.6 %	2007	
African American	79 %	2006	≥ 95 %	2011-12	≥ 82.2 %	2007	
Economically Disadvantaged	85 %	2006	≥ 95 %	2011-12	≥ 87 %	2007	
Hispanic	84 %	2006	≥ 95 %	2011-12	≥ 86.2 %	2007	

**Indicator:** TAKS Math

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	72 %	2006	≥ 90 %	2011-12	≥ 75.6 %	2007	
African American	54 %	2006	≥ 90 %	2011-12	≥ 61.2 %	2007	
Economically Disadvantaged	62 %	2006	≥ 90 %	2011-12	≥ 67.6 %	2007	
Hispanic	60 %	2006	≥ 90 %	2011-12	≥ 66 %	2007	

**Indicator:** TAKS Writing

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	93 %	2006	≥ 98 %	2011-12	≥ 94 %	2007	
African American	94 %	2006	≥ 98 %	2011-12	≥ 94.8 %	2007	
Economically Disadvantaged	88 %	2006	≥ 95 %	2011-12	≥ 89.4 %	2007	
Hispanic	86 %	2006	≥ 95 %	2011-12	≥ 87.8 %	2007	
White	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007	

**Indicator:** TAKS Science

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	73 %	2006	≥ 90 %	2011-12	≥ 76.4 %	2007	
African American	50 %	2006	≥ 90 %	2011-12	≥ 58 %	2007	
Economically Disadvantaged	59 %	2006	≥ 90 %	2011-12	≥ 65.2 %	2007	
Hispanic	55 %	2006	≥ 90 %	2011-12	≥ 62 %	2007	
White	80 %	2006	≥ 95 %	2011-12	≥ 83 %	2007	
Special Ed.	97 %	2006	≥ 99 %	2011-12	≥ 97.4 %	2007	

**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	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007
African American	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Economically Disadvantaged	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Hispanic	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
White	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
Special Ed.	90 %	2006	≥ 95 %	2011-12	≥ 91 %	2007
LEP	20 %	2006	≥ 90 %	2011-12	≥ 34 %	2007
Male	93 %	2006	≥ 100 %	2011-12	≥ 94.4 %	2007
Female	90 %	2006	≥ 95 %	2011-12	≥ 91 %	2007
At Risk	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	92 %	2006	≥ 100 %	2011-12	≥ 93.6 %	2007

**Indicator:** TAKS Social Studies

**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2006	≥ 95 %	2011-12	≥ 90.2 %	2007
Economically Disadvantaged	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
Hispanic	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
White	93 %	2006	≥ 100 %	2011-12	≥ 94.4 %	2007
LEP	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007
Male	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
Female	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
At Risk	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007



**Indicator:** TAKS Social Studies

**Grade:** 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	98 %	2006	≥ 100 %	2011-12	≥ 98.4 %	2007
African American	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Economically Disadvantaged	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
Hispanic	95 %	2006	≥ 100 %	2011-12	≥ 96 %	2007
White	99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Special Ed.	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Male	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Female	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
At Risk	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007

**Indicator:** SDAA II Overall

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007

## Strategies

Goal 1 - Strategy 1		VIPS	
<p><i>Supports TAKS Math - Grade: All Grades, TAKS Writing - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i></p>			
<p><b>Leader(s):</b> Liz Denton</p> <p><b>Leader Progress Report Dates:</b> August 2006 January 2007 May 2007</p>	<p><b>Brief Description:</b> Volunteers In Public Schools is actively recruiting parents to assist with various activities at each campus.</p>	<p><b>Evaluation Benchmark:</b> Volunteers show up at scheduled times and stay for allotted period of time 8 Of 10 times he/she is expected.</p>	
<p><b>Resources Required:</b> Campus Admin. Staff Volunteer Support Staff District Coordinator</p>	<p><b>FTE's Required:</b> Number of FTE's: 3.00 Fully Title Funded Cost: \$60,000.00</p>	<p><b>Source of Funds:</b> Title Budget</p>	<p><b>Amount</b> \$60,000.00 <hr/>\$60,000.00</p>

<b>Goal 1 - Strategy 1</b>		<b>VIPS</b>													
<b>Timeline</b>															
<b>Activity</b>	<b>Person Responsible</b>	<b>A</b> <b>u</b> <b>g</b>	<b>S</b> <b>e</b> <b>p</b>	<b>O</b> <b>c</b> <b>t</b>	<b>N</b> <b>o</b> <b>v</b>	<b>D</b> <b>e</b> <b>c</b>	<b>J</b> <b>a</b> <b>n</b>	<b>F</b> <b>e</b> <b>b</b>	<b>M</b> <b>a</b> <b>r</b>	<b>A</b> <b>p</b> <b>r</b>	<b>M</b> <b>a</b> <b>y</b>	<b>J</b> <b>u</b> <b>n</b>	<b>J</b> <b>u</b> <b>l</b>	<b>Evaluation</b>	
Work with Parent Involvement Coordinators to oversee parent volunteer program.	Liz Denton	X		X		X		X				X		Increase parent volunteers by 10%.	

**Goal 2:** A well-balanced and appropriate curriculum will be provided so that all students will be encouraged and challenged to meet their full educational potential.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
7) Student Performance	9) Instructional Techniques	10) Technology	
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
<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	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	

**Indicator:** TAKS Reading

**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
African American	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Economically Disadvantaged	98 %	2006	≥ 100 %	2011-12	≥ 98.4 %	2007
Hispanic	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
White	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Special Ed.	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
LEP	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Male	98 %	2006	≥ 100 %	2011-12	≥ 98.4 %	2007
Female	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Bilingual/ESL	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
At Risk	99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007

**Indicator:** TAKS Reading

**Grade:** 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	79 %	2006	≥ 90 %	2011-12	≥ 81.2 %	2007
African American	58 %	2006	≥ 90 %	2011-12	≥ 64.4 %	2007
Economically Disadvantaged	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
Hispanic	77 %	2006	≥ 90 %	2011-12	≥ 79.6 %	2007
White	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
Special Ed.	65 %	2006	≥ 90 %	2011-12	≥ 70 %	2007
LEP	71 %	2006	≥ 90 %	2011-12	≥ 74.8 %	2007
Male	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
Female	79 %	2006	≥ 90 %	2011-12	≥ 81.2 %	2007
At Risk	66 %	2006	≥ 90 %	2011-12	≥ 70.8 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	79 %	2006	≥ 90 %	2011-12	≥ 81.2 %	2007

**Indicator:** TAKS Reading

**Grade:** 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	92 %	2006	≥ 100 %	2011-12	≥ 93.6 %	2007
African American	71 %	2006	≥ 90 %	2011-12	≥ 74.8 %	2007
Economically Disadvantaged	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
Hispanic	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
White	95 %	2006	≥ 100 %	2011-12	≥ 96 %	2007
Special Ed.	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
LEP	38 %	2006	≥ 90 %	2011-12	≥ 48.4 %	2007
Male	91 %	2006	≥ 100 %	2011-12	≥ 92.8 %	2007
Female	92 %	2006	≥ 100 %	2011-12	≥ 93.6 %	2007
Bilingual/ESL	38 %	2006	≥ 90 %	2011-12	≥ 48.4 %	2007
At Risk	69 %	2006	≥ 90 %	2011-12	≥ 73.2 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	92 %	2006	≥ 100 %	2011-12	≥ 93.6 %	2007

**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	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
African American	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
Economically Disadvantaged	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
Hispanic	77 %	2006	≥ 90 %	2011-12	≥ 79.6 %	2007
White	93 %	2006	≥ 100 %	2011-12	≥ 94.4 %	2007
Special Ed.	86 %	2006	≥ 95 %	2011-12	≥ 87.8 %	2007
LEP	50 %	2006	≥ 90 %	2011-12	≥ 58 %	2007
Male	88 %	2006	≥ 95 %	2011-12	≥ 89.4 %	2007
Female	88 %	2006	≥ 95 %	2011-12	≥ 89.4 %	2007
Bilingual/ESL	50 %	2006	≥ 90 %	2011-12	≥ 58 %	2007
At Risk	73 %	2006	≥ 90 %	2011-12	≥ 76.4 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	88 %	2006	≥ 95 %	2011-12	≥ 89.4 %	2007



**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	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
African American	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
Economically Disadvantaged	70 %	2006	≥ 90 %	2011-12	≥ 74 %	2007
Hispanic	66 %	2006	≥ 90 %	2011-12	≥ 70.8 %	2007
White	87 %	2006	≥ 95 %	2011-12	≥ 88.6 %	2007
LEP	20 %	2006	≥ 90 %	2011-12	≥ 34 %	2007
Male	77 %	2006	≥ 90 %	2011-12	≥ 79.6 %	2007
Female	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
At Risk	65 %	2006	≥ 90 %	2011-12	≥ 70 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007

**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	91 %	2006	≥ 100 %	2011-12	≥ 92.8 %	2007
African American	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
Economically Disadvantaged	84 %	2006	≥ 95 %	2011-12	≥ 86.2 %	2007
Hispanic	79 %	2006	≥ 90 %	2011-12	≥ 81.2 %	2007
White	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
Special Ed.	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
LEP	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007
Male	92 %	2006	≥ 100 %	2011-12	≥ 93.6 %	2007
Female	90 %	2006	≥ 100 %	2011-12	≥ 92 %	2007
At Risk	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	91 %	2006	≥ 100 %	2011-12	≥ 92.8 %	2007

**Indicator:** TAKS Reading

**Grade:** 9

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
African American	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Economically Disadvantaged	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
Hispanic	90 %	2006	≥ 100 %	2011-12	≥ 92 %	2007
White	96 %	2006	≥ 100 %	2011-12	≥ 96.8 %	2007
Special Ed.	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
Male	92 %	2006	≥ 100 %	2011-12	≥ 93.6 %	2007
Female	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
At Risk	93 %	2006	≥ 100 %	2011-12	≥ 94.4 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007

**Indicator:** TAKS Math

**Grade:** 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
African American	30 %	2006	≥ 90 %	2011-12	≥ 42 %	2007
Economically Disadvantaged	66 %	2006	≥ 90 %	2011-12	≥ 70.8 %	2007
Hispanic	69 %	2006	≥ 90 %	2011-12	≥ 73.2 %	2007
White	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
Special Ed.	60 %	2006	≥ 90 %	2011-12	≥ 66 %	2007
LEP	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
Male	77 %	2006	≥ 90 %	2011-12	≥ 79.6 %	2007
Female	74 %	2006	≥ 90 %	2011-12	≥ 77.2 %	2007
Bilingual/ESL	53 %	2006	≥ 90 %	2011-12	≥ 60.4 %	2007
At Risk	63 %	2006	≥ 90 %	2011-12	≥ 68.4 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007

**Indicator:** TAKS Math

**Grade:** 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
African American	70 %	2006	≥ 90 %	2011-12	≥ 74 %	2007
Economically Disadvantaged	79 %	2006	≥ 90 %	2011-12	≥ 81.2 %	2007
Hispanic	79 %	2006	≥ 90 %	2011-12	≥ 81.2 %	2007
White	88 %	2006	≥ 95 %	2011-12	≥ 89.4 %	2007
Special Ed.	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
LEP	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
Male	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
Female	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
At Risk	72 %	2006	≥ 90 %	2011-12	≥ 75.6 %	2007
GT	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007
Title I	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007

**Indicator:** TAKS Math

**Grade:** 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2006	≥ 95 %	2011-12	≥ 90.2 %	2007
African American	71 %	2006	≥ 90 %	2011-12	≥ 74.8 %	2007
Economically Disadvantaged	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
Hispanic	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
White	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007
Special Ed.	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
LEP	33 %	2006	≥ 90 %	2011-12	≥ 44.4 %	2007
Male	90 %	2006	≥ 95 %	2011-12	≥ 91 %	2007
Female	89 %	2006	≥ 95 %	2011-12	≥ 90.2 %	2007
Bilingual/ESL	33 %	2006	≥ 90 %	2011-12	≥ 44.4 %	2007
At Risk	62 %	2006	≥ 90 %	2011-12	≥ 67.6 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	89 %	2006	≥ 95 %	2011-12	≥ 90.2 %	2007

**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	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
African American	60 %	2006	≥ 90 %	2011-12	≥ 66 %	2007
Economically Disadvantaged	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
Hispanic	58 %	2006	≥ 90 %	2011-12	≥ 64.4 %	2007
White	72 %	2006	≥ 90 %	2011-12	≥ 75.6 %	2007
LEP	17 %	2006	≥ 90 %	2011-12	≥ 31.6 %	2007
Male	65 %	2006	≥ 90 %	2011-12	≥ 70 %	2007
Female	70 %	2006	≥ 90 %	2011-12	≥ 74 %	2007
Bilingual/ESL	17 %	2006	≥ 90 %	2011-12	≥ 31.6 %	2007
At Risk	43 %	2006	≥ 90 %	2011-12	≥ 52.4 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007

**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	62 %	2006	≥ 90 %	2011-12	≥ 67.6 %	2007
African American	56 %	2006	≥ 90 %	2011-12	≥ 62.8 %	2007
Economically Disadvantaged	52 %	2006	≥ 90 %	2011-12	≥ 59.6 %	2007
Hispanic	52 %	2006	≥ 90 %	2011-12	≥ 59.6 %	2007
White	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
LEP	20 %	2006	≥ 90 %	2011-12	≥ 34 %	2007
Male	62 %	2006	≥ 90 %	2011-12	≥ 67.6 %	2007
Female	61 %	2006	≥ 90 %	2011-12	≥ 66.8 %	2007
At Risk	35 %	2006	≥ 90 %	2011-12	≥ 46 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	62 %	2006	≥ 90 %	2011-12	≥ 67.6 %	2007



**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	73 %	2006	≥ 90 %	2011-12	≥ 76.4 %	2007
African American	20 %	2006	≥ 90 %	2011-12	≥ 34 %	2007
Economically Disadvantaged	62 %	2006	≥ 90 %	2011-12	≥ 67.6 %	2007
Hispanic	60 %	2006	≥ 90 %	2011-12	≥ 66 %	2007
White	82 %	2006	≥ 90 %	2011-12	≥ 83.6 %	2007
LEP	20 %	2006	≥ 90 %	2011-12	≥ 34 %	2007
Male	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
Female	71 %	2006	≥ 90 %	2011-12	≥ 74.8 %	2007
At Risk	50 %	2006	≥ 90 %	2011-12	≥ 58 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	73 %	2006	≥ 90 %	2011-12	≥ 76.4 %	2007

**Indicator:** TAKS Math

**Grade:** 9

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	51 %	2006	≥ 90 %	2011-12	≥ 58.8 %	2007
African American	33 %	2006	≥ 90 %	2011-12	≥ 44.4 %	2007
Economically Disadvantaged	29 %	2006	≥ 90 %	2011-12	≥ 41.2 %	2007
Hispanic	30 %	2006	≥ 90 %	2011-12	≥ 42 %	2007
White	64 %	2006	≥ 90 %	2011-12	≥ 69.2 %	2007
Special Ed.	33 %	2006	≥ 90 %	2011-12	≥ 44.4 %	2007
Male	49 %	2006	≥ 90 %	2011-12	≥ 57.2 %	2007
Female	53 %	2006	≥ 90 %	2011-12	≥ 60.4 %	2007
At Risk	23 %	2006	≥ 90 %	2011-12	≥ 36.4 %	2007
GT	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007

**Indicator:** TAKS Math

**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	53 %	2006	≥ 90 %	2011-12	≥ 60.4 %	2007
Economically Disadvantaged	47 %	2006	≥ 90 %	2011-12	≥ 55.6 %	2007
Hispanic	33 %	2006	≥ 90 %	2011-12	≥ 44.4 %	2007
White	61 %	2006	≥ 90 %	2011-12	≥ 66.8 %	2007
LEP	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007
Male	52 %	2006	≥ 90 %	2011-12	≥ 59.6 %	2007
Female	53 %	2006	≥ 90 %	2011-12	≥ 60.4 %	2007
At Risk	23 %	2006	≥ 90 %	2011-12	≥ 36.4 %	2007
GT	93 %	2006	≥ 97 %	2011-12	≥ 93.8 %	2007

**Indicator:** TAKS Math

**Grade:** 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
African American	73 %	2006	≥ 90 %	2011-12	≥ 76.4 %	2007
Economically Disadvantaged	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
Hispanic	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
White	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
Special Ed.	50 %	2006	≥ 90 %	2011-12	≥ 58 %	2007
Male	89 %	2006	≥ 90 %	2011-12	≥ 89.2 %	2007
Female	82 %	2006	≥ 90 %	2011-12	≥ 83.6 %	2007
At Risk	76 %	2006	≥ 90 %	2011-12	≥ 78.8 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007

**Indicator:** TAKS Writing

**Grade:** 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2006	≥ 95 %	2011-12	≥ 91.8 %	2007
African American	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Economically Disadvantaged	85 %	2006	≥ 90 %	2011-12	≥ 86 %	2007
Hispanic	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
White	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
Special Ed.	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
LEP	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
Male	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
Female	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
At Risk	81 %	2006	≥ 90 %	2011-12	≥ 82.8 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	91 %	2006	≥ 95 %	2011-12	≥ 91.8 %	2007

**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	96 %	2006	≥ 100 %	2011-12	≥ 96.8 %	2007
African American	89 %	2006	≥ 90 %	2011-12	≥ 89.2 %	2007
Economically Disadvantaged	92 %	2006	≥ 97 %	2011-12	≥ 93 %	2007
Hispanic	89 %	2006	≥ 95 %	2011-12	≥ 90.2 %	2007
White	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
LEP	60 %	2006	≥ 90 %	2011-12	≥ 66 %	2007
Male	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
Female	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
At Risk	93 %	2006	≥ 100 %	2011-12	≥ 94.4 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	96 %	2006	≥ 100 %	2011-12	≥ 96.8 %	2007

**Indicator:** TAKS Science

**Grade:** 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	70 %	2006	≥ 90 %	2011-12	≥ 74 %	2007
African American	57 %	2006	≥ 90 %	2011-12	≥ 63.6 %	2007
Economically Disadvantaged	62 %	2006	≥ 90 %	2011-12	≥ 67.6 %	2007
Hispanic	61 %	2006	≥ 90 %	2011-12	≥ 66.8 %	2007
White	73 %	2006	≥ 90 %	2011-12	≥ 76.4 %	2007
Special Ed.	29 %	2006	≥ 90 %	2011-12	≥ 41.2 %	2007
LEP	13 %	2006	≥ 90 %	2011-12	≥ 28.4 %	2007
Male	69 %	2006	≥ 90 %	2011-12	≥ 73.2 %	2007
Female	71 %	2006	≥ 90 %	2011-12	≥ 74.8 %	2007
Bilingual/ESL	13 %	2006	≥ 90 %	2011-12	≥ 28.4 %	2007
At Risk	33 %	2006	≥ 90 %	2011-12	≥ 44.4 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	70 %	2006	≥ 90 %	2011-12	≥ 74 %	2007

**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	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
African American	40 %	2006	≥ 90 %	2011-12	≥ 50 %	2007
Economically Disadvantaged	69 %	2006	≥ 90 %	2011-12	≥ 73.2 %	2007
Hispanic	53 %	2006	≥ 90 %	2011-12	≥ 60.4 %	2007
White	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Special Ed.	60 %	2006	≥ 90 %	2011-12	≥ 66 %	2007
LEP	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007
Male	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
Female	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
At Risk	56 %	2006	≥ 90 %	2011-12	≥ 62.8 %	2007
GT	91 %	2006	≥ 100 %	2011-12	≥ 92.8 %	2007
Title I	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007



**Indicator:** TAKS Science

**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	65 %	2006	≥ 90 %	2011-12	≥ 70 %	2007
Economically Disadvantaged	47 %	2006	≥ 90 %	2011-12	≥ 55.6 %	2007
Hispanic	37 %	2006	≥ 90 %	2011-12	≥ 47.6 %	2007
White	75 %	2006	≥ 90 %	2011-12	≥ 78 %	2007
LEP	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007
Male	74 %	2006	≥ 90 %	2011-12	≥ 77.2 %	2007
Female	58 %	2006	≥ 90 %	2011-12	≥ 64.4 %	2007
At Risk	46 %	2006	≥ 90 %	2011-12	≥ 54.8 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007

**Indicator:** TAKS Science

**Grade:** 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	82 %	2006	≥ 90 %	2011-12	≥ 83.6 %	2007
African American	45 %	2006	≥ 90 %	2011-12	≥ 54 %	2007
Economically Disadvantaged	67 %	2006	≥ 90 %	2011-12	≥ 71.6 %	2007
Hispanic	70 %	2006	≥ 90 %	2011-12	≥ 74 %	2007
White	89 %	2006	≥ 90 %	2011-12	≥ 89.2 %	2007
Special Ed.	30 %	2006	≥ 90 %	2011-12	≥ 42 %	2007
Male	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Female	78 %	2006	≥ 90 %	2011-12	≥ 80.4 %	2007
At Risk	68 %	2006	≥ 90 %	2011-12	≥ 72.4 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007

**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	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007
African American	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Economically Disadvantaged	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Hispanic	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
White	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
Special Ed.	90 %	2006	≥ 95 %	2011-12	≥ 91 %	2007
LEP	20 %	2006	≥ 90 %	2011-12	≥ 34 %	2007
Male	93 %	2006	≥ 100 %	2011-12	≥ 94.4 %	2007
Female	90 %	2006	≥ 95 %	2011-12	≥ 91 %	2007
At Risk	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	92 %	2006	≥ 100 %	2011-12	≥ 93.6 %	2007

**Indicator:** TAKS Social Studies

**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2006	≥ 95 %	2011-12	≥ 90.2 %	2007
Economically Disadvantaged	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
Hispanic	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
White	93 %	2006	≥ 100 %	2011-12	≥ 94.4 %	2007
LEP	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007
Male	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
Female	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
At Risk	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007

**Indicator:** TAKS Social Studies

**Grade:** 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	98 %	2006	≥ 100 %	2011-12	≥ 98.4 %	2007
African American	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Economically Disadvantaged	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
Hispanic	95 %	2006	≥ 100 %	2011-12	≥ 96 %	2007
White	99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Special Ed.	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Male	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Female	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
At Risk	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007

**Indicator:** AP/IB: % Students Tested

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	10.9 %	2006	≥ 15 %	2011-12	≥ 11.7 %	2007
African American	9.1 %	2006	≥ 12 %	2011-12	≥ 9.7 %	2007
Hispanic	2.4 %	2006	≥ 10 %	2011-12	≥ 3.9 %	2007
White	14.2 %	2006	≥ 20 %	2011-12	≥ 15.4 %	2007

**Indicator:**      **Graduating Seniors Taking SAT/ACT**

**Grade:** All

Class of	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Class of	Rate	Class of
2006	52.6 %	≥ 70 %	2012	≥ 56.1 %	2008
2005	49.4 %				
2004	57.3 %				
2003	53.9 %				
2002	53.9 %				
2001	51.3 %				
2000	58.2 %				
1999	52.9 %				
1998	58.8 %				
1997	65.3 %				
1996	58 %				
1995	66.7 %				
1994	63.2 %				

**Indicator:** AP/IB: % Examinees At or Above Criterion

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	37.1 %	2006	≥ 45 %	2011-12	≥ 38.7 %	2007	
African American	< 1 %	2006	≥ 10 %	2011-12	≥ 2.8 %	2007	
Hispanic	< 1 %	2006	≥ 10 %	2011-12	≥ 2.8 %	2007	
White	38.7 %	2006	≥ 45 %	2011-12	≥ 40 %	2007	

**Indicator:** TAKS English/Lang. Arts

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	90 %	2006	≥ 98 %	2011-12	≥ 91.6 %	2007	
African American	79 %	2006	≥ 95 %	2011-12	≥ 82.2 %	2007	
Economically Disadvantaged	85 %	2006	≥ 95 %	2011-12	≥ 87 %	2007	
Hispanic	84 %	2006	≥ 95 %	2011-12	≥ 86.2 %	2007	

**Indicator:** SDAA II Overall

<b>Grade:</b> All		<b>Current Performance</b> ACCOUNTABILITY DATA		<b>Desired Performance</b> LONG TERM STATE OBJECTIVES		<b>Desired Performance</b> ANNUAL OBJECTIVES	
<b>Group</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	<b>Rate</b>	<b>Year</b>	
All Students	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007	





## Strategies

<b>Goal 2 - Strategy 1</b>		<b>Curriculum Developer</b>	
<p><i>Supports TAKS Reading - Grade: 3, TAKS Reading - Grade: 4, TAKS Reading - Grade: 5, TAKS Reading - Grade: 6, TAKS Reading - Grade: 7, TAKS Reading - Grade: 8, TAKS Reading - Grade: 9, TAKS Math - Grade: 10, TAKS Math - Grade: 11, TAKS Math - Grade: 3, TAKS Math - Grade: 4, TAKS Math - Grade: 5, TAKS Math - Grade: 6, TAKS Math - Grade: 8, TAKS Math - Grade: 9, TAKS Writing - Grade: 4, TAKS Writing - Grade: 7, TAKS Social Studies - Grade: 10, TAKS Social Studies - Grade: 11, TAKS Social Studies - Grade: 8, TAKS Science - Grade: 10, TAKS Science - Grade: 11, TAKS Science - Grade: 5, TAKS Science - Grade: 8, AP/IB: % Students Tested - Grade: All Grades</i></p>			
<p><b>Leader(s):</b> Dean of Instruction/Principals</p>	<p><b>Brief Description:</b> The Curriculum Developer will be implemented for grades K-12 in English Language Arts, Math, Science and Social Studies.</p>	<p><b>Evaluation Benchmark:</b> 100% core curriculum teachers will implement instructional focus documents sequence.</p>	
<p><b>Leader Progress Report Dates:</b> September 29, 2006 November 10, 2006 December 22, 2006 February 16, 2007 April 5, 2007 May 24, 2007</p>			
<p><b>NEW INITIATIVE</b></p>			
<p><b>Resources Required:</b></p>	<p><b>FTE's Required:</b></p>	<p><b>Source of Funds:</b></p>	<p><b>Amount</b></p>
<p>Transportation Dept.</p>	<p>Number of FTE's: 12.00</p>	<p>Title Budget</p>	<p>\$6,000.00</p>
<p>Time</p>	<p>Fully Title Funded</p>		<p>\$6,000.00</p>
<p>Teachers</p>	<p>Cost: \$6,000.00</p>		
<p>Staff</p>			
<p>Outside Consultant</p>			
<p>District Admin. Staff</p>			
<p>Contract Service</p>			
<p>Central Office</p>			
<p>Campus Admin. Staff</p>			

<b>Goal 2 - Strategy 1 Curriculum Developer</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person 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>Evaluation</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>	
Principals, central office administrators and dean of instruction personnel will complete training on the Spot a Leader series on the Curriculum Developer.	Linda Rotramel	X		X	X	X		X						100% of the above mentioned personnel will complete all 10 days of Spot a Leader training.
Send teacher leaders from each campus to training on Curriculum Developer or teaching strategies that support conceptual teaching practices.	Linda Rotramel/Principals			X	X			X						Train at least 1 teacher from each grade level or content area on each campus.

**Goal 3:** Through enhanced attendance and dropout prevention efforts, all students will attend school and remain in school until they obtain a high school diploma.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	5) Prepare Students	7) Student Performance
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	4) Safe, Drug Free Learning Environments	5) All Students will Graduate from High School
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	3) Instructional	6) Parental Involvement	9) Identify and Assist with Student Difficulties

**Indicator:** Attendance

**Grade:** All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2005-06	95 %	≥ 97 %	2011-12	≥ 95.4 %	2007
2004-05	94.9 %				
2003-04	96.4 %				
2002-03	95 %				
2001-02	94.8 %				
2000-01	95.5 %				
1999-00	95.2 %				
1998-99	95.2 %				
1997-98	95.7 %				
1996-97	95.2 %				
1995-96	95.4 %				
1994-95	95.6 %				
1993-94	95.2 %				

**Indicator:** Annual Dropout Rate (Grades 7-8)

Grade: All	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	0 %	2006	≤ 0 %	2011-12	≤ 0 %	2007

**Indicator:** Completion: Graduated

Grade: All	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	94.6 %	2006	≥ 100 %	2011-12	≥ 95.7 %	2007
African American	100 %	2006	≥ 100 %	2011-12	≥ 100 %	2007
Economically Disadvantaged	84.2 %	2006	≥ 95 %	2011-12	≥ 86.4 %	2007
Hispanic	94.1 %	2006	≥ 99 %	2011-12	≥ 95.1 %	2007
White	94.3 %	2006	≥ 99 %	2011-12	≥ 95.2 %	2007

**Indicator:**      Graduating Seniors Scoring At or Above Criterion

**Grade:** All

Class of	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Class of	Rate	Class of
2006	32.9 %	≥ 50 %	2012	≥ 36.3 %	2008
2005	38.2 %				
2004	32.4 %				
2003	12.5 %				
2002	11.1 %				
2001	45.5 %				
2000	27.4 %				
1999	32.4 %				
1998	26.6 %				
1997	29.5 %				
1996	15.3 %				
1995	17.9 %				
1994	13.9 %				

## Strategies

Goal 3 - Strategy 1      Calling tree			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> Principals  <b>Leader Progress Report Dates:</b> Sept. 29, 2006 November 10, 2006 December 22, 2006 February 16, 2007 April 6, 2007 May 24, 2007	<b>Brief Description:</b> A designated person on each campus will call parents of each student who is not in attendance on that day.	<b>Evaluation Benchmark:</b> 98% of absence reasons will be documented by each campus each day.	
<b>Resources Required:</b> Parent Support Computers	<b>FTE's Required:</b> Number of FTE's: 2.50 None Cost: \$5,000.00	<b>Source of Funds:</b> District Budget	<b>Amount</b> \$5,000.00 <hr/> \$5,000.00

Goal 3 - Strategy 1		Calling tree												
Timeline														
Activity	Person Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Make sure all parents of non-attending students are contacted on the day of the absence.	Principals		X		X	X		X		X	X			98% contact with an absence reason or information relayed to parent of student's non-attendance.



**Goal 4:** School campuses will maintain a safe and disciplined environment conducive to student learning.

**Correlates with:**

<b>State Objectives</b>			
1) Partnering Parents with Educators	3) Dropout Prevention	5) Prepare Students	8) School Environment
<b>NCLB/ESEA Goals and Indicators</b>			
4) Safe, Drug Free Learning Environments			
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	3) Instructional Leadership	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress
7) Home-School Relations			
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

**Indicator:** Completion: Graduated

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	94.6 %	2006	≥ 100 %	2011-12	≥ 95.7 %	2007
African American	100 %	2006	≥ 100 %	2011-12	≥ 100 %	2007
Economically Disadvantaged	84.2 %	2006	≥ 95 %	2011-12	≥ 86.4 %	2007
Hispanic	94.1 %	2006	≥ 99 %	2011-12	≥ 95.1 %	2007
White	94.3 %	2006	≥ 99 %	2011-12	≥ 95.2 %	2007

## Strategies

<b>Goal 4 - Strategy 1      Emergency Operation Plans</b>			
<i>Supports Completion: Graduated - Grade: All Grades</i>			
<b>Leader(s):</b> Principals	<b>Brief Description:</b> Emergency Operation Plans will be readily available on each campus.	<b>Evaluation Benchmark:</b> 100% of our teachers will have their emergency "GO" packs available for any emergency.	
<b>Leader Progress Report Dates:</b> August, 2006 May, 2007			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Transportation Dept.	Number of FTE's: 1.00	None	\$0.00
Teachers	None		\$0.00
Supplies	Cost: \$1,500.00		
Staff			
Community Leader			
Central Office			
Campus Admin. Staff			

<b>Goal 4 - Strategy 1      Emergency Operation Plans</b>														
<b>Timeline</b>														
<b>Activity</b>	<b>Person 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>Evaluation</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>	
Implement an emergency evacuation in conjunction with the city emergency operations in response to a mock disaster.	Principals			X										100% of staff will follow Emergency Operation plan for his/her campus.

Goal 4 - Strategy 2      Safety audits			
<i>Supports Completion: Graduated - Grade: All Grades</i>			
<b>Leader(s):</b> Brad Carpenter	<b>Brief Description:</b> Three district staff members will audit each campus for safety compliance.	<b>Evaluation Benchmark:</b> 100% of campuses will pass the safety audit.	
<b>Leader Progress Report Dates:</b> December, 2006			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Custodial/Maint. Dept.	Number of FTE's: 0.50	None	\$0.00
Campus Admin. Staff	None		\$0.00
	Cost: None		

<b>Goal 4 - Strategy 2</b>		<b>Safety audits</b>													
<b>Timeline</b>															
<b>Activity</b>	<b>Person 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>Evaluation</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>		
3 staff members make up the Safety Audit Team. This team will use a template to evaluate each campus for safety compliance.	Brad Carpenter					X								100% compliance	

**Goal 5:** Qualified and highly effective personnel will be recruited, developed and retained.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
4) Curriculum	6) School Personnel	9) Instructional Techniques	10) Technology
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	3) Highly Qualified Staff		
<b>Effective School Correlates</b>			
4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
<b>Title I - Schoolwide Programs</b>			
3) Instructional	4) Professional Development	5) Professional Staff	9) Identify and Assist with Student Difficulties

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	90 %	2006	≥ 98 %	2011-12	≥ 91.6 %	2007
African American	79 %	2006	≥ 95 %	2011-12	≥ 82.2 %	2007
Economically Disadvantaged	85 %	2006	≥ 95 %	2011-12	≥ 87 %	2007
Hispanic	84 %	2006	≥ 95 %	2011-12	≥ 86.2 %	2007
Native American	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007
Asian	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007

**Indicator:** TAKS English/Lang. Arts

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	90 %	2006	≥ 98 %	2011-12	≥ 91.6 %	2007
African American	79 %	2006	≥ 95 %	2011-12	≥ 82.2 %	2007
Economically Disadvantaged	85 %	2006	≥ 95 %	2011-12	≥ 87 %	2007
Hispanic	84 %	2006	≥ 95 %	2011-12	≥ 86.2 %	2007



**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	72 %	2006	≥ 90 %	2011-12	≥ 75.6 %	2007
African American	54 %	2006	≥ 90 %	2011-12	≥ 61.2 %	2007
Economically Disadvantaged	62 %	2006	≥ 90 %	2011-12	≥ 67.6 %	2007
Hispanic	60 %	2006	≥ 90 %	2011-12	≥ 66 %	2007

**Indicator:** TAKS Writing

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2006	≥ 98 %	2011-12	≥ 94 %	2007
African American	94 %	2006	≥ 98 %	2011-12	≥ 94.8 %	2007
Economically Disadvantaged	88 %	2006	≥ 95 %	2011-12	≥ 89.4 %	2007
Hispanic	86 %	2006	≥ 95 %	2011-12	≥ 87.8 %	2007
White	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73 %	2006	≥ 90 %	2011-12	≥ 76.4 %	2007
African American	50 %	2006	≥ 90 %	2011-12	≥ 58 %	2007
Economically Disadvantaged	59 %	2006	≥ 90 %	2011-12	≥ 65.2 %	2007
Hispanic	55 %	2006	≥ 90 %	2011-12	≥ 62 %	2007
White	80 %	2006	≥ 95 %	2011-12	≥ 83 %	2007
Special Ed.	97 %	2006	≥ 99 %	2011-12	≥ 97.4 %	2007

**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	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007
African American	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Economically Disadvantaged	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Hispanic	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
White	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
Special Ed.	90 %	2006	≥ 95 %	2011-12	≥ 91 %	2007
LEP	20 %	2006	≥ 90 %	2011-12	≥ 34 %	2007
Male	93 %	2006	≥ 100 %	2011-12	≥ 94.4 %	2007
Female	90 %	2006	≥ 95 %	2011-12	≥ 91 %	2007
At Risk	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	92 %	2006	≥ 100 %	2011-12	≥ 93.6 %	2007

**Indicator:** TAKS Social Studies

**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2006	≥ 95 %	2011-12	≥ 90.2 %	2007
Economically Disadvantaged	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
Hispanic	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
White	93 %	2006	≥ 100 %	2011-12	≥ 94.4 %	2007
LEP	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007
Male	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
Female	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
At Risk	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007

**Indicator:** TAKS Social Studies

**Grade:** 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	98 %	2006	≥ 100 %	2011-12	≥ 98.4 %	2007
African American	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Economically Disadvantaged	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
Hispanic	95 %	2006	≥ 100 %	2011-12	≥ 96 %	2007
White	99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Special Ed.	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Male	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Female	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
At Risk	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007

**Indicator:** SDAA II Overall

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007

## Strategies

<b>Goal 5 - Strategy 1</b>			
<b>Staff high need positions with qualified personnel</b>			
<i>Supports TAKS Reading - Grade: All Grades, TAKS Math - Grade: All Grades, TAKS Writing - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>			
<b>Leader(s):</b> Linda Rotramel	<b>Brief Description:</b> Encourage current staff to seek certification in areas of teacher shortages	<b>Evaluation Benchmark:</b> 100% of BISD teachers will be highly qualified	
<b>Leader Progress Report Dates:</b> Aug., 2006 Sept., 2006 Oct., 2006 Nov., 2006 Dec., 2006 Jan., 2007 Feb., 2007 March, 2007 April, 2007 May, 2007 June, 2007 July 2007			
<b>Resources Required:</b> District Admin. Staff Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: None Partially Title Funded Cost: \$2,500.00	<b>Source of Funds:</b> Title Budget	<b>Amount</b> \$2,500.00 <hr/> \$2,500.00

<b>Goal 5 - Strategy 1</b>															<b>Staff high need positions with qualified personnel</b>														
<b>Timeline</b>																													
<b>Activity</b>		<b>Person 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>Evaluation</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>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>														
Provide ongoing staff development with follow-up monitoring and support to ensure that all teachers are highly qualified		Linda Rotramel		X	X	X	X	X	X	X	X	X	X	X	X	X	Professional development records from Region 16 and other sources.												

<b>Goal 5 - Strategy 2      Encourage paraprofessionals to become teachers</b>			
<i>Supports TAKS Reading - Grade: All Grades, TAKS Math - Grade: All Grades, TAKS Writing - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>			
<b>Leader(s):</b> Linda Rotramel	<b>Brief Description:</b> Provide release time to enable paraprofessionals to seek certification.	<b>Evaluation Benchmark:</b> 1- 2 paraprofessionals enrolled in college coursework that will result in teacher certification.	
<b>Leader Progress Report Dates:</b> August, 2006 January , 2007			
<b>Resources Required:</b> None	<b>FTE's Required:</b> Number of FTE's: None None Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$0.00



<b>Goal 5 - Strategy 2</b>															<b>Encourage paraprofessionals to become teachers</b>														
<b>Timeline</b>																													
<b>Activity</b>		<b>Person 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>Evaluation</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>														
Provide information to paraprofessionals about the Aide Exemption program. This program allows teacher's aides to receive a tuition exemption after working for 1 school year as an aide.		Linda Rotramel		X				X					X			2-3 teacher's aides will take advantage of the Aide Exemption program.													

<b>Goal 5 - Strategy 3</b>				<b>Tuition waiver for paraprofessionals</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>							
<b>Leader(s):</b> Linda Rotramel		<b>Brief Description:</b> Inform paraprofessionals about the college tuition waiver program for employees who have worked for a full school year.		<b>Evaluation Benchmark:</b> Provide information to 100% of paraprofessionals working toward a college degree.			
<b>Leader Progress Report Dates:</b> April, 2007 May, 2007							
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>		<b>Amount</b>	
Staff		Number of FTE's: None		None		\$0.00	
		None				<hr/>	
		Cost: None				\$0.00	

<b>Goal 5 - Strategy 3</b>		<b>Tuition waiver for paraprofessionals</b>												
<b>Timeline</b>														
<b>Activity</b>	<b>Person 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>Evaluation</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>	
Provide up to date and appropriate forms to district staff to apply for the tuition waiver.	Linda Rotramel									X	X			District staff will take advantage of tuition waiver opportunity.

**Goal 6:** Technology and innovative instructional techniques for students and staff will be utilized to improve student learning and develop highly qualified teachers.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
3) Dropout Prevention	4) Curriculum	5) Prepare Students	7) Student Performance
9) Instructional Techniques	10) Technology		
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
<b>Title I - Targeted Assistance Schools</b>			
1) Use Resources to Help Meet Standards	3) Use Effective Methods	6) Opportunities for Professional Development	
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73 %	2006	≥ 90 %	2011-12	≥ 76.4 %	2007
African American	50 %	2006	≥ 90 %	2011-12	≥ 58 %	2007
Economically Disadvantaged	59 %	2006	≥ 90 %	2011-12	≥ 65.2 %	2007
Hispanic	55 %	2006	≥ 90 %	2011-12	≥ 62 %	2007
White	80 %	2006	≥ 95 %	2011-12	≥ 83 %	2007
Special Ed.	97 %	2006	≥ 99 %	2011-12	≥ 97.4 %	2007

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	72 %	2006	≥ 90 %	2011-12	≥ 75.6 %	2007
African American	54 %	2006	≥ 90 %	2011-12	≥ 61.2 %	2007
Economically Disadvantaged	62 %	2006	≥ 90 %	2011-12	≥ 67.6 %	2007
Hispanic	60 %	2006	≥ 90 %	2011-12	≥ 66 %	2007

## Strategies

<b>Goal 6 - Strategy 1</b>				<b>Integrate technology</b>	
<i>There are no Indicators/Objectives that support this Strategy</i>					
<b>Leader(s):</b> Dewey De Loe		<b>Brief Description:</b> Technology Application teachers will assist classroom teachers in integrating the TEKS required computer skills in all grade levels.		<b>Evaluation Benchmark:</b> Cover 100% of TEKS objectives with students K-12.	
<b>Leader Progress Report Dates:</b> December, 2006 May, 2007					
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>	
Computers		Number of FTE's: 5.00		District Budget	<b>Amount</b> \$200,000.00
Supplies		Not Specified			\$200,000.00
Teachers		Cost: \$200,000.00			

Goal 6 - Strategy 1		Integrate technology												
Timeline														
Activity	Person Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Evaluation
Technology Application teachers will accommodate students in lab or classroom situations to teach computer skills to students throughout the school year.	Principals					X					X			Students will be proficient with keyboarding skills and in using technology to complete tasks.

<b>Goal 6 - Strategy 2</b>				<b>Provide professional development</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>							
<b>Leader(s):</b> Barbie Schroeder		<b>Brief Description:</b> Professional staff on all campuses will participate in training in using software such as Blackboard that will provide opportunities to complete workshops online.		<b>Evaluation Benchmark:</b> 90% of all professional staff will participate in Blackboard 101 training through Region 16.			
<b>Leader Progress Report Dates:</b> November, 2006 January, 2007 May, 2007							
<b><i>NEW INITIATIVE</i></b>							
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>		<b>Amount</b>	
Teachers		Number of FTE's: None		District Budget		\$1,000.00	
Staff		None				<hr/>	
District Staff		Cost: None				\$1,000.00	
District Admin. Staff							
Contract Service							
Campus Admin. Staff							



<b>Goal 6 - Strategy 2</b>		<b>Provide professional development</b>												
<b>Timeline</b>														
<b>Activity</b>	<b>Person 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>Evaluation</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>	
Successfully complete Blackboard 101 training through Region 16.	Barbie Schroeder				X		X					X		Professional staff will be able to complete workshop options offered by Region 16 via Blackboard or similar software.

<b>Goal 6 - Strategy 3      Provide Trainer of Trainers</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> Barbie Schroeder	<b>Brief Description:</b> Technology staff will attend TOT for Blackboard. This will allow Borger ISD the opportunity to offer our own professional development online.	<b>Evaluation Benchmark:</b> Provide 1 professional development course via Blackboard this school year.	
<b>Leader Progress Report Dates:</b> January, 2007 May, 2007			
<b><i>NEW INITIATIVE</i></b>			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Teachers	Number of FTE's: None	Title Budget	\$5,000.00
Staff	None		<hr/>
Contract Service	Cost: None		\$5,000.00
District Staff			
District Admin. Staff			
Central Office			

<b>Goal 6 - Strategy 3</b>															<b>Provide Trainer of Trainers</b>
<b>Timeline</b>															
<b>Activity</b>	<b>Person 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>Evaluation</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>		
Develop and provide professional development online for staff and/or students this school year.	Linda Rotramel						X					X		Teachers or students will be able to take advantage of a district developed online course.	

**Goal 7:** Facility assessments will be completed and plans will be made to repair, renovate or replace existing structures in a timely manner.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	8) School Environment	10) Technology	
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	4) Safe, Drug Free Learning Environments		
<b>Effective School Correlates</b>			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	7) Home-School Relations	
<b>Title I - Targeted Assistance Schools</b>			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	6) Opportunities for Professional Development	
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	2) Student Opportunities	3) Instructional	5) Professional Staff
6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions	10) Federal, State, and Local Programs

**Indicator:** Attendance

**Grade:** All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2005-06	95 %	≥ 97 %	2011-12	≥ 95.4 %	2007
2004-05	94.9 %				
2003-04	96.4 %				
2002-03	95 %				
2001-02	94.8 %				
2000-01	95.5 %				
1999-00	95.2 %				
1998-99	95.2 %				
1997-98	95.7 %				
1996-97	95.2 %				
1995-96	95.4 %				
1994-95	95.6 %				
1993-94	95.2 %				

**Indicator:** Completion: Graduated

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	94.6 %	2006	≥ 100 %	2011-12	≥ 95.7 %	2007
African American	100 %	2006	≥ 100 %	2011-12	≥ 100 %	2007
Economically Disadvantaged	84.2 %	2006	≥ 95 %	2011-12	≥ 86.4 %	2007
Hispanic	94.1 %	2006	≥ 99 %	2011-12	≥ 95.1 %	2007
White	94.3 %	2006	≥ 99 %	2011-12	≥ 95.2 %	2007

## Strategies

<b>Goal 7 - Strategy 1      Build new elementary buildings</b>			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> Clifton L. Stephens	<b>Brief Description:</b> Borger ISD passed a bond issue to build 2 new elementary buildings and renovate all other buildings.	<b>Evaluation Benchmark:</b> Begin building 1st building in the 06-07 school year.	
<b>Leader Progress Report Dates:</b> Jan., 2007 June 2007			
<b><i>NEW INITIATIVE</i></b>			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Outside Consultant	Number of FTE's: None	Local Revenue	\$8,000,000.00
District Staff	Bonds		\$8,000,000.00
District Admin. Staff	Cost: \$8,000,000.00		
Contract Service			

<b>Goal 7 - Strategy 1</b>		<b>Build new elementary buildings</b>												
<b>Timeline</b>														
<b>Activity</b>	<b>Person 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>Evaluation</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>	
Build 2 new elementary campuses with a LEED certification. LEED stands for Leadership in Energy and Environmental Design.	Clifton L. Stephens						X					X		Progress toward LEED certification.



**Goal 8:** Borger ISD is working very hard to attain recognized status on the TAKS test.

**Correlates with:**

<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
1) Partnering Parents with Educators	4) Curriculum	5) Prepare Students	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	10) Technology
<b>NCLB/ESEA Goals and Indicators</b>			
1) Students will Reach High Standards	3) Highly Qualified Staff	5) All Students will Graduate from High School	
<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
7) Home-School Relations			
<b>Title I - Schoolwide Programs</b>			
3) Instructional	4) Professional Development	5) Professional Staff	6) Parental Involvement

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	90 %	2006	≥ 98 %	2011-12	≥ 91.6 %	2007
African American	79 %	2006	≥ 95 %	2011-12	≥ 82.2 %	2007
Economically Disadvantaged	85 %	2006	≥ 95 %	2011-12	≥ 87 %	2007
Hispanic	84 %	2006	≥ 95 %	2011-12	≥ 86.2 %	2007
Native American	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007
Asian	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007

**Indicator:** TAKS English/Lang. Arts

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	90 %	2006	≥ 98 %	2011-12	≥ 91.6 %	2007
African American	79 %	2006	≥ 95 %	2011-12	≥ 82.2 %	2007
Economically Disadvantaged	85 %	2006	≥ 95 %	2011-12	≥ 87 %	2007
Hispanic	84 %	2006	≥ 95 %	2011-12	≥ 86.2 %	2007

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	72 %	2006	≥ 90 %	2011-12	≥ 75.6 %	2007
African American	54 %	2006	≥ 90 %	2011-12	≥ 61.2 %	2007
Economically Disadvantaged	62 %	2006	≥ 90 %	2011-12	≥ 67.6 %	2007
Hispanic	60 %	2006	≥ 90 %	2011-12	≥ 66 %	2007

**Indicator:** TAKS Writing

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2006	≥ 98 %	2011-12	≥ 94 %	2007
African American	94 %	2006	≥ 98 %	2011-12	≥ 94.8 %	2007
Economically Disadvantaged	88 %	2006	≥ 95 %	2011-12	≥ 89.4 %	2007
Hispanic	86 %	2006	≥ 95 %	2011-12	≥ 87.8 %	2007
White	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	73 %	2006	≥ 90 %	2011-12	≥ 76.4 %	2007
African American	50 %	2006	≥ 90 %	2011-12	≥ 58 %	2007
Economically Disadvantaged	59 %	2006	≥ 90 %	2011-12	≥ 65.2 %	2007
Hispanic	55 %	2006	≥ 90 %	2011-12	≥ 62 %	2007
White	80 %	2006	≥ 95 %	2011-12	≥ 83 %	2007
Special Ed.	97 %	2006	≥ 99 %	2011-12	≥ 97.4 %	2007

**Indicator:** TAKS Social Studies

**Grade:** 11

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	98 %	2006	≥ 100 %	2011-12	≥ 98.4 %	2007
African American	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Economically Disadvantaged	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
Hispanic	95 %	2006	≥ 100 %	2011-12	≥ 96 %	2007
White	99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Special Ed.	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Male	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Female	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
At Risk	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007

**Indicator:** Attendance

**Grade:** All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2005-06	95 %	≥ 97 %	2011-12	≥ 95.4 %	2007
2004-05	94.9 %				
2003-04	96.4 %				
2002-03	95 %				
2001-02	94.8 %				
2000-01	95.5 %				
1999-00	95.2 %				
1998-99	95.2 %				
1997-98	95.7 %				
1996-97	95.2 %				
1995-96	95.4 %				
1994-95	95.6 %				
1993-94	95.2 %				

**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	92 %	2006	≥ 95 %	2011-12	≥ 92.6 %	2007
African American	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Economically Disadvantaged	88 %	2006	≥ 90 %	2011-12	≥ 88.4 %	2007
Hispanic	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
White	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
Special Ed.	90 %	2006	≥ 95 %	2011-12	≥ 91 %	2007
LEP	20 %	2006	≥ 90 %	2011-12	≥ 34 %	2007
Male	93 %	2006	≥ 100 %	2011-12	≥ 94.4 %	2007
Female	90 %	2006	≥ 95 %	2011-12	≥ 91 %	2007
At Risk	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007
Title I	92 %	2006	≥ 100 %	2011-12	≥ 93.6 %	2007

**Indicator:** TAKS Social Studies

**Grade:** 10

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	89 %	2006	≥ 95 %	2011-12	≥ 90.2 %	2007
Economically Disadvantaged	84 %	2006	≥ 90 %	2011-12	≥ 85.2 %	2007
Hispanic	83 %	2006	≥ 90 %	2011-12	≥ 84.4 %	2007
White	93 %	2006	≥ 100 %	2011-12	≥ 94.4 %	2007
LEP	< 1 %	2006	≥ 90 %	2011-12	≥ 18.8 %	2007
Male	94 %	2006	≥ 100 %	2011-12	≥ 95.2 %	2007
Female	86 %	2006	≥ 90 %	2011-12	≥ 86.8 %	2007
At Risk	80 %	2006	≥ 90 %	2011-12	≥ 82 %	2007
GT	> 99 %	2006	≥ 100 %	2011-12	≥ 99.2 %	2007

**Indicator:** SDAA II Overall

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	97 %	2006	≥ 100 %	2011-12	≥ 97.6 %	2007



## Strategies

<b>Goal 8 - Strategy 1</b>			
Vertical alignment for all campuses			
<i>There are no Indicators/Objectives that support this Strategy</i>			
<b>Leader(s):</b> Linda Rotramel	<b>Brief Description:</b> Curriculum will be aligned vertically for K-12 core curriculum content areas.	<b>Evaluation Benchmark:</b> Curriculum calendars will be developed at each grade level. 100%	
<b>Leader Progress Report Dates:</b> December, 2006 May, 2007			
<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: 2.50	District Budget	\$50,000.00
Staff	Not Specified		\$50,000.00
District Admin. Staff	Cost: \$50,000.00		
Campus Admin. Staff			

Goal 8 - Strategy 1		Vertical alignment for all campuses												
Timeline														
Activity	Person Responsible	A	S	O	N	D	J	F	M	A	M	J	J	Evaluation
		u	e	c	o	e	a	e	a	p	a	u	u	
		g	p	t	v	c	n	b	r	r	y	n	l	
Work with each grade level or content area to develop a curriculum calendar for an entire school year.	Dean of Instruction								X					Workable calendars for all levels

<b>Goal 8 - Strategy 2      Analyze programs and materials</b>			
<i>Supports Attendance - Grade: All Grades, TAKS Reading - Grade: All Grades, TAKS Math - Grade: All Grades, TAKS Writing - Grade: All Grades, TAKS Social Studies - Grade: 11, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>			
<b>Leader(s):</b> Principals	<b>Brief Description:</b> All programs and materials will be evaluated to ensure compatibility with the Curriculum Developer.	<b>Evaluation Benchmark:</b> 100% of materials purchased will be compatible with Curriculum Developer.	
<b>Leader Progress Report Dates:</b> March, 2007 May, 2007			
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Teachers	Number of FTE's: None	General Budget	\$50,000.00
Campus Admin. Staff	None Cost: \$50,000.00		<hr/> \$50,000.00

<b>Goal 8 - Strategy 2</b>		<b>Analyze programs and materials</b>												
<b>Timeline</b>														
<b>Activity</b>	<b>Person 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>Evaluation</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	
Each core content area will analyze materials that are ordered to ensure compatibility with the Curriculum Developer.	Principals								X		X			March, 2007 May, 2007

# **APPENDIX I**

## **SHARED DECISION MAKING COMMITTEE**

### **DISTRICT IMPROVEMENT PLAN PLAN IMPLEMENTATION AND DEVELOPMENT LOG**

#### **NEEDS ASSESSMENT**

#### **SUMMATIVE EVALUATION**

<b>2006-07 Shared Decision Making Committee</b>				
<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
Classroom Teacher	Mary Lou Lozier	Science	marylou.lozier@borgerisd.net	
Classroom Teacher	Jeff Wallick	Social Studies	jeff.wallick@borgerisd.net	
Classroom Teacher	Janet Fleming	Social Studies	janet.fleming@borgerisd.net	
Classroom Teacher	Pam Walker	Math Teacher	pam.walker@borgerisd.net	
Classroom Teacher	Cyndee Hickman	8th Math - BMS	cyndee.hickman@borgerisd.net	
Classroom Teacher	Elizabeth Skaggs	Spanish	elizabeth.skaggs@borgerisd.net	
Classroom Teacher	Denise Mongold	3rd grade	denise.mongold@borgerisd.net	
Classroom Teacher	Lanetta Werhan	2nd grade	lanetta.werhan@borgerisd.net	
Classroom Teacher	Patricia Wells	Kindergarten	patricia.wells@borgerisd.net	
Classroom Teacher	Beth Kitchens	5th grade	beth.kitchens@borgerisd.net	
Classroom Teacher	Laura Stark	Kindergarten	laura.stark@borgerisd.net	
Classroom Teacher	Lauren Hays	2nd grade	lauren.hays@borgerisd.net	
Classroom Teacher	Manda Gowdy	Special Education/ Elementary	manda.gowdy@borgerisd.net	
Classroom Teacher	Jeanie Washer	Special Ed. Secondary	jeanie.washer@borgerisd.net	
Community Representative	Becky Green		bgreen@fpctx.edu	
Non-Classroom Professional Staff	Kaye Smith		kaye.smith@borgerisd.net	
Parent	Julie McMurry			
Parent	Kim Perez		kimperez@oanets.com	
Business Representative	Todd Walls			
Community Representative	Sherry Schmitz			

District Level Professional	Clifton L. Stephens	clifton.stephens@borgerisd.net
District Level Professional	Bobbie Sue Nichols	bobbie.nichols@borgerisd.net
District Level Professional	Patti Brown	patti.brown@borgerisd.net
Ex-officio member	Linda Rotramel	linda.rotramel@borgerisd.net

<b>District Improvement Plan Plan Implementation and Development Log</b>	
<b>Date</b>	<b>Purpose</b>
Wednesday, October 06, 2004	District Site-Based meeting to evaluate previous year's plan. Training conducted regarding policies/procedures, roles and responsibilities, etc.
Monday, January 10, 2005	Hold public meeting to review school report card.
Thursday, November 09, 2006	Review District Site Based Plan and implement 2006-2007 plan.



**Needs Assessment**

**Summative Evaluation for 2005-06**

Borger ISD has reviewed the 2004-2005 plan. The site-based committee is proud of the goals that were accomplished during the 2004-2005 school year. It will be our intent to maintain the goals that were met and strive to meet and/or exceed the goals that were not met.

**Objective Accomplishments**

**TAKS Reading - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	89%
Projected Annual Objective for 2006-07	89.2%
Actual Performance for 2006-07	90%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	76%
Projected Annual Objective for 2006-07	78.8%
Actual Performance for 2006-07	79%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	85%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	82%
Projected Annual Objective for 2006-07	83.6%
Actual Performance for 2006-07	84%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 93%  
Projected Annual Objective for 2006-07 93%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06 74%  
Projected Annual Objective for 2006-07 NA  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06 54%  
Projected Annual Objective for 2006-07 NA  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Native American**

Actual Performance for 2005-06 67%  
Projected Annual Objective for 2006-07 NA  
Actual Performance for 2006-07 < 1%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Asian**

Actual Performance for 2005-06 99%  
Projected Annual Objective for 2006-07 NA  
Actual Performance for 2006-07 < 1%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 87%  
Projected Annual Objective for 2006-07 NA  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	90%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	77%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS English/Lang. Arts - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	89%
Projected Annual Objective for 2006-07	89.2%
Actual Performance for 2006-07	90%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	76%
Projected Annual Objective for 2006-07	78.8%
Actual Performance for 2006-07	79%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	85%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	82%
Projected Annual Objective for 2006-07	83.6%
Actual Performance for 2006-07	84%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	70%
Projected Annual Objective for 2006-07	74%
Actual Performance for 2006-07	72%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	44%
Projected Annual Objective for 2006-07	53.2%
Actual Performance for 2006-07	54%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	59%
Projected Annual Objective for 2006-07	65.2%
Actual Performance for 2006-07	62%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	55%
Projected Annual Objective for 2006-07	62%
Actual Performance for 2006-07	60%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	77%
Projected Annual Objective for 2006-07	79.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	59%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06 24%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Native American**

Actual Performance for 2005-06 78%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Asian**

Actual Performance for 2005-06 88%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 71%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 67%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06 37%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

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**TAKS Writing - Grade: All Grades**

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**Analysis Group: All Students**

Actual Performance for 2005-06 91%  
 Projected Annual Objective for 2006-07 91%  
 Actual Performance for 2006-07 93%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 85%  
 Projected Annual Objective for 2006-07 86%  
 Actual Performance for 2006-07 94%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 89%  
 Projected Annual Objective for 2006-07 89.2%  
 Actual Performance for 2006-07 88%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06 92%  
 Projected Annual Objective for 2006-07 92%  
 Actual Performance for 2006-07 86%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 91%  
 Projected Annual Objective for 2006-07 91%  
 Actual Performance for 2006-07 97%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06 69%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	87%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	82%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Science - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	70%
Projected Annual Objective for 2006-07	74%
Actual Performance for 2006-07	73%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	19%
Projected Annual Objective for 2006-07	33.2%
Actual Performance for 2006-07	50%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	59%
Projected Annual Objective for 2006-07	65.2%
Actual Performance for 2006-07	59%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06 54%  
Projected Annual Objective for 2006-07 61.2%  
Actual Performance for 2006-07 55%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 81%  
Projected Annual Objective for 2006-07 82.8%  
Actual Performance for 2006-07 80%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06 41%  
Projected Annual Objective for 2006-07 NA  
Actual Performance for 2006-07 97%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06 22%  
Projected Annual Objective for 2006-07 NA  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 77%  
Projected Annual Objective for 2006-07 NA  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 59%  
Projected Annual Objective for 2006-07 NA  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**



**Analysis Group: At Risk**

Actual Performance for 2005-06	40%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Social Studies - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	93%
Projected Annual Objective for 2006-07	93%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	97%
Projected Annual Objective for 2006-07	97%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	88.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	86%
Projected Annual Objective for 2006-07	86.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	95%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06 86%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06 63%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 94%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 92%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06 84%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**SDAA II Overall - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06 94%  
 Projected Annual Objective for 2006-07 94%  
 Actual Performance for 2006-07 97%  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 81%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 87%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06 89%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 87%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06 88%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06 89%  
 Projected Annual Objective for 2006-07 NA  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	87%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	90%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Attendance - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	94.9%
Projected Annual Objective for 2006-07	94.9%
Actual Performance for 2006-07	95%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Completion: Graduated - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	97.1%
Projected Annual Objective for 2006-07	97.1%
Actual Performance for 2006-07	94.6%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	100%
Projected Annual Objective for 2006-07	100%
Actual Performance for 2006-07	100%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	91.4%
Projected Annual Objective for 2006-07	91.9%
Actual Performance for 2006-07	84.2%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	90.7%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	94.1%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	93.7%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	94.3%
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	92.9%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	93.5%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	89.7%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	81.7%
Projected Annual Objective for 2006-07	NA
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

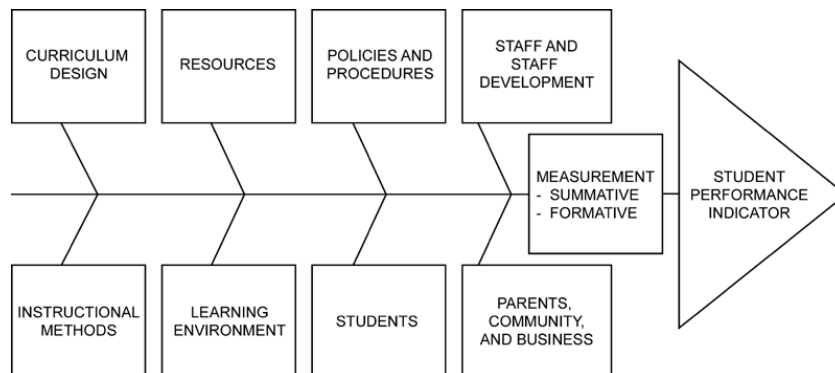
## Needs Assessment Focus

Indicators Rated		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	High	Low
2	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	High	Low
3	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	High	Low
4	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	High	Low
5	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	High	Low
6	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	High	Low
7	Percent of students passing BIOLOGY EOC Examination	High	Low
8	Percent of students passing ALGEBRA I EOC Examination	High	Low
9	Percent of students MASTERING TAAS/TAKS MATH	High	Low
10	Annual Student RETENTION RATES	High	Low
11	Percent passing REPORT CARD GRADES FOR MATH	High	Low
12	Percent passing REPORT CARD GRADES FOR SCIENCE	High	Low
13	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	High	Low
14	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	High	Low
15	DISCIPLINE REFERRAL RATES	High	Low
16	(AEIS) Mean Scores of SAT/ACT	Med	Low
17	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	High	Med
18	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	High	Med
19	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	High	Med
20	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	High	Med

21	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	High	Med
22	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	High	Med
23	Percent of students passing ENGLISH II EOC Examination	High	Med
24	Percent of students demonstrating good CITIZENSHIP SKILLS	High	Med
25	Percent of students demonstrating appropriate SELF-DISCIPLINE	High	Med
26	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	High	Med
27	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	Med	Med
28	Percent of High School students taking ADVANCED PLACEMENT EXAMS	Med	Med
29	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	Med	Med
30	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	Med	Med
31	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	Med	Med
32	Percent of students passing UNITED STATES HISTORY EOC Examination	High	High
33	Percent of students MASTERING TAAS/TAKS READING	High	High
34	Percent of students MASTERING TAAS/TAKS WRITING	High	High
35	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	High	High
36	Percent of students demonstrating skills for creating and delivering a multi-media presentation	High	High
37	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	Med	High
38	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	Med	High
39	Percent of students able to validly respond in the world view of another culture given hypothetical situations	Med	High



## Process Chart



**Curriculum Design:**

Borger ISD is currently in the process of implementing the Curriculum Developer based on conceptual teaching strategies. The purpose of this curriculum is to ensure that vertical alignment is achieved K-12.

**Resources:**

Resources to the Curriculum Developer will be programs already in place in the district such as Saxon Phonics, textbooks, etc.

**Policies and Procedures:**

Policies and procedures will support the Curriculum Developer throughout the district.

**Staff and Staff Development:**

Staff development will be geared to conceptual teaching strategies supported in the Curriculum Developer.

**Measurement:**

The Inova program will be implemented to group students for TAKS tutorials and overall TAKS score improvements.

**Instructional Methods:**

Conceptual teaching strategies with K-12 vertical alignment.

## Summative Evaluation for year 2006-07

Borger ISD has reviewed the 2004-2005 plan. The site-based committee is proud of the goals that were accomplished during the 2004-2005 school year. It will be our intent to maintain the goals that were met and strive to meet and/or exceed the goals that were not met.

### Objective Accomplishments

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#### TAKS Reading - Grade: 3

##### Analysis Group: All Students

Actual Performance for 2005-06	99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: African American

Actual Performance for 2005-06	> 99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2005-06	98%
Projected Annual Objective for 2006-07	98.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

##### Analysis Group: Hispanic

Actual Performance for 2005-06	97%
Projected Annual Objective for 2006-07	97.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

##### Explanation of Performance

**Analysis Group: White**

Actual Performance for 2005-06 > 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06 > 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06 > 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 98%  
Projected Annual Objective for 2006-07 98.4%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 > 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Bilingual/ESL**

Actual Performance for 2005-06 > 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06 > 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: 4**

**Analysis Group: All Students**

Actual Performance for 2005-06 79%  
Projected Annual Objective for 2006-07 81.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 58%  
Projected Annual Objective for 2006-07 64.4%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 75%  
Projected Annual Objective for 2006-07 78%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	77%
Projected Annual Objective for 2006-07	79.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	83%
Projected Annual Objective for 2006-07	84.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	65%
Projected Annual Objective for 2006-07	70%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	71%
Projected Annual Objective for 2006-07	74.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	80%
Projected Annual Objective for 2006-07	82%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	79%
Projected Annual Objective for 2006-07	81.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06 66%  
 Projected Annual Objective for 2006-07 70.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06 79%  
 Projected Annual Objective for 2006-07 81.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: 5**

**Analysis Group: All Students**

Actual Performance for 2005-06 92%  
 Projected Annual Objective for 2006-07 93.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 71%  
 Projected Annual Objective for 2006-07 74.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 86%  
 Projected Annual Objective for 2006-07 86.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	96%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	83%
Projected Annual Objective for 2006-07	84.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	38%
Projected Annual Objective for 2006-07	48.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	91%
Projected Annual Objective for 2006-07	92.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	93.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Bilingual/ESL**

Actual Performance for 2005-06 38%  
 Projected Annual Objective for 2006-07 48.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06 69%  
 Projected Annual Objective for 2006-07 73.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06 92%  
 Projected Annual Objective for 2006-07 93.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: 6**

**Analysis Group: All Students**

Actual Performance for 2005-06 88%  
 Projected Annual Objective for 2006-07 88.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 80%  
 Projected Annual Objective for 2006-07 82%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**



**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 83%  
Projected Annual Objective for 2006-07 84.4%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06 77%  
Projected Annual Objective for 2006-07 79.6%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 93%  
Projected Annual Objective for 2006-07 94.4%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06 86%  
Projected Annual Objective for 2006-07 87.8%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06 50%  
Projected Annual Objective for 2006-07 58%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 88%  
Projected Annual Objective for 2006-07 89.4%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 88%  
 Projected Annual Objective for 2006-07 89.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Bilingual/ESL**

Actual Performance for 2005-06 50%  
 Projected Annual Objective for 2006-07 58%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06 73%  
 Projected Annual Objective for 2006-07 76.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06 88%  
 Projected Annual Objective for 2006-07 89.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2005-06 80%  
 Projected Annual Objective for 2006-07 82%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	67%
Projected Annual Objective for 2006-07	71.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	70%
Projected Annual Objective for 2006-07	74%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	66%
Projected Annual Objective for 2006-07	70.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	87%
Projected Annual Objective for 2006-07	88.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	20%
Projected Annual Objective for 2006-07	34%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	77%
Projected Annual Objective for 2006-07	79.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	85%
Projected Annual Objective for 2006-07	86%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	65%
Projected Annual Objective for 2006-07	70%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06	> 99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06	80%
Projected Annual Objective for 2006-07	82%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Reading - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2005-06	91%
Projected Annual Objective for 2006-07	92.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	80%
Projected Annual Objective for 2006-07	82%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 84%  
Projected Annual Objective for 2006-07 86.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06 79%  
Projected Annual Objective for 2006-07 81.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 97%  
Projected Annual Objective for 2006-07 97.6%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06 80%  
Projected Annual Objective for 2006-07 82%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06 < 1%  
Projected Annual Objective for 2006-07 18.8%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 92%  
Projected Annual Objective for 2006-07 93.6%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 90%  
Projected Annual Objective for 2006-07 92%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06 83%  
Projected Annual Objective for 2006-07 84.4%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06 > 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06 91%  
Projected Annual Objective for 2006-07 92.8%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Reading - Grade: 9**

**Analysis Group: All Students**

Actual Performance for 2005-06 94%  
Projected Annual Objective for 2006-07 95.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 > 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 94%  
Projected Annual Objective for 2006-07 95.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06 90%  
Projected Annual Objective for 2006-07 92%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 96%  
Projected Annual Objective for 2006-07 96.8%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06 75%  
Projected Annual Objective for 2006-07 78%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 92%  
Projected Annual Objective for 2006-07 93.6%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 97%  
Projected Annual Objective for 2006-07 97.6%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	93%
Projected Annual Objective for 2006-07	94.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06	> 99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Reading - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	90%
Projected Annual Objective for 2006-07	91.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	79%
Projected Annual Objective for 2006-07	82.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	85%
Projected Annual Objective for 2006-07	87%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	86.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**



**Analysis Group: Native American**

Actual Performance for 2005-06	< 1%
Projected Annual Objective for 2006-07	18.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Asian**

Actual Performance for 2005-06	< 1%
Projected Annual Objective for 2006-07	18.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS English/Lang. Arts - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	90%
Projected Annual Objective for 2006-07	91.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	79%
Projected Annual Objective for 2006-07	82.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	85%
Projected Annual Objective for 2006-07	87%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	86.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 10**

**Analysis Group: All Students**

Actual Performance for 2005-06	53%
Projected Annual Objective for 2006-07	60.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	47%
Projected Annual Objective for 2006-07	55.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	33%
Projected Annual Objective for 2006-07	44.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	61%
Projected Annual Objective for 2006-07	66.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	< 1%
Projected Annual Objective for 2006-07	18.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	52%
Projected Annual Objective for 2006-07	59.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	53%
Projected Annual Objective for 2006-07	60.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	23%
Projected Annual Objective for 2006-07	36.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06	93%
Projected Annual Objective for 2006-07	93.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 11**

**Analysis Group: All Students**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	73%
Projected Annual Objective for 2006-07	76.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	75%
Projected Annual Objective for 2006-07	78%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	85%
Projected Annual Objective for 2006-07	86%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	50%
Projected Annual Objective for 2006-07	58%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	89%
Projected Annual Objective for 2006-07	89.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	82%
Projected Annual Objective for 2006-07	83.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	76%
Projected Annual Objective for 2006-07	78.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Math - Grade: 3**

**Analysis Group: All Students**

Actual Performance for 2005-06 75%  
 Projected Annual Objective for 2006-07 78%  
 Actual Performance for 2006-07 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 30%  
 Projected Annual Objective for 2006-07 42%  
 Actual Performance for 2006-07 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 66%  
 Projected Annual Objective for 2006-07 70.8%  
 Actual Performance for 2006-07 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06 69%  
 Projected Annual Objective for 2006-07 73.2%  
 Actual Performance for 2006-07 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 83%  
 Projected Annual Objective for 2006-07 84.4%  
 Actual Performance for 2006-07 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	60%
Projected Annual Objective for 2006-07	66%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	67%
Projected Annual Objective for 2006-07	71.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	77%
Projected Annual Objective for 2006-07	79.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	74%
Projected Annual Objective for 2006-07	77.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Bilingual/ESL**

Actual Performance for 2005-06	53%
Projected Annual Objective for 2006-07	60.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	63%
Projected Annual Objective for 2006-07	68.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06	> 99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06	75%
Projected Annual Objective for 2006-07	78%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 4**

**Analysis Group: All Students**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	70%
Projected Annual Objective for 2006-07	74%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	79%
Projected Annual Objective for 2006-07	81.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	79%
Projected Annual Objective for 2006-07	81.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	89.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	> 99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	67%
Projected Annual Objective for 2006-07	71.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	85%
Projected Annual Objective for 2006-07	86%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	72%
Projected Annual Objective for 2006-07	75.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**



**Analysis Group: GT**

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	92.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 5**

**Analysis Group: All Students**

Actual Performance for 2005-06	89%
Projected Annual Objective for 2006-07	90.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	71%
Projected Annual Objective for 2006-07	74.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	95.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	80%
Projected Annual Objective for 2006-07	82%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 92%  
Projected Annual Objective for 2006-07 92.6%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06 > 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06 33%  
Projected Annual Objective for 2006-07 44.4%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 90%  
Projected Annual Objective for 2006-07 91%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 89%  
Projected Annual Objective for 2006-07 90.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Bilingual/ESL**

Actual Performance for 2005-06 33%  
Projected Annual Objective for 2006-07 44.4%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06 62%  
 Projected Annual Objective for 2006-07 67.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06 89%  
 Projected Annual Objective for 2006-07 90.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Math - Grade: 6**

**Analysis Group: All Students**

Actual Performance for 2005-06 67%  
 Projected Annual Objective for 2006-07 71.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 60%  
 Projected Annual Objective for 2006-07 66%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 83%  
 Projected Annual Objective for 2006-07 84.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	58%
Projected Annual Objective for 2006-07	64.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	72%
Projected Annual Objective for 2006-07	75.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	17%
Projected Annual Objective for 2006-07	31.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	65%
Projected Annual Objective for 2006-07	70%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	70%
Projected Annual Objective for 2006-07	74%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Bilingual/ESL**

Actual Performance for 2005-06	17%
Projected Annual Objective for 2006-07	31.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06 43%  
 Projected Annual Objective for 2006-07 52.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06 67%  
 Projected Annual Objective for 2006-07 71.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Math - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2005-06 62%  
 Projected Annual Objective for 2006-07 67.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 56%  
 Projected Annual Objective for 2006-07 62.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 52%  
 Projected Annual Objective for 2006-07 59.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	52%
Projected Annual Objective for 2006-07	59.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	67%
Projected Annual Objective for 2006-07	71.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	20%
Projected Annual Objective for 2006-07	34%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	62%
Projected Annual Objective for 2006-07	67.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	61%
Projected Annual Objective for 2006-07	66.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	35%
Projected Annual Objective for 2006-07	46%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06	> 99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06	62%
Projected Annual Objective for 2006-07	67.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2005-06	73%
Projected Annual Objective for 2006-07	76.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	20%
Projected Annual Objective for 2006-07	34%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	62%
Projected Annual Objective for 2006-07	67.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	60%
Projected Annual Objective for 2006-07	66%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	82%
Projected Annual Objective for 2006-07	83.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	20%
Projected Annual Objective for 2006-07	34%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	75%
Projected Annual Objective for 2006-07	78%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	71%
Projected Annual Objective for 2006-07	74.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	50%
Projected Annual Objective for 2006-07	58%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06	> 99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**



**Analysis Group: Title I**

Actual Performance for 2005-06	73%
Projected Annual Objective for 2006-07	76.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Math - Grade: 9**

**Analysis Group: All Students**

Actual Performance for 2005-06	51%
Projected Annual Objective for 2006-07	58.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	33%
Projected Annual Objective for 2006-07	44.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	29%
Projected Annual Objective for 2006-07	41.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	30%
Projected Annual Objective for 2006-07	42%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	64%
Projected Annual Objective for 2006-07	69.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	33%
Projected Annual Objective for 2006-07	44.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	49%
Projected Annual Objective for 2006-07	57.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	53%
Projected Annual Objective for 2006-07	60.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	23%
Projected Annual Objective for 2006-07	36.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	88.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Math - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	72%
Projected Annual Objective for 2006-07	75.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 54%  
 Projected Annual Objective for 2006-07 61.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 62%  
 Projected Annual Objective for 2006-07 67.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06 60%  
 Projected Annual Objective for 2006-07 66%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Writing - Grade: 4**

**Analysis Group: All Students**

Actual Performance for 2005-06 91%  
 Projected Annual Objective for 2006-07 91.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 85%  
 Projected Annual Objective for 2006-07 86%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	83%
Projected Annual Objective for 2006-07	84.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	95.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	86%
Projected Annual Objective for 2006-07	86.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	83%
Projected Annual Objective for 2006-07	84.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	86%
Projected Annual Objective for 2006-07	86.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	95.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06 81%  
 Projected Annual Objective for 2006-07 82.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06 91%  
 Projected Annual Objective for 2006-07 91.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Writing - Grade: 7**

**Analysis Group: All Students**

Actual Performance for 2005-06 96%  
 Projected Annual Objective for 2006-07 96.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 89%  
 Projected Annual Objective for 2006-07 89.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 92%  
 Projected Annual Objective for 2006-07 93%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	89%
Projected Annual Objective for 2006-07	90.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	> 99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	60%
Projected Annual Objective for 2006-07	66%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	95.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	95.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	93%
Projected Annual Objective for 2006-07	94.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06 96%  
 Projected Annual Objective for 2006-07 96.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Writing - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06 93%  
 Projected Annual Objective for 2006-07 94%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 94%  
 Projected Annual Objective for 2006-07 94.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 88%  
 Projected Annual Objective for 2006-07 89.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06 86%  
 Projected Annual Objective for 2006-07 87.8%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	97%
Projected Annual Objective for 2006-07	97.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Science - Grade: 10**

**Analysis Group: All Students**

Actual Performance for 2005-06	65%
Projected Annual Objective for 2006-07	70%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	47%
Projected Annual Objective for 2006-07	55.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	37%
Projected Annual Objective for 2006-07	47.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	75%
Projected Annual Objective for 2006-07	78%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	< 1%
Projected Annual Objective for 2006-07	18.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**



**Analysis Group: Male**

Actual Performance for 2005-06	74%
Projected Annual Objective for 2006-07	77.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	58%
Projected Annual Objective for 2006-07	64.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	46%
Projected Annual Objective for 2006-07	54.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06	> 99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Science - Grade: 11**

**Analysis Group: All Students**

Actual Performance for 2005-06	82%
Projected Annual Objective for 2006-07	83.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	45%
Projected Annual Objective for 2006-07	54%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 67%  
Projected Annual Objective for 2006-07 71.6%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06 70%  
Projected Annual Objective for 2006-07 74%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 89%  
Projected Annual Objective for 2006-07 89.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06 30%  
Projected Annual Objective for 2006-07 42%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 88%  
Projected Annual Objective for 2006-07 88.4%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 78%  
Projected Annual Objective for 2006-07 80.4%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	68%
Projected Annual Objective for 2006-07	72.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06	> 99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Science - Grade: 5**

**Analysis Group: All Students**

Actual Performance for 2005-06	70%
Projected Annual Objective for 2006-07	74%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	57%
Projected Annual Objective for 2006-07	63.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	62%
Projected Annual Objective for 2006-07	67.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	61%
Projected Annual Objective for 2006-07	66.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	73%
Projected Annual Objective for 2006-07	76.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	29%
Projected Annual Objective for 2006-07	41.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	13%
Projected Annual Objective for 2006-07	28.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	69%
Projected Annual Objective for 2006-07	73.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	71%
Projected Annual Objective for 2006-07	74.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Bilingual/ESL**

Actual Performance for 2005-06	13%
Projected Annual Objective for 2006-07	28.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06 33%  
 Projected Annual Objective for 2006-07 44.4%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06 70%  
 Projected Annual Objective for 2006-07 74%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Science - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2005-06 75%  
 Projected Annual Objective for 2006-07 78%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 40%  
 Projected Annual Objective for 2006-07 50%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 69%  
 Projected Annual Objective for 2006-07 73.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	53%
Projected Annual Objective for 2006-07	60.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	88.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	60%
Projected Annual Objective for 2006-07	66%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	< 1%
Projected Annual Objective for 2006-07	18.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	83%
Projected Annual Objective for 2006-07	84.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	67%
Projected Annual Objective for 2006-07	71.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	56%
Projected Annual Objective for 2006-07	62.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06	91%
Projected Annual Objective for 2006-07	92.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06	75%
Projected Annual Objective for 2006-07	78%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Science - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	73%
Projected Annual Objective for 2006-07	76.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	50%
Projected Annual Objective for 2006-07	58%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	59%
Projected Annual Objective for 2006-07	65.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	55%
Projected Annual Objective for 2006-07	62%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	80%
Projected Annual Objective for 2006-07	83%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	97%
Projected Annual Objective for 2006-07	97.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Social Studies - Grade: 10**

**Analysis Group: All Students**

Actual Performance for 2005-06	89%
Projected Annual Objective for 2006-07	90.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	83%
Projected Annual Objective for 2006-07	84.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**



**Analysis Group: White**

Actual Performance for 2005-06	93%
Projected Annual Objective for 2006-07	94.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	< 1%
Projected Annual Objective for 2006-07	18.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	95.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	86%
Projected Annual Objective for 2006-07	86.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	80%
Projected Annual Objective for 2006-07	82%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06	> 99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**TAKS Social Studies - Grade: 11**

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**Analysis Group: All Students**

Actual Performance for 2005-06 98%  
Projected Annual Objective for 2006-07 98.4%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 > 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06 97%  
Projected Annual Objective for 2006-07 97.6%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06 95%  
Projected Annual Objective for 2006-07 96%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06 > 99%  
Projected Annual Objective for 2006-07 99.2%  
Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06 97%  
 Projected Annual Objective for 2006-07 97.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06 97%  
 Projected Annual Objective for 2006-07 97.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**TAKS Social Studies - Grade: 8**

**Analysis Group: All Students**

Actual Performance for 2005-06 92%  
 Projected Annual Objective for 2006-07 92.6%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06 > 99%  
 Projected Annual Objective for 2006-07 99.2%  
 Actual Performance for 2006-07 NA  
*No Progress Rating Selected*

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2005-06	88%
Projected Annual Objective for 2006-07	88.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	94%
Projected Annual Objective for 2006-07	95.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Special Ed.**

Actual Performance for 2005-06	90%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: LEP**

Actual Performance for 2005-06	20%
Projected Annual Objective for 2006-07	34%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Male**

Actual Performance for 2005-06	93%
Projected Annual Objective for 2006-07	94.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Female**

Actual Performance for 2005-06	90%
Projected Annual Objective for 2006-07	91%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: At Risk**

Actual Performance for 2005-06	84%
Projected Annual Objective for 2006-07	85.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: GT**

Actual Performance for 2005-06	> 99%
Projected Annual Objective for 2006-07	99.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Title I**

Actual Performance for 2005-06	92%
Projected Annual Objective for 2006-07	93.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**SDAA II Overall - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	97%
Projected Annual Objective for 2006-07	97.6%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

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**Attendance - Grade: All Grades**

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**Analysis Group: All Students**

**Explanation of Performance**

Actual Performance for 2005-06	95%
Projected Annual Objective for 2006-07	95.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Annual Dropout Rate (Grades 7-8) - Grade: All Grades**

**Analysis Group: All Students**

**Explanation of Performance**

Actual Performance for 2005-06	0%
Projected Annual Objective for 2006-07	0%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Completion: Graduated - Grade: All Grades**

**Analysis Group: All Students**

**Explanation of Performance**

Actual Performance for 2005-06	94.6%
Projected Annual Objective for 2006-07	95.7%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Analysis Group: African American**

**Explanation of Performance**

Actual Performance for 2005-06	100%
Projected Annual Objective for 2006-07	100%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Analysis Group: Economically Disadvantaged**

**Explanation of Performance**

Actual Performance for 2005-06	84.2%
Projected Annual Objective for 2006-07	86.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Analysis Group: Hispanic**

Actual Performance for 2005-06	94.1%
Projected Annual Objective for 2006-07	95.1%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	94.3%
Projected Annual Objective for 2006-07	95.2%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**AP/IB: % Students Tested - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2005-06	10.9%
Projected Annual Objective for 2006-07	11.7%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2005-06	9.1%
Projected Annual Objective for 2006-07	9.7%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2005-06	2.4%
Projected Annual Objective for 2006-07	3.9%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2005-06	14.2%
Projected Annual Objective for 2006-07	15.4%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**AP/IB: % Examinees At or Above Criterion - Grade: All Grades**

**Analysis Group: All Students**

**Explanation of Performance**

Actual Performance for 2005-06	37.1%
Projected Annual Objective for 2006-07	38.7%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Analysis Group: African American**

**Explanation of Performance**

Actual Performance for 2005-06	< 1%
Projected Annual Objective for 2006-07	2.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Analysis Group: Hispanic**

**Explanation of Performance**

Actual Performance for 2005-06	< 1%
Projected Annual Objective for 2006-07	2.8%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Analysis Group: White**

**Explanation of Performance**

Actual Performance for 2005-06	38.7%
Projected Annual Objective for 2006-07	40%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Graduating Seniors Taking SAT/ACT - Grade: All Grades**

**Analysis Group: All Students**

**Explanation of Performance**

Actual Performance for 2005-06	52.6%
Projected Annual Objective for 2006-07	56.1%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Graduating Seniors Scoring At or Above Criterion - Grade: All Grades**



**Analysis Group: All Students**

Actual Performance for 2005-06	32.9%
Projected Annual Objective for 2006-07	36.3%
Actual Performance for 2006-07	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

## **APPENDIX II**

**DETAILED GOAL DEFINITIONS**

**OTHER REFERENCE MATERIALS**

## **State Goals**

**Goal 1: Performance - English**

The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

**Goal 2: Performance - Mathematics**

The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

**Goal 3: Performance - Science**

The students in the public education system will demonstrate exemplary performance in the understanding of science.

**Goal 4: Performance - Social Studies**

The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## **State Objectives**

**Objective 1: Partnering Parents with Educators**

Parents will be full partners with educators in the education of their children.

**Objective 2: Student Potential**

Students will be encouraged and challenged to meet their full educational potential.

**Objective 3: Dropout Prevention**

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Objective 4: Curriculum**

A well balanced and appropriate curriculum will be provided to all students.

**Objective 5: Prepare Students**

Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

**Objective 6: School Personnel**

Qualified and highly effective personnel will be recruited, developed, and retained.

**Objective 7: Student Performance**

The state's students will demonstrate exemplary performance in comparison to national and international standards.

**Objective 8: School Environment**

School campuses will maintain a safe and disciplined environment conducive to student learning.

**Objective 9: Instructional Techniques**

Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

**Objective 10: Technology**

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## **NCLB/ESEA Goals and Indicators**

### **Goal 1: Students will Reach High Standards**

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

### **Goal 2: LEP will become Proficient in English**

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

### **Goal 3: Highly Qualified Staff**

By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34)).

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d)).

### **Goal 4: Safe, Drug Free Learning Environments**

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

**Goal 5: All Students will Graduate from High School**

All students will graduate from high school.

5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

## **Effective School Correlates**

### **Correlate 1: Safe and Orderly Environment**

The First Generation: In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

The Second Generation: In the first generation, the safe and orderly environment correlate was defined in terms of the absence of undesirable student behavior (e.g., students fighting). In the second generation, the concept of a school environment conducive to learning for all must move beyond the elimination of undesirable behavior. The second generation will place increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team learning). These second generation schools will be places where students actually help one another.

Moving beyond simply the elimination of undesirable behavior will represent a significant challenge for many schools. For example, it is unlikely that a school's faculty could successfully teach its students to work together unless the adults in the school model collaborative behaviors in their own professional working relationships. Since schools as workplaces are characterized by their isolation, creating more collaborative/cooperative environments for both the adults and students will require substantial commitment and change in most schools.

First, teachers must learn the "technologies" of teamwork. Second, the school will have to create the "opportunity structures" for collaboration. Finally, the staff will have to nurture the belief that collaboration, which often requires more time initially, will assist the schools to be more effective and satisfying in the long run.

But schools will not be able to get students to work together cooperatively unless they have been taught to respect human diversity and appreciate democratic values. These student learnings will require a major and sustained commitment to multicultural education. Students and the adults who teach them will need to come to terms with the fact that the United States is no longer a nation with minorities. We are now a nation of minorities. This new reality is currently being resisted by many of our community and parent advocacy groups, as well as by some educators.

**Correlate 2: Climate of High Expectations for Success**

The First Generation: In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

The Second Generation: In the second generation, the emphasis placed on high expectations for success will be broadened significantly. In the first generation, expectations were described in terms of attitudes and beliefs that suggested how the teacher should behave in the teaching-learning situation. Those descriptions sought to tell teachers how they should initially deliver the lesson. High expectations meant, for example, that the teacher should evenly distribute questions asked among all students and should provide each student with an equal opportunity to participate in the learning process. Unfortunately, this "equalization of opportunity," though beneficial, proved to be insufficient to assure mastery for many learners. Teachers found themselves in the difficult position of having had high expectations and having acted upon them--yet some students still did not learn.

In the second generation, the teachers will anticipate this and they will develop a broader array of responses. For example, teachers will implement additional strategies, such as reteaching and regrouping, to assure that all students do achieve mastery. Implementing this expanded concept of high expectations will require the school as an organization to reflect high expectations. Most of the useful strategies will require the cooperation of the school as a whole; teachers cannot implement most of these strategies working alone in isolated classrooms.

High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn. For example, if the teacher plans a lesson, delivers that lesson, assesses learning and finds that some students did not learn, and still goes on to the next lesson, then that teacher didn't expect the students to learn in the first place. If the school condones through silence that teacher's behavior, it apparently does not expect the students to learn, or the teacher to teach these students.

Several changes are called for in order to implement this expanded concept of high expectations successfully. First, teachers will have to come to recognize that high expectations for student success must be "launched" from a platform of teachers having high expectations for self. Then the school organization will have to be restructured to assure that teachers have access to more "tools" to help them achieve successful learning for all. Third, schools, as cultural organizations, must recognize that schools must be transformed from institutions designed for "instruction" to institutions designed to assure "learning."



**Correlate 3: Instructional Leadership**

The First Generation: In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

The Second Generation: In the first generation, the standards for instructional leadership focused primarily on the principal and the administrative staff of the school. In the second generation, instructional leadership will remain important; however, the concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This is in keeping with the teacher empowerment concept; it recognizes that a principal cannot be the only leader in a complex organization like a school. With the democratization of organizations, especially schools, the leadership function becomes one of creating a "community of shared values." The mission will remain critical because it will serve to give the community of shared values a shared sense of "magnetic north," an identification of what this school community cares most about. The role of the principal will be changed to that of "a leader of leaders," rather than a leader of followers. Specifically, the principal will have to develop his/her skills as coach, partner, and cheerleader. The broader concept of leadership recognizes that leadership is always delegated from the followership in any organization. It also recognizes what teachers have known for a long time and what good schools have capitalized on since the beginning of time: namely, expertise is generally distributed among many, not concentrated in a single person.

**Correlate 4: Clear and Focused Mission**

The First Generation: In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.

The Second Generation: In the first generation, the effective school mission emphasized teaching for learning for all. The two issues that surfaced were: "Did this really mean all students or just those with whom the schools had a history of reasonable success?" When it became clear that this mission was inclusive of all students, especially the children of the poor (minority and nonminority), the second issue surfaced. It centered itself around the question: "Learn what?" Partially because of the accountability movement and partially because of the belief that disadvantaged students could not learn higher-level curricula, the focus was on mastery of mostly low-level skills.

In the second generation, the focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to their mastery. Designing and delivering a curriculum that responds to the demands of accountability, and is responsive to the need for higher levels of learning, will require substantial staff development. Teachers will have to be better trained to develop curricula and lessons with the "end in mind." They will have to know and be comfortable with the concept of "backward mapping," and they will need to know "task analysis." These "tools of the trade" are essential for an efficient and effective "results-oriented" school that successfully serves all students.

Finally, a subtle but significant change in the concept of school mission deserves notice. Throughout the first generation, effective schools proponents advocated the mission of teaching for learning for all. In the second generation, the advocated mission will be learning for all. The rationale for this change is that the "teaching for" portion of the old statement created ambiguity (although this was unintended) and kept too much of the focus on "teaching" rather than "learning." This allowed people to discount school learnings that were not the result of direct teaching. Finally, the new formulation of learning for all opens the door to the continued learning of the educators as well as the students.

**Correlate 5: Opportunity to Learn and Student Time on Task**

The First Generation: In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group, teacher-directed, planned learning activities.

The Second Generation: In the second generation, time will continue to be a difficult problem for the teacher. In all likelihood, the problems that arise from too much to teach and not enough time to teach it will intensify. In the past, when the teachers were oriented toward "covering curricular content" and more content was added, they knew their response should be to "speed up." Now teachers are being asked to stress the mission that assures that the students master the content that is covered. How are they to respond? In the next generation, teachers will have to become more skilled at interdisciplinary curriculum and they will need to learn how to comfortably practice "organized abandonment." They will have to be able to ask the question, "What goes and what stays?" One of the reasons that many of the mandated approaches to school reform have failed is that, in every case, the local school was asked to do more! One of the characteristics of the most effective schools is their willingness to declare that some things are more important than others; they are willing to abandon some less important content so as to be able to have enough time dedicated to those areas that are valued the most.

The only alternative to abandonment would be to adjust the available time that students spend in school, so that those who need more time to reach mastery would be given it. The necessary time must be provided in a quality program that is not perceived as punitive by those in it, or as excessive by those who will have to fund it. These conditions will be a real challenge indeed!

If the American dream and the democratic ideal of educating everyone is going to move forward, we must explore several important policies and practices from the past. Regarding the issue of time to learn, for example, if the children of the disadvantaged present a "larger educational task" to the teachers and if it can be demonstrated that this "larger task" will require more time, then our notions of limited compulsory schooling may need to be changed. The current system of compulsory schooling makes little allowance for the fact that some students need more time to achieve mastery. If we could get the system to be more mastery-based and more humane at the same time, our nation and its students would benefit immensely.

**Correlate 6: Frequent Monitoring of Student Progress**

The First Generation: In the effective school, student academic progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to improve individual student performance and also to improve the instructional program.

The Second Generation: In the first generation, the correlate was interpreted to mean that the teachers should frequently monitor their students' learning and, where necessary, the teacher should adjust his/her behavior. Several major changes can be anticipated in the second generation. First, the use of technology will permit teachers to do a better job of monitoring their students' progress. Second, this same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available "tools for assuring student learning."

A second major change that will become more apparent in the second generation is already under way. In the area of assessment, the emphasis will continue to shift away from standardized norm-referenced, paper-pencil tests and toward curricular-based, criterion-referenced measures of student mastery. In the second generation, the monitoring of student learning will emphasize "more authentic assessments" of curriculum mastery. This generally means that there will be less emphasis on the paper-pencil, multiple-choice tests, and more emphasis on assessments of products of student work, including performances and portfolios.

Teachers will pay much more attention to the alignment that must exist between the intended, taught, and tested curriculum. Two new questions are being stimulated by the reform movement and will dominate much of the professional educators' discourse in the second generation: "What's worth knowing?" and "How will we know when they know it?" In all likelihood, the answer to the first question will become clear relatively quickly, because we can reach agreement that we want our students to be self-disciplined, socially responsible, and just. The problem comes with the second question, "How will we know when they know it?" Educators and citizens are going to have to come to terms with that question. The bad news is that it demands our best thinking and will require patience if we are going to reach consensus. The good news is that once we begin to reach consensus, the schools will be able to deliver significant progress toward these agreed-upon outcomes.

**Correlate 7: Home-School Relations**

The First Generation: In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

The Second Generation: During the first generation, the role of parents in the education of their children was always somewhat unclear. Schools often gave "lip service" to having parents more actively involved in the schooling of their children. Unfortunately, when pressed, many educators were willing to admit that they really did not know how to deal effectively with increased levels of parent involvement in the schools.

In the second generation, the relationship between parents and the school must be an authentic partnership between the school and home. In the past when teachers said they wanted more parent involvement, more often than not they were looking for unqualified support from parents. Many teachers believed that parents, if they truly valued education, knew how to get their children to behave in the ways that the school desired. It is now clear to both teachers and parents that the parent involvement issue is not that simple. Parents are often as perplexed as the teachers about the best way to inspire students to learn what the school teaches. The best hope for effectively confronting the problem--and not each other--is to build enough trust and enough communication to realize that both teachers and parents have the same goal--an effective school and home for all children!

## **Title I - Targeted Assistance Schools**

### **Goal 1: Use Resources to Help Meet Standards**

Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children.

### **Goal 2: Ensure Planning is Incorporated**

Ensure that planning for students served under this part is incorporated into existing school planning.

### **Goal 3: Use Effective Methods**

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that -

- Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
- Help provide an accelerated, high-quality curriculum, including applied learning; and
- Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

### **Goal 4: Support Regular Education Program**

Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.

### **Goal 5: Highly Qualified Teachers**

Provide instruction by highly qualified teachers.

### **Goal 6: Opportunities for Professional Development**

In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.

### **Goal 7: Strategies for Parental Involvement**

Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

**Goal 8: Coordinate and Integrate Services and Programs**

Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Title I - Schoolwide Programs**

### **Goal 1: Needs Assessment**

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described.

### **Goal 2: Student Opportunities**

- (i) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
- (ii) Use effective methods and instructional strategies that are based on scientifically based research that -
  - \*strengthen the core academic program in the school;
  - \*increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
  - \*include strategies for meeting the educational needs of historically underserved populations;
- (iii)
  - \*include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include -
    - counseling, pupil services, and mentoring services;
    - college and career awareness and preparation, personal finance education, and innovative teaching
    - the integration of vocational and technical education programs; and
  - \*address how the school will determine if such needs have been met;
- (iv) Are consistent with, and are designed to implement, the State and local improvement plans, if any.

### **Goal 3: Instructional**

Instruction by highly qualified teachers.

### **Goal 4: Professional Development**

High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

### **Goal 5: Professional Staff**

Strategies to attract high-quality highly qualified teachers to high-need schools.



**Goal 6: Parental Involvement**

Strategies to increase parental involvement such as family literary services.

**Goal 7: Student Transition to Elementary Programs**

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

**Goal 8: Include Teachers in Decisions**

Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

**Goal 9: Identify and Assist with Student Difficulties**

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

**Goal 10: Federal, State, and Local Programs**

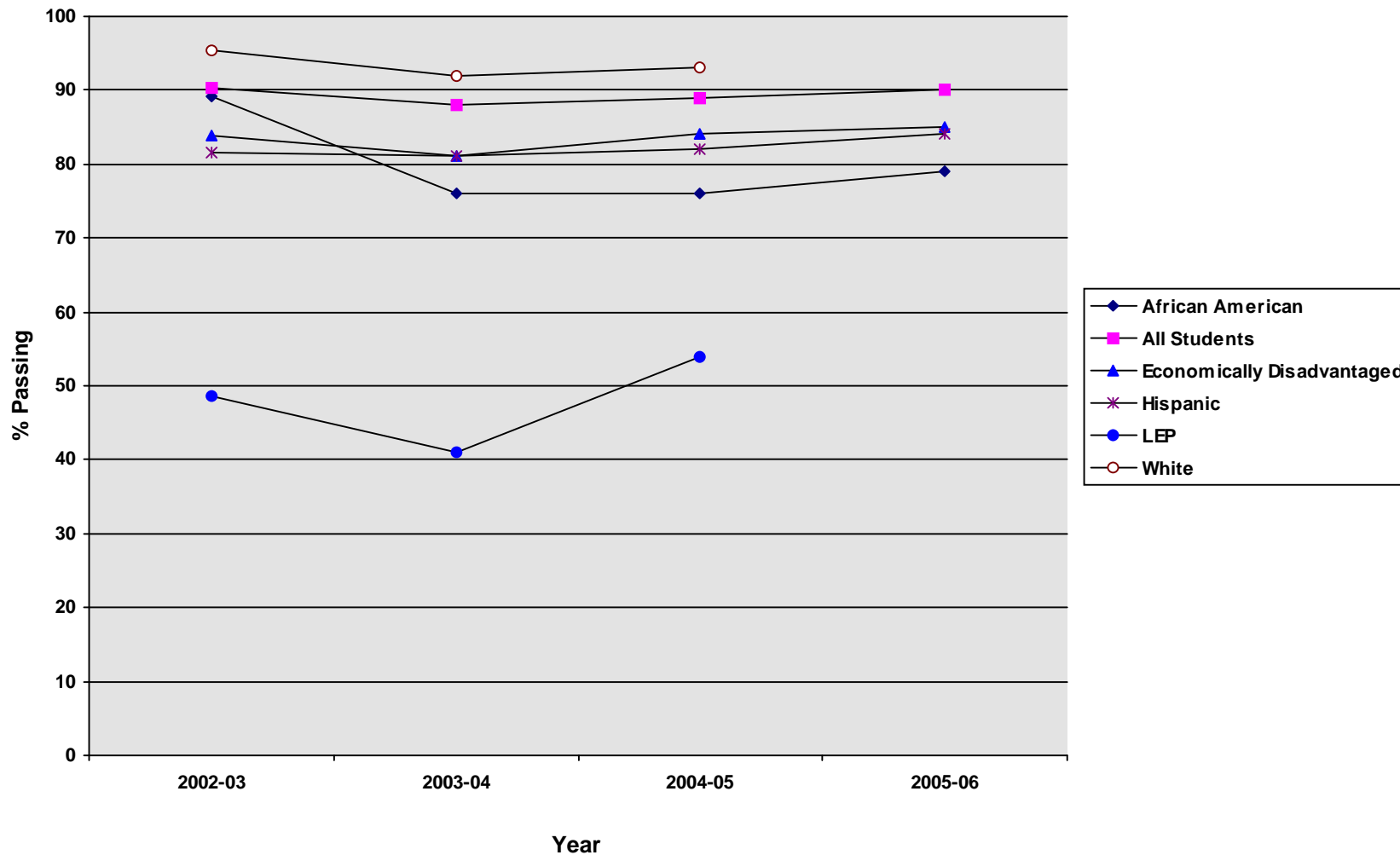
Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **APPENDIX III**

### **AEIS GRAPHS**

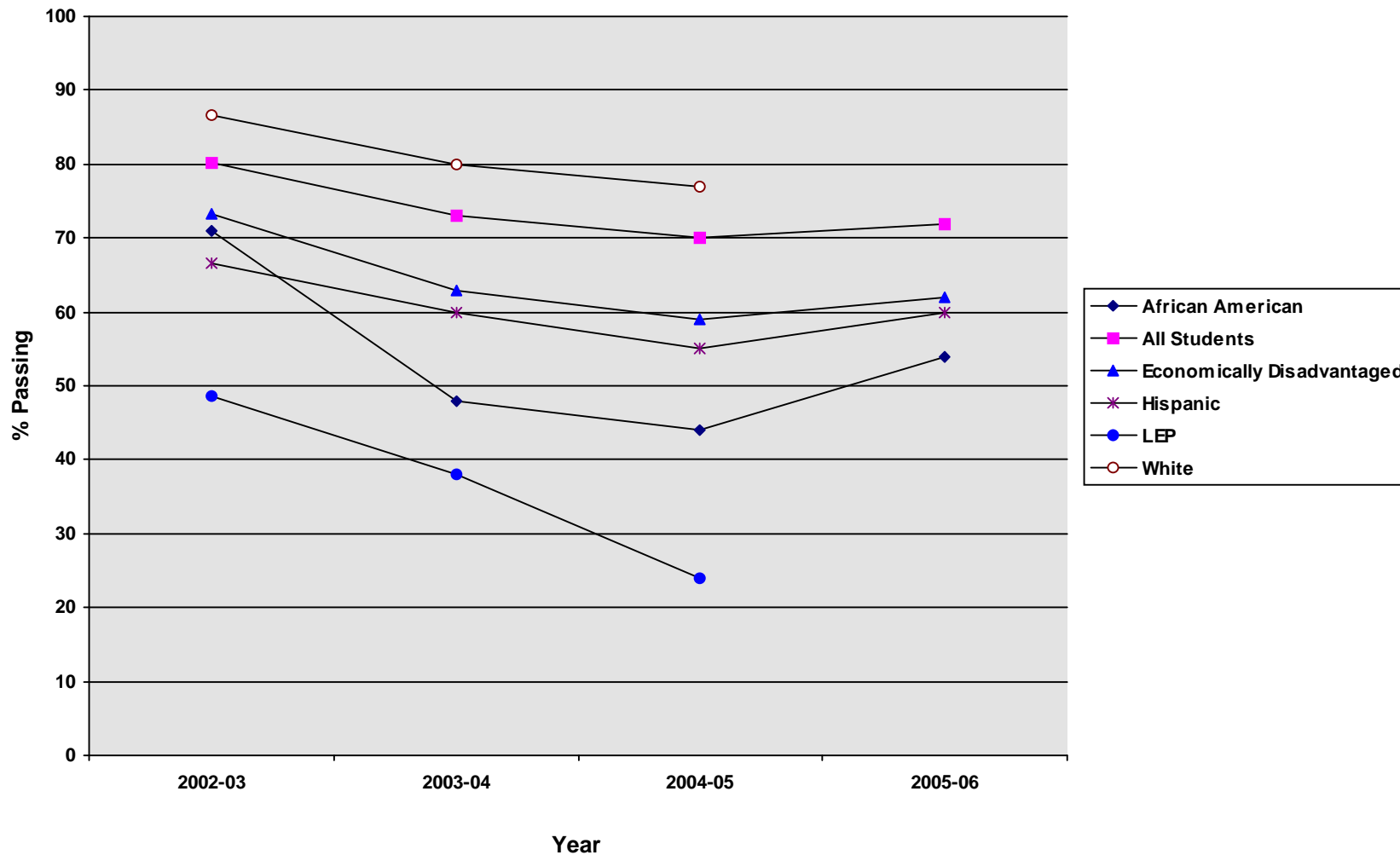
# Report of TAKS Reading

## Graph of Current Performance by Analysis Group



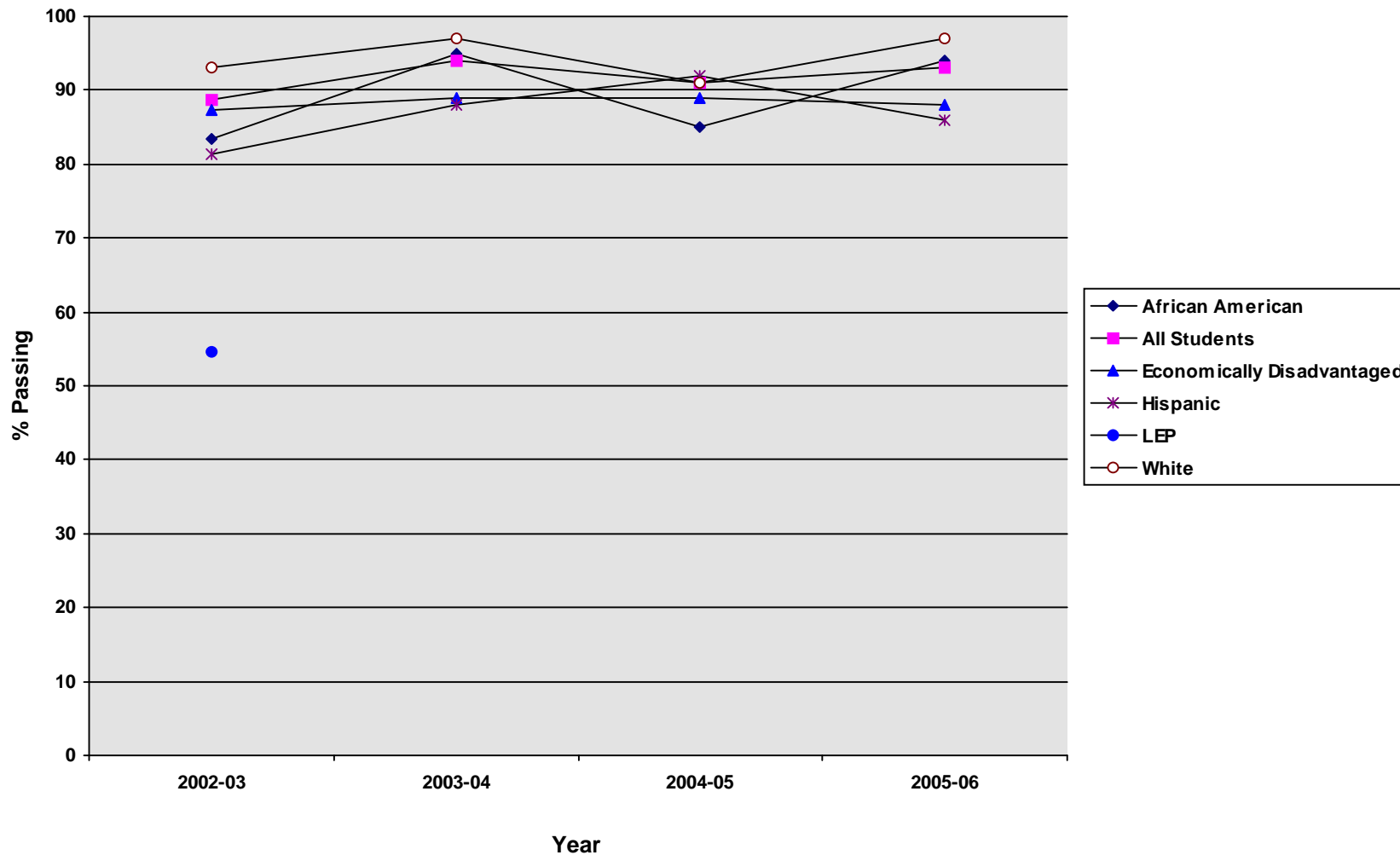
# Report of TAKS Math

## Graph of Current Performance by Analysis Group



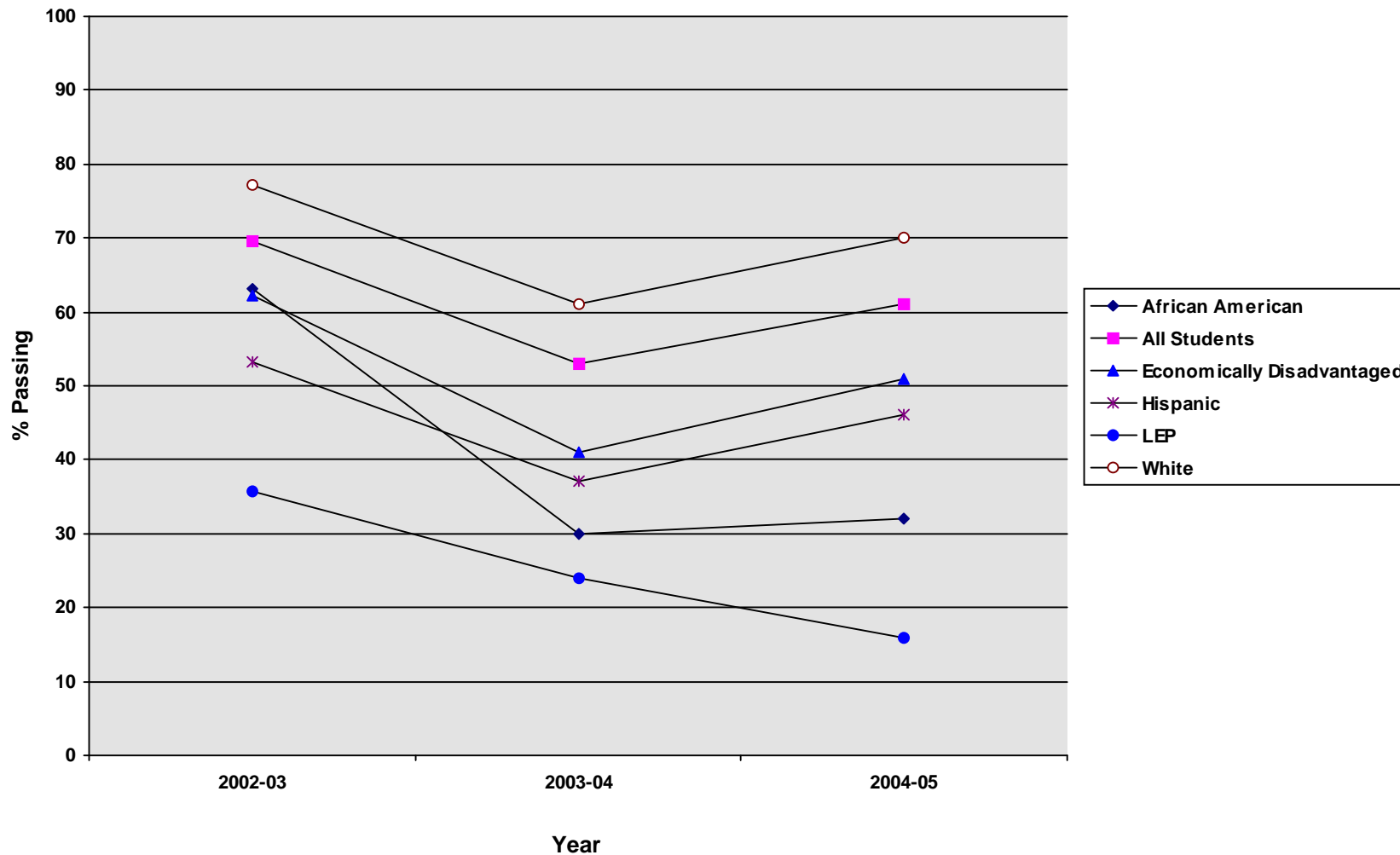
# Report of TAKS Writing

## Graph of Current Performance by Analysis Group



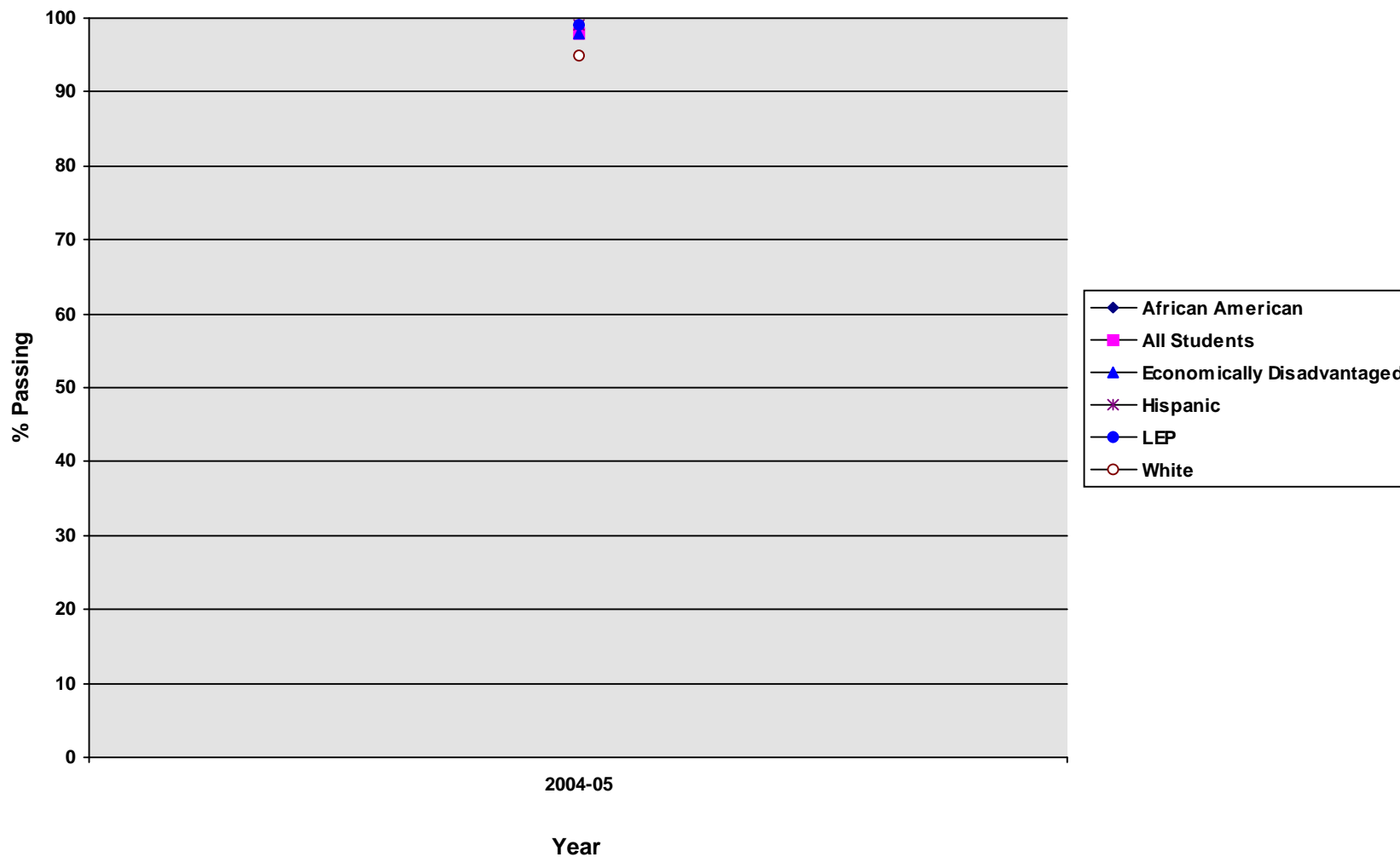
# Report of TAKS Overall

## Graph of Current Performance by Analysis Group



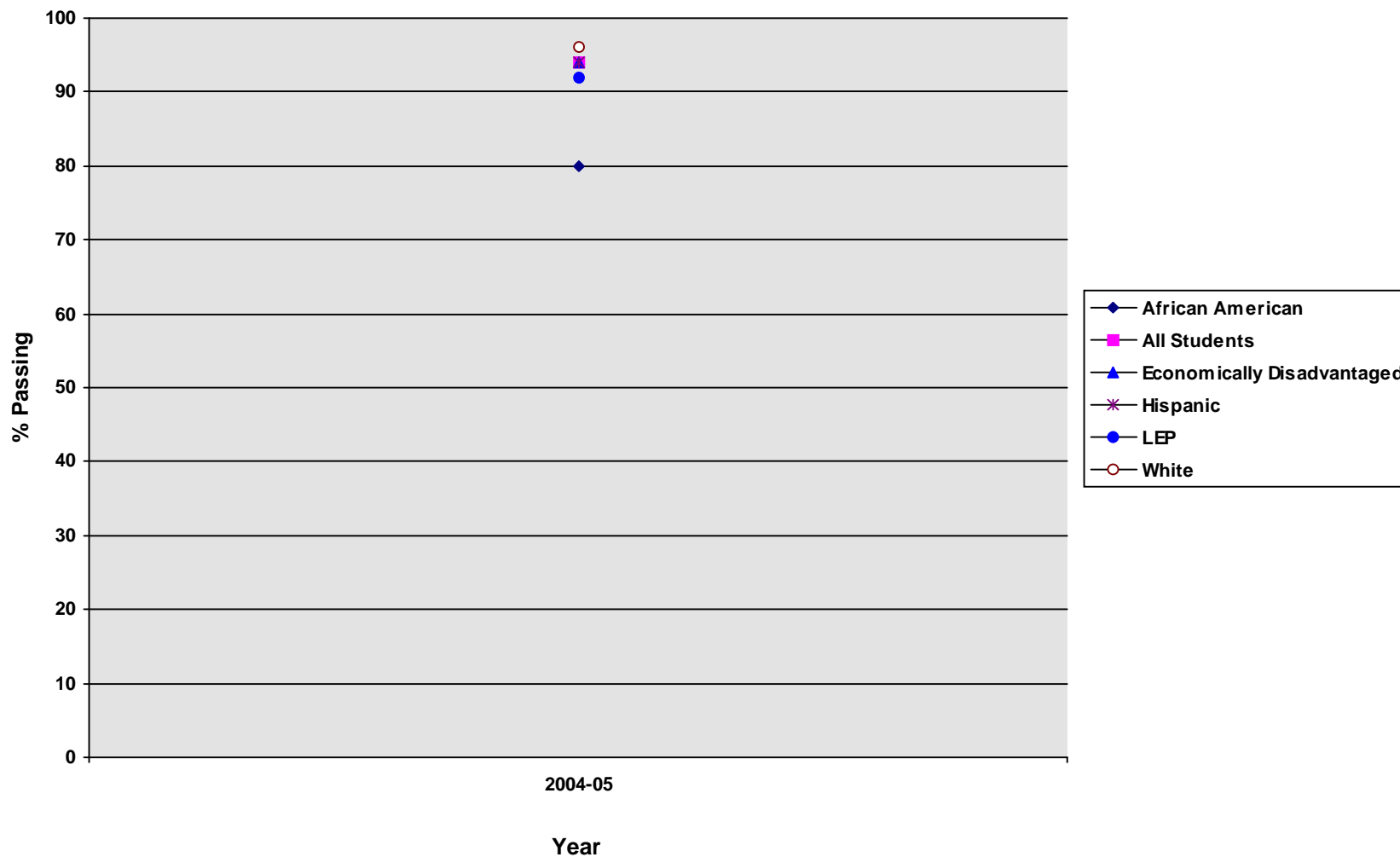
# Report of SDAA II Reading

## Graph of Current Performance by Analysis Group



# Report of SDAA II Math

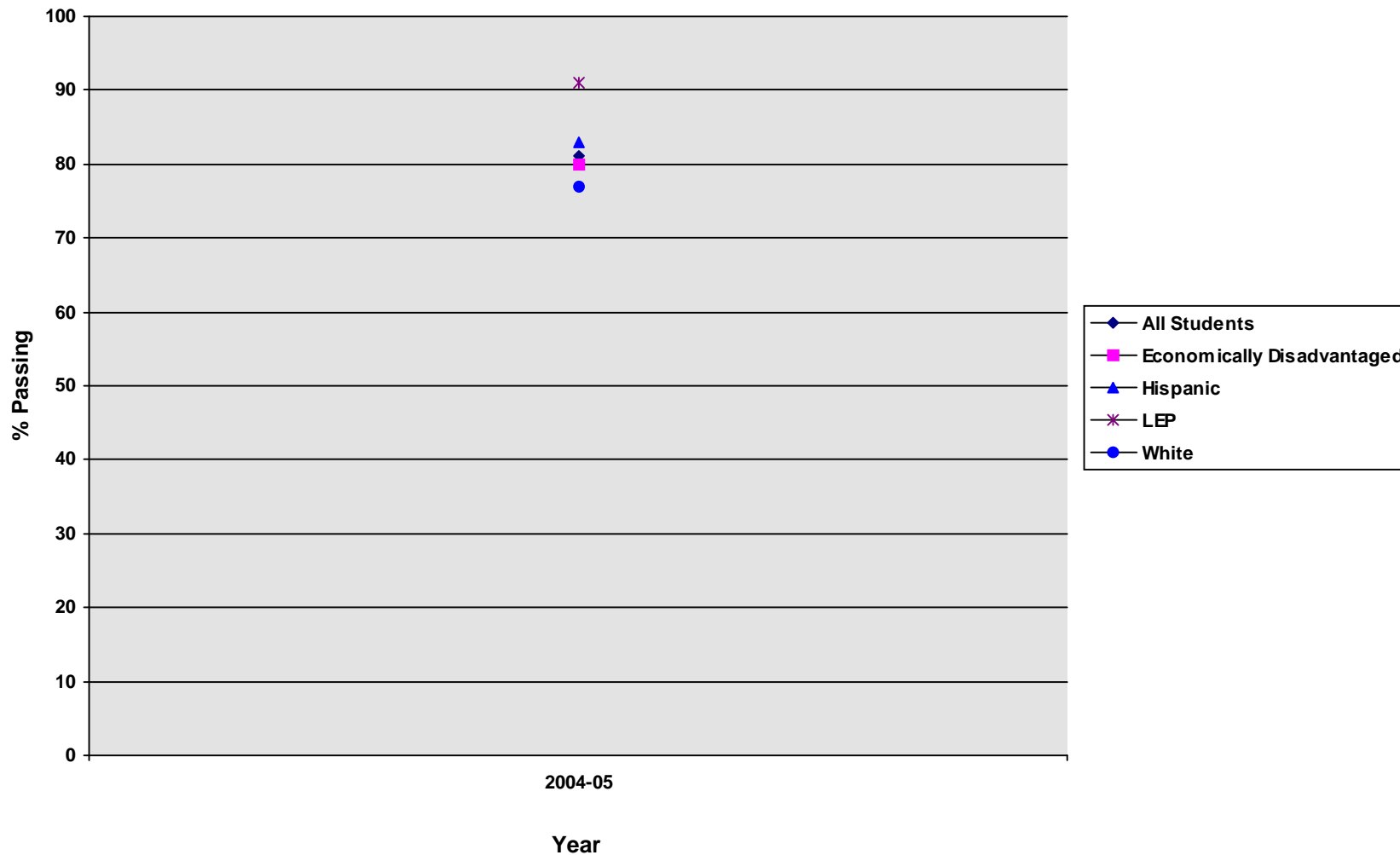
## Graph of Current Performance by Analysis Group





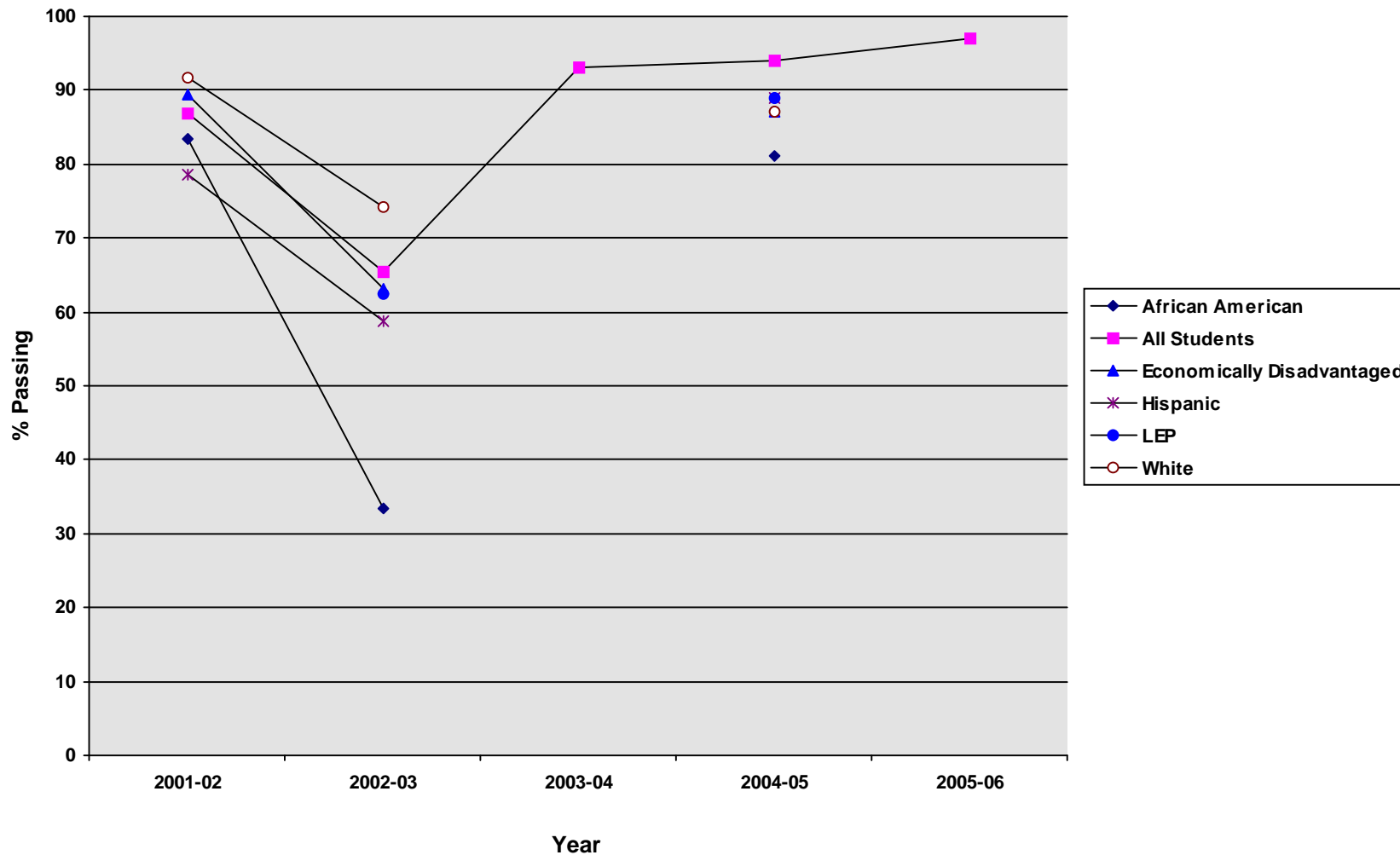
# Report of SDAA II Writing

## Graph of Current Performance by Analysis Group



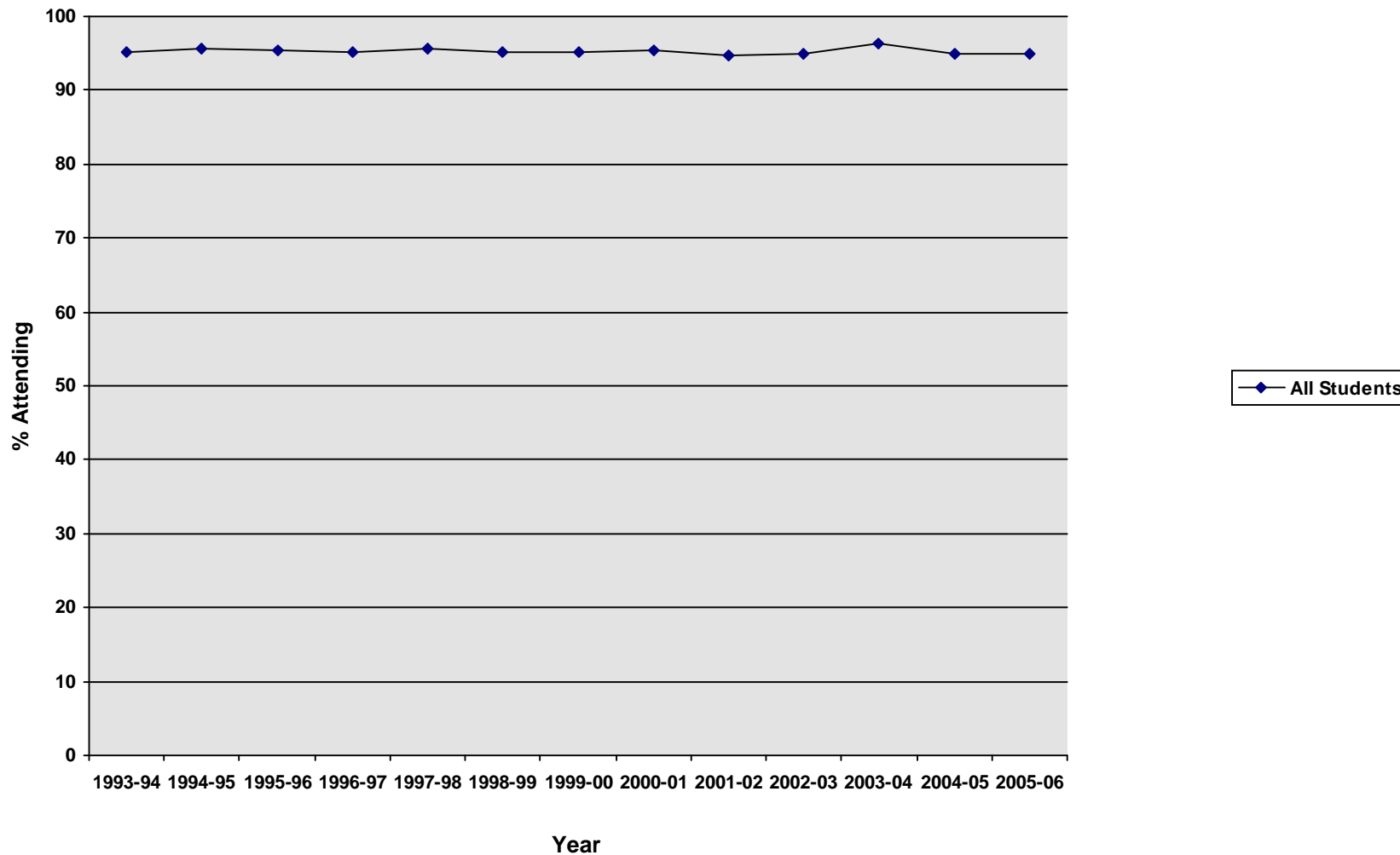
# Report of SDAA II Overall

## Graph of Current Performance by Analysis Group



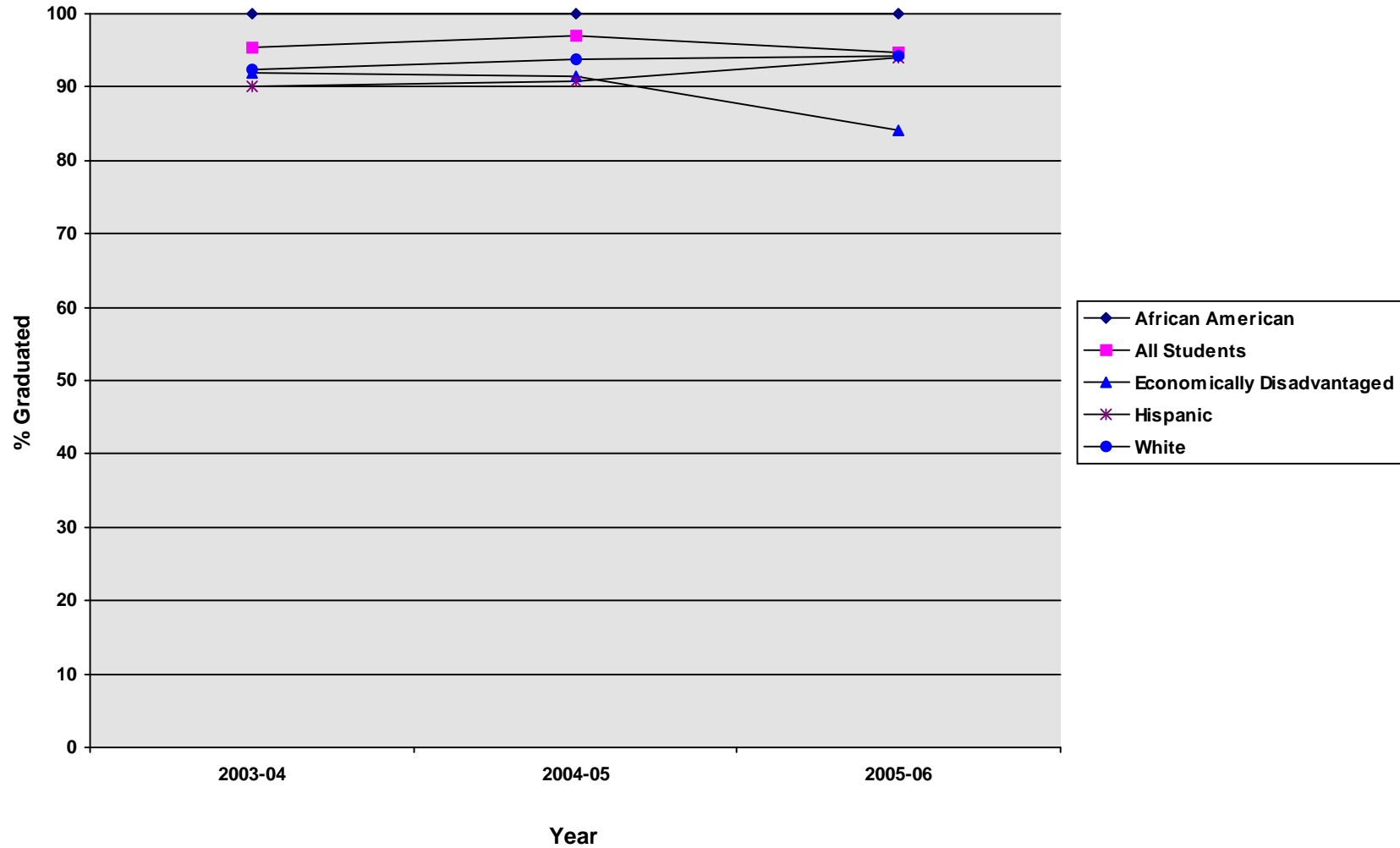
# Report of Attendance

## Graph of Current Performance by Analysis Group



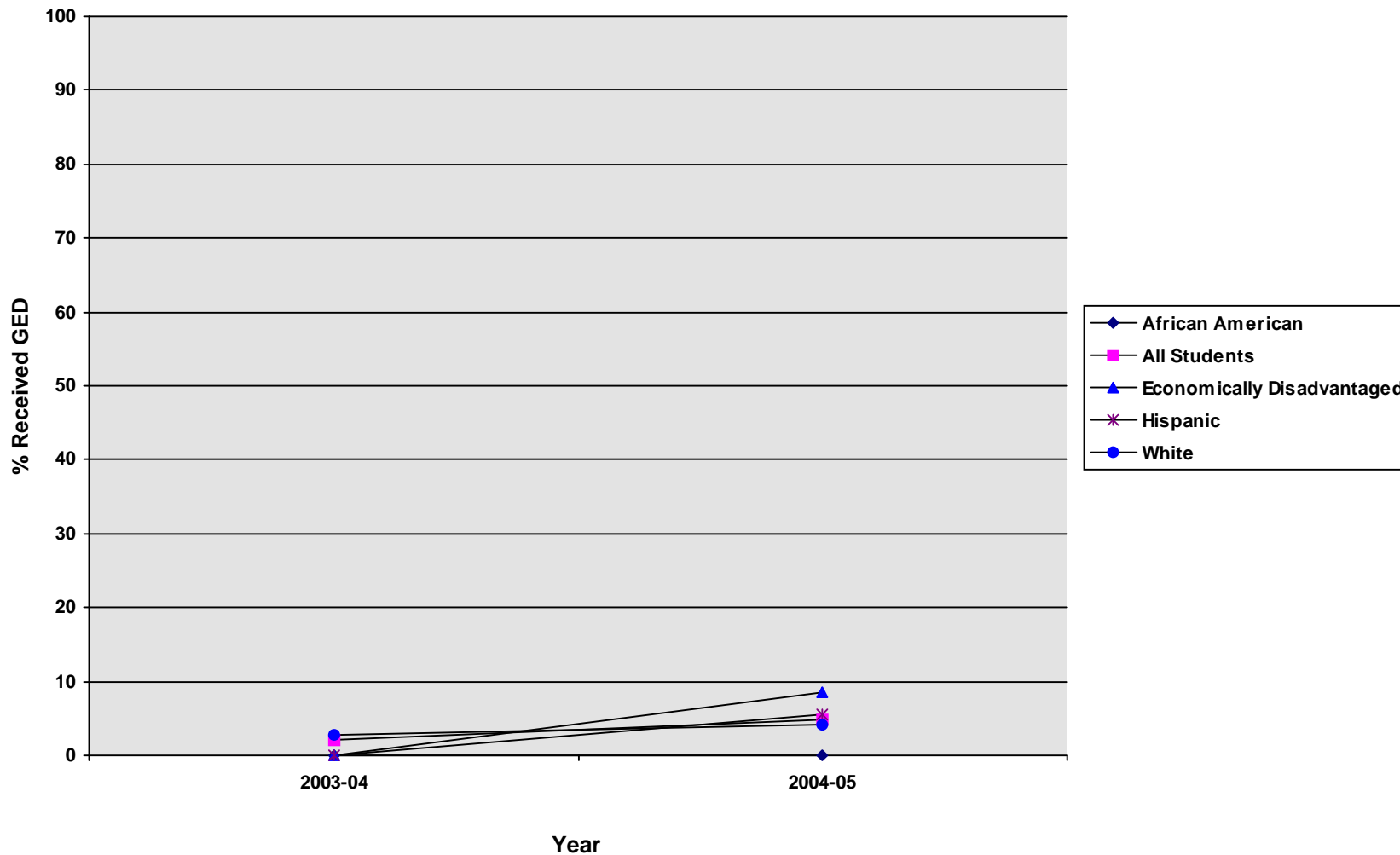
# Report of Completion: Graduated

## Graph of Current Performance by Analysis Group



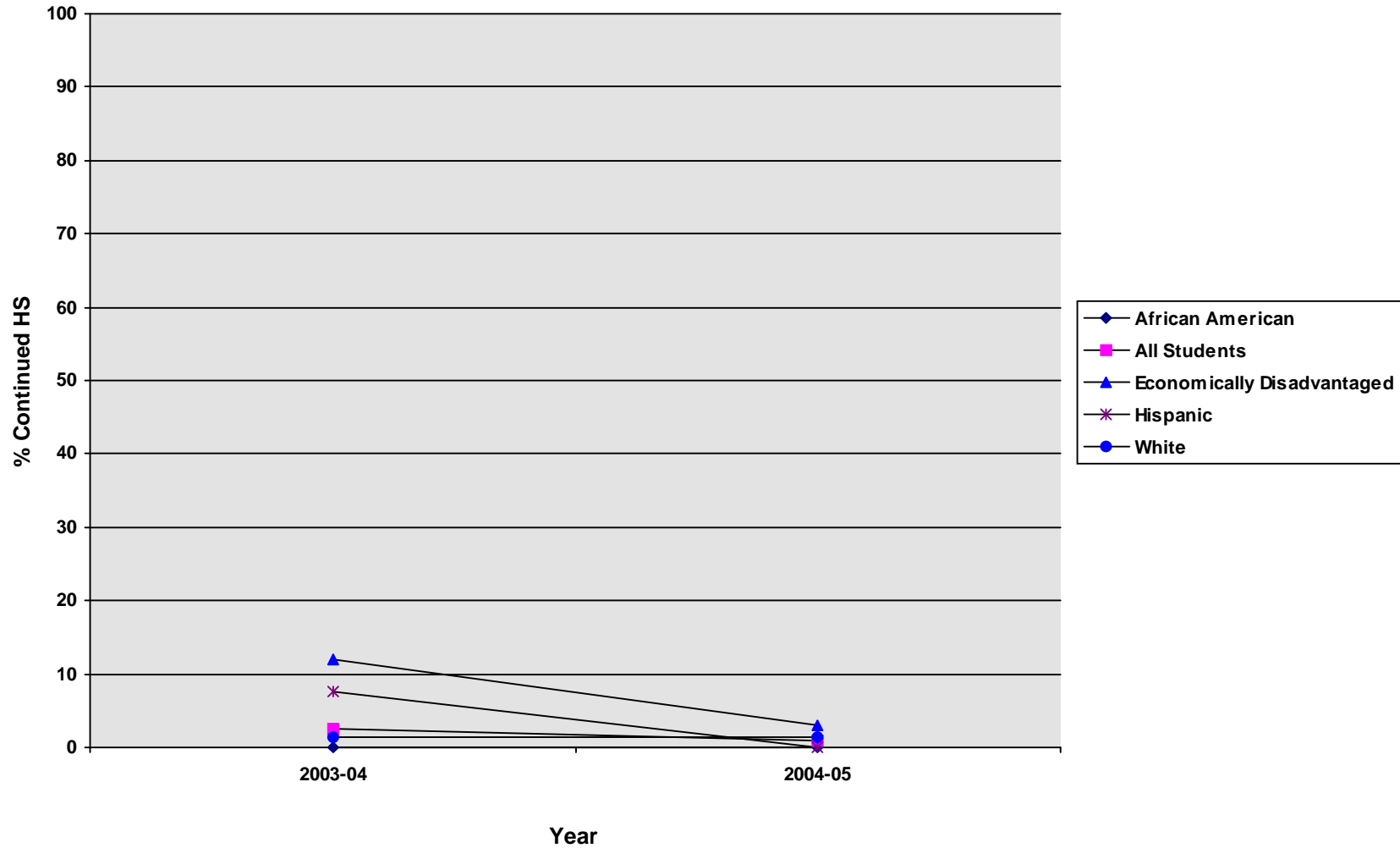
# Report of Completion: Received GED

## Graph of Current Performance by Analysis Group



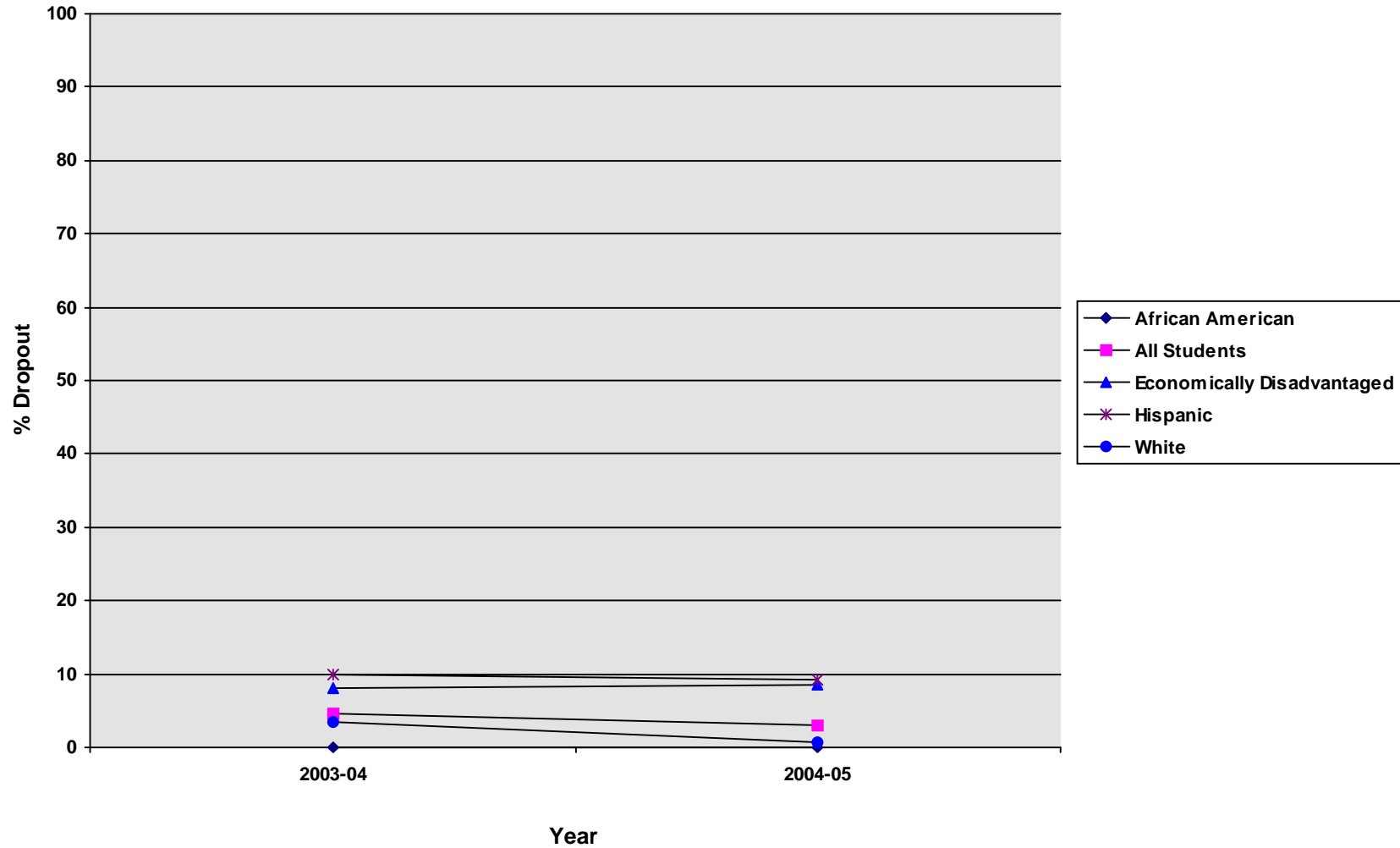
# Report of Completion: Continued HS

## Graph of Current Performance by Analysis Group



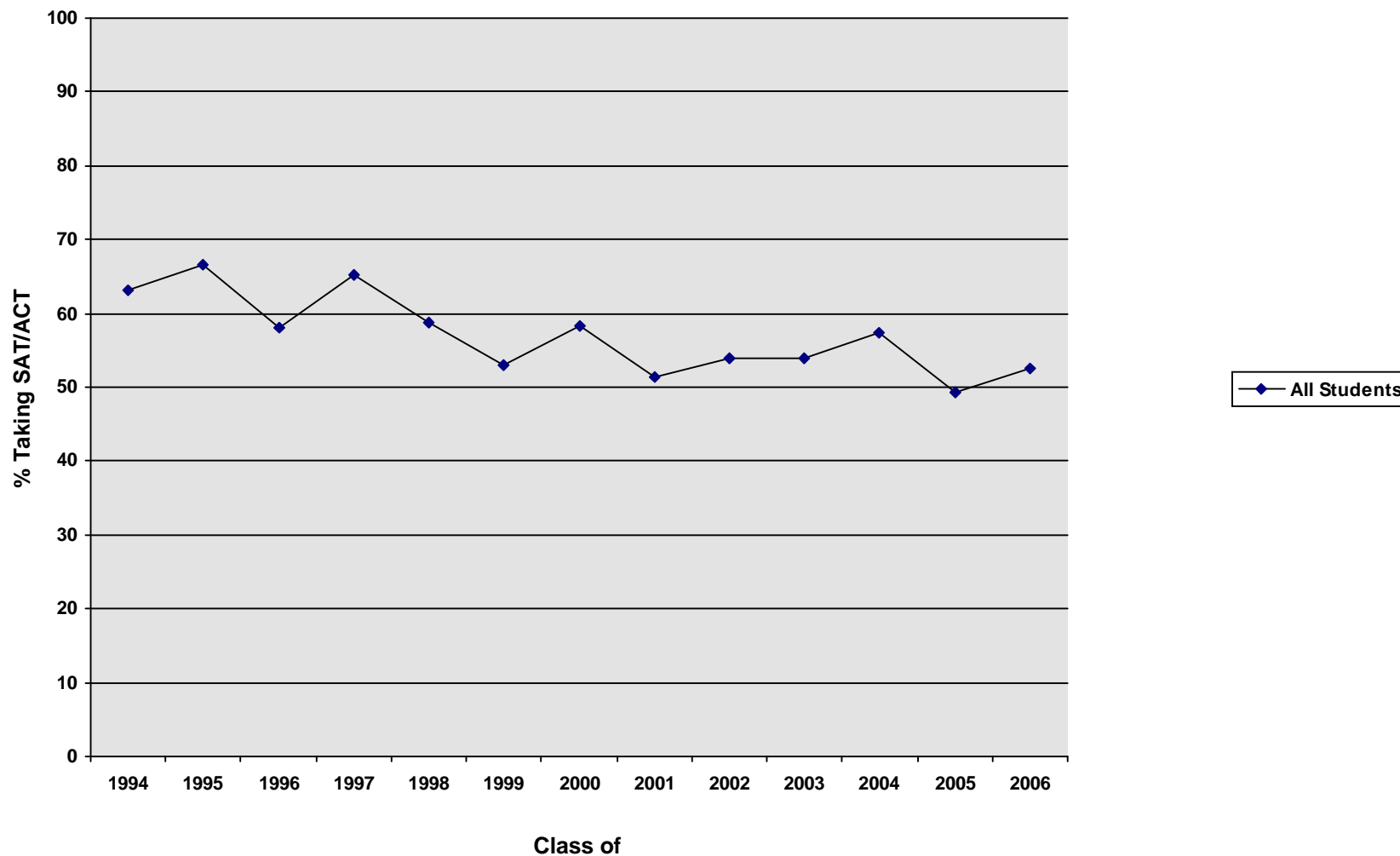
# Report of Completion: Dropped Out (4-yr)

## Graph of Current Performance by Analysis Group



# Report of Graduating Seniors Taking SAT/ACT

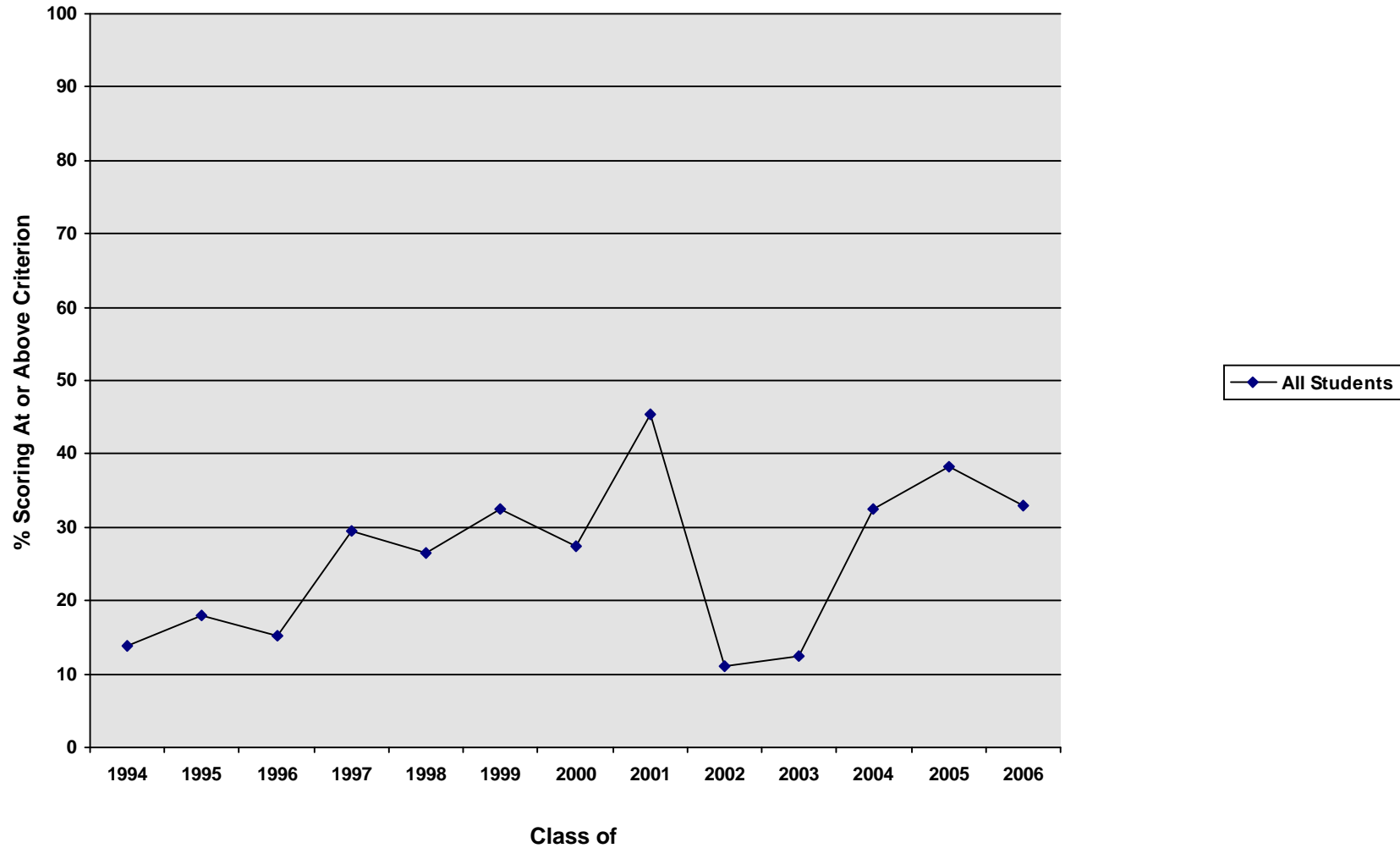
## Graph of Current Performance by Analysis Group





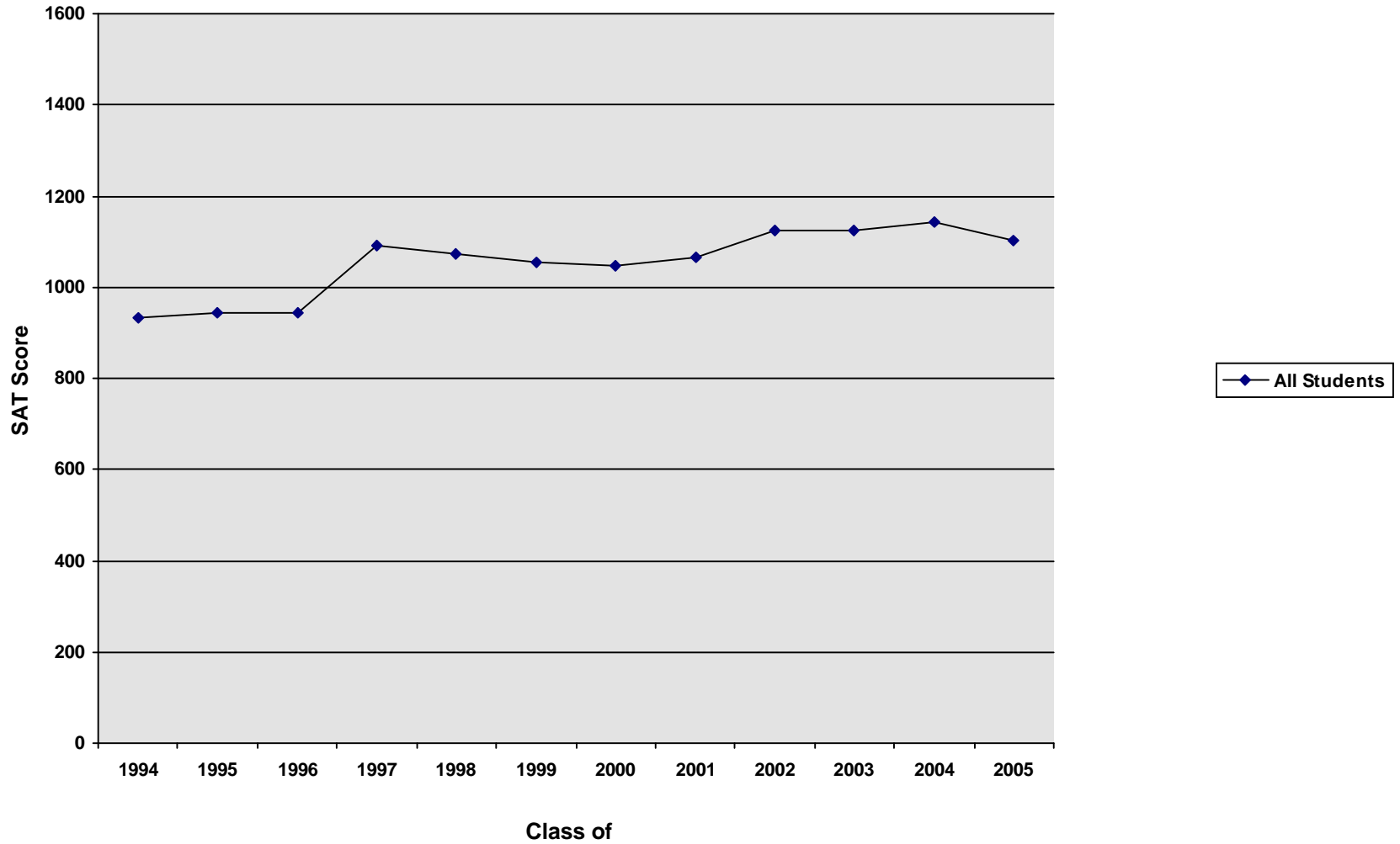
# Report of Graduating Seniors Scoring At or Above Criterion

## Graph of Current Performance by Analysis Group



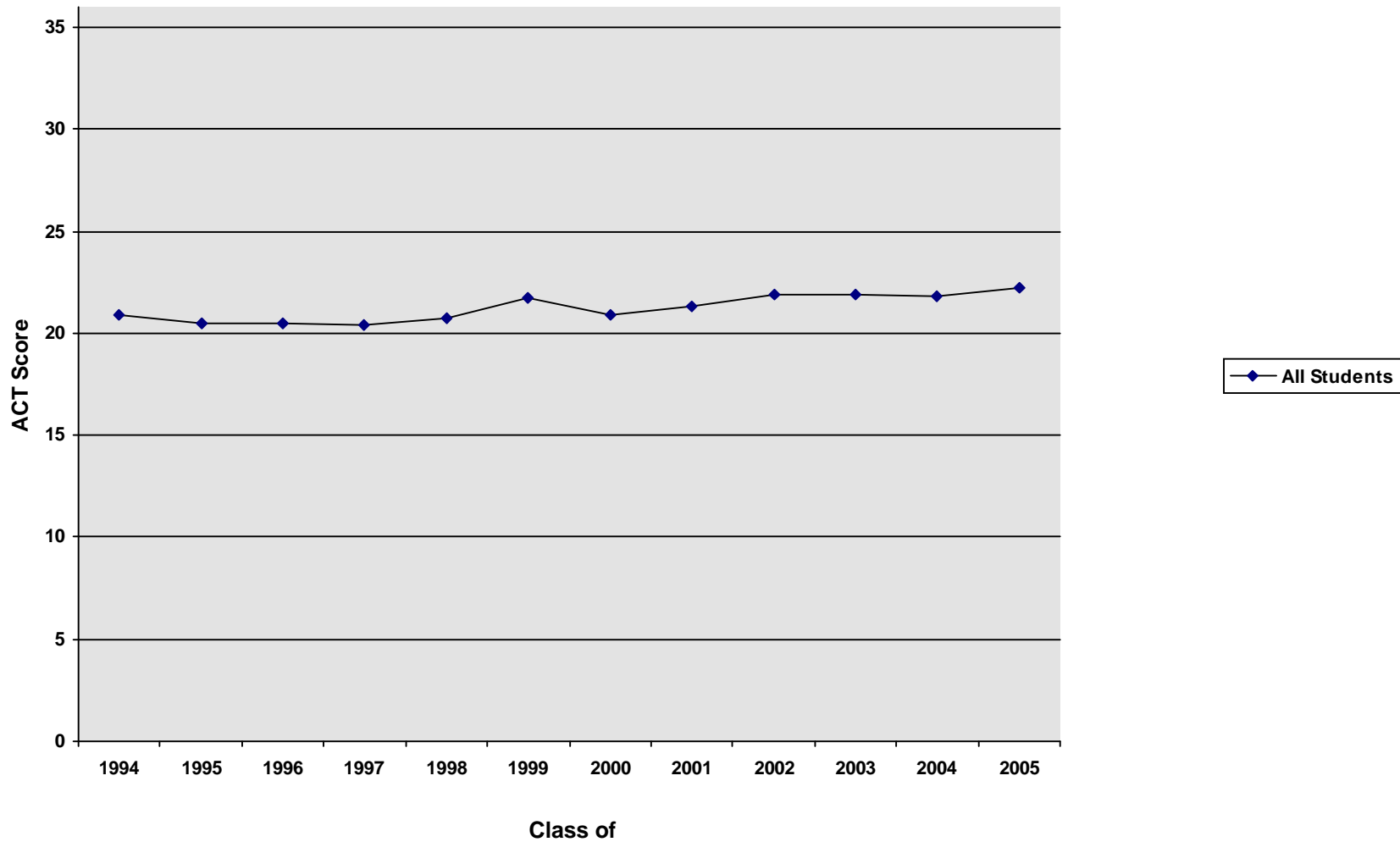
# Report of Mean SAT Scores

## Graph of Current Performance by Analysis Group



# Report of Mean ACT Scores

## Graph of Current Performance by Analysis Group



## **APPENDIX IV**

### **Review of Individual Campuses**

# **Review Of Borger High School**

- Goal 1:** All subpopulations will achieve success on state-mandated assessments.
- Goal 2:** Expand participation in higher level courses and improve test scores to exceed state and national averages.
- Goal 3:** Increase overall attendance rates in all subpopulations.
- Goal 4:** To provide a positive environment which maximizes learning time for all students
- Goal 5:** Implement programs that allow all students, faculty and staff to learn and work in a safe and drug free environment
- Goal 6:** Ensure all students graduate from High School
- Goal 7:** Boost spirit and increase morale within the student body, faculty, staff, and community

Correlation of Borger High School Goals To District Goals							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) Goal #1							
2) Goal #2							
3) Goal #3							
4) Goal #4							
5) Goal #5							
6) Goal #6							
7) Goal #7							

Correlation of Borger High School Goals To District Goals							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) Goal #1							
2) Goal #2							
3) Goal #3							
4) Goal #4							
5) Goal #5							
6) Goal #6							
7) Goal #7							

Correlation of Borger High School Goals To District Goals							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) Goal #1							
2) Goal #2							
3) Goal #3							
4) Goal #4							
5) Goal #5							
6) Goal #6							
7) Goal #7							



**Review Of  
Borger Intermediate School**

- Goal 1:** In the area of student achievement, at least 80% of the students of Borger Intermediate School will demonstrate academic knowledge and skills by meeting passing standards on each area of the TAKS (Texas Assessment of Knowledge and Skills), SDAAI (State Developed Alternative Assessment), TELPAS (Texas English Language Proficiency Assessment System), and LDAA (Local Developed Alternative Assessment).
- Goal 2:** In the area of school climate, Borger Intermediate School will be characterized by respect, safety, order, empathy, and open communication.
- Goal 3:** In the area of student achievement, Borger Intermediate School will recognize and meet the special needs of specific populations evidenced by these students demonstrating progress on report cards and state assessment instruments.
- Goal 4:** In the area of student development, Borger Intermediate School will provide opportunities for student participation in a variety of activities in order to enhance skills in the areas of technology, physical development, music, theater, visual art, and academics.
- Goal 5:** In the area of student performance, student attendance will be 96% or higher.
- Goal 6:** In the area of student performance: the student retention rate will be less than 3%.
- Goal 7:** In the area of staff development, Borger Intermediate School will provide teachers and staff opportunities for participation in training that will enhance knowledge in curriculum, technology, academic acceleration, student discipline, and general education issues.

Correlation of Borger Intermediate School Goals To District Goals							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) Assessment Program	X	X	X	X	X	X	
2) School Environment	X	X	X	X	X	X	
3) Special Needs of Specific Populations	X	X	X	X	X		
4) Student Development	X	X	X	X			
5) Student Attendance	X	X	X	X		X	
6) Retention	X	X	X	X	X	X	
7) Staff Development		X		X	X	X	

**Review Of**  
**Borger Middle School Campus Improvement Plan**

- Goal 1:** In the area of student achievement, Borger Middle School students will demonstrate academic skills by meeting passing standards at or above the state average on the TAKS (Texas Assessment of Knowledge and Skills), SDAAI (State Developed Alternative Assessment), TELPAS (Texas English Language Proficiency Assessment System), and LDAA (Locally Developed Alternative Assessment).
- Goal 2:** In the area of student performance, student attendance will be at least 96%.
- Goal 3:** In the area of student performance: The student drop-out rate will be 1% or less. The student retention rate will be less than 1%.
- Goal 4:** In the area of school climate, Borger Middle School will be characterized by a safe, orderly, and caring environment that promotes open communication.
- Goal 5:** In the area of student achievement, Borger Middle School will recognize and meet the needs of specific populations measured by progress on report cards and state approved assessment instruments.
- Goal 6:** In the area of student development, Borger Middle School will provide opportunities for participation in activities that develop and enhance skills in the areas of service to others, technology, sports, music, art, and academics.
- Goal 7:** In the area of staff development, Borger Middle School will provide opportunities for participation in training that will enhance knowledge and skills in specific curricular fields, technology, student discipline, parental relations, and general education issues.

Relation of Borger Middle School Campus Improvement Plan Goals To District G							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) Assessment Program	X	X	X	X	X	X	X
2) Student Attendance	X	X	X	X	X	X	X
3) Drop-Out	X	X	X	X	X	X	X
4) School Environment	X	X	X	X	X	X	X
5) Special Needs of Specific Populations	X	X	X	X	X	X	X
6) Student Development	X	X	X	X	X	X	X
7) Staff Development	X	X	X	X	X	X	X

**Review Of**  
**Davy Crockett Elementary School**

- Goal 1:** Provide a safe caring supportive environment for all our students.
- Goal 2:** Maintain a positive school climate for all staff members.
- Goal 3:** Increase parental involvement.
- Goal 4:** Increase average daily attendance to 98%.
- Goal 5:** Increase TAKS score by showing a steady growth in all subgroups.
- Goal 6:** Provide our English Language Learners with more innovative educational opportunities.
  
- Goal 7:** Increase community awareness of their ability to bring about positive changes in the educational system.
- Goal 8:** Stay current with ever changing technology.



Correlation of Davy Crockett Elementary School Goals To District Goals							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) Environment							
2) Staff Member Climate							
3) Parental Involvement							
4) Attendance							
5) Increase TAKS scores							
6) ELL Opportunities							
7) Community Awareness							
8) Technology							

Correlation of Davy Crockett Elementary School Goals To District Goals							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) Environment							
2) Staff Member Climate							
3) Parental Involvement							
4) Attendance							
5) Increase TAKS scores							
6) ELL Opportunities							
7) Community Awareness							
8) Technology							

Correlation of Davy Crockett Elementary School Goals To District Goals							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) Environment							
2) Staff Member Climate							
3) Parental Involvement							
4) Attendance							
5) Increase TAKS scores							
6) ELL Opportunities							
7) Community Awareness							
8) Technology							

## **Review Of Gateway Elementary**

- Goal 1:** Gateway Elementary will contribute to higher TAKS scores in the areas of Reading and Math at the 3rd grade level.
- Goal 2:** To decrease retention rate to below 2% overall.
- Goal 3:** We will increase our attendance to meet or exceed the state and campus standard of 97% and show a reduction in tardies.
- Goal 4:** Appropriate student behavior will increase attentiveness which will result in improved student achievement.
- Goal 5:** Gateway Elementary, having experienced favorable results in the past, will encourage the involvement of parents and community members in activities that assist students and improve student performance.
- Goal 6:** All students can maximize their learning potential and growth when the learning process takes place in a climate of high expectations.

Correlation of Gateway Elementary Goals To District Goals							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) To improve Standardized and Criterion Referenced test scores.							
2) To improve annual retention rates.							
3) To increase student and teacher attendance.							
4) The staff at Gateway will promote improved student behavior.							
5) To improve the partnership between parents, the community at large, and the school in educating our children.							
6) To display a school-wide climate of high expectations of all students in which the staff demonstrates its willingness and ability to help all students attain mastery of the basic skills.							

Correlation of Gateway Elementary Goals To District Goals							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) To improve Standardized and Criterion Referenced test scores.							
2) To improve annual retention rates.							
3) To increase student and teacher attendance.							
4) The staff at Gateway will promote improved student behavior.							
5) To improve the partnership between parents, the community at large, and the school in educating our children.							
6) To display a school-wide climate of high expectations of all students in which the staff demonstrates its willingness and ability to help all students attain mastery of the basic skills.							

Correlation of Gateway Elementary Goals To District Goals							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) To improve Standardized and Criterion Referenced test scores.							
2) To improve annual retention rates.							
3) To increase student and teacher attendance.							
4) The staff at Gateway will promote improved student behavior.							
5) To improve the partnership between parents, the community at large, and the school in educating our children.							
6) To display a school-wide climate of high expectations of all students in which the staff demonstrates its willingness and ability to help all students attain mastery of the basic skills.							

**Review Of  
Paul Belton Early Childhood Center**



- Goal 1:** Students will develop age-appropriate academic skills at a high cognitive level.
- Goal 2:** Faculty and staff will utilize research-based instructional strategies to teach children to process at a high cognitive level and become independent thinkers.
- Goal 3:** Paul Belton Early Childhood Center will strive to maintain 95% attendance in all programs.
- Goal 4:** Paul Belton Early Childhood Center will maintain a safe and caring environment for learning and support parent and community participation.

Correlation of Paul Belton Early Childhood Center Goals To District Goals							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) Development of Academic Skills							
2) Development of Independent Thinking							
3) Attendance							
4) Safe/Secure and Parental/Community Involvement							

Correlation of Paul Belton Early Childhood Center Goals To District Goals							
Campus Goals	District Goals						
	1	2	3	4	5	6	7
1) Development of Academic Skills							
2) Development of Independent Thinking							
3) Attendance							
4) Safe/Secure and Parental/Community Involvement							

## **APPENDIX V**

### **Composite Review of Campuses**

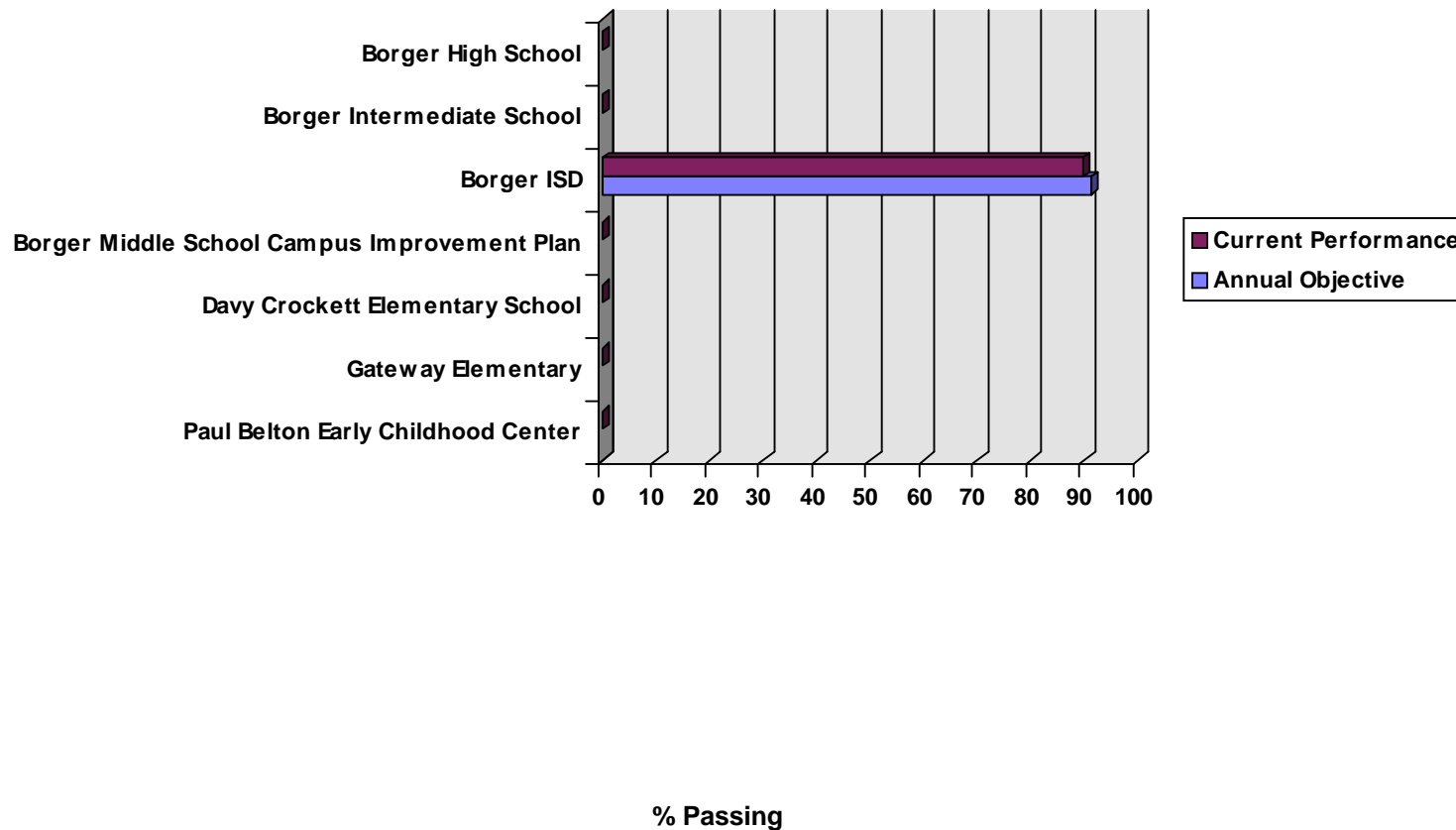
<b>Correlation of Campus Goals To District Goals</b>					
<b>Campus</b>	<b>District Goals</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Borger High School					
Borger Intermediate School	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 6, 7
Borger Middle School Campus Improvement Plan	1, 2, 3, 4, 5, 6, 7		1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7
Davy Crockett Elementary School					
Gateway Elementary					
Paul Belton Early Childhood Center					

<b>Correlation of Campus Goals To District Goals</b>		
<b>Campus</b>	<b>District Goals</b>	
	<b>6</b>	<b>7</b>
Borger High School		
Borger Intermediate School	1, 2, 5, 6, 7	
Borger Middle School Campus Improvement Plan	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7
Davy Crockett Elementary School		
Gateway Elementary		
Paul Belton Early Childhood Center		



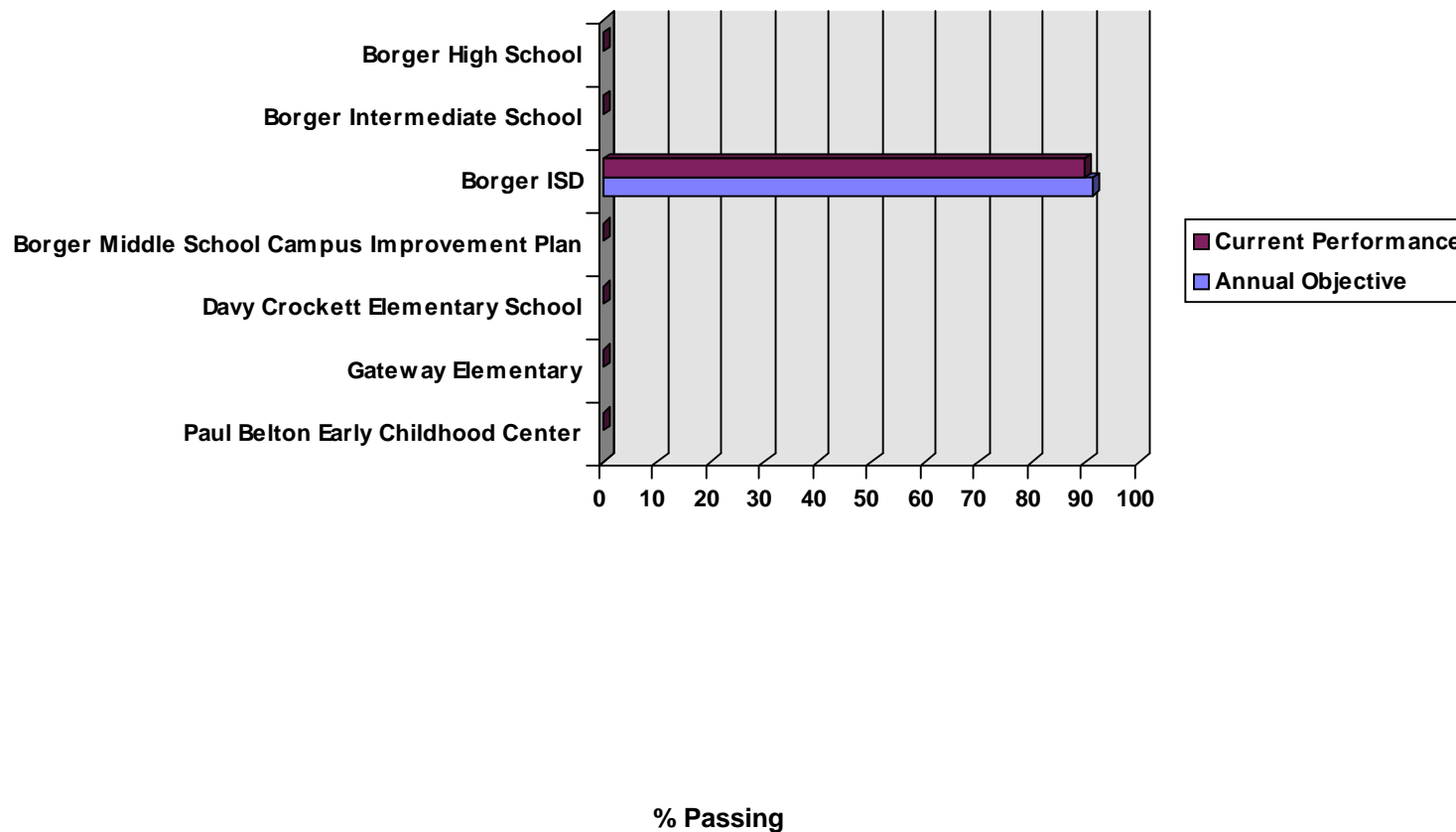
# Report of TAKS Reading

## Composite Graph of Current Performance for All Schools in the District



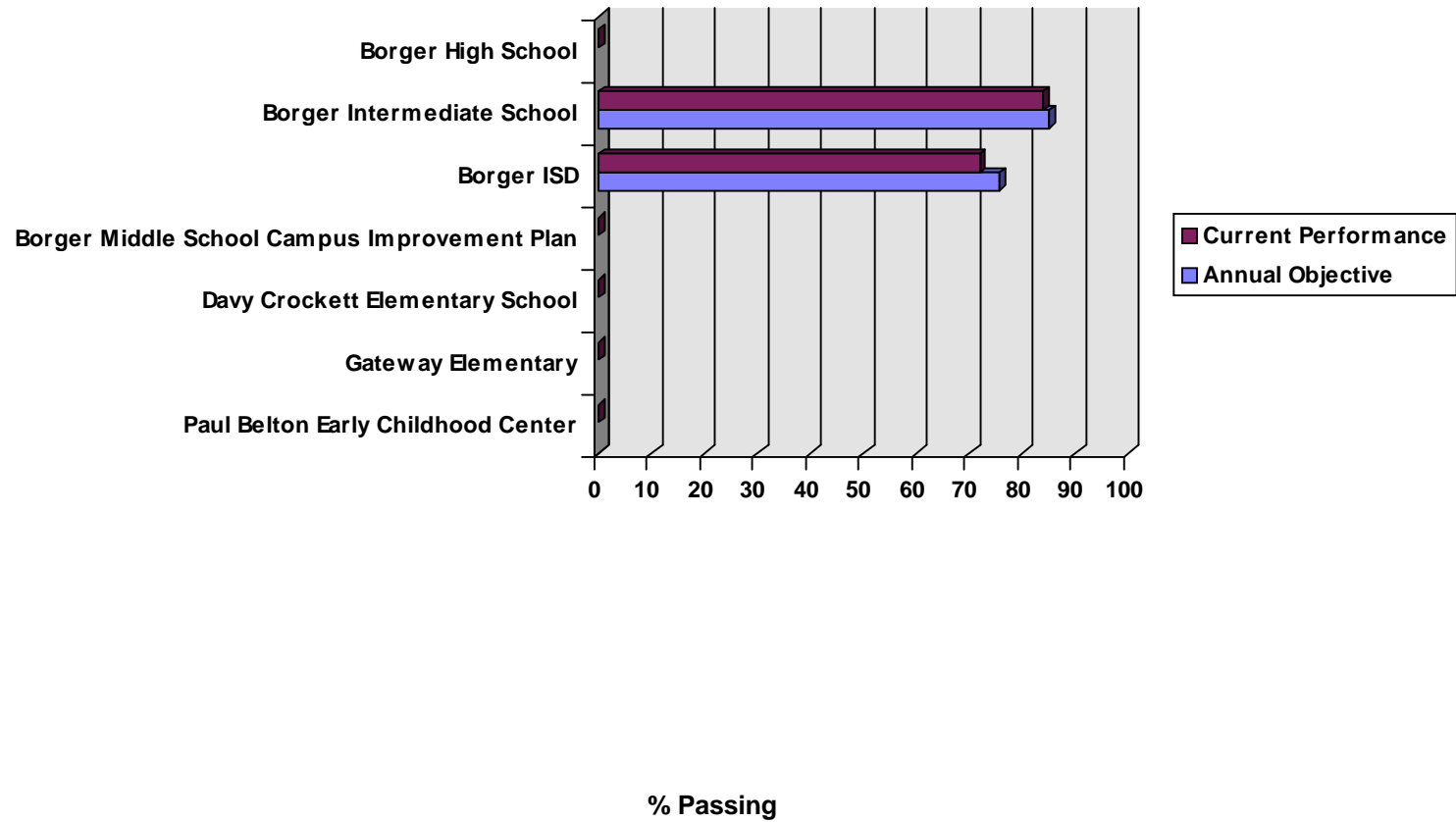
# Report of TAKS English/Lang. Arts

## Composite Graph of Current Performance for All Schools in the District



# Report of TAKS Math

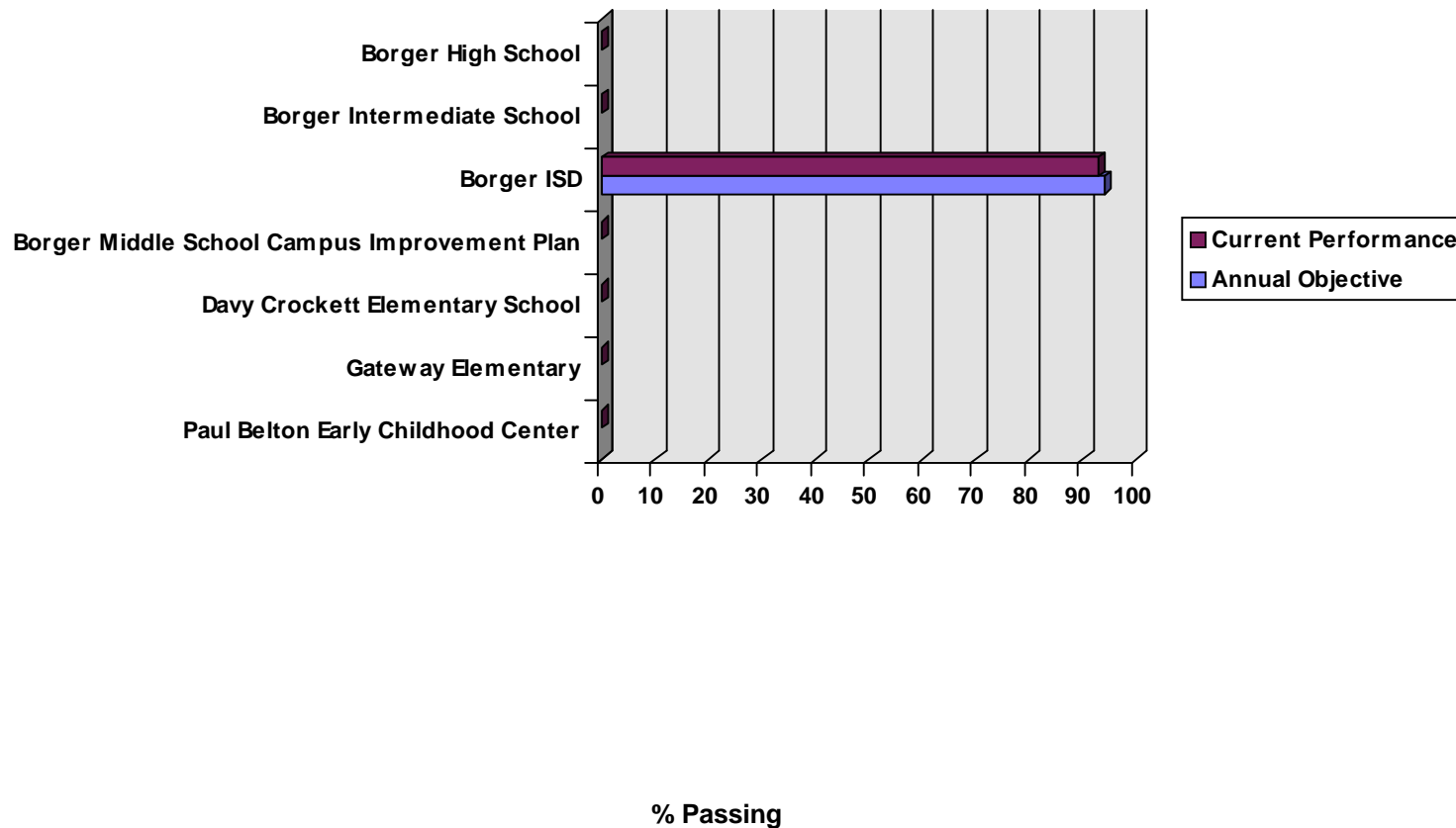
## Composite Graph of Current Performance for All Schools in the District





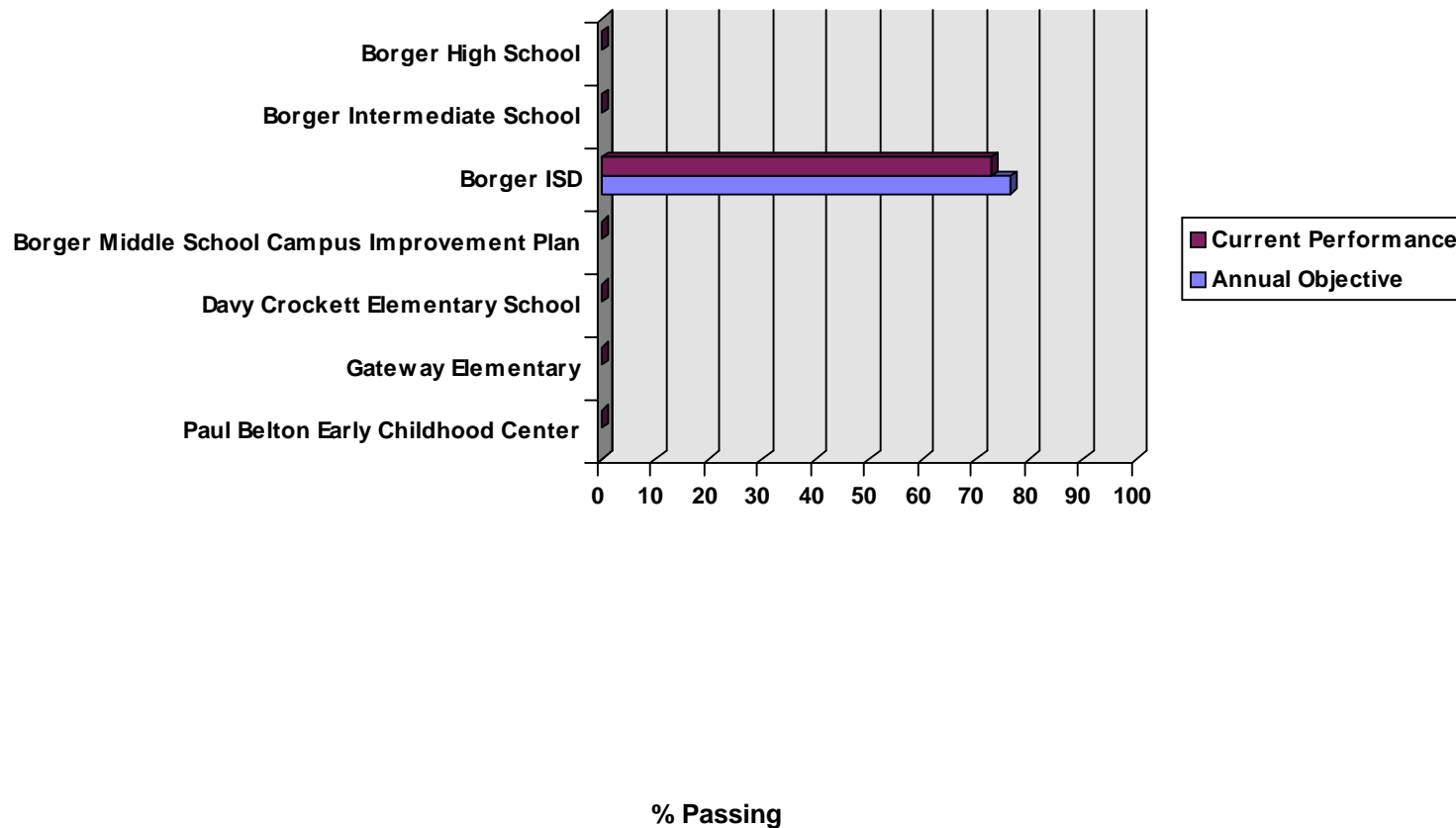
# Report of TAKS Writing

## Composite Graph of Current Performance for All Schools in the District



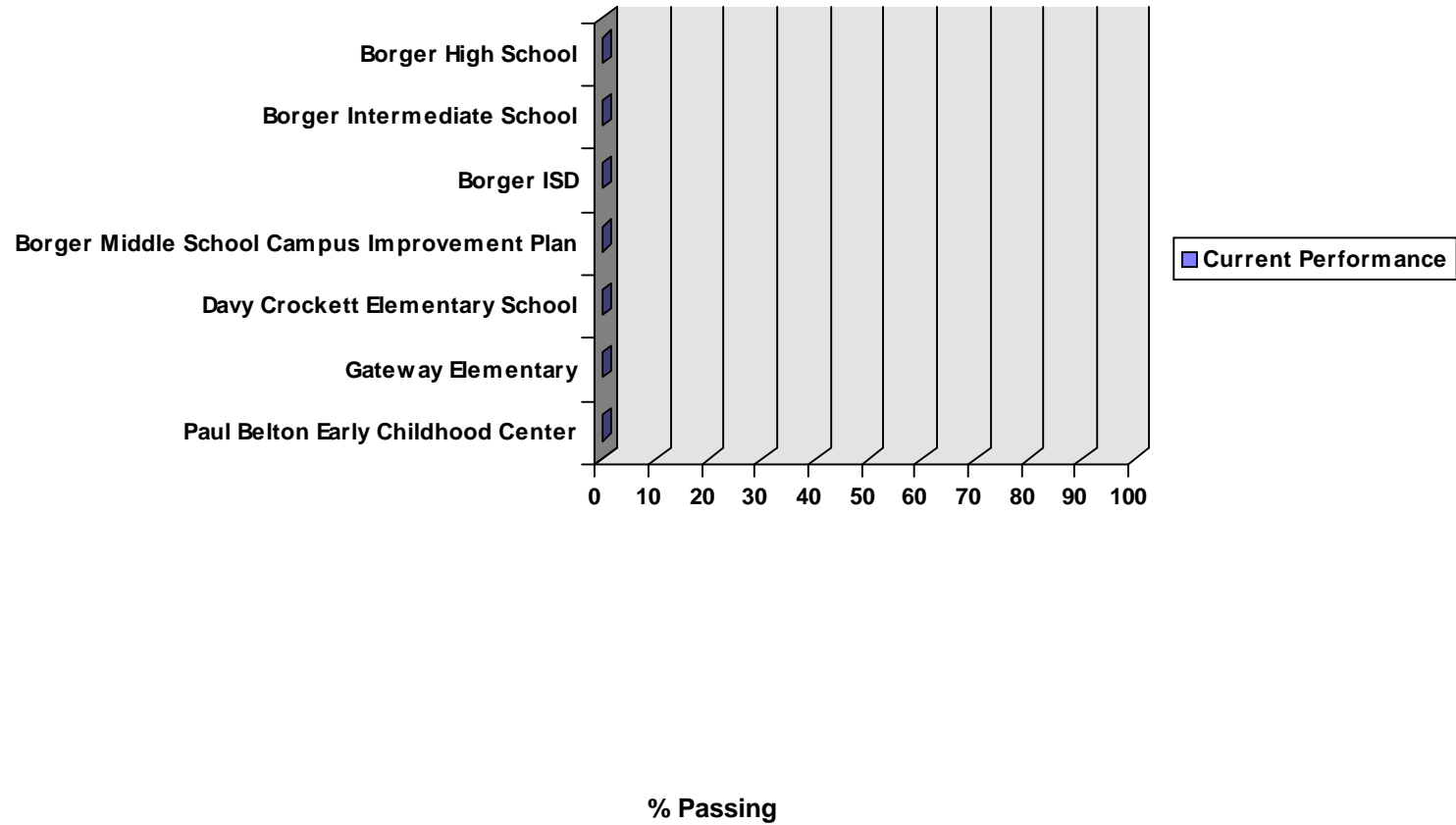
# Report of TAKS Science

## Composite Graph of Current Performance for All Schools in the District



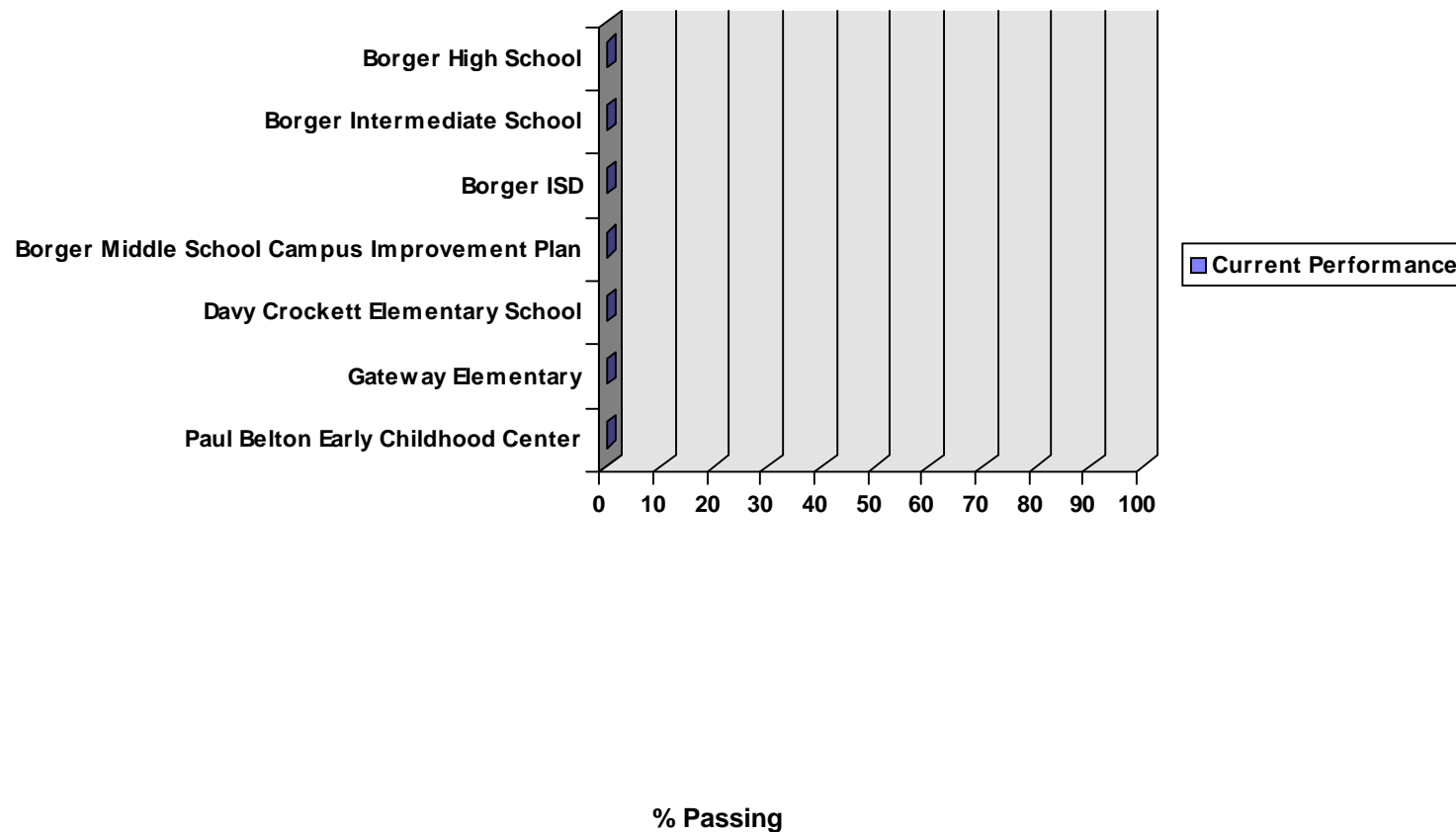
# Report of TAKS Social Studies

## Composite Graph of Current Performance for All Schools in the District



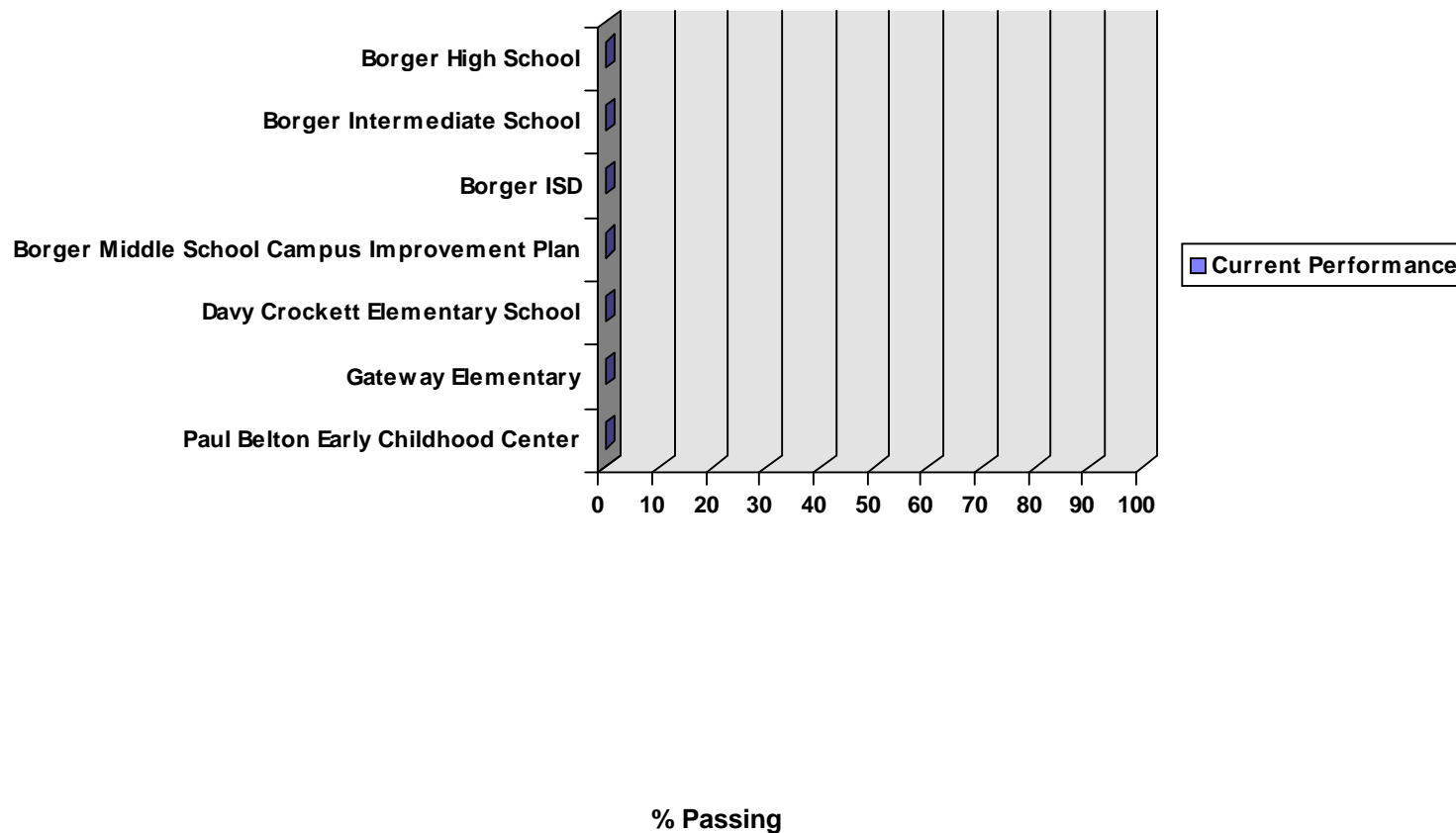
# Report of TAKS Overall

## Composite Graph of Current Performance for All Schools in the District



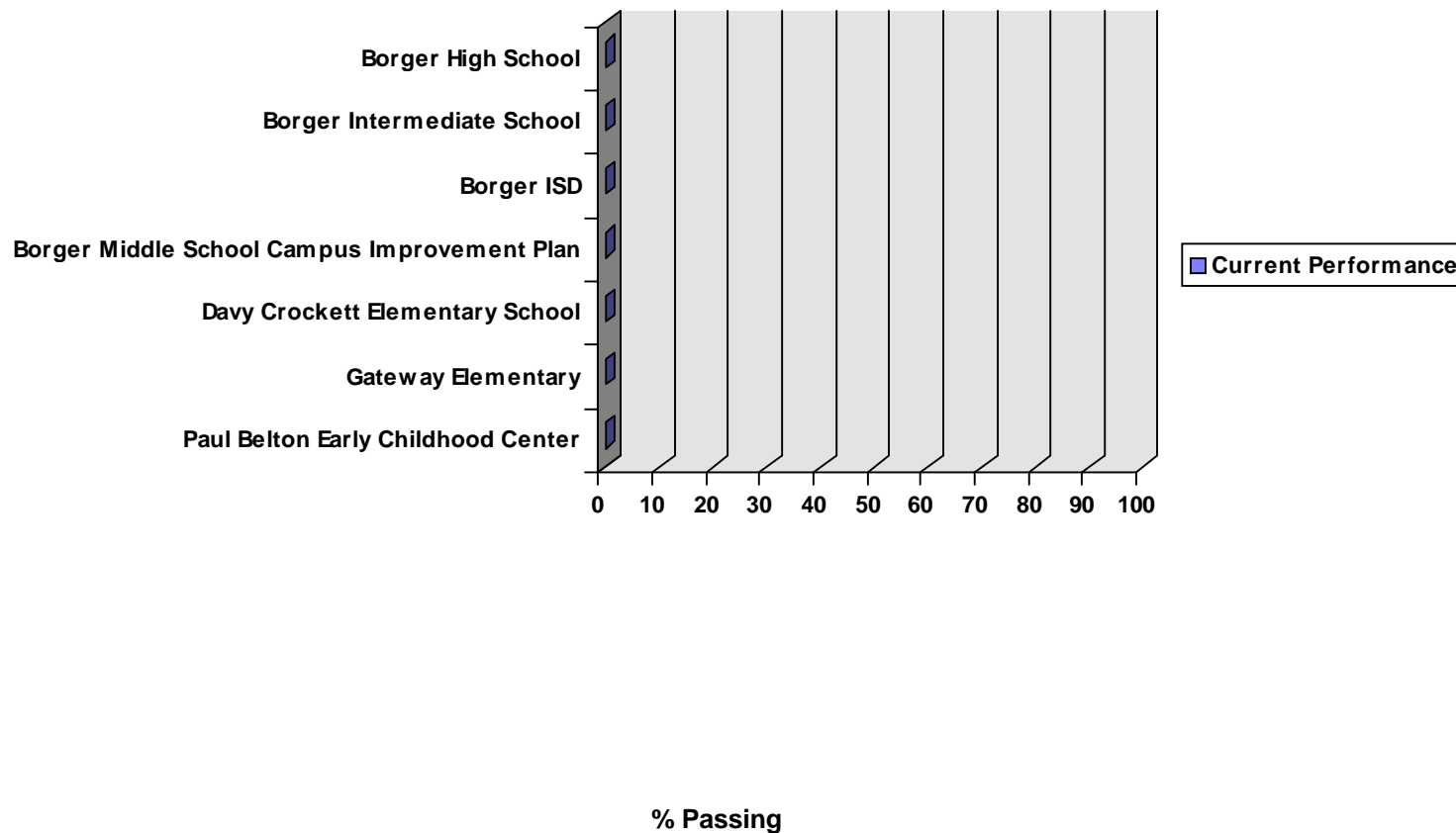
# Report of TAKS Reading (Spanish)

## Composite Graph of Current Performance for All Schools in the District



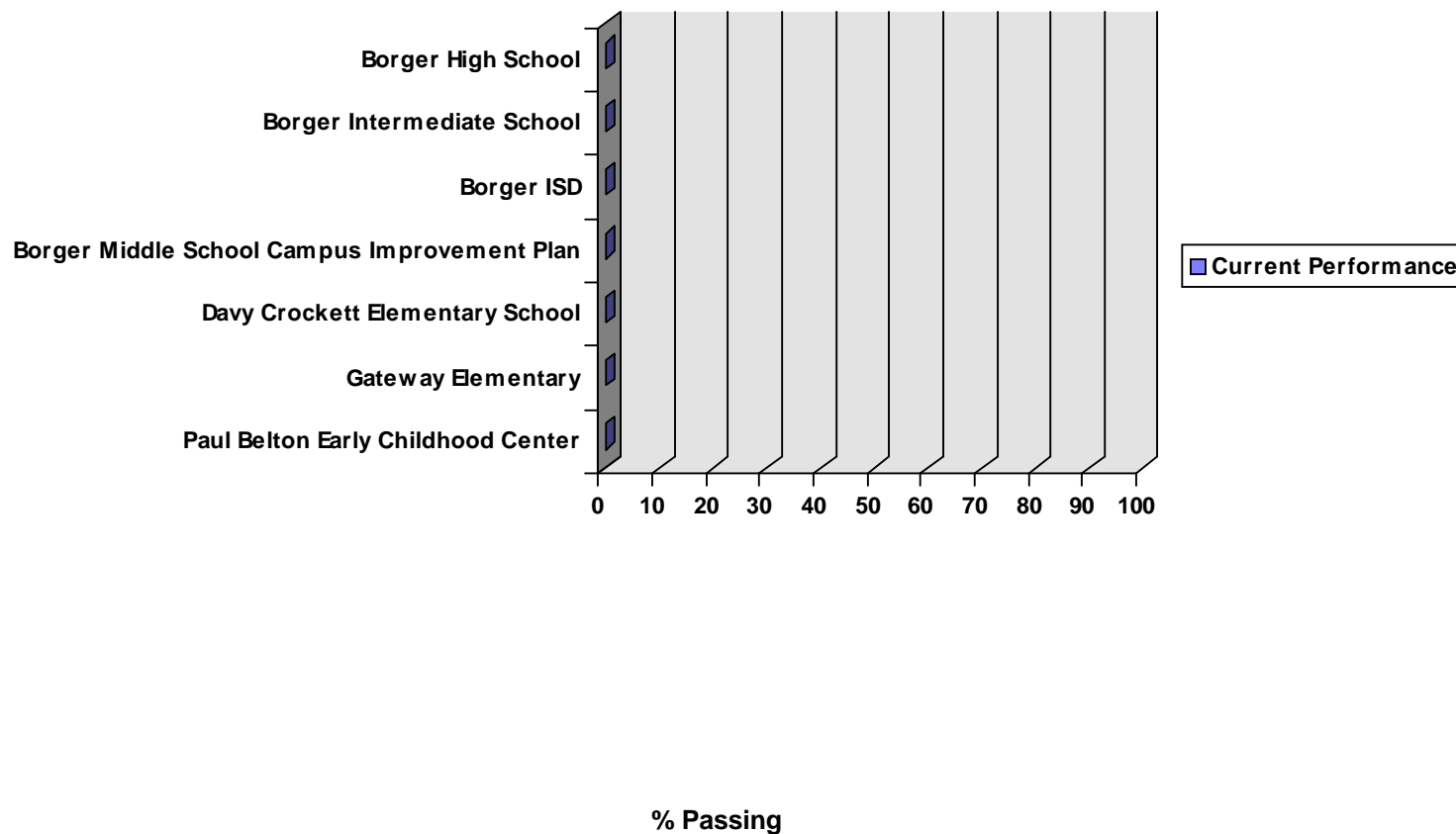
# Report of TAKS Math (Spanish)

## Composite Graph of Current Performance for All Schools in the District



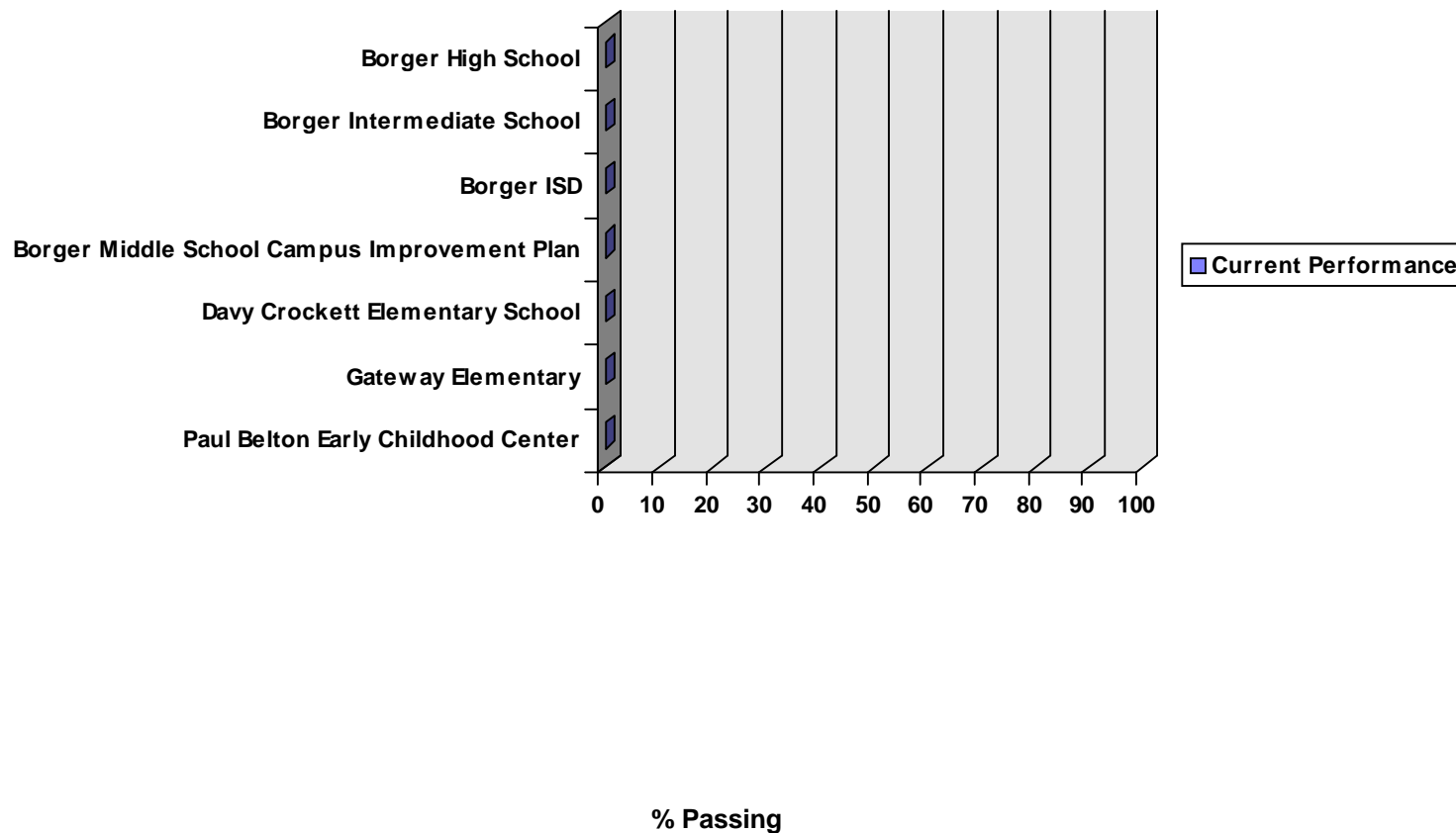
# Report of TAKS Writing (Spanish)

## Composite Graph of Current Performance for All Schools in the District



# Report of TAKS Science (Spanish)

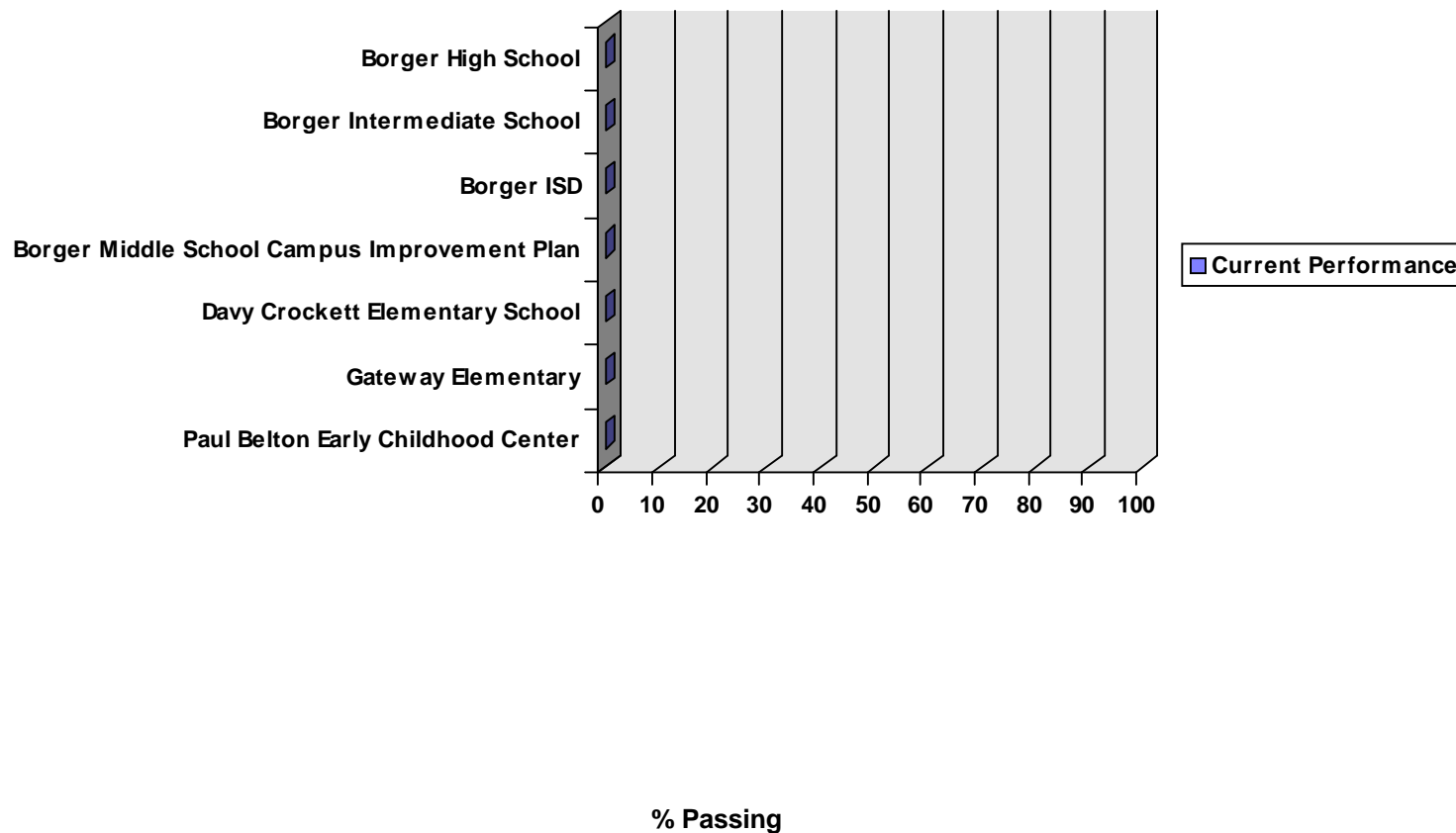
## Composite Graph of Current Performance for All Schools in the District





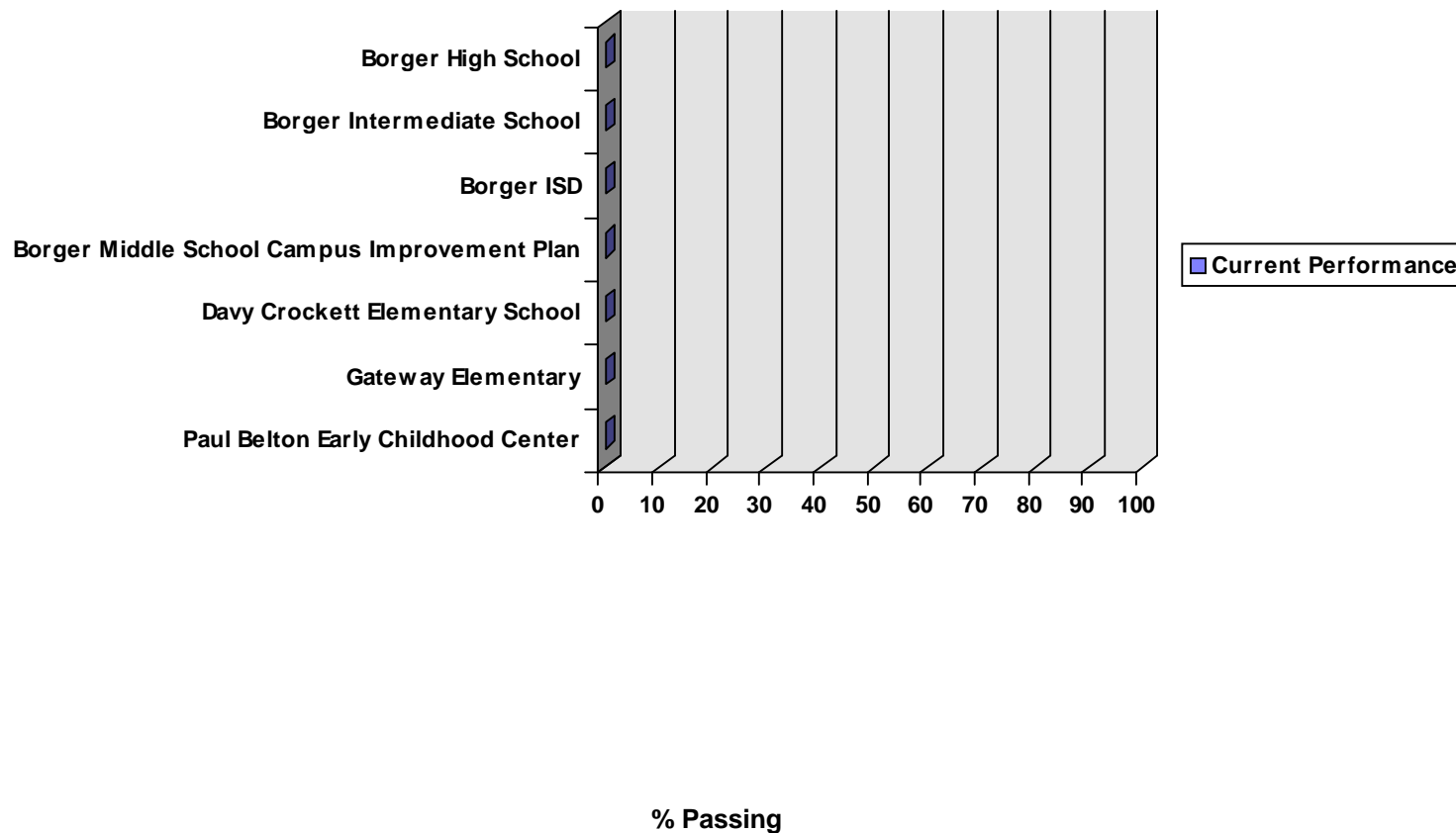
# Report of TAKS Overall (Spanish)

## Composite Graph of Current Performance for All Schools in the District



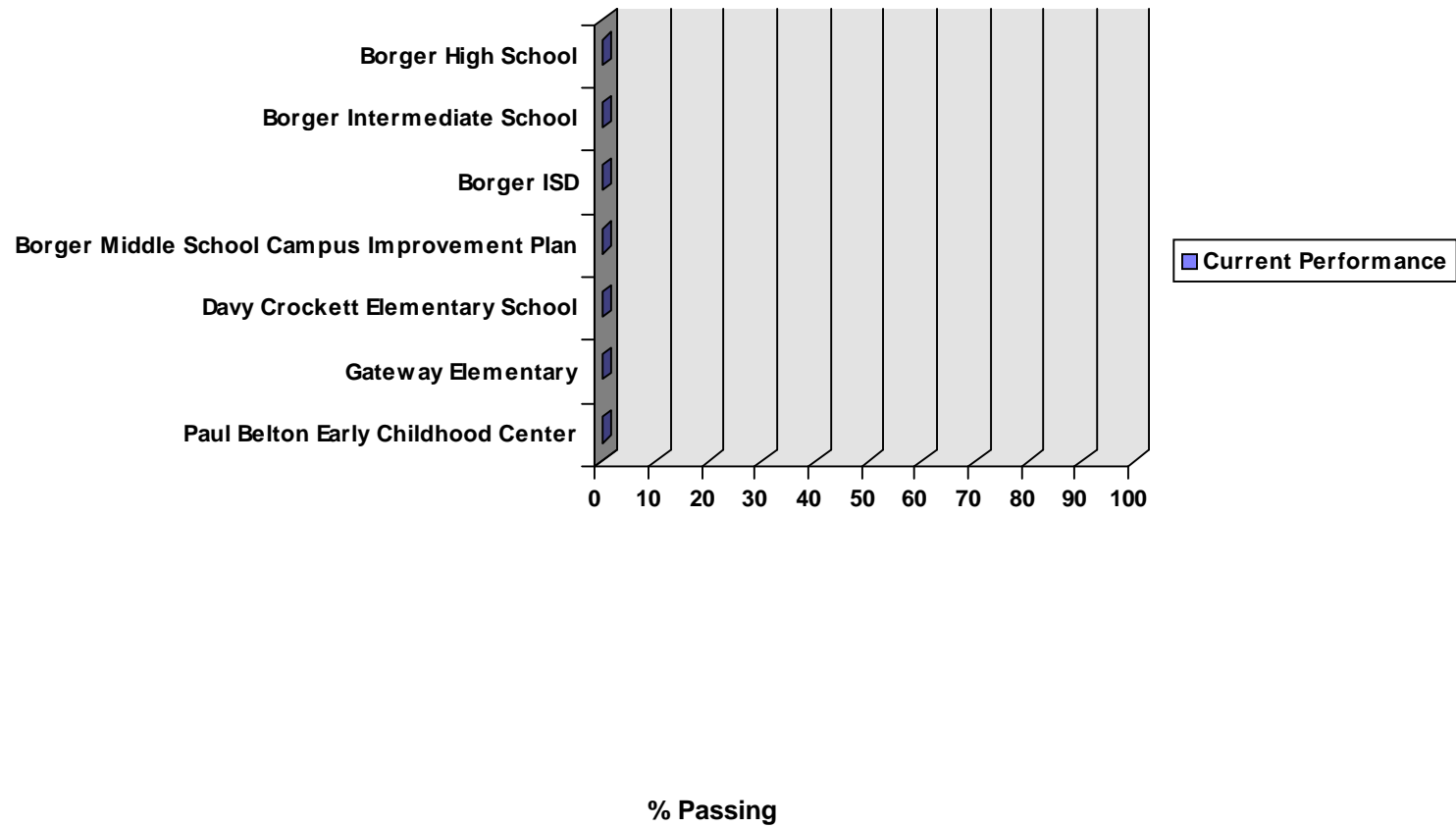
# Report of SDAA II Reading

## Composite Graph of Current Performance for All Schools in the District



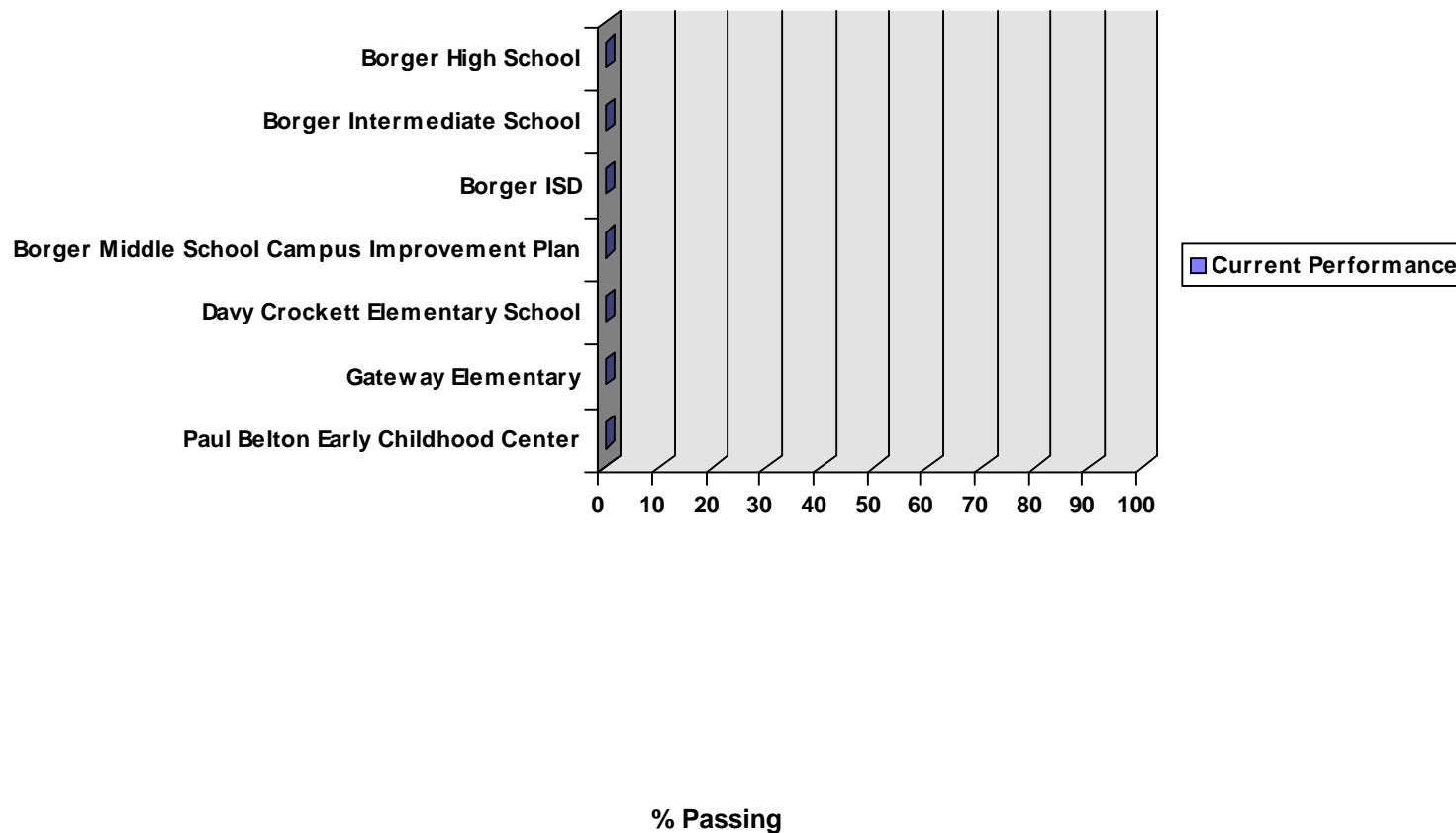
# Report of SDAA II English/Lang. Arts

## Composite Graph of Current Performance for All Schools in the District



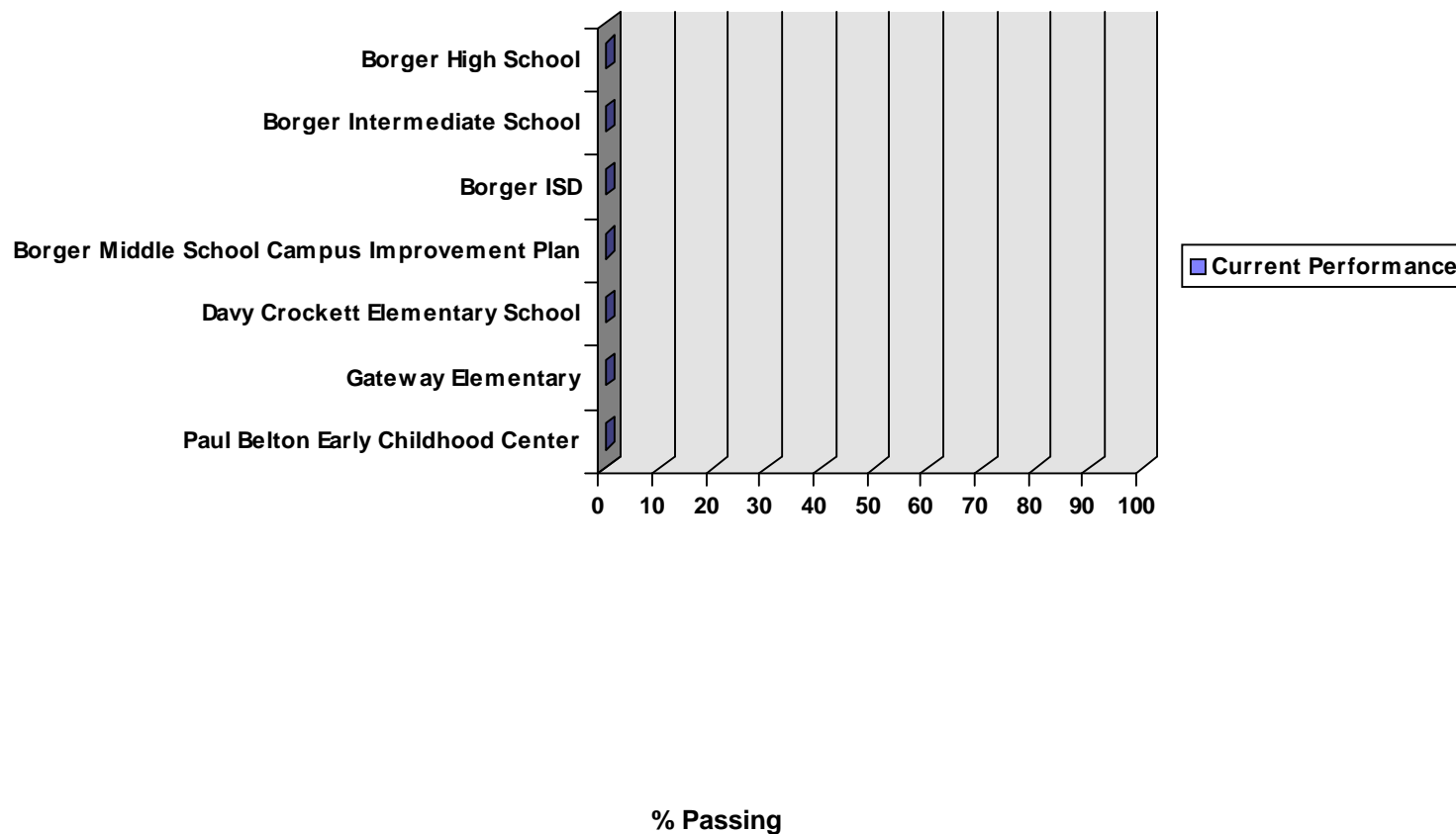
# Report of SDAA II Math

## Composite Graph of Current Performance for All Schools in the District



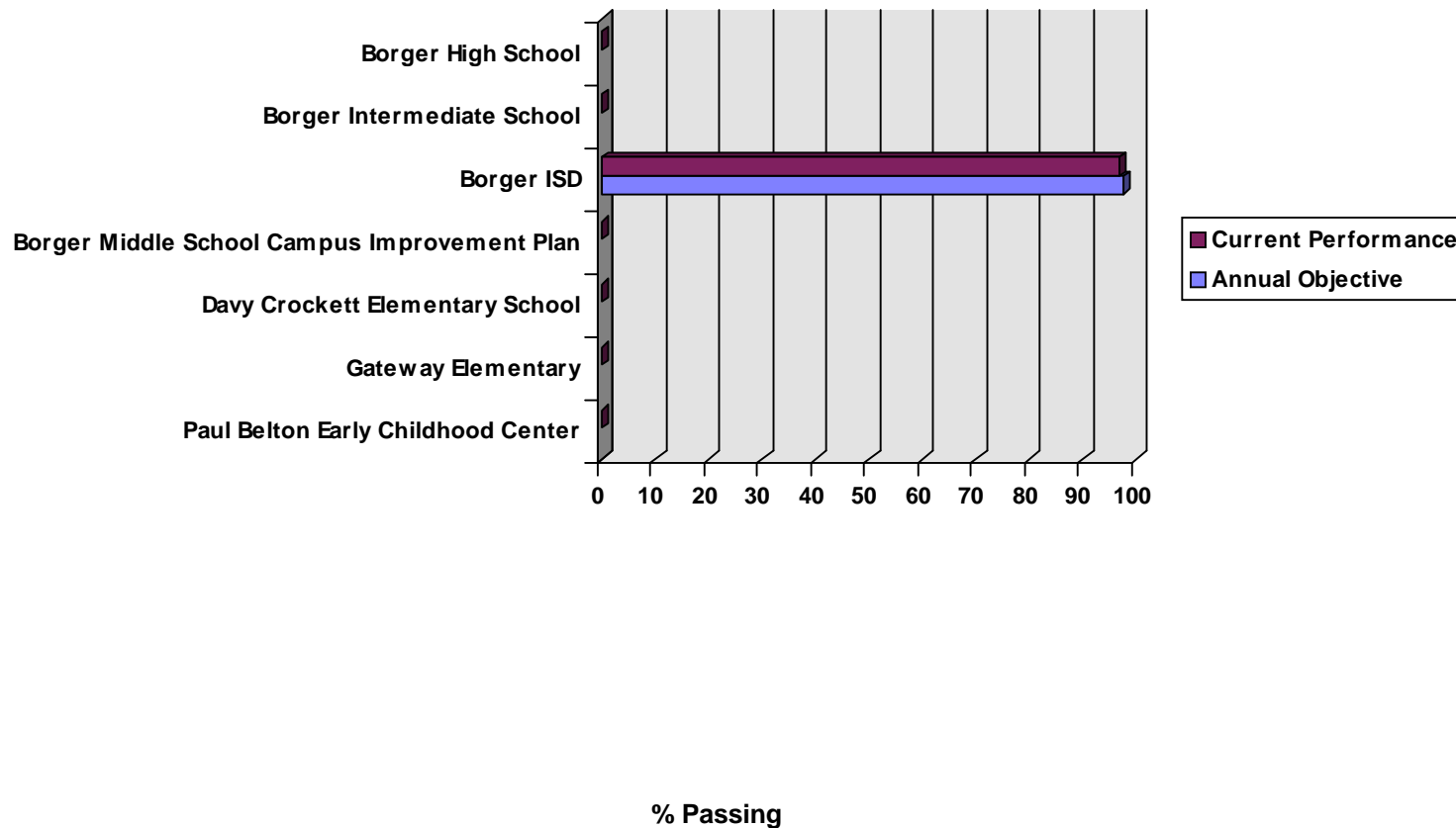
# Report of SDAA II Writing

## Composite Graph of Current Performance for All Schools in the District



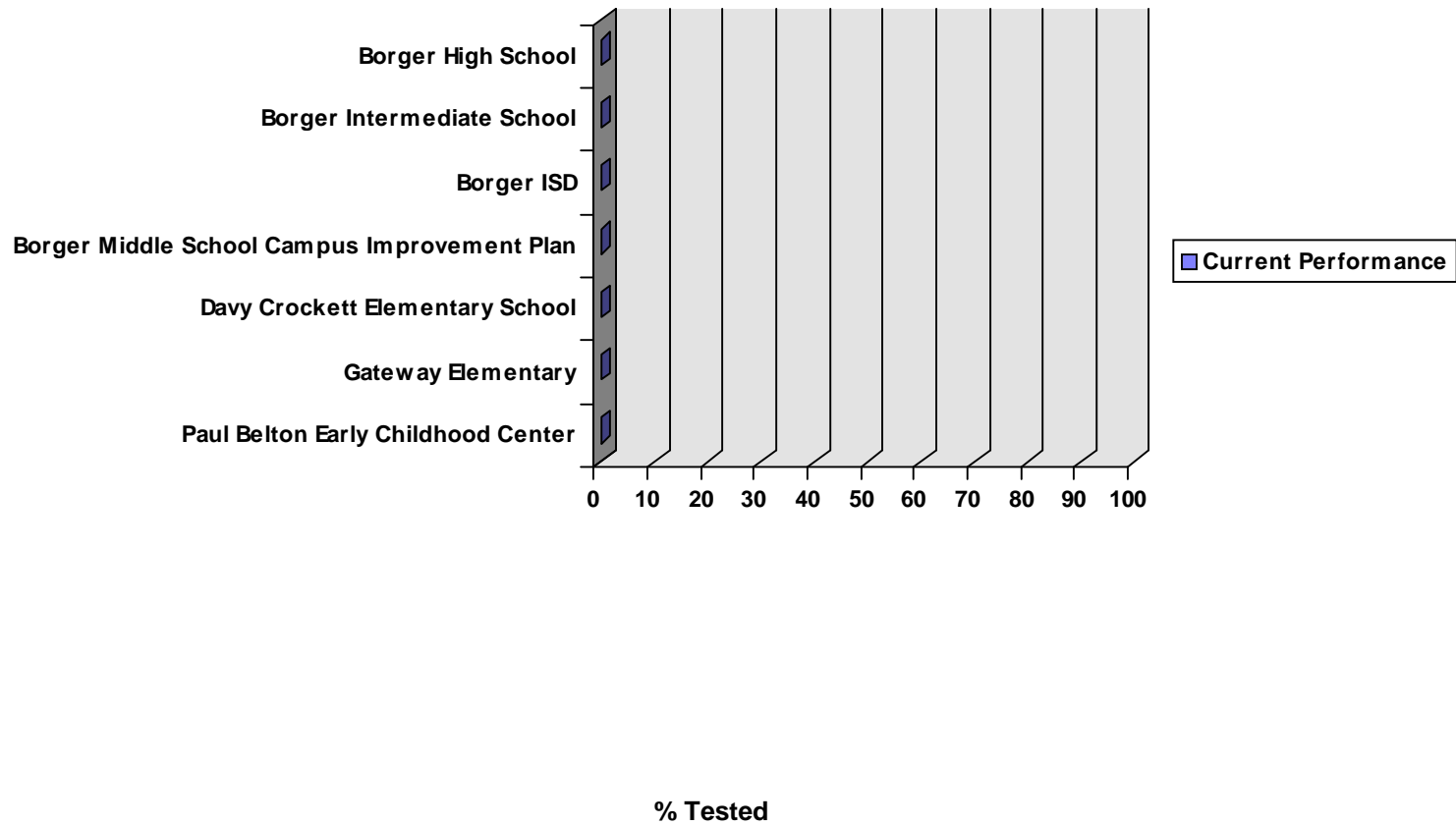
# Report of SDAA II Overall

## Composite Graph of Current Performance for All Schools in the District



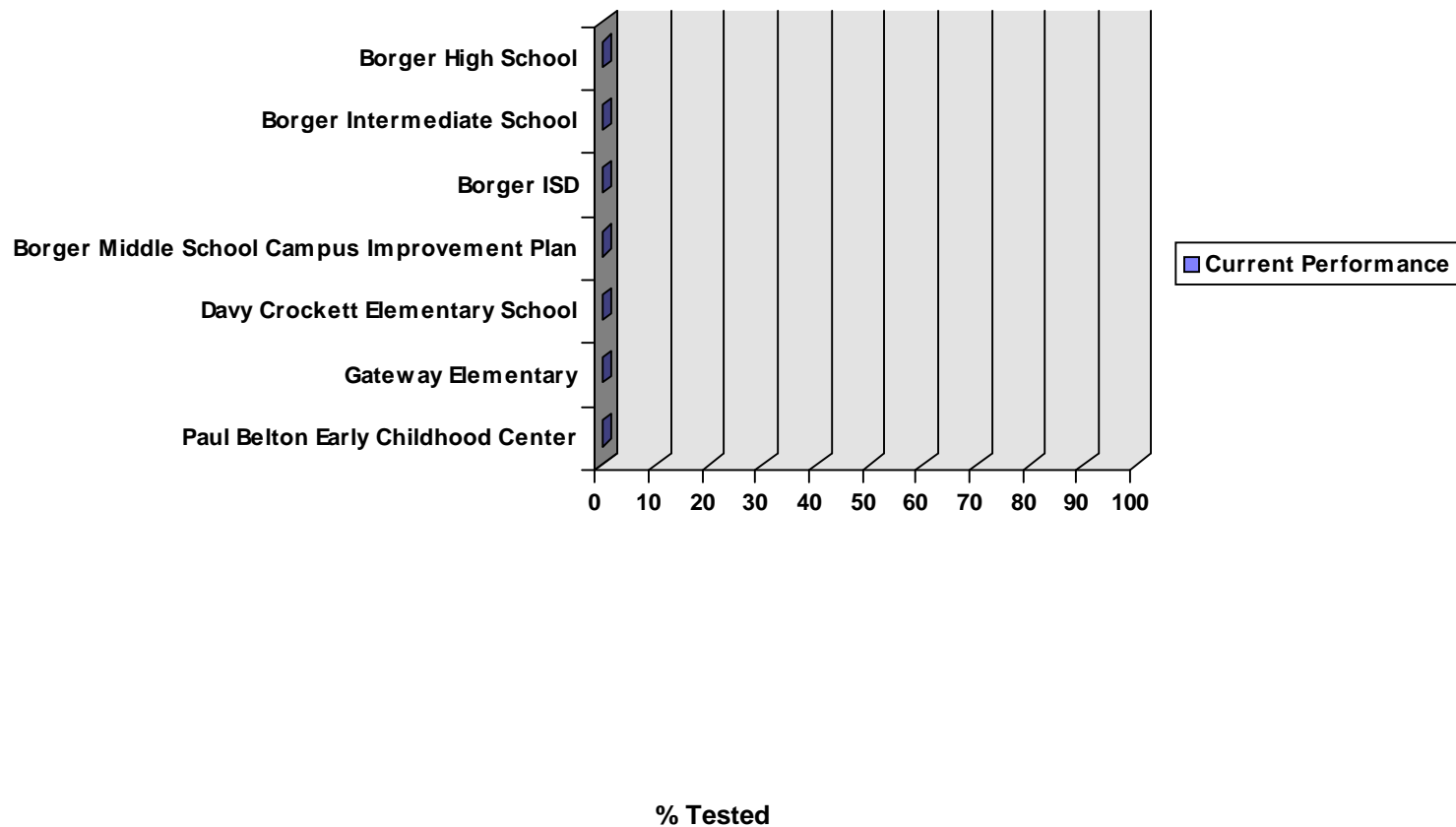
# Report of TAKS/SDAA II Particip., Tested, Total

## Composite Graph of Current Performance for All Schools in the District



# Report of TAKS/SDAA II Particip., Tested, TAKS/SDAA II

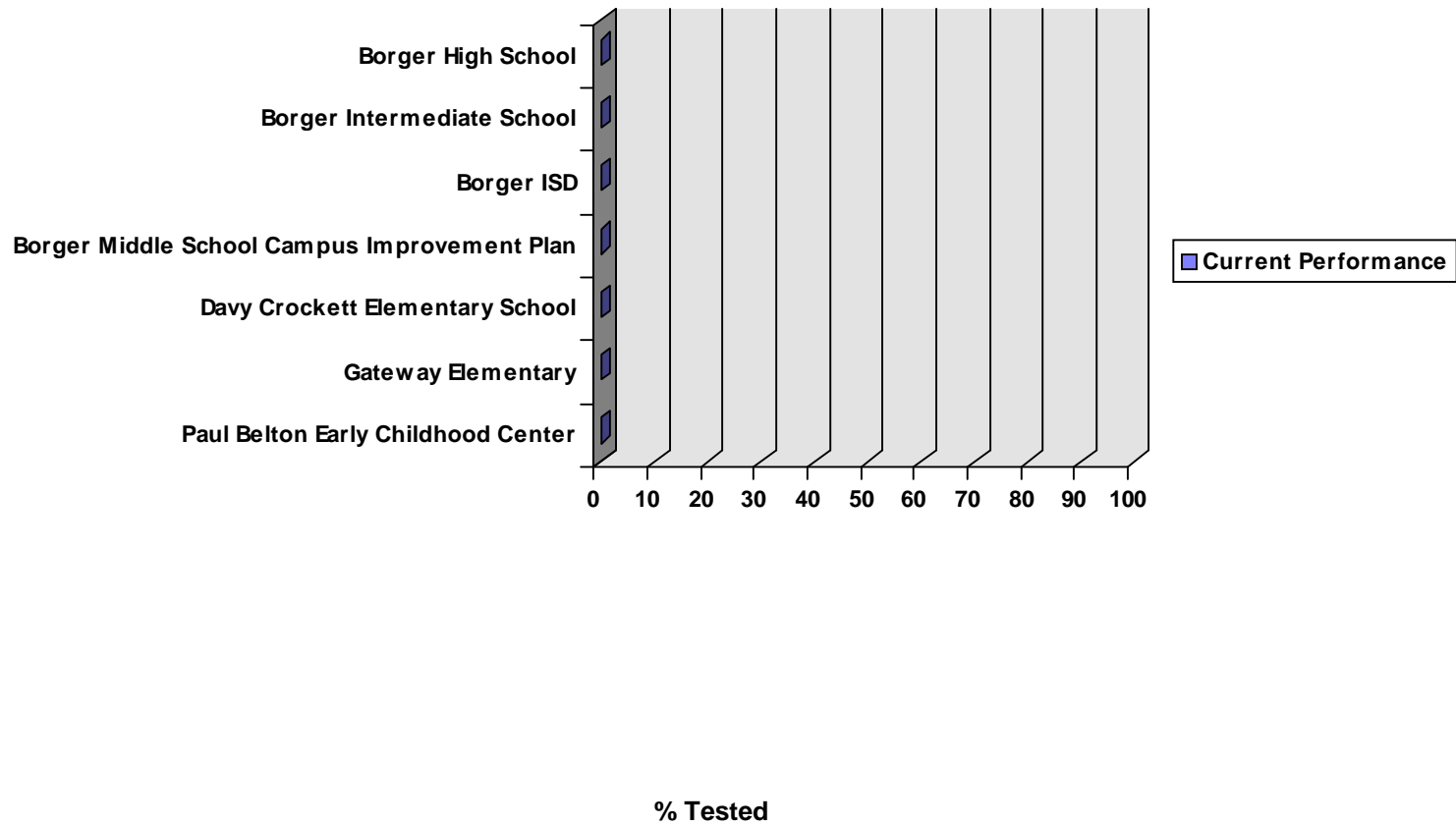
## Composite Graph of Current Performance for All Schools in the District





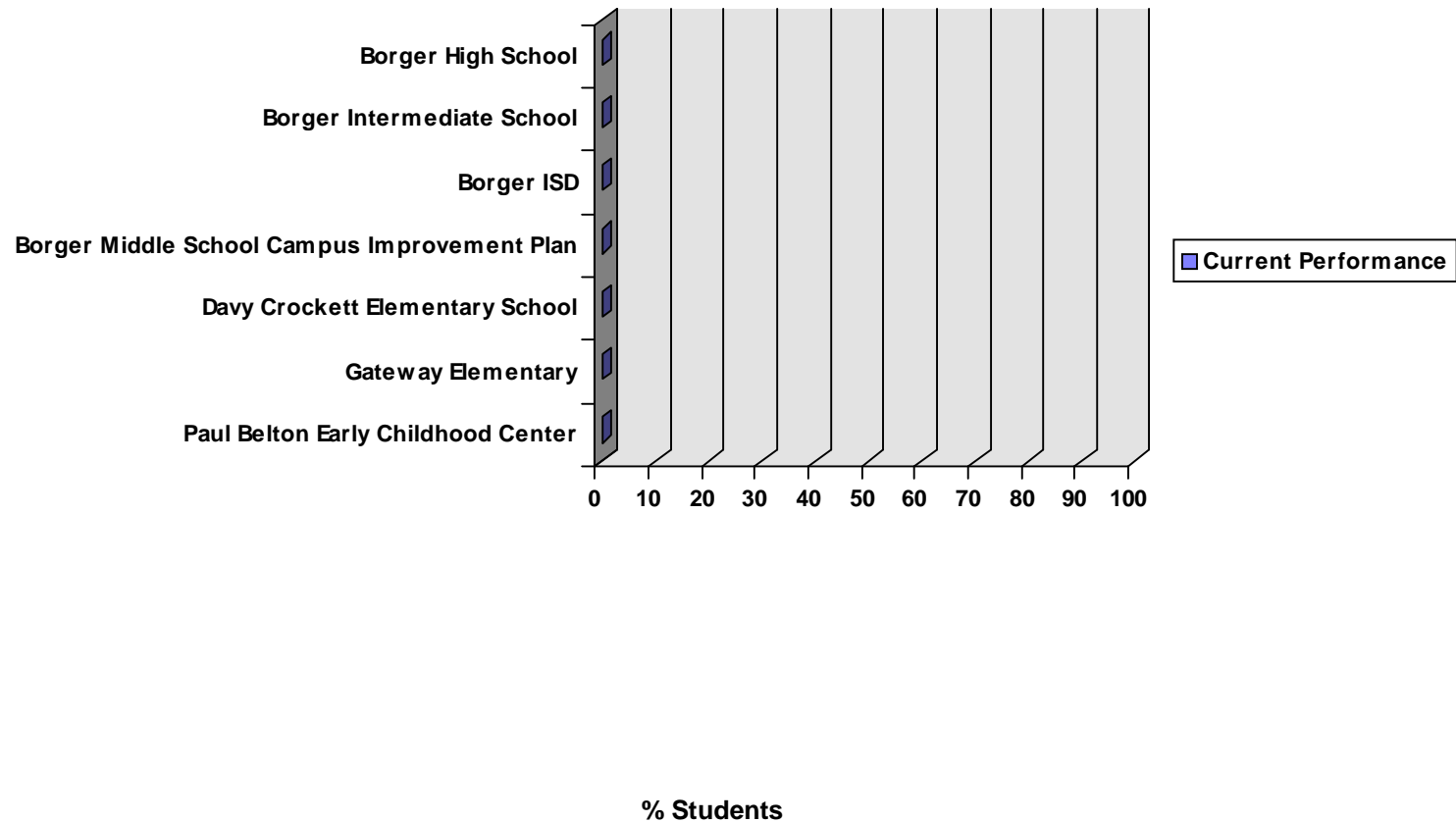
# Report of TAKS/SDAA II Particip., Tested, SDAA II Only

Composite Graph of Current Performance for All Schools in the District



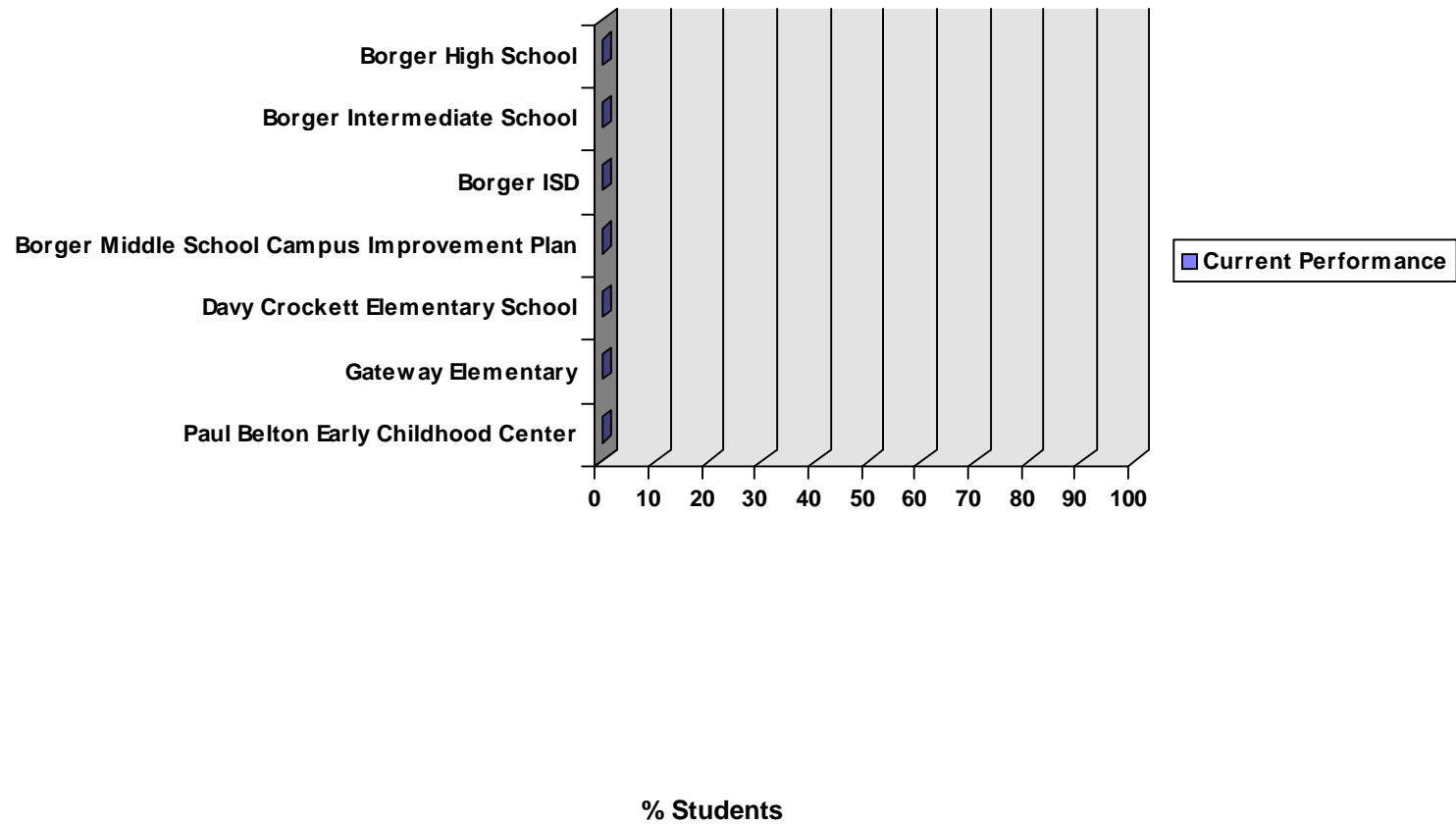
# Report of TAKS/SDAA II Particip., Tested, Acct Subset

Composite Graph of Current Performance for All Schools in the District



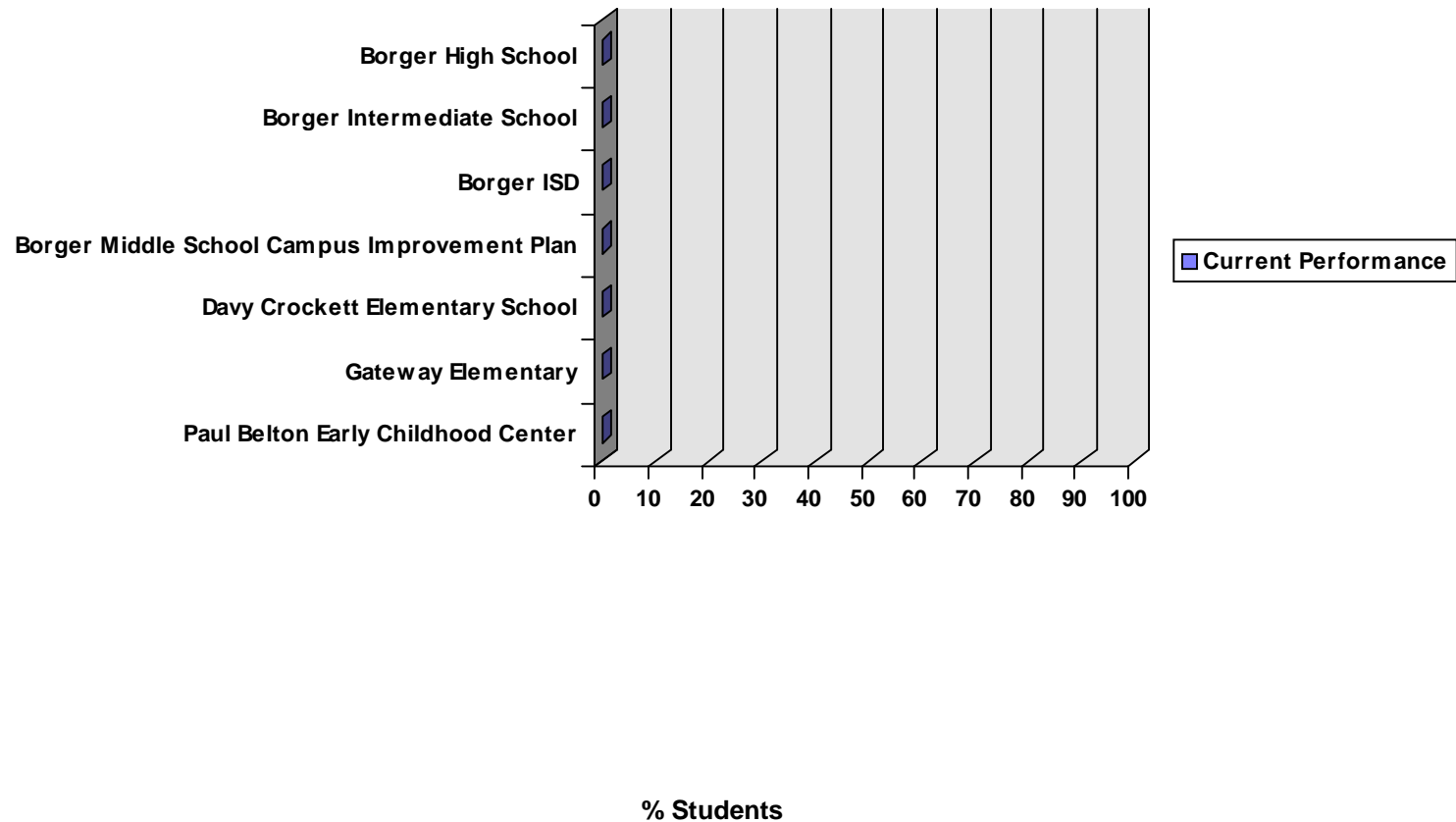
# Report of TAKS/SDAA II Particip., Tested, Mobile

## Composite Graph of Current Performance for All Schools in the District



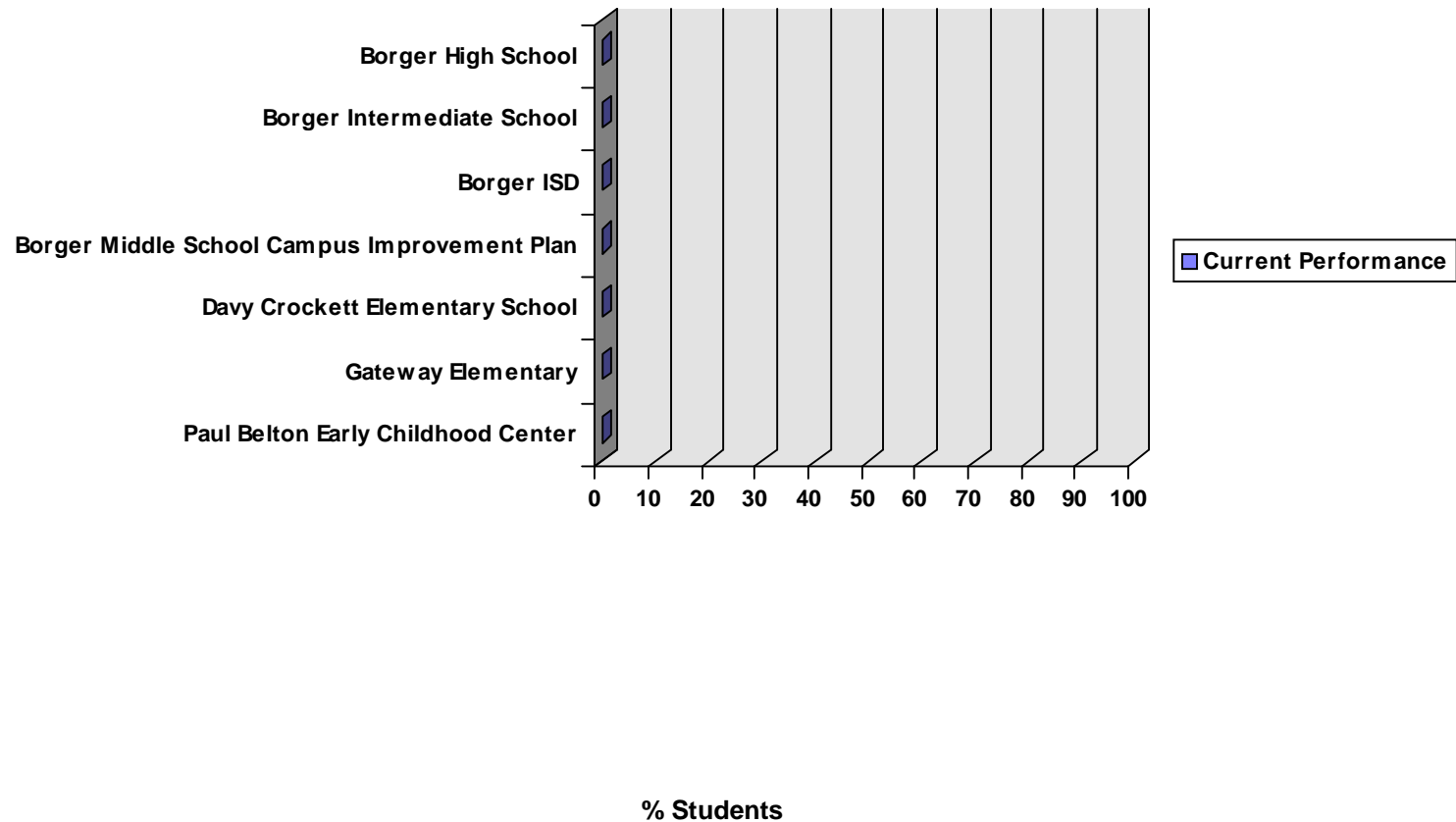
# Report of TAKS/SDAA II Particip., Not Tested, Absent

## Composite Graph of Current Performance for All Schools in the District



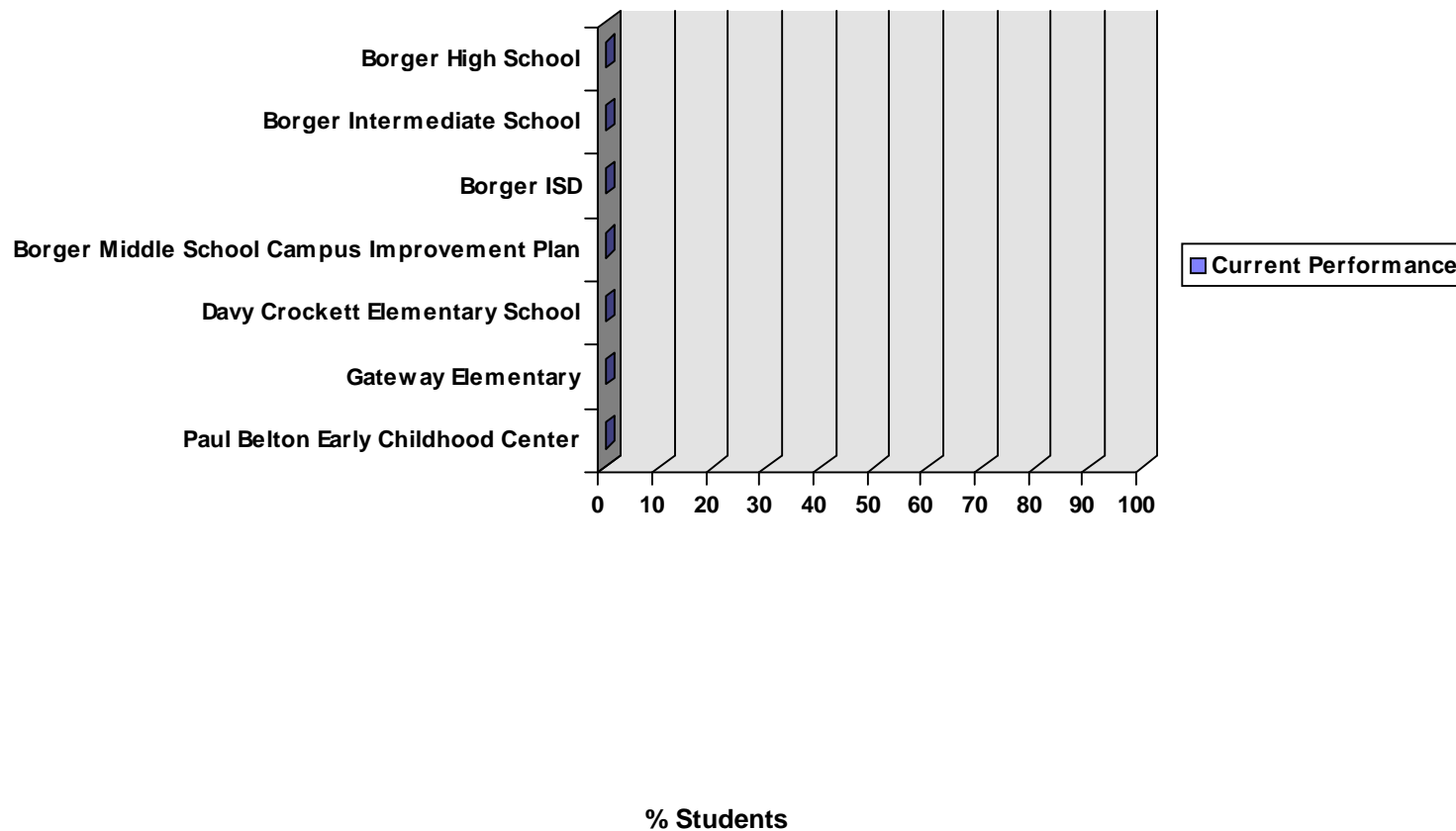
# Report of TAKS/SDAA II Particip., Not Tested, ARD Exempt

## Composite Graph of Current Performance for All Schools in the District



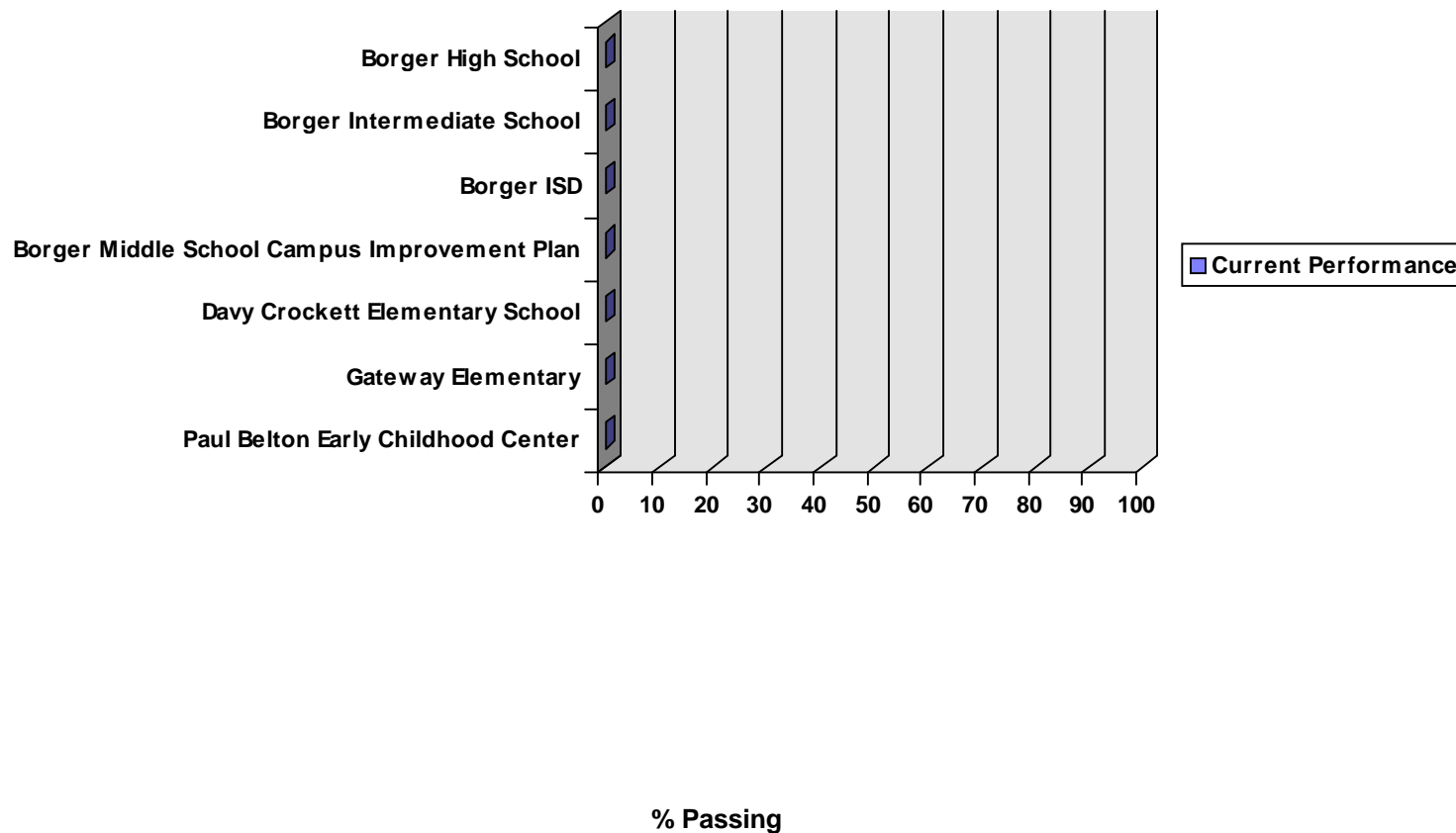
# Report of TAKS/SDAA II Particip., Not Tested, LEP Exempt

## Composite Graph of Current Performance for All Schools in the District



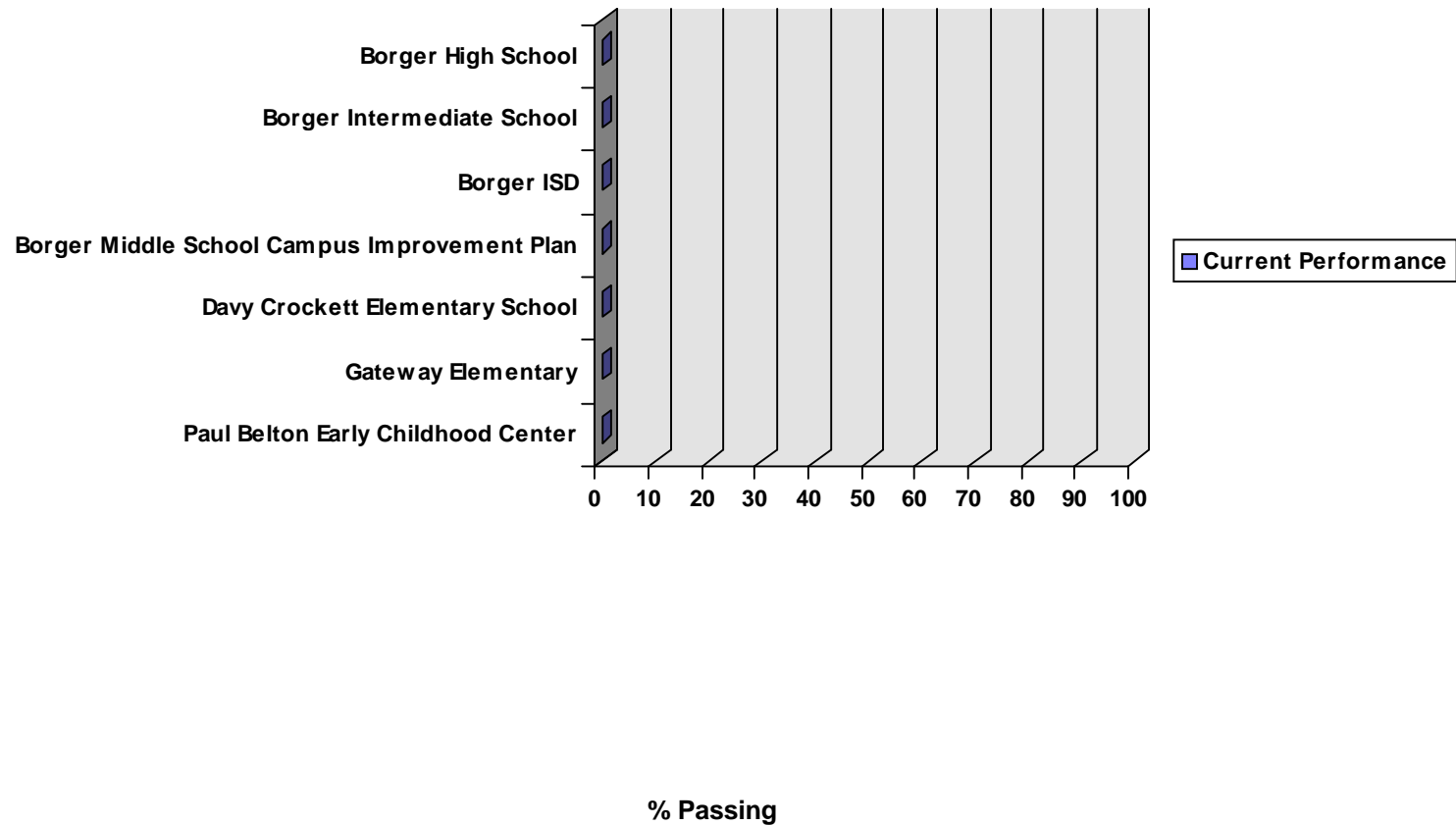
# Report of Progress of Prior Yr. TAKS Failers, Reading/ELA

## Composite Graph of Current Performance for All Schools in the District



# Report of Progress of Prior Yr. TAKS Failers, Math

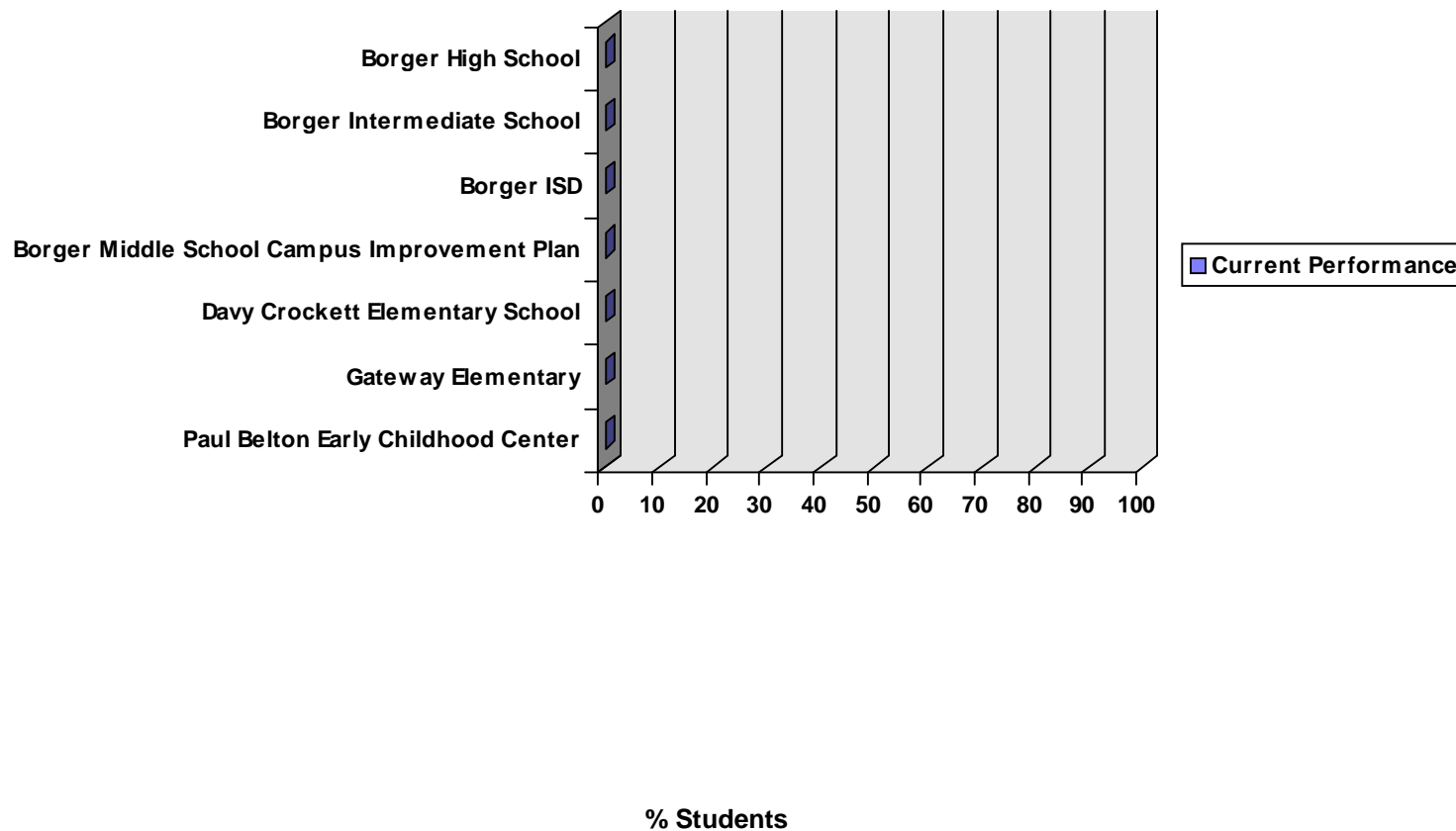
Composite Graph of Current Performance for All Schools in the District





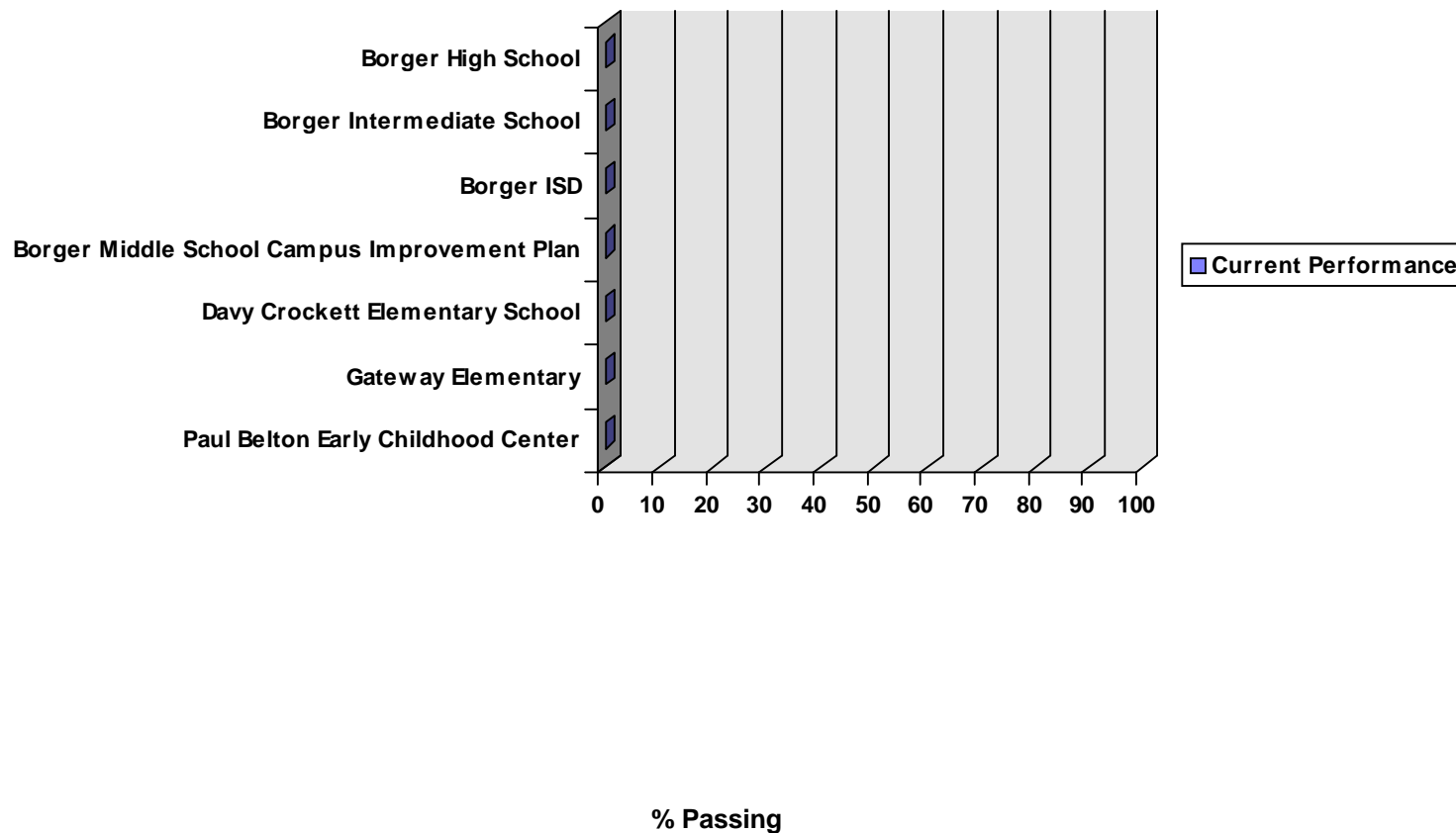
# Report of SSI Reading - Acc. Instruction Rate

## Composite Graph of Current Performance for All Schools in the District



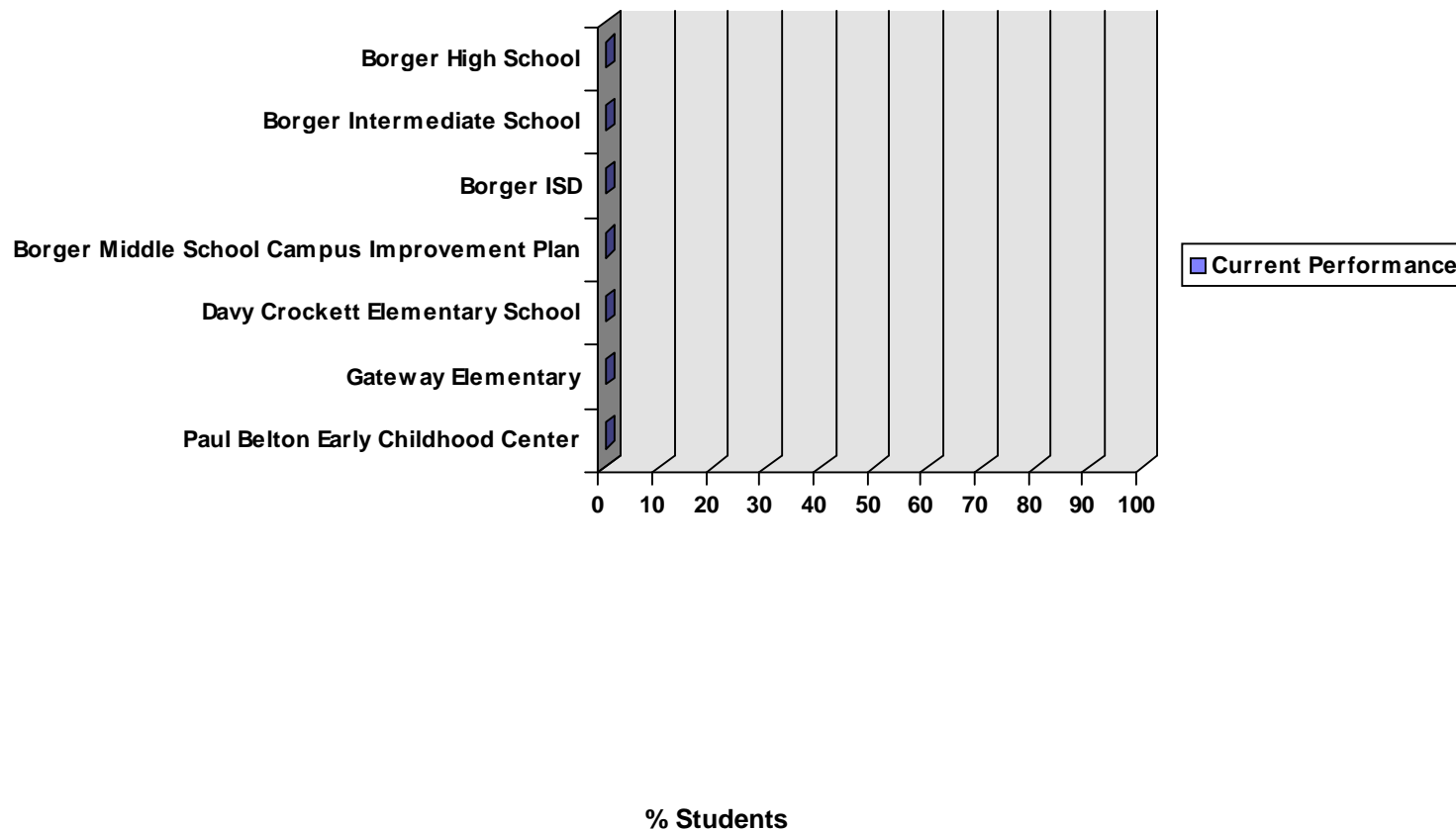
# Report of SSI Reading - 2nd Admin. Rate

## Composite Graph of Current Performance for All Schools in the District



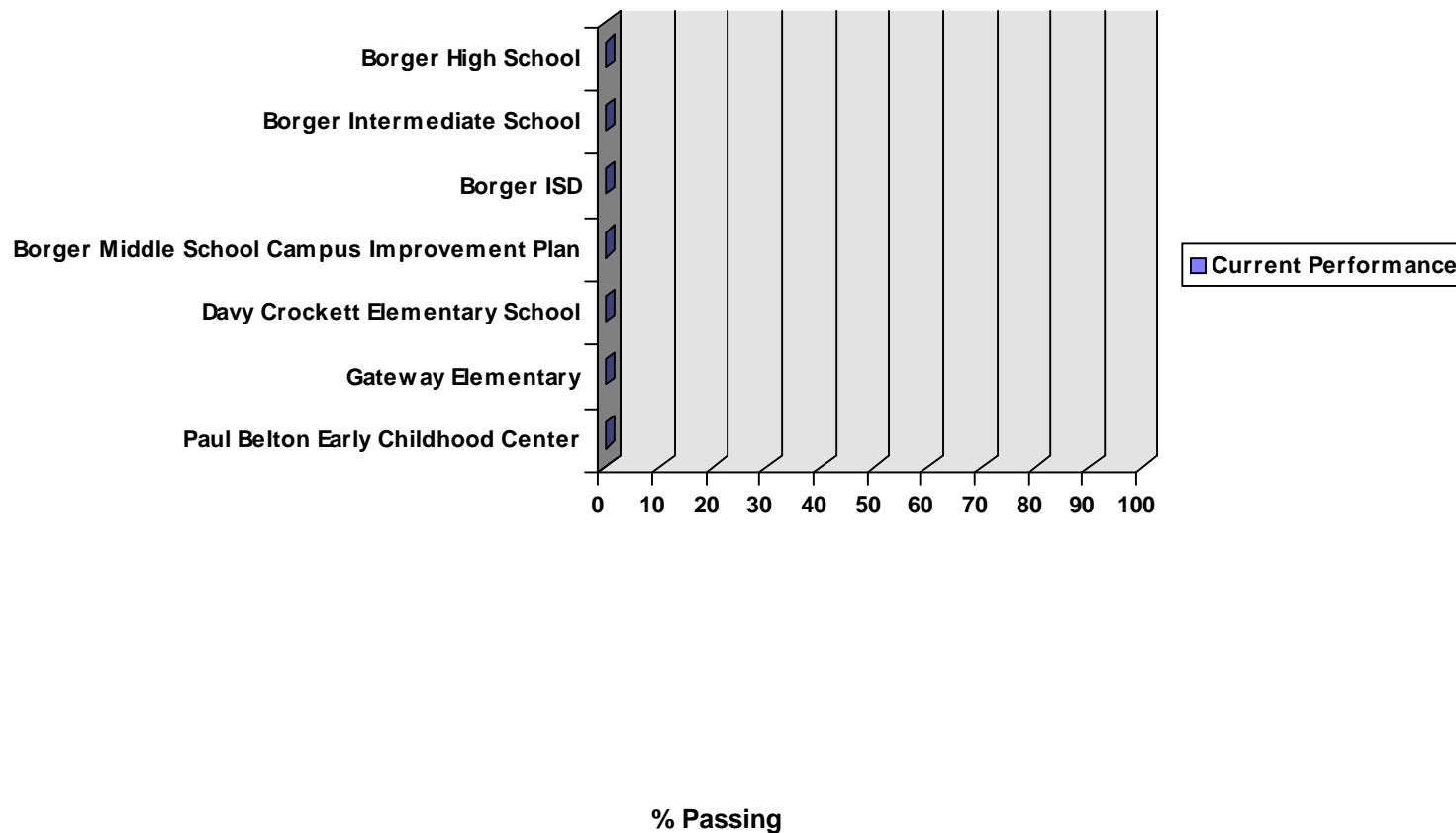
# Report of SSI Math - Acc. Instruction Rate

## Composite Graph of Current Performance for All Schools in the District



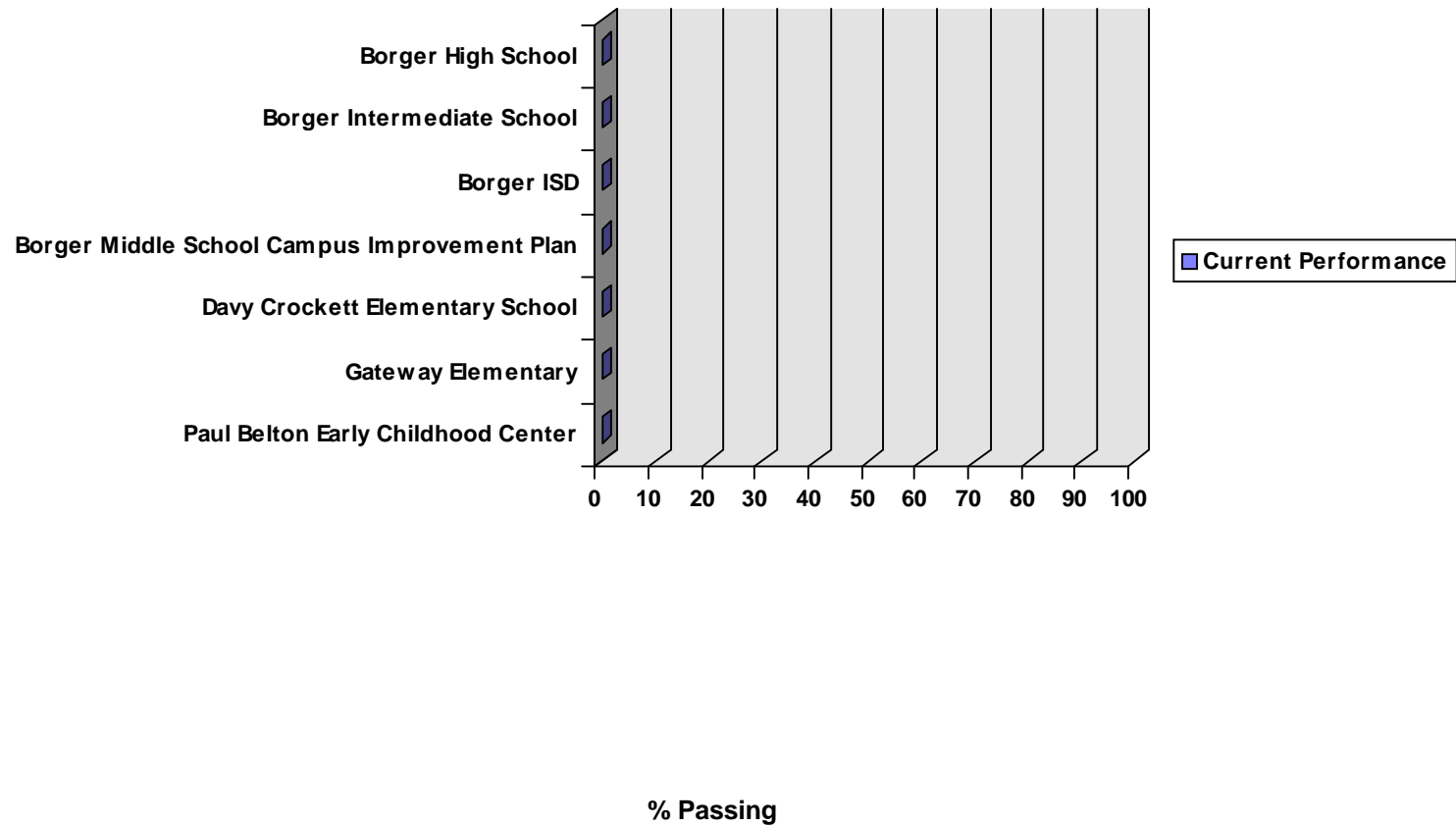
# Report of SSI Math - 2nd Admin. Rate

## Composite Graph of Current Performance for All Schools in the District



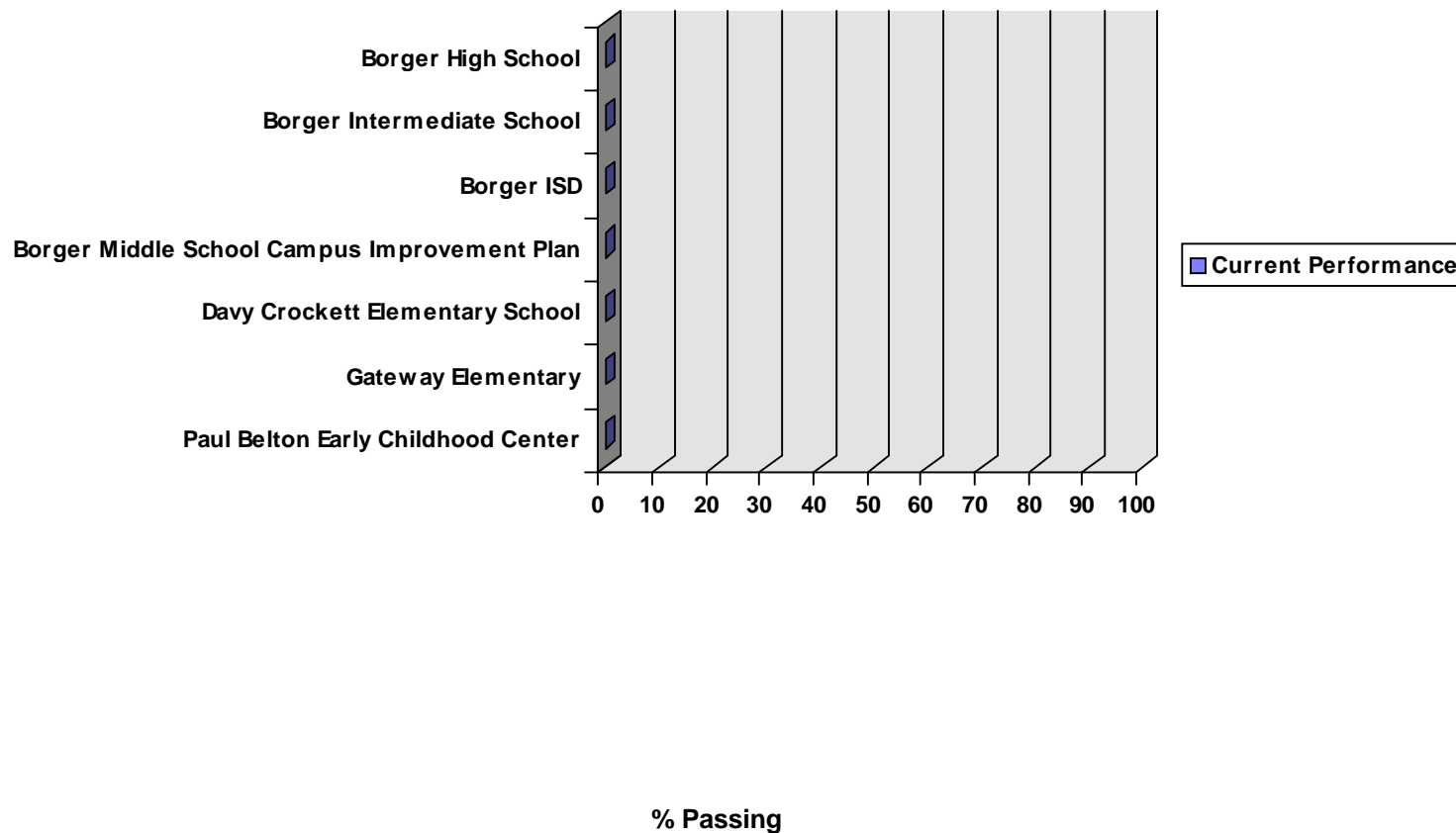
# Report of RPTTE Beg. Last Year/Beg. This Year

## Composite Graph of Current Performance for All Schools in the District



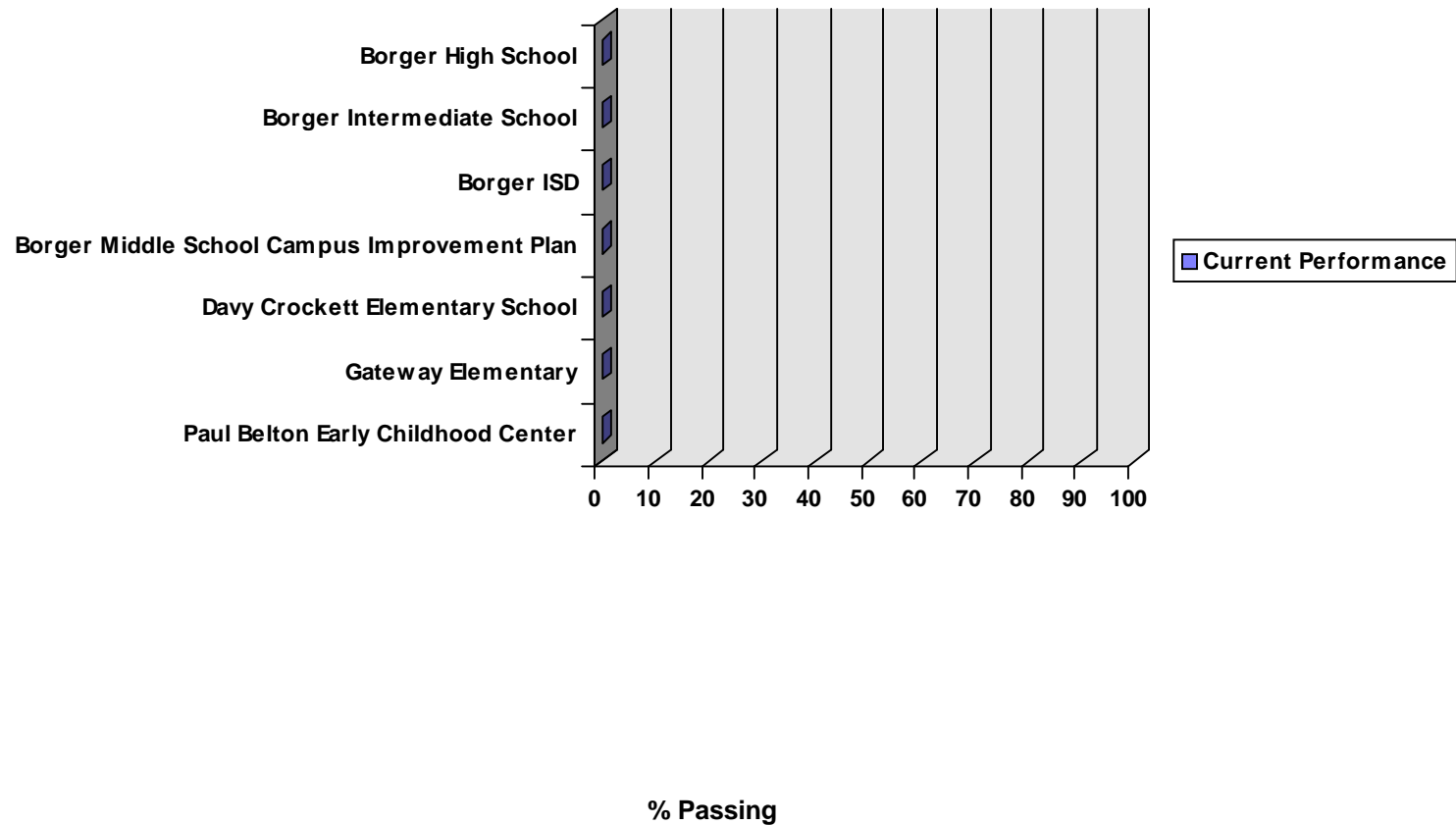
# Report of RPTe Beg. Last Year/Int. This Year

## Composite Graph of Current Performance for All Schools in the District



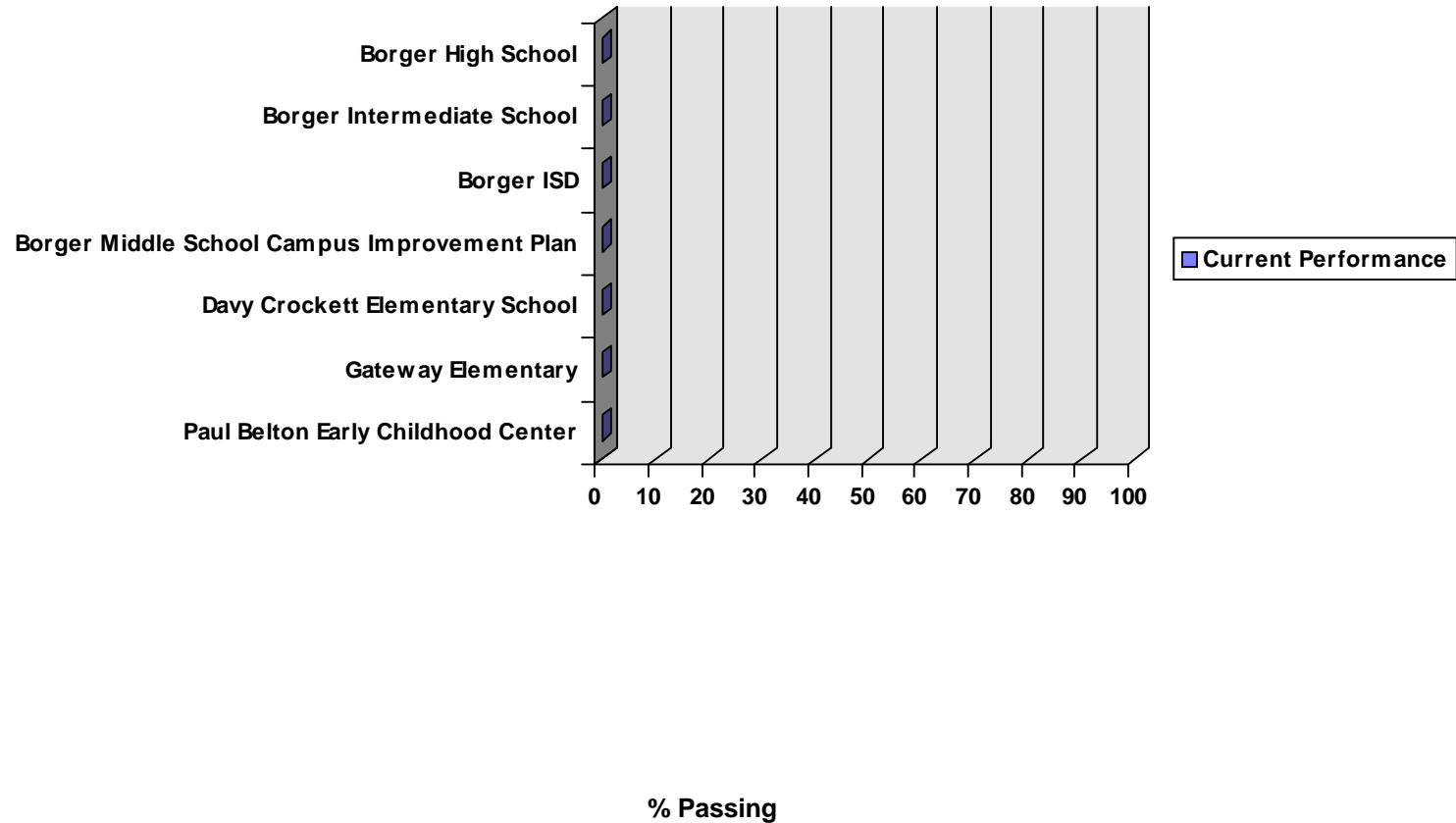
# Report of RPTe Beg. Last Year/Adv. This Year

## Composite Graph of Current Performance for All Schools in the District



# Report of RPTe Beg. Last Year/Adv. High This Year

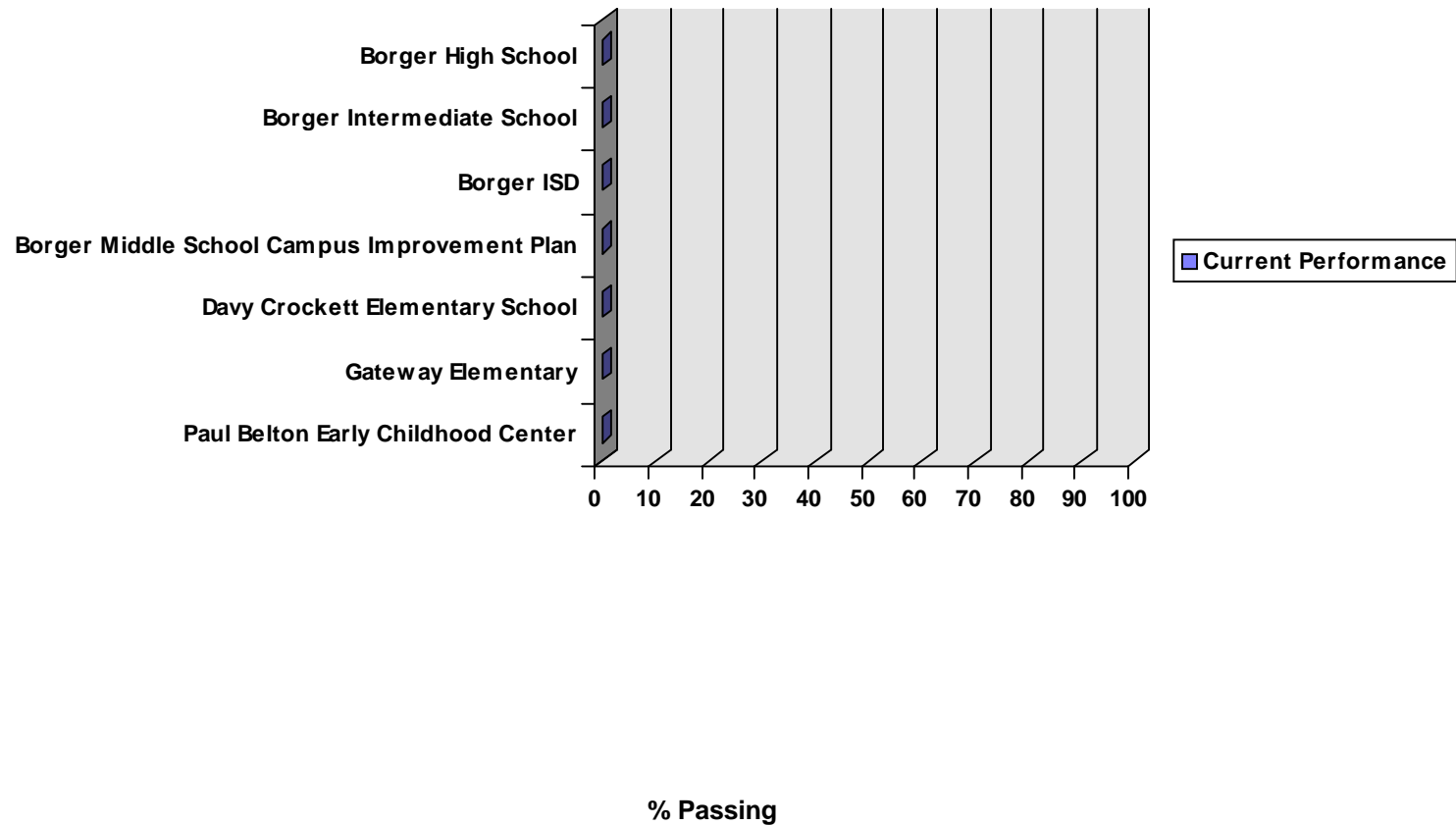
Composite Graph of Current Performance for All Schools in the District





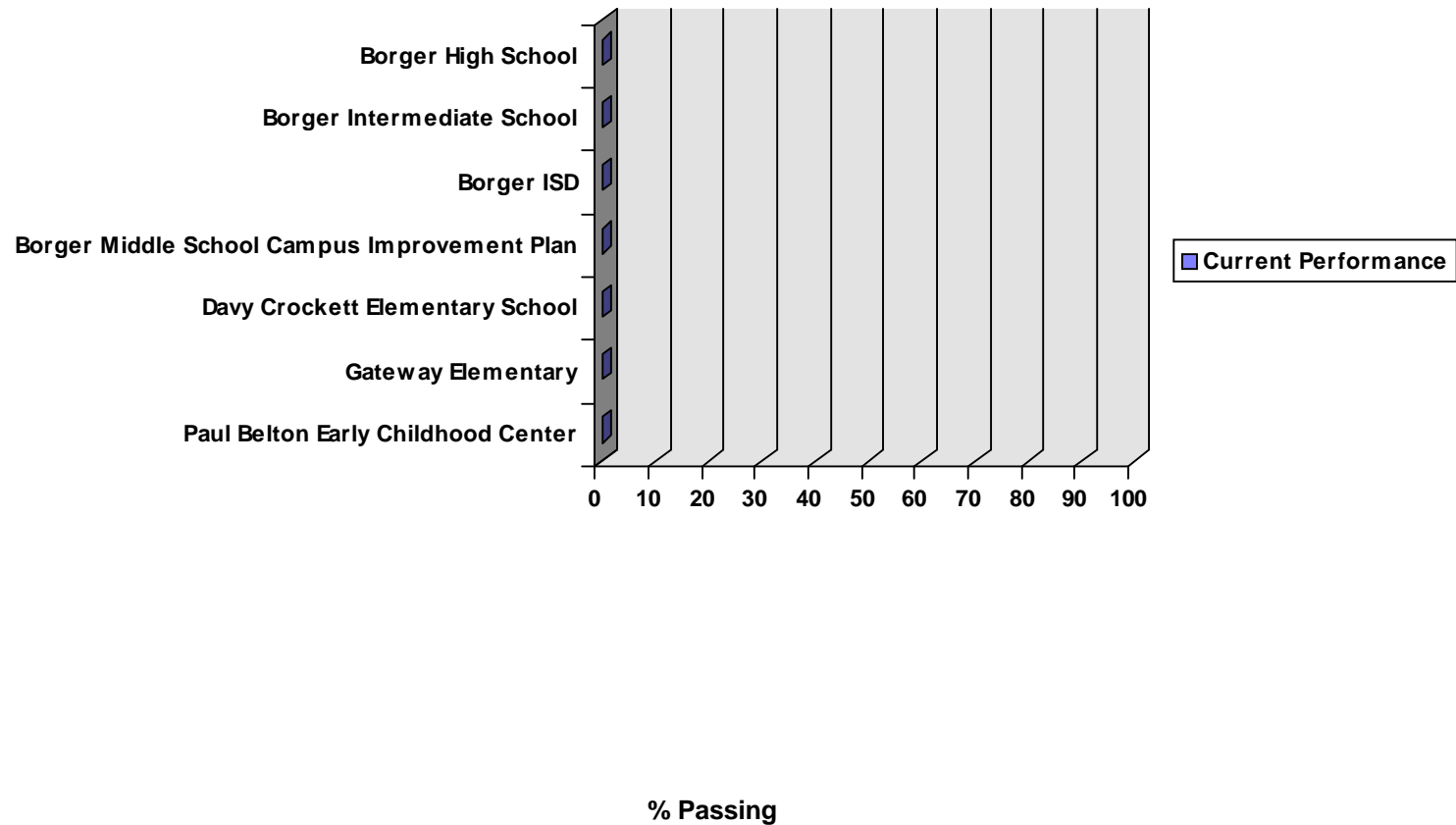
# Report of RPTe Int. Last Year/Beg. This Year

## Composite Graph of Current Performance for All Schools in the District



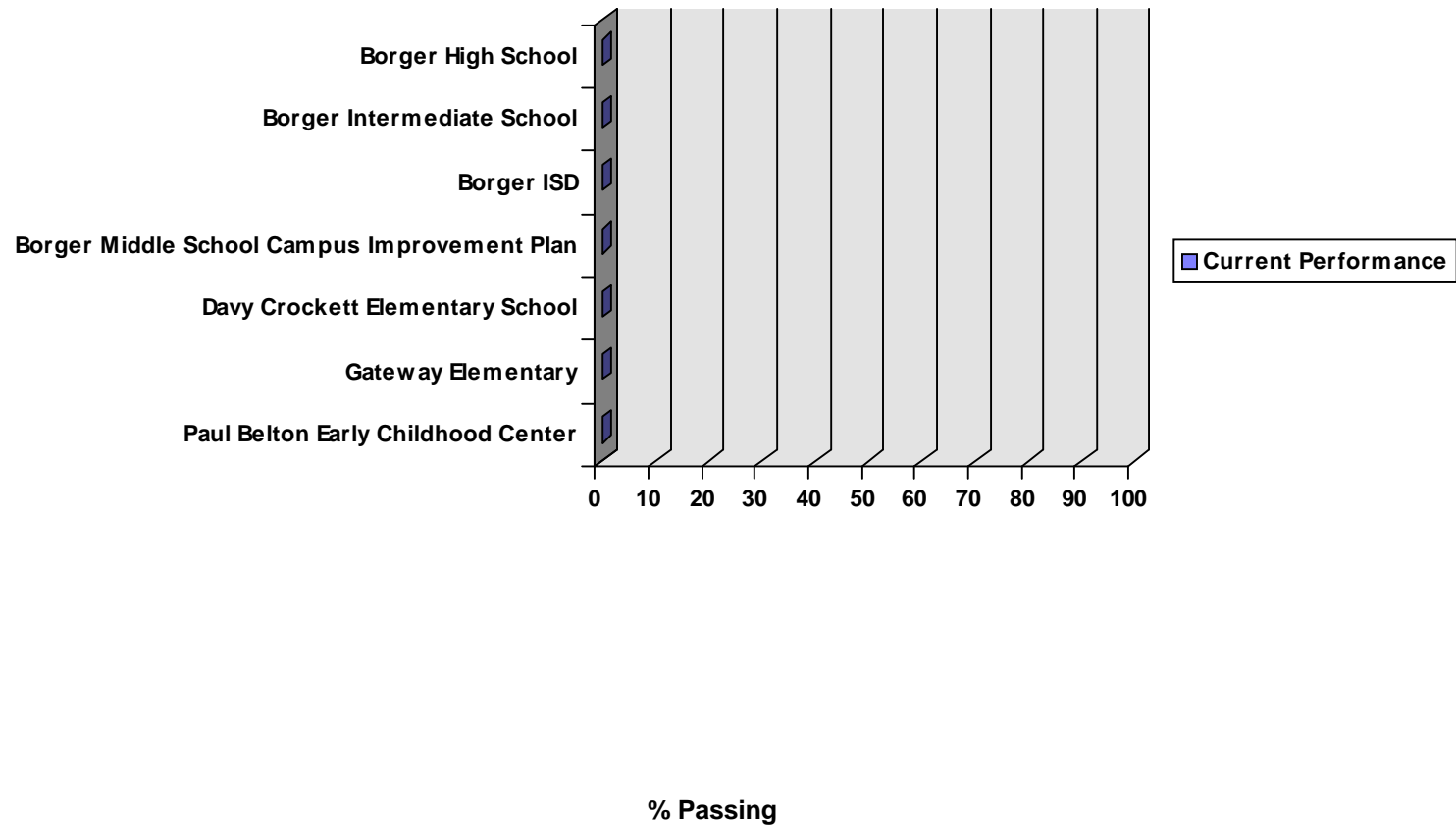
# Report of RPTE Int. Last Year/Int. This Year

## Composite Graph of Current Performance for All Schools in the District



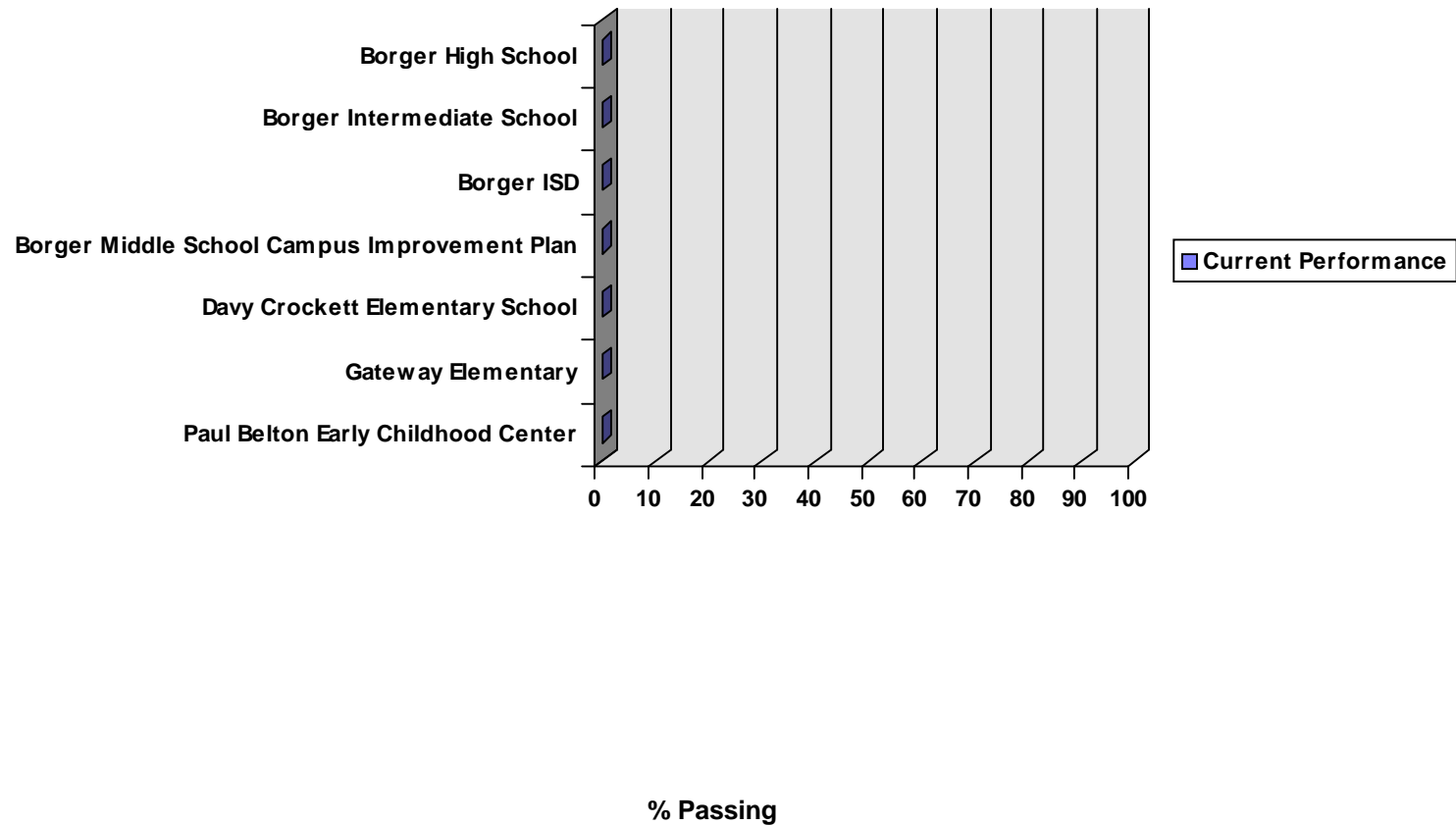
# Report of RPTe Int. Last Year/Adv. This Year

## Composite Graph of Current Performance for All Schools in the District



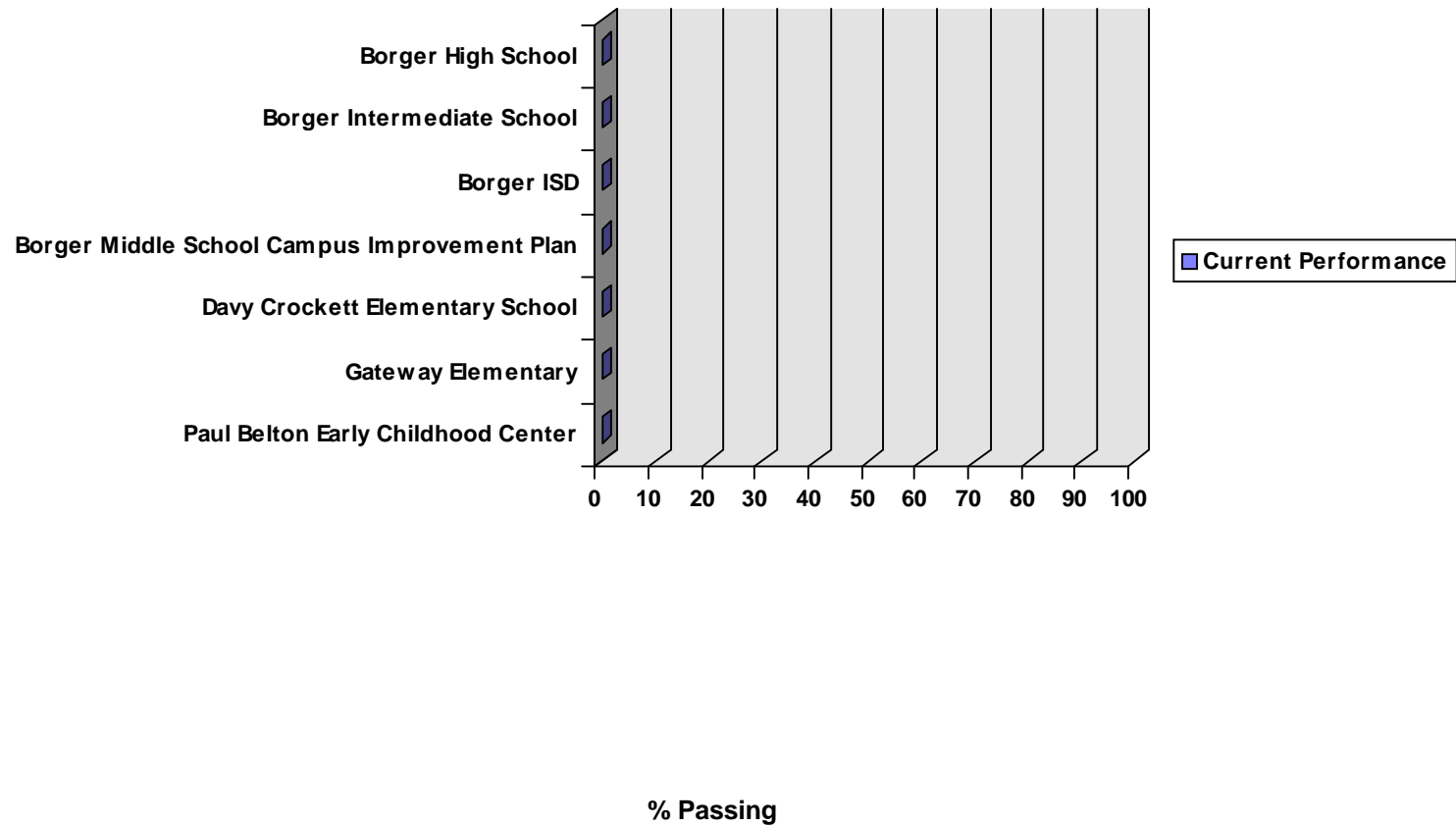
# Report of RPTE Int. Last Year/Adv. High This Year

Composite Graph of Current Performance for All Schools in the District



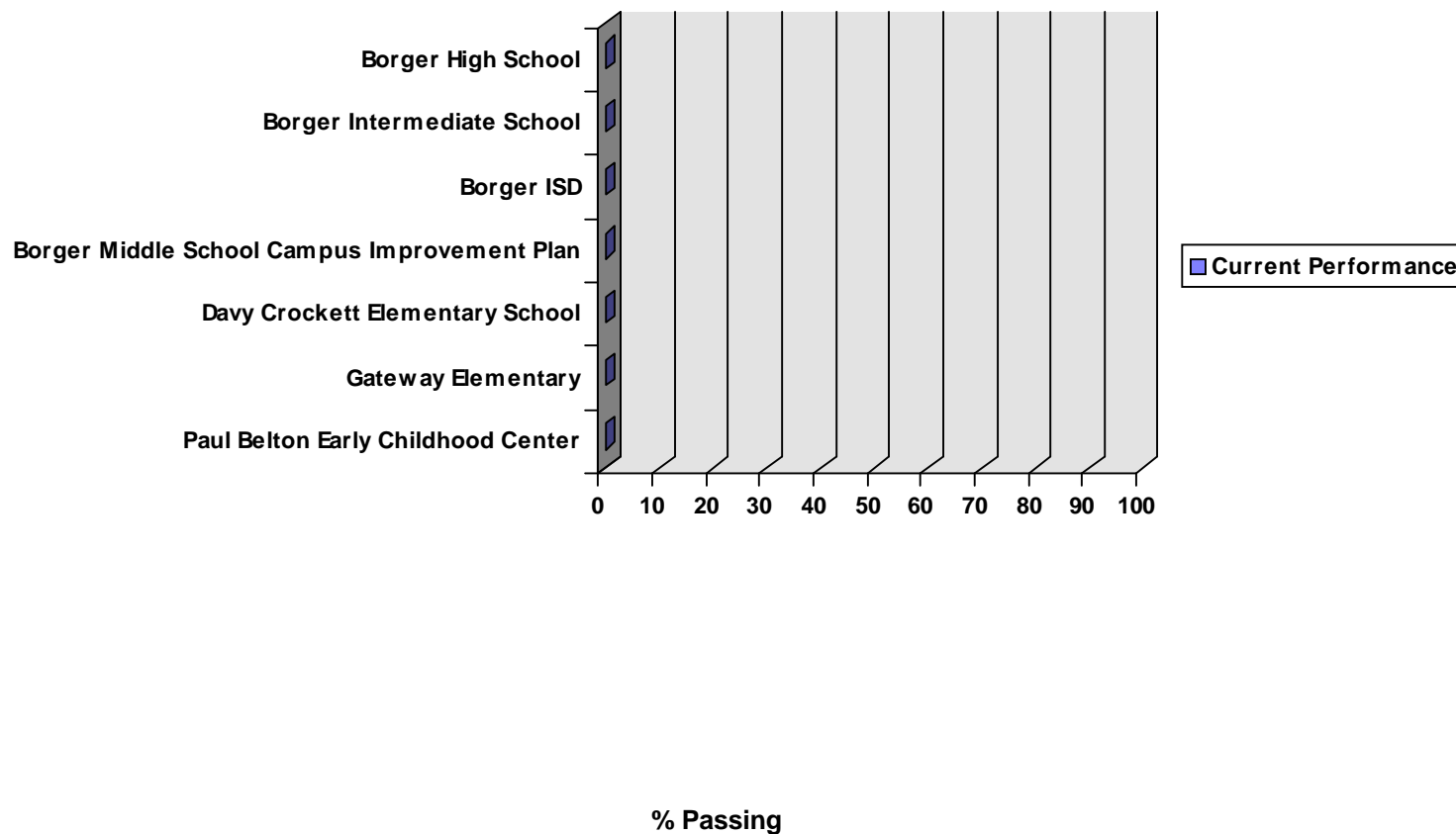
# Report of RPTe Adv. Last Year/Beg. This Year

## Composite Graph of Current Performance for All Schools in the District



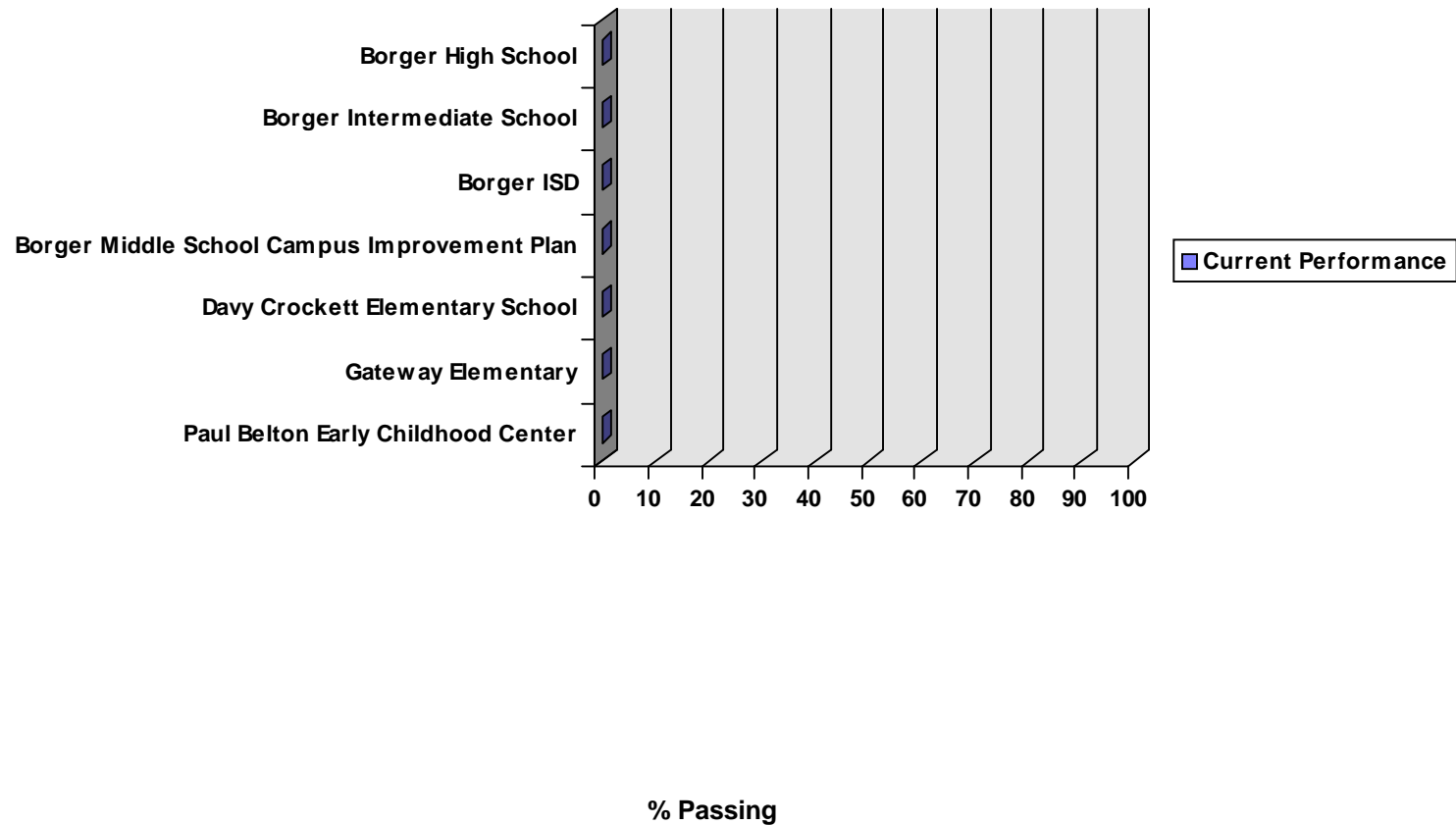
# Report of RPTe Adv. Last Year/Int. This Year

## Composite Graph of Current Performance for All Schools in the District



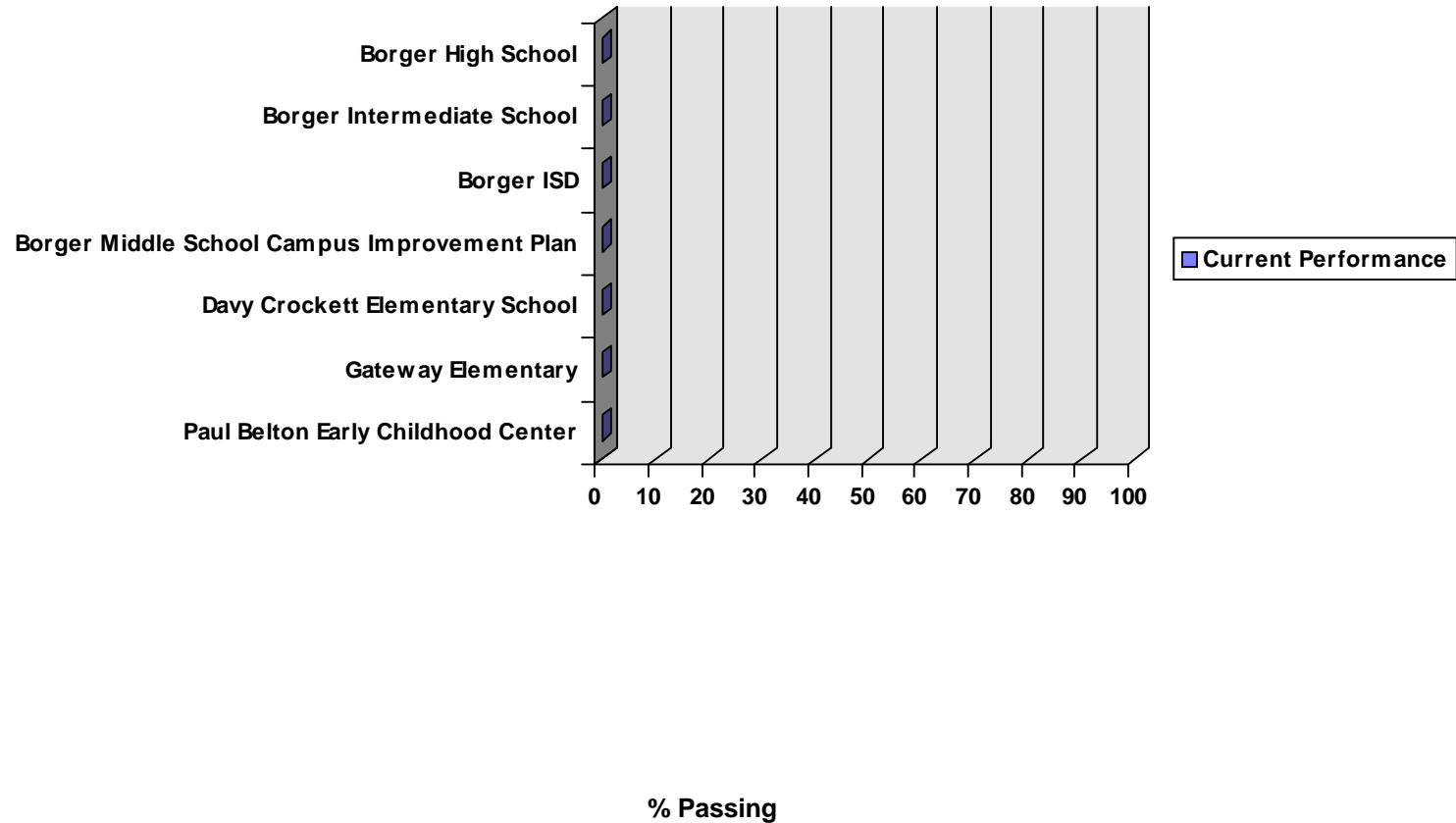
# Report of RPTe Adv. Last Year/Adv. This Year

## Composite Graph of Current Performance for All Schools in the District



# Report of RPTe Adv. Last Year/Adv. High This Year

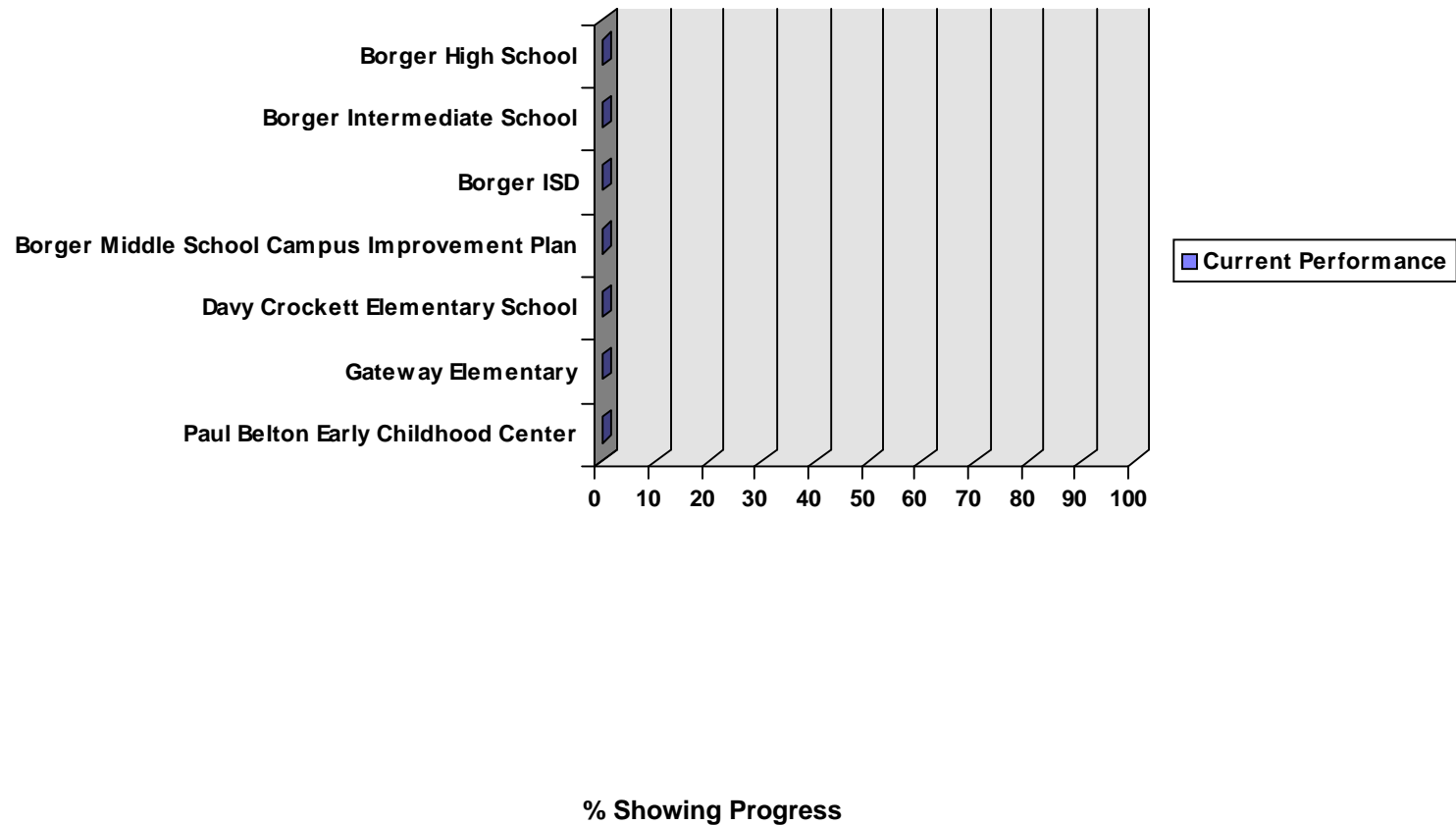
Composite Graph of Current Performance for All Schools in the District





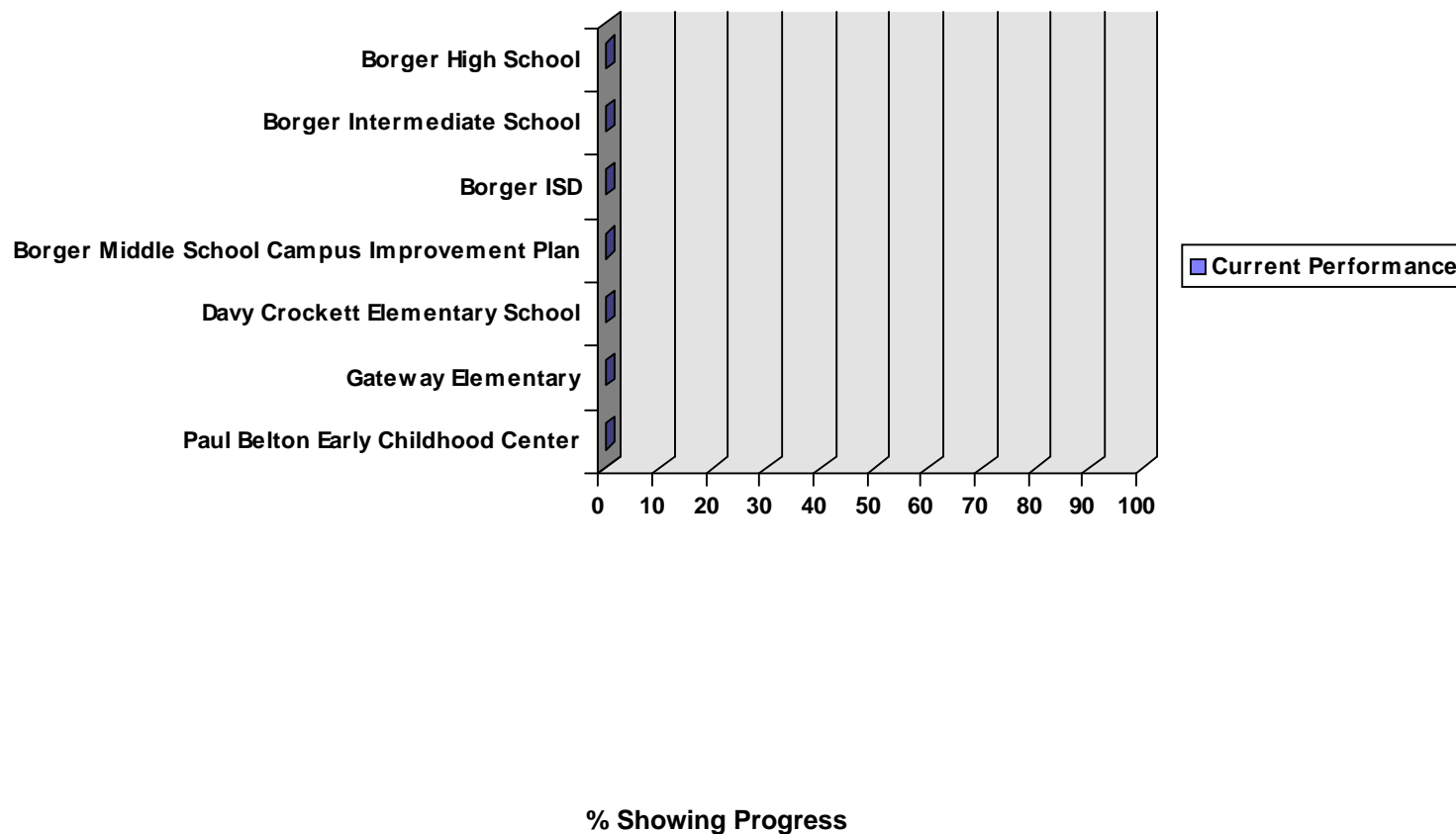
# Report of TELPAS: % of K-2 showing progress

## Composite Graph of Current Performance for All Schools in the District



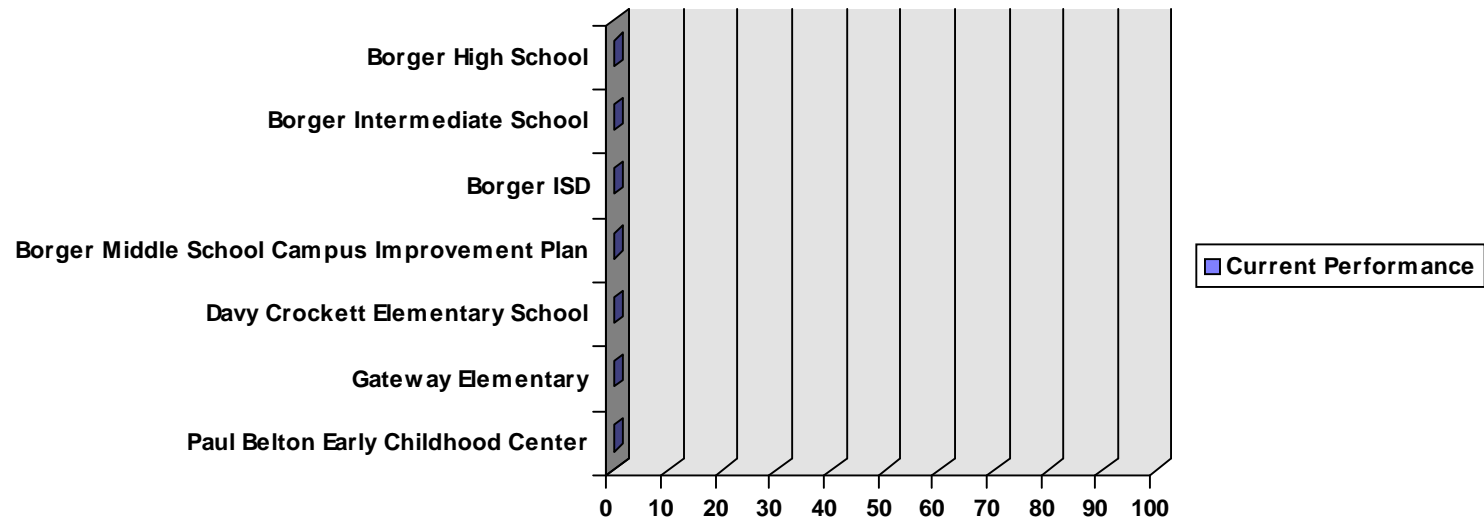
# Report of TELPAS: % of 3-12 showing progress

## Composite Graph of Current Performance for All Schools in the District



# Report of TELPAS: % of K-2 attaining Advanced High

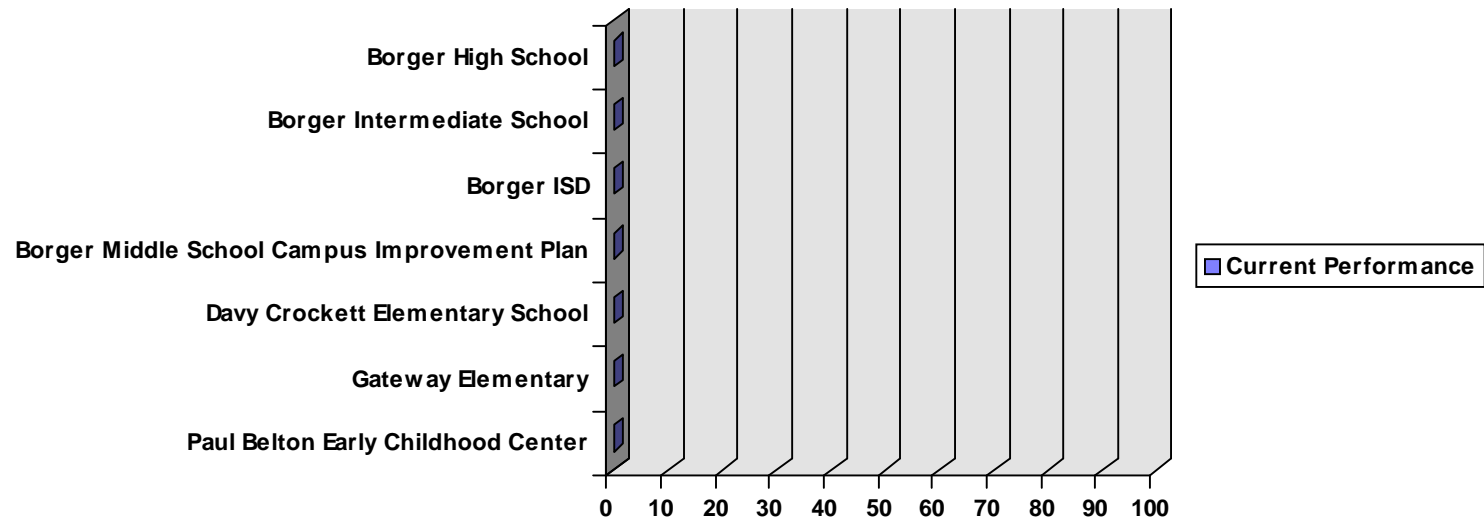
## Composite Graph of Current Performance for All Schools in the District



**% Attaining Advanced High**

# Report of TELPAS: % of 3-12 attaining Advanced High

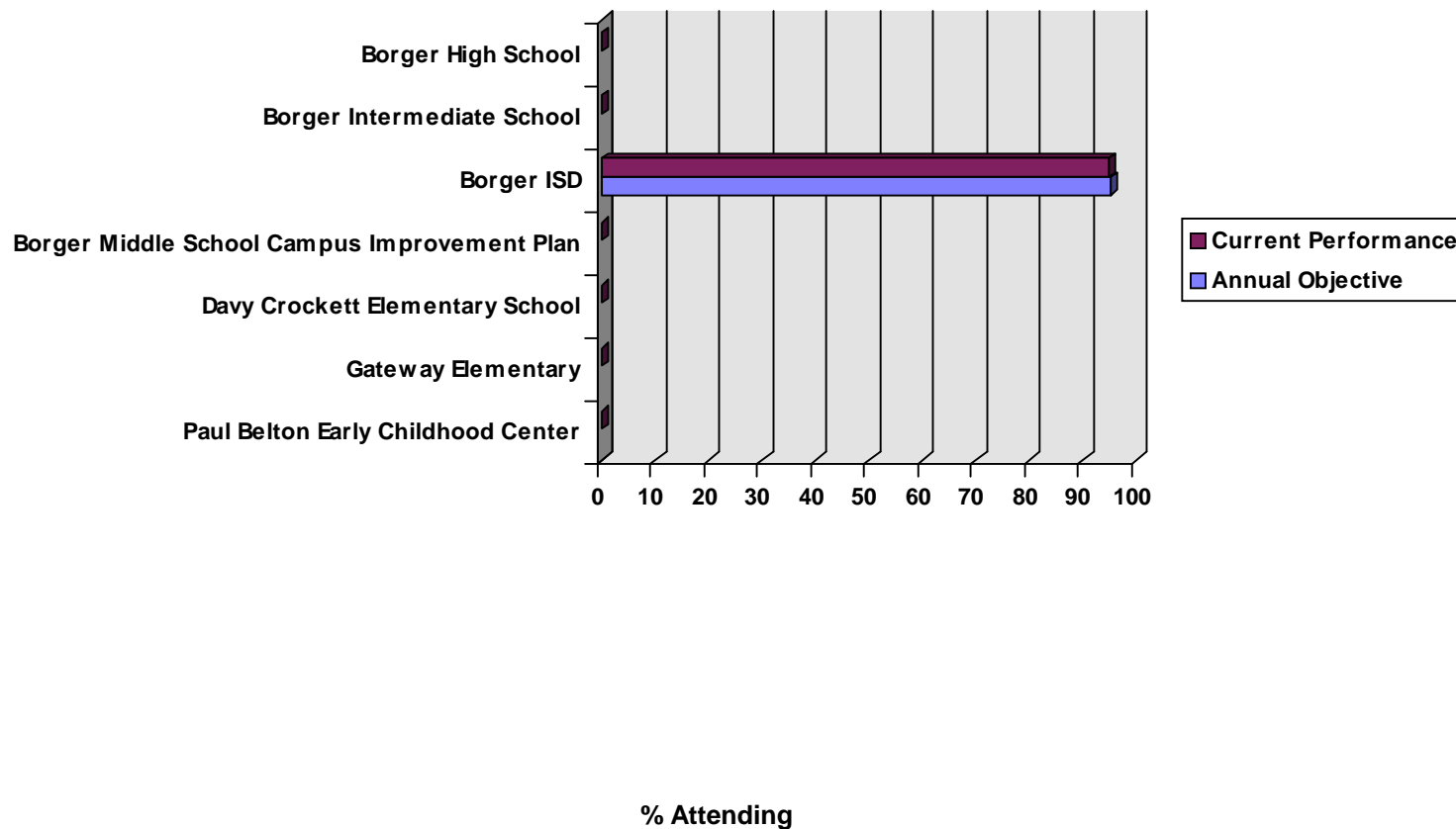
## Composite Graph of Current Performance for All Schools in the District



**% Attaining Advanced High**

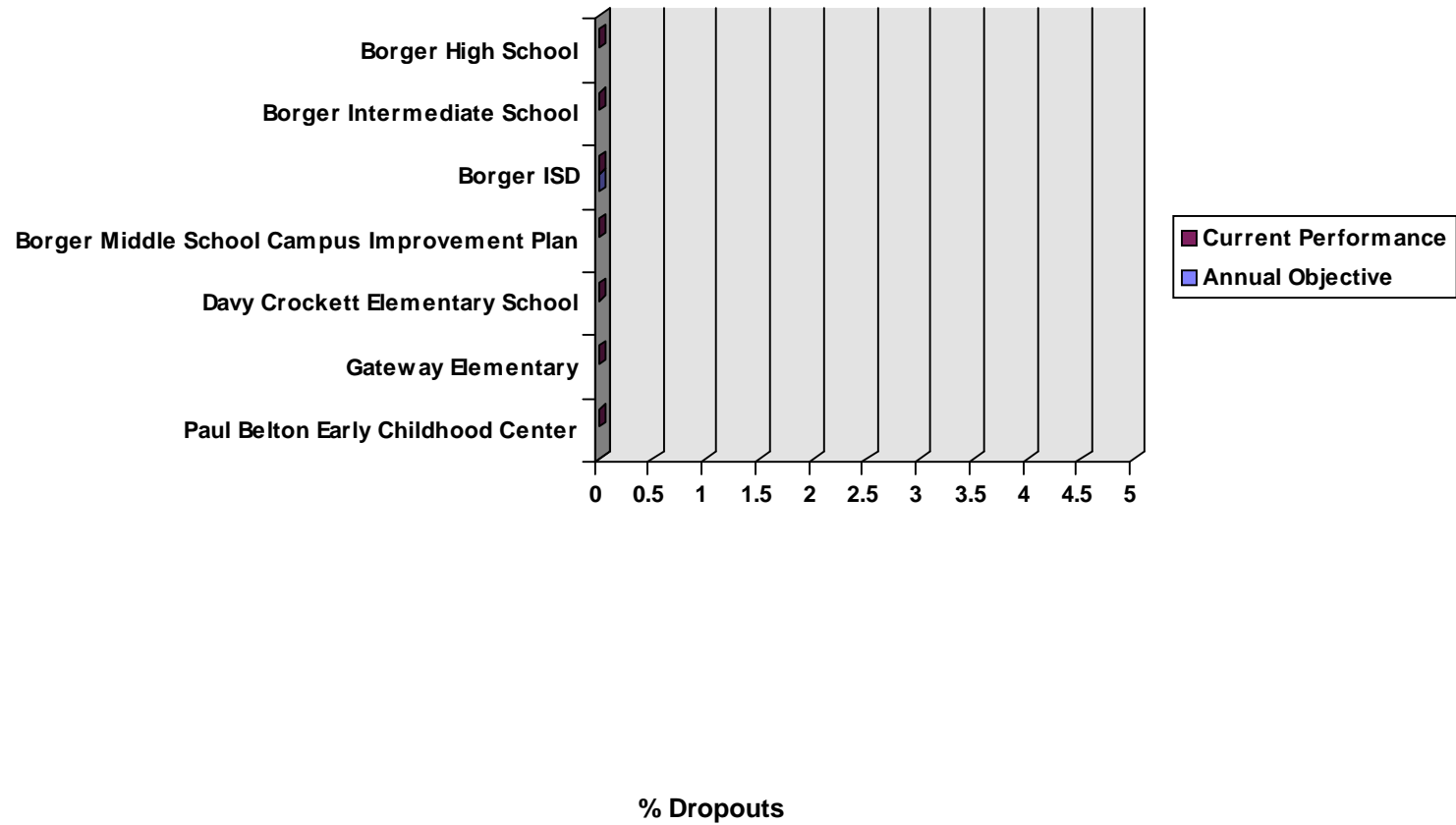
# Report of Attendance

## Composite Graph of Current Performance for All Schools in the District



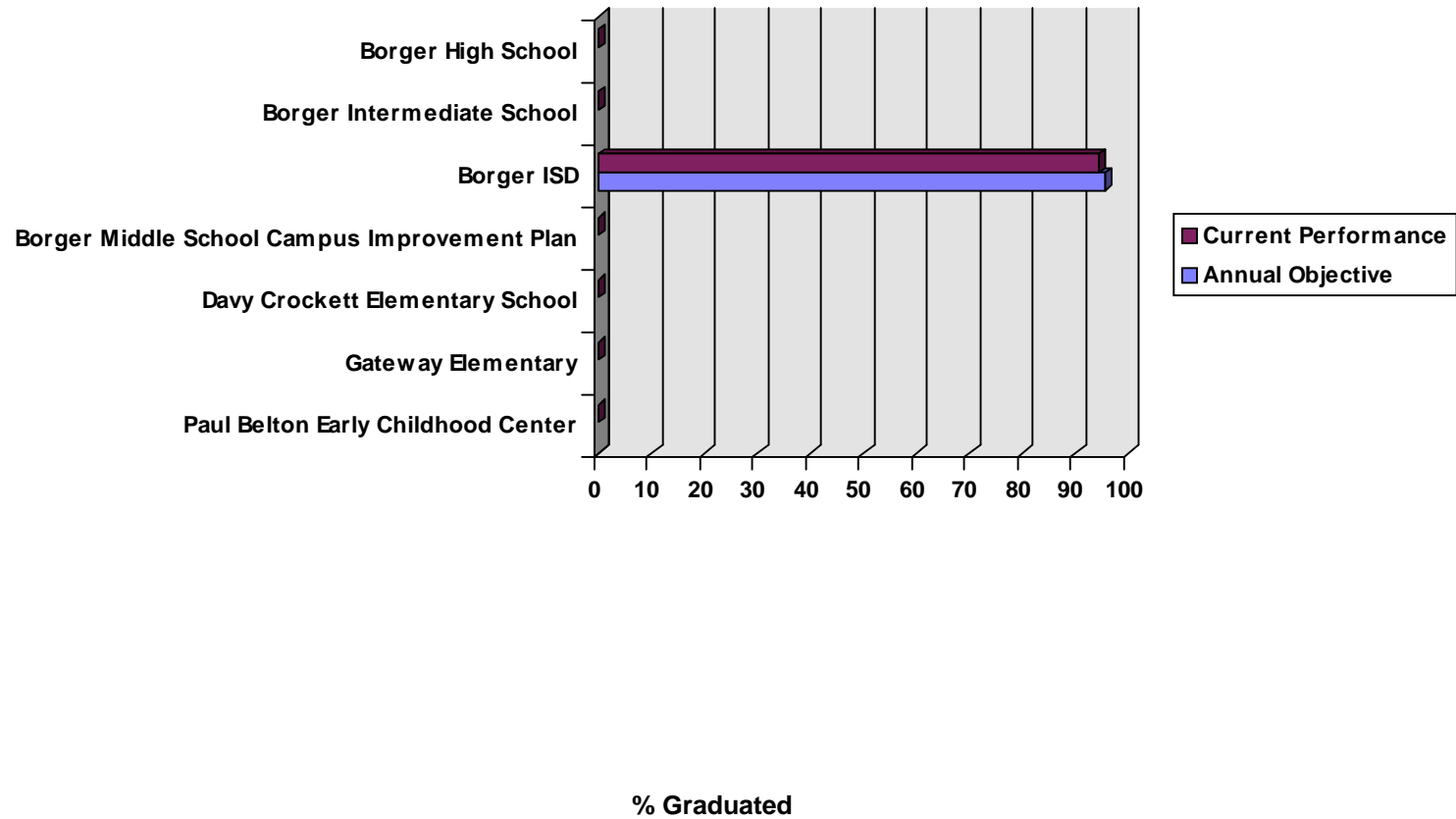
# Report of Annual Dropout Rate (Grades 7-8)

## Composite Graph of Current Performance for All Schools in the District



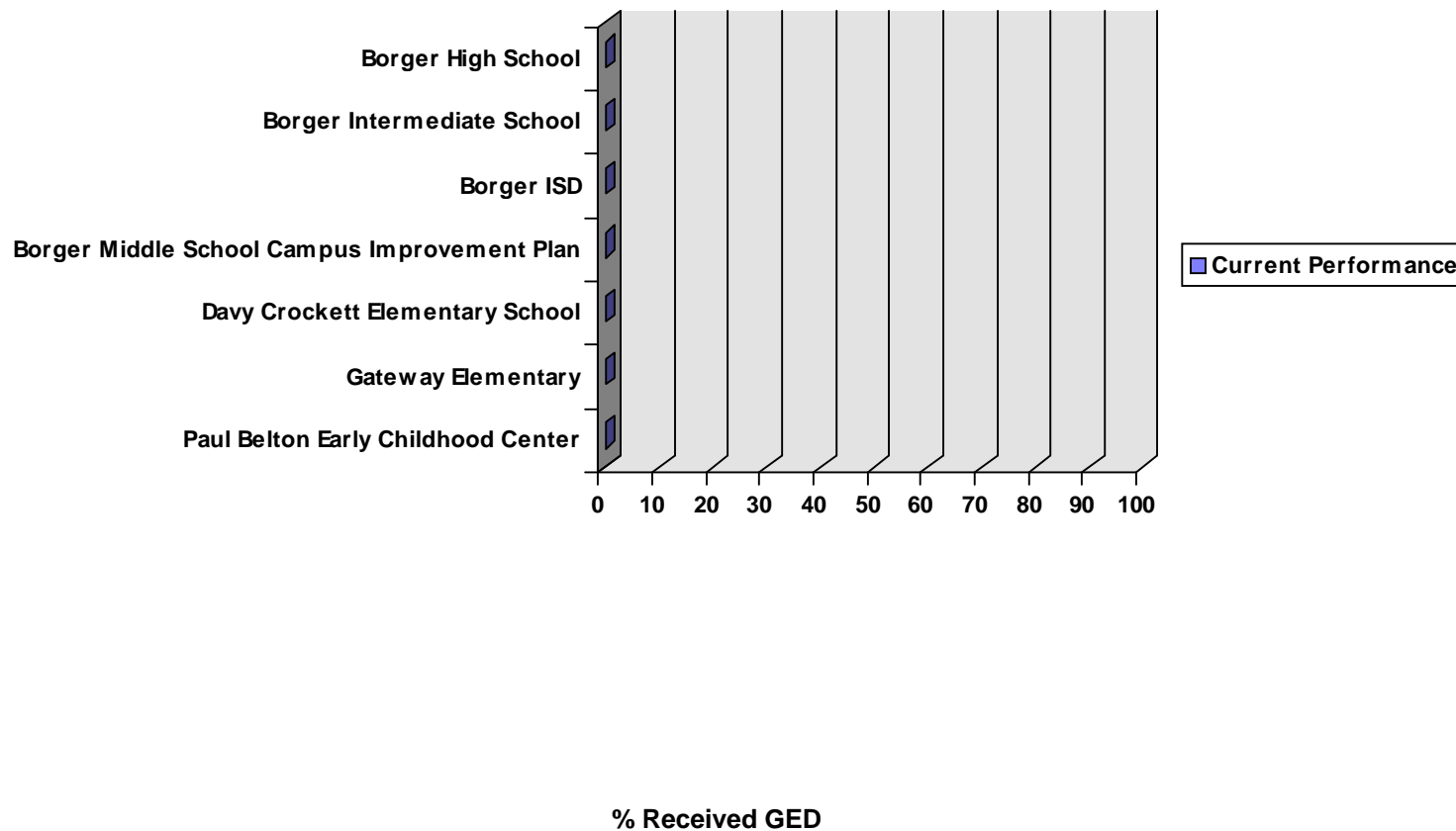
# Report of Completion: Graduated

## Composite Graph of Current Performance for All Schools in the District



# Report of Completion: Received GED

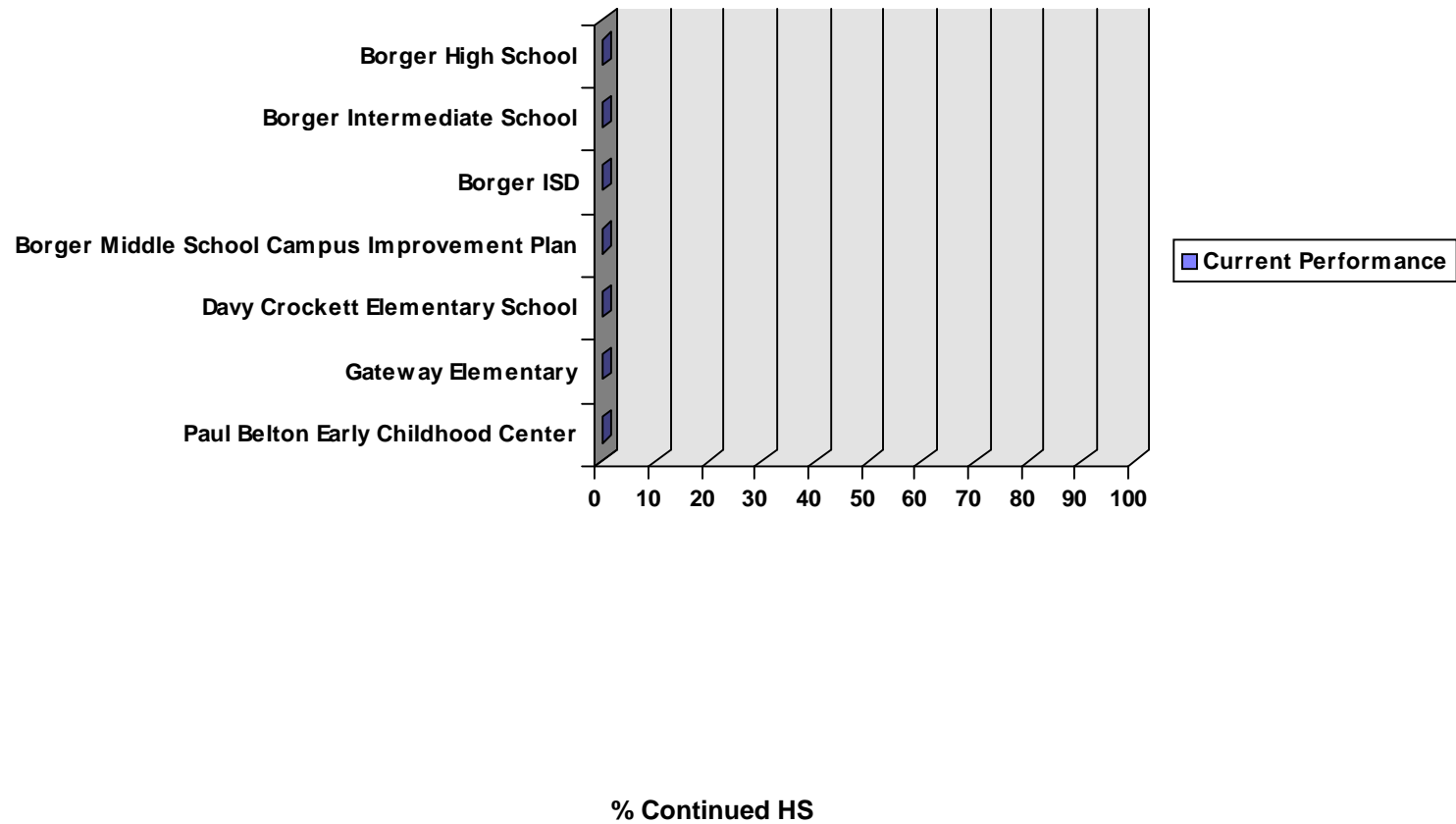
## Composite Graph of Current Performance for All Schools in the District





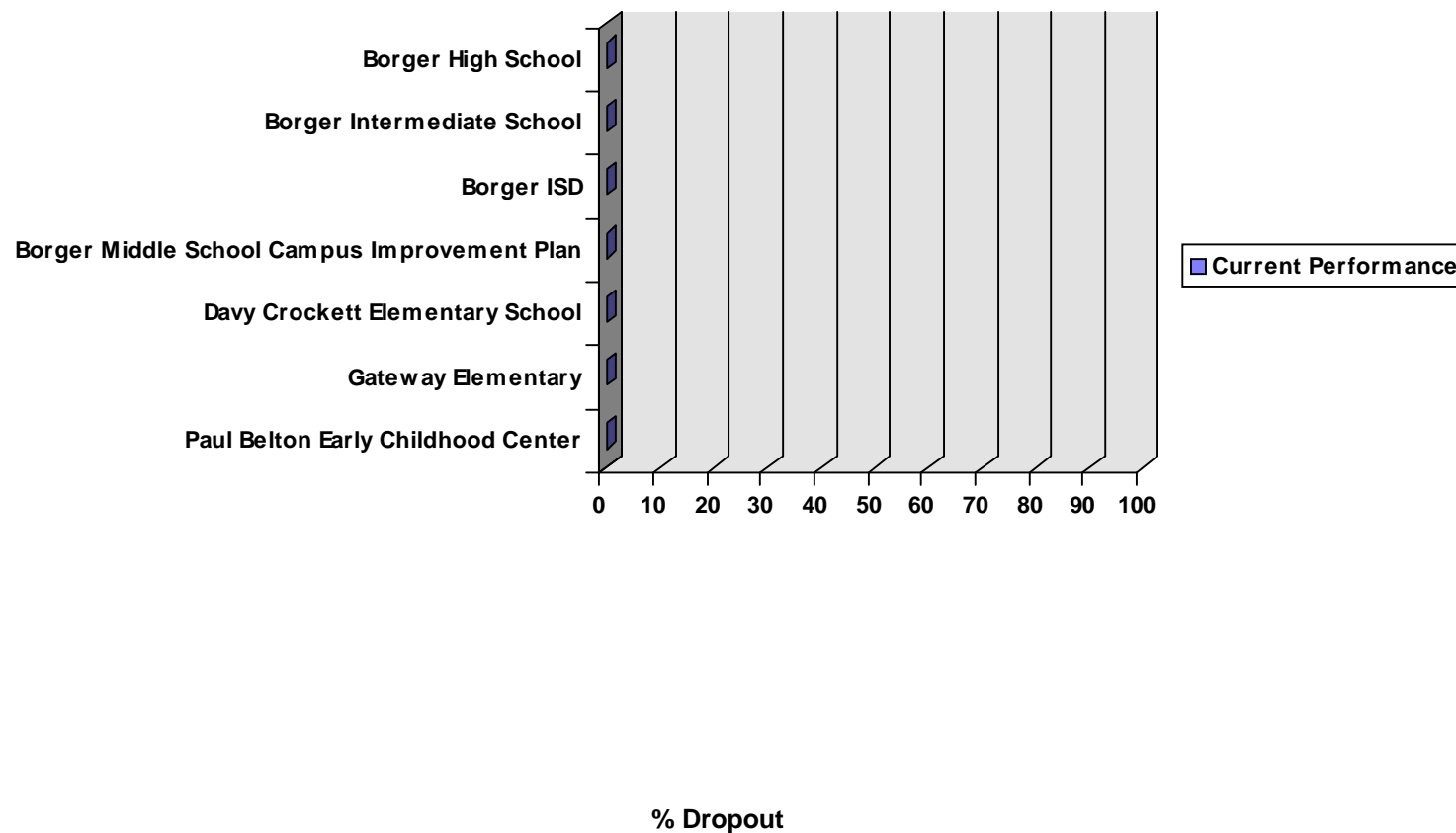
# Report of Completion: Continued HS

## Composite Graph of Current Performance for All Schools in the District



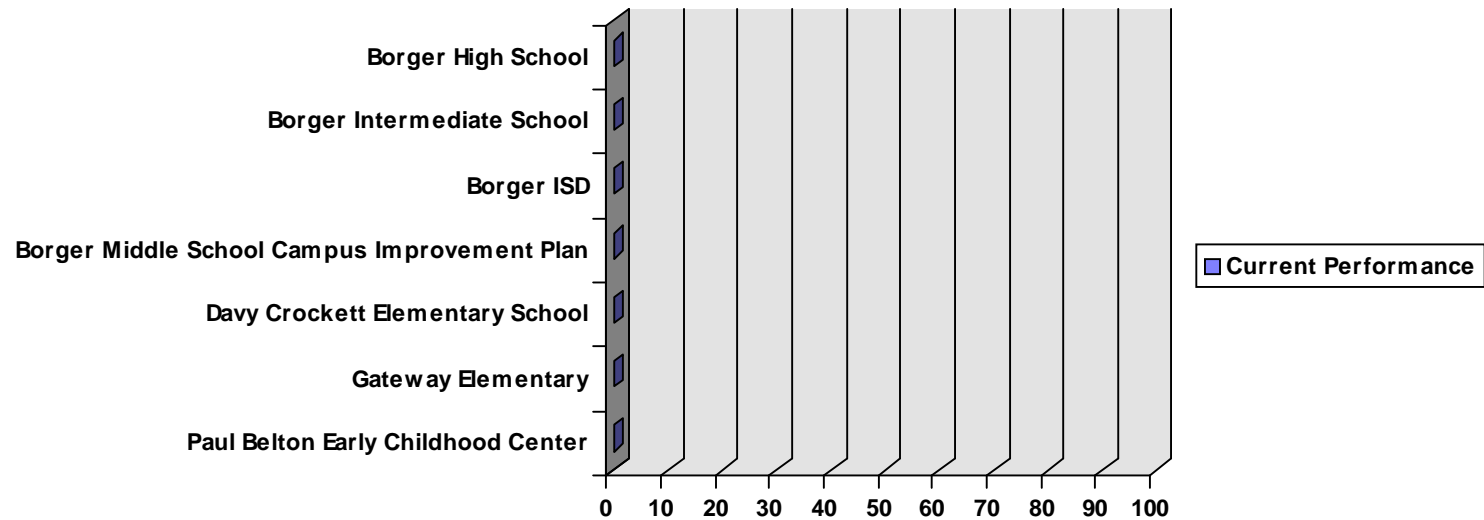
# Report of Completion: Dropped Out (4-yr)

## Composite Graph of Current Performance for All Schools in the District



# Report of % Advanced Course/Dual Enrollment Completion

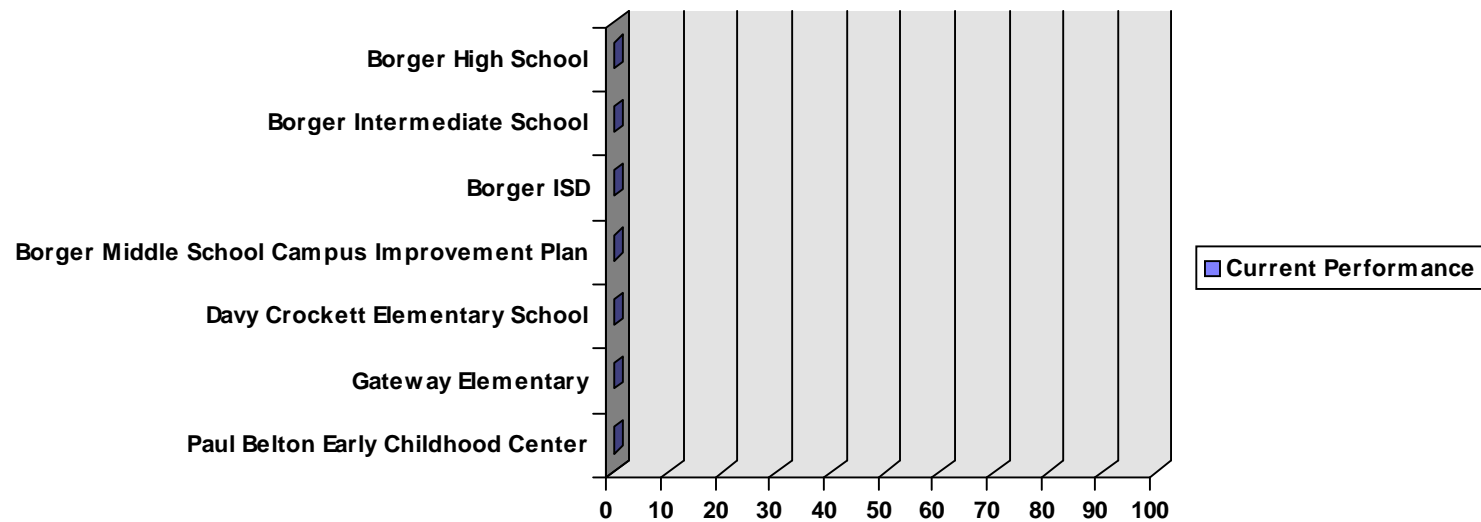
Composite Graph of Current Performance for All Schools in the District



**% Taking Advanced Courses/Dual Enrollment Completion**

# Report of RHSP/DAP

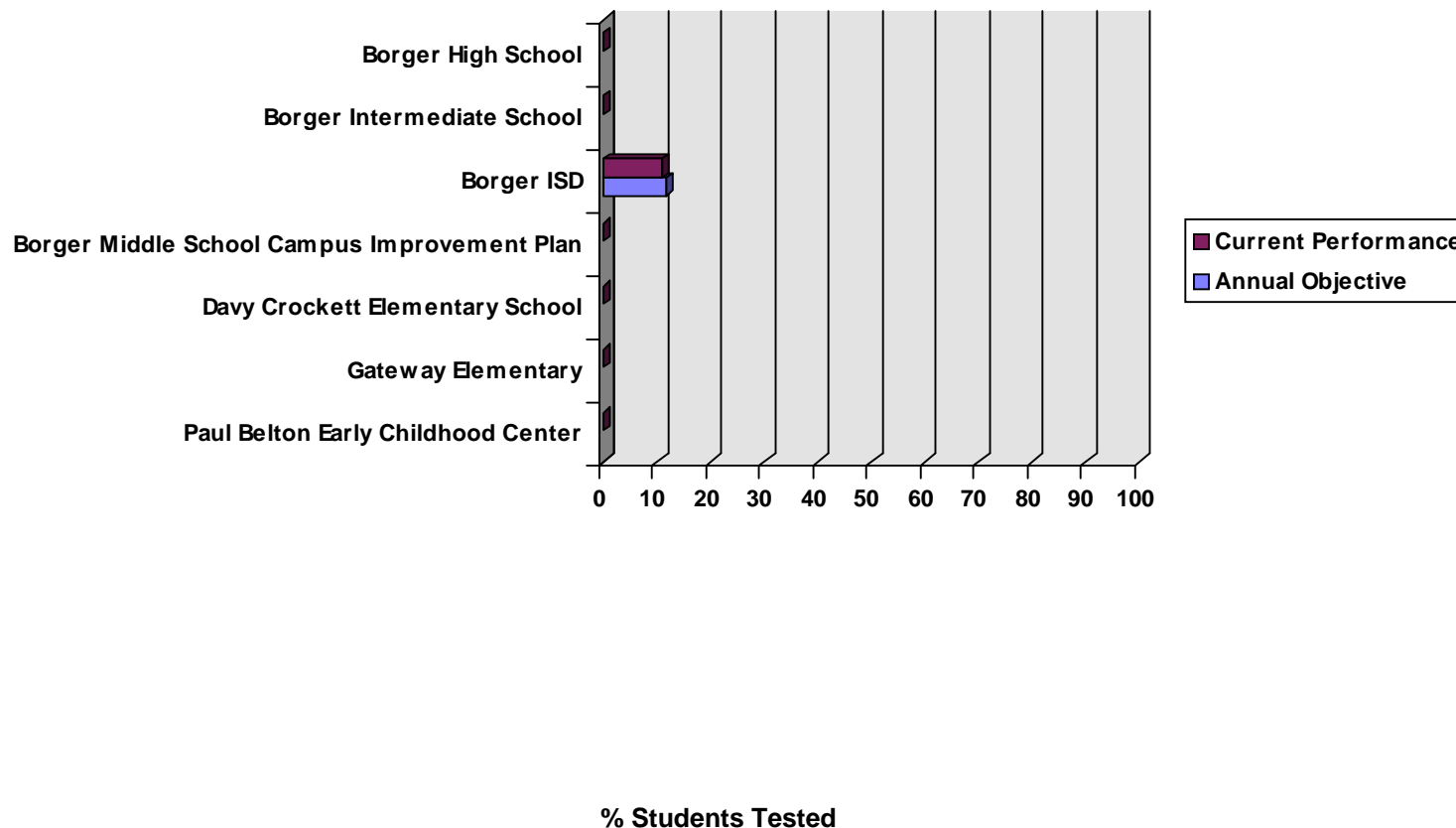
## Composite Graph of Current Performance for All Schools in the District



**% Enrolled in Recommended Programs**

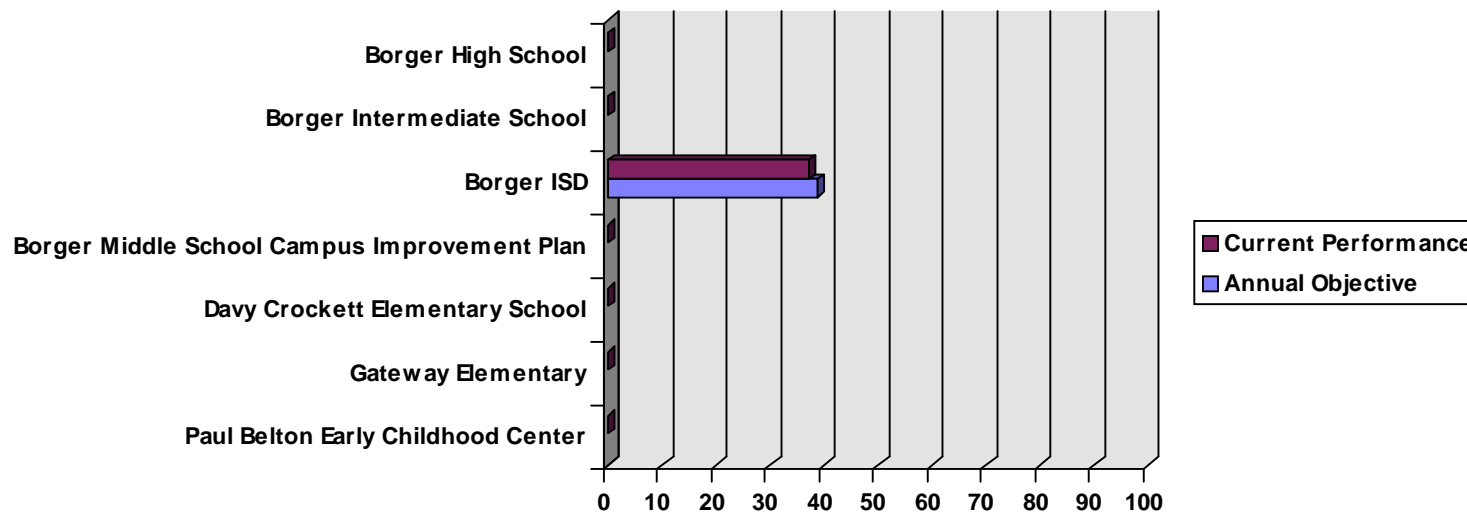
# Report of AP/IB: % Students Tested

## Composite Graph of Current Performance for All Schools in the District



# Report of AP/IB: % Examinees At or Above Criterion

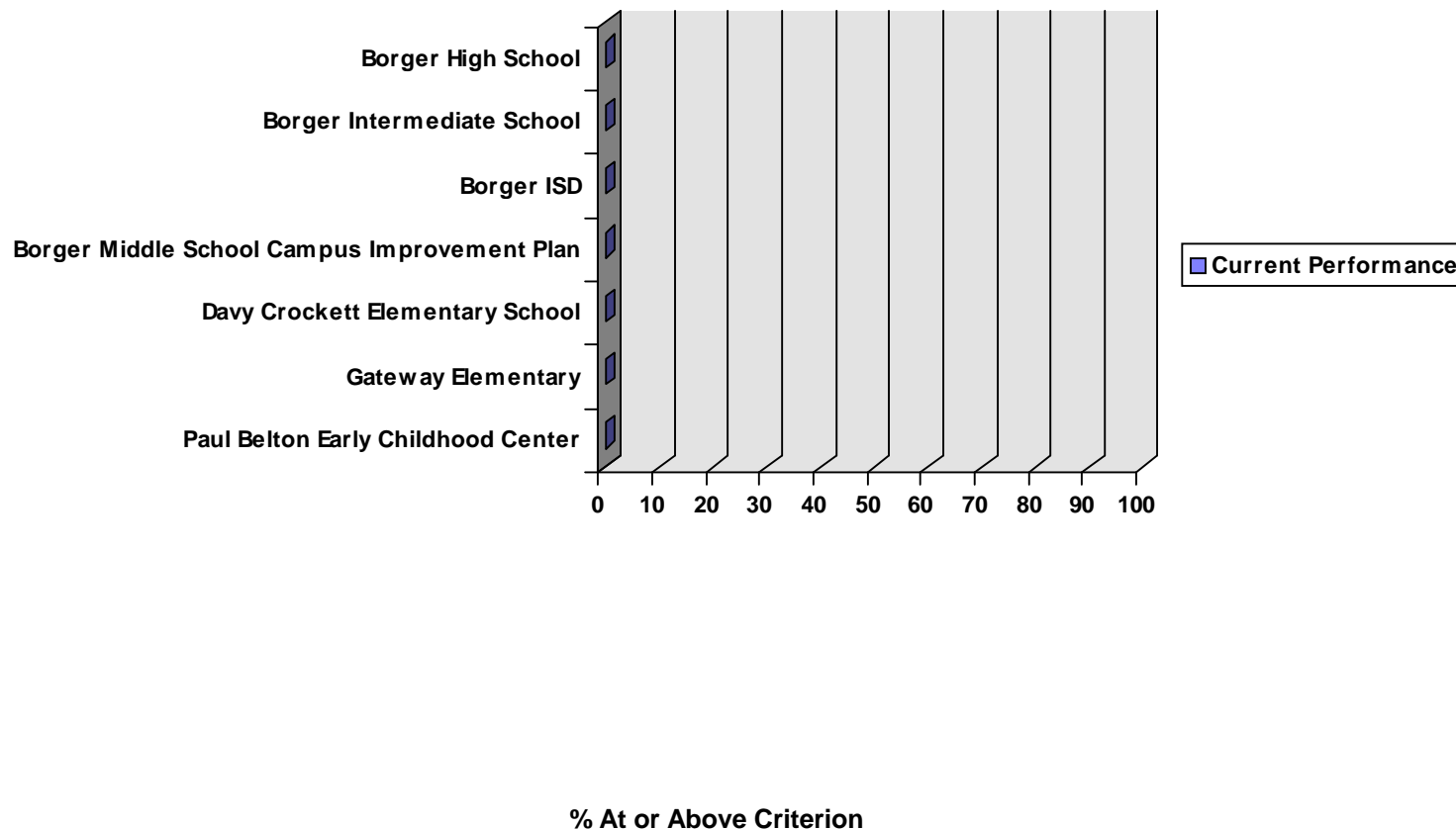
## Composite Graph of Current Performance for All Schools in the District



% At or Above Criterion

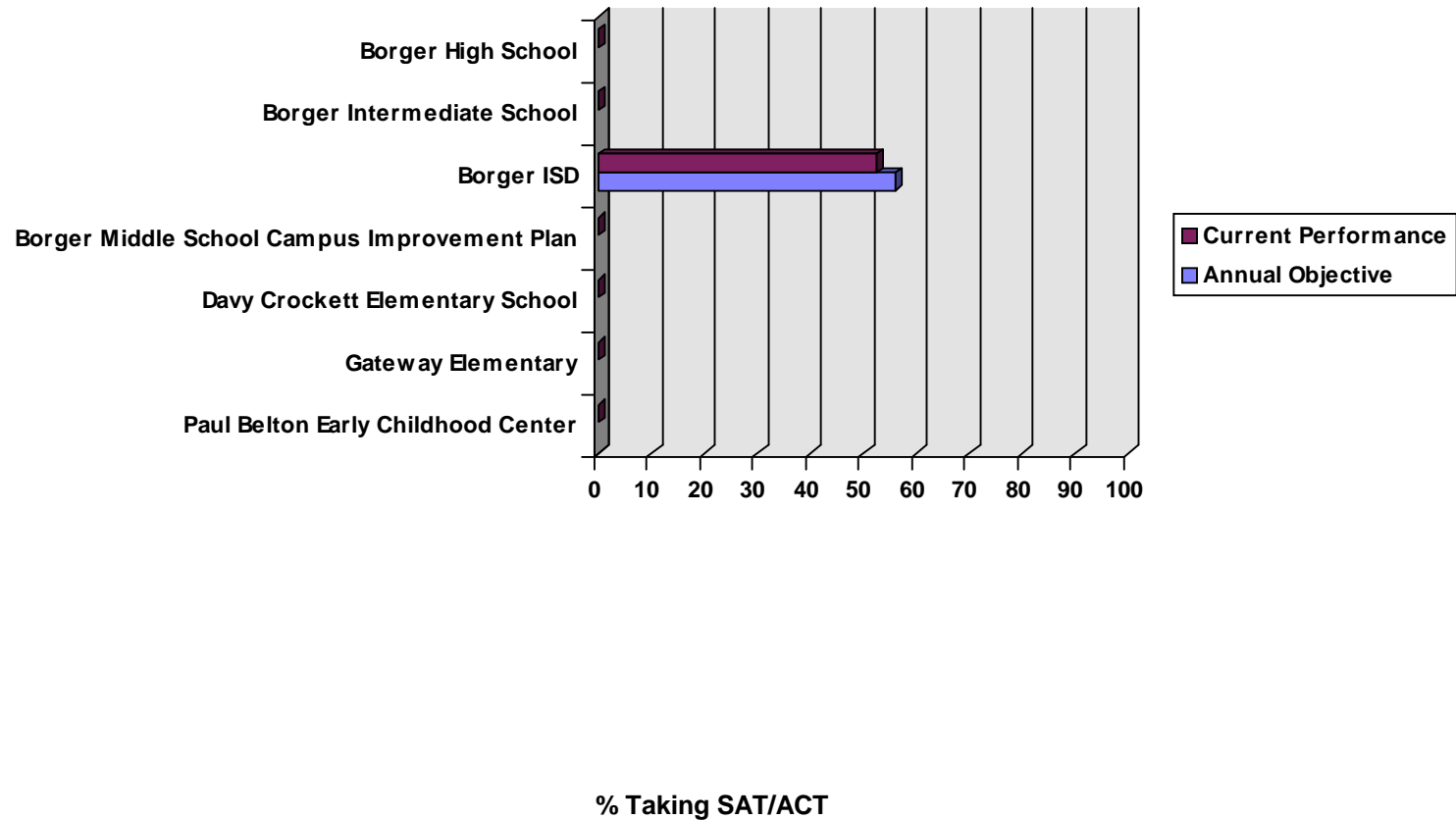
# Report of AP/IB: % Scores At or Above Criterion

## Composite Graph of Current Performance for All Schools in the District



# Report of Graduating Seniors Taking SAT/ACT

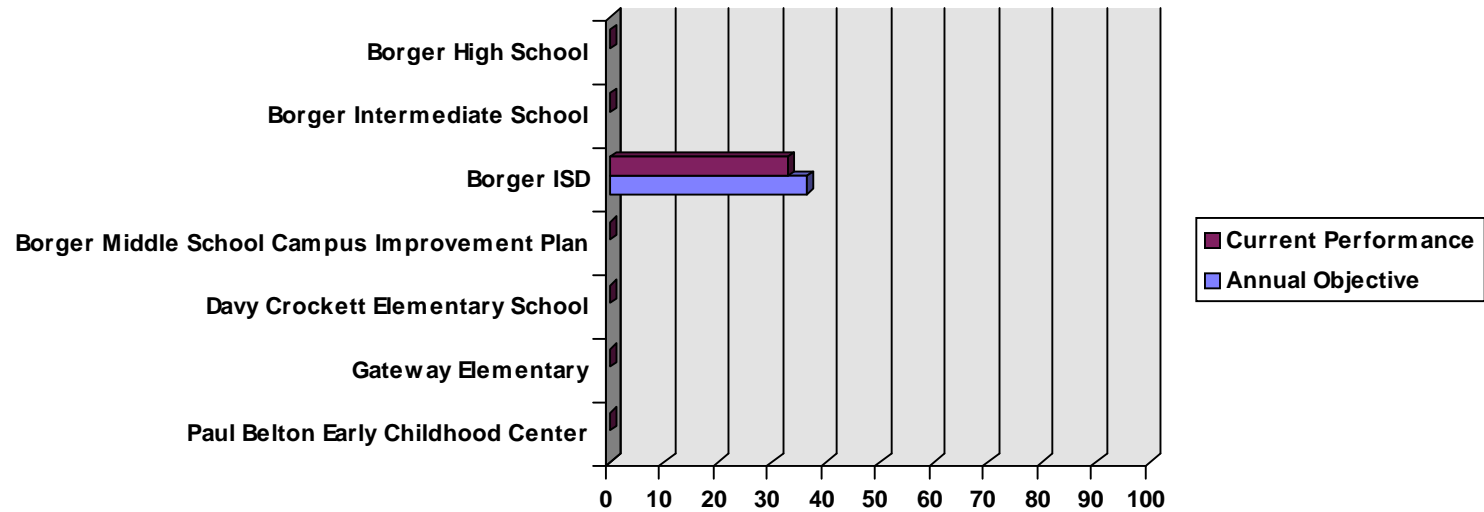
## Composite Graph of Current Performance for All Schools in the District





# Report of Graduating Seniors Scoring At or Above Criterion

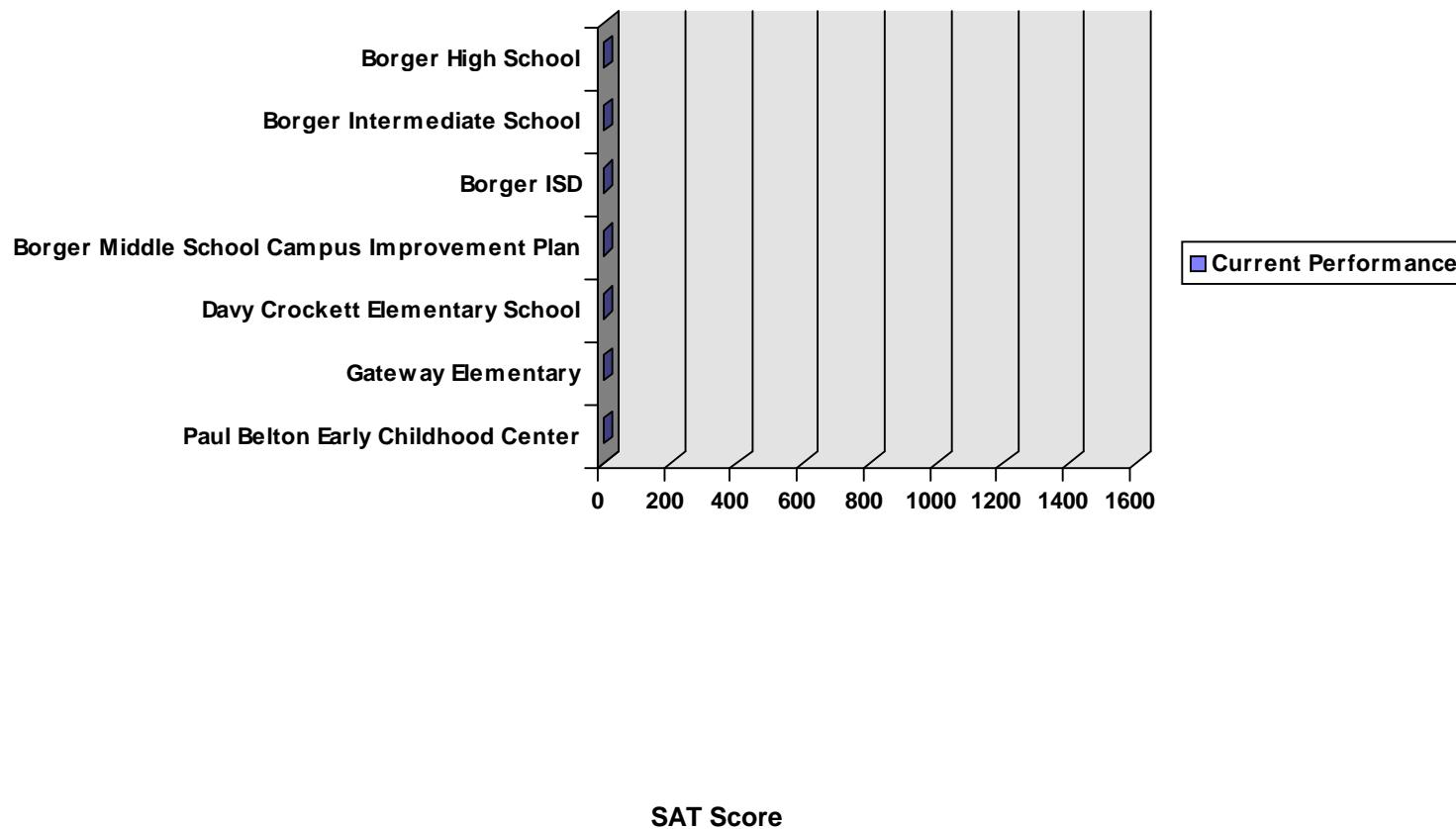
## Composite Graph of Current Performance for All Schools in the District



**% Scoring At or Above Criterion**

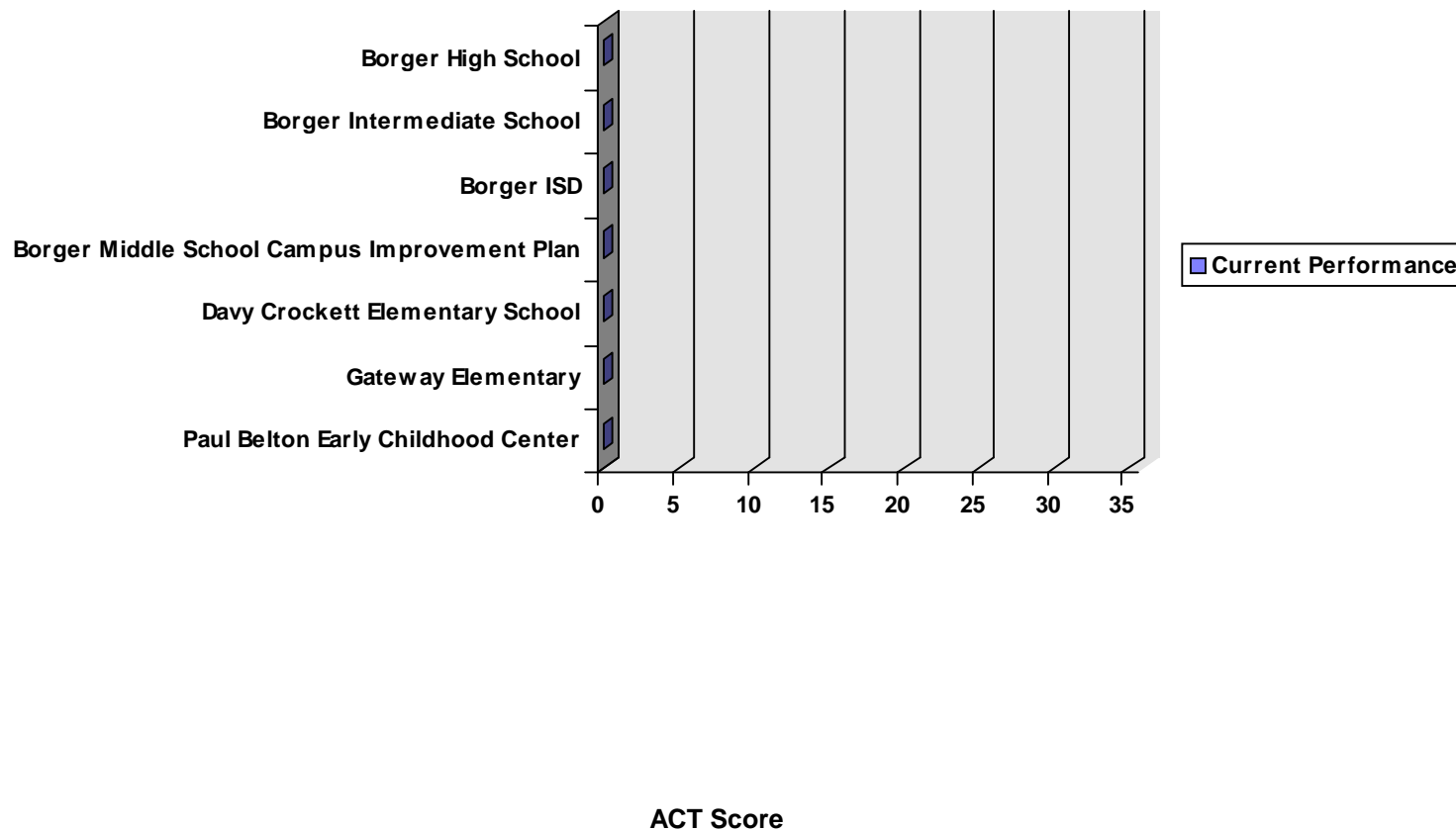
# Report of Mean SAT Scores

## Composite Graph of Current Performance for All Schools in the District



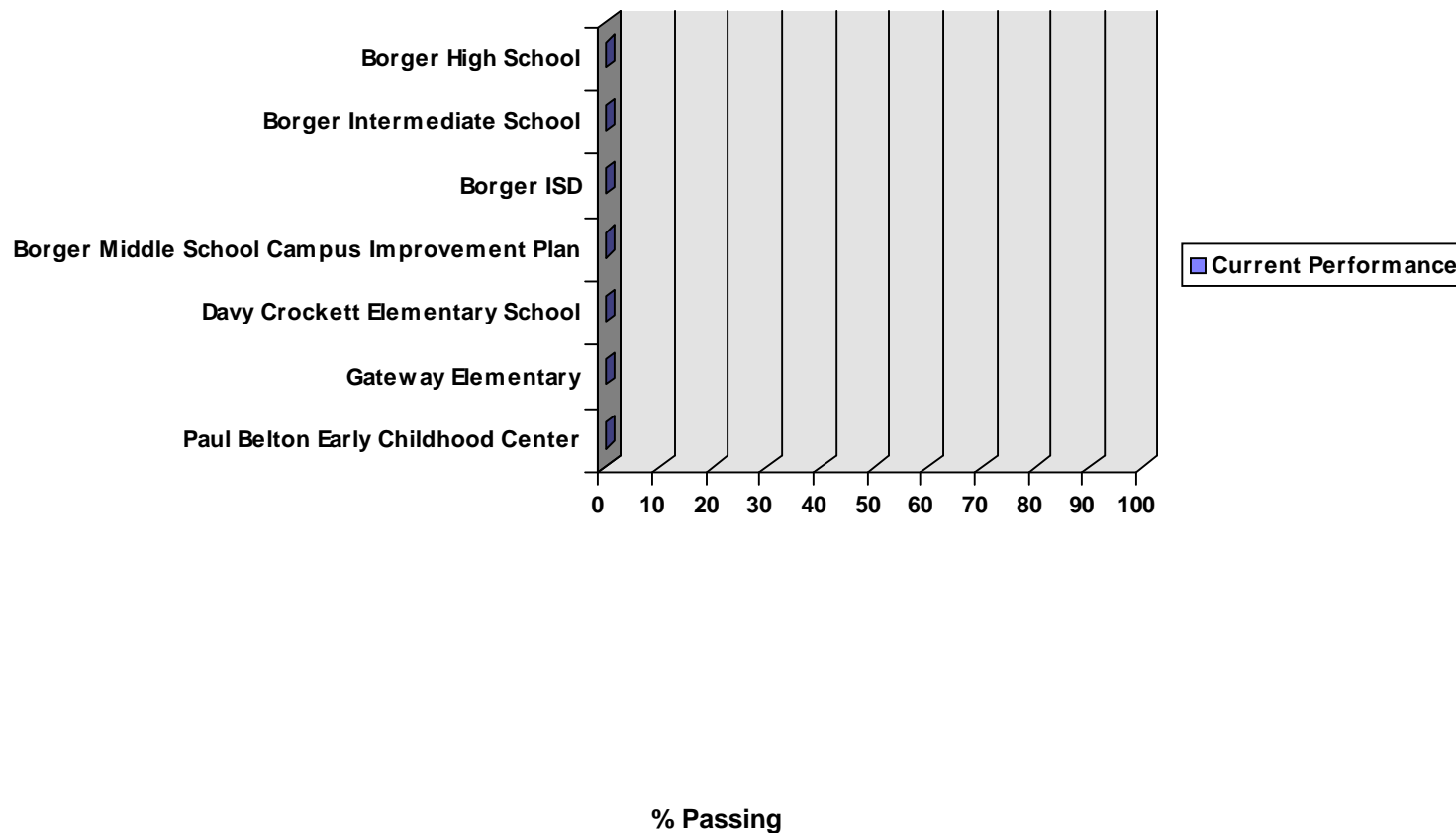
# Report of Mean ACT Scores

## Composite Graph of Current Performance for All Schools in the District



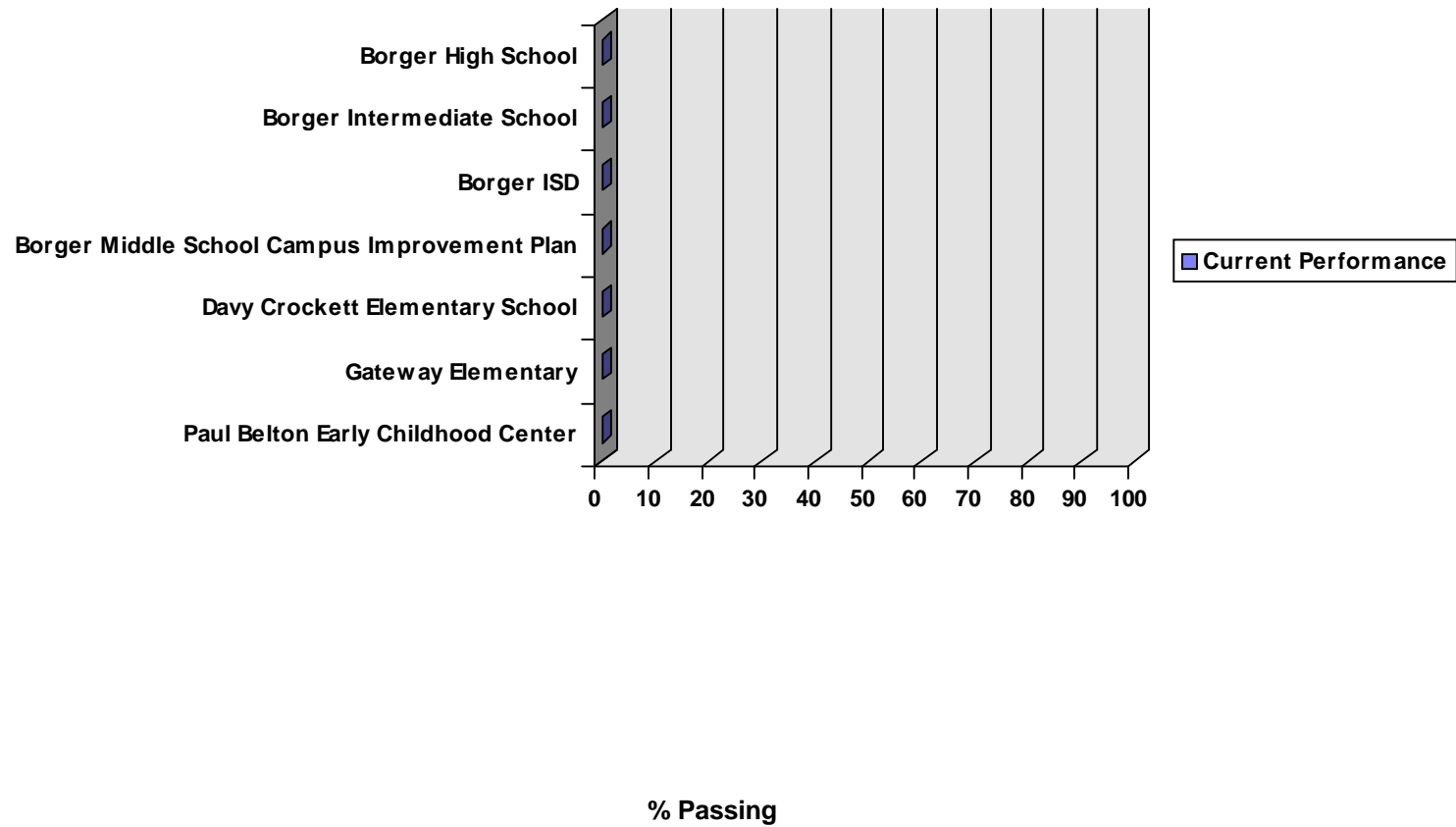
# Report of Texas Primary Reading Inventory (TPRI)

## Composite Graph of Current Performance for All Schools in the District



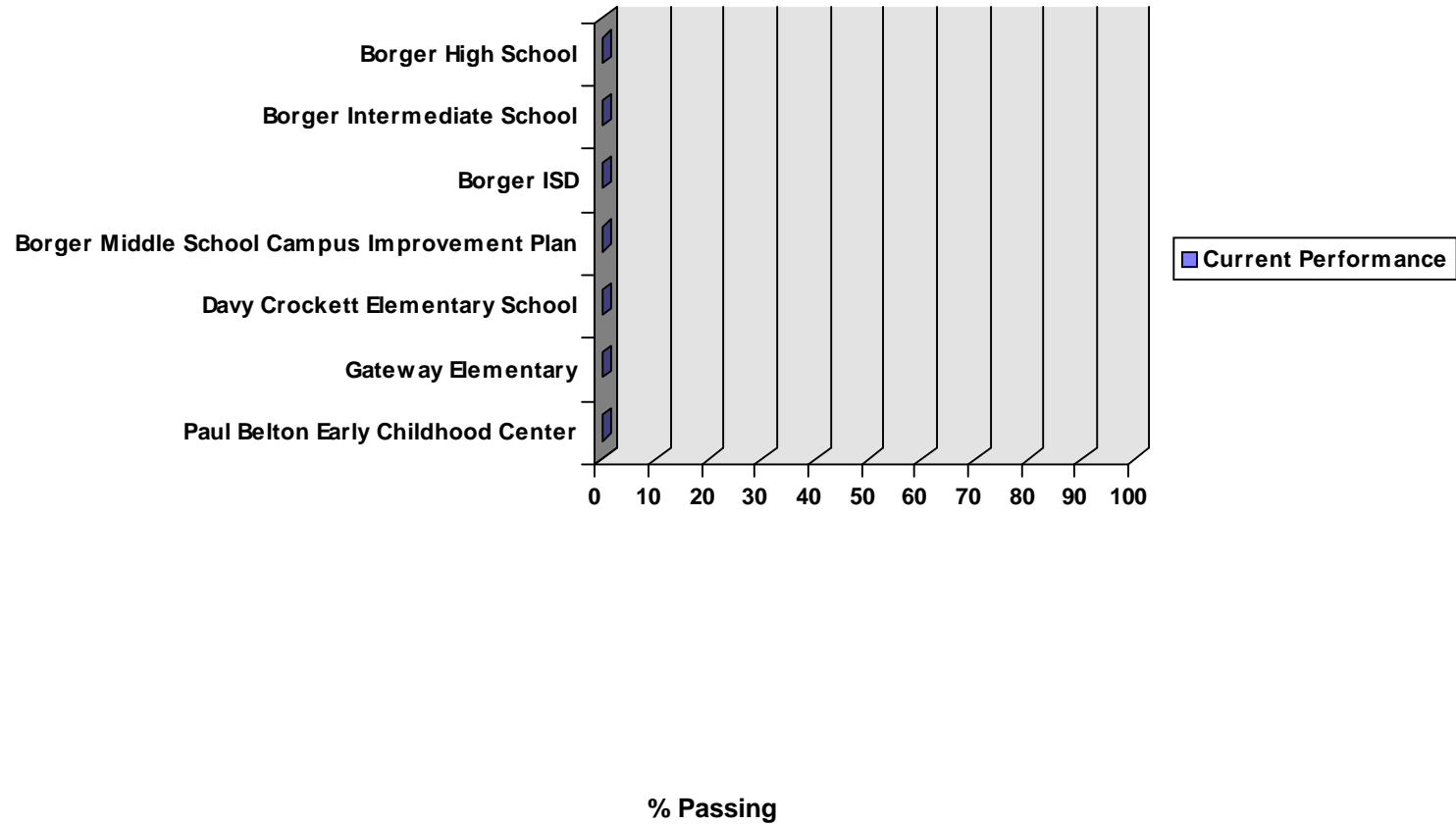
# Report of AEA - TAKS Progress

## Composite Graph of Current Performance for All Schools in the District



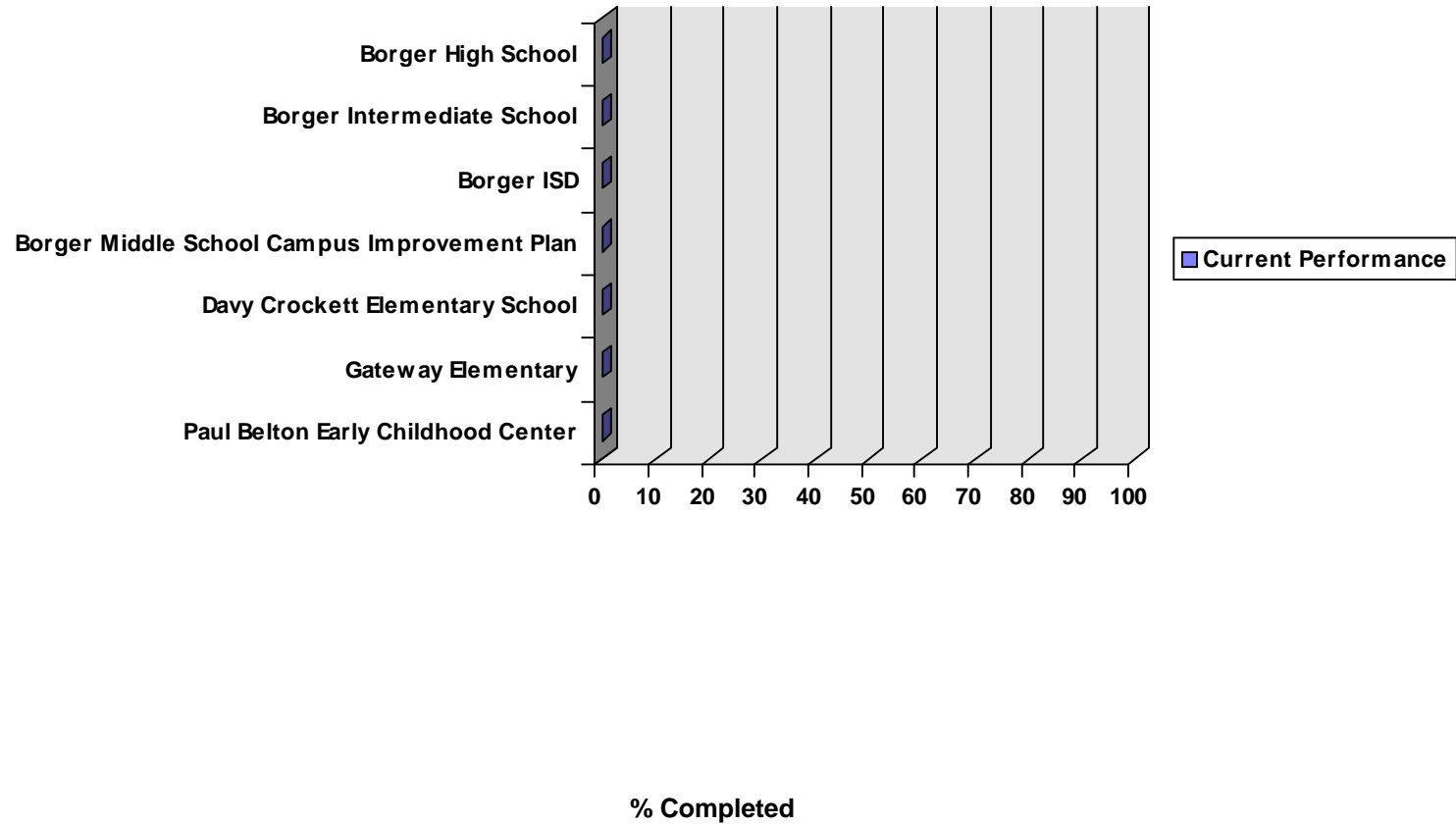
# Report of AEA - SDAA II

## Composite Graph of Current Performance for All Schools in the District



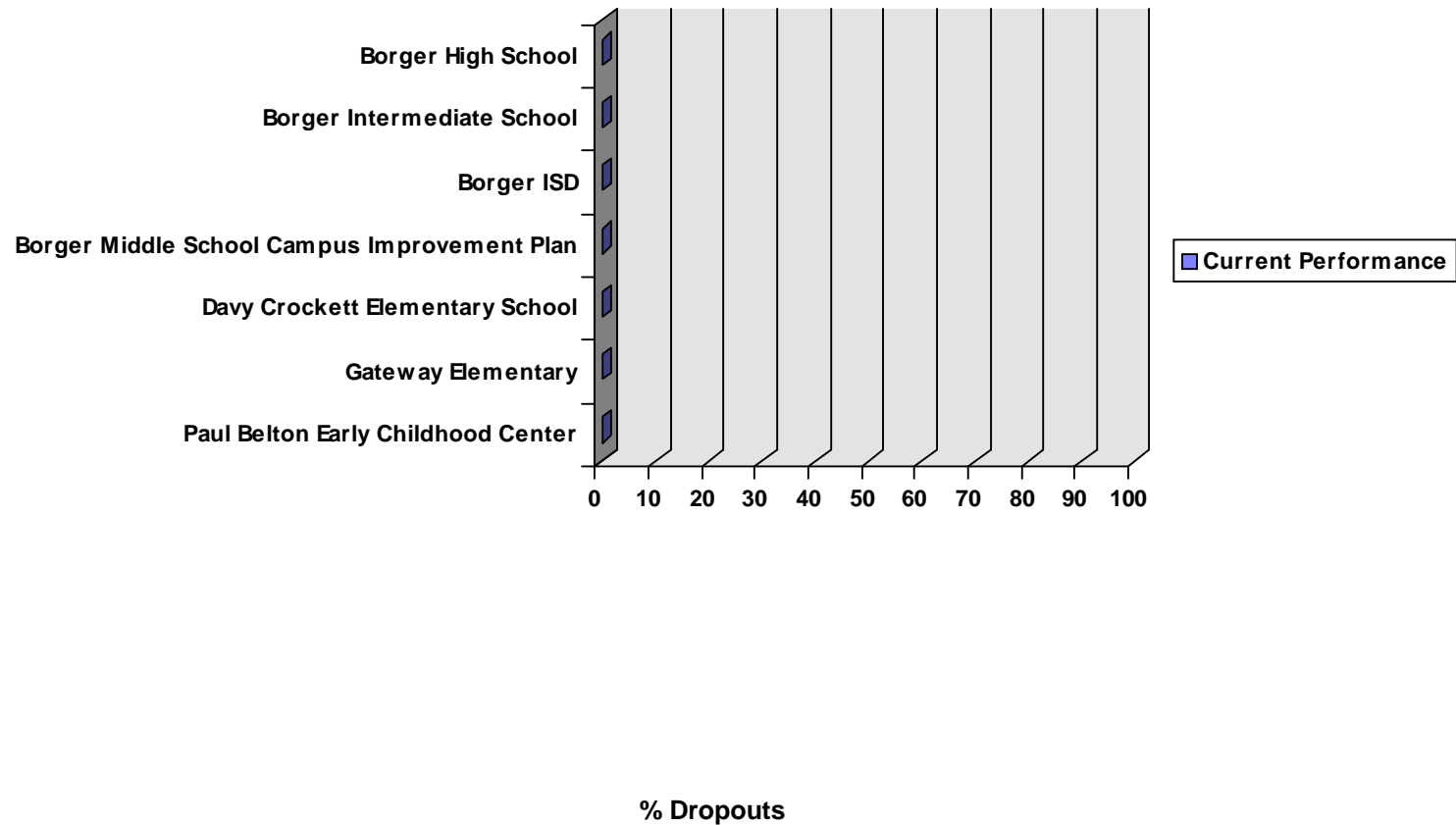
# Report of AEA - Completion Rate II

## Composite Graph of Current Performance for All Schools in the District



# Report of AEA - Annual Dropout Rate (Grades 7-12)

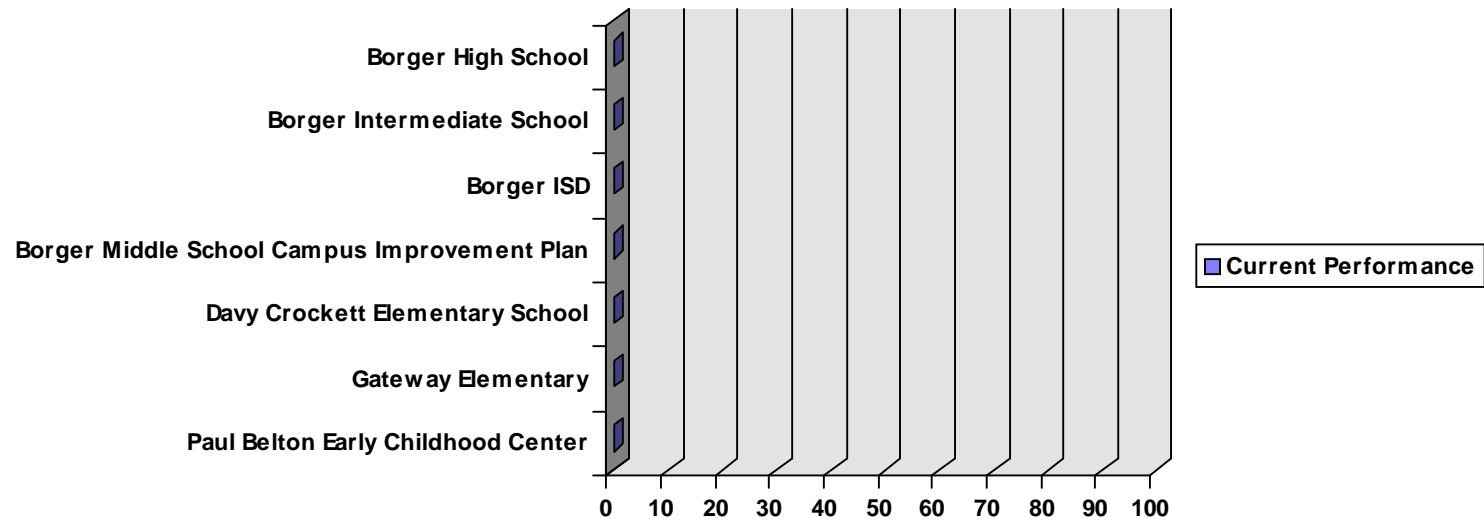
Composite Graph of Current Performance for All Schools in the District





# Report of Alternative - GED Completion

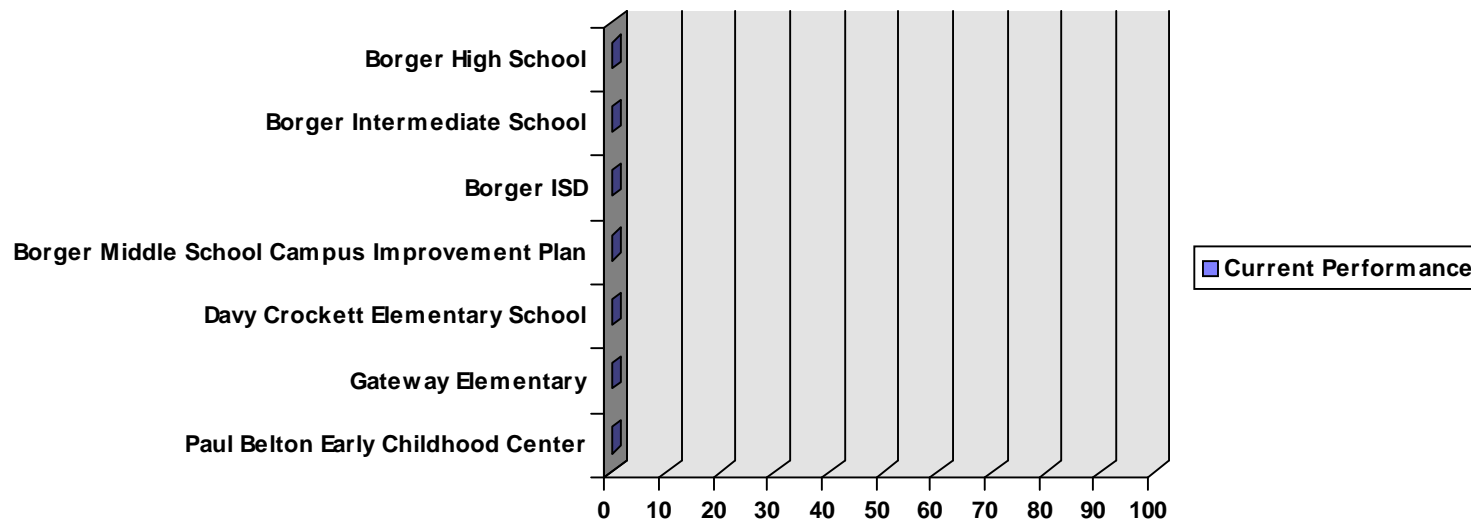
## Composite Graph of Current Performance for All Schools in the District



**% Completing All Requirements for GED Certificate of Completion**

# Report of Alternative - GED Sections

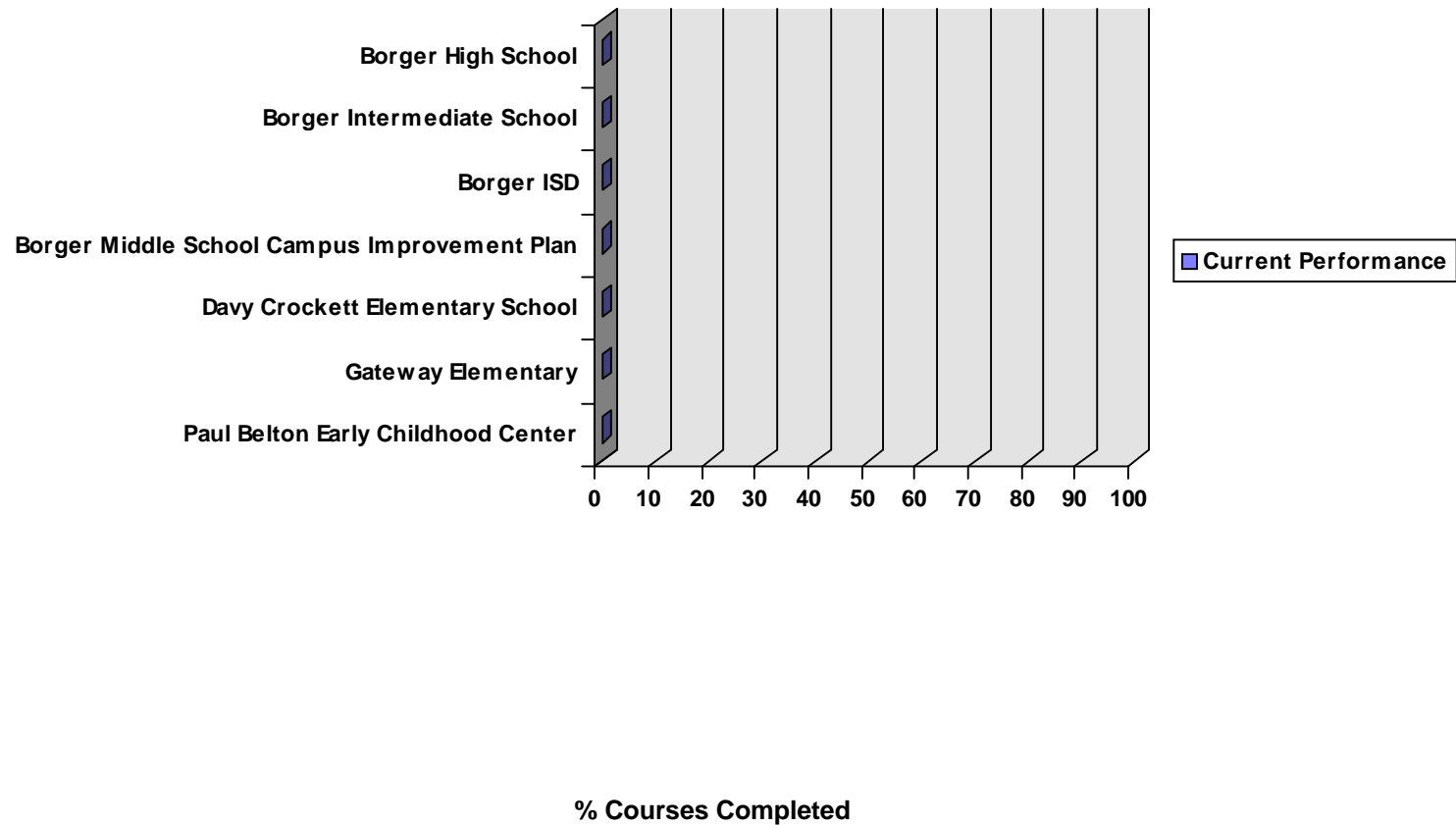
## Composite Graph of Current Performance for All Schools in the District



% of GED Sections Passed

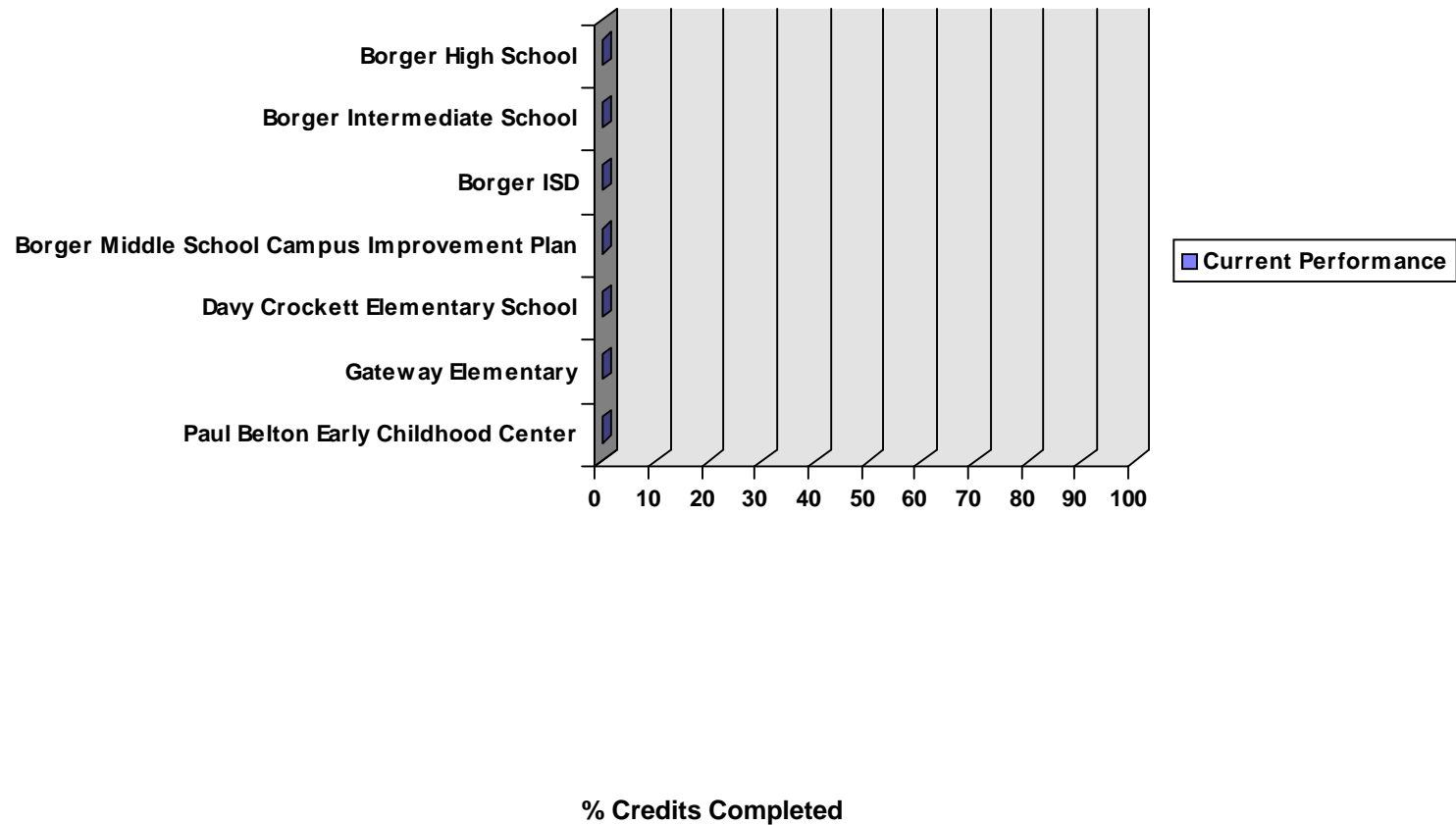
# Report of Alternative - Percent Courses Complete

Composite Graph of Current Performance for All Schools in the District



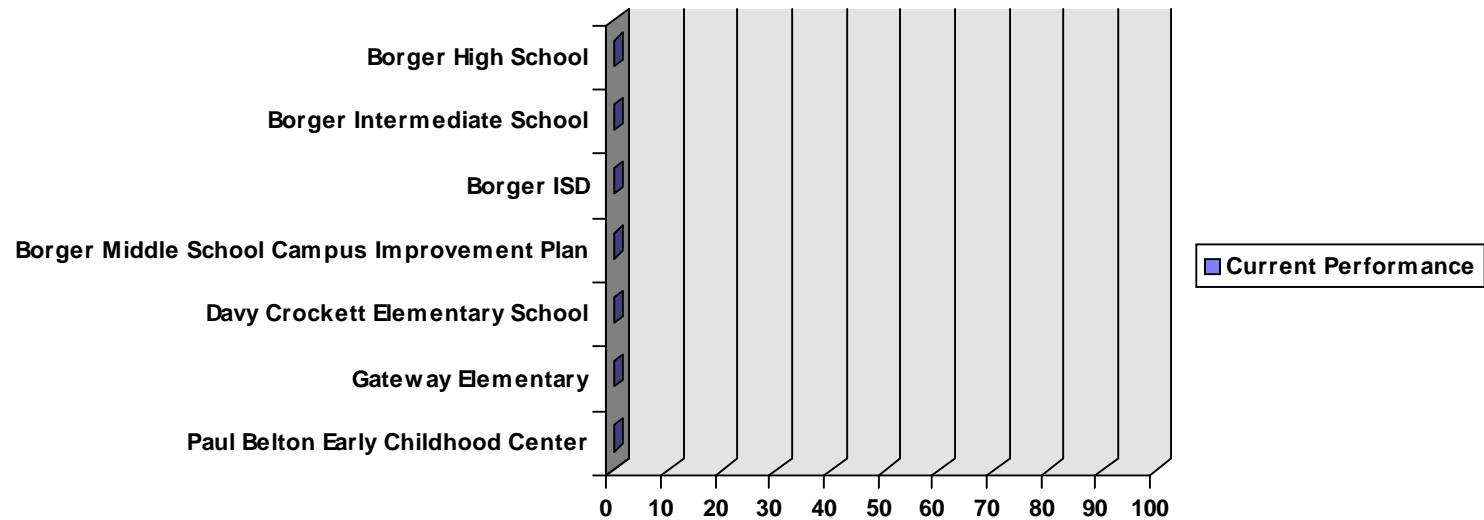
# Report of Alternative - Percent Credits Completed

Composite Graph of Current Performance for All Schools in the District



# Report of Alternative - Average Number of Courses Passed

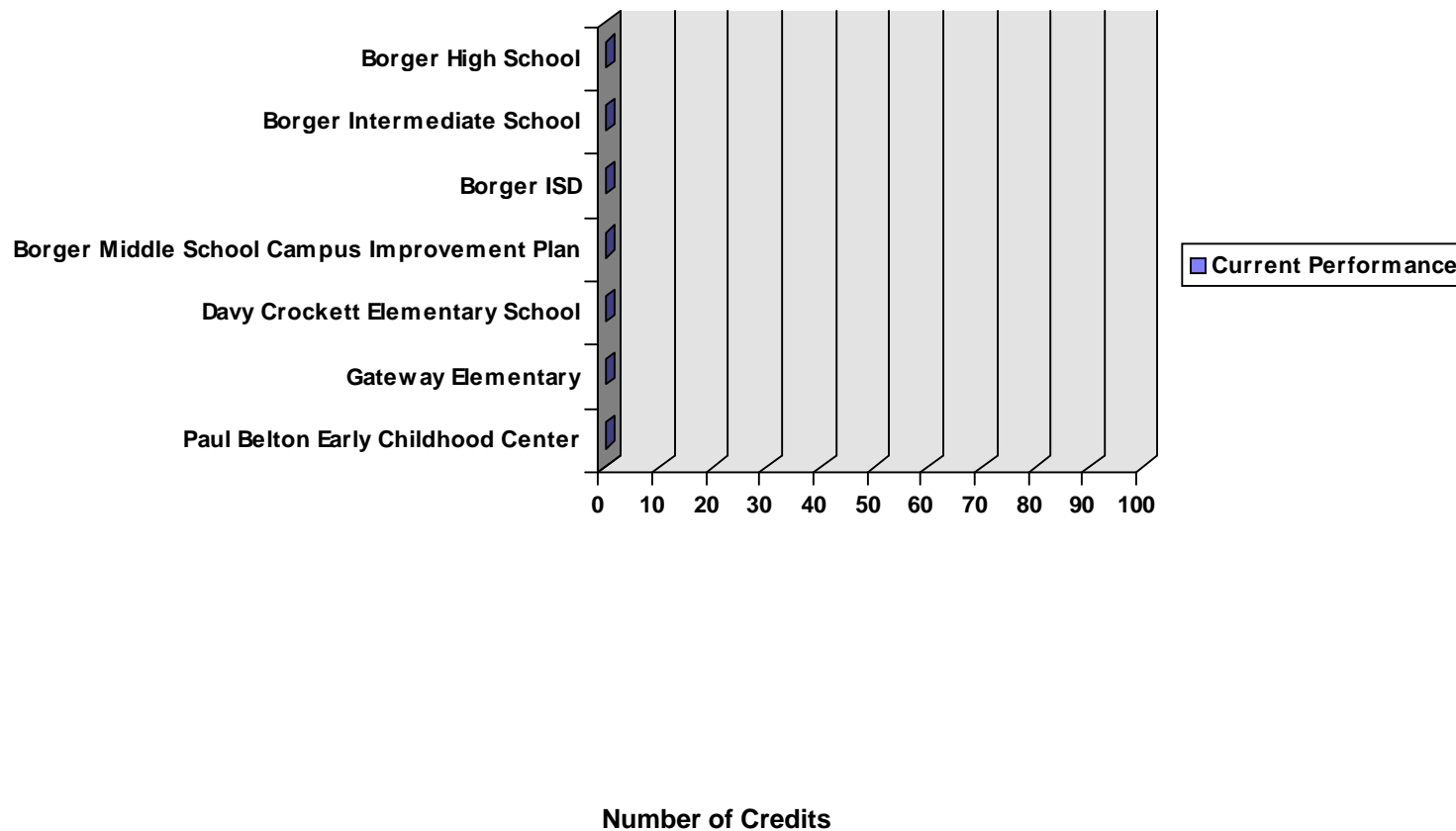
Composite Graph of Current Performance for All Schools in the District



Number of Courses Passed

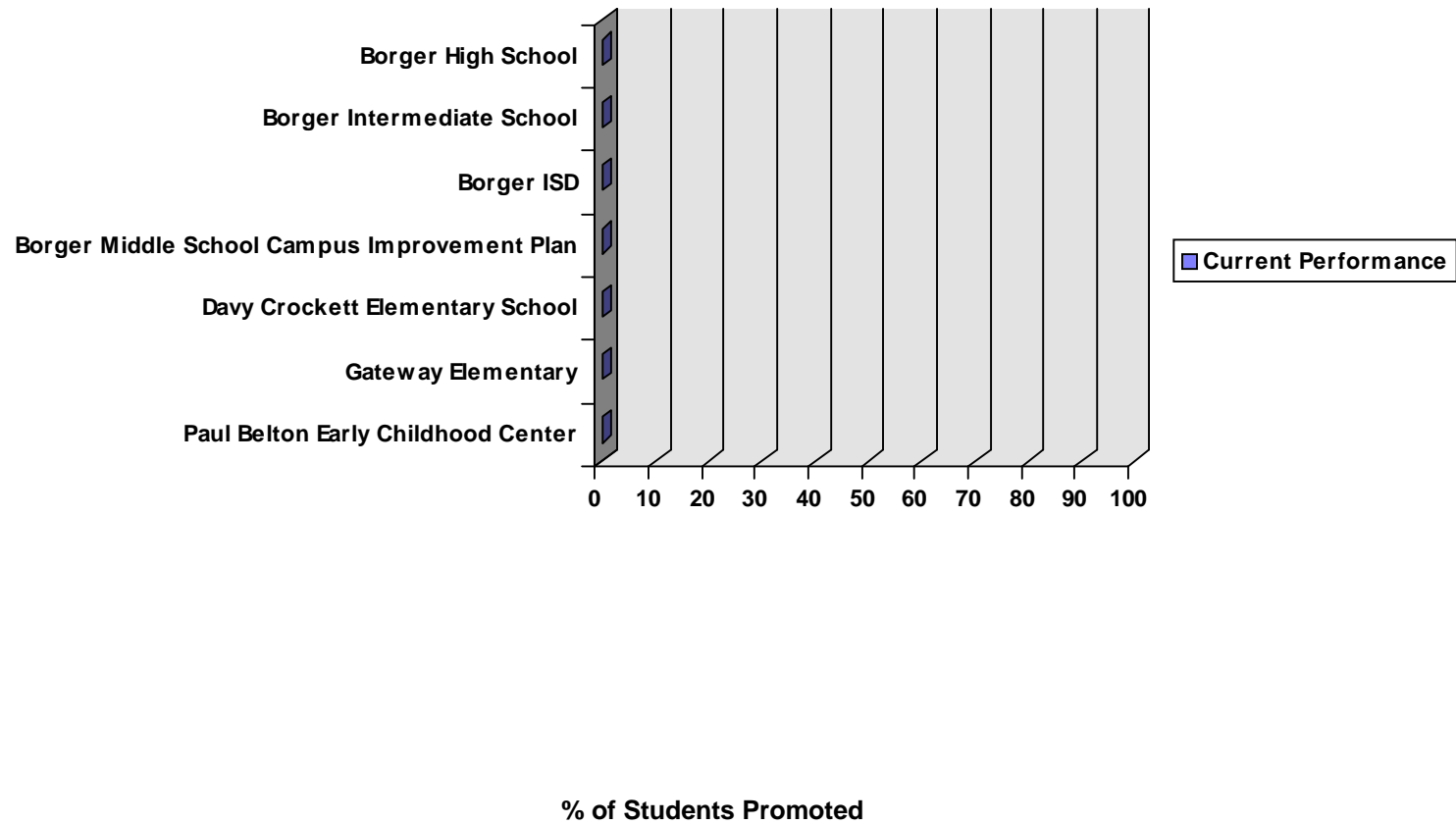
# Report of Alternative - Average Credits Passed

## Composite Graph of Current Performance for All Schools in the District



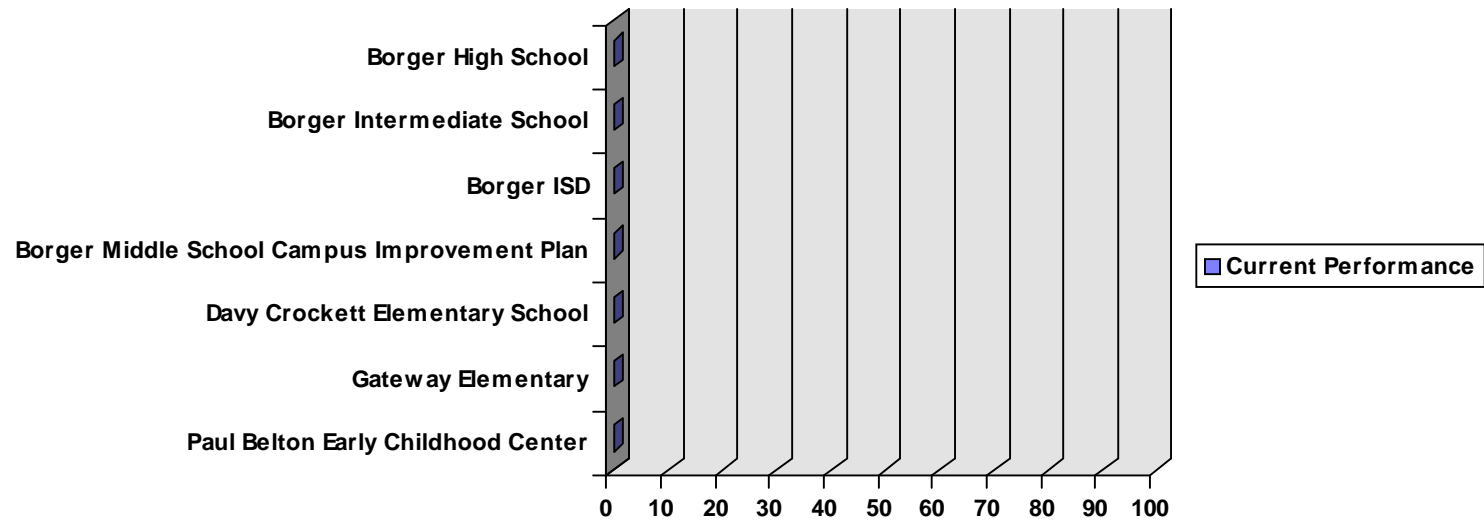
# Report of Alternative - Promotion Rate

## Composite Graph of Current Performance for All Schools in the District



# Report of Alternative - Annual Completion Rate

Composite Graph of Current Performance for All Schools in the District

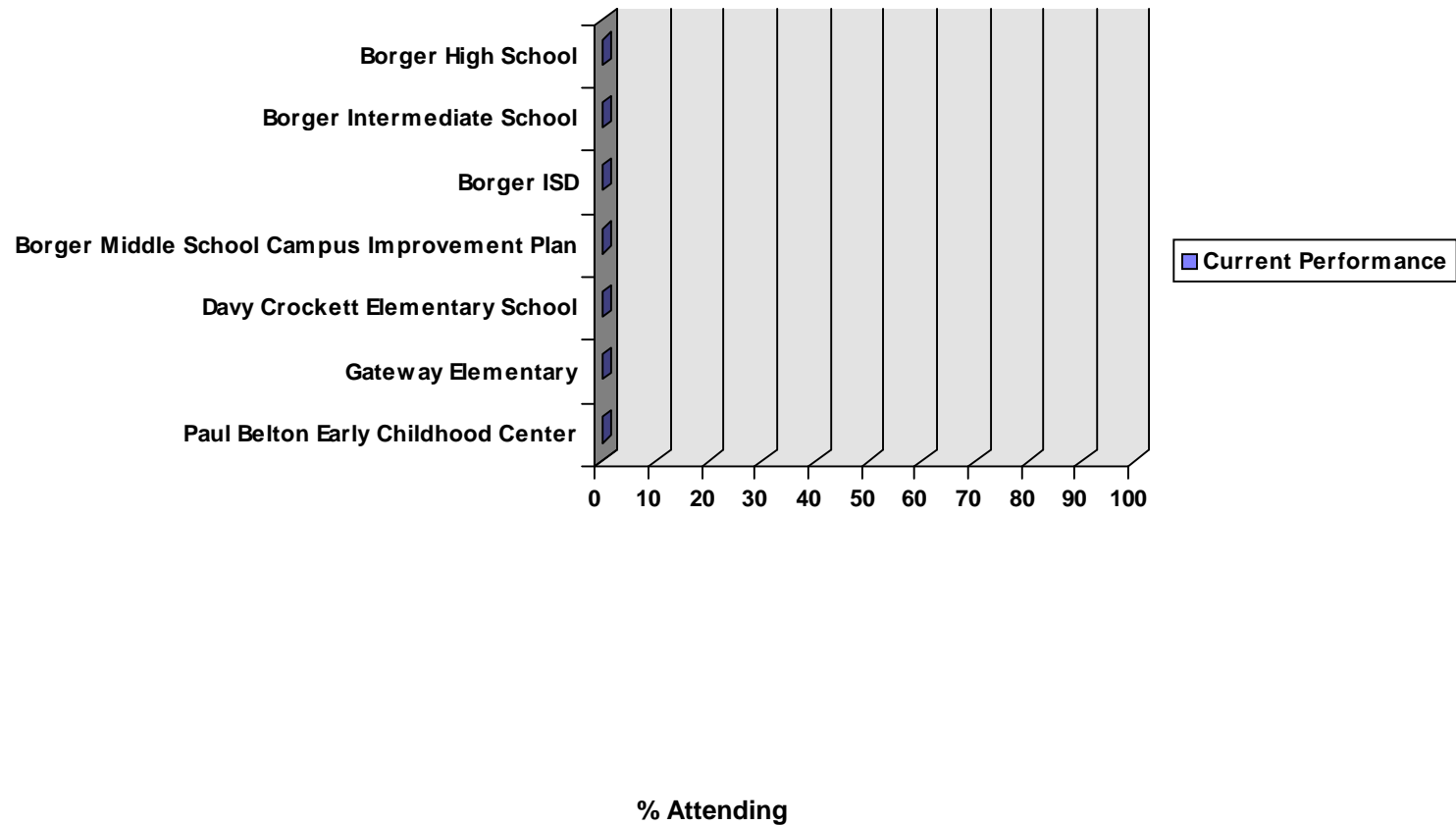


% of Student Completers



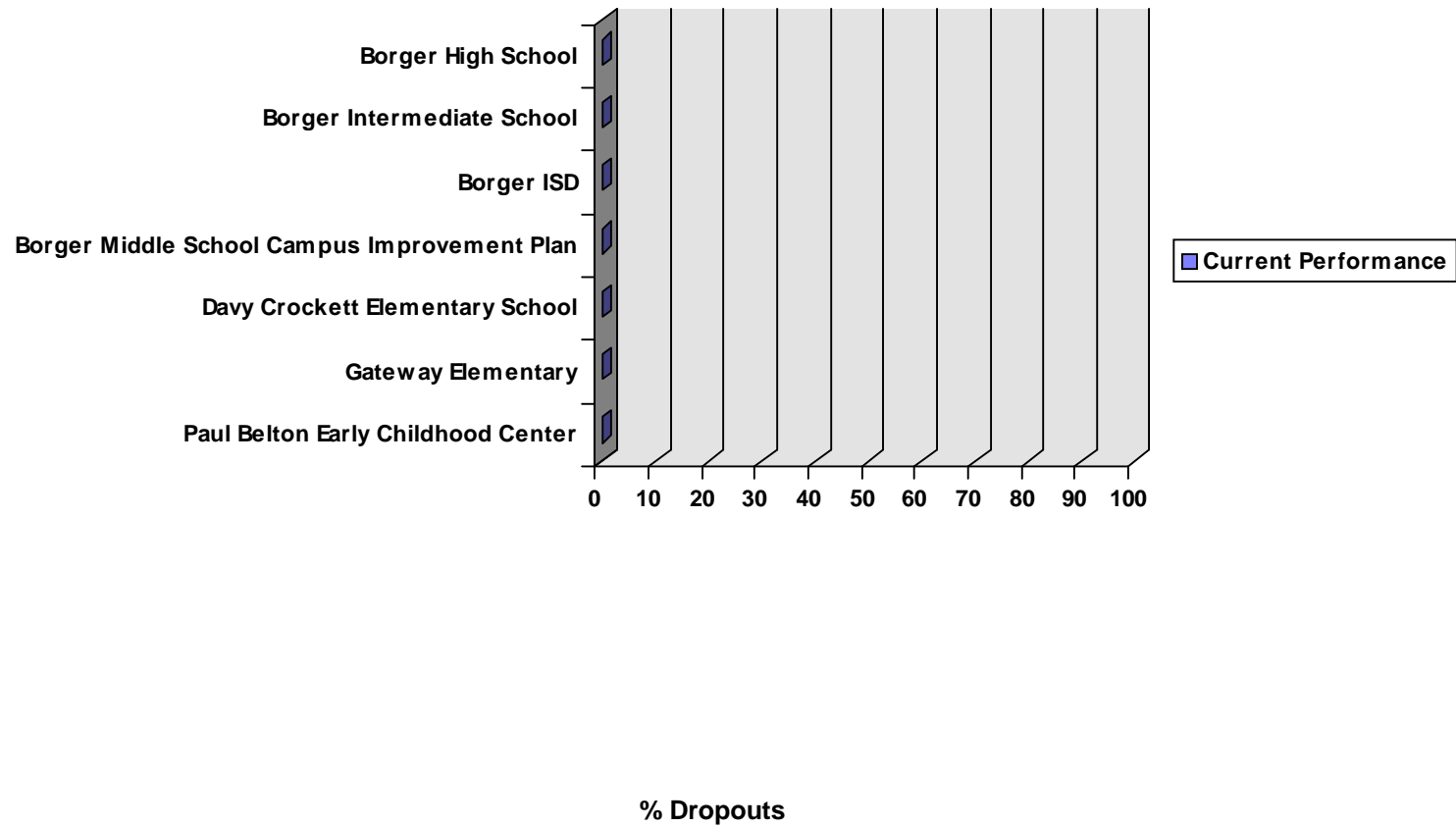
# Report of Alternative - Attendance Rate

## Composite Graph of Current Performance for All Schools in the District



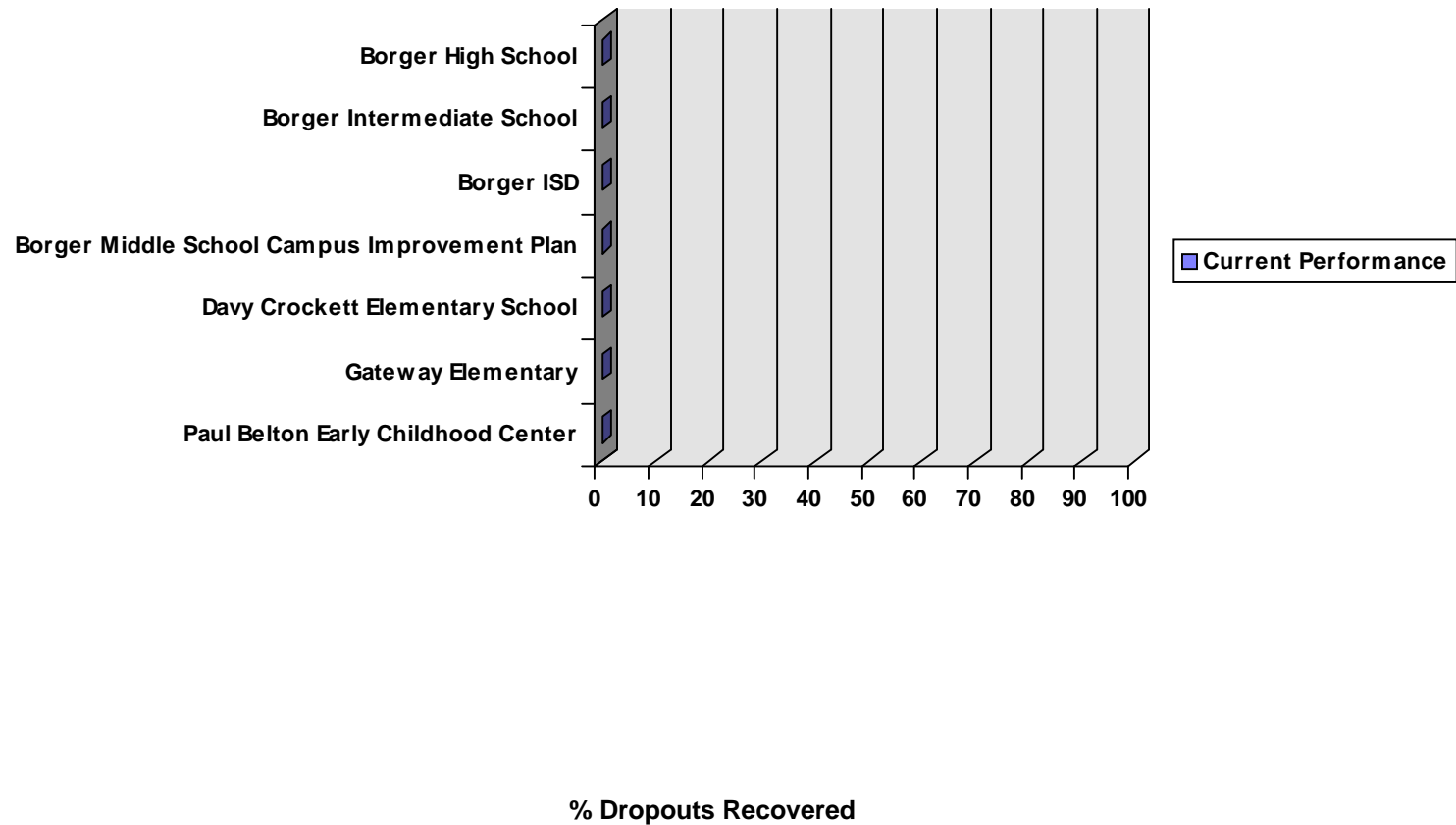
# Report of Alternative - Dropout Rate

## Composite Graph of Current Performance for All Schools in the District



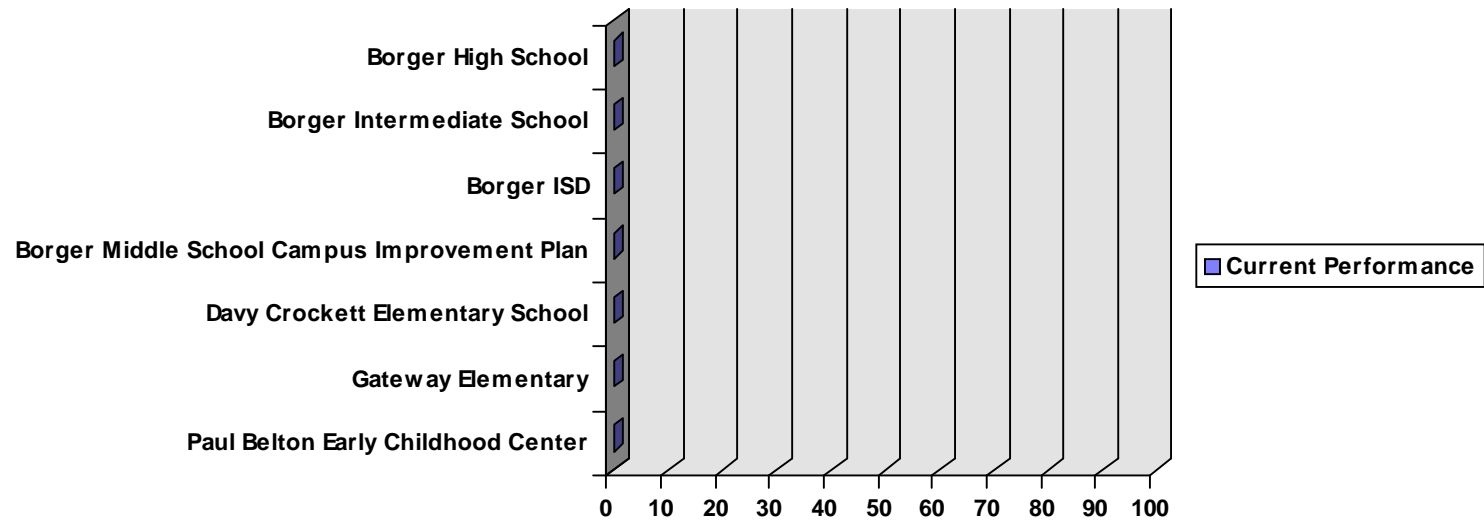
# Report of Alternative - Recovered Dropouts

## Composite Graph of Current Performance for All Schools in the District



# Report of Alternative - Texas Learning Index

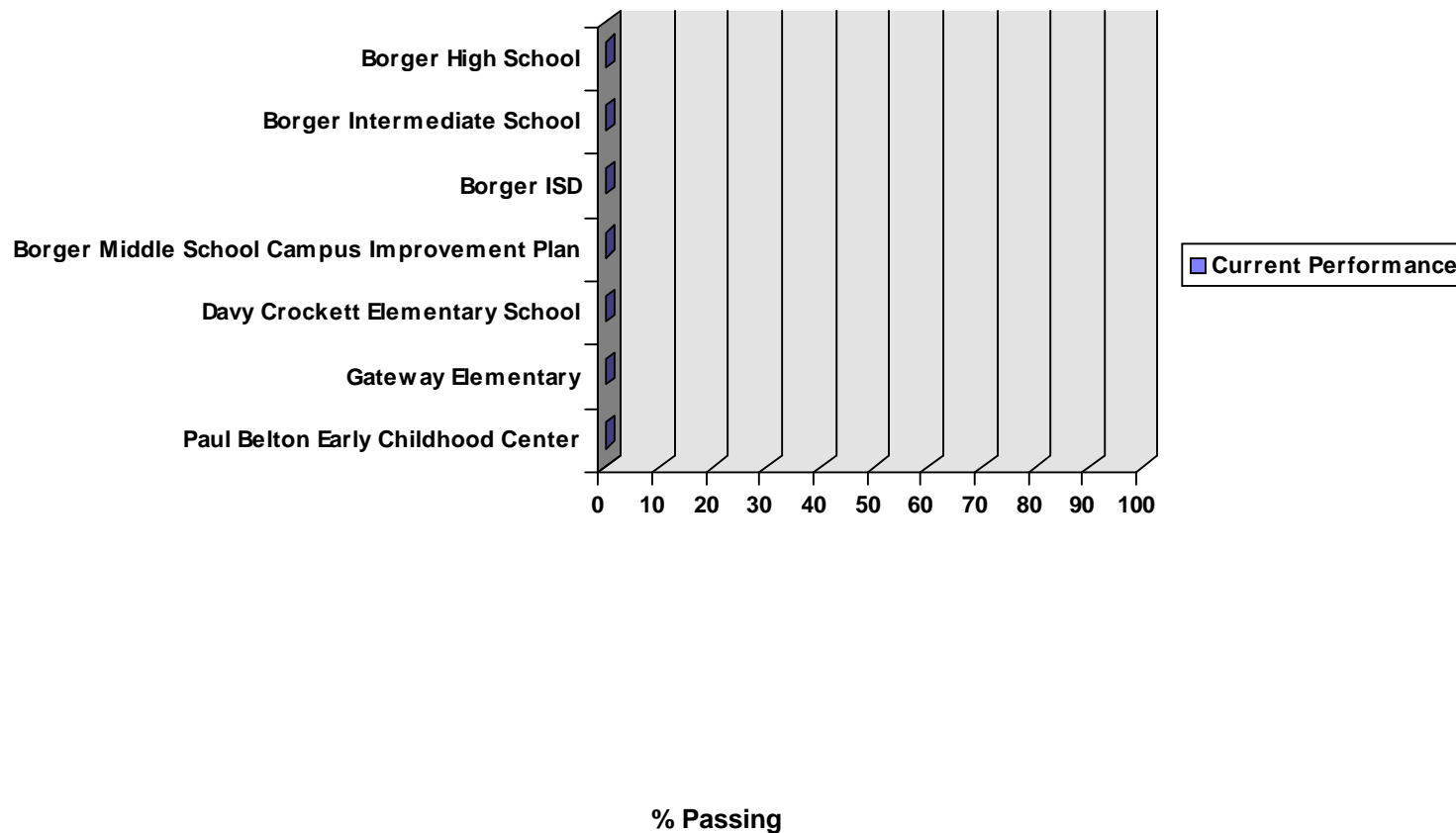
## Composite Graph of Current Performance for All Schools in the District



**% Showing Improvement**

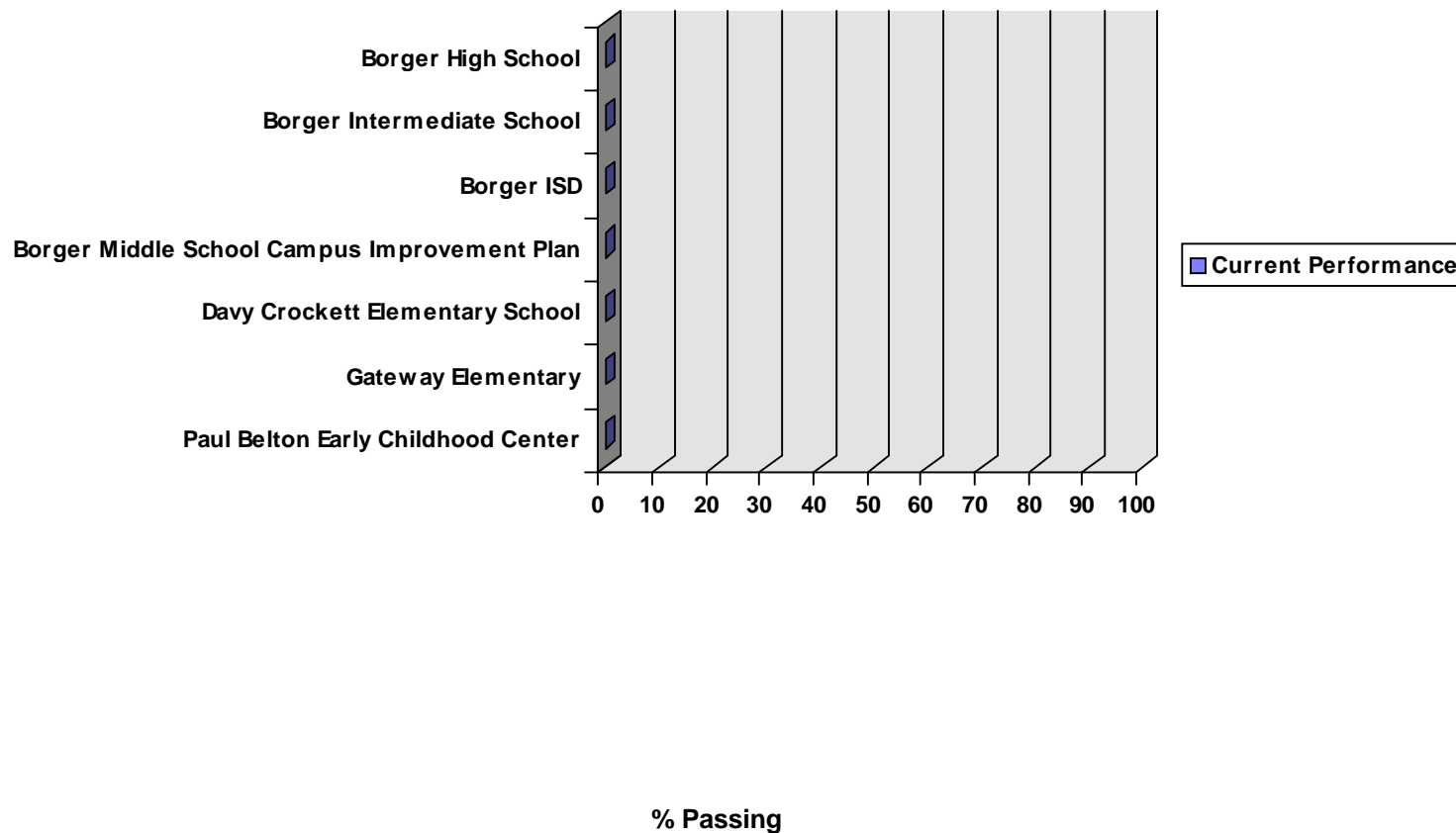
# Report of TAKS Exempt Special Ed. Reading

## Composite Graph of Current Performance for All Schools in the District



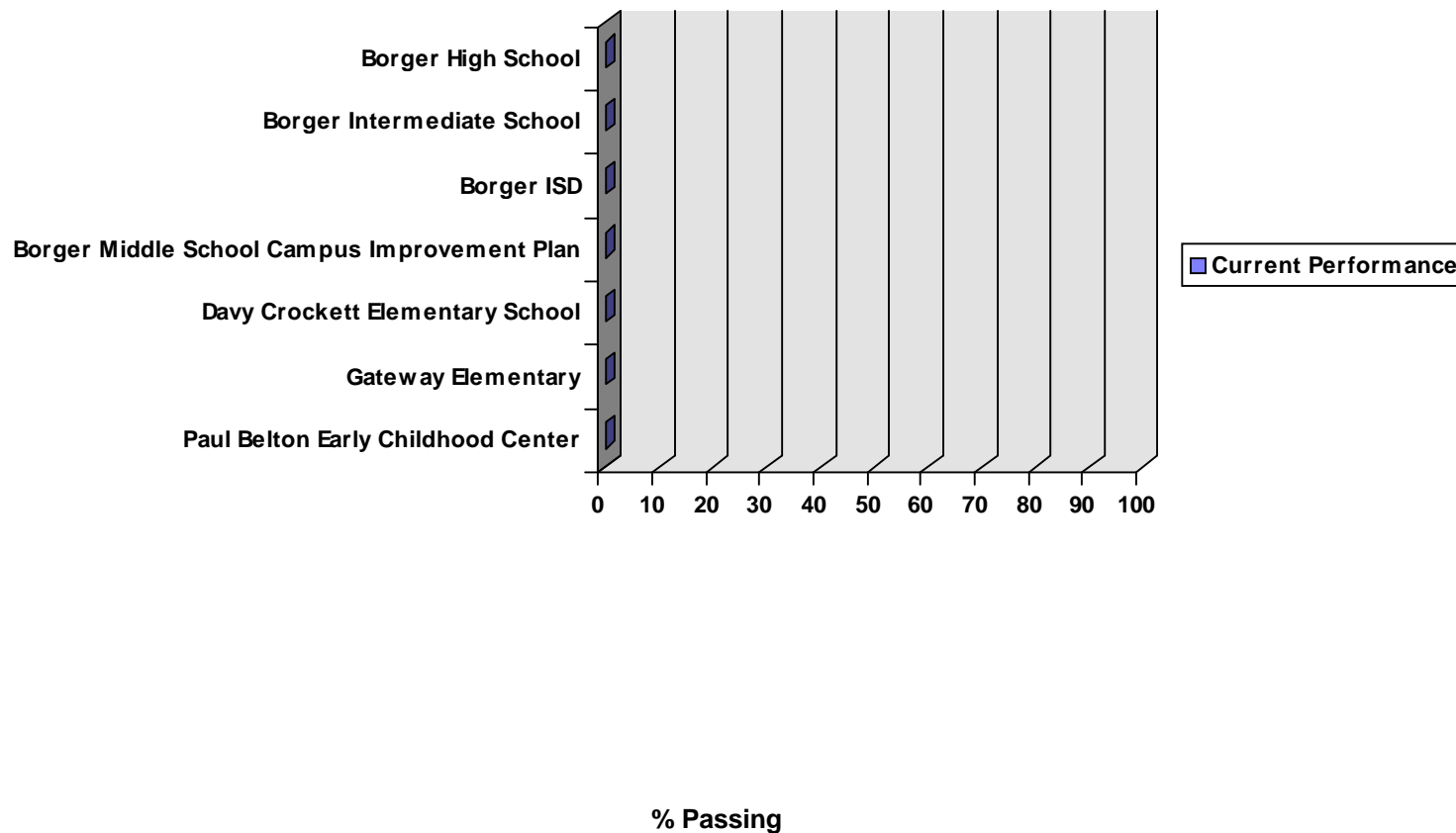
# Report of TAKS Exempt Special Ed. Math

## Composite Graph of Current Performance for All Schools in the District



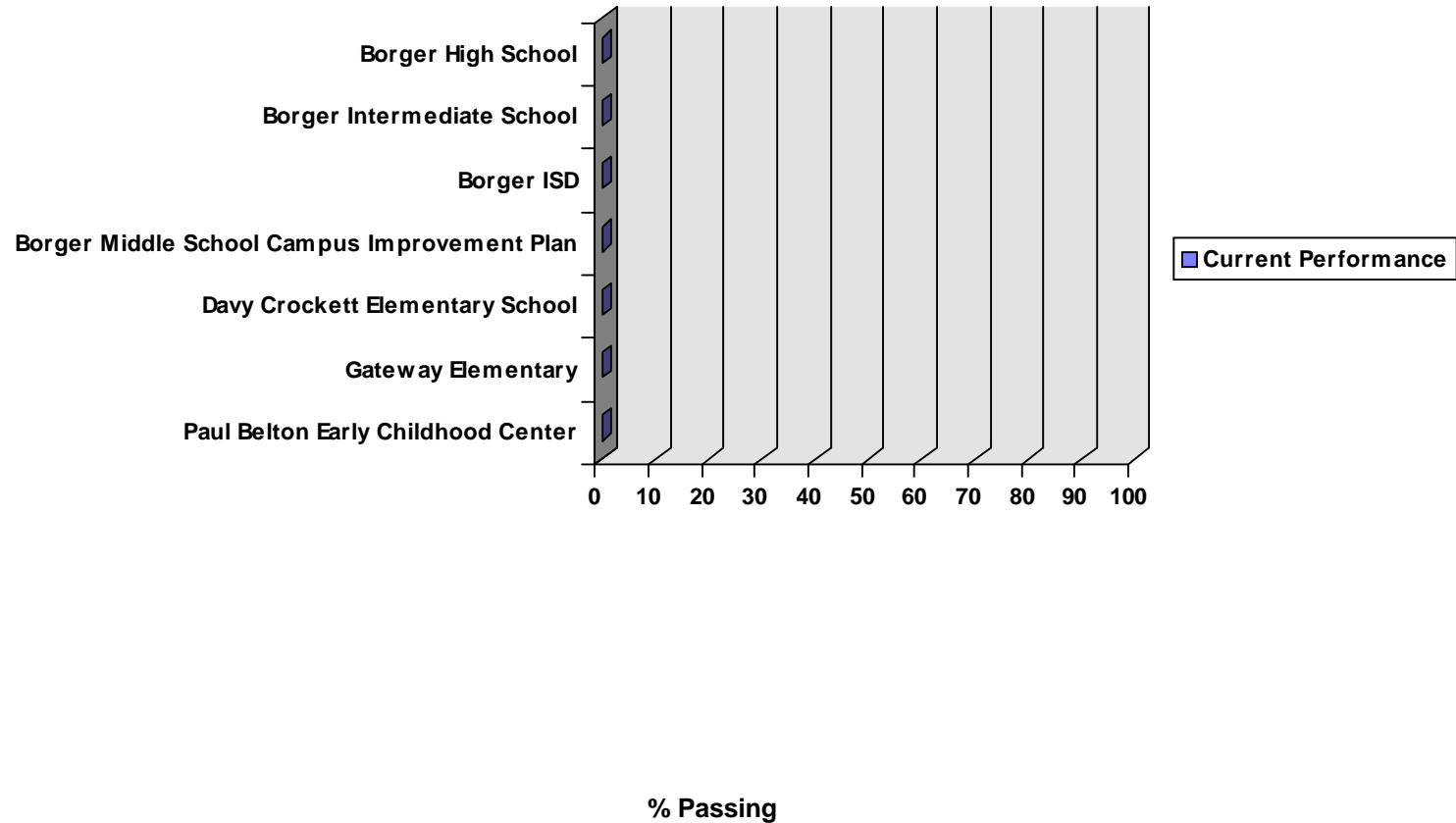
# Report of TAKS Exempt Special Ed. Writing

## Composite Graph of Current Performance for All Schools in the District



# Report of TAKS Exempt Special Ed. Social Studies

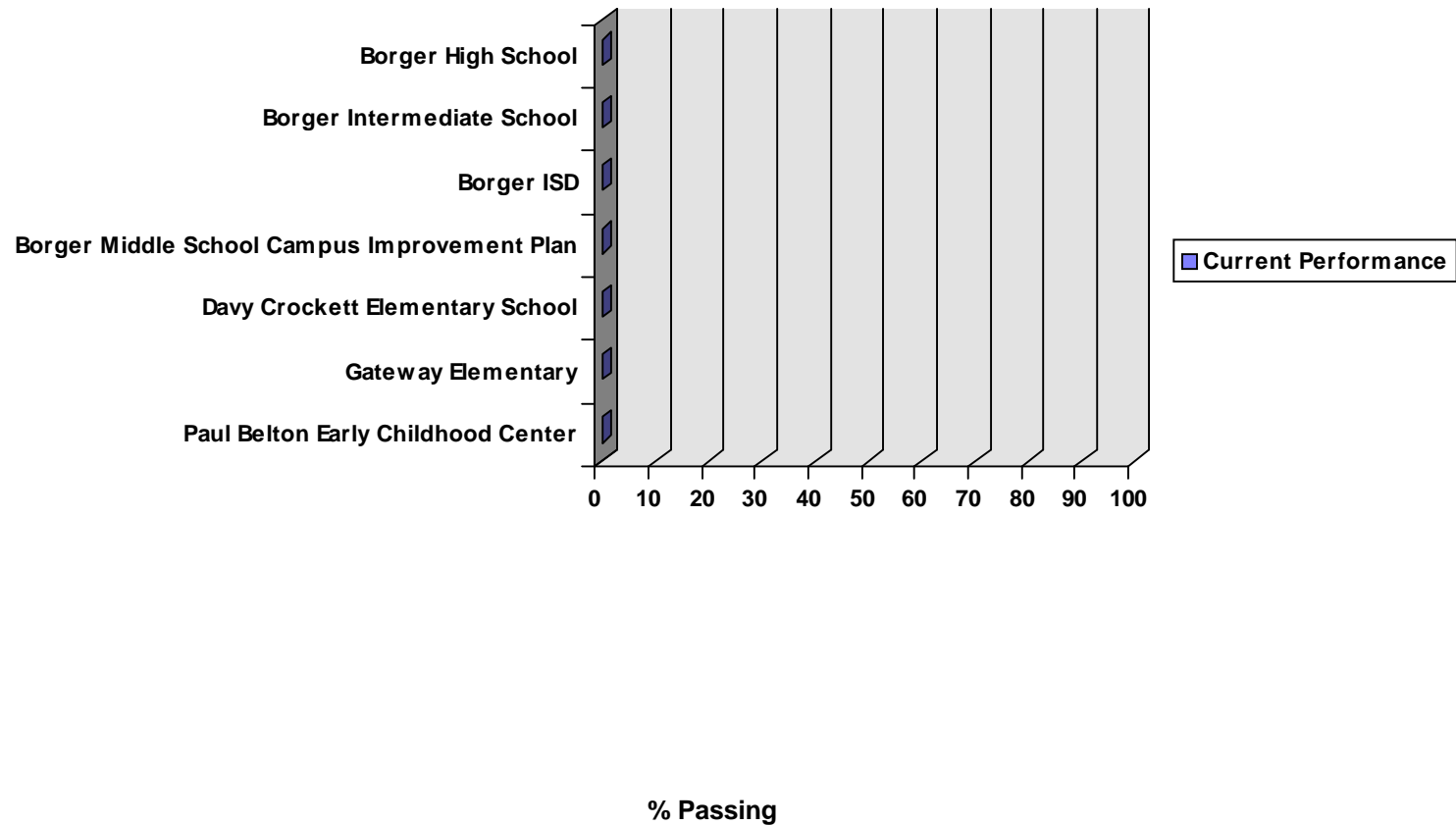
Composite Graph of Current Performance for All Schools in the District





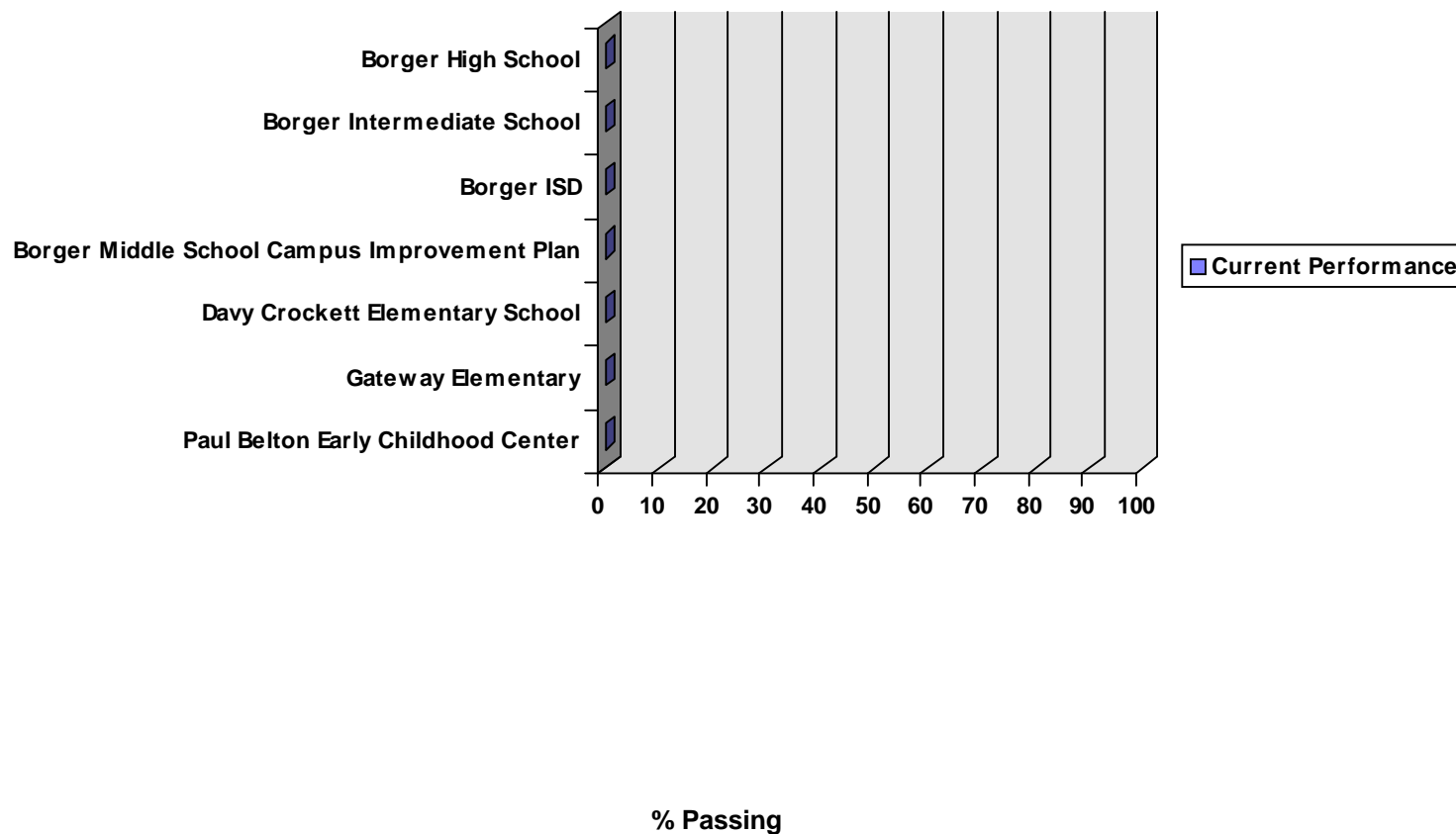
# Report of TAKS Exempt Special Ed. Science

## Composite Graph of Current Performance for All Schools in the District



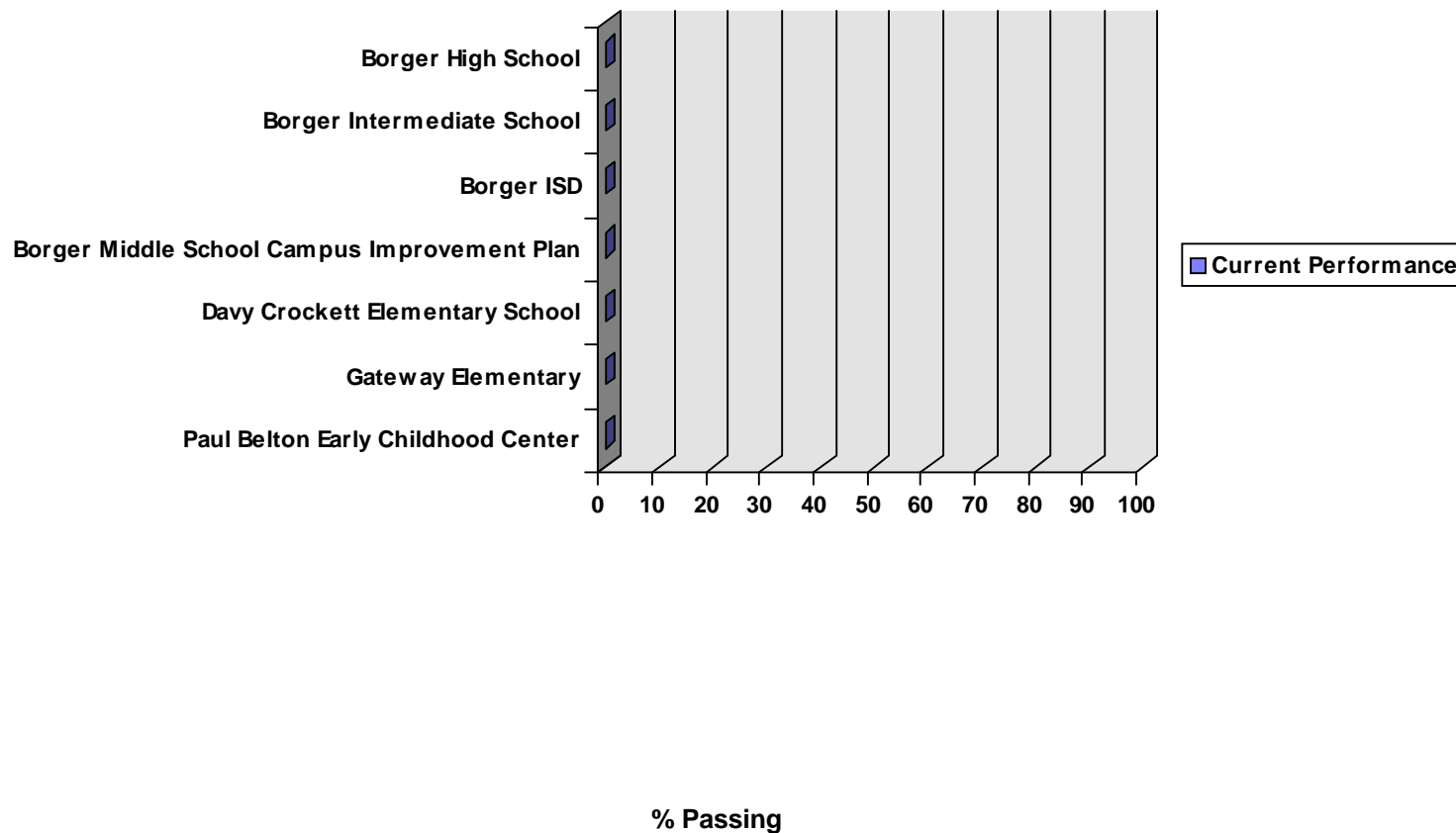
# Report of TAKS Exempt Special Ed. Overall

## Composite Graph of Current Performance for All Schools in the District



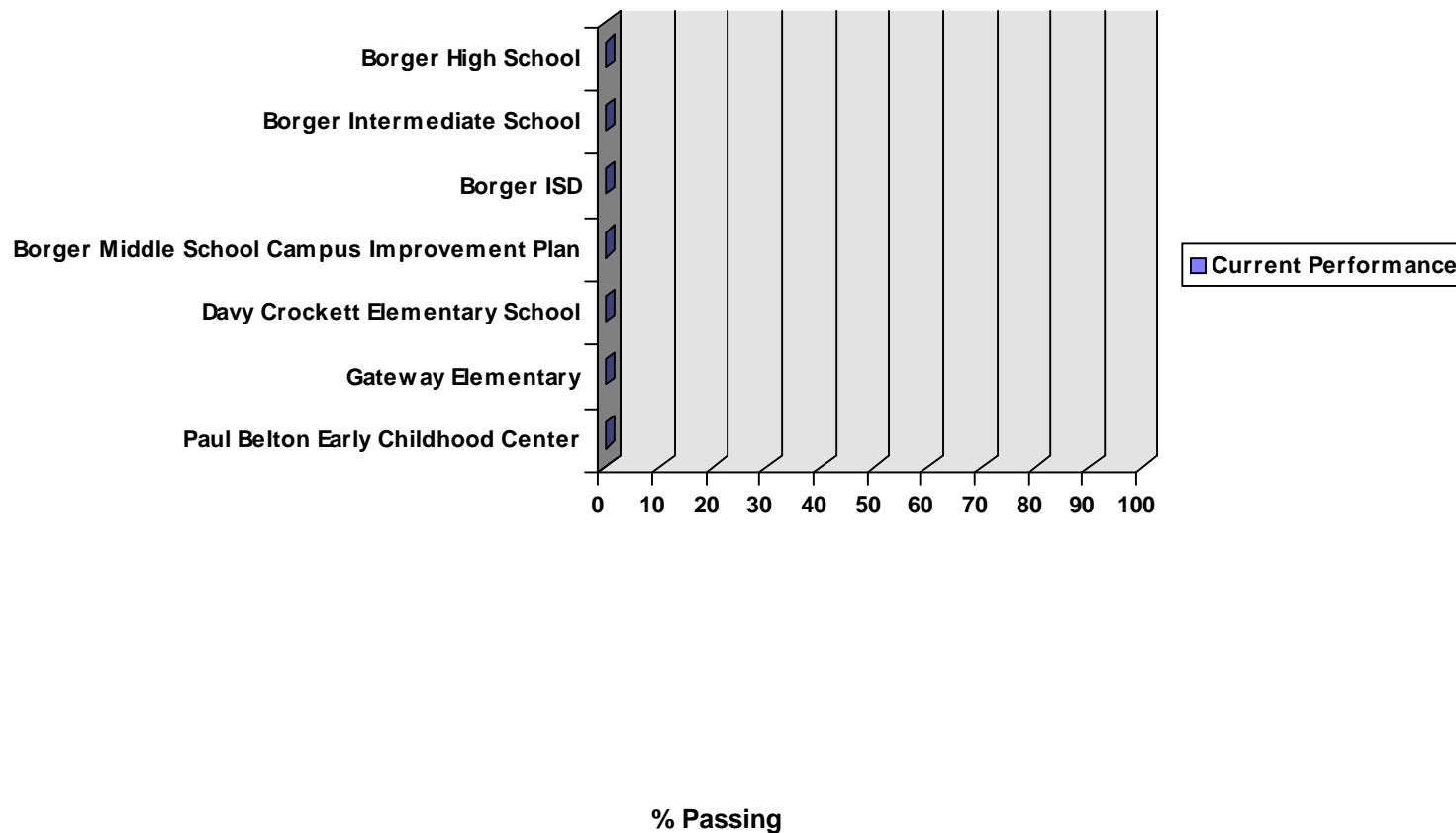
# Report of TAKS Exempt LEP Reading

## Composite Graph of Current Performance for All Schools in the District



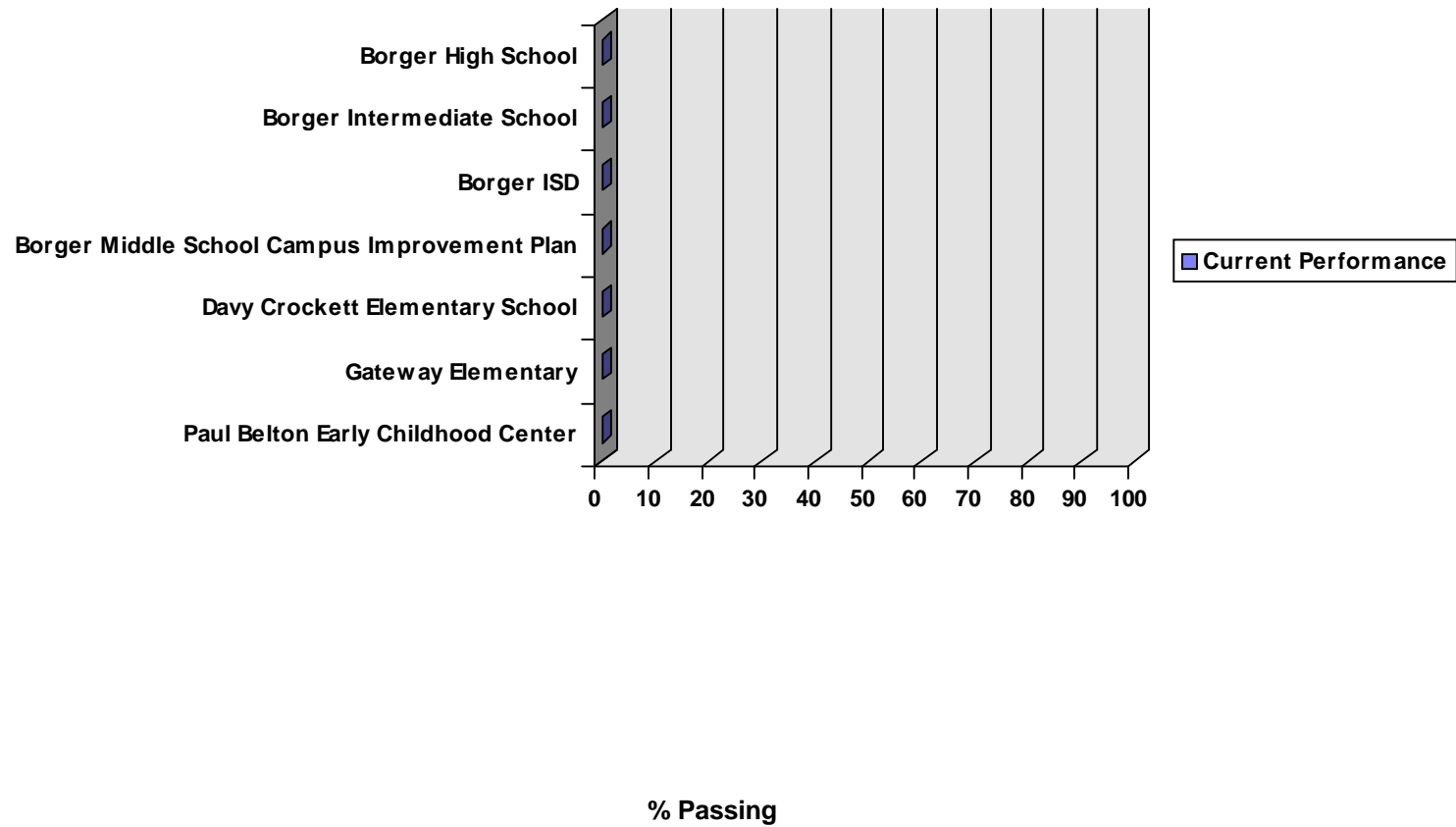
# Report of TAKS Exempt LEP Math

## Composite Graph of Current Performance for All Schools in the District



# Report of TAKS Exempt LEP Writing

## Composite Graph of Current Performance for All Schools in the District



# Report of TAKS Exempt LEP

## Composite Graph of Current Performance for All Schools in the District

