



Excel High School

Campus Improvement Plan

2006-2007

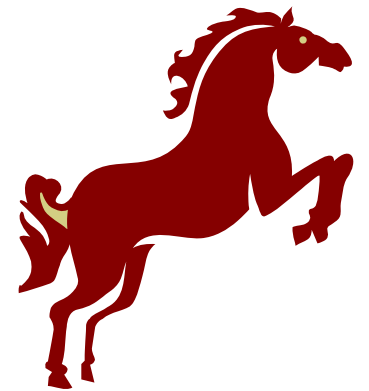


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Excel High School

**600 East Parsons
Manor, Texas 78653
2006-2007**

Manor ISD School Board Trustees

Ben Arellano	President
Wendy Hutchinson	Vice-President
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Superintendent
Dr. Mark Diaz

Principal
Tony Bonilla

Excel High School

Mission Statement

Excel High School is a non-traditional drop out and recovery alternative school which provides a caring and positive learning environment for all at-risk students. Students will be able to graduate and become successful and productive citizens in the community.

Excel High School will:

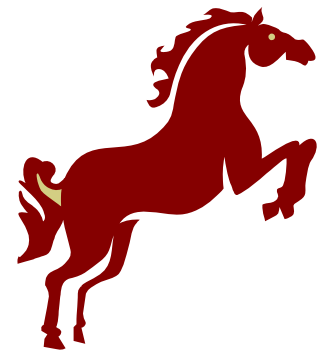
- have a highly qualified and diverse staff that produces an exemplary district
- improve student achievement of all students annually
- actively involve parents and community
- prepare all students for additional educational opportunities
- provide a safe and secure environment
- be fiscally responsible
- offer various opportunities and programs to meet the needs of all students

Excel High School – Staff

Position	Staff Member	Subject/Area
Principal	Mr. Tony Bonilla	Principal
Counselor	Ms. Nikki Arnold	Counselor
Secretary	Mrs. Letha Basinger	Secretary/Registrar/ Attendance Clerk
Teacher	Ms. Ann Baker	Special Education
Teacher	Ms. Cindy Beringer	English/Language Arts
Teacher	Mr. Eric Courter	Math
Teacher	Ms. Loretta Hamilton	Homebound
Teacher	Ms. Liz Havens	Math
Teacher	Ms. Jackie Kaiser	Science
Teacher	Ms. Kathryn Mormon	Social Studies
Teacher	Mr. Peter Walker	Social Studies/Spanish
Teacher	Ms. Yvette Menchaca	CATE
Teacher	Mrs. Allison Walton	Elementary
Aide	Mr. Bill Gibson	Excel
Aide	Mr. James Condit	MAP
Aide	Mr. Fred Moreno	MAP
Aide	Ms. Zenda Wagner	MAP
Manager	Mrs. Paulette Gossick	Cafeteria
Custodian	Mrs. Sesí Fuentes	Excel Campus
Custodian	Mrs. Norma Mendoza	Excel Campus
Supervisor	Mrs. Joyce Herzog	Child Development Center



School Report Card



Excel High School was rated
Academically Acceptable for the
2005-2006 School Year

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System

District Name: MANOR ISD

Campus Name: EXCEL HIGH SCHOOL

Campus #: 227907002

2006 Accountability Rating: AEA: Academically Acceptable

Section 1

Total Students: 37

Grade Span: 09-12

School Type: Secondary

District at-risk completion date were used for 2006 accountability evaluation purposes.

		State	District	Campus Group	Campus	Afr. Amer.	Hisp.	White	Native Amer.	Asian/Pacific	Male	Female	Special Ed.	Econ. Disad.	LEP
TAKS Met 2006 Standard															
Grade 9															
Reading	2006	88.0%	80.0%	-	*	*	*	*	*	*	*	*	*	*	*
	2005	83.0%	71.0%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2006	58.0%	44.0%	-	*	*	*	*	*	*	*	*	*	*	*
	2005	58.0%	41.0%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2006	57.0%	43.0%	-	*	*	*	*	*	*	*	*	*	*	*
	2005	56.0%	41.0%	-	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2006 Standard															
Grade 10															
Eng Lang Arts	2006	86.0%	72.0%	-	57.0%	*	60.0%	*	*	*	*	*	*	*	*
	2005	68.0%	46.0%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2006	62.0%	46.0%	-	20.0%	*	*	*	*	*	*	*	*	*	*
	2005	59.0%	49.0%	-	*	*	*	*	*	*	*	*	*	*	*
Science	2006	61.0%	46.0%	-	17.0%	*	*	*	*	*	*	*	*	*	*
	2005	55.0%	39.0%	-	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2006	84.0%	69.0%	-	33.0%	*	*	*	*	*	*	*	*	*	*
	2005	85.0%	76.0%	-	*	*	*	*	*	*	*	*	*	*	*
All Tests	2006	50.0%	35.0%	-	25.0%	*	40.0%	*	*	*	*	20.0%	*	20.0%	*
	2005	40.0%	28.0%	-	40.0%	*	*	*	*	*	*	*	*	*	*

TAKS Met 2006 Standard (Sum of All Grades Tested)

(Standard Accountability Indicator)

Reading/ELA	2006	87.0%	75.0%	-	67.0%	*	71.0%	*	*	*	*	83.0%	*	67.0%	*
	2005	83.0%	67.0%	-	86.0%	*	>99%	*	*	*	*	*	*	*	*
Mathematics	2006	75.0%	60.0%	-	14.0%	*	20.0%	*	*	*	*	20.0%	*	<1%	*
	2005	71.0%	52.0%	-	29.0%	*	40.0%	*	*	*	*	*	*	*	*
Science	2006	70.0%	55.0%	-	17.0%	*	*	*	*	*	*	*	*	*	*
	2005	63.0%	46.0%	-	<1%	*	*	*	*	*	*	*	*	*	*
Soc Studies	2006	87.0%	71.0%	-	33.0%	*	*	*	*	*	*	*	*	*	*
	2005	87.0%	77.0%	-	17.0%	*	20.0%	*	*	*	*	*	*	*	*
All Tests	2006	67.0%	51.0%	-	20.0%	*	29.0%	*	*	*	*	14.0%	*	14.0%	*
	2005	62.0%	42.0%	-	30.0%	*	38.0%	*	*	*	20.0%	40.0%	*	*	*

TAKS Commended Performance (Sum of All Grades Tested)

Reading/ELA	2006	27.0%	14.0%	-	<1%	*	<1%	*	*	*	*	<1%	*	<1%	*
	2005	25.0%	14.0%	-	<1%	*	<1%	*	*	*	*	*	*	*	*
Mathematics	2006	23.0%	11.0%	-	<1%	*	<1%	*	*	*	*	<1%	*	<1%	*
	2005	20.0%	8.0%	-	<1%	*	<1%	*	*	*	*	*	*	*	*
Science	2006	16.0%	8.0%	-	<1%	*	*	*	*	*	*	*	*	*	*
	2005	14.0%	8.0%	-	<1%	*	<1%	*	*	*	*	*	*	*	*
Soc Studies	2006	30.0%	17.0%	-	<1%	*	*	*	*	*	*	*	*	*	*
	2005	26.0%	14.0%	-	<1%	*	<1%	*	*	*	*	*	*	*	*
All Tests	2006	11.0%	4.0%	-	<1%	*	<1%	*	*	*	*	<1%	*	<1%	*
	2005	10.0%	4.0%	-	<1%	*	<1%	*	*	*	<1%	<1%	*	*	*

TAKS Progress Measure (Sum of All Grades Tested)

(AEA Indicator)

2006	71.0%	*	-	71.0%	45.0%	70.0%	93.0%	*	*	67.0%	75.0%	*	45.0%	*
2005	66.0%	*	-	58.0%	33.0%	62.0%	*	*	*	68.0%	43.0%	*	*	*

2006 TAKS/SDAA II/TAKS-I Participation (Grades 3-11)

Tested	97.1%	97.2%	-	84.6%	*	77.8%	*	-	-	*	77.8%	*	87.5%	-
By Assessment														
TAKS (1 or more)	90.7%	88.8%	-	84.6%	*	77.8%	*	-	-	*	77.8%	*	87.5%	-
Not on TAKS	6.4%	8.3%	-	0.0%	*	0.0%	*	-	-	*	0.0%	*	0.0%	-
TAKS-I Only	0.1%	0.0%	-	0.0%	*	0.0%	*	-	-	*	0.0%	*	0.0%	-
SDAA II Only	5.4%	8.1%	-	0.0%	*	0.0%	*	-	-	*	0.0%	*	0.0%	-
TAKS-I/SDAA II Only	0.8%	0.3%	-	0.0%	*	0.0%	*	-	-	*	0.0%	*	0.0%	-
By Acct Status														
Acct System	90.5%	85.7%	-	76.9%	*	77.8%	*	-	-	*	77.8%	*	87.5%	-
Non-Acct System	6.5%	11.5%	-	7.7%	*	0.0%	*	-	-	*	0.0%	*	9.0%	-
Mobile	5.6%	10.4%	-	7.7%	*	0.0%	*	-	-	*	0.0%	*	0.0%	-
Non-Acct Test	0.2%	0.0%	-	0.0%	*	0.0%	*	-	-	*	0.0%	*	0.0%	-
Katrina/Rita	0.8%	1.0%	-	0.0%	*	0.0%	*	-	-	*	0.0%	*	0.0%	-
Not Tested	2.9%	2.8%	-	15.4%	*	22.2%	*	-	-	*	22.2%	*	12.5%	-
Absent	0.2%	0.3%	-	0.0%	*	0.0%	*	-	-	*	0.0%	*	0.0%	-
ARD Exempt	0.7%	0.7%	-	0.0%	*	0.0%	*	-	-	*	0.0%	*	0.0%	-
LEP Exempt	1.0%	0.5%	-	0.0%	*	0.0%	*	-	-	*	0.0%	*	0.0%	-
Other	1.0%	1.2%	-	15.4%	*	22.2%	*	-	-	*	22.2%	*	12.5%	-
Katrina/Rita	0.0%	10.0%	-	0.0%	*	0.0%	*	-	-	*	0.0%	*	0.0%	-
Total Count	3,001,657	2818		13	2	9	1	0	0	4	9	1	8	0

2005 TAKS/SDAA II Participation (Grades 3-11)

Tested	97.0%	98.1%	-	100.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	*	*	*
By Assessment														
TAKS (1 or more)	90.8%	88.1%	-	100.0%	100.0%	100.0%	*	-	-	100.0%	100.0%	*	*	*
SDAA II Only	6.2%	10.0%	-	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	*	*	*
By Mobility Status														
Acct Subset	91.3%	86.7%	-	25.9%	40.0%	26.3%	*	-	-	40.0%	17.6%	*	*	*
Mobile Subset	5.7%	11.4%	-	74.1%	60.0%	73.7%	*	-	-	60.0%	82.4%	*	*	*
Not Tested	3.0%	1.9%	-	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	*	*	*
Absent	0.2%	0.2%	-	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	*	*	*
ARD Exempt	0.8%	0.5%	-	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	*	*	*
LEP Exempt	1.0%	0.1%	-	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	*	*	*
Other	1.0%	1.1%	-	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	*	*	*
Total Count	2,931,773	2,430	-	27	5	19	3	0	0	10	17	1	4	2

Progress of Prior Year TAKS Failures (Sum of Grades 4-11)

Percent of Failures Passing TAKS

Reading/ELA	2006	51.0%	40.0%	-	*	*	*	*	*	*	*	*	*	*	*
	2005	45.0%	30.0%	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2006	32.0%	26.0%	-	*	*	*	*	*	*	*	*	*	*	*
	2005	25.0%	19.0%	-	*	*	*	*	*	*	*	*	*	*	*
Average TGI Growth															
Reading/ELA	2006	0.56	0.37	-	*	*	*	*	*	*	*	*	*	*	*
	2005	0.53	0.33	-	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2006	0.34	0.34	-	*	*	*	*	*	*	*	*	*	*	*
	2005	0.38	0.40	-	*	*	*	*	*	*	*	*	*	*	*

English Language Learners Progress Measure

2005-06	66.0%	55.0%	-	*	*	*	*	*	*	*	*	*	*	*	*
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Attendance Rate

2004-05	95.7%	95.8%	-	86.2%	81.6%	87.8%	*	-	-	90.2%	82.2%	*	85.6%	*
2003-04	95.7%	95.2%	-	87.1%	85.5%	86.8%	88.6%	-	-	87.2%	87.1%	*	86.3%	*

Annual Dropout Rate (Gr 7-12)

(AEA Indicator)

2004-2005	0.9%	1.9%	-	3.7%	10.0%	3.0%	0.0%	-	-	4.0%	3.4%	*	0.0%	8.3%
2003-04	0.9%	2.7%	-	13.7%	0.0%	14.8%	20.0%	-	-	20.0%	4.8%	0.0%	11.5%	0.0%

Completion/Student Status Rate (Gr 9-12)

Class of 2005

Graduated	84.0%	73.4%	-	40.0%	*	40.0%	*	-	-	42.9%	*	*	50.0%	-
Received GED	3.8%	2.5%	-	0.0%	*	0.0%	*	-	-	0.0%	-	-	0.0%	-
Continued HS	7.9%	12.6%	-	50.0%	*	60.0%	*	-	-	42.9%	*	*	50.0%	-
Dropped Out (4-yr)	4.3%	11.6%	-	10.0%	*	0.0%	*	-	-	14.3%	*	*	0.0%	-

Class of 2004

Graduated	84.6%	72.0%	-	16.7%	*	10.0%	33.3%	-	-	14.3%	*	*	10.0%	*
Received GED	4.2%	3.7%	-	0.0%	*	0.0%	0.0%	-	-	0.0%	-	-	0.0%	*
Continued HS	7.3%	10.6%	-	72.2%	*	80.0%	66.7%	-	-	78.6%	*	*	80.0%	*
Dropped Out (4-yr)	3.9%	13.8%	-	11.1%	*	10.0%	0.0%	-	-	7.1%	*	*	10.0%	*

**Completion Rate II (w/GED)
(AEA Indicator)**

Class of 2005	95.7%	88.4%	-	90.0%	*	100.0%	*	-	-	85.7%	*	*	100.0%	-
Class of 2004	96.1%	86.2%	-	88.9%	*	90.0%	100.0%	-	-	92.9%	*	*	90.0%	*

**Completion Rate I (w/o GED)
(Standard Accountability Indicator)**

Class of 2005	91.9%	85.9%	-	90.0%	*	100.0%	*	-	-	85.7%	*	*	100.0%	-
Class of 2004	91.9%	82.5%	-	88.9%	*	90.0%	100.0%	-	-	92.9%	*	*	90.0%	*

COLLEGE READINESS INDICATORS

Advanced Course/Dual Enrollment Completion

2004-05	20.5%	10.1%	-	3.6%	0.0%	3.0%	7.7%	-	-	4.0%	3.3%	*	4.8%	*
2003-04	19.9%	10.4%	-	7.9%	11.1%	5.9%	8.3%	-	-	13.6%	0.0%	*	15.8%	*

RHSP/DAP Graduates

Class of 2005	72.3%	71.9%	-	22.2%	*	20.0%	*	-	-	33.3%	*	*	*	*
Class of 2004	68.4%	73.2%	-	0.0%	-	*	*	-	-	0.0%	*	*	*	*

AP/IB Results

Tested														
2005	18.4%	23.0%	-	0.0%	*	0.0%	0.0%	-	-	0.0%	0.0%	n/a	n/a	n/a
2004	17.4%	14.5%	-	0.0%	*	0.0%	0.0%	-	-	0.0%	0.0%	n/a	n/a	n/a
Examinees >=Criterion														
2005	51.8%	38.7%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2004	53.9%	25.0%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
Scores >=Criterion														
2005	47.4%	27.3%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a
2004	49.3%	26.7%	-	-	-	-	-	-	-	-	-	n/a	n/a	n/a

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

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

'-' indicates zero observations reported for this group.

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

TEXAS EDUCATION AGENCY

Academic Excellence Indicator System

2005-06 Campus Profile

Section II

Total Enrollment: 37

Grade Span: 09-12

School Type: Secondary

District Name: MANOR ISD
 Campus Name: EXCEL HIGH SCHOOL
 Campus #: 227907002

STUDENT INFORMATION	Campus Count	Campus Percent	Campus Group	District	State
Total Students:	37	100.0%	-	4,548	4,505,572
Students By Grade:					
Early Childhood Education	0	0.0%	-	0.00%	0.3%
Pre-Kindergarten	0	0.0%	-	10.6%	4.0%
Kindergarten	0	0.0%	-	9.2%	7.8%
Grade 1	0	0.0%	-	8.2%	8.0%
Grade 2	0	0.0%	-	8.1%	7.6%
Grade 3	0	0.0%	-	8.0%	7.6%
Grade 4	0	0.0%	-	7.3%	7.3%
Grade 5	0	0.0%	-	7.3%	7.5%
Grade 6	0	0.0%	-	6.0%	7.2%
Grade 7	0	0.0%	-	7.2%	7.5%
Grade 8	0	0.0%	-	6.1%	7.4%
Grade 9	4	10.8%	-	8.2%	8.7%
Grade 10	12	32.4%	-	5.6%	7.2%
Grade 11	12	32.4%	-	4.7%	6.2%
Grade 12	9	24.3%	-	3.5%	5.7%
Ethnic Distribution:					
African American	8	21.6%	-	26.6%	14.7%
Hispanic	22	59.5%	-	53.6%	45.3%
White	7	18.9%	-	18.0%	36.5%
Native American	0	0.0%	-	0.2%	0.3%
Asian/Pac. Islander	0	0.0%	-	1.7%	3.1%
Economically Disadvantaged	19	51.4%	-	69.2%	55.6%
Limited English Proficient (LEP)	3	8.1%	-	25.2%	15.8%
Students w/Disciplinary Placements (2004-05)	0	0.0%	-	1.7%	2.3%
A-Risk	32	86.5%	-	51.9%	48.7%
Mobility (2004-05)	45	83.3%	-	26.7%	21.1%
Number of Students per Teacher	7.4	n/a	-	16.8	14.9

Graduates (Class of 2005):	Campus	Percent	Group	District	State
Total Graduates	0	100.0%	-	160	239,716
By Ethnicity (incl. Special Ed.):					
African American	2	22.2%	-	38	32,811
Hispanic	5	55.6%	-	61	84,566
White	2	22.2%	-	59	113,212
Native American	0	0.0%	-	0	764
Asian/Pacific Islander	0	0.0%	-	2	8,363
By Graduation Type (incl. Special Ed.):					
Minimum H.S. Program	7	77.8%	-	45	66,380
Recommended H.S. Pgm./DAP	2	22.2%	-	115	173,336
Special Education Graduates	1	11.1%	-	28	25,951

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

	Campus	Campus Group	District	State
Elementary: Kindergarten	-	-	20.3	19.3
Grade 1	-	-	19.9	18.9
Grade 2	-	-	20.8	18.9
Grade 3	-	-	20.6	18.9
Grade 4	-	-	20.0	19.3
Grade 5	-	-	20.2	21.9
Grade 6	-	-	21.7	21.4
Mixed Grades	-	-	20.8	25.7
Secondary: English/Language Arts	16.0	-	20.7	20.3
Foreign Languages	11.7	-	25.0	21.3
Mathematics	11.7	-	20.3	20.3
Science	8.0	-	24.2	21.5
Social Studies	32.7	-	25.4	22.5

STAFF INFORMATION

	Campus Count	Campus Percent	Campus Group	District	State
Total Staff:	9.9	100.0%	-	100.0%	100.0%
Professional Staff:	7.0	70.2%	-	61.8%	62.5%
Teachers	5.0	50.3%	-	49.6%	50.7%
Professional Support	1.0	10.1%	-	6.6%	8.0%

Campus Admin. (School Leader)	1.0	9.8%	-	3.0%	2.8%
Educational Aides:	3.0	29.8%	-	9.8%	10.2%
Total Minority Staff:	3.0	29.7%	-	42.3%	41.5%

Teachers by Ethnicity and Sex:

African American	0.0	0.0%	-	9.4%	9.1%
Hispanic	0.0	0.0%	-	15.8%	20.1%
White	5.0	100.0%	-	74.1%	69.4%
Native American	0.0	0.0%	-	0.0%	0.3%
Asian/Pacific Islander	0.0	0.0%	-	0.7%	1.1%
Males	2.0	40.0%	-	20.5%	22.9%
Females	3.0	60.0%	-	79.5%	77.1%

Teachers by Years of Experience:

Beginning Teachers	0.0	0.0%	-	17.3%	7.5%
1-5 Years Experience	0.0	0.0%	-	34.1%	29.0%
6-10 Years Experience	1.0	20.0%	-	18.5%	19.4%
11-20 Years Experience	3.0	60.0%	-	20.1%	24.2%
Over 20 Years Experience	1.0	20.0%	-	10.0%	19.9%

	Campus	Campus Group	District	State
Average Years Experience of Teachers:	16.8 yrs.	- yrs.	7.8 yrs.	11.5 yrs.
Average Years Experience of Teachers with District:	9.0 yrs.	- yrs.	4.2 yrs.	7.6 yrs.

Average Teacher Salary by Years of Experience:	(regular duties only)			
Beginning Teachers	-	-	\$32,771.00	\$34,505.00
1-5 Years Experience	-	-	\$35,484.00	\$36,567.00
6-10 Years Experience	\$36,567.00	-	\$37,137.00	\$39,008.00
11-20 Years Experience	\$44,984.00	-	\$43,312.00	\$43,978.00
Over 20 Years Experience	\$49,749.00	-	\$51,633.00	\$51,998.00

Average Actual Salaries (regular duties only):				
Teachers	\$44,253.00	-	\$38,509.00	\$41,744.00
Professional Support	\$65,371.00	-	\$46,899.00	\$50,029.00
Campus Administration (School Leadership)	\$52,130.00	-	\$58,704.00	\$62,704.00

Contracted Instructional Staff (not incl. above):	0.0		0.0	4,958.9
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ACTUAL OPERATION

EXPENDITURE INFORMATION

By Function:	General		Campus			Campus Group			
	Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
Total Operating Expenditures	\$444,563	100.0%	\$17,783	\$513,698	100.0%	\$20,548	-	-	-
Instruction (11,95)	\$275,066	61.9%	\$11,003	\$321,647	62.6%	\$12,866	-	-	-
Instructional-Related Services (12,13)	\$3,841	0.9%	\$154	\$5,396	1.1%	\$216	-	-	-
Instructional Leadership (21)	\$5,730	1.3%	\$229	\$24,310	4.7%	\$972	-	-	-
School Leadership (23)	\$96,058	21.6%	\$3,842	\$98,148	19.1%	\$3,926	-	-	-
Support Services-Student (31,32,33)	\$48,276	10.9%	\$1,931	\$48,361	9.4%	\$1,934	-	-	-
Other Campus Costs (35, 36, 51, 52, 53)	\$15,592	3.5%	\$624	\$15,846	3.1%	\$634	-	-	-
By Program:									
Total Operating Expenditures	\$428,971	100.0%	\$17,159	\$497,345	100.0%	\$19,894	-	-	-
Bilingual/ESL Education (22)	\$0	0.0%	\$0	\$576	0.1%	\$23	-	-	-
Career & Technology Education (22)	\$50,329	11.7%	\$2,013	\$50,752	10.2%	\$2,030	-	-	-
Accelerated Education (24, 30)	\$42	0.0%	\$2	\$22,465	4.5%	\$899	-	-	-
Gifted & Talented Education (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Regular Education (11)	\$0	0.0%	\$0	\$0	0.0%	\$0	-	-	-
Special Education (23)	\$6,134	1.4%	\$245	\$47,997	9.7%	\$1,920	-	-	-
Other (26, 28, 29)	\$372,466	86.8%	\$14,899	\$375,555	75.5%	\$15,022	-	-	-

PROGRAM INFORMATION

Student Enrollment by Program:	Campus		Campus Group	District	State
	Count	Percent			
Bilingual/ESL Education	2	5.4%	-	22.8%	14.6%
Career & Technology Education	14	37.8%	-	18.7%	20.3%
Gifted & Talented Education	0	0.0%	-	1.8%	7.6%
Special Education	3	8.1%	-	12.2%	11.1%
Teachers by Program (population served):					
Bilingual/ESL Education	0	0.0%	-	9.2%	8.8%
Career & Technology Education	1	21.7%	-	4.1%	4.0%
Compensatory Education	4	77.5%	-	5.1%	3.2%
Gifted & Talented Education	0	0.0%	-	0.0%	2.2%
Regular Education	0	0.8%	-	65.5%	68.9%
Special Education	0	0.0%	-	14.2%	10.4%
Other	0	0.0%	-	1.9%	2.5%

'-' indicates zero observations reported for this group.

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



Excel High School Action Plan: English Language Arts/Reading (Grades 9-12) 2006-2007

MISD District Goals:	The campus improves student achievement of students annually.
Leadership:	Leadership Persons: Principal & English Teacher
Student Stakeholder Focus/Data:	Data Trends: Data shows that students from the 9th through the 12th grades need more help in the following areas: 1) Basic Understanding, 2) Connecting Expository and Literary Selection, 3) Analysis and Evaluation, and 4) Written Composition.

Performance Target	Benchmarks	Activities	Resources	Interim Timelines	Professional Development
To improve the English Language Arts/Reading proficiency in all students.	1) • 2006 TAKS Release Test • District/Teacher Benchmark Tests • 3 week progress reports	1) Utilize TAKS data to improve student scores in short answer ratings: Connecting Selection, Expository Selection and Literary Selection.	1) • Campus Budget • Library Books	August 2007 through June 2008 (ongoing)	1) • District Staff Development (Kilgo Training) • CheckPoints
	2) • 2006 TAKS Release Test	2) Improve student TAKS scores on Analysis and Evaluation and Written Composition to 60%.	2) • District Curriculum Team		2) • Collaborative meetings with peers

Process Results (Benchmarks & Others):	Students will work on 2006 TAKS release test and evaluate other students' papers.
Strategic Results (TAKS):	Improve TAKS scores to above 60% and have more students passing the TAKS.
Product (Outcome):	Students should be able to pass the TAKS test as well as know how to write a good composition paper.



Excel High School Action Plan: Mathematics (Grades 9-12) 2006-2007

MISD District Goals:	The campus offers various opportunities & programs to meet the needs of all students. The campus teachers improve student achievement of all students annually.
Leadership:	Leadership Persons: Principal & Math Teacher
Student Stakeholder Focus/Data:	Data Trends: Data shows that students from the 9th through the 12th grades need more help in the following areas: 1) Measurement & Similarity, 2) Percent, Proportions/Probability, & Statistics, 3) Geometric Relationships & Spatial Reasoning, 4) Functional Relationships, 5) Linear Functions and 6) 2nd & 3rd Dimensional Representations.

Performance Target	Benchmarks	Activities	Resources	Interim Timelines	Professional Development
To increase the Mathematics proficiency in all students.	1) • 2006 TAKS Release Test • 3 week progress reports	1) Utilize TAKS data on students to help improve student scores.	• TAKS Booklets • Campus Budget • District Budget • District Curriculum Team	August 2007 through June 2008 (ongoing)	• Region XIII Staff Development • District Staff Development • THSCS - UT Grant Program
	2) • District/Teacher Benchmark Tests	2) To improve and increase TAKS passing scores in the following areas: Percent/Proportions/Probability, Statistics, Measurement and Similarity.	• Southwest Accelerated U.T. Coaches		

Process Results (Benchmarks & Others):	The teacher will develop different methodologies to help students learn and improve TAKS test scores. The teacher will use various benchmark tests and tools to help students.
Strategic Results (TAKS):	Improve TAKS scores above 60% and have more students passing the TAKS.
Product (Outcome):	The students should be able to pass the TAKS test while also understanding various mathematical strategies.



Excel High School Action Plan: Mathematics (Grades 9-12) 2006-2007

MISD District Goals:	The campus offers various opportunities & programs to meet the needs of all students. The campus teachers improve student achievement of all students annually.
Leadership:	Leadership Persons: Principal & Math Teacher
Student Stakeholder Focus/Data:	Data Trends: Data shows that students from the 9th through the 12th grades need more help in the following areas: 1) Measurement & Similarity, 2) Percent, Proportions/Probability, & Statistics, 3) Geometric Relationships & Spatial Reasoning, 4) Functional Relationships, 5) Linear Functions and 6) 2nd & 3rd Dimensional Representations.

Performance Target	Benchmarks	Activities	Resources	Interim Timelines	Professional Development
To increase the Mathematics proficiency in all students.	3) • 2006 TAKS Release Test • District/Teacher Benchmark Tests • 3 week progress reports	3) To increase the TAKS passing scores of all students in the following areas by 60%: Geometric Relationships & Spatial Reasoning, Functional Relationships, Properties & Attributes of Functions, 2nd & 3rd Dimensional Representations, Linear Functions, and Linear Equations & Inequities.	3) • Campus Budget • District Budget • District Curriculum Team • THSCS Grant	August 2007 through June 2008 (ongoing)	3) • District Staff Development • Region XIII Math Workshops • Campus Staff Development

Process Results (Benchmarks & Others):	The teacher will develop different methodologies to help students learn and improve TAKS test scores. The teacher will use various benchmark tests and tools to help students.
Strategic Results (TAKS):	Improve TAKS scores above 60% and have more students passing the TAKS.
Product (Outcome):	The students should be able to pass the TAKS test while also understanding various mathematical strategies.



Excel High School Action Plan: Science (Grades 9-12) 2006-2007

MISD District Goals:	The campus offers various opportunities and programs to meet the needs of all students. The campus improves student achievement of all students annually.
Leadership:	Leadership Persons: Principal & Science Teacher
Student Stakeholder Focus/Data:	Data Trends: Data shows that students from the 9th grade through the 12th grades need more help in the following areas: 1) Nature of Science 2) Organization of Living Systems 3) Motion, Forces & Energy and 4) Structure & Properties of Matter.

Performance Target	Benchmarks	Activities	Resources	Interim Timelines	Professional Development
To improve the Science proficiency in all students (in all objectives).	<ul style="list-style-type: none"> • 2006 TAKS Release Test • District/Teacher Benchmark Tests 	1) Utilize TAKS data on students to help improve student scores.	<ul style="list-style-type: none"> • TAKS Books • Campus Budget • District Budget 	August 2007 through June 2008 (ongoing)	<ul style="list-style-type: none"> • District Staff Development Workshops • Region XIII Science Workshops • THSCS Grant - Coaching
	<ul style="list-style-type: none"> • 3 week progress reports 	2) To increase the TAKS passing rate of all students.	<ul style="list-style-type: none"> • District Curriculum Team • THSCS Grant 		

Process Results (Benchmarks & Others):	The students will take benchmark tests developed by the District and by the teachers throughout the school year.
Strategic Results (TAKS):	Improve the student passing score for all students.
Product (Outcome):	The student should be able to pass the TAKS test while also understanding various science strategies.



Excel High School Action Plan: Social Studies (Grades 9-12) 2006-2007

MISD District Goals:	The campus offers various opportunities and programs to meet the needs of all students. The campus improves student achievement of all students annually.
Leadership:	Leadership Persons: Principal & Social Studies Teacher
Student Stakeholder Focus/Data:	Data Trends: Data shows that students from the 9th through the 12th grades need more help in the following areas: 1) Political Issues and Events, 2) Geographic Influences in History, 3) Economic and Social Influences on History, and 4) Critical Thinking Skills.

Performance Target	Benchmarks	Activities	Resources	Interim Timelines	Professional Development
To improve the Social Studies proficiency in all students.	<ul style="list-style-type: none"> • 2006 TAKS Release Test • District/Teacher Benchmark Tests 	1) Utilize TAKS data on students to help improve student scores.	<ul style="list-style-type: none"> • Campus Budget • District Budget • THSCS Grant • District Curriculum Team 	August 2007 through June 2008 (ongoing)	<ul style="list-style-type: none"> • District Staff Development Workshops • Region XIII Social Studies Workshops
	<ul style="list-style-type: none"> • 3 week progress reports 	2) To increase the TAKS passing rate of all students.			

Process Results (Benchmarks & Others):	The students will take the 2006 release TAKS tests and benchmark tests throughout the school year.
Strategic Results (TAKS):	Improve the student passing score for all students.
Product (Outcome):	The student should be able to pass the TAKS test while also understanding various social study strategies.



Excel High School Action Plan: Technology 2006-2007

MISD District Goals:	Manor ISD has a highly qualified and diverse staff that produces an exemplary District.
Leadership:	Leadership Persons: Principal & Technology Staff
Student Stakeholder Focus/Data:	Data Trends: Technology Star Chart data shows the level of computer proficiency for teachers. All staff members will continue to become proficient in this area.

Performance Target	Benchmarks	Activities	Resources	Interim Timelines	Professional Development
To increase the technology proficiency of all students and staff.	1) Individual Star Chart Updates	1) Continue an annual Star Technology Survey update on campus to help determine the technological needs and proficiencies of all staff.	1) • District Technology Team • Campus Technology Team	August 2007 through June 2008 (ongoing)	1) • District Technology Workshops • Campus Technology Workshops
	2) Schedule of Training	2) Continue training staff in the use of the A-Plus software program.	2) • A-Plus Consultant Team • Campus Technology Team		2) • A-Plus Support Technology Consultant • Campus Technology Team • District Technology Team

Process Results (Benchmarks & Others):	Students will have three week progress reports to show progress or lack of progress. Staff will have ongoing scheduled training to help improve proficiency.
Strategic Results (TAKS):	n/a
Product (Outcome):	Students will be able to pass BCIS and BIMS while also becoming proficient. All staff members will become proficient in the use of technology and with the A-Plus software.



Excel High School Action Plan: Technology 2006-2007

MISD District Goals:	Manor ISD has a highly qualified and diverse staff that produces an exemplary District.
Leadership:	Leadership Persons: Principal & Technology Staff
Student Stakeholder Focus/Data:	Data Trends: Technology Star Chart data shows the level of computer proficiency for teachers. All staff members will continue to become proficient in the area.

Performance Target	Benchmarks	Activities	Resources	Interim Timelines	Professional Development
To increase the technology proficiency of all students and staff.	3) 3 week progress reports	3) Students will become proficient in learning how to use the computer for BCIS and BIMS.	3) • District CATE Team • Campus CATE Teacher • CATE Counselor	August 2007 through June 2008 (ongoing)	3) • District Staff Development Workshops • CATE Workshops
	4) District Upgrade Technology Plan	4) Continuing to upgrade campus technology and software.	4) • District Technology Team		4) • District Technology Team • Staff Development

Process Results (Benchmarks & Others):	Students will have three week progress reports to show progress or lack of progress. Staff will have ongoing scheduled training to help improve proficiency.
Strategic Results (TAKS):	n/a
Product (Outcome):	Students will be able to pass BCIS and BIMS while also becoming proficient. All staff members will become proficient in the use of technology and with the A-Plus software.



Excel High School Action Plan: Campus Dropout Rate 2006-2007

MISD District Goals #2 and #3:	The campus staff will improve student achievement of all students annually. The campus staff will actively involve parents and community.
Leadership:	Leadership Persons: Principal & Counselor
Student Stakeholder Focus/Data:	Data Trends: Data shows that Excel High School needs to keep the dropout rate at 10% or better.

Performance Target	Benchmarks	Activities	Resources	Interim Timelines	Professional Development
To improve the student drop out rate to 10% or less.	<ul style="list-style-type: none"> • 3 week progress reports • 6 week progress reports 	1) To help insure that the student dropout rate does not go higher than 10%.	1) • Campus Budget • District Budget	August 2007 through June 2008	1) District Professional Development Workshops (No Child Left Behind)
		2) Involve more parents in the school climate so they are informed about how to address the students in a "positive manner" to stay in school.	2) • Campus Budget • THSCS Funds	(ongoing)	2) Region XIII Staff Development Workshops

Process Results (Benchmarks & Others):	The student will report to their teacher that they are on campus. If a student does not report to the teacher, the teacher will call the student's home.
Strategic Results (TAKS):	Improve student drop out rate.
Product (Outcome):	Student drop out rate will stay at 10%.



Excel High School Action Plan: Campus Dropout Rate 2006-2007

MISD District Goals #2 and #3:	The campus staff will improve student achievement of all students annually. The campus staff will actively involve parents and community.
Leadership:	Leadership Persons: Principal & Counselor
Student Stakeholder	Data Trends: Data shows that Excel High School needs to keep the dropout rate at 10% or better.
Focus/Data:	

Performance Target	Benchmarks	Activities	Resources	Interim Timelines	Professional Development
To improve the student student drop out rate to 10% or less.	n/a	3) Campus registrar will follow procedures to ensure information is accurate and a statement of intent signed by the parent/guardian will be on file for every student leaving the district.	n/a	August 2007 through June 2008 (ongoing)	3) • District Professional Development Workshops • SMUG Meetings
	4) • 3 week progress reports • 6 week progress reports	4) Continuing to help train staff in learning the diverse needs and learning styles of the students.	4) • District Budget • Campus Budget		4) • District Professional Development Workshops • Region XIII

Process Results (Benchmarks & Others):	The student will report to their teacher that they are on campus. If a student does not report to the teacher, the teacher will call the student's home.
Strategic Results (TAKS):	Improve student drop out rate.
Product (Outcome):	Student drop out rate will stay at 10%.



Excel High School Action Plan: Attendance 2006-2007

MISD District Goals:	The campus actively involves parents and community. Excel High School provides a safe and secure environment.
Leadership:	Leadership Persons: Principal & Counselor
Student Stakeholder	Data Trends: Data trends show that the attendance rate for Excel High School is around 80%.
Focus/Data:	

Performance Target	Benchmarks	Activities	Resources	Interim Timelines	Professional Development
To increase the attendance rate of students to 90%.	1) • Letters sent to parents after 3 unexcused absences and 5 unexcused absences.	1) Inform parents, students and staff of the district's policies and procedures for attendance.	1) • Campus Budget • District Budget	August 2007 through June 2008 (ongoing)	<ul style="list-style-type: none"> • District Staff Development Workshops • Campus Staff Meetings
	• 3 week and 6 week Attendance reports.	2) Determine causes for poor attendance of Students.	2) • Campus Staff • Counselor		
		3) Monitor poor attendance of students.	3) • Counselor		

Process Results (Benchmarks & Others):	Staff will monitor their students on a daily basis to help insure students come to class. Students struggling in this area will meet with staff to help remedy the problem.
Strategic Results (TAKS):	Improvement in student TAKS scores because the student will be in school more, thus increasing their academic learning time.
Product (Outcome):	The student will have a support team of people to help them be able to attend school.



Excel High School Action Plan: Attendance 2006-2007

MISD District Goals:	The campus actively involves parents and community. Excel High School provides a safe and secure environment.
Leadership:	Leadership Persons: Principal & Counselor
Student Stakeholder Focus/Data:	Data Trends: Data trends show that the attendance rate for Excel High School is around 80%.

Performance Target	Benchmarks	Activities	Resources	Interim Timelines	Professional Development
To increase the attendance rate of students to 90%.	4) 3 week and 6 week attendance reviews.	4) Collaboration and coordination between the school, parents, grandparents, courts and attendance clerk.	4) • Campus Budget • District Support & Services Team	August 2007 through June 2008 (ongoing)	4) • District Staff Development Workshops • Campus Staff Development

Process Results (Benchmarks & Others):	Staff will monitor their students on a daily basis to help insure students come to class. Students struggling in this area will meet with staff to help remedy the problem.
Strategic Results (TAKS):	Improvement in student TAKS scores because the student will be in school more, thus increasing their academic learning time.
Product (Outcome):	The student will have a support team of people to help them be able to attend school.