

Vidor Independent School District
Vidor AIM Center High School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Alternative Standard

Board Approval Date: November 13, 2017
Public Presentation Date: November 13, 2017

Mission Statement

The administration, staff and faculty of the AIM Center High School are committed to ensuring that all students have access to a quality education. It is our goal to enable our students to achieve their potential so that they may fully participate now and in the future in the social, economic and educational opportunities of this area, our State, and our Nation.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The AIM Center High School serves at risk students in grades 9-12 who live in the Vidor ISD boundaries. The total number of enrolled students this year was 112 with 55 graduates. The demographic report for ethnicity of the campus shows the following: White 87.3%, Hispanic 7.9%, African American 0.0%, Asian 1.6% and 3.2% two or more races. Additionally, 90.5% of the students were classified as "At-Risk" and 69.8% as Economically Disadvantaged. According to the 2015-16 Texas Academic Performance Report, AIM Center High School had a mobility number of 102 or 88.7%.

Demographics Strengths

This campus is designed to serve at-risk students in the district and 98% of the students met that state criteria. The ethnicity makeup of the campus is reflective of the district as a whole. Enrollment numbers are increasing. The percentage of students graduating was greater than 50% of the total enrolled population, Grades 9-12. The dropout rate has decreased from 15.8% to 11.5%, a 4.3% reduction. Our attendance rate is 88.6%, which is a huge accomplishment for an at-risk, mobile population.

Student Achievement

Student Achievement Summary

The 2015-16 Texas Academic Performance Report report showed that the students tested were successful in meeting the state standard for the Exit level test. The STAAR at Phase-in 1 Level 2 for all subjects was 71% in 2016. The subject area break down is not reported.

The 4-year Graduation Rate for AIM Center High School was 79.5% for the class of 2015.

The 5-year Extended Graduation Rate for our students was 69.2% for the class of 2014.

The Annual Drop Out Rate for grades 9-12 (2014-15) was 11.5%.

The attendance rate for AIM Center High School was 88.6% for the 2014-15 school year.

The SAT and ACT test scores for the class of 2014 are not reportable.

Student Achievement Strengths

The AIM Center High School was given an Accountability Rating of Met Standard for an Alternative Campus. The 4-year graduation rate increased by 9.6% from previous year. The campus attendance rate maintained from previous year.

School Culture and Climate

School Culture and Climate Summary

The AIM Center is an academic alternative high school campus. The campus is designed to support and encourage at-risk students to successfully complete all requirements for a high school diploma. The campus has a very positive, productive and friendly atmosphere. The small class size allows teachers to provide more small group and individual instruction. The entire staff is aware of the students' personal situations and potential discipline issues. Any behavior or discipline issue is addressed immediately in a positive manner. We have very few to no discipline referrals and DAEP placements in the previous school year. The appearance of the new building is exceptional and the campus is "home" to our students. See goal #2.

School Culture and Climate Strengths

Our campus has a warm, positive and productive culture. All staff members have a dedicated, positive and supportive attitude. With a class size of 15 students or less, the diverse student population gets to know and encourage each other. Since our campus has a self-paced curriculum, students can complete graduation requirements at any time during the year. When the student is declared a graduate, a "hallway graduation" is held. The student wears the cap and gown as they walk down the hallway to "Pomp and Circumstances". Family, friends and the entire campus celebrate this accomplishment.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus has a high retention rate. All teachers are highly qualified and vacancies are filled in a timely manner with highly qualified candidates.

Staff Quality, Recruitment, and Retention Strengths

All teachers are highly qualified and continue to receive training and professional development opportunities as needed.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We have a need for a multi-certified electives teacher. We currently have 1 class period for debate, Spanish, speech, and art; and another period with debate and speech.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

See Goal #1.

Family and Community Involvement

Family and Community Involvement Summary

See Goal #5.

School Context and Organization

School Context and Organization Summary

See Goal #2 and 3.

Technology

Technology Summary

See Goal #2

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- At-Risk population, including performance, discipline, attendance, and mobility
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Budgets/entitlements and expenditures data


Goals

Goal 1: Student Achievement: AIM Center High School will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

Performance Objective 1: AIM Center High School will exceed federal accountability standards or improve from the prior year's performance, with the ultimate goal of 5 points above state average.

Evaluation Data Source(s) 1: Texas Academic Performance reports, other state and federal accountability documents

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) By the nature of our competency based individualized instructional program for at-risk students, strategies are in place to provide appropriate instruction for all students including our at-risk, economically disadvantaged and other reported populations. Students receive additional academic support through OdysseyWare, Google Apps for Education, Kagan Strategies and TEKS Resource System lessons to improve critical thinking and reasoning skills in preparation for TAKS/STAAR testing. Before school tutoring and after school credit recovery is available for all students.	Principal	Academically Acceptable Status (Alternative Campus Standards)			
	Funding Sources: 199 State Comp Ed - \$423,904.00				
2) A plan will be developed to increase student writing skills. The implementation will include using complete sentences in OdysseyWare lessons, critical writing across the content areas weekly and a writing portfolio for each student maintained by the English teacher. As the English teacher attends writing workshops she will share information with other content area teachers.	Teachers and Principal	Writing Scores will increase for all students.			
					

Goal 1: Student Achievement: AIM Center High School will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

Performance Objective 2: AIM Center High School will achieve an attendance average of 85% .

Evaluation Data Source(s) 2: Review of six weeks and end of year attendance reports.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Attendance will be monitored daily. The attendance clerk will call all students who are not at school by 9:30 AM. Attendance notebook will be kept to document calls and responses. Attendance incentives will be developed.	Attendance Clerk, Principal	The attendance percentage will reviewed at each formative reporting period.			
2) Principal and/or attendance clerk will meet with students who have missed more than 3 days and those who have excessive tardies. Absence reasons will be discussed and an individual plan for improvement will be developed. Schedule changes and/or attendance options will be evaluated for appropriateness for each student. Morning, afternoon, night and/ or combination schedules are available. Traditional attendance reporting or optional flexible attendance will be selected as appropriate for the student.	Attendance Clerk, Principal	Attendance of with excessive absences will improve to 80% or higher.			


 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Student Achievement: AIM Center High School will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

Performance Objective 3: Students will successfully complete 80% of their assigned courses.

Evaluation Data Source(s) 3: Course completion report

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Students will receive core instruction in English, math, science, and social studies through the use of the OdysseyWare program, small group instruction and individual instruction by the teachers. The teachers will use supplemental material to enhance instruction.	Core Subject Teachers, Principal	Course completion report to show percentage of students who successfully completed the assigned core classes.			
	Funding Sources: 410 Instructional Allotment - \$45,000.00				
					

Goal 1: Student Achievement: AIM Center High School will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

Performance Objective 4: 75% of students tested will meet the standards on state required tests.

Evaluation Data Source(s) 4: STAAR EOC and TAKS test results.

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Teachers will receive test reports for students who have not met the standard on TAKS or STAAR EOC exams. Teachers will review the information and target the skill areas that need remediation.	Core Subject Teachers, Principal	TAKS and STAAR EOC test results			
2) Prior to testing, students who are scheduled to take or retake TAKS or STAAR EOC exams will be assigned to a test prep class with the appropriate teacher. Students will complete the teacher developed TAKS or STAAR EOC prep course, which included released tests, to ensure success on the required tests.	Core Subject Teachers, Principal	TAKS and STAAR EOC Test results			
					

Goal 1: Student Achievement: AIM Center High School will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

Performance Objective 5: The AIM Center High School will improve on prior year's drop out rate. The dropout rate will be less than 1.8%

Evaluation Data Source(s) 5: Annual dropout report

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Every effort will be taken to find and recover "no show" students at the beginning of each year. All contact numbers will be called and home visits will be conducted. Students who drop out during the school year will be sought out and encouraged to return to school. Scheduling and flexible attendance options will be discussed as appropriate.	Registrar, Principal	Drop out report will show a decrease from previous year.			
					

Goal 1: Student Achievement: AIM Center High School will continue to ensure learning for all students through high standards, effective teaching, and the district-wide aligned curriculum.

Performance Objective 6: Students in need of Pregnancy Related Services will be provided the appropriate support.

Evaluation Data Source(s) 6: PRS program files, PEIMS Reports

Summative Evaluation 6:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) 1) Students will notify the principal of the pregnancy. The principal, school nurse or a licensed medical practitioner will complete the PRS Enrollment and Verification Form. The date that the campus staff completes or receives this form is the start date for pregnancy related services.	Principal	PRS records are accurately maintained and documentation shows that services were provided.			
2) The student services personnel and student will review the PRS Student Plan to determine needed services. The following PRS program services may be offered: 1. Counseling, including the initial disclosure of pregnancy and throughout the pregnancy. 2. Class schedule review to determine appropriate changes needed during pregnancy, in preparation for parenting and in preparation for the workforce. 3. Schedule modifications as needed. 4. Instruction (inside and outside of the classroom) related to parenting knowledge and skills, including child development, home and family living and appropriate job readiness training. 5. Academic progress and/or report card review 6. School health services 7. Career guidance 8. Referral to local service organizations 8. Referral to government agencies 9. CEHI (homebound) as needed (Support services are based on student need. It is not required for all students to receive every service.)	Principal	PRS program files will be maintained by the principal. This documentation will include: PRS Enrollment Form, Student Plan, Activity Log, Medical Documentation for Prenatal, Postpartum and Extended Postpartum CEHI, Copies of General Education Homebound committee meeting determination and copies of ARD placement for CEHI services and IEPs as applicable for Special Ed students, and PRS Withdrawal form			
					

Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: AIM Center High School will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

Performance Objective 1: The 5 year campus technology plan will be implemented.

Evaluation Data Source(s) 1: Campus technology plan, Fixed Asset Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Review fixed assets report and campus technology needs. Determine technology needs, including network accessibility and hardware needs, such as desktop computers, laptops, ipad, smartboard, etc. Follow the developed campus technology plan. Purchase or reallocate needed items as identified in technology plan as funds become available.	Campus SBDM committee, Campus Members of District Technology Committee, Principal	Technology plan is developed and purchases are made as appropriate.			
					

Goal 2: Effective and Efficient Utilization of Infrastructure and Operations: AIM Center High School will assure efficiency and maintain its infrastructure and physical plant to the highest standards. Operational processes, including technology integration, will be reviewed annually to assure resources are being utilized as effectively as possible.

Performance Objective 2: Students will be instructed on how to best take care of the building and equipment.

Evaluation Data Source(s) 2: Campus meetings to discuss appropriate care of the facilities and equipment are held quarterly.

Summative Evaluation 2:

Goal 3: Quality Teaching, Administrative, and Support Staff: AIM Center High School will continue to recruit, employ, and retain teaching, administrative, and support staff that are fully certified and highly qualified.

Performance Objective 1: The Principal will provide reports that will document 100% of the staff are highly qualified.

Evaluation Data Source(s) 1: 100% fully certified and highly qualified teachers and staff are recommended as new hires.

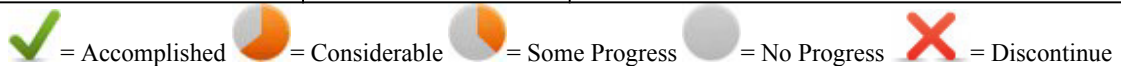
Summative Evaluation 1:

Goal 3: Quality Teaching, Administrative, and Support Staff: AIM Center High School will continue to recruit, employ, and retain teaching, administrative, and support staff that are fully certified and highly qualified.

Performance Objective 2: Teachers and staff members will be retained.

Evaluation Data Source(s) 2: Campus roster

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Provide a common planning period as part of the daily schedule for teachers. Utilize Professional Learning Community strategies to ensure input by all staff members.	Principal	Campus roster changes by no more than one staff member per year.			
					

Goal 3: Quality Teaching, Administrative, and Support Staff: AIM Center High School will continue to recruit, employ, and retain teaching, administrative, and support staff that are fully certified and highly qualified.

Performance Objective 3: The campus will recruit highly qualified teachers.

Evaluation Data Source(s) 3: State Board of Education certification

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Post opening/job vacancies on the district website. Hire only applicants who are highly qualified for the position.	Principal	Highly Qualified Teacher Report shows 100%.			
2) Staff members will attend workshops, conferences and professional training sessions to increase knowledge and skills need for student success.	Principal	Documentation of professional development completed			
					

Goal 4: AIM Center High School will provide safe and secure environment for all students and staff. AIM Center High School will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

Performance Objective 1: ACHS teaching staff is trained annually and the custodian receives safety instruction monthly.

Evaluation Data Source(s) 1: Professional development records and documentation.


Summative Evaluation 1:

Goal 4: AIM Center High School will provide safe and secure environment for all students and staff. AIM Center High School will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

Performance Objective 2: Safe and Disciplined Environment for our campus.

Evaluation Data Source(s) 2: ACHS has many strategies and activities in place to ensure that the campus provides a safe and disciplined environment for all teachers and students. These include Kagan Strategies, Technology Acceptable Use Policy, Bullying Prevention Program, Drug, Alcohol and Substance Abuse Awareness programs and information through guest speakers.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Follow the Technology Acceptable Use Policy and provide internet safety awareness; provide a Bullying Prevention Program; and provide Drug, Alcohol and Substance Abuse programs and information from guest speakers and the use of Kagan structures to build relationships.	Principal	Memos and articles about programs			
2) Conduct routine safety drills monthly. Complete safety inspections quarterly. Correct safety issues in a timely manner. Use campus budget to ensure campus safety for staff and students.	Principal	Documentation of drill and safety inspections. Campus budget expenditures.			
					

Goal 4: AIM Center High School will provide safe and secure environment for all students and staff. AIM Center High School will conduct an annual review of all security provisions that includes input from community emergency planners. Campus based drills will be conducted for dealing with both weather and security.

Performance Objective 3: The AIM Center High School will maintain a safe, and healthy building.

Evaluation Data Source(s) 3: The building will have regular walk throughs.

Summative Evaluation 3:

Goal 5: Enduring Relationships with Stakeholders: AIM Center High School will strive to maintain a strong relationship with all community stakeholders. Parents and the community will be kept apprised of pertinent school related issues and programs through a combination of the District Website, tv channel, parent portal, and district callouts.

Performance Objective 1: Documentation of college and career days will be maintained, along with data from the campus climate surveys.

Evaluation Data Source(s) 1: Meeting minutes, sign in sheets from committee meeting, agenda and sign in sheets for college and career days and district surveys.

Summative Evaluation 1:


Goal 5: Enduring Relationships with Stakeholders: AIM Center High School will strive to maintain a strong relationship with all community stakeholders. Parents and the community will be kept apprised of pertinent school related issues and programs through a combination of the District Website, tv channel, parent portal, and district callouts.

Performance Objective 2: AIM Center High School will ensure the recognition of student accomplishments by the community.

Evaluation Data Source(s) 2: Students will be highlighted in our campus announcements, the local newspaper, on the district website, and/or the local tv channel.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Graduates will be acknowledged in a timely manner. Photos of all graduates wishing to be recognized will be sent to the Vidorian upon completion of the graduation requirements.	Secretary, Principal	Copies of photos from newspaper.			


2) Graduation will be advertised and held in a location that can accommodate the large group that will attend. The local newspaper reporters will be invited to our campus graduation and asked to write an article about the event.	Secretary, Principal	Copy of the article and/or pictures of the graduation.			
3) Student of the month will be selected. They will be recognized at the monthly Rotary Club meeting and their picture posted on the campus Facebook	Secretary, Principal	Announcements are documented and posted on the district website and Facebook. Pictures from newspaper are on file.			
					

Goal 5: Enduring Relationships with Stakeholders: AIM Center High School will strive to maintain a strong relationship with all community stakeholders. Parents and the community will be kept apprised of pertinent school related issues and programs through a combination of the District Website, tv channel, parent portal, and district callouts.

Performance Objective 3: AIM Center faculty will be recognized.

Evaluation Data Source(s) 3: Employees will be highlighted and honored at board meetings, in the local paper, on the district website and on the local tv channel.

Summative Evaluation 3:

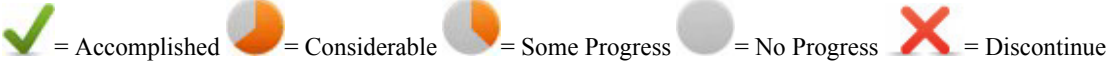
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Staff members will be recognized as the campus employee of the month and as teacher of the year.	Principal	Postings on the campus and district website, newspaper articles for photos, campus announcement and Facebook.			
					

Goal 5: Enduring Relationships with Stakeholders: AIM Center High School will strive to maintain a strong relationship with all community stakeholders. Parents and the community will be kept apprised of pertinent school related issues and programs through a combination of the District Website, tv channel, parent portal, and district callouts.

Performance Objective 4: Two campus activities will be planned, announced, promoted and conducted for students, family, friends and community to attend each year.

Evaluation Data Source(s) 4: planning notes, announcements, flyers, newspaper and tv ads, district website postings, social media postings, and articles and photos of the events

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Feb	Apr	June
1) Two activities will be held during the school year, one before Christmas and the other in the spring. Students, family, friends and community members will be invited to join the events which showcase campus and student activities and accomplishments.	Secretary, Principal	Invitations, announcements, sign in sheets, newspaper photos and articles.			
					

State Compensatory

Budget for Vidor AIM Center High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.23.6117.00.002.026002	6117 Career Ladder - Locally Defined	\$0.00
199.31.6117.00.002.026002	6117 Career Ladder - Locally Defined	\$0.00
199.11.6118.07.002.026002	6118 Extra Duty Stipend - Locally Defined	\$0.00
199.11.6118.08.002.026002	6118 Extra Duty Stipend - Locally Defined	\$0.00
199.11.6118.24.002.026002	6118 Extra Duty Stipend - Locally Defined	\$0.00
199.11.6118.28.002.026002	6118 Extra Duty Stipend - Locally Defined	\$0.00
199.11.6118.29.002.026002	6118 Extra Duty Stipend - Locally Defined	\$0.00
199.11.6125.00.002.026002	6125 Salary Support - Locally Defined	\$0.00
199.11.6141.00.002.026002	6141 Social Security/Medicare	\$0.00
199.11.6141.07.002.026002	6141 Social Security/Medicare	\$0.00
199.11.6141.08.002.026002	6141 Social Security/Medicare	\$0.00
199.11.6141.24.002.026002	6141 Social Security/Medicare	\$0.00
199.11.6141.28.002.026002	6141 Social Security/Medicare	\$0.00
199.11.6141.29.002.026002	6141 Social Security/Medicare	\$0.00
199.23.6141.00.002.026002	6141 Social Security/Medicare	\$0.00
199.31.6141.00.002.026002	6141 Social Security/Medicare	\$0.00
199.11.6142.08.002.026002	6142 Group Health and Life Insurance	\$0.00
199.11.6142.24.002.026002	6142 Group Health and Life Insurance	\$0.00
199.11.6142.28.002.026002	6142 Group Health and Life Insurance	\$0.00
199.11.6142.29.002.026002	6142 Group Health and Life Insurance	\$0.00
199.23.6142.00.002.026002	6142 Group Health and Life Insurance	\$0.00

199.31.6142.00.002.026002	6142 Group Health and Life Insurance	\$0.00
199.11.6142.00.002.026002	6142 Group Health and Life Insurance	\$0.00
199.11.6142.07.002.026002	6142 Group Health and Life Insurance	\$0.00
199.11.6143.00.002.026002	6143 Workers' Compensation	\$0.00
199.11.6143.07.002.026002	6143 Workers' Compensation	\$0.00
199.11.6143.08.002.026002	6143 Workers' Compensation	\$0.00
199.11.6143.24.002.026002	6143 Workers' Compensation	\$0.00
199.11.6143.28.002.026002	6143 Workers' Compensation	\$0.00
199.11.6143.29.002.026002	6143 Workers' Compensation	\$0.00
199.23.6143.00.002.026002	6143 Workers' Compensation	\$0.00
199.31.6143.00.002.026002	6143 Workers' Compensation	\$0.00
199.11.6144.00.002.026002	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6144.07.002.026002	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6144.08.002.026002	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6144.24.002.026002	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6144.28.002.026002	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6144.29.002.026002	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.23.6144.00.002.026002	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.31.6144.00.002.026002	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199.11.6145.24.002.026002	6145 Unemployment Compensation	\$0.00
199.11.6145.28.002.026002	6145 Unemployment Compensation	\$0.00
199.11.6145.29.002.026002	6145 Unemployment Compensation	\$0.00
199.23.6145.00.002.026002	6145 Unemployment Compensation	\$0.00
199.31.6145.00.002.026002	6145 Unemployment Compensation	\$0.00
199.11.6145.00.002.026002	6145 Unemployment Compensation	\$0.00
199.11.6145.07.002.026002	6145 Unemployment Compensation	\$0.00
199.11.6145.08.002.026002	6145 Unemployment Compensation	\$0.00
199.11.6146.08.002.026002	6146 Teacher Retirement/TRS Care	\$0.00

199.11.6146.24.002.026002	6146 Teacher Retirement/TRS Care	\$0.00
199.11.6146.28.002.026002	6146 Teacher Retirement/TRS Care	\$0.00
199.11.6146.29.002.026002	6146 Teacher Retirement/TRS Care	\$0.00
199.23.6146.00.002.026002	6146 Teacher Retirement/TRS Care	\$0.00
199.11.6146.00.002.026002	6146 Teacher Retirement/TRS Care	\$0.00
199.11.6146.07.002.026002	6146 Teacher Retirement/TRS Care	\$0.00
6100 Subtotal:		\$0.00

Personnel for Vidor AIM Center High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandy Antill	Principal	AIM Center High School	1
Collette Berry	English Teacher	AIM Center High School	1
Elizabeth Martin	Math Teacher	AIM Center High School	1
Eric Hartman	Elective Teacher	AIM Center High School	.13
Karen Hinch	Science Teacher	AIM Center High School	1
Lana Taylor	Social Studies Teacher	AIM Center High School	1
Lee Holland	Elective Teacher	AIM Center High School	.13
Rachel Ross	Teacher/Student Services	AIM Center High School	1

Campus Site-Based School Committee

Committee Role	Name	Position
Administrator	Brandy Antill	
Classroom Teacher	Karen Hinch	
Classroom Teacher	Lana Taylor	
Classroom Teacher	Sherry Martin	
Classroom Teacher	Collette Berry	
Office Staff	Holli Bertrand	
Classroom Teacher	David Lawrence	

Campus Funding Summary

199 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	5.26 FTEs Certified Teachers	199-11-6118-08-002-026-002	\$309,337.00
1	1	1	1.0 FTE Principal	199-E-23-6117-00-002-026-002	\$55,902.00
1	1	1	Contracted services, supplies, misc costs		\$58,665.00
Sub-Total					\$423,904.00
410 Instructional Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	OdysseyWare		\$45,000.00
Sub-Total					\$45,000.00
Grand Total					\$468,904.00

Addendums

2016-17 Texas Academic Performance Report

District Name: **VIDOR ISD**

Campus Name: **AIM CENTER H S**

Campus Number: **181907002**

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District Name: VIDOR ISD
 Campus Name: AIM CENTER H S
 Campus Number: 181907002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 54
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
English I	2017	64%	64%	*	-	-	*	-	-	-	-	-	*	-
	2016	65%	55%	67%	-	*	60%	-	-	-	*	-	64%	-
English II	2017	66%	63%	100%	-	-	100%	-	-	-	-	-	100%	-
	2016	67%	74%	60%	-	*	58%	-	-	-	-	*	64%	-
Algebra I	2017	83%	89%	*	-	-	*	-	-	-	-	-	-	-
	2016	78%	79%	83%	-	-	83%	-	-	-	-	-	*	-
Biology	2017	86%	89%	100%	-	-	100%	-	-	-	-	-	*	-
	2016	87%	87%	*	-	-	*	-	-	-	-	*	*	-
U.S. History	2017	91%	88%	100%	-	*	100%	-	-	-	-	*	100%	-
	2016	91%	86%	90%	-	-	90%	-	-	-	-	*	*	-
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	73%	100%	-	*	100%	-	-	-	-	*	100%	-
	2016	75%	74%	71%	-	*	69%	-	-	-	*	*	73%	-
Reading	2017	72%	68%	100%	-	-	100%	-	-	-	-	-	100%	-
	2016	73%	71%	63%	-	*	59%	-	-	-	*	*	64%	-
Mathematics	2017	79%	82%	*	-	-	*	-	-	-	-	-	-	-
	2016	76%	78%	83%	-	-	83%	-	-	-	-	-	*	-
Science	2017	79%	73%	100%	-	-	100%	-	-	-	-	-	*	-
	2016	79%	75%	*	-	-	*	-	-	-	-	*	*	-
Social Studies	2017	77%	73%	100%	-	*	100%	-	-	-	-	*	100%	-
	2016	77%	77%	90%	-	-	90%	-	-	-	-	*	*	-
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	38%	86%	-	*	83%	-	-	-	-	*	*	-
	2016	45%	35%	45%	-	-	45%	-	-	-	-	-	*	-

District Name: VIDOR ISD
 Campus Name: AIM CENTER H S
 Campus Number: 181907002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 54
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	38%	*	-	-	*	-	-	-	-	-	*	-
	2016	46%	37%	*	-	-	*	-	-	-	-	-	*	-
Mathematics	2017	48%	49%	*	-	-	*	-	-	-	-	-	-	-
	2016	43%	39%	*	-	-	*	-	-	-	-	-	*	-
Science	2017	52%	41%	*	-	-	*	-	-	-	-	-	*	-
	2016	47%	40%	*	-	-	*	-	-	-	-	-	*	-
Social Studies	2017	51%	47%	86%	-	*	83%	-	-	-	-	*	*	-
	2016	47%	41%	*	-	-	*	-	-	-	-	-	*	-
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	*	-	*	*	-	-	-	-	*	*	-
	2016	18%	12%	*	-	*	*	-	-	-	*	*	*	-
Reading	2017	19%	13%	*	-	-	*	-	-	-	-	-	*	-
	2016	17%	11%	*	-	*	*	-	-	-	*	*	*	-
Mathematics	2017	23%	20%	*	-	-	*	-	-	-	-	-	-	-
	2016	19%	14%	*	-	-	*	-	-	-	-	-	*	-
Science	2017	19%	11%	*	-	-	*	-	-	-	-	-	*	-
	2016	16%	10%	*	-	-	*	-	-	-	-	*	*	-
Social Studies	2017	27%	22%	*	-	*	*	-	-	-	-	*	*	-
	2016	22%	18%	*	-	-	*	-	-	-	-	*	*	-
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	61%	*	-	-	*	-	-	-	-	-	*	-
	2016	62%	58%	*	-	-	*	-	-	-	-	-	*	-
Reading	2017	59%	55%	*	-	-	*	-	-	-	-	-	*	-
	2016	60%	56%	*	-	-	*	-	-	-	-	-	*	-

District Name: VIDOR ISD
 Campus Name: AIM CENTER H S
 Campus Number: 181907002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 54
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	18%	*	-	-	*	-	-	-	-	-	*	-
	2016	17%	14%	*	-	-	*	-	-	-	-	-	*	-
Reading	2017	17%	16%	*	-	-	*	-	-	-	-	-	*	-
	2016	16%	14%	*	-	-	*	-	-	-	-	-	*	-

District Name: VIDOR ISD
 Campus Name: AIM CENTER H S
 Campus Number: 181907002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 54
 Grade Span: 09 - 12
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	73%	100%	-	-	-	-	-	-	-	-	-	-	-
	2016	75%	74%	71%	-	-	-	-	-	-	-	-	-	-	-
Reading	2017	72%	68%	100%	-	-	-	-	-	-	-	-	-	-	-
	2016	73%	71%	63%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2017	79%	82%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	76%	78%	83%	-	-	-	-	-	-	-	-	-	-	-
Science	2017	79%	73%	100%	-	-	-	-	-	-	-	-	-	-	-
	2016	79%	75%	*	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2017	77%	73%	100%	-	-	-	-	-	-	-	-	-	-	-
	2016	77%	77%	90%	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	38%	86%	-	-	-	-	-	-	-	-	-	-	-
	2016	45%	35%	45%	-	-	-	-	-	-	-	-	-	-	-
Reading	2017	48%	38%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	46%	37%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2017	48%	49%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	43%	39%	*	-	-	-	-	-	-	-	-	-	-	-
Science	2017	52%	41%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	47%	40%	*	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2017	51%	47%	86%	-	-	-	-	-	-	-	-	-	-	-
	2016	47%	41%	*	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	18%	12%	*	-	-	-	-	-	-	-	-	-	-	-

District Name: VIDOR ISD
 Campus Name: AIM CENTER H S
 Campus Number: 181907002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 54
 Grade Span: 09 - 12
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
Reading	2017	19%	13%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	17%	11%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2017	23%	20%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	19%	14%	*	-	-	-	-	-	-	-	-	-	-	-
Science	2017	19%	11%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	16%	10%	*	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2017	27%	22%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	22%	18%	*	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	61%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	62%	58%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2017	59%	55%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	60%	56%	*	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	18%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	17%	14%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2017	17%	16%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	16%	14%	*	-	-	-	-	-	-	-	-	-	-	-

District Name: VIDOR ISD
 Campus Name: AIM CENTER H S
 Campus Number: 181907002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 54
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	98%	97%	-	*	97%	*	-	-	-	*	95%	-
Included in Accountability	94%	94%	43%	-	*	44%	*	-	-	-	*	49%	-
Not Included in Accountability													
Mobile	4%	4%	54%	-	*	53%	*	-	-	-	*	46%	-
Other Exclusions	1%	0%	0%	-	*	0%	*	-	-	-	*	0%	-
Not Tested	1%	2%	3%	-	*	3%	*	-	-	-	*	5%	-
Absent	1%	1%	1%	-	*	2%	*	-	-	-	*	2%	-
Other	0%	1%	1%	-	*	2%	*	-	-	-	*	2%	-
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	87%	-	*	86%	*	-	-	*	100%	80%	*
Included in Accountability	94%	95%	53%	-	*	54%	*	-	-	*	100%	51%	*
Not Included in Accountability													
Mobile	4%	4%	34%	-	*	32%	*	-	-	*	0%	29%	*
Other Exclusions	1%	0%	0%	-	*	0%	*	-	-	*	0%	0%	*
Not Tested	1%	1%	13%	-	*	14%	*	-	-	*	0%	20%	*
Absent	1%	1%	5%	-	*	5%	*	-	-	*	0%	8%	*
Other	0%	0%	8%	-	*	9%	*	-	-	*	0%	12%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 54
Grade Span: 09 - 12
School Type: High School

District Name: VIDOR ISD
Campus Name: AIM CENTER H S
Campus Number: 181907002

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.0%	90.8%	-	*	90.2%	-	*	-	*	96.6%	88.9%	*
2014-15	95.7%	95.9%	88.6%	*	*	88.2%	-	*	-	*	94.8%	87.6%	-
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	2.0%	9.9%	-	12.5%	9.0%	*	*	-	*	8.3%	11.8%	*
2014-15	2.1%	2.9%	11.5%	*	27.3%	10.0%	-	*	-	-	14.3%	12.5%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	91.0%	79.7%	*	75.0%	79.3%	*	*	-	-	25.0%	78.3%	*
Received GED	0.5%	0.3%	0.0%	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Continued HS	4.2%	2.7%	10.1%	*	12.5%	10.3%	*	*	-	-	62.5%	10.9%	*
Dropped Out	6.2%	6.0%	10.1%	*	12.5%	10.3%	*	*	-	-	12.5%	10.9%	*
Graduates and GED	89.6%	91.2%	79.7%	*	75.0%	79.3%	*	*	-	-	25.0%	78.3%	*
Grads, GED, & Cont	93.8%	94.0%	89.9%	*	87.5%	89.7%	*	*	-	-	87.5%	89.1%	*
Class of 2015													
Graduated	89.0%	89.7%	79.5%	*	66.7%	81.5%	-	-	-	*	*	75.5%	-
Received GED	0.6%	1.1%	1.3%	*	0.0%	1.5%	-	-	-	*	*	0.0%	-
Continued HS	4.1%	2.9%	5.1%	*	11.1%	3.1%	-	-	-	*	*	7.5%	-
Dropped Out	6.3%	6.4%	14.1%	*	22.2%	13.8%	-	-	-	*	*	17.0%	-
Graduates and GED	89.6%	90.7%	80.8%	*	66.7%	83.1%	-	-	-	*	*	75.5%	-
Grads, GED, & Cont	93.7%	93.6%	85.9%	*	77.8%	86.2%	-	-	-	*	*	83.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	90.9%	79.5%	*	66.7%	81.5%	-	-	-	*	*	76.9%	-
Received GED	0.8%	1.3%	1.3%	*	0.0%	1.5%	-	-	-	*	*	0.0%	-
Continued HS	1.2%	1.1%	2.6%	*	11.1%	1.5%	-	-	-	*	*	1.9%	-
Dropped Out	6.7%	6.7%	16.7%	*	22.2%	15.4%	-	-	-	*	*	21.2%	-
Graduates and GED	92.1%	92.2%	80.8%	*	66.7%	83.1%	-	-	-	*	*	76.9%	-
Grads, GED, & Cont	93.3%	93.3%	83.3%	*	77.8%	84.6%	-	-	-	*	*	78.8%	-
Class of 2014													
Graduated	90.4%	89.5%	69.2%	-	60.0%	68.6%	*	-	-	*	42.9%	73.3%	-
Received GED	1.0%	2.7%	7.7%	-	0.0%	8.6%	*	-	-	*	0.0%	6.7%	-
Continued HS	1.3%	1.1%	5.1%	-	20.0%	4.3%	*	-	-	*	28.6%	2.2%	-
Dropped Out	7.2%	6.7%	17.9%	-	20.0%	18.6%	*	-	-	*	28.6%	17.8%	-
Graduates and GED	91.5%	92.2%	76.9%	-	60.0%	77.1%	*	-	-	*	42.9%	80.0%	-
Grads, GED, & Cont	92.8%	93.3%	82.1%	-	80.0%	81.4%	*	-	-	*	71.4%	82.2%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	90.3%	71.4%	-	*	70.0%	*	-	-	*	42.9%	73.9%	-
Received GED	1.2%	2.7%	7.8%	-	*	8.6%	*	-	-	*	0.0%	6.5%	-
Continued HS	0.6%	0.3%	1.3%	-	*	1.4%	*	-	-	*	14.3%	0.0%	-
Dropped Out	7.2%	6.7%	19.5%	-	*	20.0%	*	-	-	*	42.9%	19.6%	-
Graduates and GED	92.2%	93.0%	79.2%	-	*	78.6%	*	-	-	*	42.9%	80.4%	-
Grads, GED, & Cont	92.8%	93.3%	80.5%	-	*	80.0%	*	-	-	*	57.1%	80.4%	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

District Name: VIDOR ISD
 Campus Name: AIM CENTER H S
 Campus Number: 181907002

Total Students: 54
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	91.1%	78.2%	-	*	76.9%	-	*	-	-	*	75.7%	-
Received GED	1.4%	0.8%	1.8%	-	*	1.9%	-	*	-	-	*	2.7%	-
Continued HS	0.6%	1.0%	5.5%	-	*	5.8%	-	*	-	-	*	8.1%	-
Dropped Out	7.2%	7.1%	14.5%	-	*	15.4%	-	*	-	-	*	13.5%	-
Graduates and GED	92.3%	91.9%	80.0%	-	*	78.8%	-	*	-	-	*	78.4%	-
Grads, GED, & Cont	92.8%	92.9%	85.5%	-	*	84.6%	-	*	-	-	*	86.5%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	89.3%	78.6%	*	75.0%	78.0%	*	*	-	-	25.0%	78.3%	*
Class of 2015	89.0%	87.6%	75.9%	*	66.7%	78.3%	-	-	-	*	*	73.2%	-
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	89.1%	77.6%	*	66.7%	78.9%	-	-	-	*	*	76.8%	-
Class of 2014	90.4%	88.2%	67.9%	-	60.0%	67.1%	*	-	-	*	42.9%	71.7%	-
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	88.9%	70.0%	-	*	68.5%	*	-	-	*	42.9%	72.3%	-
Class of 2013	90.9%	89.3%	76.3%	-	*	75.0%	-	*	-	-	40.0%	73.7%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	49.5%	27.8%	*	16.7%	31.1%	*	*	-	-	*	30.6%	*
Class of 2015	86.1%	62.1%	21.0%	*	16.7%	20.8%	-	-	-	*	*	20.0%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	0.0%	*	-	-	*	-	-	-	-	-	-	-
Class of 2015	3.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	98.4%	*	-	-	*	-	-	-	-	-	-	-
Class of 2015	38.7%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	68.1%	27.3%	*	16.7%	30.4%	*	*	-	-	*	30.6%	*
Class of 2015	84.1%	62.1%	21.0%	*	16.7%	20.8%	-	-	-	*	*	20.0%	-
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	48.4%	27.3%	-	*	28.8%	*	*	-	*	*	31.7%	*
2014-15	84.3%	61.3%	20.0%	*	20.0%	20.8%	-	*	-	-	*	20.0%	-
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	0.0%	*	-	-	*	-	-	-	-	-	-	-
2014-15	3.5%	-	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

District Name: VIDOR ISD
Campus Name: AIM CENTER H S
Campus Number: 181907002

Total Students: 54
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	98.4%	*	-	-	*	-	-	-	-	-	-	-
2014-15	37.3%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	67.0%	26.9%	-	*	28.3%	*	*	-	*	*	31.7%	*
2014-15	82.2%	61.3%	20.0%	*	20.0%	20.8%	-	*	-	-	*	20.0%	-
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	35.0%	32.6%	-	*	35.9%	*	*	-	*	*	29.4%	*
2014-15	54.5%	39.8%	27.5%	*	*	26.6%	-	-	-	*	*	20.0%	-
English Language Arts													
2015-16	30.1%	24.5%	33.8%	-	*	36.8%	*	*	-	-	*	31.7%	*
2014-15	29.0%	39.0%	35.3%	-	*	33.3%	-	-	-	*	*	29.2%	-
Mathematics													
2015-16	43.1%	21.1%	7.5%	-	*	8.1%	-	-	-	-	-	8.0%	*
2014-15	43.8%	32.8%	9.5%	-	*	11.8%	-	-	-	*	-	0.0%	-
Science													
2015-16	12.2%	15.3%	0.0%	-	-	0.0%	-	-	-	-	-	0.0%	-
2014-15	12.7%	18.6%	0.0%	-	*	0.0%	-	-	-	-	*	0.0%	-
Social Studies													
2015-16	29.0%	17.2%	0.0%	-	-	0.0%	*	*	-	-	-	0.0%	*
2014-15	28.4%	40.3%	0.0%	-	*	0.0%	-	-	-	*	*	0.0%	-
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	21.9%	31.8%	-	0.0%	35.4%	*	*	-	*	*	29.4%	*
2014-15	34.6%	26.4%	22.1%	*	20.0%	21.5%	-	-	-	*	*	16.7%	-
English Language Arts													
2015-16	16.2%	14.1%	33.8%	-	*	36.8%	*	*	-	-	*	31.7%	*
2014-15	15.7%	21.3%	27.3%	-	*	26.2%	-	-	-	*	*	22.6%	-
Mathematics													
2015-16	19.3%	7.2%	7.5%	-	*	8.1%	-	-	-	-	-	8.0%	*
2014-15	19.4%	11.5%	8.0%	-	*	10.0%	-	-	-	*	*	0.0%	-
Science													
2015-16	5.1%	4.7%	0.0%	-	-	0.0%	-	-	-	-	-	0.0%	-
2014-15	5.2%	6.7%	0.0%	-	*	0.0%	-	-	-	-	*	0.0%	-
Social Studies													
2015-16	20.8%	12.7%	0.0%	-	-	0.0%	*	*	-	-	-	0.0%	*
2014-15	19.5%	44.1%	0.0%	-	*	0.0%	-	-	-	*	*	0.0%	-
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	52.8%	33.3%	-	-	40.0%	-	*	-	-	-	*	*
2014-15	42.0%	46.0%	*	-	*	*	-	-	-	-	-	*	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

District Name: VIDOR ISD
Campus Name: AIM CENTER H S
Campus Number: 181907002

Total Students: 54
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
College-Ready Graduates													
Mathematics													
2015-16	44.6%	43.6%	16.7%	-	-	20.0%	-	*	-	-	-	*	*
2014-15	38.0%	39.0%	*	-	*	*	-	-	-	-	-	*	-
Both Subjects													
2015-16	38.7%	38.8%	16.7%	-	-	20.0%	-	*	-	-	-	*	*
2014-15	35.0%	37.0%	*	-	*	*	-	-	-	-	-	*	-
Either Subject													
2015-16	56.4%	57.5%	33.3%	-	-	40.0%	-	*	-	-	-	*	*
2014-15	45.0%	48.0%	*	-	*	*	-	-	-	-	-	*	-
College and Career Ready Graduates													
2015-16	75.9%	83.5%	37.3%	-	*	35.0%	*	*	-	*	*	34.1%	*
2014-15	74.5%	86.9%	34.5%	*	60.0%	33.3%	-	*	-	-	*	33.3%	-
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	16.5%	3.0%	-	*	3.3%	*	*	-	*	*	2.4%	*
2014-15	10.6%	11.3%	0.0%	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Mathematics													
2015-16	18.1%	11.9%	1.5%	-	*	1.7%	*	*	-	*	*	0.0%	*
2014-15	7.1%	7.4%	0.0%	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	31.3%	0.0%	-	*	0.0%	*	*	-	*	*	0.0%	*
2014-15	48.1%	31.5%	1.8%	*	0.0%	2.1%	-	*	-	-	*	3.3%	-
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	9.6%	0.0%	-	*	0.0%	*	*	-	*	*	0.0%	*
2014-15	10.6%	12.5%	0.0%	*	0.0%	0.0%	-	*	-	-	*	0.0%	-
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	30.1%	6.0%	-	*	6.7%	*	*	-	*	*	4.9%	*
2014-15	43.4%	28.6%	1.8%	*	0.0%	2.1%	-	*	-	-	*	3.3%	-
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	82.6%	37.3%	-	*	35.0%	*	*	-	*	*	34.1%	*
2014-15	46.6%	85.1%	32.7%	*	60.0%	31.3%	-	*	-	-	*	30.0%	-
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	3.1%	0.0%	-	0.0%	0.0%	*	*	-	*	n/a	0.0%	n/a
2015	24.9%	0.8%	0.0%	*	*	0.0%	-	*	-	-	n/a	0.0%	n/a
English Language Arts													
2016	15.5%	1.5%	0.0%	-	0.0%	0.0%	*	*	-	*	n/a	0.0%	n/a
2015	15.1%	0.5%	0.0%	*	*	0.0%	-	*	-	-	n/a	0.0%	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

District Name: VIDOR ISD
 Campus Name: AIM CENTER H S
 Campus Number: 181907002

Total Students: 54
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Participation)													
Mathematics													
2016	6.8%	0.1%	0.0%	-	0.0%	0.0%	*	*	-	*	n/a	0.0%	n/a
2015	6.8%	0.2%	0.0%	*	*	0.0%	-	*	-	-	n/a	0.0%	n/a
Science													
2016	10.4%	0.3%	0.0%	-	0.0%	0.0%	*	*	-	*	n/a	0.0%	n/a
2015	10.2%	0.2%	0.0%	*	*	0.0%	-	*	-	-	n/a	0.0%	n/a
Social Studies													
2016	14.8%	2.1%	0.0%	-	0.0%	0.0%	*	*	-	*	n/a	0.0%	n/a
2015	14.4%	0.5%	0.0%	*	*	0.0%	-	*	-	-	n/a	0.0%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	44.3%	1.5%	-	*	1.7%	*	*	-	*	n/a	0.0%	n/a
Class of 2015	68.3%	54.8%	0.0%	*	0.0%	0.0%	-	*	-	-	n/a	0.0%	n/a
At/Above Criterion													
Class of 2016	22.5%	19.6%	*	-	-	*	-	-	-	-	n/a	-	n/a
Class of 2015	24.3%	20.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	21.7	*	-	-	*	-	-	-	-	n/a	-	n/a
Class of 2015	20.6	23.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
Class of 2016	19.8	21.2	*	-	-	*	-	-	-	-	n/a	-	n/a
Class of 2015	20.1	22.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2016	20.5	22.0	*	-	-	*	-	-	-	-	n/a	-	n/a
Class of 2015	20.9	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
Class of 2016	20.5	21.9	*	-	-	*	-	-	-	-	n/a	-	n/a
Class of 2015	20.7	23.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	42.9%	12.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	30.4%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	55.6%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	70.3%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: VIDOR ISD
 Campus Name: AIM CENTER H S
 Campus Number: 181907002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 54
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	54	100.0%	4,814	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.6%	0.3%
Pre-Kindergarten	0	0.0%	3.8%	4.2%
Kindergarten	0	0.0%	7.2%	7.0%
Grade 1	0	0.0%	7.5%	7.4%
Grade 2	0	0.0%	7.5%	7.6%
Grade 3	0	0.0%	7.7%	7.7%
Grade 4	0	0.0%	7.5%	7.7%
Grade 5	0	0.0%	7.8%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	6.9%	7.4%
Grade 8	0	0.0%	7.4%	7.3%
Grade 9	1	1.9%	7.9%	8.1%
Grade 10	4	7.4%	7.5%	7.4%
Grade 11	17	31.5%	6.9%	6.8%
Grade 12	32	59.3%	6.5%	6.2%
Ethnic Distribution:				
African American	0	0.0%	0.4%	12.6%
Hispanic	5	9.3%	7.1%	52.4%
White	48	88.9%	89.6%	28.1%
American Indian	0	0.0%	0.4%	0.4%
Asian	0	0.0%	0.8%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	1	1.9%	1.7%	2.2%
Economically Disadvantaged	27	50.0%	50.1%	59.0%
Non-Educationally Disadvantaged	27	50.0%	49.9%	41.0%
English Language Learners (ELL)	0	0.0%	1.2%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	0.8%	2.0%	1.4%
At-Risk	44	81.5%	54.5%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	14			
By Type of Primary Disability				
Students with Intellectual Disabilities	5	35.7%	44.6%	44.5%
Students with Physical Disabilities	*	*	18.0%	21.9%
Students with Autism	*	*	12.0%	12.5%
Students with Behavioral Disabilities	*	*	23.1%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.3%	1.3%

District Name: VIDOR ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 54
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Mobility (2015-2016):				
Total Mobile Students	92	97.9%	15.3%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	8	8.5%		
White	81	86.2%		
American Indian	0	0.0%		
Asian	1	1.1%		
Pacific Islander	0	0.0%		
Two or More Races	2	2.1%		
Graduates (Class of 2016):				
Total Graduates	67	100.0%	345	324,311
By Ethnicity (incl. Special Ed.):				
African American	0	0.0%	0	41,084
Hispanic	4	6.0%	22	157,633
White	60	89.6%	310	104,551
American Indian	1	1.5%	1	1,280
Asian	1	1.5%	6	13,481
Pacific Islander	0	0.0%	1	449
Two or More Races	1	1.5%	5	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	48	71.6%	112	42,804
Recommended H.S. Program/DAP	18	26.9%	105	254,625
Foundation High School Plan (No Endorsement)	1	1.5%	2	11,477
Foundation High School Plan (Endorsement)	0	0.0%	0	1,501
Foundation High School Plan (DLA)	0	0.0%	126	13,904
Special Education Graduates	1	1.5%	33	23,325

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 54
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<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	21.3	18.8
Grade 1	-	19.4	18.8
Grade 2	-	20.5	18.9
Grade 3	-	18.9	19.0
Grade 4	-	17.5	19.0
Grade 5	-	16.3	20.9
Grade 6	-	14.5	20.4
Secondary:			
English/Language Arts	2.6	11.0	16.8
Foreign Languages	3.3	17.6	18.7
Mathematics	2.0	12.0	18.0
Science	1.4	11.8	19.0
Social Studies	2.4	10.0	19.4

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 54
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	7.3	100.0%	100.0%	100.0%
Professional Staff:	7.3	100.0%	58.8%	64.0%
Teachers	6.3	86.3%	48.6%	50.0%
Professional Support	0.0	0.0%	6.6%	10.0%
Campus Administration (School Leadership)	1.0	13.7%	2.6%	2.9%
Educational Aides:	0.0	0.0%	13.1%	9.6%
Total Minority Staff:	1.7	22.7%	6.7%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.2%
Hispanic	1.7	26.3%	5.3%	26.6%
White	4.6	73.7%	93.5%	59.8%
American Indian	0.0	0.0%	0.6%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	1.6	25.9%	17.0%	23.7%
Females	4.7	74.1%	83.0%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.9%	1.2%
Bachelors	5.3	84.1%	85.9%	74.5%
Masters	1.0	15.9%	12.4%	23.6%
Doctorate	0.0	0.0%	0.9%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.8%	7.8%
1-5 Years Experience	0.0	0.0%	19.9%	28.0%
6-10 Years Experience	1.0	15.9%	19.9%	20.9%
11-20 Years Experience	3.6	57.7%	31.4%	27.8%
Over 20 Years Experience	1.7	26.3%	24.9%	15.5%
Number of Students per Teacher	8.6	n/a	14.1	15.1

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 54
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Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	39.0	21.9	19.5
Average Years Experience of Principals with District	19.0	15.7	12.2
Average Years Experience of Assistant Principals	0.0	16.5	15.7
Average Years Experience of Assistant Principals with District	0.0	12.6	10.1
Average Years Experience of Teachers:	16.0	13.8	10.9
Average Years Experience of Teachers with District:	13.7	10.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$39,828	\$46,199
1-5 Years Experience	-	\$42,831	\$48,779
6-10 Years Experience	\$44,629	\$46,265	\$51,184
11-20 Years Experience	\$48,723	\$50,224	\$54,396
Over 20 Years Experience	\$60,299	\$57,538	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$51,116	\$49,386	\$52,525
Professional Support	-	\$61,560	\$61,728
Campus Administration (School Leadership)	\$87,096	\$75,829	\$76,471
Instructional Staff Percent:	n/a	64.4%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 54
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	1.2%	18.8%
Career & Technical Education	10	18.5%	29.3%	25.0%
Gifted & Talented Education	0	0.0%	3.9%	7.8%
Special Education	14	25.9%	12.6%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.6%	6.0%
Career & Technical Education	0.2	3.5%	6.1%	4.5%
Compensatory Education	0.0	0.0%	5.8%	2.8%
Gifted & Talented Education	0.0	0.0%	0.8%	1.9%
Regular Education	5.1	80.5%	76.3%	72.8%
Special Education	1.0	15.9%	8.6%	8.6%
Other	0.0	0.0%	1.8%	3.4%

Link to:
[PEIMS Financial Standard Reports/
 2015-2016 Financial Actual Report](#)

- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one group is masked, then the second smallest group is masked (regardless of size).
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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AIM Center High School

Campus Improvement Plan

State Compensatory Education Programs

Serving Grades 9-12

School Year 2017-2018



State Compensatory Education Information for Stakeholders

The State Compensatory Education (SCE) Program at AIM Center High School supplements the regular education program by providing intensive, accelerated instruction to help improve achievement for students identified as at-risk. The state's SCE mandate requires that Texas school districts provide additional, accelerated instruction to students who meet at least one of the statutory eligibility criteria that identify them as being at risk of dropping out of school. The program is intended to remove any disparity between students identified as "at-risk" and all other students. The campus conducts an annual needs assessment in order to ensure the proper development of the programs' scope of services. By analyzing the results of the needs assessment, the campus ensures that SCE programs can be best integrated into the regular curriculum in order to increase the academic success of students at risk of dropping out of school.

In order to be eligible for SCE funding, this campus enrollment currently includes students who meet at least one state criterion for students at risk of dropping out of school. The SCE-funded services that are provided to these students are described in the Programs/Services section of this plan.

In 2013, House Bill 5 revised to five the number of State of Texas Assessments of Academic Readiness (STAAR) end-of-course exams required for high school students to graduate. Any student who was unsuccessful on a STAAR assessment that is no longer required have been removed from the list of at-risk students provided the student does not meet any additional state at-risk criteria.

Community and Campus Profile

An annual needs assessment is conducted by AIM Center High School that includes the principal and the site-based decision-making committee comprised of teachers, parents, community members, and business representatives. The needs assessment is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities, and to ensure that the use of resources is carefully planned, supplemental and cost effective. Data collected is disaggregated by all student groups served by the

campus, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs. The needs assessment determines the measurable district performance objectives for all appropriate student achievement indicators for all student populations.

Based on the 16-17 TAPR, AIM Center High School had a student population of 54 students with the following ethnic characteristics: Hispanic students comprise 9.3 percent of the total student populations, and 88.9 percent are white while 1.9 percent of the students identify with two or more races. The socio-economic characteristics are: 50 percent economically disadvantaged; 50 percent non-educationally disadvantaged; 81.5 percent at-risk; and the campus has 97.9 percent mobility.

Funding Information for Stakeholders

SCE funds are used to create a compensatory, intensive and accelerated instruction program at AIM Center High School. SCE funds may also be used to fund a disciplinary alternative education program and to pay the costs associated with placing students in a juvenile justice alternative education program (but not for base level services). Texas Education Code, Sec. 29.081(b) also requires districts to provide remediation to any student who fails a STAAR assessment. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering accelerated instruction to students in these instances presents an additional funding challenge. The Texas Education Agency has ruled that funding to meet this state-mandated requirement may come from a campus's SCE allotment. The SCE allotment at AIM Center High School is supplementary to the regular education program and supports such activities as program and student evaluation, instructional materials and equipment and other supplies required for quality accelerated instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction (e.g., tutorials). This campus also uses its SCE allocation to fully support the intent and purpose outlined in the Texas Education Code, Sec. 29.081(b)(b-1)(b-2). SCE funds are always allocated to this campus for uses that are allowable under statute and guidance. AIM Center High School complies with this mandate as shown in the attached detailed budget.

State Criteria

A student at AIM Center High School is considered at risk of dropping out of school if he or she:

- 1) is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 2) is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3) was not advanced from one grade level to the next for one or more school years;^*
- 4) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with Section 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;^
- 10) is a student of limited English proficiency, as defined by Section 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or

13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

^Students identified by criterion #3 and/or #9 remain at risk of dropping out of school for the remainder of their public K-12 education.

*Excludes students who did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the parents.

Identification of students for SCE services takes place as needed during the school year to identify those students who become eligible for services after the start of the year as well as to exit students from the SCE Program when circumstances allow. Students with disabilities are considered in an at-risk situation only if the student meets at least one of the state criteria and not due to the disability. This campus does not use local criteria to identify students for SCE services.

STAAR Performance, Spring 2016-2017

The State of Texas Assessments of Academic Readiness (STAAR) program was implemented in spring 2012. The annual STAAR End-of-Course assessments for AIM Center High School include English I and II, Algebra I, US History and Biology. The TEC §29.081 requires that districts evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 (STAAR) for at-risk students as compared with all other district students. AIM Center High School complies with this mandate in this section on STAAR performance and in the Evaluation section on page 10. The STAAR reporting was modified for the Spring 2017 administration making it impracticable to compare the latest results with earlier STAAR administrations. Due to the small number of recorded End-of-Course and STAAR tests for AIM Center High School the results are not disaggregated by at-risk students.

At-Risk Students by Criterion for School Year 2017-2018

AIM Center			<70 Average		Not Advanced		Failed STAAR		Pregnant/ Parent		Parole/ Probation		Dropped Out		LEP		Homeless	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
10	4	7%	2	50%	0	0%	4	100%	1	25%	0	0%	0	0%	1	25%	1	25%
11	11	20%	2	18%	2	18%	9	82%	3	27%	0	0%	0	0%	0	0%	3	27%
12	40	73%	15	38%	3	8%	17	43%	1	3%	1	3%	1	3%	0	0%	7	18%
	55	100%	19	35%	5	9%	30	55%	5	9%	1	2%	1	2%	1	2%	11	20%

Other Programs That Support SCE-Funded Activities

Federal and state government agencies provide an abundance of program funding and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at-risk situations.

Federally-Funded Programs

Individuals with Disabilities Education Act—IDEA is the collection of federal regulations for special education that ensures a free and appropriate public education (FAPE) for students with disabilities that attend public schools. IDEA requires that each public school provide services to eligible special education students in the least restrictive environment (LRE) and in accordance with each student’s individualized education program (IEP).

Career and Technical Education (CTE)—Career and technical education programs offer a coordinated, balanced sequence of courses that provide students with coherent and rigorous content related to a variety of career paths. CTE content is aligned with challenging academic standards and the current, relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions.

State-Funded Programs

Career & Technical Education—School districts are eligible to receive weighted state funding for eligible full-time equivalent (FTE) students in approved Career and Technology Education (CTE) programs. In addition to this weighted funding, school districts are also eligible to receive \$50 for each FTE student enrolled in either two or more advanced CTE courses for three or more credits, or in an advanced CTE course as part of a tech-prep program. These two state funding elements determine a district's total CTE allotment.

Gifted & Talented (G/T)—A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit

high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual—Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs through the use of these supplemental state funds that help defray the extra costs of the programs.

Special Education—This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.

2016-2017 State Compensatory Education Program Evaluation

As required by TEC, Section 29.081(c), AIM Center High School evaluates the effectiveness of its state compensatory education program, the results of which are included in this campus improvement plan. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school.

The analysis of the SCE program is aimed at revealing any disparity between the performance on assessment instruments between students at risk of dropping out of school and all other district students. It also uncovers differences in the rates of high school completion between students at risk of dropping out of school and all other district students.

State Compensatory Education resources must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. AIM Center High School gauges the effectiveness of its designated SCE program and includes the results of such evaluation in this campus improvement plan. The TEC does not specify the minimum standard or design for an evaluative process; however, AIM Center High School chooses to use a combination of two types of evaluations: Continuous Improvement and Performance Data. The continuous improvement is evaluated through the formative processes described in the Programs and Strategies section above. Evaluation of performance data is accomplished through data analysis as part of the summative evaluation process.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to their individual students' needs. Deep analysis of the performance data allows the campus staff to seek patterns and opportunities for student and school growth as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs that target strategies for assisting students identified as being at risk of failing or dropping out of school.

2016-2017 State Compensatory Education Program Evaluation (Cont.)

AIM Center				
SCE-Funded Program Name	Evaluation Criteria	# of Participating Students	# Successful Students	Percent Met Standard
AEP	Passing STAAR	65	49	75%

SCE Budget, 2017-2018

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office then coordinates the budget request process and provides approved allocations to this campus. AIM Center High School is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements set down in Module 9 of the FASRG. The accounting practices of the district that are implemented by this campus are consistent with cost principles, and provide for adequate documentation to support costs charged to the SCE budget. In determining whether certain positions, programs, strategies or activities may be funded with SCE dollars, AIM Center High School bases budget determinations on the purpose of the SCE program being to improve student performance through direct instructional services to students at risk of dropping out of school.

AIM Center High School does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school. All expenditures are reasonable and necessary to achieve the state goal of the SCE program: to supplement the campus's regular education program with compensatory, intensive, and/or accelerated instruction.

In accordance with TEC, Sec. 29.081(b)(b-1)(b-2), AIM Center High School provides accelerated instruction for students failing an end of course (E-O-C) assessment required for graduation and for all students identified as being at risk of dropping out of school. This instruction is in the applicable subject area and occurs before or after school or outside normal school operations as deemed appropriate. Allocations for accelerated instruction for students failing an E-O-C assessment required for graduation are made prior to budgeting SCE funds for any other purpose.

Vidor ISD 181907

Fund 199 State Compensatory Education

Campus Detail

Fiscal Year 2018



AIM Center High	Acct Title	Activity	Cost
199-11-6118-00-002-8-26-0-00	Teacher/Professional Extra Duty Pay	AIM	\$264,186.00
199-23-6118-00-002-8-26-0-00	Teacher/Professional Extra Duty Pay	AIM	\$47,595.00
199-11-6141-00-002-8-26-0-00	Social Security/Medicare	AIM	\$3,830.71
199-23-6141-00-002-8-26-0-00	Social Security/Medicare	AIM	\$690.13
199-11-6142-00-002-8-26-0-00	Health/Life Insurance	AIM	\$14,058.00
199-23-6142-00-002-8-26-0-00	Health/Life Insurance	AIM	\$3,300.00
199-11-6143-00-002-8-26-0-00	Worker's Comp.	AIM	\$1,109.59
199-23-6143-00-002-8-26-0-00	Worker's Comp.	AIM	\$199.90
199-11-6145-00-002-8-26-0-00	Unemployment Comp.	AIM	\$528.37
199-23-6145-00-002-8-26-0-00	Unemployment Comp.	AIM	\$95.19
199-11-6146-00-002-8-26-0-00	TRS Care	AIM	\$22,323.79
199-23-6146-00-002-8-26-0-00	TRS Care	AIM	\$4,021.78
			<hr/>
			\$361,938.46
199-11-6269-00-002-8-26-0-00	Rentals/Operating Leases	Copier rental	\$6,000.00
			<hr/>
			\$6,000.00
199-11-6399-00-002-8-26-0-30	General Supplies	Supplies	\$5,015.00
199-11-6399-00-002-8-26-0-00	General Supplies	Technology supplies	\$8,000.00
199-11-6399-00-002-8-26-0-10	General Supplies	Odyssey Ware	\$45,000.00
199-23-6399-00-002-8-26-0-00	General Supplies	Office supplies	\$650.00
			<hr/>
			\$58,665.00

Vidor ISD 181907

Fund 199 State Compensatory Education

Campus Detail



Fiscal Year 2018

199-23-6411-00-002-8-26-0-00	Emp. Travel/Subsistence	Travel	\$1,825.00
199-11-6412-00-002-8-26-0-00	Student Travel/Subsistence		\$1,488.00
			<hr/>
			\$3,313.00
			<hr/>
		Campus 002 Total:	\$429,916.46

Vidor ISD 181907

Fund 199 State Compensatory Education
Fiscal Year 2018

Personnel Detail



AIM Center High

Name	Position	Activity	Salary Funded	FTE	Health/Life Insurance	Social Security/Medicare	Workers Comp.	Unemployment Comp.	TRS	Total Salary and Benefits Funded
Brandy Antill	Principal	AIM	\$47,595.00	1.000	\$3,300.00	\$690.13	\$199.90	\$95.19	\$4,021.78	\$55,901.99
Collette Berry	Teacher	AIM	\$52,795.00	1.000	\$3,300.00	\$765.53	\$221.74	\$105.59	\$4,461.18	\$61,649.03
Elizabeth Martin	Teacher	AIM	\$49,095.00	1.000	\$3,300.00	\$711.88	\$206.20	\$98.19	\$4,148.53	\$57,559.79
Eric Hartman	Teacher	AIM	\$6,317.35	0.130	\$429.00	\$91.60	\$26.53	\$12.63	\$533.82	\$7,410.94
Karen Hinch	Teacher	AIM	\$50,095.00	1.000	\$3,300.00	\$726.38	\$210.40	\$100.19	\$4,233.03	\$58,664.99
Lana Taylor	Teacher	AIM	\$46,095.00	1.000	\$0.00	\$668.38	\$193.60	\$92.19	\$3,895.03	\$54,244.19
Lee Holland	Teacher	AIM	\$8,376.55	0.130	\$429.00	\$121.46	\$35.18	\$16.75	\$707.82	\$9,686.76
Rachel Ross	Teacher	AIM	\$51,413.00	1.000	\$3,300.00	\$745.49	\$215.93	\$102.83	\$4,344.40	\$60,121.65
Campus 002 Subtotal:		FTE - 6.26	\$311,781.90		\$17,358.00	\$4,520.84	\$1,309.48	\$623.56	\$26,345.57	\$365,239.36