

Hughes Springs ISD 2023-2024 ANNUAL REPORT

Table of Contents

Texas Education Code, Chapter §39.306 requires each district's Board of Trustees to publish an Annual Report that includes the information below:

- (1) 2022-2023 Texas Academic Performance Report (see separate PowerPoint)
- (2) 2021-2022 Actual Financial Data Report
- (3) The district's Special Education Determination status: **Information not yet posted by TEA**
- (4) Distinction Designations awarded: **Accountability Ratings not yet posted by TEA**
- (5) 2022-2023 District Accreditation Status: Accredited
- (6) Progress toward meeting 2023-2024 Campus Performance Objectives:
 - (a) Elementary
 - (b) Junior High
 - (c) High School
- (7) A report of violent or criminal incidents
 - (a) Number, rate, type of incidents by campus for the 2022-2023 school year
 - (b) School violence prevention procedures
 - (c) School violence prevention policies:
 - (d) Safe and Drug-Free Schools and Communities Act (Title IV, Part A) Findings
- (8) Texas Higher Education Coordinating Board Report [in accordance with Texas Education Code 51.403(e)]

(9) Progress Toward Meeting HB 3 Goals

(A) early childhood literacy and mathematics proficiency plans (third grade) adopted under Section 11.185:

2023 STAAR Results for Third Grade Math in Meets = 31%

2024 HB 3 Goal for Third Grade Math in Meets = 56%

2023 STAAR Results for Third Grade Reading in Meets = 46%

2024 HB 3 Goal for Third Grade Reading in Meets = 52%

(B) college, career, and military readiness plans adopted under Section 11.186.

2023 Accountability Results for CCMR = Not yet published by TEA

2024 HB 3 Goal for CCMR = 90%

Texas Academic Performance Report (TAPR)
Texas Progress Reporting System (TPRS)
2022-2023



Hughes Springs
INDEPENDENT SCHOOL DISTRICT



Updated January 2024

1

Overview

The TAPR pulls together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

2

Updates for 2022 – 2023

The issuance of **A-F ratings under this final rule is pending** and subject to change based on judicial rulings or decisions from the **88th Legislature during a special called session.**

3

Accessing the TAPR Reports

[Link to TAPR Web page](#)

The screenshot shows the TEA website's 'Performance Reporting' page. The header includes navigation links and a search bar. The main content area is titled 'Texas Academic Performance Reports' and contains the following text:

The **Texas Academic Performance Reports (TAPR)** pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

The 2022-23 TAPR are available for the state and every public school, district, or region of Texas.

Final TAPR for the following school years are currently available:

2021-22 TAPR | 2020-21 TAPR | 2019-20 TAPR | 2018-19 TAPR | 2017-18 TAPR | 2016-17 TAPR | 2015-16 TAPR | 2014-15 TAPR | 2013-14 TAPR | 2012-13 TAPR

The TAPR was previously known as the Academic Excellence Indicator System (AEIS) Reports. Those reports were published from 2003-04 to 2011-12. They may be found at the [AEIS Archive](#).

The Texas Performance Reporting System (TPRS) will also be updated on a rolling basis as more current data become available.

[Print](#)

Related Content

- Texas Performance Reporting System (TPRS) School Report Cards Snapshot

Contact Information

Division of Performance Reporting
 Phone: (512) 463-9704
performance.reporting@tea.texas.gov

Have questions? View answers to frequently asked questions, copies of presentations and district communications on our [Performance Reporting Resources](#) page.

For Education Service Center (ESC) regional support, please contact the appropriate specialist in our list of [ESC Accountability Contacts](#).

4

2022 – 2023 TAPR Content District/Campus Performance

- The performance section of the TAPR shows STAAR performance in the following ways:
 - *By grade level, subject, student group and various other ways*
- Attendance Rate
- Annual Dropout Rates
- Graduation Rates
- College Readiness
- Career and Military Readiness

5

2022 – 2023 TAPR Report Overview District/Campus Profile

- Student Information
 - *Enrollment*
 - *Ethnic distribution*
 - *Economically Disadvantaged*
 - *English Learners*
 - *Students with Disciplinary Placements (2017-2018)*
 - *At-Risk*
 - *Students with Disabilities*
 - *Various other information*

6

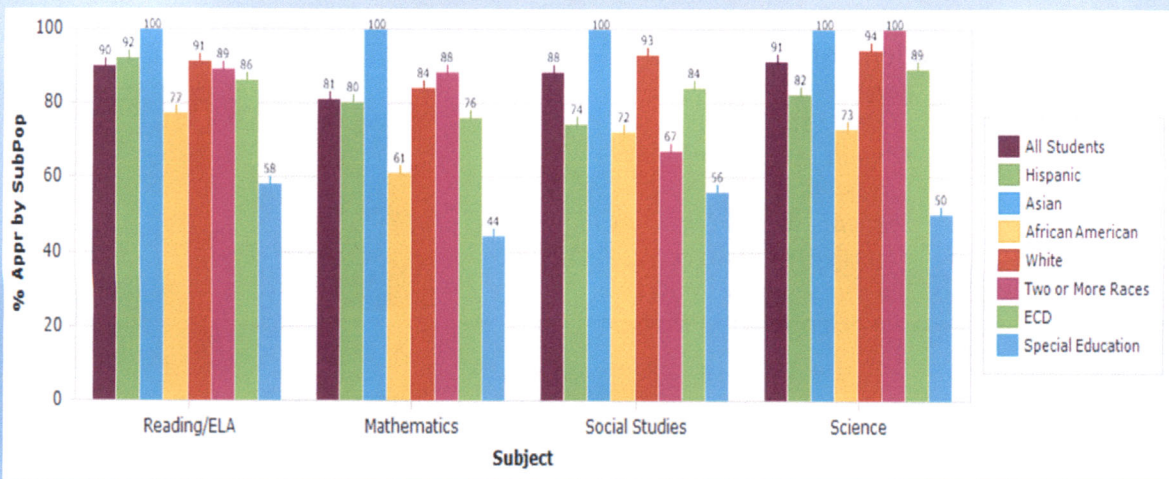
2022 – 2023 TAPR Report Overview District/Campus Profile

- Staff Information including Experience and Ethnicity
- Student Enrollment by Program
- Teachers by Program

7

HUGHES SPRINGS ISD 2023 STAAR PERFORMANCE FOR ALL GRADE LEVELS PERCENT AT APPROACHES GRADE LEVEL OR ABOVE

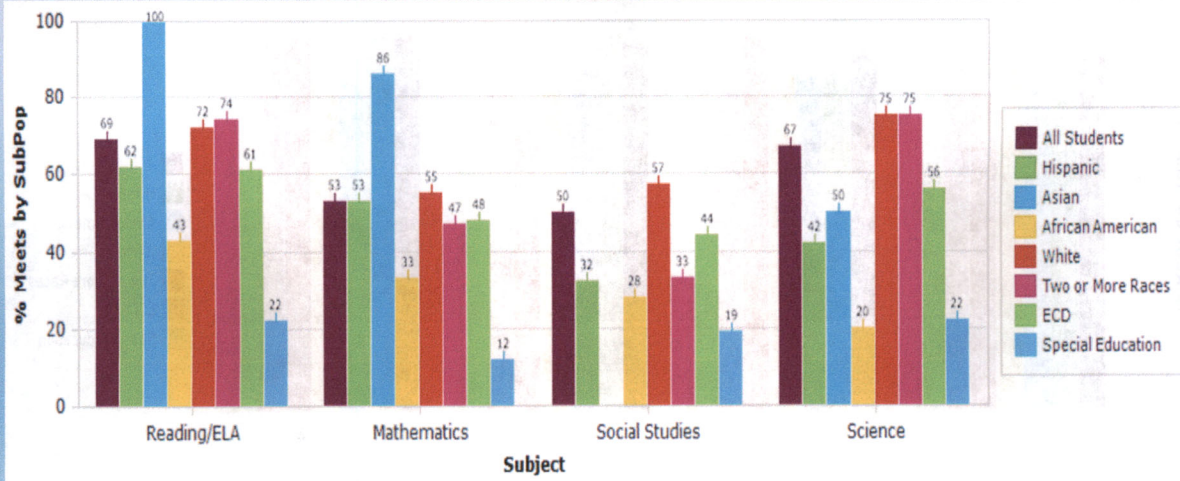
These results will vary slightly from TAPR because they will reflect students present on snapshot date only.



8

HUGHES SPRINGS ISD 2023 STAAR PERFORMANCE FOR ALL GRADE LEVELS PERCENT AT **MEETS** GRADE LEVEL OR ABOVE

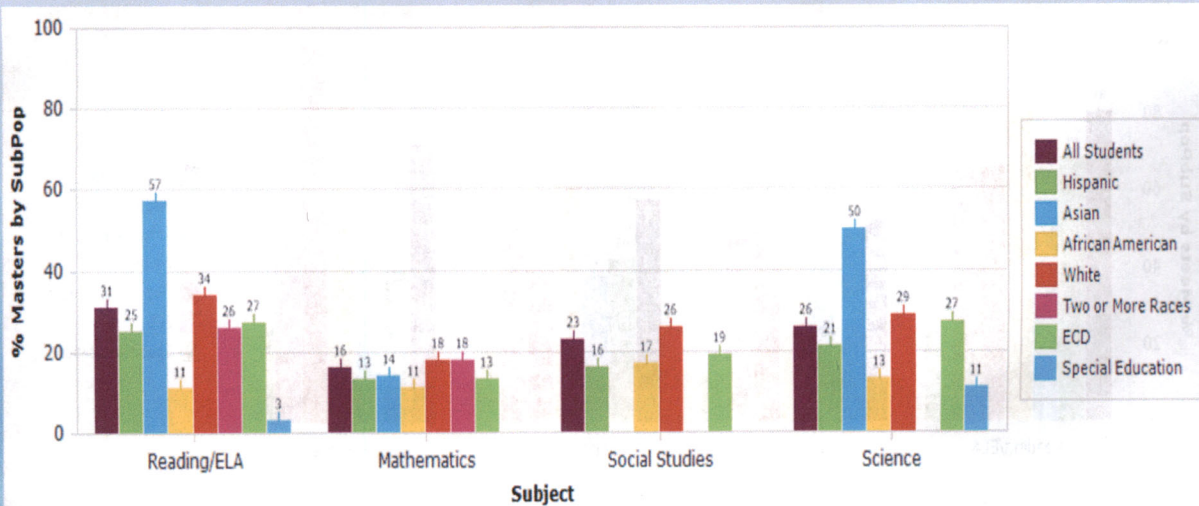
These results will vary slightly from TAPR because they will reflect students present on snapshot date only.



9

HUGHES SPRINGS ISD 2023 STAAR PERFORMANCE FOR ALL GRADE LEVELS PERCENT AT **MASTERS** GRADE LEVEL OR ABOVE

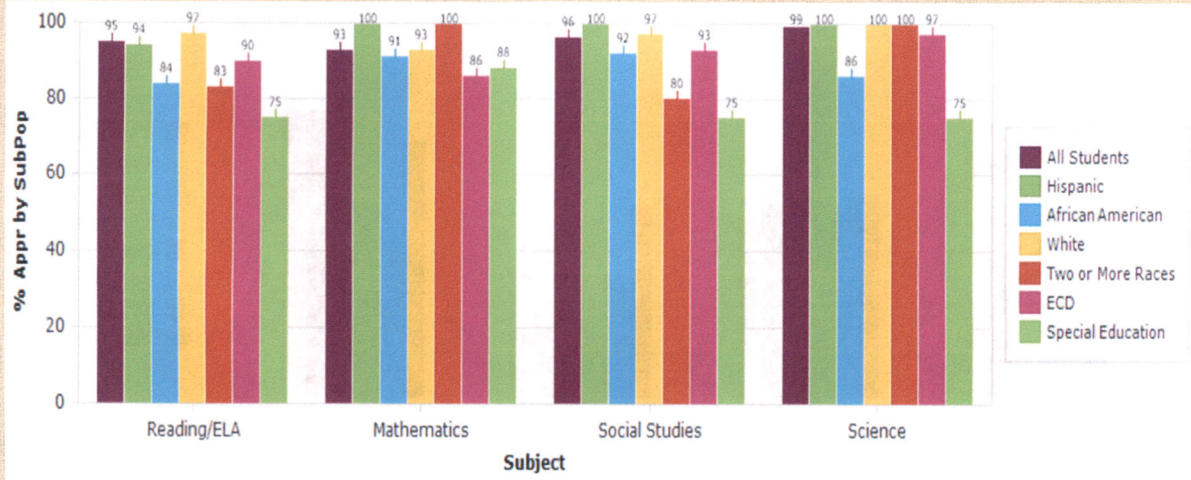
These results will vary slightly from TAPR because they reflect students present on snapshot date only.



10

**HUGHES SPRINGS HIGH SCHOOL 2023 STAAR PERFORMANCE ON EOC
PERCENT AT APPROACHES GRADE LEVEL OR ABOVE**

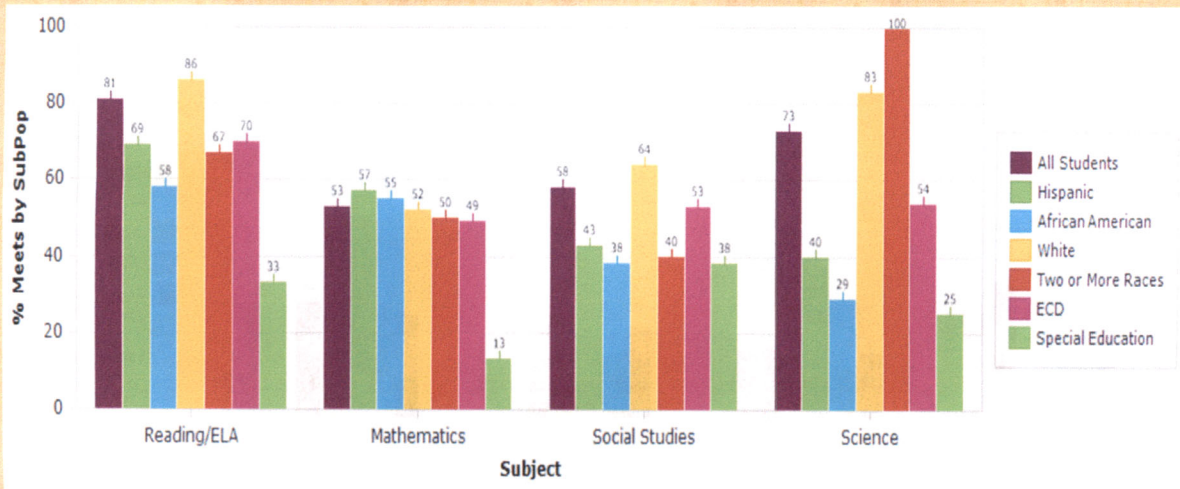
These results will vary slightly from TAPR because they will reflect students present on snapshot date only.



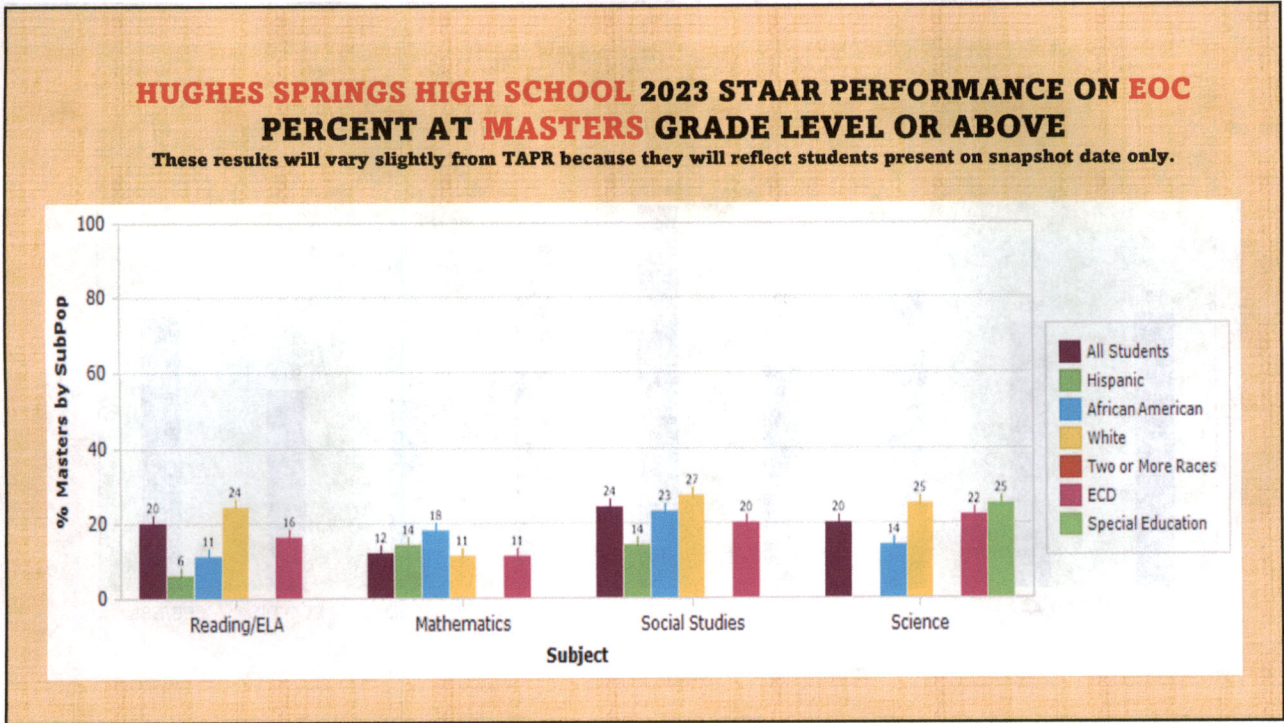
11

**HUGHES SPRINGS HIGH SCHOOL 2023 STAAR PERFORMANCE ON EOC
PERCENT AT MEETS GRADE LEVEL OR ABOVE**

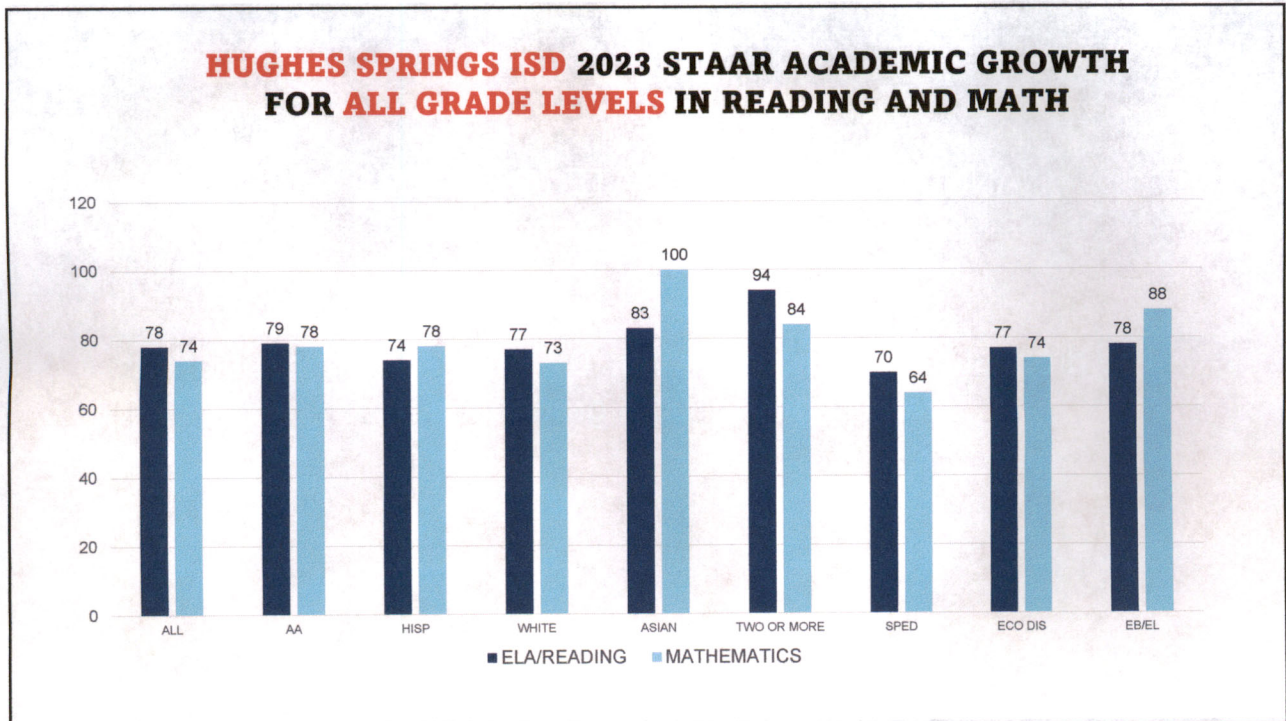
These results will vary slightly from TAPR because they will reflect students present on snapshot date only.



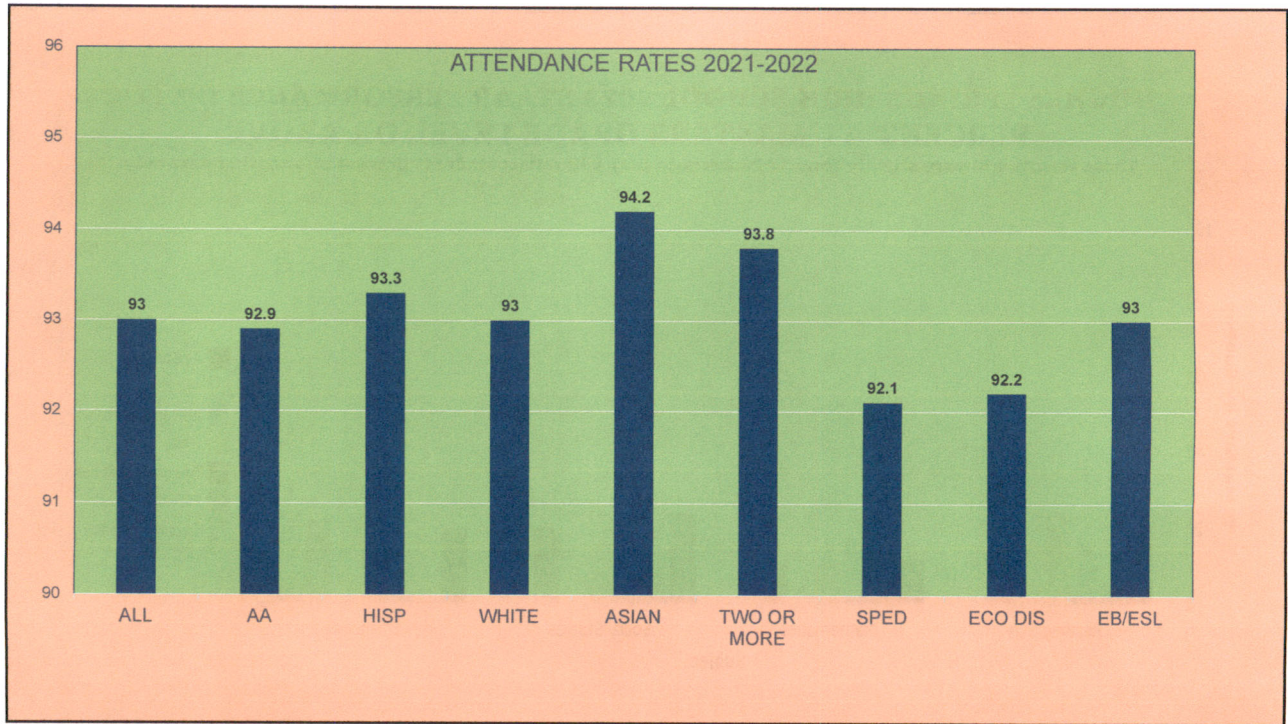
12



13



14

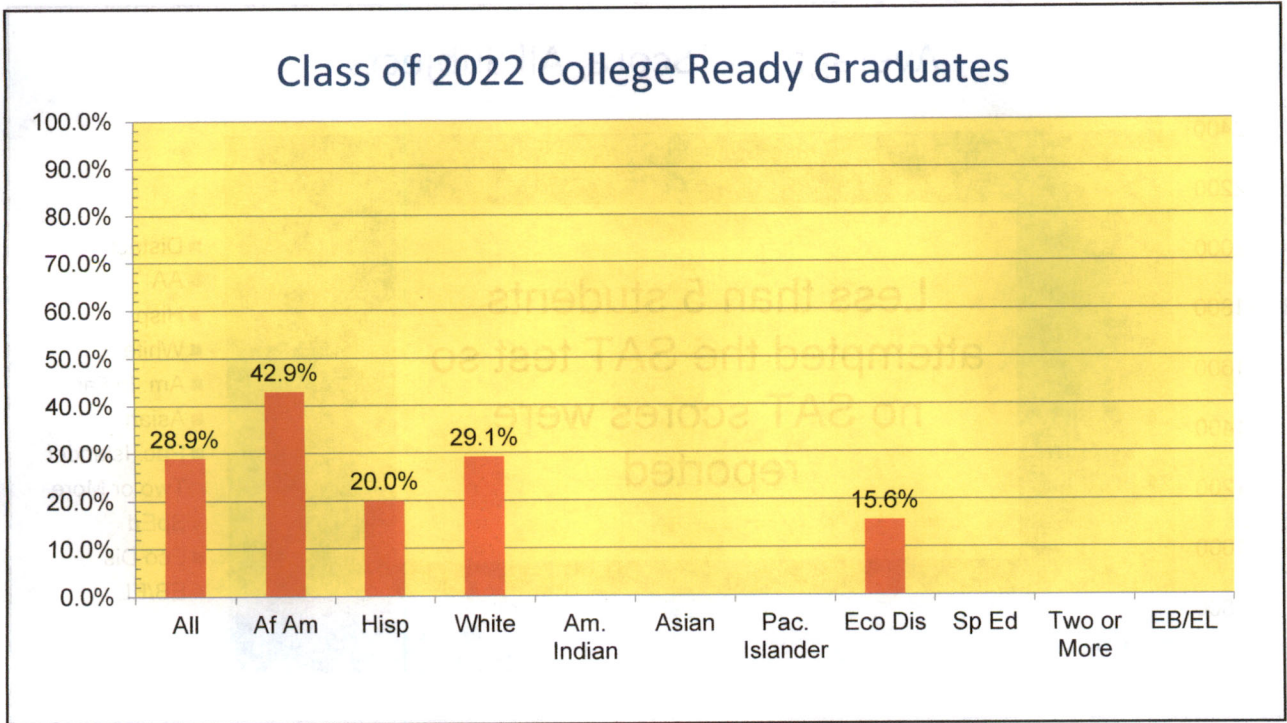


15

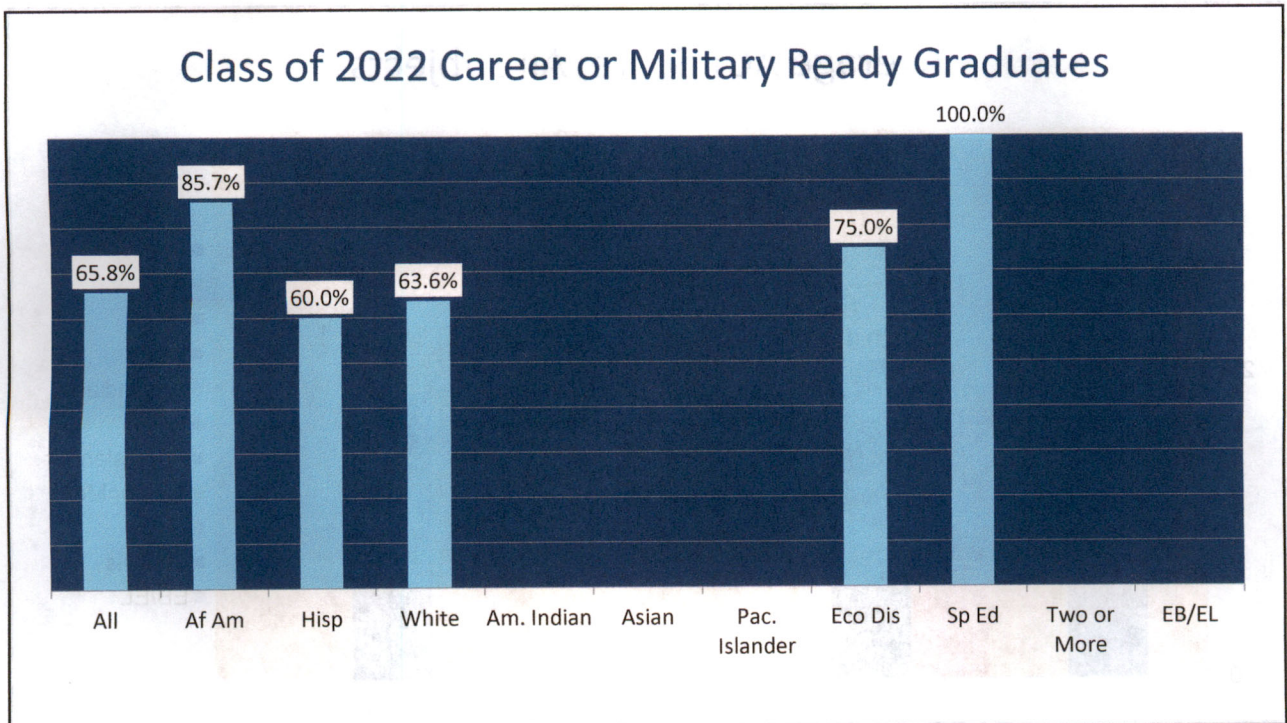
ANNUAL DROPOUT RATE (GRADES 9 – 12)
From 2021-2022 School Year

The dropout rate for that year was 0% in all student populations resulting in a 100% graduation rate.

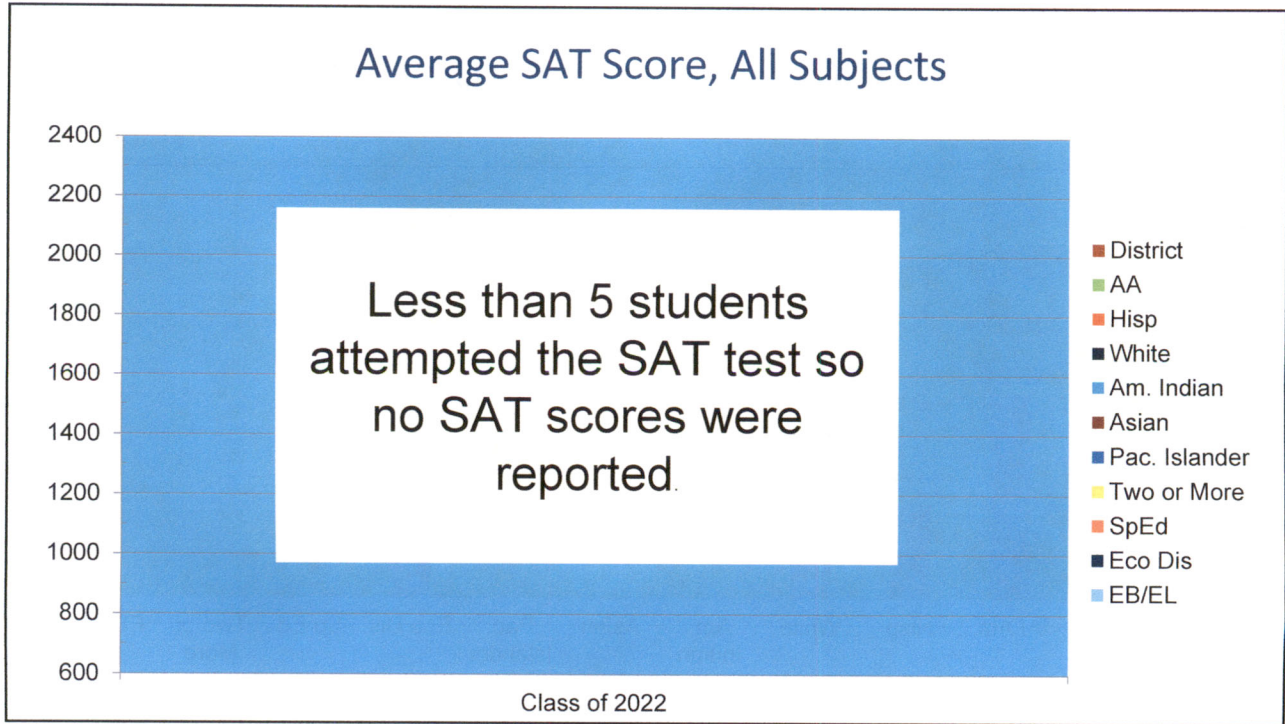
16



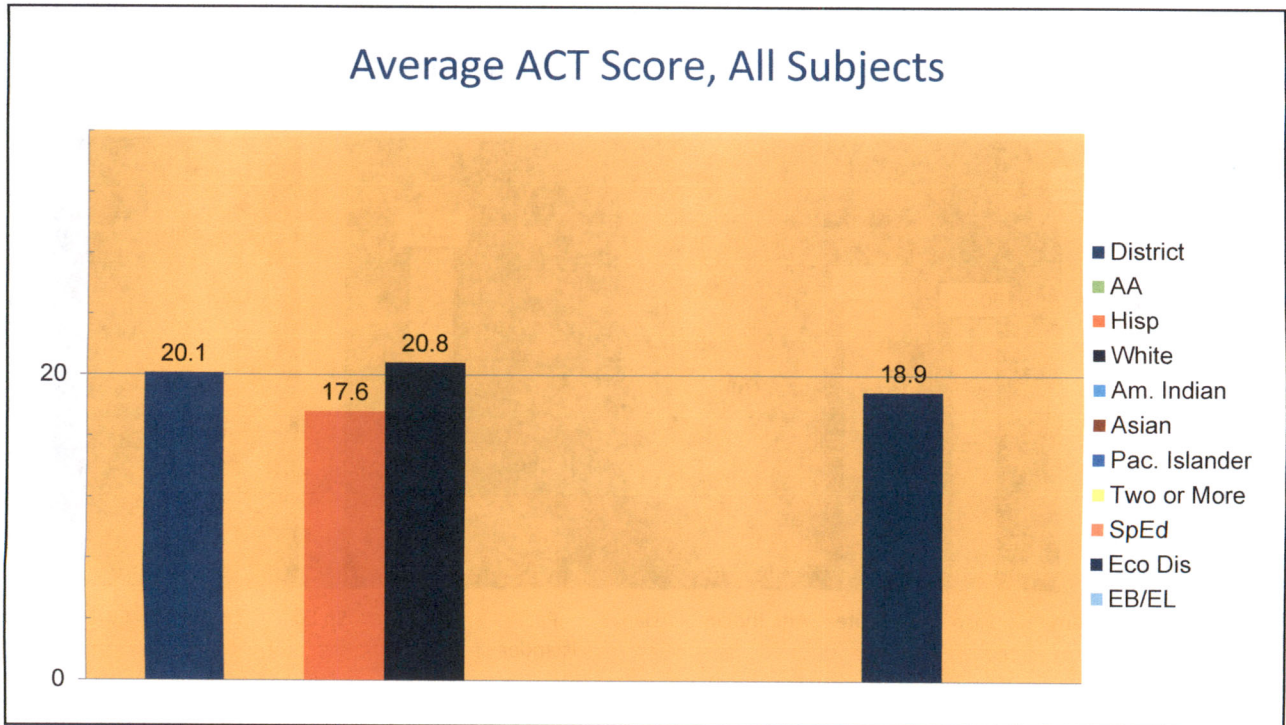
17



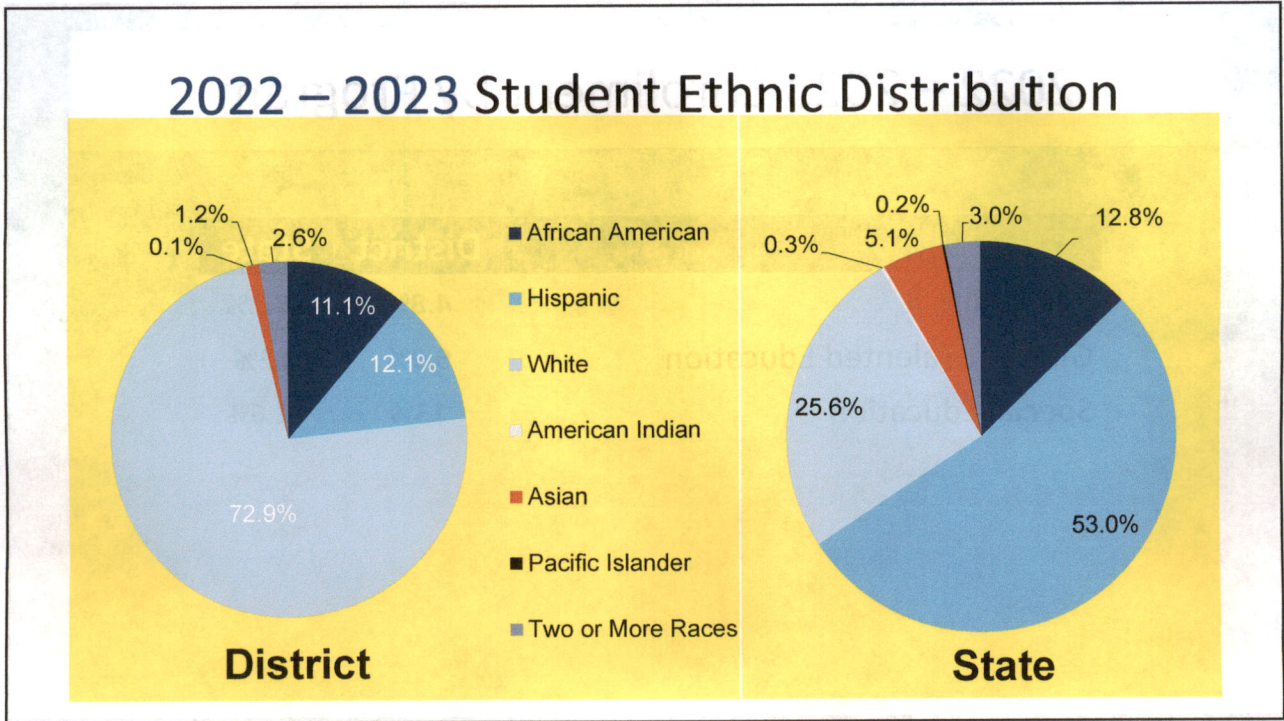
18



19



20



21

2022 – 2023 Student Demographics

	District	State
Economically Disadvantaged	59.3%	62.1%
Emergent Bilingual/EL	5.1%	23.1%
Students w/Disciplinary Placements (2021-2022)	3.6%	1.5%
At-Risk	41.3%	53.3%

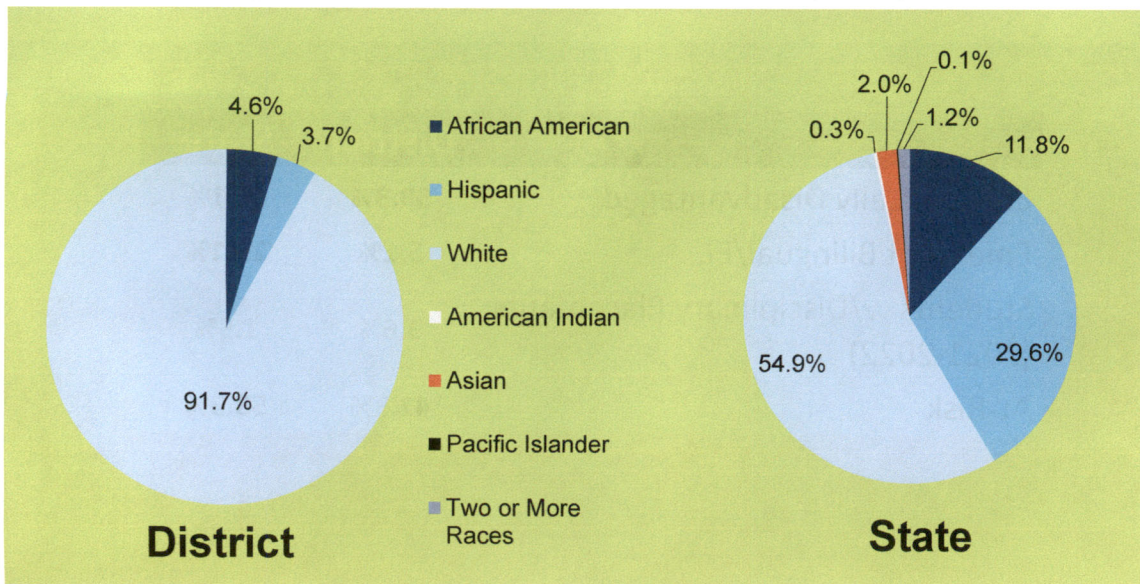
22

2022 – 2023 Enrollment by Program

	District	State
Bilingual/ESL	4.8%	23.2%
Gifted & Talented Education	6.9%	8.2%
Special Education	13%	12.6%

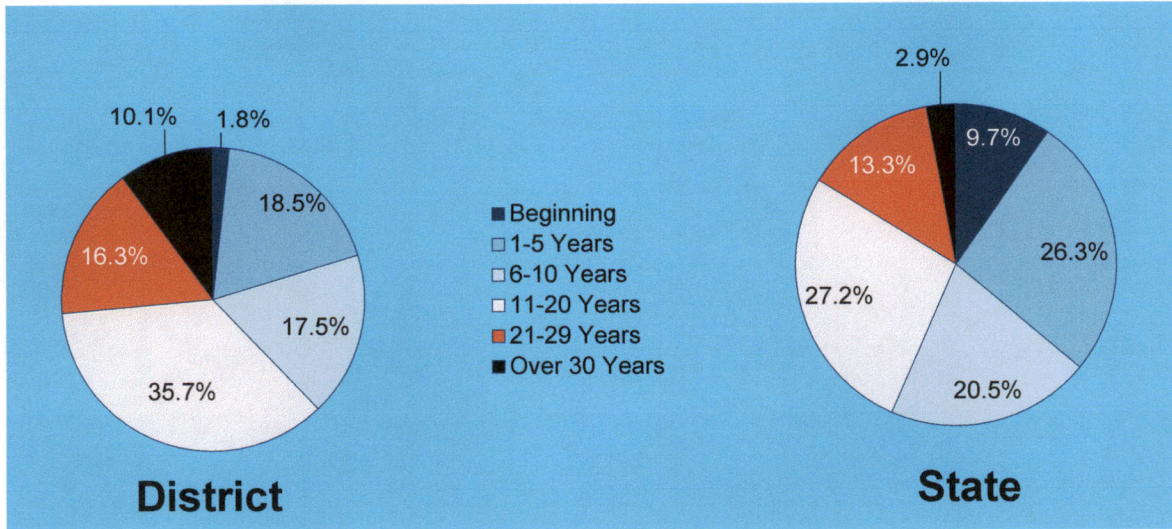
23

2022 – 2023 Teacher Ethnic Distribution



24

2022 – 2023 Teachers Years of Experience



25

For more information, please contact:

Sarah Dildine
Superintendent
dildines@hsisd.net
903-639-3800

26

2021 - 2022 Actual Financial Data
Totals for HUGHES SPRINGS ISD (034903)
Total Enrolled Membership: 1,146

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$2,645,423	20.58%	\$2,308	\$2,645,423	16.49%	\$2,308	\$26,795,122,749	39.67%	\$4,960
State Operating Funds	\$9,989,177	77.69%	\$8,717	\$10,078,407	62.81%	\$8,794	\$24,396,897,632	36.12%	\$4,516
Federal Funds	\$0	0.00%	\$0	\$2,899,493	18.07%	\$2,530	\$14,103,811,039	20.88%	\$2,611
Other Local	\$222,735	1.73%	\$194	\$423,024	2.64%	\$369	\$2,250,851,644	3.33%	\$417
Total Operating Revenue	\$12,857,335	100.00%	\$11,219	\$16,046,347	100.00%	\$14,002	\$67,546,683,064	100.00%	\$12,504
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$66	0.11%	\$0	\$8,860,960,306	86.81%	\$1,640
State Assistance for Debt Service	\$0	0.00%	\$0	\$152	0.26%	\$0	\$319,288,915	3.13%	\$59
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$75,078,438	0.74%	\$14
Other Receipts (excluding debt service financing)	\$38,379	100.00%	\$33	\$59,379	99.63%	\$52	\$952,245,471	9.33%	\$176
Total Other Revenue	\$38,379	100.00%	\$33	\$59,597	100.00%	\$52	\$10,207,573,130	100.00%	\$1,890
Subtotal: Operating and Other Revenue	\$12,895,714	100.00%	\$11,253	\$16,105,944	100.00%	\$14,054	\$77,754,256,194	100.00%	\$14,394
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	100.00%	\$556
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	100.00%	\$556
Subtotal: Operating, Other and Recaptured Revenue	\$12,895,714	100.00%	\$11,253	\$16,105,944	100.00%	\$14,054	\$80,756,295,511	100.00%	\$14,949
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$204,725	24.51%	\$179	\$4,864,835,809	65.96%	\$901
Estimated State TRS Contributions	\$630,403	100.00%	\$550	\$630,403	75.49%	\$550	\$2,510,251,870	34.04%	\$465
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$630,403	100.00%	\$550	\$835,128	100.00%	\$729	\$7,375,087,679	100.00%	\$1,365
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$13,526,117	100.00%	\$11,803	\$16,941,072	100.00%	\$14,783	\$85,129,343,873	100.00%	\$15,759
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$9,457,749	78.19%	\$8,253	\$11,454,202	75.20%	\$9,995	\$50,301,683,879	77.97%	\$9,312

2021 - 2022 Actual Financial Data
Totals for HUGHES SPRINGS ISD (034903)
Total Enrolled Membership: 1,146

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Professional & Contracted Services (Object 62xx)	\$1,004,980	8.31%	\$877	\$1,026,334	6.74%	\$896	\$6,402,537,996	9.92%	\$1,185
Supplies & Materials (Object 63xx)	\$1,165,062	9.63%	\$1,017	\$2,271,408	14.91%	\$1,982	\$5,961,153,130	9.24%	\$1,104
Other Operating Expenditures (Object 64xx)	\$467,394	3.86%	\$408	\$478,859	3.14%	\$418	\$1,852,436,057	2.87%	\$343
Total Operating Expenditures by Object	\$12,095,185	100.00%	\$10,554	\$15,230,803	100.00%	\$13,290	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.23%	\$9
Debt Services (Object 65xx)	\$19,185	3.83%	\$17	\$223,910	29.38%	\$195	\$9,844,903,533	48.41%	\$1,822
Capital Outlay (Object 66xx)	\$481,414	96.17%	\$420	\$538,088	70.62%	\$470	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Object	\$500,599	100.00%	\$437	\$761,998	100.00%	\$665	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Object	\$12,595,784	100.00%	\$10,991	\$15,992,801	100.00%	\$13,955	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Function (61xx-64xx only)									
Instruction (Function 11,95)	\$6,855,364	56.68%	\$5,982	\$8,700,842	57.13%	\$7,592	\$36,035,016,731	55.85%	\$6,671
Instructional Resources & Media Services (Function 12)	\$111,509	0.92%	\$97	\$111,509	0.73%	\$97	\$646,159,944	1.00%	\$120
Curriculum & Staff Development (Function 13)	\$127,361	1.05%	\$111	\$132,719	0.87%	\$116	\$1,570,292,996	2.43%	\$291
Instructional Leadership (Function 21)	\$746	0.01%	\$1	\$746	0.00%	\$1	\$1,113,087,133	1.73%	\$206
School Leadership (Function 23)	\$691,695	5.72%	\$604	\$711,253	4.67%	\$621	\$3,715,762,954	5.76%	\$688
Guidance Counseling Services (Function 31)	\$223,250	1.85%	\$195	\$295,410	1.94%	\$258	\$2,527,496,320	3.92%	\$468
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$230,790,970	0.36%	\$43
Health Services (Function 33)	\$132,953	1.10%	\$116	\$165,328	1.09%	\$144	\$753,509,900	1.17%	\$139
Transportation (Function 34)	\$399,722	3.30%	\$349	\$416,192	2.73%	\$363	\$1,904,677,571	2.95%	\$353
Food Services (Function 35)	\$2,560	0.02%	\$2	\$690,705	4.53%	\$603	\$3,228,715,442	5.00%	\$598
Extracurricular (Function 36)	\$689,668	5.70%	\$602	\$846,836	5.56%	\$739	\$1,918,276,966	2.97%	\$355
General Administration (Function 41,92)	\$611,133	5.05%	\$533	\$621,427	4.08%	\$542	\$2,123,586,250	3.29%	\$393
Facilities Maintenance & Operations (Function 51)	\$1,607,512	13.29%	\$1,403	\$1,784,027	11.71%	\$1,557	\$6,359,467,682	9.86%	\$1,177
Security & Monitoring Services (Function 52)	\$144,350	1.19%	\$126	\$148,468	0.97%	\$130	\$710,274,203	1.10%	\$131
Data Processing Services (Function 53)	\$497,362	4.11%	\$434	\$605,341	3.97%	\$528	\$1,330,336,046	2.06%	\$246
Community Services (Function 61)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$326,634,310	0.51%	\$60
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$23,725,644	0.04%	\$4

2021 - 2022 Actual Financial Data
Totals for HUGHES SPRINGS ISD (034903)
Total Enrolled Membership: 1,146

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Operating Expenditures by Function	\$12,095,185	100.00%	\$10,554	\$15,230,803	100.00%	\$13,290	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$19,185	3.83%	\$17	\$223,910	29.38%	\$195	\$9,844,903,533	48.41%	\$1,822
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$481,414	96.17%	\$420	\$538,088	70.62%	\$470	\$10,445,000,110	51.36%	\$1,934
Total Non-Operating Expenditures by Function	\$500,599	100.00%	\$437	\$761,998	100.00%	\$665	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Function	\$12,595,784	100.00%	\$10,991	\$15,992,801	100.00%	\$13,955	\$84,854,165,916	100.00%	\$15,708
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$4,815,276	39.81%	\$4,202	\$5,629,908	36.96%	\$4,913	\$26,146,309,896	40.53%	\$4,840
Gifted and Talented (PIC 21)	\$107,242	0.89%	\$94	\$107,242	0.70%	\$94	\$395,634,789	0.61%	\$73
Career and Technical (PIC 22)	\$980,823	8.11%	\$856	\$980,823	6.44%	\$856	\$2,129,549,811	3.30%	\$394
Students with Disabilities (PICs 23,33,43)	\$1,251,100	10.34%	\$1,092	\$1,282,987	8.42%	\$1,120	\$7,957,924,392	12.33%	\$1,473
State Compensatory Education (PICs 24,26,28,29,30,34)	\$528,176	4.37%	\$461	\$1,353,142	8.88%	\$1,181	\$6,383,291,216	9.89%	\$1,182
Bilingual (PICs 25,35)	\$19,284	0.16%	\$17	\$19,284	0.13%	\$17	\$731,950,646	1.13%	\$135
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,905,874	0.02%	\$2
PreKindergarten (PIC 32)	\$107,541	0.89%	\$94	\$107,541	0.71%	\$94	\$522,860,562	0.81%	\$97
Early Education Allotment (PIC 36)	\$161,482	1.34%	\$141	\$161,482	1.06%	\$141	\$1,241,323,456	1.92%	\$230
Dyslexia or Related Disorder Services (PIC 37)	\$179,054	1.48%	\$156	\$179,054	1.18%	\$156	\$348,794,218	0.54%	\$65
College, Career, and Military Readiness (CCMR) (PIC 38)	\$58,631	0.48%	\$51	\$59,082	0.39%	\$52	\$340,365,348	0.53%	\$63
Athletics/Related Activities (PIC 91)	\$398,314	3.29%	\$348	\$398,314	2.62%	\$348	\$1,264,746,717	1.96%	\$234
Un-Allocated (PIC 99)	\$3,488,262	28.84%	\$3,044	\$4,951,944	32.51%	\$4,321	\$17,044,154,137	26.42%	\$3,155
Total Operating Expenditures by Program Intent Code (PIC)	\$12,095,185	100.00%	\$10,554	\$15,230,803	100.00%	\$13,290	\$64,517,811,062	100.00%	\$11,943
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.23%	\$9
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$19,185	3.83%	\$17	\$223,910	29.38%	\$195	\$9,844,903,533	48.41%	\$1,822
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$481,414	96.17%	\$420	\$538,088	70.62%	\$470	\$10,445,000,110	51.36%	\$1,934

2021 - 2022 Actual Financial Data
Totals for HUGHES SPRINGS ISD (034903)
Total Enrolled Membership: 1,146

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$500,599	100.00%	\$437	\$761,998	100.00%	\$665	\$20,336,354,854	100.00%	\$3,765
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$12,595,784	100.00%	\$10,991	\$15,992,801	100.00%	\$13,955	\$84,854,165,916	100.00%	\$15,708

Disbursements

Total Disbursements

Operating Expenditures	\$12,095,185	93.31%	\$10,554	\$15,230,803	93.10%	\$13,290	\$64,517,811,062	71.92%	\$11,943
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$3,002,039,317	3.35%	\$556
Total Other Uses	\$225,725	1.74%	\$197	\$225,725	1.38%	\$197	\$1,174,039,601	1.31%	\$217
Intergovernmental Charge	\$140,970	1.09%	\$123	\$140,970	0.86%	\$123	\$681,506,755	0.76%	\$126
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$46,451,211	0.05%	\$9
Debt Service (Object 65xx)	\$19,185	0.15%	\$17	\$223,910	1.37%	\$195	\$9,844,903,533	10.97%	\$1,822
Capital Projects (Object 66xx)	\$481,414	3.71%	\$420	\$538,088	3.29%	\$470	\$10,445,000,110	11.64%	\$1,934
Total Disbursements	\$12,962,479	100.00%	\$11,311	\$16,359,496	100.00%	\$14,275	\$89,711,751,589	100.00%	\$16,607

Tax Rates

2021 - 2022 (current tax year) Tax Rates

Maintenance & Operations Tax Rate				1.0187			0.9543		
Interest & Sinking Tax Rate				0.0000			0.2270		
Total Tax Rate				1.0187			1.1813		

Tax Detail

Maximum Compressed Tax Rate (MCR)				0.9134			0.8616		
Tier I Tax Rate				0.9134			0.8615		
Tier II Tax Rate (Enrichment Pennies)				0.1053			0.0928		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	\$44,276		\$39	\$85,779		\$75	\$390,605,886		\$78
Restricted Fund Balance	\$0		\$0	\$2,764		\$2	\$24,753,496,577		\$4,926

**2021 - 2022 Actual Financial Data
Totals for HUGHES SPRINGS ISD (034903)
Total Enrolled Membership: 1,146**

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Committed Fund Balance	\$4,542,171		\$3,964	\$4,685,082		\$4,088	\$4,412,645,483		\$878
Assigned Fund Balance	\$0		\$0	\$0		\$0	\$4,020,147,608		\$800
Unassigned Fund Balance	\$4,756,922		\$4,151	\$4,756,922		\$4,151	\$17,164,429,624		\$3,416
Total Fund Balance**	\$9,343,369		\$8,153	\$9,530,547		\$8,316	\$50,741,325,178		\$10,098
Fund Balance Reconciliation									
2020-2021 Total Fund Balance (Previous Year)	\$8,779,714		\$7,832	\$8,948,951		\$7,983			
2021-2022 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$0		\$0	\$-7,094,836,097		\$-1,412
2021-2022 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$0		\$0	\$13,356,331,866		\$2,658
2021-2022 Uncommon Items	\$563,655		\$492	\$581,596		\$508			
2021-2022 Total Fund Balance	\$9,343,369		\$8,153	\$9,530,547		\$8,316			



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / [Accreditation Status](#)

2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
034903	HUGHES SPRINGS ISD	8	A - Superior Achievement	A	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries)

Previous Next

ELEMENTARY CAMPUS
PROGRESS TOWARD MEETING PERFORMANCE OBJECTIVES

Goal 1: Hughes Springs Elementary will provide a high-quality instructional program for all students including those in special education and other special needs programs.

Performance Objective 1: All students, including special needs populations, will demonstrate growth on assessments given.

Progress: According to benchmarks/six weeks' tests, all students are demonstrating some growth. Much intervention is still needed to close learning gaps.

Performance Objective 2: An educational program that meets the unique and diverse needs of all students will be provided.

Progress: To meet special populations needs, these programs are in place: ESL, Dyslexia, Gifted and Talented, Special Ed, CTE, and At-Risk. The benchmark data for these students have been disaggregated and instructional measures are in place according to their needs. The campus is on track to meet this objective.

Performance Objective 3: Hughes Springs Elementary will integrate technology into all areas of the organization.

Progress: Currently, there is a 1:1 student to device ratio for 2nd through 5th grade students as well as for all teachers on campus. Using interactive panels, PreK through 5th grade teachers integrate technology into their daily lessons and use online assessments to progress monitor student academic achievement.

Performance Objective 4: 100% of the instructional staff, including teachers and paraprofessionals, will be appropriately certified and trained, and sufficient campus personnel for all school functions will be in place.

Progress: All core academic teachers and instructional paraprofessionals are certified and trained.

Performance Objective 5: Hughes Springs Elementary School will maintain a 95% or better attendance rate.

Progress: Currently, we have a 94.48% attendance rate, but with continued monitoring of student absences and continual parent communication, a 95% attendance rate is within reach.

Goal 2: Hughes Springs Elementary will increase parent and community engagement by 10% from the previous year.

Performance Objective 1: Hughes Springs Elementary will ensure that 100% of parents receive communications from the school at least once per nine weeks and ensure that 100% of parents are provided multiple opportunities to participate as educational stakeholders.

Progress: All school events are posted via social media and Skylert (parent notification system). All teachers individually communicate with parents through Class Dojo and Skyward Family Access. Also, a campus newsletter is sent out each Monday morning.

Performance Objective 2: Hughes Springs Elementary will increase community engagement by 10% from the previous year.

Progress: Our new community partner is Brookshire's/Spring Market provided snacks for parent and family engagement activities.

Goal 3: Hughes Springs Elementary will provide a safe, orderly, and secure environment for all students and staff.

Performance Objective 1: Performance Objective 1: Discipline measures to protect students and staff as well as school property will be rigorously followed. Discipline incident and action codes will be accurately reported in PEIMS.

Progress: We are on track to meet this goal.

Performance Objective 2: All students and staff will consider Hughes Springs Elementary a positive, safe environment.

Progress: Last year's survey results indicated that students and staff regard our campus as being safe. This year's surveys will be completed before the end of the school year.

JR HIGH CAMPUS
PROGRESS TOWARD MEETING PERFORMANCE OBJECTIVES

Goal 1: All students, including those in special education and other special needs programs, will show continuous academic improvement in reading and math.

Performance Objective 1: Hughes Springs Junior High scores in Reading and Math will be in the 1st Quartile for Closing the Gap and Academic growth on the 2023-24 STAAR assessments.

Progress: Benchmarks have been given to students and used to determine academic growth and specific students needing intervention. Six weeks' test/formative assessments indicate that we are on track to meet this objective in Reading but probably not in Math.

Performance Objective 2: An educational program that meets the unique and diverse needs of all students will be provided.

Progress: To meet special populations needs, these programs are in place: ESL, Dyslexia, Gifted and Talented, Special Ed, CTE, and At-Risk. The benchmark data for these students have been disaggregated and instructional measures are in place according to their needs. The campus is on track to meet this objective.

Performance Objective 3: 100% of the instructional staff, including teachers and paraprofessionals, will be appropriately certified and trained, and sufficient campus personnel for all school functions will be in place.

Progress: All core academic teachers and instructional paraprofessionals are certified and trained.

Performance Objective 4: Average attendance will be no less than 95%.

Progress: Currently, we have a 95.61% attendance rate.

Goal 2: Hughes Springs Junior High will create at least one new partnership with a community organization each year and foster effective parent and family engagement (PFE) by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning.

Performance Objective 1: As reflected through parent/teacher logs and PFE event sign-in sheets, 100% of parents will participate in their children's learning.

Progress: All school events have been posted via social media and Skylert (parent notification system). Each teacher has communicated with his/her student's parents individually through Skyward Family Access.

Performance Objective 2: At least one new partnership with a community organization will be created in the year.

Progress: A new community partner is Cypress Basin Hospice in Mt. Pleasant. This organization allowed students to make cards for its patients. Another one is the Daughters of the American Revolution (DAR) who presented a copy of the Constitution to the campus.

Goal 3: Hughes Springs Junior High will provide a safe, orderly, and inclusive setting for all students.

Performance Objective 1: Discipline measures to protect students and staff as well as school property will be rigorously followed. Discipline incident and action codes will be accurately reported in PEIMS.

Progress: Last year's spring survey indicated that discipline is fair and timely. The number of discipline referrals reported in PEIMS has increased due to more accurate reporting.

Performance Objective 2: 100% of students and staff will consider Hughes Springs Junior High a safe environment.

Progress: Last year's results indicated that students and staff considered our campus to be safe. This year's surveys will be completed before the end of the school year.

HIGH SCHOOL CAMPUS PROGRESS TOWARD MEETING PERFORMANCE OBJECTIVES

Goal 1: Hughes Springs High School will offer an innovative and challenging curriculum that meets the needs of all students while encouraging them to participate actively in their academic growth.

Performance Objective 1: 100% of the students will show academic growth on EOC's and all students, including students in the special needs and special education populations will maintain passing rates in all courses.

Progress: Formative/unit assessments have been given to students and used to determine academic growth and specific students needing intervention. At this point, most students are showing progress. As of the first semester, all special education students are maintaining passing rates in all courses.

Performance Objective 2: All students will effectively transition from high school to post-secondary opportunities: college, career, and military.

Progress: Students have been given opportunities to attend ACT Workshops, complete scholarship applications, and complete financial aid documents with the counselor's office. Military recruitment officers have visited the campus frequently to answer student questions. College recruitment representatives and workforce representatives have also visited. The campus is on track to meet this objective.

Performance Objective 3: A campus attendance rate of no less than 95% will be maintained.

Progress: Currently, the campus attendance rate is at 95.55%.

Performance Objective 4: 100% of core academic teachers and instructional paraprofessionals will be appropriately certified and trained, and sufficient campus personnel for all school functions will be in place.

Progress: All core academic teachers and instructional paraprofessionals are certified and trained.

Performance Objective 5: The campus will strengthen its curricula, instruction, and administrative programs by broadening the integration of technology into 100% of its classrooms and administrative offices.

Progress: Currently, there is a 1:1 student to device ratio for students as well as teachers on campus. Teachers assess students with online assessments to monitor academic progress. The administrative office uses Skyward for financial and student services and several other programs for other administrative tasks.

Performance Objective 6: Academic Improvement programs to meet the unique and diverse needs of all high school students will be provided.

Progress: To meet special populations needs, these programs are in place: ESL, Dyslexia, Gifted and Talented, Special Ed, CTE, and At-Risk. The benchmark data for these students have been

disaggregated and instructional measures are in place according to their needs. The campus is on track to meet this objective.

Goal 2: Hughes Springs High School will create at least one new partnership with a community organization each year and foster effective parent and family engagement by ensuring 100% of parents are invited each year to be educational stakeholders in their child's learning.

Performance Objective 1: Parent and Family Engagement will increase by 10% by providing parents with current, timely information about their child's learning and school events which promote learning.

Progress: All school events are posted via social media and Skylert (parent notification system). All teachers individually communicate with parents through Skyward Family Access.

Performance Objective 2: At least one new partnership with a community organization will be created in the year.

Progress: Our new community partner is Lincoln Tech which educates students about vocational and trade schools.

Goal 3: Hughes Springs High School will provide a safe and secure environment conducive to learning for all students.

Performance Objective 1: Discipline measures to protect students and staff as well as school property will be rigorously followed. Discipline incident and action codes will be accurately reported in PEIMS.

Progress: Last year's spring survey indicated that discipline is fair and timely. The number of discipline referrals reported in PEIMS has increased due to more accurate reporting.

Performance Objective 2: 100% of Hughes Springs High School students and staff will consider the campus a safe environment.

Progress: Last year's survey results indicated that students and staff regard our campus as being safe. This year's surveys will be completed before the end of the school year.

HUGHES SPRINGS ISD

2022-2023

REPORT ON NUMBER, RATE, AND TYPE OF VIOLENT OR CRIMINAL INCIDENTS

Total Number of Incidents for **High School Campus**: 123

Number of Violent or Criminal Incidents: 1

Rate of Violent or Criminal Incidents: 0.813%

Total Number of Incidents for **Junior High Campus**: 197

Number of Violent or Criminal Incidents: 0

Rate of Violent or Criminal Incidents: 0%

Total Number of Incidents for **Elementary Campus**: 16

Number of Violent or Criminal Incidents: 0

Rate of Violent or Criminal Incidents: 0%

All incidents except one were coded as violations of the student code of conduct.

Hughes Springs ISD School Violence Prevention Procedures

The district used the following programs to protect Hughes Springs ISD students.

- HSISD has its own police department and employs three police officers. Officers are housed on campuses and regularly interact with students to encourage positive behavior and prevent negative behavior.
- HSISD staff and administrators participate in various professional development offerings through the Region 8 ESC and Public School Works. Topics include bullying, cyber bullying, student self-injury, human trafficking, character education, Texas Education Code Chapter 37 Update, conflict resolution, teen dating violence, and drug and tobacco abuse prevention. All building principals and assistant principals received the required Texas Education Code Chapter 37 update.
- HSISD provides staff development sessions on topics including positive behavior support; restraint training focused on the care, welfare, safety, and security of everyone involved; sexual harassment; identifying and reporting child abuse and neglect; suicide prevention; and identifying and meeting individual needs of students.
- HSISD students have the opportunity to participate in conflict/peer mediation; an anonymous tip hotline; anti-drug activities (including Red Ribbon Week); and student group (such as Student Council) prevention presentations.
- HSISD had at least one certified school counselor on each campus in the fall semester. Counselors provided guidance lessons to each student to teach topics such as making good choices and saying no to drugs. Junior high and high school counselors provided support to students individually and in small groups to support school success and positive life choices. Each counselor also coordinated activities for Red Ribbon Week.

Threat Assessment and Safe and Supportive Team	In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.
Training	Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.
Student Reports	Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.
Employee Confidentiality	<p>A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.</p> <p>The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.</p>
Imminent Threats or Emergencies	A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.
Threat Assessment Process	<p>The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:</p> <ol style="list-style-type: none">1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.



Organization: HUGHES SPRINGS ISD
 Campus/Site: HUGHES SPRINGS H S
 Vendor ID: 1756001834

County District: 034903
 ESC Region: 08
 School Year: 2022-2023

SAS#: ESSAAA23

2022-2023 ESSA Consolidated Federal Grant Application

PR6100

PR6100 - Gun-Free Schools Campus Report

Part 1: Campus

Campus
Complete and submit a Campus Report for each campus where a student who brought a firearm to school is enrolled. The LEA must submit a Campus Report for the campus of enrollment of any student who brings a firearm to any campus, even if the firearm is brought to a campus other than the student's campus of enrollment.
Campus Name: HUGHES SPRINGS H S
Campus Number: 034903001

Part 2: Number of Students Involved in Firearm Incidents

Number of Students Involved in Firearm Incidents														
For each grade level served on the campus, indicate the unduplicated number of students who were involved in an incident involving a firearm. Any student found to have brought or possessed a firearm at school should be reported even if the expulsion was shortened or no penalty was imposed. If the same student was involved in more than one incident that involves bringing or possessing a firearm at school, report that student once with the most severe result for that student.														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Totals
Handgun													1	1
Rifle/Shotgun														
More Than One Firearm														
Other Firearm														
Totals													1	1

Part 3: Outcomes of Firearm Incidents

Outcomes of Firearm Incidents		
Requirement: Section 37.007(e) of the TEC requires a one-year expulsion for a student who brings a firearm to school.		
From the totals in Part 2 above, the following are unduplicated counts of students who are not children with disabilities (IDEA) involved in firearms and other outcomes of firearm incidents.		
1. Students who received a one-year expulsion without alternative placement or services.		0
2. Students who received a one-year expulsion with alternative placement or services.		0
3. Students who received an expulsion that was modified to less than one year without alternative placement or services.		0
4. Students who received an expulsion that was modified to less than one year with alternative placement or services.		0
From the totals in Part 2 above, the following are unduplicated counts of students who are are children with disabilities (IDEA) involved in firearms and other outcomes of firearms incidents.		
5. Students who received an expulsion that was modified to less than one year and who received services under IDEA.		0
6. Students who received a one-year expulsion that was not modified and who received services under IDEA.		0
From the totals in Part 2 above, the following are unduplicated counts of students who are not included in lines 1-6.		
7. Students who were not expelled and who were removed for other reasons such as death, withdrawal, or incarceration.	Special Education	0
	Not Special Education	0
8. Students who received another type of disciplinary action.	Special Education	0
	Not Special Education	1
9. Students who received no disciplinary action.	Special Education	0
	Not Special Education	0
Total (Lines 1-9)		1



SAS#: ESSAAA23

Organization: HUGHES SPRINGS ISD
 Campus/Site: HUGHES SPRINGS H S
 Vendor ID: 1756001834

County District: 034903
 ESC Region: 08
 School Year: 2022-2023

2022-2023 ESSA Consolidated Federal Grant Application

PR6100

PR6100 - Gun-Free Schools Campus Report

Part 4: Certification and Incorporation

Certification and Incorporation Statement (Only the legally responsible party may submit this report.)

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.

Authorized Official

Select Contact: or

First Name: Kristina Middle Initial: Last Name: Gardner Title: Curriculum Director

Phone: 903-639-3810 Ext: E-Mail: gardnerk@hsisd.net

Submitter Information

First Name: Sarah Last Name: Dildine

Approval ID: sarah.dildine Submit Date and Time: 06/29/2023 05:29:35 PM

**Texas High School Graduates from FY2021
Enrolled in Texas Public or Independent Higher Education in FY 2022**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
CASS COUNTY								
ATLANTA ISD								
	034901001 ATLANTA H S							
	Four-Year Public University	10	1	1	2	3	3	0
	Two-Year Public Colleges	26	8	4	4	5	4	1
	Independent Colleges & Universities	0						
	Not Trackable	3						
	Not Found	65						
	Total High School Graduates	104						
HUGHES SPRINGS ISD								
	034903001 HUGHES SPRINGS H S							
	Four-Year Public University	3						
	Two-Year Public Colleges	40	6	5	4	11	12	2
	Independent Colleges & Universities	3						
	Not Trackable	1						
	Not Found	34						
	Total High School Graduates	81						
LINDEN-KILDARE CISD								
	034905002 LINDEN-KILDARE H S							
	Four-Year Public University	6	1	0	2	1	2	0
	Two-Year Public Colleges	22	9	0	6	7	0	0
	Independent Colleges & Universities	1						
	Not Trackable	0						
	Not Found	32						
	Total High School Graduates	61						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.