

MILAM ELEMENTARY

Campus Improvement Plan

2009/2010

"Leading The Way"

Date Reviewed:

Date Approved:

MILAM ELEMENTARY

Mission Statement

We, the staff of Ben Milam Elementary, are committed to developing and implementing strategies and techniques that insure optimum student performance and promote academic excellence. We further commit ourselves to be facilitators for children to reach their maximum potential in academia, as well as every day life activities.

Vision

Milam Elementary's students will be self-motivated, productive lifelong learners, responsible to themselves, their families, and their community.

Nondiscrimination Notice

MILAM ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

MILAM ELEMENTARY Site Base

Name	Position
Davenport, Amy	2nd grade teacher
Duncan, Brenda	Science Specialist
Gonzalez, Helen	3rd grade bilingual teacher
Keith, Dru	6th grade reading/ESL teacher
McNew, Janet	Teacher Assistant
Miller, Tom	Principal
Pettit, Lawanna	Special Education - Resource
Prince, Glenn	Assistant Principal
Ramirez, Ray	PTA President

Federal, State, and Local Funding Sources

Program	Funding Source	Amount
Bilingual Education	Federal	\$19,998
IDEA Special Education	Federal	\$0
Title I	Federal	\$235,320
Local Funds	State	\$2,130,155
State Compensatory	State	\$2,709

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2009/2010 school year.)

Goal 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5. All students will graduate from high school.

SCE and At-risk

State Compensatory Education

The comprehensive, intensive, accelerated instruction program at Milam Elementary, consists of partially funding the following staff: one DLL/Reading Specialist; a parttime Alphabetic Phonics trained teacher; six FTE bilingual teachers; one .5 FTE bilingual teacher assistant and the purchase of materials to assist in the acceleration of students' academic performance.

State and Local At-risk Criteria

State of Texas Student Eligibility:

A student under 21 years of age and who:

1. Is in pre-kindergarten, 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.

Needs Assessment Summary

Milam is rated Academically Acceptable by the Texas Education Agency. As a staff, this is not acceptable for us. We are striving to become an Exemplary school! Although an acceptable campus, we missed AYP in one area, our African American students' math performance.

Last year was the first year of implementation of a new math curriculum for our school and district. Teachers were trained during the summer of 2008 in EveryDay Math and CMP2 and began immediate implementation. Research indicate that a "dip" in standardized assessment scores is not unusual during the first year of implementation of a new curriculum. This is certainly NOT an excuse, but a suspected reason we experienced a decline in our overall math performance. Teachers and students not being familiar with the strategies and vocabulary of a new curriculum, we believe, had a negative impact.

We have identified two student populations which will be our top priorities:

1. Students that are classified as LEP (Limited English Proficient)
2. Our African American students.

Although Milam's LEP student population performs relatively well, we realize this is a population which needs close monitoring and intervention if they are to succeed at high levels.

Our African American population, in general, struggle to achieve at high levels. Obviously this is a generalization and we have many exceptions. However, as a staff, we must closely monitor and implement strategies that will raise their level of performance.

Another area of great need is for us to reduce the number of discipline referrals to the office. This past summer, our entire professional staff was trained in the 7 Habits of Highly Effective People with the ultimate goal of implementing "The Leader In Me" program campus-wide. We are optimistic that this program will assist our students in displaying much more appropriate behavior and nurture leadership skills.

See charts and graphs attached for data.

MILAM ELEMENTARY

Goal 1. Milam will challenge and prepare all students to obtain post-secondary education.

Objective 1. At least 90% of 3rd through 6th grade students will reach high standards; attaining an equivalency of a scale score of 2300 or higher on the TAKS test for all subjects tested.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will analyze and disaggregate data to address students' individual strengths and weaknesses in order to drive instruction. (Title I: 1,4,8,10) (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), Campus counselors, CEIC members, Core Subject Teachers, Principal, Special Ed Teachers, Teacher(s)	Aug. 09 - June 2010	(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (L)Activity Funds, (O)Local Budget Data, (O)Principal, (O)Supplemental Materials, (S)Local Funds, (S)State Compensatory	TAKS test; district adopted benchmark assessments; student grades.
2. Students identified as "in need of academic acceleration" will receive either before school, after school, or Saturday tutorials. (Approx. \$13,000 - Title I) (Title I: 1,2,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Campus counselors, CEIC members, Principal, Special Ed Teachers, Teacher(s)	Sept. 09 - April 2010	(F)Title I	Documentation kept by tutorial staff of dates, times, and students served; Tutorial staff's time sheets.
3. Transportation will be provided to students that need it after school in order to attend after school tutorials. (approx. \$1,300 - Title I) (Title I: 1,2,10) (Target Group: All) (NCLB: 1,2,5)	CEIC members, Principal	Oct. 09 - Apr. 10	(F)Title I	Written documentation of students riding the bus and bus requisitions.
4. Each math classroom in grades 3 - 6th will have 'Target The Question' board displayed and utilized. (Title I - approx. \$400) (Title I: 1,2) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Principal, Teacher(s)	Oct. 2009	(F)Title I	Purchase orders; documentation via IFVs (Instructional Focus Visits).
5. Each 1st through 6th grade teacher will be provided a "Leader In Me" activity guide to be used with students to teach the "7 Habits of Highly Effective People". (Approx. \$400 - Title I) (Title I: 1,3,6,10) (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), Campus counselors, Principal	Oct. 2009	(F)Title I	Purchase order and documentation by classroom teacher in lesson plans.

MILAM ELEMENTARY

Goal 1. Milam will challenge and prepare all students to obtain post-secondary education.

Objective 2. At least 90% of K through 2nd grade students will reach high standards; attaining grade level or higher on various state and district assessments in all core subjects.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will receive individualized and diagnostic instruction to ensure student success. (Title I: 1,2,3,8,9,10) (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), CEIC members, Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Aug. 09 - June 2010	(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (S)State Compensatory	District adopted benchmark assessments; students' grades; software assessment programs.
2. Each K - 2nd grade classroom will display and utilize 'Target The Question' (Title I - approx. \$500). (Title I: 1,2) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Principal, Teacher(s)	Oct. 2009	(F)Title I	Purchase orders; Documentation via IFVs (Instructional Focus Visits).

MILAM ELEMENTARY

Goal 1. Milam will challenge and prepare all students to obtain post-secondary education.

Objective 3. 100% of the students will become more knowledgeable about post-secondary education opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Bulletin boards/posters will be displayed encouraging students to go to college and providing information about colleges/universities. (Title I: 1,2,3,6,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus counselors, Campus Instructional Technologist, CEIC members, Core Subject Teachers, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department	Aug. 09 - June 2010	(L)Activity Funds, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers	Observation/documentation by principal; emails sent to staff by MISD director of communications and/or principal.
2. All Milam staff will wear college/university attire the first instructional day of each month. (Title I: 1,2,3,10) (Target Group: All) (NCLB: 1,2,3,5)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	Aug. 09 - June 2010	(O)Classroom Teachers, (O)Principal, (O)Special Education Teachers	Observation/documentation by principal; emails sent to staff by director of communications or principal.
3. Milam will host a "College Night" for students and parents. (Title I: 1,2,6,10) (Target Group: All) (NCLB: 5)	Campus counselors, Principal	November, 2009	(L)Activity Funds	Documentation by principal/counselor; parent sign-in sheets.

MILAM ELEMENTARY

Goal 2. Milam will close the achievement gaps among all student population groups.

Objective 1. 100% of the students in grades 3 through 6th working below grade level will receive RTI strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will have the opportunity to receive small group instruction both by the classroom teacher and subject matter specialist; students will have the opportunity to receive tutorials; students will be placed in the System 44 or Read 180 curriculum. (Title I: 1,3,4,6,8,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), CEIC members, Core Subject Teachers, Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Sept. 09 - June 2010	(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (O)Classroom Teachers, (O)Principal, (S)State Compensatory	TAKS test; district adopted benchmark assessments; unit tests; student grades; software assessment data/reports.
2. Accelerated reading and math plans will be designed, including small group instruction, extra time in class for all students who test below grade level who lack fluency, or read at frustration level, and those who lack grade level math concepts and skills. (Title I: 1,3,8,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), CEIC members, Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Aug. 09 - June 2010	(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (S)State Compensatory	Documentation of plans and implementation of those plans.
3. 100% of the students in grades 3rd-6th will receive a student planner that is coorelated with the 7 Habits of Highly Effective People (Title I - Approx. \$1,200). (Title I: 1,2,6,10) (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), Campus counselors, Principal, Teacher(s)	Oct. 2009	(F)Title I	Purchase orders; Documentation by teachers in lesson plans.
4. Students in need of afterschool academic interventions will be provided transportation two days a week beginning the second six-weeks of school. (Approx. \$1300 - Title I) (Title I: 1,2,9,10) (Target Group: All, AtRisk) (NCLB: 1,2,5)	Assistant Principal(s), Principal	Oct. 09 - Apr. 10	(F)Title I	Documented by transportation requests.
5. Milam will purchase and place in it's library a minimum of two copies of each suggested "7 Habits Book of the Week" as suggested in student planners. (Approx. \$2000 - Title I) (Title I: 1,2,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Principal	Oct. 2009	(F)Title I	Purchase order submitted.

MILAM ELEMENTARY

Goal 2. Milam will close the achievement gaps among all student population groups.

Objective 2. 100% of the Kindergarten through 2nd grade students working below grade level will receive RTI strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. K-2 students will have small group instruction by the classroom teacher, attend Waterford reading as needed; attend content mastery if available. (Title I: 1,2,3,8,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), CEIC members, Counselor(s), Principal, Special Ed Teachers, Teacher(s)	Sept. 09 - June 2010	(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (S)State Compensatory	Waterford Reading assessment; teacher observation; student grades.
2. Small group instruction and extra time in class will be provided for all students who test below grade level who lack fluency, or read at frustration level, and those who lack grade level math concepts and skills. (Title I: 1,2,3,5,8,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), CEIC members, Core Subject Teachers, Counselor(s), Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)	Sept. 09 - June 2010	(F)Bilingual Education , (F)IDEA Special Education, (F)Title I, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (S)State Compensatory	Documentation by classroom teacher.
3. All students in grades 1st and 2nd will receive student planners that are directly correlated with the 7 Habits of Highly Effective People (Title I - Approx. \$800) (Title I: 1,2,10) (Target Group: All) (NCLB: 1,2,4)	Assistant Principal(s), Campus counselors, Principal, Teacher(s)	Oct. 2009	(F)Title I	Purchase orders; Documentation by classroom teachers in their lesson plans.

MILAM ELEMENTARY

Goal 3. Milam will recruit and provide staff development for employees to accomplish the district's goals.

Objective 1. 100% of the campus instructional staff will be provided opportunities to attend a wide array of staff development trainings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A select group of staff will be trained in Effective Black Parenting skills. (Title I: 1,2,3,4,6) (Target Group: AA) (NCLB: 1,3,4,5)	Assistant Principal(s), Principal	Aug. 2009	(O)Designated Funds, (O)Principal	Certificates of completion.
2. Arrangements will be made and/or substitute teachers will be provided for teachers to attend staff development opportunities. (Title I: 1,2,3,4,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), CEIC members, Dept. of Human Resources, Principal, Special Ed Teachers, Teacher(s)	Aug. 09 - June 2010	(F)Title I, (O)Principal, (S)Local Funds	Documentation through certificates awarded and sign-in sheets.
3. Teachers will receive feedback from formal (PDAS) and informal instructional focus visits (IFVs) to enhance instruction to positively impact student achievement. (Title I: 1,2,3,4,9) (Target Group: All) (NCLB: 3,4)	Assistant Principal(s), Exec. Dir. of Elementary Education, Principal	Sept. 09 - June 2010	(O)Principal, (S)Local Funds	Documentation of observations and written feedback given to staff.
4. The principal will secure the services of "Lead Your School" consultants to improve instruction on the campus. (Title I: 1,2,4,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus counselors, CEIC members, Principal, Special Ed Teachers, Teacher(s), Teaching & Learning Department	Oct., Nov./09; Jan. - May/10	(F)Title I	Written documentation by the principal of visits by consultants and implementation of strategies by staff.

MILAM ELEMENTARY

Goal 3. Milam will recruit and provide staff development for employees to accomplish the district's goals.

Objective 2. 100% of the instructional staff on campus will be trained in the 7 Habits of Highly Effective People and the Leader In Me program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. An outside consultant with the FranklinCovey Group will train staff prior to students arriving on campus for the school year. (Title I: 1,2,3,4,5,6,8,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Principal	Aug. 2009	(L)Activity Funds, (O)Designated Funds, (O)Principal	Cerrtificates of completion.

MILAM ELEMENTARY

Goal 4. Milam will meet or exceed the technology standards of the education community.

Objective 1. At least 10% of classrooms on the Milam campus will be provided upgrades in the area of hardware technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Milam will purchase two smartboard systems per year (includes smartboard, projector, and notebook computer) until all 3rd through 6th grade classrooms are equipped with a system. (Title I: 1,2) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), CEIC members, Principal	Aug. 09 - June 2010	(F)Title I, (O)Principal, (S)Local Funds	Documentation by principal; Purchase orders.
2. Milam staff will be given the opportunity to be trained in the use of hardware and software that will enhance student success in the classroom. (Title I: 1,2,4) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Instructional Technology Dept., Principal	Aug. 09 - June 2010	(O)Classroom Teachers, (S)Local Funds	Certificates of attendance by teachers; Documentation by campus administrators of use of technology by teachers.
3. 17 computers and monitors will be purchased for classrooms. (approx. \$14,000) (Title I: 1,2,10) (Target Group: All) (NCLB: 1,2,5)	CEIC members, Principal	Sept. 09	(F)Title I	Documentation of P.O.
4. At least 10 desktop printers will be purchased for student use in classrooms. (Approx. \$2,500 - Title I) (Title I: 1,2,10) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal	Oct. 2009	(F)Title I	Purchase orders and documentation by principal.

MILAM ELEMENTARY

Goal 5. Milam will achieve a high degree of parent and community satisfaction.

Objective 1. Milam will have at least 30% attendance by parents who are invited to various functions at the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will be invited to attend various parent information sessions in the evening (i.e. Title I; parent involvement; Read 180/System 44; etc.) (Title I: 1,2,6,10) (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), Counselor(s), Principal	Aug. 09 - June 2010	(O)Principal, (S)Local Funds	Documentation by principal/counselor; attendance sign-in sheets.
2. All written communication between home and school will be in both English and Spanish.(Approx. \$1,600 - Title I) (Title I: 1,2,6,10) (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	Aug. 09 - June 2010	(F)Title I, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers, (S)Local Funds	Documentation by principal.
3. Parents of preschool children will be invited with their children to tour the school in preparation of attending kindergarten. (Title I: 1,2,6,7,10) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Principal	May, 2010	(O)Principal	Documentation by principal; transportation request.
4. Milam will host a "Multi-cultural Awareness Night". (Title I: 1,2,6,10) (Target Group: All) (NCLB: 1,2)	Campus counselors, Principal	March, 2010	(L)Activity Funds	Documentation by principal/counselor; Parent sign-in sheets.

MILAM ELEMENTARY

Goal 6. Milam will exercise fiscal responsibility and efficiency.

Objective 1. The Milam CEIC (Campus Education Improvement Council) will make recommendations and review budgetary expenses on 100% of the following budgets: Title I; Local; and bilingual (if available).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Budget recommendations will be solicited from staff; the principal will put together a recommended budget; the CEIC will review, make further recommendations and/or approve the budgets. (Title I: 1,2,10) (Target Group: All) (NCLB: 1,2,3,4,5)	CEIC members, Principal	May, 2010	(F)Bilingual Education , (F)Title I, (L)Activity Funds, (O)Classroom Teachers, (O)Local Budget Data, (O)Principal, (S)Local Funds, (S)State Compensatory	CEIC minutes.

MILAM ELEMENTARY

Goal 7. All students will be educated in a learning environment that is safe, drug free, and conducive to learning.

Objective 1. 100% of the students will participate in activities designed to promote a drug-free, safe and healthy lifestyle.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will be provided bully/harrassment training; Red Ribbon week activities; Protecting You, Protecting Me program; and various guidance counseling programs. (Title I: 1,2,6,10) (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), Campus counselors, Principal, Teacher(s)	Aug. 09 - June 2010	(L)Activity Funds, (O)Principal	Documentation by counselor and principal.
2. Students will be able to identify "Go, Slow, Whoa" foods through the CATCH Program. Parent and student will be provided activities that promote awareness of food choices and healthy lifestyles. (Title I: 1,2,6,10) (Target Group: All) (NCLB: 1,2,4,5)	Principal, Teacher(s)	Aug. 09 - June 2010	(L)Activity Funds, (O)Principal	Documentation by physical education teacher and principal.

MILAM ELEMENTARY

Goal 7. All students will be educated in a learning environment that is safe, drug free, and conducive to learning.

Objective 2. 100% of the staff members on campus will be trained to respond to emergency situations on campus.

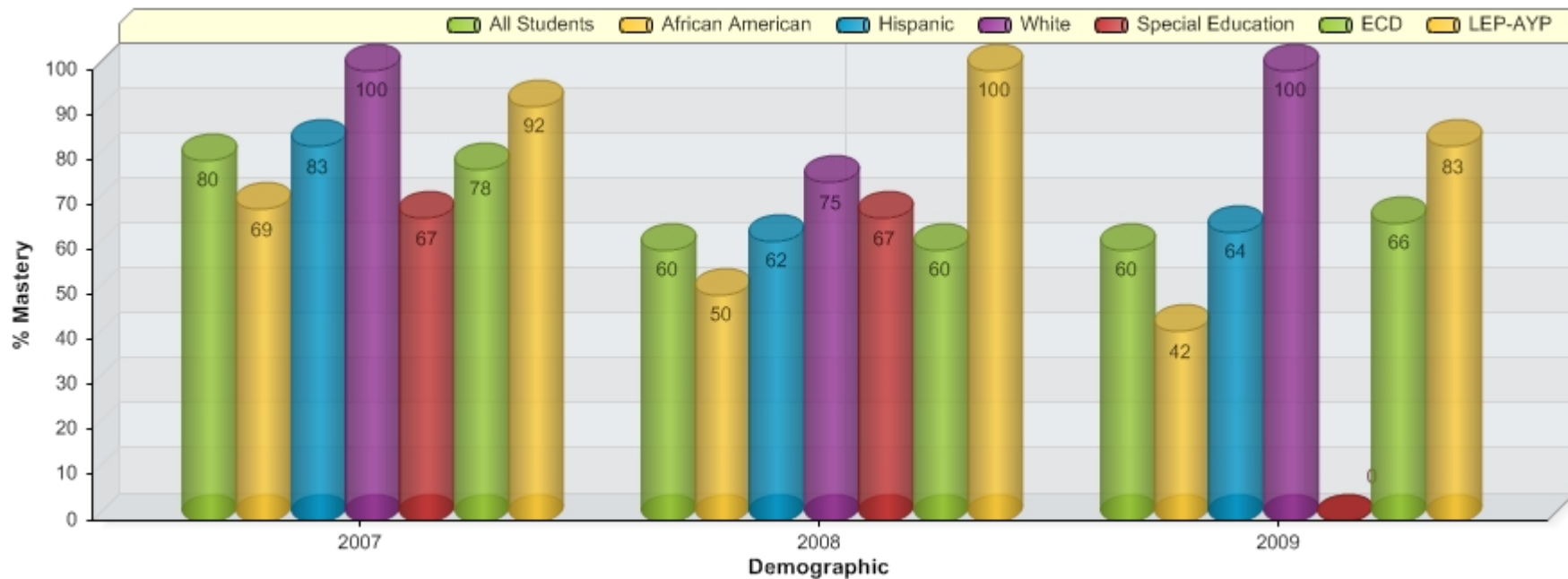
Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of the district and campus Crisis Management Plan. (Title I: 1) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Campus counselors, Principal	Aug. 09 - June 2010	(F)Title IV Safe and Drug Free, (O)Classroom Teachers, (O)Principal, (O)Special Education Teachers	Documentation of Crisis Management Plan and review by staff.
2. Establishment of a Texas Behavior Support Initiative (TBSI) Team to address appropriate behaviorial interventions. (Title I: 1,10) (Target Group: All) (NCLB: 1,2,4,5)	Assistant Principal(s), Campus counselors, Principal, Special Ed Teachers, Teacher(s)	Aug. 09 - June 2010	(L)Activity Funds, (O)Principal, (O)Special Education Teachers, (S)Local Funds	Documentation by principal.



Demographic Longitudinal MILAM ELEMENTARY

Subject: Mathematics Language: English, Spanish
 Retests: Second Administration included if available Mastery: Calculated average Test Version(s): TAKS

SubPopulation	Grade 03		Grade 03		Grade 03	
	2007		2008		2009	
	Num Tested	MetStrd %	Num Tested	MetStrd %	Num Tested	MetStrd %
All Students	60	80%	40	60%	40	60%
African American	16	69%	10	50%	12	42%
Hispanic	40	83%	26	62%	25	64%
White	4	100%	4	75%	3	100%
Special Education	3	67%	6	67%	1	
ECD	50	78%	35	60%	29	66%
LEP-AYP	13	92%	9	100%	6	83%

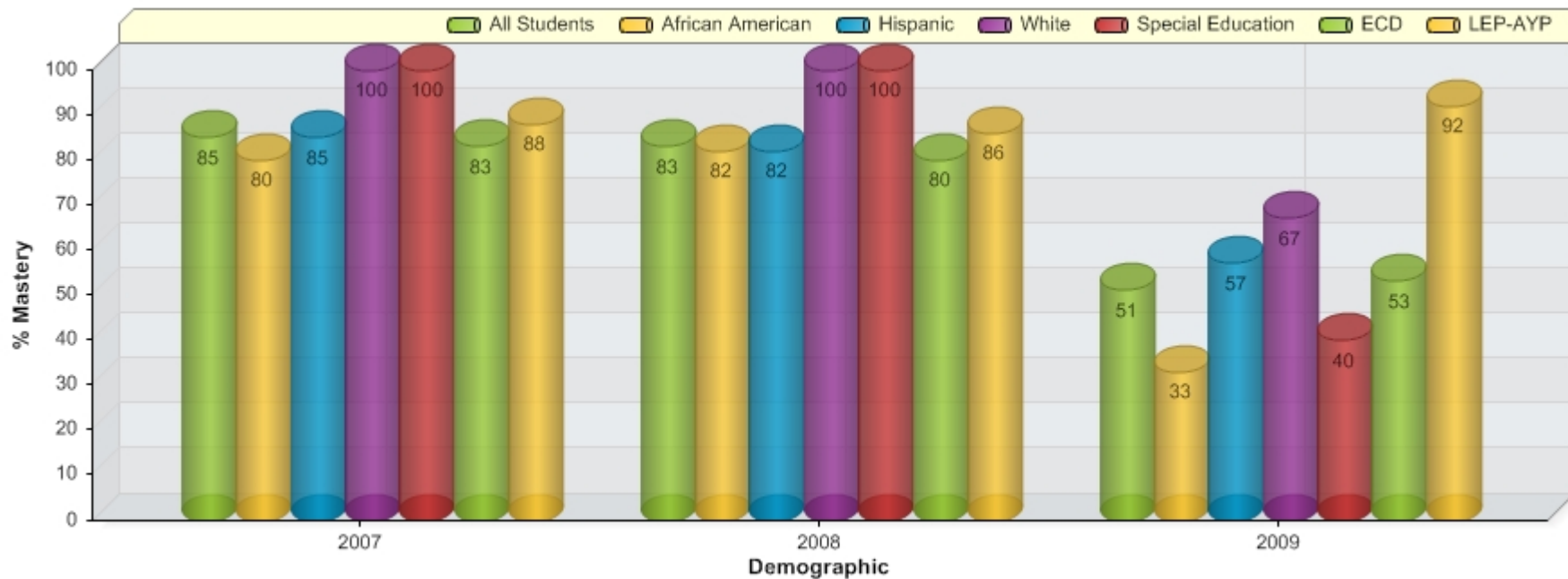




Demographic Longitudinal MILAM ELEMENTARY

Subject: Mathematics Language: English, Spanish
 Retests: Second Administration included if available Mastery: Calculated average Test Version(s): TAKS, TAKS-Acc

SubPopulation	Grade 04 2007		Grade 04 2008		Grade 04 2009	
	Num Tested	MetStrd %	Num Tested	MetStrd %	Num Tested	MetStrd %
All Students	34	85%	59	83%	45	51%
African American	5	80%	17	82%	12	33%
Hispanic	27	85%	39	82%	30	57%
White	2	100%	3	100%	3	67%
Special Education	2	100%	4	100%	5	40%
ECD	30	83%	46	80%	38	53%
LEP-AYP	8	88%	14	86%	12	92%

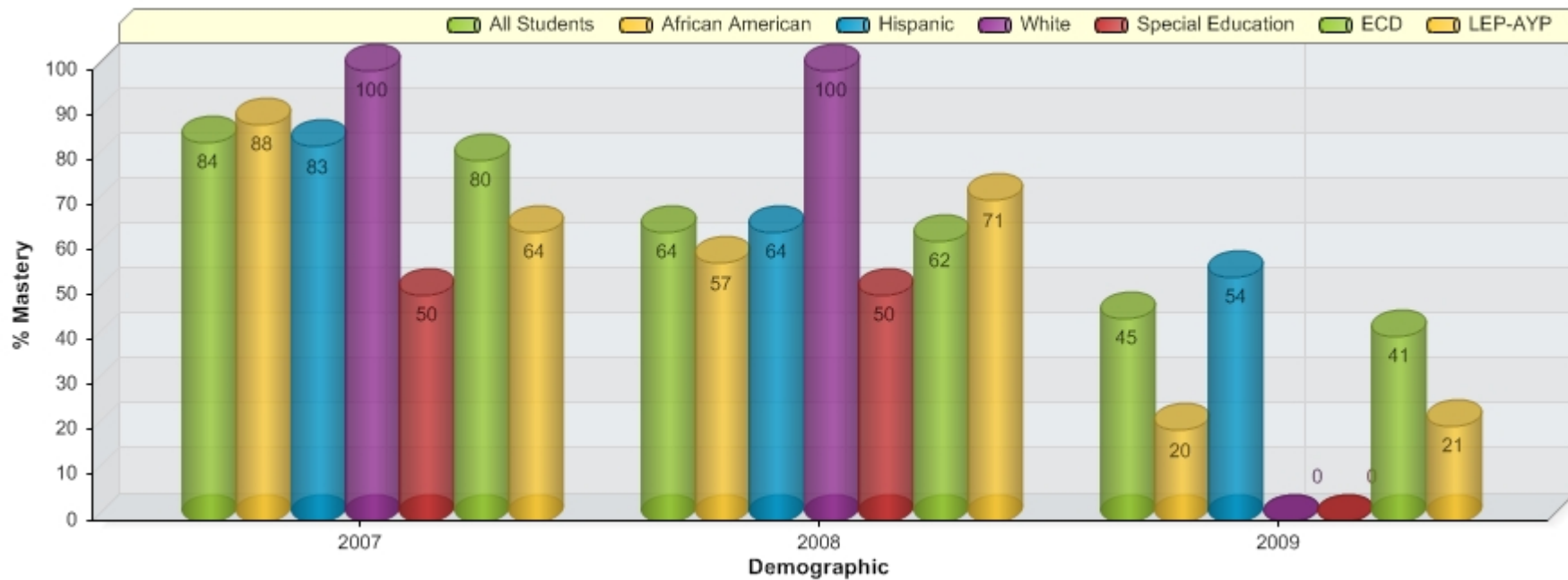




Demographic Longitudinal MILAM ELEMENTARY

Subject: Mathematics Language: English, Spanish
 Retests: Second Administration included if available Mastery: Calculated average Test Version(s): TAKS, TAKS-Acc

SubPopulation	Grade 06		Grade 06		Grade 06	
	2007		2008		2009	
	Num Tested	MetStrd %	Num Tested	MetStrd %	Num Tested	MetStrd %
All Students	38	84%	44	64%	53	45%
African American	8	88%	7	57%	10	20%
Hispanic	29	83%	36	64%	41	54%
White	1	100%	1	100%	2	
Special Education	2	50%	2	50%	3	
ECD	30	80%	39	62%	41	41%
LEP-AYP	11	64%	17	71%	14	21%

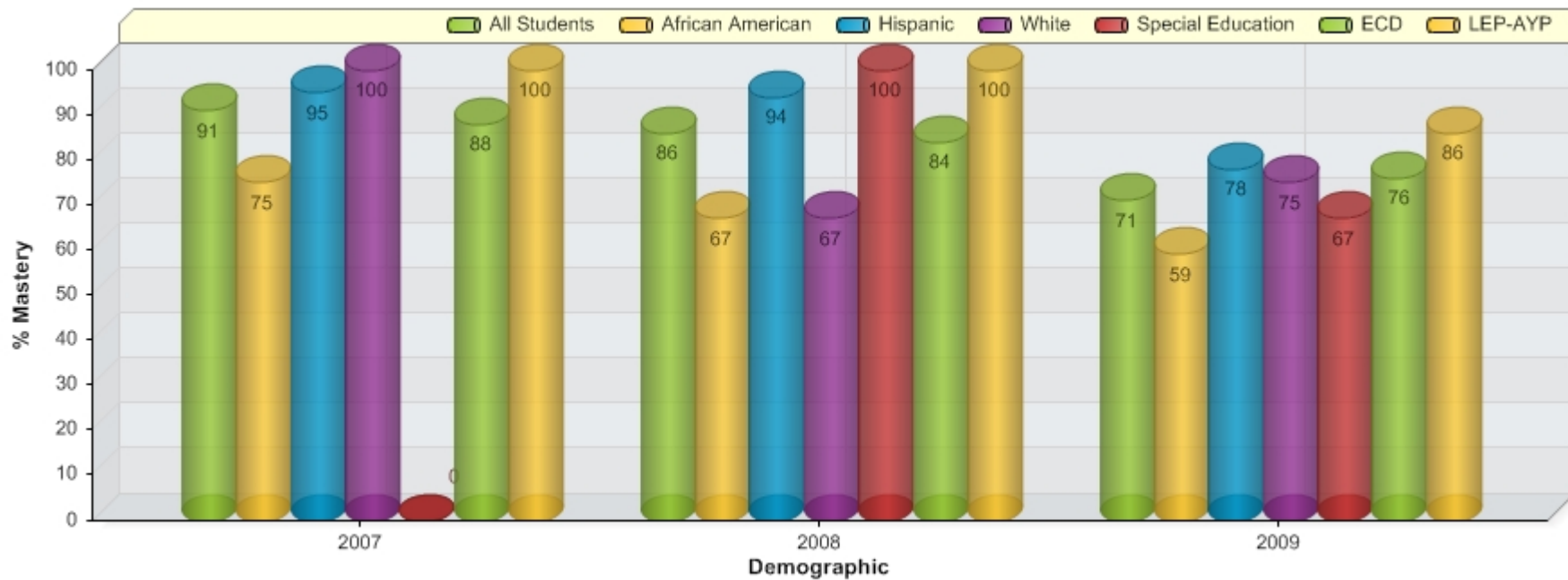




Demographic Longitudinal MILAM ELEMENTARY

Subject: Mathematics Language: English
 Retests: Second Administration included if available Mastery: Calculated average Test Version(s): TAKS, TAKS-Acc

SubPopulation	Grade 05		Grade 05		Grade 05	
	2007		2008		2009	
	Num Tested	MetStrd %	Num Tested	MetStrd %	Num Tested	MetStrd %
All Students	32	91%	44	86%	48	71%
African American	8	75%	9	67%	17	59%
Hispanic	22	95%	32	94%	27	78%
White	2	100%	3	67%	4	75%
Special Education	1		2	100%	3	67%
ECD	26	88%	38	84%	38	76%
LEP-AYP	4	100%	7	100%	7	86%

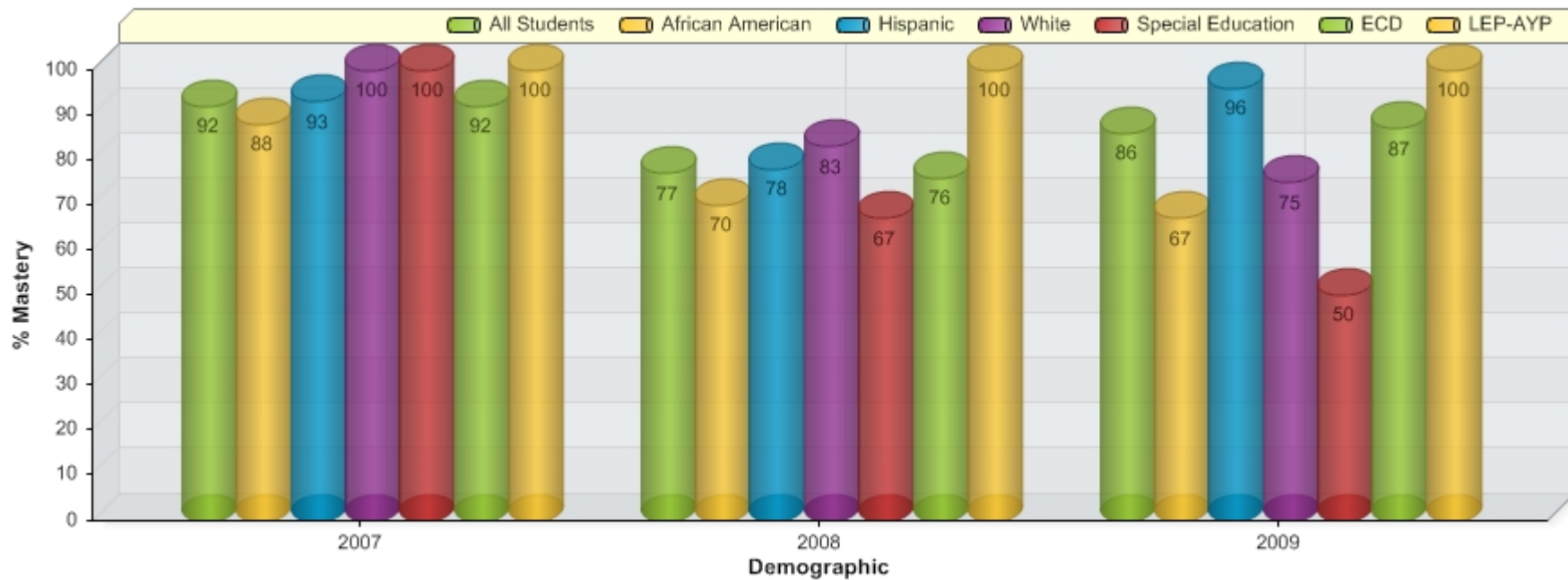




Demographic Longitudinal MILAM ELEMENTARY

Subject: Reading/ELA Language: English, Spanish
 Retests: Second Administration included if available Mastery: Calculated average Test Version(s): TAKS

SubPopulation	Grade 03		Grade 03		Grade 03	
	2007		2008		2009	
	Num Tested	MetStrd %	Num Tested	MetStrd %	Num Tested	MetStrd %
All Students	60	92%	43	77%	42	86%
African American	16	88%	10	70%	12	67%
Hispanic	40	93%	27	78%	26	96%
White	4	100%	6	83%	4	75%
Special Education	3	100%	6	67%	2	50%
ECD	50	92%	38	76%	31	87%
LEP-AYP	13	100%	9	100%	6	100%

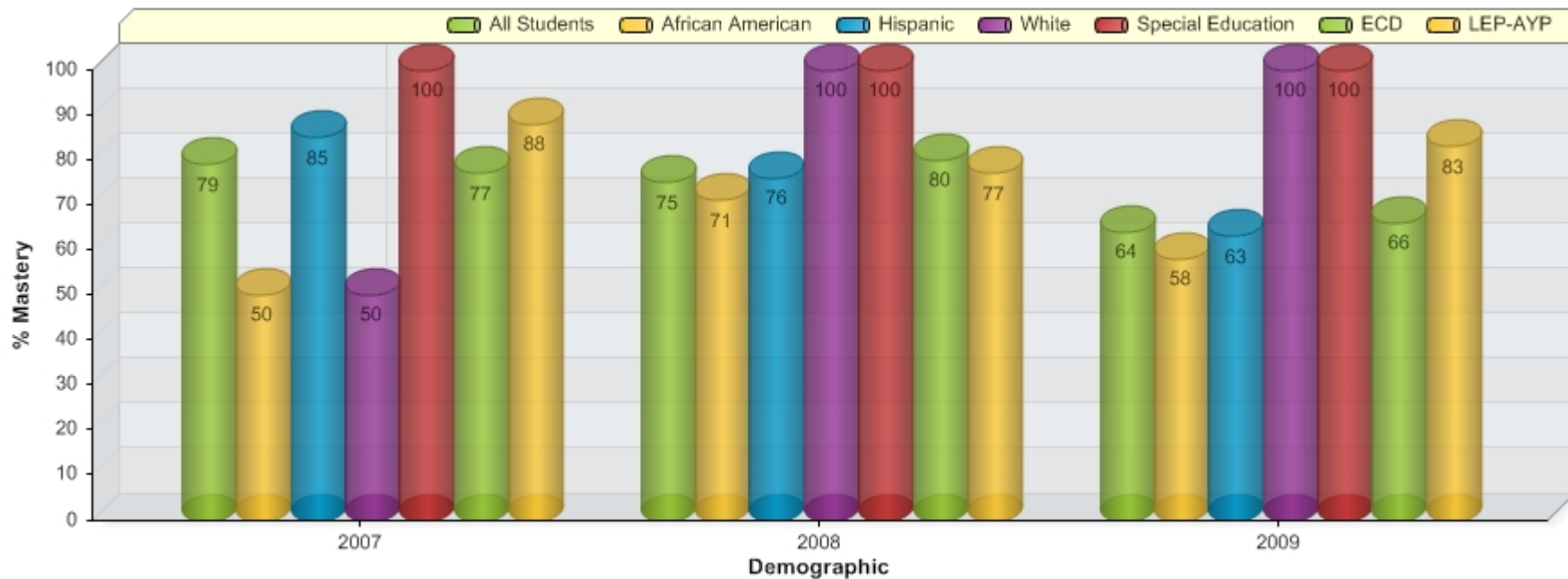




Demographic Longitudinal MILAM ELEMENTARY

Subject: Reading/ELA Language: English, Spanish
 Retests: Second Administration included if available Mastery: Calculated average Test Version(s): TAKS

SubPopulation	Grade 04		Grade 04		Grade 04	
	2007		2008		2009	
	Num Tested	MetStrd %	Num Tested	MetStrd %	Num Tested	MetStrd %
All Students	33	79%	57	75%	44	64%
African American	4	50%	17	71%	12	58%
Hispanic	27	85%	37	76%	30	63%
White	2	50%	3	100%	2	100%
Special Education	2	100%	2	100%	3	100%
ECD	30	77%	44	80%	38	66%
LEP-AYP	8	88%	13	77%	12	83%

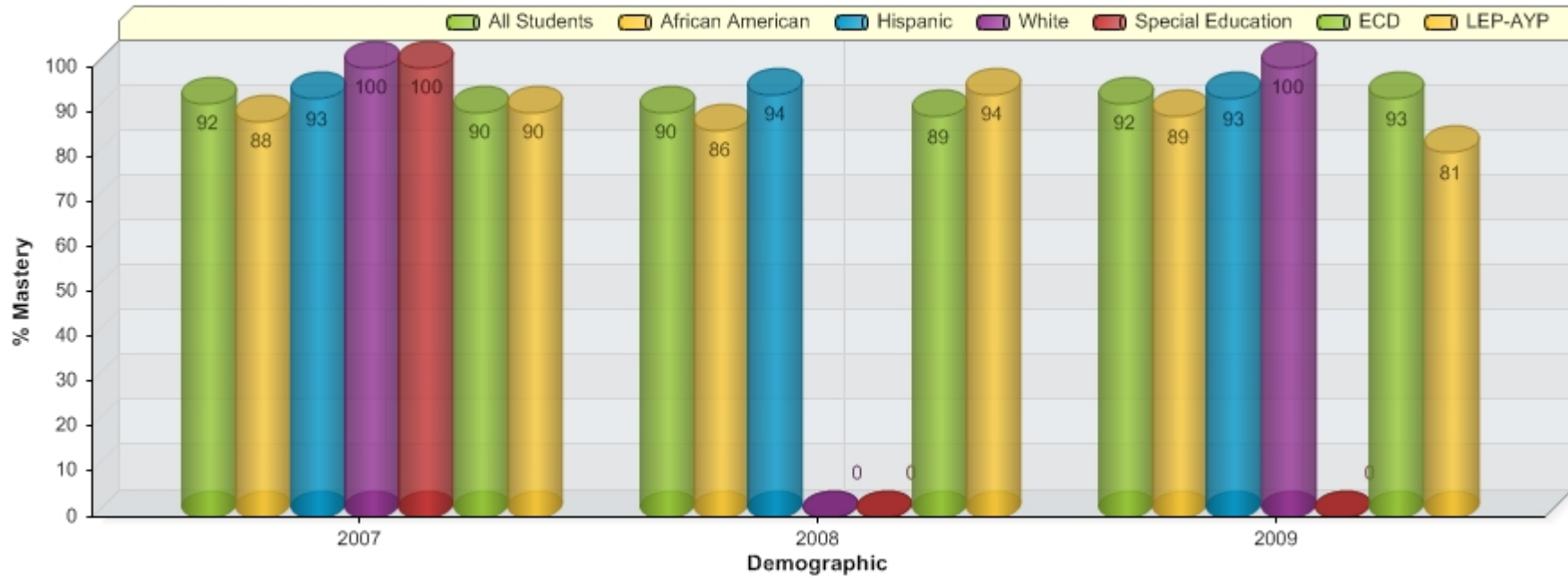




Demographic Longitudinal MILAM ELEMENTARY

Subject: Reading/ELA Language: English, Spanish
 Retests: Second Administration included if available Mastery: Calculated average Test Version(s): TAKS

SubPopulation	Grade 06		Grade 06		Grade 06	
	2007		2008		2009	
	Num Tested	MetStrd %	Num Tested	MetStrd %	Num Tested	MetStrd %
All Students	37	92%	42	90%	53	92%
African American	8	88%	7	86%	9	89%
Hispanic	28	93%	34	94%	42	93%
White	1	100%	1		2	100%
Special Education	1	100%	0		0	
ECD	29	90%	37	89%	41	93%
LEP-AYP	10	90%	17	94%	16	81%

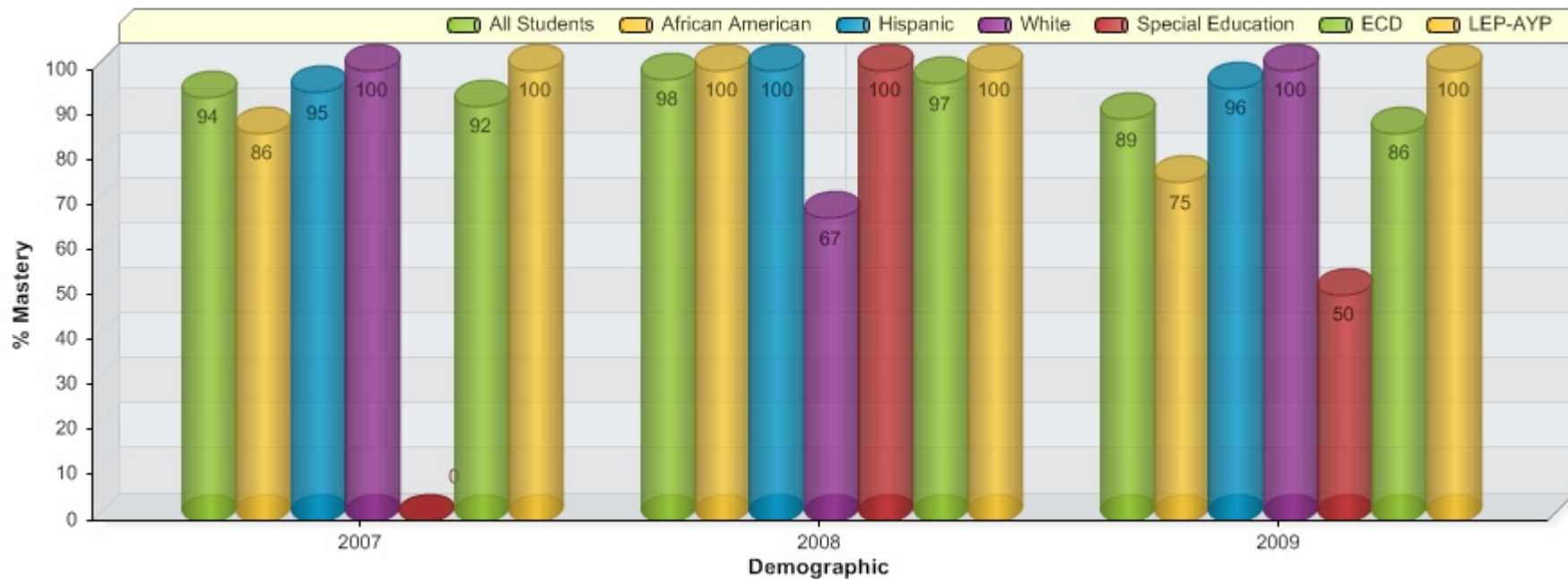




Demographic Longitudinal MILAM ELEMENTARY

Subject: Reading/ELA Language: English
 Retests: Second Administration included if available Mastery: Calculated average Test Version(s): TAKS

SubPopulation	Grade 05		Grade 05		Grade 05	
	2007		2008		2009	
	Num Tested	MetStrd %	Num Tested	MetStrd %	Num Tested	MetStrd %
All Students	31	94%	44	98%	46	89%
African American	7	86%	8	100%	16	75%
Hispanic	22	95%	32	100%	26	96%
White	2	100%	3	67%	4	100%
Special Education	0		1	100%	2	50%
ECD	25	92%	38	97%	36	86%
LEP-AYP	4	100%	7	100%	7	100%

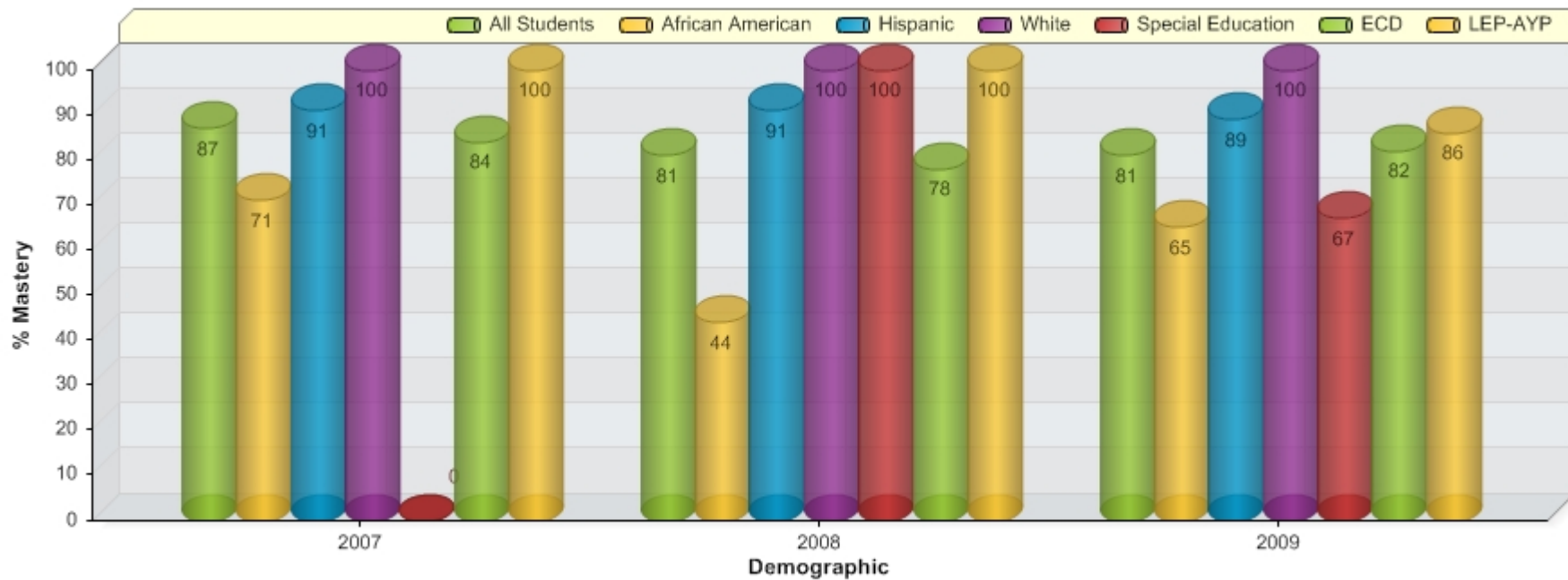




Demographic Longitudinal MILAM ELEMENTARY

Subject: Science Language: English
 Retests: Second Administration included if available Mastery: Calculated average Test Version(s): TAKS, TAKS-Acc

SubPopulation	Grade 05		Grade 05		Grade 05	
	2007		2008		2009	
	Num Tested	MetStrd %	Num Tested	MetStrd %	Num Tested	MetStrd %
All Students	31	87%	43	81%	48	81%
African American	7	71%	9	44%	17	65%
Hispanic	22	91%	32	91%	27	89%
White	2	100%	2	100%	4	100%
Special Education	0		2	100%	3	67%
ECD	25	84%	37	78%	38	82%
LEP-AYP	4	100%	7	100%	7	86%





Demographic Longitudinal MILAM ELEMENTARY

Subject: Writing Language: English, Spanish
 Retests: Second Administration included if available Mastery: Calculated average Test Version(s): TAKS, TAKS-Acc

SubPopulation	Grade 04		Grade 04		Grade 04	
	2007		2008		2009	
	Num Tested	MetStrd %	Num Tested	MetStrd %	Num Tested	MetStrd %
All Students	35	89%	58	84%	45	80%
African American	5	80%	16	81%	13	77%
Hispanic	28	89%	39	85%	29	79%
White	2	100%	3	100%	3	100%
Special Education	2	100%	4	50%	5	80%
ECD	31	87%	45	84%	38	84%
LEP-AYP	9	78%	13	92%	11	100%

