

Milam Elementary School
NCLB Campus Report Card
2007-2008

Student Participation in State Assessment

Participation of All Students in Mathematics Assessments

2007-2008

Student Group	# Students Enrolled	# Students Participating	% of Students Participating
All Students	240	240	100%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	235	235	100%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	23	23	100%
Limited English proficient students	28	28	100%
Econ/Disadvantaged students	225	225	100%
Migratory students	10	10	100%
Male	111	111	100%
Female	132	132	100%

2006-2007

Student Group	# Students Enrolled	# Students Participating	% of Students Participating
All Students	242	242	100%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	239	239	100%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	33	33	100%
Limited English proficient students	34	34	100%
Econ/Disadvantaged students	230	230	100%
Migratory students	12	12	12%
Male	128	128	100%
Female	118	118	100%

Participation of All Students in Reading/ELA Assessments

2007-2008

Student Group	# Students Enrolled	# Students Participating	% of Students Participating
All Students	240	239	100%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	235	234	100%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	23	23	100%
Limited English proficient students	28	28	100%
Econ/Disadvantaged students	225	224	100%
Migratory students	10	10	100%
Male	111	111	100%
Female	132	132	100%

2006-2007

Student Group	# Students Enrolled	# Students Participating	% of Students Participating
All Students	246	246	100%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	243	243	100%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	33	33	100%
Limited English proficient students	34	34	100%
Econ/Disadvantaged students	234	234	100%
Migratory students	13	13	100%
Male	128	128	100%
Female	118	118	100%

Student Achievement

Student Achievement Data are excerpted from the Texas Education Agency's Adequate Yearly Progress Campus Data Tables and Migratory Assessment Data from the on-line website <http://k12testing.tx.ncspearson.com/AssessmentResults/>

Student Achievement in Mathematics-Grade 3

2007-2008

Grade 3	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	80	66	83%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	78	64	82%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	18	13	72%
Econ/Disadvantaged students	77	63	82%
Migratory students	*	*	*
Male	36	28	78%
Female	44	38	86%

2006-2007

Grade 3	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	87	64	74%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	85	63	74%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	5	5	100%
Limited English proficient students	16	9	56%
Econ/Disadvantaged students	82	60	73%
Migratory students	6	3	50%
Male	42	32	61%
Female	45	32	71%

Student Achievement in Mathematics-Grade 4

2007-2008

Grade 4	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	79	65	82%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	78	64	82%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	6	4	67%
Limited English proficient students	8	5	63%
Econ/Disadvantaged students	73	60	82%
Migratory students	*	*	*
Male	33	27	82%
Female	46	38	83%

2006-2007

Grade 4	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	64	50	78%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	63	49	78%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	*	*	*
Econ/Disadvantaged students	58	44	76%
Migratory students	*	*	*
Male	28	19	68%
Female	36	31	86%

Student Achievement in Mathematics-Grade 5

2007-2008

Grade 5	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	68	61	90%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	66	59	89%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	*	*	*
Econ/Disadvantaged students	62	55	89%
Migratory students	*	*	*
Male	30	27	90%
Female	38	34	89%

2006-2007

Grade 5	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	66	57	86%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	66	57	86%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	5	1	20%
Econ/Disadvantaged students	65	56	86%
Migratory students	*	*	*
Male	38	31	82%
Female	26	24	92%

Student Achievement in Reading/Language Arts-Grade 3

2007-2008

Grade 3	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	81	72	89%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	79	70	89%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	18	13	72%
Econ/Disadvantaged students	78	69	88%
Migratory students	*	*	*
Male	36	29	81%
Female	45	43	96%

2006-2007

Grade 3	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	80	72	90%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	78	70	90%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	13	9	69%
Econ/Disadvantaged students	75	67	89%
Migratory students	8	7	88%
Male	38	33	87%
Female	42	39	93%

Student Achievement in Reading/Language Arts-Grade 4

2007-2008

Grade 4	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	78	61	78%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	77	60	78%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	6	2	33%
Limited English proficient students	8	5	63%
Econ/Disadvantaged students	72	56	78%
Migratory students	*	*	*
Male	33	25	76%
Female	45	36	80%

2006-2007

Grade 4	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	64	48	75%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	63	47	75%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	*	*	*
Econ/Disadvantaged students	58	43	74%
Migratory students	*	*	*
Male	27	17	63%
Female	37	31	84%

Student Achievement in Reading/Language Arts-Grade 5

2007-2008

Grade 5	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	68	60	88%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	66	58	88%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	6	4	67%
Limited English proficient students	*	*	*
Econ/Disadvantaged students	62	54	87%
Migratory students	*	*	*
Male	30	25	83%
Female	38	35	92%

2006-2007

Grade 5	# Students Who Completed the Assessment and a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All Students	64	52	81%
American Indian	*	*	*
Asian or Pacific Islander	*	*	*
Black, non-Hispanic	*	*	*
Hispanic	64	52	81%
White, non-Hispanic	*	*	*
Children with disabilities (IDEA)	*	*	*
Limited English proficient students	5	1	20%
Econ/Disadvantaged students	63	51	81%
Migratory students	*	*	*
Male	37	29	78%
Female	25	21	84%

Student Attendance Rates

2006-2007

Student Group	Attendance Rate
All Students	97.3%
African American	98.0%
Hispanic	97.3%
White	97.4%
Economically Disadvantaged	97.3%
Special Education	96.1%
Limited English Proficient	96.8%

2005-2006

Student Group	Attendance Rate
All Students	96.1%
African American	97.2%
Hispanic	96.1%
White	94.4%
Economically Disadvantaged	96.1%
Special Education	94.8%
Limited English Proficient	96.0%

Student Attendance Rates are excerpted from the Texas Education Agency's 2008 AYP State Data Table

TEXAS EDUCATION AGENCY

Final 2008 AYP Results for Harlingen CISD

Campus Number	District/Campus Name	State Rating	AYP Status	AYP Status Comments	Title I SIP Requirements
31903	Harlingen CISD	Academically Acceptable	Missed AYP	Mathematics (Performance)	None
1	Harlingen HS	Academically Acceptable	Missed AYP	Mathematics (Performance)	
2	Harlingen HS South	Academically Acceptable	Missed AYP	Mathematics (Performance)	
3	KEYS Academy	AEA: Academically Acceptable	Missed AYP	Mathematics (Performance)	
4	Cameron County JJAEP	Not Rated: Other	Not Evaluated	Other	
5	Early College High School	Exemplary	Not Evaluated	New Campus	
41	Coakley MS	Recognized	Missed AYP	Mathematics (Performance)	None
42	Memorial MS	Academically Acceptable	Meets AYP		None
43	Vernon MS	Academically Acceptable	Missed AYP	Reading/ Math (Performance)	None
44	Gutierrez MS	Academically Acceptable	Meets AYP		None
45	Moises Vela MS	Academically Acceptable	Missed AYP	Mathematics (Performance)	None
102	Austin EL	Recognized	Meets AYP		None
103	Bonham EL	Recognized	Meets AYP		None
104	Bowie EL	Exemplary	Meets AYP		None
105	Crockett EL	Recognized	Meets AYP		None
106	Dishman EL	Recognized	Meets AYP		None
107	Houston EL	Academically Acceptable	Meets AYP		None
108	Jefferson EL	Recognized	Meets AYP		None
109	Lamar EL	Recognized	Meets AYP		None
110	Ben Milam EL	Recognized	Meets AYP		None
111	Stuart Place EL	Recognized	Meets AYP		None
112	Travis EL	Recognized	Meets AYP		None
114	Zavala EL	Recognized	Meets AYP		None
116	Wilson EL	Academically Acceptable	Meets AYP		None
117	Treasure Hills	Recognized	Meets AYP		None
118	SAC	Not rated: Other	Not Evaluated	Other	
120	Long EL	Recognized	Meets AYP		None
122	Rodriguez EL	Recognized	Meets AYP		None
204	Edna Tamayo House	AEA: Academically Acceptable	Not Evaluated	Other	None

District not required to report this campus

Region :	01		
Organization :	Harlingen CISD	County-District:	031903
Campus Name :	BEN MILAM EL	Campus Number :	031903110

Number Of Teachers

	Regular	Special Ed
1. Total number of teachers in core academic subject areas :	27	3
2. Total number of teachers in core academic subject areas who meet the HQ requirements in their primary teaching assignment :	27	3
3. Total number of teachers in core academic subject areas who do not meet the HQ requirements in their primary teaching assignment :	0	0
4. Percentage of teachers who are HQ on all core subjects in their primary teaching assignment :	100.00	100.00
5. Percentage of teachers who are NOT HQ on all core subjects in their primary teaching assignment :	0.00	0.00
6. Of the teachers in #2 above, the number of teachers using each method for demonstrating competency :		
A. Passed ExCET or TExES in subject taught (elementary and secondary teachers).	21.0	3.0
B. Has college major or coursework equivalent to major in subject (secondary teachers only).	0.0	0.0
C. HOUSE A for elementary teachers.	6.0	0.0
D. HOUSE B for elementary teachers.	0.0	0.0
E. HOUSE for secondary teachers.	0.0	0.0
F. Secondary Special Education HOUSE.		0.0

District not required to report this campus

Region :	01		
Organization :	Harlingen CISD	County-District:	031903
Campus Name :	BEN MILAM EL	Campus Number :	031903110

Core Academic Subject Classes Taught by HQ Teachers

Subject	Regular				Special Education			
	A # of classes	B # of classes taught by HQ teachers	C % HQ	D % Not HQ	A # of classes	B # of classes taught by HQ teachers	C % HQ	D % Not HQ
Elementary (Grades PK-6): 1 teacher = 1 class								
1. All subjects	27	27	100.00	0.00	3	3	100.00	0.00
Secondary (Grades 7-12): Each section taught counts as 1								
2. English	0	0	0.00	0.00	0	0	0.00	0.00
3. Reading/Language Arts	0	0	0.00	0.00	0	0	0.00	0.00
4. Mathematics	0	0	0.00	0.00	0	0	0.00	0.00
5. Science	0	0	0.00	0.00	0	0	0.00	0.00
6. Foreign Languages	0	0	0.00	0.00	0	0	0.00	0.00
7. Civics and government	0	0	0.00	0.00	0	0	0.00	0.00
8. Economics	0	0	0.00	0.00	0	0	0.00	0.00
9. Arts	0	0	0.00	0.00	0	0	0.00	0.00
10. History	0	0	0.00	0.00	0	0	0.00	0.00
11. Geography	0	0	0.00	0.00	0	0	0.00	0.00
Total Secondary :	0	0	0.00	0.00	0	0	0.00	0.00
Grand Total (Elementary + Secondary) :	27	27	100.00	0.00	3	3	100.00	0.00
TOTAL % Highly Qualified:	100.00							

District not required to report this campus

Region :	01		
Organization :	Harlingen CISD	County-District:	031903
Campus Name :	BEN MILAM EL	Campus Number :	031903110

Number who are teaching on the following permits

Permit	# of teachers		# of classes	
	Elem. (PK-6)	Secondary (7-12)	Elem. (PK-6)	Secondary (7-12)
1. Emergency (for certified personnel)	0	0	0	0
2. Emergency (for uncertified personnel)	0	0	0	0
3. Non-renewable	0	0	0	0
4. Temporary Classroom Assignment	0	0	0	0
5. District Teaching	0	0	0	0
6. Temporary	0	0	0	0

Reasons for not being Classified as Highly Qualified in all Assignments

1. Number of elementary school classes taught by certified general education teachers who did not pass a subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSE.	0
2. Number of elementary school classes taught by certified special education teachers who did not pass a subject-knowledge test or have not demonstrated subject-matter competency through HOUSE.	0
3. Number of elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program).	0
4. Number of secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers).	0
5. Number of secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects.	0
6. Number of secondary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program).	0
7. Other	0

District not required to report this campus

Region :	01		
Organization :	Harlingen CISD	County-District:	031903
Campus Name :	BEN MILAM EL	Campus Number :	031903110

Bilingual/ ESL Teachers

1. Total number of Bilingual/ESL Teachers	14
2. Number of teachers appropriately certified as Bilingual/ESL.	14
3. Number of Bilingual/ESL teachers highly qualified in all appropriate content areas.	14
4. Number of Bilingual/ESL teachers that are both appropriately certified and highly qualified in all appropriate content areas.	14

FTEs of Special Education Teachers for Students by Age

	Students 3-5	Students 6-21
1. Number of special education FTEs that are highly qualified	0.00	3.00
2. Number of special education FTEs that are not highly qualified	0.00	0.00
3. Number of special education FTEs that are not required to be highly qualified	0.00	2.00

District not required to report this campus

Region :	01		
Organization :	Harlingen CISD	County-District:	031903
Campus Name :	BEN MILAM EL	Campus Number :	031903110

Highly Qualified Plan

1. Date of last revision to update the campus' highly qualified teacher plan or recruitment and retention plan		10/15/2007
2. Is the plan separate or part of the campus improvement plan?	Separate:	X
	CIP:	
3. Does the campus highly qualified teacher plan include strategies to ensure teachers, who are not highly qualified in all core academic subject areas taught, become highly qualified in a reasonable timeframe?	Yes:	
	No:	
	NA, Campus is 100% HQT all year:	X
4a. Did the campus send parent notifications to notify parents that their child's teacher was not highly qualified? (P.L. 107 - 110, Section 111(h)(6)(B)(iii))	Yes:	
	No:	
	No notification required:	X
b. If yes, how many teachers required notifications to be sent?		0
5. How does the district publicly report progress/status of highly qualified?		
Newspaper:	Website posting:	
District newspaper/newsletter/publications:	Public meeting (including school board meetings):	X
Letters to parents:	Other:	
6. Enter the date the district publicly reported HQT status.		11/13/2007
7. Does the campus plan or district plan address the equitable distribution of highly qualified and inexperienced teachers assignments for this campus?	Yes:	X
	No:	