

CISCO

Independent School District



*District Improvement Plan
2011-12*

Mission

The Cisco Independent School District operates on the premise that the function of the school is to produce academically competent, productive and responsible students. To this end, and in the belief that all students can learn, the school has pledged to fulfill the educational requirements necessary for students to be successful in their career pursuits after leaving public schools.

Priority Statement

By establishing an atmosphere of excellence, CISCO INDEPENDENT SCHOOL DISTRICT will empower students to become productive members of society through the acquisition of academic, vocational, and social skills.

State Board of Education – Academic Objectives

- 1. Parents will be full partners with educators in the education of their children.*
- 2. Students will be encouraged to meet their full academic potential.*
- 3. Through enhanced dropout prevention efforts, all students will remain in school until they receive a high school diploma.*
- 4. A well-balanced and appropriate curriculum will be provided to all students.*
- 5. Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.*
- 6. Qualified and highly effective personnel will be recruited, developed, and retained.*
- 7. Texas students will demonstrate exemplary performance in comparison to national and international standards.*
- 8. School campuses will maintain a safe and disciplined environment conducive to student learning.*

9. *Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.*
10. *Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.*

CISD Goals

GOAL 1 - The students of Cisco Independent School District will demonstrate mastery of all objectives in the core curriculum.

GOAL 2 - A qualified, highly trained staff will provide a challenging, well- balanced curriculum so that all students will meet their full academic and individual potential.

GOAL 3 - Cisco Independent School District will provide opportunities for students to become shareholders in the community and to develop a work ethic, accountability, and responsibility.

GOAL 4 - Cisco Independent School District will increase parental and community involvement, awareness, and communication.

GOAL 5 - The Cisco I.S.D. will continue to evaluate and work with community/county/state law agencies, Region XIV-E.S.C., parents, staff, and patrons to ensure that all students maximize their attendance and the effectiveness of time-on-task during the academic year.

GOAL 6 - The Cisco I.S.D. will investigate data to determine the effectiveness of reaching stated academic goals with all Federal Programs, Compensatory Education, E.S.L., Gifted Education, Technology & Vocational Programs, Special Education, “504”, and any other applicable student program.

CNA Summary

During the 2010-11 school year, all personnel participated in the comprehensive needs assessment process. Personnel were divided into committees to review data and make recommendations for improvement. Based on the CNA process, the following key areas were determined as needs:

School Culture and Climate

Strengths	Areas of Need	Data Reviewed	Correlation with Improvement Plans
1. Relationships between teachers, students, and parents 2. Support from administration and school board 3. Support systems established for students of military parents, bereavement groups and crisis groups working through Region 14 4. Parent communication - more ESL parents viewing grades, electronic sign, SchoolReach program, improvement of newspaper articles 5. Attendance - attendance officers communicating with parents and motivating students 6. Traditions 7. High expectations of staff and students	1. Improve attendance 2. Parent Involvement 3. School unity, bring all groups together	AEIS Longitudinal Data, Elementary parent surveys, Committee surveys	CISD - Goal 6 CES- Goal 6 CJC - Goal 6 CHS - Goal 6 CLC - Goal 6

Demographics

Strengths	Areas of Need	Data Reviewed	Correlation with Improvement Plans
<p>1. Stability in student population - no decline as seen in other districts</p> <p>2. Low student-teacher ratios</p> <p>3. Very strong RTI program at CES</p> <p>4. No over/under representation in any subgroup in special education</p> <p>5. Near 100% graduation/ completion rate of students</p>	<p>1. Retention of homeless students defined by McKinney/Vento</p> <p>2. Teacher salaries, especially those with 0-5 years experience, impact retention.</p> <p>3. Economic growth needed to impact mobility.</p> <p>4. Low percentage of minority faculty and staff</p> <p>5. Pregnant students will have option of attending CLC</p>	<p>AEIS Longitudinal Data, Special Program rosters, committee survey</p>	<p>CISD - Goal 6 CES- Goal 1,6 CJC - Goal 1,6 CHS - Goal 1,6 CLC - Goal 1,6 CISD-Goal 6 CLC-Goal 5</p>
<p><u>Comments:</u> Homeless students rarely stay in Cisco. Teachers shall observe and report any physiological needs to Mrs. Patterson. A large increase in single parents and/or pregnant students requesting transfer to CLC due to no other district in the area with an accelerated program.</p>			

Staff Quality, Recruitment, & Retention

Strengths	Areas of Need	Data Reviewed	Correlation with Improvement Plans
<p>1. Low teacher-student ratios</p> <p>2. Curriculum and athletics work well together</p> <p>3. Low turnover rate</p> <p>4. Welcoming administration</p> <p>5. High numbers of experienced teachers</p>	<p>1. Recruitment of new staff.</p> <p>2. Day care (school operated, discounted child care, college student participation) Possibly pursue arrangement with Jr Lobo Academy for teacher discount</p> <p>3. Junior High is the campus with highest turnover.</p> <p>4. Better ethnicity representation on site-based committees</p> <p>5. Housing</p> <p>6. Summer school opportunities for teachers</p> <p>7. High percentages of male staff on faculty.</p>	<p>AEIS Longitudinal Data, committee survey</p>	<p>CISD - Goal 2 CES- Goal 1,2 CJC - Goal 2 CHS - Goal 2 CLC - Goal 2</p>
<p><u>Comments:</u> Beginning teacher salary is difficult for a single person.</p>			

Curriculum

Strengths	Areas of Need	Data Reviewed	Correlation with Improvement Plans
<ol style="list-style-type: none"> 1. TAKS scores/commended performance 2. Gold performance awards in several areas in all subgroups 3. Dedicated teachers who care about the whole child 4. Campus cooperation among the different academic disciplines, athletics, fine arts, and agriculture 5. Extra-curricular activities/intervention programs to keep students involved and on track. 6. Searching for grants/accessibility to technology is a priority. 7. Availability of career courses, dual credit courses and high school courses at junior high 8. Vertically aligned curriculum with C-Scope 9. Computer accessibility with laptop carts 	<ol style="list-style-type: none"> 1. Technology alignment-compatibility of programs 2. Continue to update curriculum to reflect newest TEKS/college readiness standards 3. Attend inservice to insure curriculum matches STARR and EOC testing 4. Consider # of student trips allowed to maximize time in class. 	<p>AEIS Longitudinal Data, committee survey</p>	<p>CISD - Goal 1,6 CES- Goal 1,6 CJC - Goal 1,6 CHS - Goal 1,6 CLC - Goal 1,6</p>
<p><u>Comments:</u> All computers need the same Office Suite so that compatibility is not an issue.</p>			

Technology

Strengths	Areas of Need	Data Reviewed	Correlation with Improvement Plans
1. Teachers' ability to use technology 2. Online grade book 3. Distance learning district wide 4. Technology department is responsive to teacher needs 5. District wide network communication (email, blogs, etc) with teacher WebPages/new website	1. Software that is compatible from computer to computer 2. Increase number of interactive whiteboards 3. Improving standardized assessment to cover the TEKS 4. Our online system adding the ability to pay for and track lunch and breakfast accounts 5. Implementing parent nights that would show parents: teacher blogs, online AR, online grade book, etc. 6. Staff Back-ups	Star Chars, Self reports, Tech Work orders, technology report	CISD - Goal 1 CES- Goal 1 CJC - Goal 1 CHS - Goal 1 CLC - Goal 1
<u>Comments:</u> All computers need the same Office Suite so that compatibility is not an issue. Increased hardware or facilities for computer lab access.			

The district site-based committee and administrative team have reviewed the CNA recommendations to support the CISD goals with appropriate activities. Data reviewed included:

- Disaggregated Attendance Data, Student Performance Data, and Drop-out Rates
- Evaluations of the Level of Parental Involvement;
- Involvement of Teachers in Determining Needs for Staff Development;
- Class Size Data (K-5) and Teacher/Pupil Ratio (K-12);
- School Violence Incident Data; Tobacco, Alcohol, and Other Drug Use Incident Data;
- Evaluations of Policies/Procedures to Ensure a Positive Impact on Student;
- Six Weeks Failure Reports; and Six Weeks Informal Observation Reports.

Longitudinal data tables are attached to the Improvement Plan.

DISTRICT & CAMPUS PLANNING COMMITTEE

Kelly W. West, Chair
Tim Barton, Trustee

Cassidy McBrayer, co-chair
Caryn Greene, Trustee

Terri Hanlon, Finance

Amy Dodson, LRC

Brooks Eoff, Technology

Representative	Cisco HS/CLC	Cisco JH	Cisco Elem.
Chair	Craig Kent Julie Patterson	Mark Lewis	Sharon Wilcoxon
Prof. Elected -3yr	Susan Riggs	Julie Brunson	Kay Rains
Prof. Elected -2yr	Jennifer Webber	Scott Slagle	Sam Scroggins
Prof. Elected -1yr		Sharon Lee	Melissa Starr
Appointed - 1yr	Bert Elliott	Leah Lambeth	Cathy Berryman
Appointed - 1yr	Bethney Jacobs		Deborah Hull
Appointed - 1yr	Amy Dodson	Carol Ann Slagle	Beverly Harrell
Community	Gary Stennett	Dana Lewis	April Hearne
Community	Lee Lewis	John Yates	Janice Hobbs
Community	Van Reynolds	Jerry Dodson	Lonnie Pevey
Parent	Sam Scott	Media Roberts	Julie Brunson
Parent	Glen Nicks	Mary Ann Stuart	Vicki Elliot
Parent	Marla White		Angie Sylva
Additional Staff	Tabitha Francks		
Additional Staff	Tooter Draper	Tooter Draper	RaDonna Burleson
Additional Staff	Erin Schaefer	Kelly Jo West	Kathy Conring

Goal 1 - The students of Cisco Independent School District will demonstrate mastery of all objectives in the core curriculum.					
Activity	Persons Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Administration will give a quantitative report on the measureable gain toward achieving the stated goal that shall cover the following instructional areas: math, language arts, reading, writing, science, and social studies	Administration Team	199 Eduphoria-(\$4950.00) ESC-Counselor Consortium (\$350.00)	July 2011 for 10-11 data, July 2012 for 11-12 data	six weeks reports, benchmarks	AEIS data, promotion/retention reports
Fiscal support will be maximized to ensure a quality education for all children in the core subject areas.	Administration and Board of Trustees	2011-12 budget, 2011-12 Grant allocations TxEIS System (\$20,000)	August 2011	Budget	Budget
Instructional objectives will be sequenced district-wide to maximize instructional opportunities and effectiveness for all students	Curriculum committees, Administration	199 CSCOPE - (\$5600.00)	ongoing	six weeks reports, benchmarks	AEIS data, promotion/retention reports

Goal 2- A qualified, highly trained staff will provide a challenging, well-balanced curriculum so that all students will meet their full academic and individual potential.

Activity	Persons Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Professional vacancies will be identified to determine areas of need and potential for growth or absorption.	Administration, Site-based committee	199 TxEIS System (\$20,000) schedules, class demographics, course registrations	ongoing	schedules, personnel roster	schedules, personnel roster
Professionals and paraprofessionals will be evaluated to determine effectiveness of all instructional staff.	Administration	199 Eduphoria PDAS - (\$700)	ongoing	PDAS reports, Student Performance Data	PDAS reports, Student Performance Data
Recruitment practices will be utilized to attract highly qualified staff members.	Administration	199- University Job Fairs (\$500)	Spring	personnel roster	personnel roster

Goal 3-Opportunities will be provided for students to become shareholders in the community and to develop a work ethic, accountability, and responsibility.

Activity	Persons Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Opportunities for community service and service learning projects will be incorporated into the general curriculum.	Teachers, CATE department	199 CATE funding	ongoing	lesson plans	lesson plans
The student code of conduct will be reviewed to determine needs for ensuring a safe and drug-free learning environment.	Administration	TASB	Summer 2011	Student Code of Conduct, Discipline referrals	Student Code of Conduct, Discipline reports
Responsibility, self-control, manners, values, anger-management, conflict resolution, dating violence, suicide awareness, etc will be incorporated into the curriculum.	Counselors, Teachers, Administration	ESC 14, Paws Laws, assemblies, Capturing Kids' Hearts, <i>Worth the Wait</i> – Open Door, Scott & White	ongoing	lesson plans, discipline reports	lesson plans, discipline reports

Goal 4 - CISD will increase parental and community involvement, awareness, and communication					
Activity	Persons Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
The Campus Administration and instructional staffs will develop a plan that describes existing strategies and to provide more opportunities for C.I.S.D. patrons and parents to come into the various buildings for the purpose of gaining insight into the programs and opportunities for students at each campus.	Administration, Counselors	PTA	ongoing	sign-in sheets, parent meetings	sign-in sheets, parent meetings
The Campus Administration and instructional staffs will develop a plan for an organized volunteer program to help students at all levels. This plan may describe the specifics of such elements as organization, needed support areas, documentation of volunteer service time, continuation/inclusion of existing volunteer programs, training, supervision, etc.	Administration, Counselors	TASB	ongoing	sign-in sheets, parent meetings	sign-in sheets, parent meetings

Goal 5- The Cisco I.S.D. will continue to evaluate and work with community/county/state law agencies, Region XIV-E.S.C., parents, staff, and patrons to ensure that all students are exposed to a drug-free and safe learning environment.					
Activity	Persons Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
The Cisco I.S.D. will continue to ensure that all students are exposed to a drug-free and safe learning environment.	Counselors, Teachers, Administration	ESC 14, Paws Laws, assemblies	ongoing	discipline reports	discipline reports

Goal 6- The Cisco I.S.D. will investigate data to determine the effectiveness of reaching stated academic goals with all Federal Programs, Compensatory Education, E.S.L., Gifted Education, Technology & Vocational Programs, Special Education, “504”, and any other applicable student program.

Activity	Persons Responsible	Resources	Timeline	Formative Evaluation	Summative Evaluation
Administration will give a quantitative report on the measureable gain toward achieving the stated goals for all special populations.	Administration Team, Special Populations Director	199 Eduphoria-(\$4950.00) ESC-Counselor Consortium (\$350.00)	July 2011 for 10-11 data, July 2012 for 11-12 data	six weeks reports, benchmarks	AEIS data, promotion/retention reports
Fiscal support will be maximized to ensure a quality education for all children in special population sub-groups.	Administration and Board of Trustees	2011-12 budget, 2011-12 Grant allocations TxEIS System (\$20,000)	August 2011	Budget	Budget

Programs and Provisions

State Compensatory Education Programs

Cisco ISD uses the following methods to determine need for state compensatory education distribution and spending: The district disaggregates AEIS information for the core subject areas at the district and campus level. Additional data is reviewed concerning drop-out rate, subpopulations and HS completion. Projected 2011-12 expenditures for state compensatory funded programs total approximately \$650,000. Programs funded throughout the district include:

- TAKS remediation programs
- Tutorials
- Math and reading labs
- Intervention
- Support personnel
- Alternative Education programs
- Credit Recovery

Title I

The district receives its Title I, Part A entitlement and subtracts reservation amounts to determine the amount of Title I, Part A funds available for campus allocations. The projected 2011-12 expenditures for Title I, Part A programs total approximately \$279,000. Programs funded through the Title I, Part A allocations include:

- Comprehensive needs assessment
- Meeting needs of at-risk learners
- Quality learning time
- Parent involvement
- Professional development
- Teacher quality
- Transition
- Response to Intervention
- Coordination of services

Dating Violence

CISD strives to ensure that all of its students and employees are free from bullying, sexual harassment, dating violence, and sexual violence. The District has adopted policies to insure every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Definition: Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other person for the purpose of establishing and maintaining power and control.

A Notice of Parent and Students Rights: Bullying, Sexual Harassment, Dating Violence and Sexual Violence is included in the Student Code of Conduct. Concerns should be addressed to the campus principal.

Complaints are documented and investigated in accordance with CISD policy and guidelines. Any staff member who observes an incident that involves physical or sexual assault or threats will report the incident immediately to the principal. Any staff member who learns of an incident or threat may submit a Complaint Form on behalf of the victim.

Administrators and faculty members receive annual awareness training during in-service days in August.

Students in grades 7-12 also receive age-appropriate dating and sexual violence education.

Dyslexia

Dyslexia is a neurological disorder manifested by a difficulty in learning to read, write, or spell despite conventional instruction, adequate intelligence, and socio-cultural opportunity. It varies in the degree of severity and its primary characteristic is difficulty with phonological processing.

Cisco ISD follows Texas Education Agency (TEA) guidelines for identifying dyslexia students. These guidelines are mandated by the Texas Education Code (TEC) and require testing students for dyslexia and providing instruction for students with dyslexia. In addition, CISD provides ongoing training for educators regarding dyslexia.

CISD in compliance with TEC has developed procedures for:

- Data Gathering
- Formal Assessment
- Identification of students
- Providing instruction

Dyslexia students are provided a multisensory reading approach that includes the instructional components mandated in Texas Administrative Code (TAC). These services are provided on the student's home campus by a trained teacher.

Suicide Prevention

1. The following updated intervention plan is to be implemented on each campus in the Cisco Independent School District:
 - a) When a student threatens or attempts suicide, the counselor, nurse, principal, or associate principal who first learns of the threat or attempt will talk with the student immediately. At this time, the staff member involved will obtain a "no harm" agreement from the student.
 - b) With the student's knowledge, the school official will telephone a parent or guardian and request that he or she come to school at once. When the parent or guardian arrives, he or she is to be informed that the student is in crisis and needs to receive counseling services from a qualified mental health practitioner. At this time, the parent should be given the names of qualified professionals in the community who can provide these services.
 - c) With the written permission of the parent or guardian, a school counselor will schedule a counseling session with a professional counselor that will include the student and parent or guardian.
 - d) If school personnel have difficulty contacting a parent or guardian, the school staff member that is working with the student will arrange to have someone remain with the student until a parent or guardian can be contacted.
 - e) If a parent or guardian is reached and does not give his or her permission for counseling, a school staff member will have the parent or guardian sign the Cisco Independent School District Notification of Emergency Conference.
 - g) The school staff member that is working with the student will notify other personnel such as the student's counselor, nurse, and principal of the action taken.
2. It is the principal's responsibility to see that all staff members who are responsible for implementing this plan are thoroughly familiar with it.

Violence Prevention and Conflict Management

- CISD has the goal of providing every student a safe environment conducive to learning.
- Priorities include prevention, intervention, and enforcement.
- Ways these goals are reached include:
 - A good relationship with the Cisco Police Department. CISD keeps open communication with law enforcement. School officials are notified when students are arrested off school property for felony, drug or weapon related offenses and in turn, campus administrators and appropriate personnel are notified.
 - A good relationship with Child Protective Services
 - The process of prevention, intervention, and enforcement begins with the teacher: The teacher, possibly in coordination with the counselor, has a variety of classroom management techniques available for use (including: special curriculum, warnings, counseling, contracts, isolation, detention, work detail, etc).
 - Office referrals are official documents that could result in anything from a warning to expulsion from school. Some possible dispositions include:
 - In School Suspension (short term (ISS) up to 5 days) where a student is isolated on the campus but out of the classroom
 - Reassignment Center (DAEP)
 - Suspension (short term up to 3 days) where the student stays at home under parent supervision
 - Behavior Management Program
 - Expulsion (long term loss of school attendance privileges)
- A student is not allowed on any CISD campus or at any school activity while in DAEP placement or while expelled.
- If a student is out of control and is beyond ordinary measures, school personnel might use physical restraint if the student is a threat to himself or others or refuses a lawful directive.
- If an illegal weapon is involved, the police are called immediately and charges are filed. According to the Gun-Free Schools Act and the Texas Education Code, the possession of a firearm on or within 300 feet of school property is a felony and is grounds for a one-year expulsion.

*Longitudinal Data analyzed for development
of goals and activities*

Grade 3						
	2008-09		2009-10		2010-11	
	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Math	Percent met Standard, Reading
All Students	88	94	89	96		
Hispanic	78	89	*	*		
White	89	95	88	96		
Economically Disadvantaged	81	92	85	94		

Grade 4									
	2008-09			2009-10			2010-11		
	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Writing	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Writing	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Writing
All Students	86	85	85	89	85	89			
Hispanic	75	86	50	86	71	86			
White	87	84	90	89	87	89			
Economically Disadvantaged	75	86	77	85	81	88			

Grade 5									
	2008-09			2009-10			2010-11		
	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Science	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Science	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Science
All Students	87	93	96	84	88	95			
Hispanic	100	100	100	75	75	100			
White	85	91	96	85	89	94			
Economically Disadvantaged	85	88	94	78	83	97			

Grade 6						
	2008-09		2009-10		2010-11	
	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Math	Percent met Standard, Reading
All Students	91	93	81	94		
Hispanic	100	90	90	100		
White	89	94	79	93		
Economically Disadvantaged	87	87	81	91		

Grade 7									
	2008-09			2009-10			2010-11		
	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Writing	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Writing	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Writing
All Students	81	89	95	98	92	96			
Hispanic	67	63	86	91	75	91			
White	82	93	96	100	97	97			
Economically Disadvantaged	75	85	97	96	85	96			

Grade 8													
	2008-09				2009-10				2010-11				
	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Science	Percent Met Standard, Social Stud.	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Science	Percent Met Standard, Social Stud.	Percent Met Standard, Math	Percent met Standard, Reading	Percent Met Standard, Science	Percent Met Standard, Social Stud.	
All Students	83	86	65	88	85	92	81	97					
Hispanic	83	100	67	100	*	*	*	*					
White	85	86	67	96	86	92	81	97					
Economically Disadvantaged	75	84	56	79	83	92	78	94					

Grade 9						
	2008-09		2009-10		2010-11	
	Percent Met Standard, Math	Percent met Standard, Reading/ELA	Percent Met Standard, Math	Percent met Standard, Reading/ELA	Percent Met Standard, Math	Percent met Standard, Reading/ELA
All Students	86	94	82	96		
Hispanic	67	67	71	86		
White	90	98	83	98		
Economically Disadvantaged	92	89	74	92		

Grade 10													
	2008-09				2009-10				2010-11				
	Percent Met Standard, Math	Percent met Standard, Reading/ELA	Percent Met Standard, Science	Percent Met Standard, Social Stud.	Percent Met Standard, Math	Percent met Standard, Reading/ELA	Percent Met Standard, Science	Percent Met Standard, Social Stud.	Percent Met Standard, Math	Percent met Standard, Reading/ELA	Percent Met Standard, Science	Percent Met Standard, Social Stud.	
All Students	79	91	80	95	94	96	91	98					
Hispanic	50	75	63	100	80	100	80	100					
White	83	96	83	94	95	95	92	98					
Economically Disadvantaged	62	86	65	88	96	96	88	96					

Exit Level													
	2008-09				2009-10				2010-11				
	Percent Met Standard, Math	Percent met Standard, Reading/ELA	Percent Met Standard, Science	Percent Met Standard, Social Stud.	Percent Met Standard, Math	Percent met Standard, Reading/ELA	Percent Met Standard, Science	Percent Met Standard, Social Stud.	Percent Met Standard, Math	Percent met Standard, Reading/ELA	Percent Met Standard, Science	Percent Met Standard, Social Stud.	
All Students	87	95	89	100	94	96	98	100					
Hispanic	75	93	75	100	100	83	100	100					
White	89	95	92	100	94	98	98	100					
Economically Disadvantaged	77	87	82	100	96	96	100	100					

Student Count By Grade	2010-11 *As of end of school year	2009-10	2008-09
Early Ed	3	3	5
Pre-K	31	34	25
K	71	69	46
1	59	46	69
2	52	62	52
3	62	59	54
4	56	50	67
5	53	68	60
6	62	60	54
7	67	57	71
8	59	70	54
9	68	71	73
10	51	59	78
11	46	70	64
12	54	70	78
Total	794	848	850

Ethnicity	2010-11	2009-10	2008-09
African American		3.1%	2.6%
Hispanic		15.4%	15.9%
White		80.5%	80.4%
Native American		0.4%	0.6%
Asian		0.6%	0.6%
Economically Disadvantaged		62.7%	56.5%
Limited English Proficient		1.9%	1.5%
At-risk		29.0%	32.0%

Teacher Demographics	2010-11	2009-10	2008-09
# Teachers		93.8	93.2
# Professional support		8.5	8.3
# Campus Administration		6.2	4.5
# Educational Aides		28	27.5
Teacher Ethnicity			
African American		0.0%	0.0%
Hispanic		0.5%	0.5%
White		99.5%	99.5%
Females		75.0%	74.0%
Males		25.0%	26.0%
Experience			
Beginning Teachers		3.2%	9.7%
1-5 year Teachers		23.4%	17.9%
6-10 Year Teachers		21.3%	24.7%
11-20 Year Teachers		28.8%	22.5%
Over 20 Years Experience		23.3%	25.2%
Average # Students per teacher		9.0	9.1