

DISTRICT NAME: LEANDER
CAMPUS NAME: LEANDER MIDDLE Campus Rating: Exemplary
CAMPUS NUMBER: 246913042 Grade Span: 06 - 08

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

| Performance Results | 2010 | | | | 2009 | | | | Required Improvement | | | 2010 TPM | | | Status by Measure | | | | |
|-------------------------------------|----------------|---------------|-------------|-----------|----------------|---------------|-------------|--------------|----------------------|----|---------|----------------------|---------------|---------------|-------------------|----|-----|------|-----|
| | Number Met Std | Number Taking | Pct Met Std | Stu Grp % | Number Met Std | Number Taking | Pct Met Std | Met Min Size | Act Chg | RI | Met RI? | Number Met Std w/TPM | Number Taking | Pct Met w/TPM | STD | RI | TPM | EXCP | *** |
| Reading/ELA (70%/80%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 601 | 649 | 93% | 100% | 581 | 653 | 89% | | 4 | | | 638 | 649 | 98% | EX | - | - | - | EX |
| African Amer | * | * | 88% | 8% | * | * | 95% | | -7 | | | * | * | 96% | - | - | - | - | - |
| X Hispanic | 211 | 234 | 90% | 36% | 182 | 212 | 86% | | 4 | | | 226 | 234 | 97% | EX | - | - | - | EX |
| X White | * | * | 95% | 53% | 344 | 382 | 90% | | 5 | | | * | * | > 99% | EX | - | - | - | EX |
| X Econ Disadv | 319 | 353 | 90% | 54% | 250 | 296 | 84% | | 6 | | | 345 | 353 | 98% | EX | - | - | - | EX |
| Writing (70%/80%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 216 | 230 | 94% | 100% | 184 | 202 | 91% | | 3 | | | 216 | 230 | 94% | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - |
| X Hispanic | 81 | 88 | 92% | 38% | 66 | 72 | 92% | | 0 | | | 81 | 88 | 92% | EX | - | - | - | EX |
| X White | 114 | 121 | 94% | 53% | 97 | 108 | 90% | | 4 | | | 114 | 121 | 94% | EX | - | - | - | EX |
| X Econ Disadv | 108 | 117 | 92% | 51% | 85 | 96 | 89% | | 3 | | | 108 | 117 | 92% | EX | - | - | - | EX |
| Social Studies (70%/80%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 98% | 100% | 195 | 202 | 97% | | 1 | | | * | * | > 99% | EX | - | - | - | EX |
| African Amer | * | * | > 99% | * | * | * | > 99% | | * | | | * | * | > 99% | - | - | - | - | - |
| X Hispanic | * | * | > 99% | * | * | * | 96% | | * | | | * | * | > 99% | EX | - | - | - | EX |
| X White | * | * | 96% | 53% | 128 | 133 | 96% | | 0 | | | * | * | > 99% | EX | - | - | - | EX |
| X Econ Disadv | * | * | 98% | * | 79 | 84 | 94% | | 4 | | | * | * | > 99% | EX | - | - | - | EX |
| Mathematics (60%/80%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | 591 | 651 | 91% | 100% | 561 | 655 | 86% | | 5 | | | 614 | 651 | 94% | EX | - | - | - | EX |
| African Amer | 42 | 49 | 86% | 8% | 33 | 38 | 87% | | -1 | | | 45 | 49 | 92% | - | - | - | - | - |
| X Hispanic | 216 | 237 | 91% | 36% | 176 | 214 | 82% | | 9 | | | 223 | 237 | 94% | EX | - | - | - | EX |
| X White | 313 | 345 | 91% | 53% | 330 | 381 | 87% | | 4 | | | 326 | 345 | 94% | EX | - | - | - | EX |
| X Econ Disadv | 317 | 355 | 89% | 55% | 247 | 298 | 83% | | 6 | | | 328 | 355 | 92% | RE | RE | EX | - | EX |
| Science (55%/80%/90%) | | | | | | | | | | | | | | | | | | | |
| X All Students | * | * | 85% | 100% | 168 | 204 | 82% | | 3 | | | * | * | > 99% | RE | RE | EX | - | EX |
| African Amer | * | * | 73% | 8% | * | * | 82% | | -9 | | | * | * | > 99% | - | - | - | - | - |
| X Hispanic | * | * | 84% | 36% | 47 | 58 | 81% | | 3 | | | * | * | > 99% | RE | RE | EX | - | EX |
| X White | * | * | 86% | 54% | 107 | 130 | 82% | | 4 | | | * | * | > 99% | RE | RE | EX | - | EX |
| X Econ Disadv | * | * | 82% | 60% | 65 | 86 | 76% | | 6 | | | * | * | > 99% | RE | RE | EX | - | EX |

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

| Number Msrs Evaluated | Number Allowed | Number Needed | Floor(s) Met? | Msr(s) Used in 2009? | Exceptions Applied |
|-----------------------|----------------|---------------|---------------|----------------------|--------------------|
| 20 | N/A | N/A | N/A | N/A | N/A |

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COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

| | Class of 2009 | | | | | Class of 2008 | | | Required Improvement | | | |
|--------------|---------------|------------|------------|-----------|-----------|---------------|------------|-----------|----------------------|---------|----|---------|
| | # Completers | # Dropouts | # in Class | Comp Rate | Stu Grp % | # Completers | # in Class | Comp Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | - | - | - | - | - | - | - | - | - | - | | |
| African Amer | - | - | - | - | - | - | - | - | - | - | | |
| Hispanic | - | - | - | - | - | - | - | - | - | - | | |
| White | - | - | - | - | - | - | - | - | - | - | | |
| Econ Disadv | - | - | - | - | - | - | - | - | - | - | | |

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.8%)

| | 2008-09 | | | | 2007-08 | | | Required Improvement | | | |
|--------------|------------|---------------|--------------|-----------|------------|---------------|--------------|----------------------|---------|----|---------|
| | # Dropouts | # 7-8 Graders | Dropout Rate | Stu Grp % | # Dropouts | # 7-8 Graders | Dropout Rate | Met Min Size | Act Chg | RI | Met RI? |
| All Students | 0 | 516 | 0.0% | 100% | 2 | 499 | 0.4% | | -0.4 | | |
| African Amer | 0 | 39 | 0.0% | 8% | 0 | 34 | 0.0% | | 0.0 | | |
| Hispanic | 0 | 153 | 0.0% | 30% | 2 | 152 | 1.3% | | -1.3 | | |
| White | 0 | 306 | 0.0% | 59% | 0 | 302 | 0.0% | | 0.0 | | |
| Econ Disadv | 0 | 197 | 0.0% | 38% | 2 | 178 | 1.1% | | -1.1 | | |

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.