U.S. Department of Education   November 2002

2002-2003 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal   Ms. Cynthia A. Bernal
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   James Bowie, S.A.I.S.D.
(As it should appear in the official records)

School Mailing Address   439 Arbor Place
(If address is P.O. Box, also include street address)

San Antonio   Texas   78207-1728
City   State   Zip Code+4 (9 digits total)

Tel.   (210) 226-2753   Fax (210) 226-2911

Website/URL   http://www.saisd.net   Email   cbernal@saisd.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent   Dr. Ruben Olivares
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   San Antonio Independent School District   Tel. (210) 299-5500

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson ——Dr. Julian Trevino——————————————————————————
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)
I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.

2. The school has been in existence for five full years.

3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

        __64__ Elementary schools
        __17__ Middle schools
         __8__ High schools
         __4__ Special Campuses

        __93__ TOTAL

2. District Per Pupil Expenditure: $ 5,183.00

     Average State Per Pupil Expenditure: $ 4,929.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [X]   Urban or large central city
    [   ]   Suburban school with characteristics typical of an urban area
    [   ]   Suburban
    [   ]   Small city or town in a rural area
    [   ]   Rural

4. __6__ Number of years the principal has been in her/his position at this school.

    _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	37	24	42		7			
1	27	31	61		8			
2	34	27	58		9			
3	35	32	61		10			
4	29	36	67		11			
5	36	28	65		12			
6					Other-PK	23	19	42
			TOTAL STUDENTS IN THE APPLYING SCHOOL					418

6. Racial/ethnic composition of   1   % White
    the students in the school: 1   % Black or African American
                                            98 % Hispanic or Latino
                                                % Asian/Pacific Islander
                                                % American Indian/Alaskan Native

                            100% Total

7. Student turnover, or mobility rate, during the past year: 34.6 %

    (This rate includes the total number of students who transferred to or from different schools between
    October 1 and the end of the school year, divided by the total number of students in the school as of
    October 1, multiplied by 100.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	68
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	68
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	136
(4)	Total number of students in the school as of October 1	393
(5)	Subtotal in row (3) divided by total in row (4)	0.34605
(6)	Amount in row (5) multiplied by 100	34.6

8. Limited English Proficient students in the school: 47 %
                                            195 Total Number Limited English Proficient
    Number of languages represented: 1
    Specify languages:

9. Students eligible for free/reduced-priced meals: 100 %

                                            418   Total Number Students Who Qualify

    If this method is not a reasonably accurate estimate of the percentage of students from low-income
    families or the school does not participate in the federally-supported lunch program, specify a more
    accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __11 %__
                                                    __46__ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	__4__ Other Health Impaired
____Deaf-Blindness	__17__ Specific Learning Disability
____Hearing Impairment	__26__ Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	22	1
Special resource teachers/specialists	3	1
Paraprofessionals	7	0
Support staff	3	6
Total number	36	8

12. Student-"classroom teacher" ratio: __19: 1__

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.34 % *	97.2 %	96.7 %	97.2 %
Daily teacher attendance	96.83 %	95.95 %	97.02	97.31 %
Teacher turnover rate	.06 %	1.9 %	2. %	2.4 %
Student dropout rate	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA

* As of 3-14-03

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

James Bowie Elementary in San Antonio, Texas, was established in 1893 as Public School #9 and is one of 64 elementary schools in the San Antonio Independent School District. Designated as an historical landmark, the school is located on the west side of the city and sits in the midst of a commercial and residential area, between two sets of railroad tracks utilized by the Union Pacific Railroad. The recent bond program additions (1997-2001) have made it possible to upgrade the facility by providing adequate classroom space and technology access. Businesses in the area include a print shop, restaurants, a steel processing company and auto shop, a fence company and bakery along with other industrial sites. Within on mile of the school are the Bexar County Appraisal District Office, Fire Station #11, the Sheriff's Department substation, a public hospital, and the Civil Court Building. Highway Interstate System 10 runs near Bowie Elementary approximately one half mile from the school boundary lines. Situated within this business area and high traffic zone, school personnel face daily challenges to provide a safe and secure environment for students and families. Students acting as school safety patrols and city crossing guards work diligently in this effort.

The student population of James Bowie is compromised of 1% White, 1% African-American, and 98% Hispanic. One hundred percent of our students are from economically disadvantaged backgrounds and are eligible for free meals at school. Breakfast and lunch are provided and snacks are made available in the after school tutoring program and Challenge Program. Due to our location within the state, many of our school's families have migrated from Mexico to the United States. This process has increased our Limited English Proficiency (LEP) population to 47% and our migrant population to 9%. In addition, student mobility rate is 34.6% which reflects the ever changing dynamics of the school. Many students live with both parents, however, a large number of students live in single parent homes or with grandparents of designated, legal guardians due to special circumstances (i.e., incarcerated parents, abandonment or neglect, and economic hardship). Eleven percent of the student body is designated as Special Education and receives itinerant academic support within the regular education classroom. Bilingual Education services are provided to 43% of our students 5% are designated as Gifted and Talented. The total At-Risk population for James Bowie is 69%. The Texas State Golden Performance Award was given to Bowie Elementary in 2001 for having a 97% student attendance rate.

Our learning community believes that:
- Excellence and equity in student performance are achievable for all students.
- No child will be left behind.
- The teacher is the program. [Effective teaching practices, frequent assessment, data driven instruction, team planning/collaboration]
- People support what they help create.
- Change comes from within. Change is inevitable, beneficial and embraced.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Report the school's assessment results in reading (language arts or English) and mathematics for at least the last three years for all grades tested using either state tests or assessments referenced against national norms at a particular grade. For formatting, use the sample tables (no charts or graphs) at the end of this application. Present data for all grades tested for all standardized state assessments and assessments referenced against national norms administered by the school. Limit the narrative to one page.**

   a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.
   b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed. *** See pages 14, 17, 20, 22, 25.***
   c. Attach all test data to the end of this application and continue to number the pages consecutively. *** See pages 15, 16, 18, 19, 21, 23, 24, 6, 27, and 29.***

Results of the 2002 state assessment test, TAAS, demonstrate continued overall improvement in Reading and Math across grade levels/subgroups. Subgroups included for comparison include Economically Disadvantaged, Hispanic, and At-Risk. At-risk students are defined as students who are under twenty-one years of age and at risk of dropping out of school who: did not perform satisfactorily on an assessment administered during the current year; were previously retained; are Limited English Proficient. [The definition provided addresses the category of at-risk students on our campus.] Tables are included on pages 15-29 and are organized by grade level, subject, and English/Spanish scores. Student performance ratings are defined on pages listed above in 1.c.

Reading results from the 2002 assessments demonstrate increases since the 1999 assessment results. Passing rates based on basic scores increased from 8 – 44 percentage points. Fourth grade scores demonstrate a 45 percentage point increase. Fifth grade scores illustrate a gain of 30.8 percentage points. Basic scores for Spanish scores demonstrate performance below the state mean basic score (within a range of 11 to 23 percentage points), but we are encouraged by the increase in proficiency scores for all third graders.

Most significant in the reading results is the increase of student performance in the proficient category from 1999-2002. Proficiency scores indicate a higher standard of student performance, as students scoring in this category demonstrate an 85% passing rate. Third grade proficiency scores increased by 33 percentage points. Fourth grade proficiency scores increased by 45 percentage points. Fifth grade proficiency scores increased by 30 percentage points.

Subgroup assessment scores demonstrate significant gains in basic scores. Economically disadvantaged students increased basic scores from 29 – 45 percentage points. Hispanic students increased basic scores from 5 – 40 percentage points. At-Risk students increased basic scores from 3 – 55 percentage points.

Math results from 2002 assessments demonstrate significant increases since the 1999 assessment results. Passing rates based on basic scores increased from 32 to 47.7 percentage points. Spanish scores indicate steady performance above the state mean score. Fourth grade basic scores demonstrate 100% passing rates for two consecutive years, increasing passing rates from 42 to 47 percentage points since 1999.

Most significant in the math results is the increase for student performance from 1999-2002 in the proficient category. Proficiency scores indicate a higher standard of student performance as students scoring in this category demonstrate an 85% passing rate. Third grade proficiency scores increased by 43.5 percentage points. Fourth grade scores increased by 38.1 percentage points, while fifth graders increased scores by 71.7 percentage points.

In comparing state mean scores to campus scores, third grade performance scores were within a range of 1 - 3 percentage points. Fourth grade scores were 6 – 7.8 % above the state mean score. Fifth grade scores were within a 2 percentage point range. Subgroups demonstrated significant gains in basic scores. Economically disadvantaged students increased basic scores from 32 – 45 percentage points. Hispanic students increased scores from 28 – 40 percentage points. At-Risk students increased scores from 30 – 40 percentage points.

Overall, student exemptions averaged from 2% (1 student) to 14 % (8 students in 1999). In 2002, only 4 students were exempt from the test due to Special Education recommendations or LEP committee recommendations. Special Education students take the State Developed Alternate Assessment test at their academic level in reading/math/writing. LEP students take the state's annual RPTE (Reading Proficiency Test in English) to determine language proficiency levels.

2. **Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Student achievement data in core curriculum areas is reviewed on a daily/ weekly / monthly basis. Interim assessments, conducted in nine-week cycles for all curriculum areas, provide data regarding student progress. Informal/formal assessments results determine instruction, interventions, and collaboration to ensure student learning/progress. The Texas Primary Reading Inventory provides individual reading assessments for grades K, 1, and 2. The Flynt Cooter is currently used to assess reading levels for Grade 3. Based on this data, interventions (as per the state's Student Success Initiative) are provided by the district and implemented by teachers. All teachers in grades PK-5 provide interventions to students across grade levels throughout the day and after school.

Weekly team collaboration occurs by grade level meetings with the campus Curriculum Instructional Coordinator (CIC), support staff, and the principal. Multiple measures of student achievement target strengths/weaknesses of each child. Instructional goals are set for all students, addressing the needs of all academic ability levels/progress towards state established standards. Standardized test scores are disaggregated and utilized to:
- Monitor individual/campus progress each year.
- Set academic goals in the campus improvement plans/student action plans.
- Review/compare previous gains/trends/strengths/areas for improvement in practices/staff development/student performance.
- Review programs/resources that will assist with the continued improvement of student achievement.

Interventions based on assessment data provide immediate assistance to struggling students. Every teacher conducts small group tutoring sessions two days a week in nine-week cycles. Assessment results target instructional goals for after school interventions. Campus interventions are upgraded during the nine-week cycle prior to the state standardized test, ensuring small group tutoring opportunities or one-to–one intervention. Focused instruction/assessment/staff teaming is key to student progress. Saturday workshops for students are conducted from January through April as needed.

Assessment is also reviewed by the principal/CIC to assess teacher performance. Results provide information regarding teacher strengths/weaknesses, enabling the administrative /support staff to intervene with team teaching/planning, additional staff development/support and when making personnel decisions.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Student performance is communicated to students on a regular/routine basis (daily, weekly, monthly) and in nine-week cycles (interim assessments/report cards) throughout the year. Assessment data/teacher evaluation provides timely, specific feedback regarding student strengths/weaknesses in student/teacher/parent conferences and team collaboration. Each student has a comprehensive individual portfolio of student work/assessments that follows the student from year to year and provides accurate information to the each succeeding teacher. Students are cognizant of their strengths/weaknesses and maintain individual progress sheets in their portfolios. Parents review portfolios during required conferences and when report cards are issued in fall/spring.

Ample opportunities are provided for parents/community members to acquire knowledge about assessments, programs, health and social services in the community, volunteer opportunities/training, and ways to support/facilitate the learning process. Annual events such as parent orientation, open house, and academic nights provide information about the assessments/results, school goals, intervention plans, and proven methods to support students. Annual school reports cards regarding standardized test information are sent home to inform the community of the school progress. School ratings are published in the local newspaper as public information once the Texas Education Agency releases the school rating/assessment results.

Monthly parent/community sessions provide parents with community information to help them with family challenges and provide an opportunity to understand academic programs. Newsletters provide monthly information identifying campus activities/goals/news. Volunteers are encouraged to join the learning community to support staff/students/learning. Two-way communication is encouraged, supported, and emphasized, as home/school partnerships are vital to student success.

4. Describe in one-half page how the school will share its successes with other schools.

The staff/students/community have been very proud of the recognition of staff effective practices and increased student achievement. We are willing to share our journey/learning experiences with others. Some of the ways we can share with others:

- As we increase technology access/skills on campus, our goal is to establish a school website. We will share our practices on the web and have email available for inquiries and correspondence with others.
- As a result of our nomination, we have been asked to present at conferences regarding our strategies for success in increasing student achievement and are willing to share our experiences with others in this forum or at other professional meetings.
- We agree to allow scheduled visits to our campus to share our staff expertise/practices. We have visited schools in the past, and found this "visual" an effective way to provide effective staff development/change in practices. "Seeing is believing!"
- Staff will be encouraged to write/publish professional contributions.

We welcome additional recommendations and are open to additional opportunities that will share our success with others.

PART V – CURRICULUM AND INSTRUCTION

1. **Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

Reading: Implementation of the *Success For All* reading program began in fall 1997 and continued until spring 2002. In the fall of 2002, the school transitioned to *Balanced Literacy*, a district wide reading program, also research based, with similar components. There are four underlying principles of the reading models.
- Children learn to read by reading meaningful text.
- Phonics is taught systematically as a strategy for decoding. Meaningful stories engage students while maintaining a phonetically controlled vocabulary.
- Children are taught the relationship between reading words/comprehending what is read.
- Reading strategies are taught through direct instruction so that students become successful readers.

This research-based curriculum addresses ways children learn to read/write and provides a comprehensive/structured approach, focusing on reading, writing, and language arts. Uninterrupted ninety minute reading periods provide a campus wide structure/focus. Initial assessments provide reading levels to determine grouping and increase the time for direct instruction. Eight week assessments ensure progress and evaluate need for additional tutoring or family support services.

Cooperative learning, embedded throughout the program, focuses on individual accountability, common goals, and recognition of group success. Prevention/early intervention is emphasized to address learning problems. *A full-time facilitator/certified teacher* assists with the program implementation. *Family Support & Integrated Services* are provided to work closely with students/parent/the community. Team planning with parents/staff, attendance monitoring, and an integration of community/school resources ensures student success. *SEE V.2 for additional information.*

Language Arts: Reading instruction is integrated with writing instruction by incorporating composition development to explore style, mechanics, and usage. The lessons are presented according to students' needs, and are woven into the editing process. Writing is integrated with all other academic disciplines as well. Students take on the role as authors to describe perceptions, feeling, and ideas. Peer response groups help students as they plan, draft, revise, edit, and publish compositions. The state adopted basal becomes a resource to support teaching of the writing process, style, mechanics, and usage. The district's curriculum framework is closely aligned with the state framework Texas Essential Knowledge and Skills (TEKS), providing a baseline to extend instruction.

Mathematics: In the Fall of 1997, the school implemented the district initiative: *Everyday Mathematics* (EDM). In the Fall of 2000, the newly adopted textbook, *Math Advantage*, provided an additional resource for teachers. In the fall of 2002, *Investigations*, became an additional resource for staff/students.. *See V.3 for additional information on the mathematics curriculum.*

Science: Our Science Curriculum is based on a hands-on, process-oriented instruction that utilizes problem-solving techniques, technology integration, and appropriate teaching strategies within safe/adequately supplied facilities. The curriculum is a consistent implementation of standards-based instructional practices/curriculum following the San Antonio Independent School District Standards

Scope and Sequence /State TEKS in Science for content areas at all campuses and grade levels. We are guided by the National Science Education Standards/Principles which ensure that learning science is comprised of active processes that will help all students meet the requirements to enter higher levels of education. District staff development is provided on as needs basis to ensure that science instruction is relevant, interesting, challenging, and promotes the cultural diversity of all students in real world applications that include technology. Integration of Science into other disciplines (Math/Language Arts) provides ample opportunity to incorporate many objectives across disciplines to enhance the learning process.

 Social Science: The curriculum/instruction/assessment alignment is accomplished through a hands-on, process-oriented method, utilizing critical thinking skills, integrating disciplines/technology, problem solving/decision making, and effective teaching strategies that allow student to express themselves in a variety of settings/formats. State standards (TEKS)/district Scope & Sequence provide the framework for implementation of a standards-based curriculum**.** An additional district goal is for students to develop special interests/skills and to participate in community service learning. Service learning connects learning/service to the community through a process of planning, preparing, participating in service experiences, reflecting on/celebrating experiences, and making recommendations for the future.

2. (**Elementary Schools**) **Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

During the spring of 1997, the staff unanimously voted to implement Success For All, a widely used whole-school reform models. Assessment of student needs required a program that would improve reading. As research indicates, learning to read would be the key to our students' educational success across the curriculum. Several components comprise the Success For All program.
- *The Early Learning Program* (PK/K) emphasizes oral language development using thematic units, literature, oral/written expression, and learning centers. Pre-reading activities promote the development of concepts about alphabet familiarity, phonemic awareness, and print.
- *Reading Roots/Lea Conmigo [Spanish program]* emphasizes a balance between phonics/meaning and using literature/stories in which phonetic text is enriched by teacher read-text.
- *Reading Wings/Alas para Leer* provides reading strategies for students in grades 2-5. Novels, anthologies, or basal are utilized to improve strategic reading/comprehension skills and to investigate literature in cooperative teams. Writing is utilized throughout the program to respond to literature, for creative expression, and to write publish compositions with peer/teacher feedback.
- Daily *One-to one tutoring* (twenty minute sessions) is provided for children experiencing reading deficiencies. Tutorial sessions reinforce classroom instruction. Student needs are diagnosed and instruction is designed to meet those needs.

Extensive professional development is provided, outlining proven/research-based strategies for instruction, assessment, classroom management techniques, one-to-one tutoring for primary students, and active family support approaches.

3. **Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

The district mathematics Scope & Sequence is closely aligned with the state standards (TEKS) and provides the framework for the implementation of a standards-based curriculum. In order to fulfill our mission statement, the mathematics curriculum is developed to provide the foundation for becoming a well-prepared student who will graduate and enter the workforce, military service, or higher education. Research indicates that employers want students to be able to problem solve and come up with multiple

solutions. Our selection of resources provides student opportunities for problem solving, interacting/discussing alternatives in active processes that challenge, connect life applications and integrate technology. Students collaborate, use critical thinking skills, and engage in hands-on opportunities to develop concepts/skills. The mathematics curriculum supports the national standards for mathematics, ensuring that all students:

- Learn to value mathematics.
- Become confident in one's own ability.
- Become mathematical problem solvers.
- Learn to communicate/reason mathematically.
- Explore mathematics in a hands-on approach.

Mathematics, therefore, is taught as a way of thinking and as a tool for problem solving. Students work daily in small groups, collaborating and developing their problem solving skills. Problem solving is based on real life applications/possibilities and a variety of tools (calculators, manipulatives, etc.) are utilized.

4. **Describe in one-half page the different instructional methods the school uses to improve student learning.**

Strategies to improve student achievement include:

- Establishing a positive learning climate of high expectations for all students as priority/vital to student success. Teachers engage in weekly planning/goal setting sessions by grade level.
- Focused instruction/increased active learning maximizes time on task/learning opportunities.
- Strategic questioning to promote higher order thinking skills.
- Using a variety of resources is to connect life applications.
- Heterogeneous student learning groups for regular practice and reinforcement of skills.
- Temporary homogeneous performance grouping for interventions or enrichment. Assessment results identify common strengths and areas of weakness. Small group instruction is accomplished in a variety of settings:
  o In the classroom, during the day and after school two times a week. (Mandatory)
  o Campus Interventions: Staff tutors during planning time, outside the classroom for approximately 30-minute sessions.
  o After school extended day interventions are provided for students in reading and math for 30 minutes, 3 times weekly. (Optional Extend Year/Accelerated Reading Instruction)
  o Individual teachers voluntarily provide hourly interventions after school and Saturday Workshops. (Additional Opportunities)
  o After school Challenge Program incorporates a tutoring/study period on a daily basis.
- Twenty-minute daily sessions of one-to one tutoring for struggling readers, as in the Success For All tutorial component. Title I Assistants work in the tutorial component. Use of volunteer organization, City Year, provides tutoring for struggling readers, as they are supervised/trained by the SFA facilitator (certified teacher).
- Utilizing interactive student learning teams (cooperative learning) for peer instruction, peer modeling, and peer reinforcement.
- Integration of curriculum areas/technology promotes enhanced learning opportunities.
- Learning centers within the classroom to reinforce new skills as teachers facilitate learning experiences in small groups. Teachers ensure activities are relevant, interesting, involve critical thinking/problem solving, and provide daily writing experiences.
- At least half of our teachers elected to "loop" (move to the next grade level) with their classes for a period up to three years in 1997-2000.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Basic principles of our staff development program:
- Ongoing assessment of student/staff performance provides direction.
- Staff development is directly related to campus priorities/programs/student achievement, and staff performance. Staff development occurs in a variety of ways, including time for planning/networking.
- Shared leadership in staff development presentations allows individual talents/abilities to build the staff development program in a cost effective manner.
- Staff members continue to self-evaluate skills/needs and interests to determine personal growth to enhance professional performance/student achievement. Staff members are encouraged to attend conferences to continue to "add tools to their toolbox."

Strategies utilized:
- Staff members are assigned to attend seminars and replicate training sessions on campus.
- Mentors are assigned to new staff and to staff with specific needs.
- Administrative observations/student performance/staff surveys prompt appropriate support/training/resources provided by district specialists, regional center, support staff, and/or administrator.
- The campus leadership team (CLT) reviews staff development opportunities, attends sessions, prepares presentations, and provides staff development.
- Staff initiates outside campus visits to review successful practices.
- The Campus Instructional Coordinator (CIC) conducts monthly staff development in grade level planning sessions.
- Administrator, CIC, Librarian, and Counselor forward research, articles, and websites for review/updates. Teacher feedback is encouraged.

Impact on Student Achievement:
* Continued increases in student achievement as demonstrated on the tables included in this application.

STATE CRITERION-REFERENCED TESTS

The Data Display Tables are illustrated on the following pages.   Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 3rd Grade Reading in English/Spanish   Test: Texas Assessment of Academic Skills (TAAS)
Edition/publication year(s) : 1999, 200, 2001, 2002
Publisher: Texas Education Agency & Pearson Education Measurement

What groups were excluded from testing? Why, and how were they assessed?
Over the past four years, no more than 2 students have been excluded. In most years, 0 students have been excluded. Exclusions have included a student absence, LEP exemption (recent immigrant with no previous schooling), or a special education student as per committee recommendation. Alternate tests were utilized to measure progress/current levels of academic ability. ***See data displays for numbers.***
For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut points. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficiency, and advanced cut points. Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.
The state test, TAAS, has been utilized since 1991, given to student in public school in grade 3-8 and grade 10. Reading and Math skills are assessed at each grade level. Writing assessment is given in grades 4 , 8 & 10. In grade 8, Science and Social Studies knowledge is also assessed. End of the course exams are assessed in high school areas of Algebra I, Biology I, English II, and U.S. History. Students must pass the exit level tests in grade 10 in order to graduate. Standards as defined by the State of Texas for the state assessment, TAAS, are defined by four basic standards of student achievement.

- **Passing (Basic):** The student has met minimum expectations with a score of 70% or above on the Texas Learning Index (TLI)*, or a scale score of 1500.   A passing rate is equal to answering 75% of all test questions correctly.
- **Mastery:** The student must score over 71% of every objective measured on the test to master the objective (s) tested. Each test has a different number of objectives tested, making the mastery standard more difficult than a passing score. Mastery of all objectives indicates the student is strong in all objectives tested.
- **Proficient:**   The student acquires a score of proficient with a score of 85% or above on the TLI or a scaled score of 1650, when tested in Spanish. The Texas Education Agency refers to students with a TLI of 85 or above as "high performing." The standard reflects strong overall performance in the subject and is nearly equivalent to the proficiency standard on national tests. (Based on students continuously enrolled for three years.)
- **Academic Recognition (Advanced):** The student who answers 95% of the questions correct on one of the tests has scored at the highest standard of the four categories.

Note:
- School Ratings of Exemplary (at least 90.0% passing each subject area/all students and each student group*), Recognized (at least 80% passing each subject area/all students and each student group*), Acceptable (at least 55.0% passing each subject area/all students and each student group*) and Low Performing (below 55% passing each subject area/all students and each student group*) are based on campus scores/passing rates. *Student groups are African-American, Hispanic, Anglo, and Economically Disadvantaged.
- Mastery, Proficiency, and Academic Recognition are provided for campus data only. Demographic data not provided for Proficiency/Academic Recognition categories.

Data Display Table for: Reading Grade 3, English Scores

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Met Minimum Expectation (Basic)	86.2 %	76.7 %	88.6 %	53.1 %
Mastered all Objectives	50.0 %	38.0 %	36.0 %	33.0 %
Proficient *	44.2 %	29.5 %	43.0 %	34.4 %
Academically Recognized (Advanced)	16.0 %	18.0 %	19.0 %	9.0 %
Number of students tested	31	34	40	33
Percent of total students tested	100 %	100 %	100	92 %
Number of students excluded	0	0	0	3
Percent of students excluded	0 %	0 %	0	8 %
SUBGROUP SCORES				
1. **Socio-Economic Disadvantaged**				
Met Minimum Expectation (Basic)	93.0 %	73.0 %	69.0 %	52.0 %
Mastered all Objectives	53.0 %	38.0 %	28.0 %	31.0 %
Proficient *	44.2 %	29.5 %	43.0 %	34.4 %
Academically Recognized (Advanced)	NA	NA	NA	NA
2**. Hispanic**				
Met Minimum Expectation (Basic)	86.0 %	74.0 %	74.0 %	53.1 %
Mastered all Objectives	55.0 %	39.0 %	29.0 %	33.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
3. **At-Risk**				
Met Minimum Expectation (Basic)	78.0 %	57.0 %	53.0 %	75.0 %
Mastered all Objectives	39.0 %	14.0 %	21.0 %	38.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
STATE SCORES				
Met Minimum Expectation (Basic)	88.0 %	86.8 %	87.9 %	88.0 %
Mastery Level-State Mean Score	NA	NA	NA	NA
Proficient Level-State Mean Score	NA	NA	NA	NA
Academic Recognition -State Mean Score	NA	NA	NA	NA

*   Proficiency level data is provided as a combination of English/Spanish scores.
NA: Data not available on state/district/campus reports.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:
  (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
  (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for: Reading Grade 3, Spanish Scores

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Met Minimum Expectation (Basic)	65.4 %	63.0 %	84.0 %	77.8 %
Mastered all Objectives	56.0 %	24.0 %	40.0 %	32.0 %
Proficient *	44.2 %	29.5 %	43.0 %	34.4 %
Academically Recognized (Advanced)	3.0 %	7.0 %	16.0 %	16.0 %
Number of students tested	27	29	25	19
Percent of total students tested	96.0 %	97.0 %	96.0 %	100 %
Number of students excluded	1 %	1 %	1 %	0 %
Percent of students excluded	4.0	4.0	4.0	0
SUBGROUP SCORES				
1. **Socio-Economic Disadvantaged**				
Met Minimum Expectation (Basic)	67.0 %	65.0 %	83.3 %	72.0 %
Mastered all Objectives	17.0 %	27.0 %	43.0 %	28.0 %
Proficient *	44.2 %	29.5 %	43.0 %	34.4 %
Academically Recognized (Advanced)	NA	NA	NA	NA
2**. Hispanic**				
Met Minimum Expectation (Basic)	67.0 %	64.0 %	87.5 %	74.0 %
Mastered all Objectives	26.0 %	25.0 %	42.0 %	32.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
3. **At-Risk**				
Met Minimum Expectation (Basic)	67.0 %	64.0 %	84.0 %	74.0 %
Mastered all Objectives	26.0 %	25.0 %	40.0 %	32.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
STATE SCORES				
Met Minimum Expectation (Basic)	76.8 %	76.7 %	75.7 %	74.2 %
Mastery Level-State Mean Score	NA	NA	NA	NA
Proficient Level-State Mean Score	NA	NA	NA	NA
Academic Recognition -State Mean Score	NA	NA	NA	NA

* Proficiency level data is provided as a combination of English/Spanish scores.

NA: Data not available on state/district/campus reports.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.
Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:
   (c) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
   (d) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS

The Data Display Tables are illustrated on the following pages.   Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 4th Grade Reading in English/Spanish   Test: Texas Assessment of Academic Skills (TAAS)
Edition/publication year(s) : 1999, 200, 2001, 2002
Publisher: Texas Education Agency & Pearson Education Measurement

What groups were excluded from testing? Why, and how were they assessed?
Over the past four years, no more than 8 students have been excluded. In most years, 0 students have been excluded. Exclusions include LEP exemptions (recent immigrant with no previous schooling), or special education students as per committee recommendation. Alternate tests were utilized to measure progress/current levels of academic ability. ***See data displays for numbers.***
For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut points. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficiency, and advanced cut points.
Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.
The state test, TAAS, has been utilized since 1991, given to student in public school in grade 3-8 and grade 10. Reading and Math skills are assessed at each grade level. Writing assessment is given in grades 4 , 8 & 10. In grade 8, Science and Social Studies knowledge is also assessed. End of the course exams are assessed in high school areas of Algebra I, Biology I, English II, and U.S. History. Students must pass the exit level tests in grade 10 in order to graduate. Standards as defined by the State of Texas for the state assessment, TAAS, are defined by four basic standards of student achievement.

- **Passing (Basic):** The student has met minimum expectations with a score of 70% or above on the Texas Learning Index (TLI), or a scale score of 1500.   A passing rate is equal to answering 75% of all test questions correctly.
- **Mastery:** The student must score over 71% of every objective measured on the test to master the objective (s) tested. Each test has a different number of objectives tested, making the mastery standard more difficult than a passing score. Mastery of all objectives indicates the student is strong in all objectives tested.
- **Proficient:** The student acquires a score of proficient with a score of 85% or above on the TLI or a scaled score of 1650, when tested in Spanish. The Texas Education Agency refers to students with a TLI of 85 or above as "high performing." The standard reflects strong overall performance in the subject and is nearly equivalent to the proficiency standard on national tests. (Based on students continuously enrolled for three years.)
- **Academic Recognition (Advanced):** The student who answers 95% of the questions correct on one of the tests has scored at the highest standard of the four categories.

Note:
- School Ratings of Exemplary (at least 90.0% passing each subject area/all students and each student group*), Recognized (at least 80% passing each subject area/all students and each student group*), Acceptable (at least 55.0% passing each subject area/all students and each student group*) and Low Performing (below 55% passing each subject area/all students and each student group*) are based on campus scores/passing rates. *Student groups are African-American, Hispanic, Anglo, and Economically Disadvantaged.
- Mastery, Proficiency, and Academic Recognition are provided for campus data only. Demographic data not provided for Proficiency/Academic Recognition categories.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for: Reading Grade 4, English Scores

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Met Minimum Expectation (Basic)	97.6 %	84.1 %	85.7 %	53.3 %
Mastered all Objectives	37.0 %	44.0 %	43.0 %	31.0 %
Proficient *	59.5 %	56.4 %	38.0 %	37.5 %
Academically Recognized (Advanced)	2 %	30.0 %	42.0 %	6.0 %
Number of students tested	43	45	33	49
Percent of total students tested	100 %	100 %	87.0 %	86.0 %
Number of students excluded	0	0	5	8
Percent of students excluded	0 %	0 %	13.0 %	14.0 %
SUBGROUP SCORES				
1. **Socio-Economic Disadvantaged**				
Met Minimum Expectation (Basic)	95.0 %	85.0 %	81.0 %	50.0 %
Mastered all Objectives	39.0 %	44.0 %	41.0 %	28.0 %
Proficient *	59.5 %	56.4 %	38.0 %	37.5 %
Academically Recognized (Advanced)	NA	NA	NA	NA
2. **Hispanic**				
Met Minimum Expectation (Basic)	95.0 %	84.1 %	83.0 %	55.0 %
Mastered all Objectives	37.0 %	44.0 %	43.0 %	32.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
3. **At-Risk**				
Met Minimum Expectation (Basic)	95.0 %	80.0 %	80.0 %	40.0 %
Mastered all Objectives	27.0 %	36.0 %	27.0 %	26.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
STATE SCORES				
Met Minimum Expectation (Basic)-State Mean Score	92.5 %	90.8 %	89.9 %	88.8 %
Mastery Level-State Mean Score	NA	NA	NA	NA
Proficient Level-State Mean Score	NA	NA	NA	NA
Academic Recognition -State Mean Score	NA	NA	NA	NA

* Proficiency level data is provided as a combination of English/Spanish scores.

NA: Data not available on state/district/campus reports.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.
Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:
- (e) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for: Reading Grade 4, Spanish Scores

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Met Minimum Expectation (Basic)	50.0 %	57.1 %	53.8 %	41.7 %
Mastered all Objectives	7.0 %	14.0 %		8.0 %
Proficient *	59.5 %	56.4 %	38.0 %	37.5 %
Academically Recognized (Advanced)	4.0 %	0 %	40.0 %	0 %
Number of students tested	27	7	15	12
Percent of total students tested	100 %	100 %	100 %	100 %
Number of students excluded	0	0	0	0
Percent of students excluded	0 %	0 %	0 %	0 %
SUBGROUP SCORES				
1. **Socio-Economic Disadvantaged**				
Met Minimum Expectation (Basic)	33.0 %	57.0 %	53.8 %	36.0 %
Mastered all Objectives	8.0 %	14.0 %	8.0 %	9.0 %
Proficient *	59.5 %	56.4 %	38.0 %	37.5 %
Academically Recognized (Advanced)	NA	NA	NA	NA
2. **Hispanic**				
Met Minimum Expectation (Basic)	47.0 %	57.0 %	57.0 %	42.0 %
Mastered all Objectives	7.0 %	14.0 %	7.0 %	8.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
3. **At-Risk**				
Met Minimum Expectation (Basic)	47.0 %	57.0 %	54.0 %	42.0 %
Mastered all Objectives	7.0 %	14.0 %	8.0 %	8.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
STATE SCORES				
Met Minimum Expectation (Basic)-State Mean Score	73.2 %	66.4 %	58.4 %	46.1 %
Mastery Level-State Mean Score	NA	NA	NA	NA
Proficient Level-State Mean Score	NA	NA	NA	NA
Academic Recognition -State Mean Score	NA	NA	NA	NA

    *   Proficiency level data is provided as a combination of English/Spanish scores.
  NA: Data not available on state/district/campus reports.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.
Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:
    (f) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
    (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American
       Indian/Alaskan Native)

The Data Display Tables are illustrated on the following pages.   Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 5th Grade Reading in English/Spanish   Test: Texas Assessment of Academic Skills (TAAS)
Edition/publication year(s) : 1999, 200, 2001, 2002
Publisher: Texas Education Agency & Pearson Education Measurement

What groups were excluded from testing? Why, and how were they assessed?
Over the past four years, no more than 6 students have been excluded. In most years, 1 student or none have been excluded. Exclusions have included a student absence, LEP exemption (recent immigrant with no previous schooling), or a special education student as per committee recommendation. Alternate tests were utilized to measure progress/current levels of academic ability. ***See data displays for numbers.***
For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut points. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficiency, and advanced cut points.
Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.
The state test, TAAS, has been utilized since 1991, given to student in public school in grade 3-8 and grade 10. Reading and Math skills are assessed at each grade level. Writing assessment is given in grades 4 , 8 & 10. In grade 8, Science and Social Studies knowledge is also assessed. End of the course exams are assessed in high school areas of Algebra I, Biology I, English II, and U.S. History. Students must pass the exit level tests in grade 10 in order to graduate. Standards as defined by the State of Texas for the state assessment, TAAS, are defined by four basic standards of student achievement.

- **Passing (Basic):** The student has met minimum expectations with a score of 70% or above on the Texas Learning Index (TLI), or a scale score of 1500.   A passing rate is equal to answering 75% of all test questions correctly.
- **Mastery:** The student must score over 71% of every objective measured on the test to master the objective (s) tested. Each test has a different number of objectives tested, making the mastery standard more difficult than a passing score. Mastery of all objectives indicates the student is strong in all objectives tested.
- **Proficient:**   The student acquires a score of proficient with a score of 85% or above on the TLI or a scaled score of 1650, when tested in Spanish. The Texas Education Agency refers to students with a TLI of 85 or above as "high performing." The standard reflects strong overall performance in the subject and is nearly equivalent to the proficiency standard on national tests. (Based on students continuously enrolled for three years.)
- **Academic Recognition (Advanced):** The student who answers 95% of the questions correct on one of the tests has scored at the highest standard of the four categories.

Note:
- School Ratings of Exemplary (at least 90.0% passing each subject area/all students and each student group*), Recognized (at least 80% passing each subject area/all students and each student group*), Acceptable (at least 55.0% passing each subject area/all students and each student group*) and Low Performing (below 55% passing each subject area/all students and each student group*) are based on campus scores/passing rates. *Student groups are African-American, Hispanic, Anglo, and Economically Disadvantaged.
- Mastery, Proficiency, and Academic Recognition are provided for campus data only. Demographic data not provided for Proficiency/Academic Recognition categories.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for: Reading Grade 5, English Scores

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Met Minimum Expectation (Basic)	88.5 %	90.0 %	68.5 %	57.7 %
Mastered all Objectives	47.0 %	32.0 %	31.0 %	13.0 %
Proficient *	72.1 %	65.5 %	42.0 %	22.0 %
Academically Recognized (Advanced)	38.0 %	24.0 %	22.0 %	0 %
Number of students tested	53	42	59	40
Percent of total students tested	98.0 %	98.0 %	100 %	87.0 %
Number of students excluded	1	1	0	6
Percent of students excluded	2.0 %	2.0 %	0 %	13.0 %
SUBGROUP SCORES				
1. **Socio-Economic Disadvantaged**				
Met Minimum Expectation (Basic)	88.0 %	87.2 %	65.0 %	59.0 %
Mastered all Objectives	47.0 %	38.0 %	29.0 %	9.0 %
Proficient *	72.1 %	65.5 %	42.0 %	22.0 %
Academically Recognized (Advanced)	NA	NA	NA	NA
2**. Hispanic**				
Met Minimum Expectation (Basic)	89.0 %	87.2 %	66.0 %	61.0 %
Mastered all Objectives	47.0 %	36.0 %	31.0 %	13.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
3. **At-Risk**				
Met Minimum Expectation (Basic)	86.0 %	87.0 %	70.0 %	48.0 %
Mastered all Objectives	46.0 %	37.0 %	18.0 %	5.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
STATE SCORES				
Met Minimum Expectation (Basic)	92.7 %	90.2 %	87.8 %	86.4 %
Mastery Level-State Mean Score	NA	NA	NA	NA
Proficient Level-State Mean Score	NA	NA	NA	NA
Academic Recognition -State Mean Score	NA	NA	NA	NA

*   Proficiency level data is provided as a combination of English/Spanish scores.
NA: Data not available on state/district/campus reports.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.
Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:
   (g) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
   (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS

The Data Display Tables are illustrated on the following pages.   Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 3rd Grade Math in English/Spanish   Test: Texas Assessment of Academic Skills (TAAS)
Edition/publication year(s) : 1999, 200, 2001, 2002
Publisher: Texas Education Agency & Pearson Education Measurement

What groups were excluded from testing? Why, and how were they assessed?
Over the past four years, no more than 2 students have been excluded. In most years, 0 students have been excluded. Exclusions have included a student absence, LEP exemption (recent immigrant with no previous schooling), or a special education student as per committee recommendation. Alternate tests were utilized to measure progress/current levels of academic ability. ***See data displays for numbers.***
For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut points. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficiency, and advanced cut points.
Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.
The state test, TAAS, has been utilized since 1991, given to student in public school in grade 3-8 and grade 10. Reading and Math skills are assessed at each grade level. Writing assessment is given in grades 4 , 8 & 10. In grade 8, Science and Social Studies knowledge is also assessed. End of the course exams are assessed in high school areas of Algebra I, Biology I, English II, and U.S. History. Students must pass the exit level tests in grade 10 in order to graduate. Standards as defined by the State of Texas for the state assessment, TAAS, are defined by four basic standards of student achievement.

- **Passing (Basic):** The student has met minimum expectations with a score of 70% or above on the Texas Learning Index (TLI), or a scale score of 1500.   A passing rate is equal to answering 75% of all test questions correctly.
- **Mastery:** The student must score over 71% of every objective measured on the test to master the objective (s) tested. Each test has a different number of objectives tested, making the mastery standard more difficult than a passing score. Mastery of all objectives indicates the student is strong in all objectives tested.
- **Proficient:**   The student acquires a score of proficient with a score of 85% or above on the TLI or a scaled score of 1650, when tested in Spanish. The Texas Education Agency refers to students with a TLI of 85 or above as "high performing." The standard reflects strong overall performance in the subject and is nearly equivalent to the proficiency standard on national tests. (Based on students continuously enrolled for three years.)
- **Academic Recognition (Advanced):** The student who answers 95% of the questions correct on one of the tests has scored at the highest standard of the four categories.

Note:
- School Ratings of Exemplary (at least 90.0% passing each subject area/all students and each student group*), Recognized (at least 80% passing each subject area/all students and each student group*), Acceptable (at least 55.0% passing each subject area/all students and each student group*) and Low Performing (below 55% passing each subject area/all students and each student group*) are based on campus scores/passing rates. *Student groups are African-American, Hispanic, Anglo, and Economically Disadvantaged.
- Mastery, Proficiency, and Academic Recognition are provided for campus data only. Demographic data not provided for Proficiency/Academic Recognition categories.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for: Mathematics Grade 3, English Scores

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Met Minimum Expectation (Basic)	86.2 %	78.1 %	72.2 %	46.9 %
Mastered all Objectives	23.0 %	76.0 %	30.0 %	12.0 %
Proficient *	53.5 %	29.5 %	20.0 %	10.0 %
Academically Recognized (Advanced)	16.0 %	6.0 %	26.0 %	3.0 %
Number of students tested	31	34	40	32
Percent of total students tested	100 %	100 %	100 %	92.0 %
Number of students excluded	0	0	0	3
Percent of students excluded	0 %	0 %	0 %	8.0 %
SUBGROUP SCORES				
1. **Socio-Economic Disadvantaged**				
Met Minimum Expectation (Basic)	87.0 %	77.0 %	64.0 %	45.0 %
Mastered all Objectives	33.0 %	8.0 %	19.0 %	10.0 %
Proficient *	53.5 %	29.5 %	20.0 %	10.0 %
Academically Recognized (Advanced)	NA	NA	NA	NA
2**. Hispanic**				
Met Minimum Expectation (Basic)	80.0 %	80.0 %	71.0 %	48.0 %
Mastered all Objectives	23.0 %	7.0 %	21.0 %	12.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
3. **At-Risk**				
Met Minimum Expectation (Basic)	68.0 %	43.0 %	47.0 %	30.0 %
Mastered all Objectives	5.0 %	14.0 %	16.0 %	0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
STATE SCORES				
Met Minimum Expectation (Basic)-State Mean Score	87.4 %	83.1 %	80.6 %	83.1 %
Mastery Level-State Mean Score	NA	NA	NA	NA
Proficient Level-State Mean Score	NA	NA	NA	NA
Academic Recognition -State Mean Score	NA	NA	NA	NA

*   Proficiency level data is provided as a combination of English/Spanish scores.
  NA: Data not available on state/district/campus reports.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.
Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:
  (h) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
  (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for: Mathematics Grade 3, Spanish Scores

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Met Minimum Expectation (Basic)	76.9 %	75.0 %	80.0 %	83.8 %
Mastered all Objectives	0 %	76 %	12.0 %	21.0 %
Proficient *	53.5 %	29.5 %	20.0 %	10.0 %
Academically Recognized (Advanced)	4.0 %	3.0 %	20.0 %	19.0 %
Number of students tested	27	29	25	19
Percent of total students tested	97.0 %	97.0 %	96.0 %	100 %
Number of students excluded	1	1	1	0
Percent of students excluded	4.0 %	3.0 %	4.0 %	0 %
SUBGROUP SCORES				
1. **Socio-Economic Disadvantaged**				
Met Minimum Expectation (Basic)	75.0 %	74.0 %	74.0 %	79.0 %
Mastered all Objectives	0 %	7.0 %	13.0 %	21.0 %
Proficient *	53.5 %	29.5 %	20.0 %	10.0 %
Academically Recognized (Advanced)	NA	NA	NA	NA
2**. Hispanic**				
Met Minimum Expectation (Basic)	74.0 %	76.0 %	79.0 %	78.0 %
Mastered all Objectives	0 %	7.0 %	13.0 %	17.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
3. **At-Risk**				
Met Minimum Expectation (Basic)	74.0 %	76.0 %	79.0 %	78.0 %
Mastered all Objectives	0 %	7.0 %	12.0 %	21.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
STATE SCORES				
Met Minimum Expectation (Basic)- State Mean Score	73.9 %	83.5 %	75.1 %	74.9 %
Mastery Level-State Mean Score	NA	NA	NA	NA
Proficient Level-State Mean Score	NA	NA	NA	NA
Academic Recognition -State Mean Score	NA	NA	NA	NA

* Proficiency level data is provided as a combination of English/Spanish scores.

NA: Data not available on state/district/campus reports.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.
Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(i) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS

The Data Display Tables are illustrated on the following pages.   Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 4th   Grade Math in English/Spanish   Test: Texas Assessment of Academic Skills (TAAS)
Edition/publication year(s) : 1999, 200, 2001, 2002
Publisher: Texas Education Agency & Pearson Education Measurement

What groups were excluded from testing? Why, and how were they assessed?
Over the past four years, no more than 8 students have been excluded. In most years, 0 students have been excluded. Exclusions have included a student absence, LEP exemption (recent immigrant with no previous schooling), or a special education student as per committee recommendation. Alternate tests were utilized to measure progress/current levels of academic ability. ***See data displays for numbers.***
For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut points. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficiency, and advanced cut points.
Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.
The state test, TAAS, has been utilized since 1991, given to student in public school in grade 3-8 and grade 10. Reading and Math skills are assessed at each grade level. Writing assessment is given in grades 4 , 8 & 10. In grade 8, Science and Social Studies knowledge is also assessed. End of the course exams are assessed in high school areas of Algebra I, Biology I, English II, and U.S. History. Students must pass the exit level tests in grade 10 in order to graduate. Standards as defined by the State of Texas for the state assessment, TAAS, are defined by four basic standards of student achievement.

- **Passing (Basic):** The student has met minimum expectations with a score of 70% or above on the Texas Learning Index (TLI), or a scale score of 1500.   A passing rate is equal to answering 75% of all test questions correctly.
- **Mastery:** The student must score over 71% of every objective measured on the test to master the objective (s) tested. Each test has a different number of objectives tested, making the mastery standard more difficult than a passing score. Mastery of all objectives indicates the student is strong in all objectives tested.
- **Proficient:** The student acquires a score of proficient with a score of 85% or above on the TLI or a scaled score of 1650, when tested in Spanish. The Texas Education Agency refers to students with a TLI of 85 or above as "high performing." The standard reflects strong overall performance in the subject and is nearly equivalent to the proficiency standard on national tests. (Based on students continuously enrolled for three years.)
- **Academic Recognition (Advanced):** The student who answers 95% of the questions correct on one of the tests has scored at the highest standard of the four categories.

Note:
- School Ratings of Exemplary (at least 90.0% passing each subject area/all students and each student group*), Recognized (at least 80% passing each subject area/all students and each student group*), Acceptable (at least 55.0% passing each subject area/all students and each student group*) and Low Performing (below 55% passing each subject area/all students and each student group*) are based on campus scores/passing rates. *Student groups are African-American, Hispanic, Anglo, and Economically Disadvantaged.
- Mastery, Proficiency, and Academic Recognition are provided for campus data only. Demographic data not provided for Proficiency/Academic Recognition categories.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for: Mathematics Grade 4, English Scores

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Met Minimum Expectation (Basic)	100 %	86.4 %	73.3 %	57.8 %
Mastered all Objectives	29.0 %	22.0 %	44.0 %	19.0 %
Proficient *	57.1 %	46.2 %	44.0 %	19.0 %
Academically Recognized (Advanced)	16.0 %	9.0 %	36.0 %	14.0 %
Number of students tested	43	45	33	49
Percent of total students tested	100 %	100 %	87.0 %	86.0 %
Number of students excluded	0	0	5	8
Percent of students excluded	0 %	0 %	13.0 %	14.0 %
SUBGROUP SCORES				
1. **Socio-Economic Disadvantaged**				
Met Minimum Expectation (Basic)	97.0 %	85.0 %	81.0 %	55.0 %
Mastered all Objectives	30.0 %	20.0 %	41.0 %	18.0 %
Proficient *	57.1 %	46.2 %	44.0 %	19.0 %
Academically Recognized (Advanced)	NA	NA	NA	NA
2**. Hispanic**				
Met Minimum Expectation (Basic)	98.0 %	87.0 %	72.0 %	58.0 %
Mastered all Objectives	29.0 %	22.0 %	44.0 %	19.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
3. **At-Risk**				
Met Minimum Expectation (Basic)	95.0 %	80.0 %	63.0 %	46.0 %
Mastered all Objectives	24.0 %	16.0 %	38.0 %	14.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
STATE SCORES				
Met Minimum Expectation (Basic)- State Mean Score	94.1 %	91.3 %	87.1 %	87.6 %
Mastery Level-State Mean Score	NA	NA	NA	NA
Proficient Level-State Mean Score	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA

*   Proficiency level data is provided as a combination of English/Spanish scores.
    NA: Data not available on state/district/campus reports.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.
Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:
   (j) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
   (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American
        Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for: Mathematics Grade 4, Spanish Scores

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Met Minimum Expectation (Basic)	100 %	100 %	100 %	58.3 %
Mastered all Objectives	0 %	0 %	43.0 %	8.0 %
Proficient *	57.1 %	46.2 %	44.0 %	19.0 %
Academically Recognized (Advanced)	0 %	0 %	13.0 %	0 %
Number of students tested	27	7	15	12
Percent of total students tested	100 %	100 %	100 %	100 %
Number of students excluded	0	0	0	0
Percent of students excluded	0 %	0 %	0 %	0 %
SUBGROUP SCORES				
1. **Socio-Economic Disadvantaged**				
Met Minimum Expectation (Basic)	100 %	100 %	93.0 % %	55.0 %
Mastered all Objectives	0 %	0 %	43.0 %	9.0 %
Proficient *	57.1 %	46.2 %	44.0 %	19.0 %
Academically Recognized (Advanced)	NA	NA	NA	NA
2**. Hispanic**				
Met Minimum Expectation (Basic)	100 %	100 %	100 %	58.0 %
Mastered all Objectives	0 %	0 %	38.0 %	9.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
3. **At-Risk**				
Met Minimum Expectation (Basic)	100 %	100 %	93.0 %	58.0 %
Mastered all Objectives	0 %	0 %	46.0 %	0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
STATE SCORES				
Met Minimum Expectation (Basic)-State Mean Score	92.2 %	89.3 %	77.0 %	72.7 %
Mastery Level-State Mean Score	NA	NA	NA	NA
Proficient Level-State Mean Score	NA	NA	NA	NA
Academic Recognition -State Mean Score	NA	NA	NA	NA

*   Proficiency level data is provided as a combination of English/Spanish scores.
NA: Data not available on state/district/campus reports.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.
Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:
   (k) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
   (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS

The Data Display Tables are illustrated on the following pages.   Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade: 5th Grade Math in English   Test: Texas Assessment of Academic Skills (TAAS)
Edition/publication year(s) : 1999, 200, 2001, 2002
Publisher: Texas Education Agency & Pearson Education Measurement

What groups were excluded from testing? Why, and how were they assessed?
Over the past four years, no more than 6 students have been excluded. In most years, 0 students have been excluded. Exclusions have included LEP exemptions (recent immigrant with no previous schooling), or special education students as per committee recommendation. Alternate tests were utilized to measure progress/current levels of academic ability. *See data displays for numbers.*

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut points. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficiency, and advanced cut points.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The state test, TAAS, has been utilized since 1991, given to student in public school in grade 3-8 and grade 10. Reading and Math skills are assessed at each grade level. Writing assessment is given in grades 4 , 8 & 10. In grade 8, Science and Social Studies knowledge is also assessed. End of the course exams are assessed in high school areas of Algebra I, Biology I, English II, and U.S. History. Students must pass the exit level tests in grade 10 in order to graduate. Standards as defined by the State of Texas for the state assessment, TAAS, are defined by four basic standards of student achievement.

- **Passing (Basic):** The student has met minimum expectations with a score of 70% or above on the Texas Learning Index (TLI), or a scale score of 1500.   A passing rate is equal to answering 75% of all test questions correctly.
- **Mastery:** The student must score over 71% of every objective measured on the test to master the objective (s) tested. Each test has a different number of objectives tested, making the mastery standard more difficult than a passing score. Mastery of all objectives indicates the student is strong in all objectives tested.
- **Proficient:** The student acquires a score of proficient with a score of 85% or above on the TLI or a scaled score of 1650, when tested in Spanish. The Texas Education Agency refers to students with a TLI of 85 or above as "high performing." The standard reflects strong overall performance in the subject and is nearly equivalent to the proficiency standard on national tests. (Based on students continuously enrolled for three years.)
- **Academic Recognition (Advanced):** The student who answers 95% of the questions correct on one of the tests has scored at the highest standard of the four categories.

Note:
- School Ratings of Exemplary (at least 90.0% passing each subject area/all students and each student group*), Recognized (at least 80% passing each subject area/all students and each student group*), Acceptable (at least 55.0% passing each subject area/all students and each student group*) and Low Performing (below 55% passing each subject area/all students and each student group*) are based on campus scores/passing rates. *Student groups are African-American, Hispanic, Anglo, and Economically Disadvantaged.
- Mastery, Proficiency, and Academic Recognition are provided for campus data only. Demographic data not provided for Proficiency/Academic Recognition categories.

STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for: Mathematics Grade 5, English Scores

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Met Minimum Expectation (Basic)	94.2 %	98.0 %	71.7 %	60.0 %
Mastered all Objectives	23.0 %	36.0 %	32.0 %	5.0 %
Proficient *	76.7 %	69.0 %	32.0 %	5.0 %
Academically Recognized (Advanced)	11.0 %	17.0 %	29.0 %	3.0 %
Number of students tested	53	42	59	40
Percent of total students tested	98.0 %	98.0 %	100 %	87.0 %
Number of students excluded	1	1	0	6
Percent of students excluded	2.0 %	2.0 %	0 %	13.0 %
SUBGROUP SCORES				
1. **Socio-Economic Disadvantaged**				
Met Minimum Expectation (Basic)	94.0 %	97.0 %	68.0 %	62.0 %
Mastered all Objectives	22.0 %	36.0 %	30.0 %	3.0 %
Proficient *	76.7 %	69.0 %	32.0 %	5.0 %
Academically Recognized (Advanced)	NA	NA	NA	NA
2**. Hispanic**				
Met Minimum Expectation (Basic)	94.0 %	97.0 %%	73.0 %	66.0 %
Mastered all Objectives	23.0 %	38.0 %	32.0 %	5.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
3. **At-Risk**				
Met Minimum Expectation (Basic)	92.0 %	97.0 %	95.0 %	43.0 %
Mastered all Objectives	14.0 %	37.0 %	50.0 %	5.0 %
Proficient	NA	NA	NA	NA
Academically Recognized (Advanced)	NA	NA	NA	NA
STATE SCORES				
Met Minimum Expectation (Basic)-State Mean Score	96.2 %	94.6 %	92.1 %	90.1 %
Mastery Level-State Mean Score	NA	NA	NA	NA
Proficient Level-State Mean Score	NA	NA	NA	NA
Academic Recognition -State Mean Score	NA	NA	NA	NA

 *   Proficiency level data is provided as a combination of English/Spanish scores.
   NA: Data not available on state/district/campus reports.

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level.
Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:
  (l) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
  (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)