

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

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

Official School Name George Washington Carver Learning Center
(As it should appear in the official records)

School Mailing Address 3719 Greenleaf St.
(If address is P.O. Box, also include street address)

Dallas Texas 75212-1597
City State Zip Code+4 (9 digits total)

Tel. (972) 794-3600 Fax (972) 794-3601

Website/URL www.carvergw.tripod.com E-mail hmorgan@dallasisd.org

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.

(Principal's Signature) Date _____

Private Schools: N/A

Name of Superintendent Dr. Mike Moses
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dallas Independent School District Tel. (972) 925-3700

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Ken Zornes
(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.

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

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: 154 Elementary schools
28 Middle schools
NA Junior high schools
211 High schools

211 TOTAL

2. District Per Pupil Expenditure: \$6676.00

Average State Per Pupil Expenditure: \$6913.00

SCHOOL (To be completed by all schools)

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

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

4 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	13	13	23	7	na	na	na
1	22	16	38	8	na	na	na
2	22	16	38	9	na	na	na
3	20	14	34	10	na	na	na
4	23	35	58	11	na	na	na
5	27	28	55	12	na	na	na
6	26	32	58	Other	na	na	na
TOTAL STUDENTS IN THE APPLYING SCHOOL							304

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|----------------------------------|
| <u> 0 </u> | % White |
| <u> 79 </u> | % Black or African American |
| <u> 20 </u> | % Hispanic or Latino |
| <u> 1 </u> | % Asian/Pacific Islander |
| <u> 0 </u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 26 %

(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 <i>to</i> the school after October 1 until the end of the year.	37
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	43
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	80
(4)	Total number of students in the school as of October 1	304
(5)	Subtotal in row (3) divided by total in row (4)	.2631
(6)	Amount in row (5) multiplied by 100	26.31

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

9. Students eligible for free/reduced-priced meals: 94 %
 310 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: 8 %
26 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>2</u> Speech or Language Impairment
<u>10</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>50</u>	<u>0</u>

12. Student-“classroom teacher” ratio: 18:1

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	1997-1998
Daily student attendance	97.2	96.7	96.7	96.8	96.1
Daily teacher attendance	96.2	95.9	98.2	97.2	96.5
Teacher turnover rate	7%	8%	8%	6%	6%
Student dropout rate	na	na	na	na	na
Student drop-off rate	na	na	na	na	na

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	<u>N/A</u>
Enrolled in a 4-year college or university	<u>N/A%</u>
Enrolled in a community college	<u>N/A%</u>
Enrolled in vocational training	<u>N/A%</u>
Found employment	<u>N/A%</u>
Military service	<u>N/A%</u>
Other (travel, staying home, etc.)	<u>N/A%</u>
Unknown	<u>N/A%</u>
Total	100 %

PART III – SUMMARY

George W. Carver Learning Center is located in the midst of the Dallas Housing Authority's Lakewest Housing Project in Dallas, Texas. The school was named after renowned scientist Dr. George W. Carver, a pioneer in soil management and crop rotation.

George W. Carver started as a three-teacher school in 1947. In September of 1956, a new Carver school opened, serving students in grades 1-8. In later years, the structure housed as many as 2,300 students. For a while, Carver operated as a 1-6 school. In the fall of 1976 to the fall of 1986, neighborhood students in grades 4-6 were bused to two North Dallas elementary schools under the District's Court Ordered Desegregation Plan. In the fall of 1986 by order of the courts, 4-6 grade students' in the Carver and P.L. Tyler attendance zones returned to the neighborhood to attend Carver, which was designated as one of the six DISD Learning Centers offering special programs of instruction and support to students. Carver continued to house and serve its own students in grades Pre-K-3.

Of the students identified to return to Carver upon its opening as a Learning Center, data showed that 56% were achieving below the 30th percentile and 70% were achieving below the 50th percentile in reading. According to spring 1988 achievement data, after two years of attendance in the Learning Center, 51% of Carver's 4-6 students were achieving above the 30th percentile and 35% were achieving above the 50th percentile.

As a Learning Center, Carver developed a mission statement as a guide in preparing all the students to become productive and responsible citizens. The mission of George W. Carver Learning Center staff is to provide a quality and comprehensive education for all students. The staff seeks to provide an environment that is conducive to academic growth along with social and emotional development.

The ethnic breakdown of the faculty has remained at 59% African-American, 38% Anglo-American, and less than 3% Hispanic-American. Approximately 84% of the teachers are female and 16% are male. The average teacher experience is 12 years. The median days of teacher absence has remained stable at 4.0 per year. The teacher attrition statistic has remained very low.

There has been fluctuating enrollment at Carver in recent years because of the housing project where students live. Extensive renovation and consequent relocation of families cause a significant drop in enrollment.

Since becoming a Learning Center, Carver has witnessed a growth in parental involvement in school programs such as PTA. The school has also developed an active community advisory committee and expanded the involvement of the business community. Area businesses contributions of incentives for teachers and students. The Junior League of Dallas recently awarded \$1,500 to Carver for a project titled *Communication/Publication*. The project will allow students to produce a puppet theater.

Today, Carver serves 288 students in grades Pre-K-6. The student population is comprised of 77% African-American and 21% Hispanic-Americans. The school feeds into Thomas A. Edison Middle Learning Center and L.G. Pinkston High School. More than half the faculty has earned graduate degrees with one member with a doctoral degree. As a Learning Center, Carver offers a variety of outstanding programs, extracurricular activities, and special incentives to encourage student achievement and to attract and maintain talented and dedicated teachers.

Part IV-Indicators of Academic Success

The Texas Assessment of Academic Skills (TAAS) is a state developed test that all students in grades 3-10 must take every academic year. It measures student performance in the areas of reading, mathematics, and writing in grades 3-7, and reading, mathematics, writing, science, and social studies in grades 8 and 10. The grade 10 test is also known as the exit level test, and students are required to pass it in order to qualify for graduation from high school.

School districts and campuses in Texas are accountable for meeting the state's standards of student performance, which is based on the state curriculum. The standard a student must meet to pass the exit level test is equivalent to correctly answering 70% of the items. The passing standard for grades 3-8 are aligned with the exit level standard in order to measure student achievement across time. Students in grades 3-8 and 10 achieving a Texas Learning Index score of 70 or higher meet minimum expectations in reading and mathematics. On the writing test, students must achieve a scale score of 1500 or higher to meet minimum expectations. The passing standards for the Spanish TAAS are the same as the English version.

It is the intent that all students take the test, however, there are circumstances under which students are not tested. Students may be absent on the days that the tests are administered. Moreover, students who become ill during the testing are not required to complete the test. Some students may receive a Limited English Proficient (LEP) exemption for every test. Although most students identified as Limited English Proficient (LEP) receive instruction in bilingual or English as a Second Language, there are a number of students who do not. School districts and campuses in Texas have a considerable number of students whose other language is not Spanish. These students are identified as Limited English Proficient and may be exempt from taking TAAS by the Language Proficiency Assessment Committee (LPAC) according to criteria established by the Texas Administrative Code.

Students with disabilities who receive instruction in the Texas Essential Knowledge and Skills, but are unable to receive an appropriate measure of their academic progress are also exempt from TAAS. However, students with disabilities are required to take the State Developed Alternative Assessment (SDAA). SDAA tests are given in the same subjects as TAAS and are administered on the same schedule as TAAS, and are designed to measure annual growth based on appropriate expectations for each student as decided by the ARD Committee.

Student data is reported each year in May for schools and districts and for the public in November based on indicators from performance standards. The Academic Excellence Indicator System (AEIS) reports TAAS passing rates, SDAA performance, and the attendance rate for elementary schools. The data is disaggregated by ethnicity, special education, and low-income status.

TAAS was administered in Texas from 1990-2002. The information and data includes TAAS scores from 1999-2002. Only students eligible under the criteria for exempt status, as described above were excluded from testing in the school years 1999 and 2000. Texas will begin the administration of the Texas Assessment of Knowledge and Skills (TAKS) beginning in the 2003 school year.

Every year teachers and administrators meet two days in August to review campus test results. The results from the test are analyzed by campus group, class group, and by individual students and teachers. TAAS objectives are ranked by percentile score from least to greatest. A Campus Improvement Plan and Instructional Calendar are developed. Curriculum and staff development are aligned to address the weakest objectives first.

During the first 18 weeks, staff development is scheduled weekly for all staff members in two-hour blocks after school. Each teacher is trained on instruction strategies to align with the instructional calendar. Textbooks and the state curriculum are aligned to meet student needs as determined by TAAS objectives.

The second semester all objectives from textbooks, state curriculum and TAAS objectives are completed through the instructional program as designated by the Campus Improvement Plan and Instructional Calendar's timeline.

Benchmark tests are administered in intervals of semester, quarterly, and weekly. Weekly tests consist of objectives and targets reviewed during that week by subject and grade. Quarterly tests assess all objectives and targets covered within that 9-week interval. Semester tests cover the full battery of objectives and targets. Every assessment is reviewed by administrators and teachers to determine student mastery by objective. Students that are not successful after an assessment are provided additional instruction through our before and after school tutorial programs.

Every teacher must complete individual and class profile reports. These reports are submitted to the administration after each assessment. The information is disaggregated by objective, subject, class grade, teacher, ethnicity and low-income status. The completed report is presented at each weekly staff development meeting. This information is used to determine the necessity of any adjustments to the Campus Improvement Plan or Instructional Calendar.

At the end of every quarter, student mastery rate is analyzed for student success by all tests taken. Teachers submit profiles of individual students with mastery rates in reading, mathematics, and writing. This data is disaggregated by percent of students passing all tests taken. The data is further analyzed to determine percent of students passing one, or two tests. The students not passing all tests are provided additional instruction in the subject areas that were not mastered.

Every student is required to keep an individual profile. Students enter their data after each assessment and set attainment goals for the next assessment date. These student profiles are sent to parents for signatures every week.

All data is presented to the Site Based Decision Making Committee at their monthly meetings. Parents and community members of the SBDMC can review and ask questions concerning the data analysis. The administrators also make a presentation to the P.T.A. on student progress based on assessment profiles at every meeting. The campus also sponsors several Family Nights to provide instructional assistance to parents in various subject areas based on student performance.

The campus publishes a monthly newsletter, which publishes students' progress and accomplishments.

George Washington Carver will share its success with other schools through presentations at professional workshops and elementary affiliations. The faculty and administrators are also prepared to submit articles for publication for academic journals. We stand ready to collaborate with other schools on any or all components of our Campus Improvement Plan (CIP) that have demonstrated consistent gains. Consequently, the school will develop close relationships with other schools across the state and nation to ensure that successful techniques and strategies can be shared.

We have a web site, which is updated with the campus 2002 Campus Improvement Plan. Schools are welcome to download the document. All teachers' names, subjects taught, and e-mail addresses are provided for any school that wants information or answers to questions. A chat address is also available for interactive discussions with the Pre-Algebra teacher, the Reading and Math Demonstration Teachers, Fine Arts Chair, Science Lab Instructors, Computer Technologist and the Librarian. Please contact us at www.carvergw.tripod.com.

Part V – Curriculum and Instruction

George Washington Carver serves a population of students in grades Pre-K – 6. The curriculum consist of the required foundational and enrichment courses required by the Texas Essential Knowledge of Skills (TEKS) and the Dallas Independent School District’s Division of Curriculum and Instruction. The foundational curriculum includes English language arts, mathematics, science, and social studies. The enrichment curriculum includes health, physical education, fine arts, and technology.

In addition to the foundational courses Carver provides Pre-Algebra to 6th grade students. The Pre-Algebra program prepares students with basic applications and vocabulary for entry level into an honors math program or Algebra in the 7th grade. The Pre-Algebra is a complete course of nine months in intensive instruction in basic algebraic procedures, operations and applications. Students without the prerequisite skills of the program are provided with individual lessons and activities formatted to meet their needs while providing the student with the components of this preparatory program.

Pre-Literature is also offered in sixth grade. This course is campus based and teacher directed. It was designed to increase the students’ exposure to classical literature as well as award winning authors and books. Students are provided with two class sets of selected books every 6 weeks. Each selection is reviewed in class and students are required to complete two group projects and one individual report per selection. After completion of each book, students are given the opportunity to keep the book for their personal libraries.

Carver has two science labs complete with a greenhouse, a garden, and biology field house, two chemistry labs and a weather station. Science instruction consists of 60% lab experience and 40% contextual work.

The Fine Arts enrichment curriculum provides classes for Pre-K-6 students in Art, Band, Theatre, Music (Choir), Strings, and Piano. The Theatre Arts program emphasizes activities in rhythm, movement, oral, and creative expression. These activities are designed to develop cooperation and cohesiveness as a group. Students in grades 4-6 study technical elements, interpretation of literature, playmaking, characterization, storytelling, and emotional awareness. The focus of the music program is comprehensive and strives to provide opportunities for students to become versatile in playing many instruments. Choir and general music are taught in a regular classroom with a full component of instruments including choral materials, hand bells and African drums. The school provides all string and band instruments for students. Students are allowed to take instruments home for additional practice. The piano lab has electronic pianos, acoustical pianos, and electronic keyboards. The keyboards are at the student’s disposal for practice at home. The art students are engaged in all aspects of design and art mediums, from paper and pencil to clay and oil pastels. They study art history and have many projects displayed throughout Dallas.

The technology program encompasses all components of the curriculum. The computer lab allows all students direct access to daily teaching instruction. Students apply their knowledge in all content areas to create multi-media projects. These projects allow student to utilize new and innovative technology. Digital cameras, web cameras, scanners, and various multi-media design software are a few of the components used for instruction in the technology lab.

The reading program is based on the Dallas Reading Plan and the Texas Reading Initiative. The program is aligned to the Texas Essential Knowledge and Skills (TEKS) for grades Pre-K-6. Instruction in reading is scheduled in two-hour blocks for grades K-6 and includes language, spelling, and writing development. Students are exposed to daily lessons in phonics, vocabulary, and reading comprehension. The curriculum for Pre-K-3 provides teachers and students with the necessary materials, methods and pedagogy to ensure students are on or above reading level by grade 3. Students in grades 4-6 continue instruction in phonics, word study, and comprehension. However, reading genre and research skills are added. The program includes a Reading Demonstration Teacher and a Master Reading Teacher. These additional teachers provide training for students and teachers through daily reading demonstration lessons. Additionally, they provided extensive support in the reading assessment component of the schools monitoring team. The Master Reading Teacher works exclusively with the Pre-K-3 students and teachers, and the Reading Demonstration Teacher provides assistance to 4-6 students and teachers. Both teachers provide staff development training every week to their perspective grades. The Junior Great Books Reading Series is used as a supplemental literature program in grades K-6. Participation in this program is usually implemented in the last 45 minutes of school day in grades K-2, and the first 20 minutes of the day in grades 3-6.

The math program is aligned with the National Council of Teachers of Mathematics' publication, *Principles and Standards for School Mathematics*. The goal is to provide an engaging, comprehensive, high quality mathematics program. The school aligns the Texas Essential Knowledge and Skills (TEKS) with the *Everyday Mathematics* school curriculum. Classes are scheduled in two-hour blocks for grades 4-6, and 90 minutes for Pre-K-3. Every week during staff development, teachers are trained on manipulative use and effective methods for instructional delivery. This process is particularly effective since all professional staff are involved in the training. It provides vertical and horizontal training and planning. Moreover, throughout the day students can ask any staff member including Fine Arts and P. E. teachers for assistance.

The school also has a Math Demonstration Teacher. This teacher provides demonstration lessons for students and staff throughout the day. Teachers rely on this resource for additional training and individual instruction for students in need of additional help or resources. The school has a math lab equipped with many math materials and NCTM specified manipulatives for every grade level and every teacher. Every teacher has a class set of manipulatives in addition to those in the lab.

Carver's math students compete with schools across the nation on the Internet in National Math Leagues and Olympiads. However, the school's local math competitions are the highlight of every year. Local intramural math competitions are held yearly and include students from grades K-6. Pre-Algebra students compete in their own division. The Math Demonstration teacher sponsors these competitions and provides the after school coaching for the selected team members. All students are welcome to join, however, only five team members can compete.

Students of math also visit local engineering sites and offices to observe engineers. The focus is to introduce students to careers in mathematics. A portion of the lessons and activities are provided in the technology lab with teacher directed activities in geometry, problem solving, investment banking, and spatial drawing.

The students attending Carver typically lack resources and the necessary experience to master the rapid flow of information of our digital society. In addition, the student population is extremely transient and mobile. Therefore, the faculty exhibits an untiring and unfaltering commitment to providing effective and precise instructional methods to ensure the academic and achievement gaps are closed.

The first priority of the instruction program is student and teacher scheduling. The schedule is designed to provide a cohesive and stable academic environment. Students in Pre-K –3 are scheduled in classes without interruption in two-and-a-half hour blocks in the morning and afternoon. The 4-6 classes are departmentalized with a sequential schedule of science and math, and reading and social studies. The class period begins with a brief demonstration of the lesson objective and the expected student outcome. As the class progresses, teachers begin to model activities that include manipulative and tactile instructional tools. Students are then guided into a practice time that includes whole group practices, small group assistance, and individual instruction or re-teaching. Some students may also be involved in computer-assisted instruction during the class period. Teacher observation and student's successful participation determines the adjustments or the progression of the lesson.

Students are expected to succeed and no excuses are accepted from students or teachers. Lessons and instructional methods are planned and paced according to student needs and curriculum standards. Field experiences are an essential part of the instructional methodology. Teachers are provided with the necessary funding to ensure all the students are involved in monthly off campus academic practicums.

Staff Development has been the foundation for all student success, and the total determinant of the sustained academic progress at Carver. For the teachers at Carver it provides the processes, mechanisms, and designs to implement appropriate and comprehensive lessons.

Administrators begin with the preliminary testing results published in the summer to plan Staff Development topics for the coming school year. All materials, books, and supplies are purchased during the summer. New and veteran teachers begin one week before the district's return date. During this week of training, teachers complete four days of training and one day of presentations from nationally renowned educational speakers.

Two days in August are devoted to disaggregate data and campus improvement planning. Book studies on classroom management and organization, effective instructional strategies, and rigorous training on core subject's methodology and pedagogy is the basis of these early days.

Beginning the first week, when the students return, all professional staff and administrators begin weekly with after-school staff development training. These training sessions are consecutive during the first 18 weeks of school. These sessions provide all professional staff training based on the objectives outlined in the Campus Improvement Plan. Each week, teachers and administrators meet to prepare for the coming week. The two-hour session's agenda is aligned with the timeline of the Instructional Calendar. The training is designed to ensure all teachers are equipped to determine the lessons on identified objectives and skills with a level of maximum effectiveness. In addition to training on campus the District has mandatory staff development available for teachers throughout the year. Every teacher attends at least one NCTM and IRA regional or annual conference.

Texas Assessment of Academic Skills "TAAS" for Grades 3 - 6: Reading
Publisher: Harcourt Educational Measurement for the Texas Education Agency

Published: Annually	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES	82.98	76.63	69.35	52.98
Number of students tested	188	184	186	168
At or Above Basic by %	82.98	76.63	69.35	52.98
At or Above Proficient by %	50	44.57	37.1	19.64
At Advanced by %	na	na	na	na
Percent of total students tested	100	100	99.47	94.38
Number of students excluded	0	0	2	6
Percent of students excluded	0	0	0	6
SUBGROUP SCORES				
1. # of Whites	na	na	na	na
At or Above Basic by %	na	na	na	na
At or Above Proficient by %	na	na	na	na
At Advanced by %	na	na	na	na
2. # of African Americans	150	151	151	126
At or Above Basic by %	84	76.82	68.21	49.21
At or Above Proficient by %	48	42.38	35.76	15.87
At Advanced by %	na	na	na	na
3. # of Hispanics	35	30	30	30
At or Above Basic by %	77.14	73.33	77.42	73.33
At or Above Proficient by %	57.14	53.33	41.94	36.67
At Advanced by %	na	na	na	na
4. # of Economically Disadvantaged	174	197	182	167
At or Above Basic by %	82.76	77.65	68.68	53.29
At or Above Proficient by %	51.72	45.25	36.81	19.76
At Advanced by %	na	na	na	na
5. Total of all Students	188	184	186	168
At or Above Basic by %	83	76.63	69.35	52.98
At or Above Proficient by %	50	44.57	37.1	19.64
At Advanced by %	na	na	na	na
DISTRICT SCORES BY %	80.04	74.05	71.23	74.58
DISTRCT TOTALS	42,997	42,744	41.87	35,827
STATE SCORES BY %	91.3	88.9	87.4	86.5
At or Above Proficient				
At Advanced				

"Basic" indicates that the student had a Texas Learning Index (TLI) of 70.

"Proficient" indicates that the student had a Texas Learning Index (TLI) of 85.

"na" indicates at the campus level less than 6 students were tested in that sub-group, or category, therefore no data is available. At the state level "na" indicates no equivalent.

There is no equivalent of "Advanced" in the Texas Accountability System.

Texas Assessment of Academic Skills "TAAS" for Grade 3: Reading
Publisher: Harcourt Educational Measurement for the Texas Education Agency

Published: Annually	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES	70	61.3	75	46.9
Number of students tested	31	31	41	41
At or Above Basic by %	70	61.3	75	51.22
At or Above Proficient by %	29.03	32.3	43.9	24.39
At Advanced by %	na	na	na	na
Percent of total students tested	100	100	100	85.42
Number of students excluded	0	0	0	6
Percent of students excluded	0	0	0	14.58
SUBGROUP SCORES				
1. # of Whites	na	na	na	na
At or Above Basic by %	na	na	na	na
At or Above Proficient by %	na	na	na	na
At Advanced by %	na	na	na	na
2. # of African Americans	23	31	33	28
At or Above Basic by %	77.3	60	75.8	44.4
At or Above Proficient by %	29.09	28	48.48	21.43
At Advanced by %	na	na	na	na
3. # of Hispanics	8	na	6	8
At or Above Basic by %	50	na	66.67	62.5
At or Above Proficient by %	37	na	16.67	37.5
At Advanced by %	na	na	na	na
4. # of Economically Disadvantaged	29	31	41	41
At or Above Basic by %	70	61.3	73.17	51.22
At or Above Proficient by %	29.03	32.3	43.9	24.39
At Advanced by %	na	na	na	na
5. Total of all Students	31	31	41	41
At or Above Basic by %	70	61.3	73.17	51.22
At or Above Proficient by %	29.03	32.3	43.9	24.39
At Advanced by %	na	na	na	na
DISTRICT SCORES BY %	76027	72.49	70.36	74.57
DISTRICT TOTAL	10,668	10,970	10,880	8,929
STATE SCORES BY %	88	86.8	87.9	88
At or Above Proficient	na	na	na	na
At Advanced	na	na	na	na

"Basic" indicates that the student had a Texas Learning Index (TLI) of 70.

"Proficient" indicates that the student had a Texas Learning Index (TLI) of 85.

"na" indicates at the campus level less than 6 students were tested in that sub-group, or category, therefore no data is available. At the state level "na" indicates no equivalent. There is no equivalent of "Advanced" in the Texas Accountability System.

Texas Assessment of Academic Skills "TAAS" for Grade 4: Reading
Publisher: Harcourt Educational Measurement for the Texas Education Agency

Published: Annually	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES	90.2	71.2	75.4	53.2
Number of students tested	52	53	58	50
At or Above Basic by %	90.2	71.2	75.4	53.2
At or Above Proficient by %	57.69	34	44.83	18
At Advanced by %	na	na	na	na
Percent of total students tested	100	100	98.31	96.15
Number of students excluded	0	0	1	2
Percent of students excluded	0	0	1.69	3.85
SUBGROUP SCORES				
1. # of Whites	na	na	na	na
At or Above Basic by %	na	na	na	na
At or Above Proficient by %	na	na	na	na
At Advanced by %	na	na	na	na
2. # of African Americans	43	47	46	39
At or Above Basic by %	88.1	73.3	71.1	47.4
At or Above Proficient by %	55.81	30.4	41.3	15.38
At Advanced by %	na	na	na	na
3. # of Hispanics	7	6	12	8
At or Above Basic by %	100	50	91.7	87.5
At or Above Proficient by %	71.43	50	58.33	37.5
At Advanced by %	na	na	na	na
4. # of Economically Disadvantaged	47	50	58	50
At or Above Basic by %	89.36	72	75.86	54
At or Above Proficient by %	61.7	36	44.83	18
At Advanced by %	na	na	na	na
5. Total of all Students	52	53	58	50
At or Above Basic by %	90.2	71.2	75.4	53.2
At or Above Proficient by %	57.69	34	44.83	18
At Advanced by %	na	na	na	na
DISTRICT SCORES BY %	80.62	75.11	71.47	75.14
DISTRICT TOTAL	11,183	11,119	10,756	8,647
STATE SCORES BY %	92.5	90.8	89.9	88.8
At or Above Proficient	na	na	na	na
At Advanced	na	na	na	na

"Basic" indicates that the student had a Texas Learning Index (TLI) of 70.

"Proficient" indicates that the student had a Texas Learning Index (TLI) of 85.

"na" indicates at the campus level less than 6 students were tested in that sub-group, or category, therefore no data is available. At the state level "na" indicates no equivalent.

There is no equivalent of "Advanced" in the Texas Accountability System.

Texas Assessment of Academic Skills “TAAS” for Grade 5: Reading
Publisher: Harcourt Educational Measurement for the Texas Education Agency

Published: Annually	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES	86.5	92.5	61.4	45.2
Number of students tested	52	55	44	44
At or Above Basic by %	86.5	92.5	61.4	45.2
At or Above Proficient by %	50	58.2	27.27	4.55
At Advanced by %	na	na	na	na
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. # of Whites	na	na	na	na
At or Above Basic by %	na	na	na	na
At or Above Proficient by %	na	na	na	na
At Advanced by %	na	na	na	na
2. # of African Americans	44	44	34	37
At or Above Basic by %	88.6	92.7	58.8	44.4
At or Above Proficient by %	50	56.8	23.55	5.41
At Advanced by %	na	na	na	na
3. # of Hispanics	7	11	9	6
At or Above Basic by %	71.4	91.7	77.8	50
At or Above Proficient by %	42.86	63.6	44.44	0
At Advanced by %	na	na	na	na
4. # of Economically Disadvantaged	49	54	43	44
At or Above Basic by %	85.71	92.6	60.47	45.45
At or Above Proficient by %	51.02	59.3	27.91	4.55
At Advanced by %	na	na	na	na
5. Total of all Students	52	55	44	44
At or Above Basic by %	86.5	92.5	61.4	45.2
At or Above Proficient by %	50	58.2	27.27	4.55
At Advanced by %	na	na	na	na
DISTRICT SCORES BY %	81.81	73.58	68.24	70.47
DISTRICT TOTAL	10,764	10,537	10,178	8,712
STATE SCORES BY %	92.7	90.2	87.8	86.4
At or Above Proficient	na	na	na	na
At Advanced	na	na	na	na

"Basic" indicates that the student had a Texas Learning Index (TLI) of 70.

"Proficient" indicates that the student had a Texas Learning Index (TLI) of 85.

"na" indicates at the campus level less than 6 students were tested in that sub-group, or category, therefore no data is available. At the state level "na" indicates no equivalent. There is no equivalent of "Advanced" in the Texas Accountability System.

Texas Assessment of Academic Skills "TAAS" for Grade 6: Reading
Publisher: Harcourt Educational Measurement for the Texas Education Agency

Published: Annually	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES	80.4	76.7	65.1	66.7
Number of students tested	53	45	43	33
At or Above Basic by %	80.4	76.7	65.1	66.7
At or Above Proficient by %	59.29	48.9	30.23	36.36
At Advanced by %	na	na	na	na
Percent of total students tested	100	100	100	97.06
Number of students excluded	0	0	0	1
Percent of students excluded	0	0	0	2.94
SUBGROUP SCORES				
1. # of Whites	na	na	na	na
At or Above Basic by %	na	na	na	na
At or Above Proficient by %	na	na	na	na
At Advanced by %	na	na	na	na
2. # of African Americans	40	36	38	22
At or Above Basic by %	78.9	77.1	65.8	59.1
At or Above Proficient by %	50	50	28.95	27.27
At Advanced by %	na	na	na	na
3. # of Hispanics			na	
At or Above Basic by %	83.3	75	na	87.5
At or Above Proficient by %	69.23	37.5	na	62.5
At Advanced by %	na	na	na	na
4. # of Economically Disadvantaged	49	44	41	33
At or Above Basic by %	80.4	76.7	65.1	66.7
At or Above Proficient by %	57.14	47.7	29.27	36.36
At Advanced by %	na	na	na	na
5. Total of all Students	53	45	43	33
At or Above Basic by %	80.4	76.7	65.1	66.7
At or Above Proficient by %	59.29	48.9	30.23	36.36
At Advanced by %	na	na	na	na
DISTRICT SCORES BY %	81.47	75.08	74.97	77.83
DISTRCT TOTALS	10,382	10,118	10,014	9,539
STATE SCORES BY %	88.2	85.6	86	84.9
At or Above Proficient	na	na	na	na
At Advanced	na	na	na	na

"Basic" indicates that the student had a Texas Learning Index (TLI) of 70.

"Proficient" indicates that the student had a Texas Learning Index (TLI) of 85.

"na" indicates at the campus level less than 6 students were tested in that sub-group, or category, therefore no data is available. At the state level "na" indicates no equivalent. There is no equivalent of "Advanced" in the Texas Accountability System.

Texas Assessment of Academic Skills "TAAS" for Grades 3 - 6: Mathematics
Publisher: Harcourt Educational Measurement for the Texas Education Agency

Published: Annually	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES	84.74	81.28	72.43	53.57
Number of students tested	190	187	185	168
At or Above Basic by %	84.74	81.28	72.43	53.57
At or Above Proficient by %	43.68	41.71	25.41	14.88
At Advanced by %	na	na	na	na
Percent of total students tested	100	100	98.93	94.38
Number of students excluded	0	0	2	2
Percent of students excluded	0	0	1	6
SUBGROUP SCORES				
1. # of Whites	na	na	na	na
At or Above Basic by %	na	na	na	na
At or Above Proficient by %	na	na	na	na
At Advanced by %	na	na	na	na
2. # of African Americans	152	154	151	126
At or Above Basic by %	84.21	81.17	68.87	53.17
At or Above Proficient by %	39.47	37.01	23.18	15.08
At Advanced by %	na	na	na	na
3. # of Hispanics	35	30	31	30
At or Above Basic by %	85.71	80	87.1	70
At or Above Proficient by %	57.14	63.33	32.26	20
At Advanced by %	na	na	na	na
4. # of Economically Disadvantaged	176	182	181	167
At or Above Basic by %	84.66	82.42	72.38	53.89
At or Above Proficient by %	43.75	42.31	24.86	14.97
At Advanced by %	na	na	na	na
5. Total of all Students	190	187	185	168
At or Above Basic by %	84.74	81.28	72.43	53.57
At or Above Proficient by %	43.68	41.71	25.41	14.88
At Advanced by %	na	na	na	na
DISTRICT SCORES BY %	84.42	77.04	68.87	72.55
DISTRICT TOTAL	43,456	43,230	42,293	36,216
STATE SCORES BY %	92.7	90.2	87.4	85.7
At or Above Proficient				
At Advanced				

"Basic" indicates that the student had a Texas Learning Index (TLI) of 70.

"Proficient" indicates that the student had a Texas Learning Index (TLI) of 85.

"na" indicates at the campus level less than 6 students were tested in that sub-group, or category, therefore no data is available. At the state level "na" indicates no equivalent. There is no equivalent of "Advanced" in the Texas Accountability System.

Texas Assessment of Academic Skills "TAAS" for Grade 3: Mathematics
Publisher: Harcourt Educational Measurement for the Texas Education Agency

Published: Annually	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES	71	58.1	72.5	40.6
Number of students tested	32	31	40	41
At or Above Basic by %	71.88	58.1	72.5	40.6
At or Above Proficient by %	25	19.4	20	2.4
At Advanced by %	na	na	na	na
Percent of total students tested	100	100	97.56	85.42
Number of students excluded	0	0	1	6
Percent of students excluded	0	0	2.44	14.58
SUBGROUP SCORES				
1. # of Whites	na	na	na	na
At or Above Basic by %	na	na	na	na
At or Above Proficient by %	na	na	na	na
At Advanced by %	na	na	na	na
2. # of African Americans	24	25	33	28
At or Above Basic by %	75	56	69.7	44.4
At or Above Proficient by %	16.67	16.3	18.8	3.57
At Advanced by %	na	na	na	na
3. # of Hispanics	8	na	6	8
At or Above Basic by %	62.5	na	83.3	20
At or Above Proficient by %	50	na	16.67	0
At Advanced by %	na	na	na	na
4. # of Economically Disadvantaged	32	31	39	40
At or Above Basic by %	71.88	58.1	72.5	40.6
At or Above Proficient by %	25	19.4	20	2.44
At Advanced by %	na	na	na	na
5. Total of all Students	32	31	40	41
At or Above Basic by %	71	58.1	72.5	40.6
At or Above Proficient by %	25	19.4	20	2.44
At Advanced by %	na	na	na	na
DISTRICT SCORES BY %	76.03	66.09	57.56	64.02
DISTRCT TOTALS	10,800	11,090	10,974	9,003
STATE SCORES BY %	87.4	83.1	80.6	83.1
At or Above Proficient	na	na	na	na
At Advanced	na	na	na	na

"Basic" indicates that the student had a Texas Learning Index (TLI) of 70.

"Proficient" indicates that the student had a Texas Learning Index (TLI) of 85.

"na" indicates at the campus level less than 6 students were tested in that sub-group, or category, therefore no data is available. At the state level "na" indicates no equivalent.

There is no equivalent of "Advanced" in the Texas Accountability System.

Texas Assessment of Academic Skills "TAAS" for Grade 4: Mathematics
Publisher: Harcourt Educational Measurement for the Texas Education Agency

Published: Annually	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES	84.3	70.9	68.4	44.7
Number of students tested	52	56	58	50
At or Above Basic by %	84.92	70.9	68.4	44.7
At or Above Proficient by %	26.92	17.9	18.97	16
At Advanced by %	na	na	na	na
Percent of total students tested	100	100	98.31	96.15
Number of students excluded	0	0	1	2
Percent of students excluded	0	0	1.69	3.85
SUBGROUP SCORES				
1. # of Whites	na	na	na	na
At or Above Basic by %	na	na	na	na
At or Above Proficient by %	na	na	na	na
At Advanced by %	na	na	na	na
2. # of African Americans	43	49	46	39
At or Above Basic by %	81.4	72.9	64.4	36.8
At or Above Proficient by %	23.26	16.3	19.57	15.38
At Advanced by %	na	na	na	na
3. # of Hispanics	7	6	12	8
At or Above Basic by %	100	50	83.3	87.5
At or Above Proficient by %	28.57	16.7	16.67	25
At Advanced by %	na	na	na	na
4. # of Economically Disadvantaged	47	53	58	50
At or Above Basic by %	85.11	71.7	68.97	46
At or Above Proficient by %	26.66	18.9	18.97	16
At Advanced by %	na	na	na	na
5. Total of all Students	52	56	58	50
At or Above Basic by %	84.3	70.9	68.4	44.7
At or Above Proficient by %	26.92	17.9	18.97	16
At Advanced by %	na	na	na	na
DISTRICT SCORES BY %	82.96	75.32		72
DISTRICT TOTAL	11,302	11,243		8,805
STATE SCORES BY %	94.1	91.3	87.1	87.6
At or Above Proficient by %	na	na	na	na
At Advanced by %	na	na	na	na

"Basic" indicates that the student had a Texas Learning Index (TLI) of 70.

"Proficient" indicates that the student had a Texas Learning Index (TLI) of 85.

"na" indicates at the campus level less than 6 students were tested in that sub-group, or category, therefore no data is available. At the state level "na" indicates no equivalent.

There is no equivalent of "Advanced" in the Texas Accountability System.

Texas Assessment of Academic Skills "TAAS" for Grade 5: Mathematics
Publisher: Harcourt Educational Measurement for the Texas Education Agency

Published: Annually	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES	86.8	96.3	84.1	61.9
Number of students tested	53	56	44	44
At or Above Basic by %	86.8	96.3	84.1	61.9
At or Above Proficient by %	52.83	66.1	40.9	25
At Advanced by %	na	na	na	na
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. # of Whites	na	na	na	na
At or Above Basic by %	na	na	na	na
At or Above Proficient by %	na	na	na	na
At Advanced by %	na	na	na	na
2. # of African Americans	45	45	34	37
At or Above Basic by %	86.7	95.2	79.4	61.1
At or Above Proficient by %	53.33	57.8	35.29	27.03
At Advanced by %	na	na	na	na
3. # of Hispanics	7	11	9	6
At or Above Basic by %	85.7	100	100	66.67
At or Above Proficient by %	42.86	100	66.67	16.67
At Advanced by %	na	na	na	na
4. # of Economically Disadvantaged	50	55	43	44
At or Above Basic by %	86	96.4	83.72	61.36
At or Above Proficient by %	52	66.3	41.86	25
At Advanced by %	na	na	na	na
5. Total of all Students	53	56	44	44
At or Above Basic by %	86.8	96.3	84.1	61.9
At or Above Proficient by %	52.83	66.1	40.9	25
At Advanced by %	na	na	na	na
DISTRICT SCORES BY %	87.77	82.37	75.56	74.04
DISTRCT TOTALS	10,876	10,678	10,283	8,807
STATE SCORES BY %	96.2	94.6	92.1	90.1
At or Above Proficient	na	na	na	na
At Advanced	na	na	na	na

"Basic" indicates that the student had a Texas Learning Index (TLI) of 70.

"Proficient" indicates that the student had a Texas Learning Index (TLI) of 85.

"na" indicates at the campus level less than 6 students were tested in that sub-group, or category, therefore no data is available. At the state level "na" indicates no equivalent. There is no equivalent of "Advanced" in the Texas Accountability System.

Texas Assessment of Academic Skills "TAAS" for Grade 6: Mathematics
Publisher: Harcourt Educational Measurement for the Texas Education Agency

Published: Annually	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES	90.2	95.2	65.1	76.7
Number of students tested	53	44	43	33
At or Above Basic by %	90.2	95.2	65.12	69.7
At or Above Proficient by %	62.26	56.8	23.26	15.15
At Advanced by %	na	na	na	na
Percent of total students tested	100	97	100	97.6
Number of students excluded	0	1	0	1
Percent of students excluded	0	3	0	2.94
SUBGROUP SCORES				
1. # of Whites	na	na	na	na
At or Above Basic by %	na	na	na	na
At or Above Proficient by %	na	na	na	na
At Advanced by %	na	na	na	na
2. # of African Americans	40	35	38	22
At or Above Basic by %	89.5	97.1	63.2	72.7
At or Above Proficient by %	55.5	57.1	21.05	9.09
At Advanced by %	na	na	na	na
3. # of Hispanics	13	8	na	8
At or Above Basic by %	91.7	87.5	na	87.5
At or Above Proficient by %	84.62	62.5	na	37.5
At Advanced by %	na	na	na	na
4. # of Economically Disadvantaged	49	43	41	33
At or Above Basic by %	89.8	95.3	65.85	69.7
At or Above Proficient by %	63.27	55.8	21.95	15.15
At Advanced by %	na	na	na	na
5. Total of all Students	53	44	43	33
At or Above Basic by %	90.2	95.2	65.1	76.7
At or Above Proficient by %	62.26	56.8	23.26	15.15
At Advanced by %	na	na	na	na
DISTRICT SCORES BY %	90.12	85.23	78.72	79.67
DISTRCT TOTALS	10,478	10,219	10,132	9,601
STATE SCORES BY %	93.8	91.4	88.5	86.9
At or Above Proficient	na	na	na	na
At Advanced	na	na	na	na

"Basic" indicates that the student had a Texas Learning Index (TLI) of 70.

"Proficient" indicates that the student had a Texas Learning Index (TLI) of 85.

"na" indicates at the campus level less than 6 students were tested in that sub-group, or category, therefore no data is available. At the state level "na" indicates no equivalent. There is no equivalent of "Advanced" in the Texas Accountability System.

Texas Assessment of Academic Skills "TAAS" for Grade 4: Writing
Publisher: Harcourt Educational Measurement for the Texas Education Agency

Published: Annually	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
SCHOOL SCORES	98	77.8	76.3	63
Number of students tested	52	54	57	47
At or Above Basic by %	98	77.8	76.3	63
At or Above Proficient by %	42.31	20.4	12.28	12.77
At Advanced by %	na	na	na	
Percent of total students tested	100	100	91.94	88.68
Number of students excluded	0	0	5	5
Percent of students excluded	0	0	8.02	11.32
SUBGROUP SCORES				
1. # of Whites	na	na	na	na
At or Above Basic by %	na	na	na	na
At or Above Proficient by %	na	na	na	na
At Advanced by %	na	na	na	na
2. # of African Americans	43	47	45	38
At or Above Basic by %	97.6	80.4	76.1	62.2
At or Above Proficient by %	44.19	17	11.11	13.16
At Advanced by %	na	na	na	na
3. # of Hispanics	7	6	12	8
At or Above Basic by %	100	50	76.9	75
At or Above Proficient by %	42.8	33.3	16.7	12.5
At Advanced by %	na	na	na	na
4. # of Economically Disadvantaged	47	51	57	47
At or Above Basic by %	97.87	78.4	78.95	63.83
At or Above Proficient by %	44.68	21.6	12.28	12.77
At Advanced by %	na	na	na	na
5. Total of all Students	52	54	57	47
At or Above Basic by %	98.08	77.4	69.6	63
At or Above Proficient by %	42.31	20.4	12.3	12.77
At Advanced by %	na	na	na	na
DISTRICT SCORES BY %	76.5	76.9	73.61	76.13
DISTRCT TOTALS	11,052	11,111	10,578	8,474
STATE SCORES BY %	89.8	87.9	88.2	88.4
At or Above Proficient	na	na	na	na
At Advanced	na	na	na	na

"Basic" indicates that the student had a Texas Learning Index (TLI) of 70.

"Proficient" indicates that the student had a Texas Learning Index (TLI) of 85.

"na" indicates at the campus level less than 6 students were tested in that sub-group, or category, therefore no data is available. At the state level "na" indicates no equivalent.

There is no equivalent of "Advanced" in the Texas Accountability System.