U.S. Department of Education **November 2002**

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

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

Official School Name: Hudson PEP Elementary School
(As it should appear in the official records)

School Mailing Address: 1609 Lilly Street
(If address is P.O. Box, also include street address)

City Longview State TX Zip Code 75602-1609

Tel. (903) 753-7472 Fax (903) 753-825

Website/URL www.lisd.org/hudson/index/html Email bbogue@lisd.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.

_____ Date _____
(Principal's Signature)

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

Name of Superintendent Dr. Dana Marable
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Longview Independent School District Tel. (903)753-0206

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: Mr. John Harrison
(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:
   8 Elementary schools
   3 Middle schools
   3 Primary schools
   1 High schools

   15 TOTAL

2. District Per Pupil Expenditure: $ 4,267
   Campus Per Pupil Expenditure $ 3,616
   Average State Per Pupil Expenditure: $4,929

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
   [X] Small city or town in a rural area
   [ ] Rural

4. 8.75 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:

Grades 1-5

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K			**0**		**7**			0
1	33	52	**85**		**8**			0
2	47	39	**86**		**9**			0
3	47	40	**87**		**10**			0
4	30	46	**76**		**11**			0
5	40	41	**81**		**12**			0
6			0		Other			0
			TOTAL STUDENTS IN THE APPLYING SCHOOL					415

6. Racial/ethnic composition of the students in the school:

__71__% White
__20.2__% Black or African American
_6.7__% Hispanic or Latino
__2.1___% Asian/Pacific Islander
_____% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: ____5____%

(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.	9
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	415
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5%

8. Limited English Proficient students in the school: ___1.0__ %
__4____Total Number Limited English Proficient

Number of languages represented: ____1____
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: ___20_%

___84___Total Number Students Who Qualify

10. Students receiving special education services: _____1.4___%
_____6___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	____Other Health Impaired
____Deaf-Blindness	____Specific Learning Disability
____Hearing Impairment	__X_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___	_____
Classroom teachers	____19___	_____
Special resource teachers/specialists (Art, Librarian, GT, Music, PE, Counselor, Nurse)	____7___	____5____ (Band, Strings, GT, Speech, Dyslexia)
Paraprofessionals (Secretary, Office Aid, Computer Lab Manager, and Instructional Assistant)	____4___	_____
Support staff (Custodians and Cafeteria Staff)	____6___	____2____
Total number	_____37___	____7____

12. Student-"classroom teacher" ratio: __22:1_____

1. Show the attendance patterns of teachers and students.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	98.3%	98.1%	98.2%	97.9%	97.9%
Daily teacher attendance	97.8%	97.7%	95.7%	96.6%	96.4%
Teacher turnover rate	21.7%	21.7%	0	10.8%	26%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Hudson PEP (Planned Enrichment Program) Elementary is a unique learning atmosphere for students of average and above average academic abilities located in Longview, Texas. Elementary students from any school zone in Longview ISD are eligible to make application to attend this special school that was established in 1976. The selection process is committed to maintaining a rich diversity of students. The school's parental and community involvements result in a shared belief of "high expectations for all students" and support the motto of "Soaring to New Heights of Excellence." The school's mission statement captures the uniqueness of the learning atmosphere.

> "Our mission is to provide a qualitatively different learning environment that nurtures a passion for intellectual curiosity, encourages risk-taking and innovation, and cultivates self-discipline and respect for others. We are committed to a tradition of academic excellence and social responsibility as we assist students to become lifelong learners in a global society."

It is apparent to anyone who arrives on campus that the Hudson faculty and staff are committed to fulfilling the school district and the school's mission. All students are provided a challenging curriculum and exemplary instruction within a safe, orderly environment that is warm and inviting. The custodial and cafeteria staff, teachers, professional support staff, administrators, paraprofessionals, and office personnel help to provide a caring, friendly climate where students are valued and loved. The collaborative efforts of everyone contribute to the school's tradition of excellence.

A planned enrichment program (PEP) is part of the school's name and tradition. Hudson students enjoy an enriched, challenging program of study. They have opportunities to participate in a variety of special interest classes, which include band, orchestra, or show choir for fifth graders and weekly art, music, computer, and science lab classes for grades 1-5. The ACE (A Curriculum for Excellence) program serves identified gifted and talented students in a pullout program that meets 2.5 hours a week. Children delight in the 135 minutes of physical education activities that are scheduled weekly and love using the latest technology in the classroom and computer lab.

At Hudson, parents and other community members recognize the important role they play and share in the success of students. Parent volunteers and service groups contribute as partners-in-education. In the last three-years, school volunteers logged an average of 2389 hours annually.

The Texas Education Agency (TEA) rated Hudson PEP Elementary as an "Exemplary" school for the last seven consecutive years. To receive an Exemplary rating, at least 90 percent of all students and students in each sub-population must pass all sections of the TAAS, (Texas Assessment of Academic Skills), which is a state-criterion referenced test. Outstanding educators, who are part of the faculty, have won numerous awards. In the last eight years, four members of the Hudson faculty were each selected as Longview ISD Teacher of the Year. Three advanced to win the highly competitive Region VII Teacher-of-the Year contest.

Although Hudson has received many honors for academic excellence, the faculty and staff work as a team and focus on the whole child, not just awards and test scores. All one needs to do is walk through the classrooms and halls to see the effectiveness of the faculty, staff, parent, community, and students working together. Students are actively engaged in learning with an unquenchable desire to know more. They are thinking creatively and critically while demonstrating good citizenship and working independently or in collaborative groups. Seeing the smiles on the students' faces and sharing the joy they feel as they successfully meet challenges are the reasons the faculty and staff of Hudson PEP Elementary School pursue excellence for all students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The schools assessment results in reading and mathematics are displayed in tables at the end of this application. **Tables 1A-1F** disaggregate data by school scores, African American, white, and economically disadvantaged groups. These tables also show the scores for the state.

   Meeting minimum expectations is considered basic. Mastering all objectives is considered proficient and scoring 95% or greater is considered advanced. All scores were given in percentages.

   The faculty and staff are aware that there is a difference between the sub groups on the proficient and advanced scores. White students are scoring higher than the other groups. The campus is working toward higher test scores for all students. The scores for spring 2002 indicate the gap is being reduced in these areas. This faculty and staff will continue to work toward reducing these gaps and having all students achieve at high levels.

   Table 2 is the cohort analysis for 1997-2002. It shows the TLI scores distributed by grade level in each subject. By tracking a group of students from one year to the next one can determine if there has been positive or negative gains.

   The TLI is not a percentage of items correct. It is a standard score whose primary functions are to describe how far above or below the passing standard the student is and to indicate whether the student is making progress over time.

   Table 2 data shows that all students are making progress from one year to the next. The difference in the TLI is in the positive for each group.

   Table 3 gives a clear picture of how the opportunity gap between the sub groups has closed. In 1974, African American students passed the math portion of the TAAS test at the rate of only 71.4% and economically disadvantaged students at the rate of 74%. The next year both groups passed at a 90% or better rate. Each year the students' passing rate increased and the gap between the groups lessened. One hundred percent of Hudson students passed math in 1999. In 2000 all students passed all portions of the TAAS test. In subsequent years only one or two students failed a portion of the TAAS test.

   Table 3 also shows the scores for Hudson students are clearly outstanding when compared to the state's scores in all areas.

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

Hudson's teachers and administrator utilize assessment data in a variety of ways to determine if the academic needs of all students are being met. Teachers in grades one and two use the Texas Primary Reading Inventory and portfolio data to diagnose student weaknesses and strengths. The district's software program, ADM, allows teachers in grades one through five to use diagnostic benchmark data to plan effective instruction and remediation. It also helps the principal and the campus improvement team to identify staff development needs for the faculty and staff.

Before-school tutorials are offered to certain students based on a variety of data the teacher collects. Grades, portfolios, district benchmark tests, and campus assessments are the types of data reviewed to determine if remediation is needed. Assessment data is also used to determine if a student needs a more challenging curriculum. Students who meet the district's criteria are placed with a specialist for gifted and talented instruction for 2.5 hours of instruction each week.

The campus improvement plan is structured around assessment results. TAAS assessment data is used to evaluate the effectiveness of the instructional programs. Teachers in grades three through five receive disaggregated data showing individual, classroom, and campus scores and sub-groups within his/her class compared to other teachers within the school, the district, and the state. They use this data and item analysis data to determine ways to improve instruction for the next school year. The budgetary decisions for the campus are linked to the plan for improvement.

In 1998, the campus began to focus on student achievement at a higher level than merely passing the state TAAS test. Various forms of data showing the number and percent of students "mastering all objectives" were analyzed resulting in the realignment of goals, objectives, and strategies. Students' proficient and advanced scores on the TAAS tests increased in the succeeding years.

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

Informing parents regularly of school and student achievement is a priority at Hudson. Teachers in all grades send folders with students' work and behavior reports home weekly for the parent to review. In addition, all students, not just those making unsatisfactory progress, are issued three-week progress reports. Report cards are sent each six weeks. Numerical grades are given in all subjects except fine arts, behavior, and physical education. Students in all grades use daily planners to record assignments and activities.

In January, the administrator issues a School Report Card, which includes the school's accountability report, to each parent. Included in this report are the school's TAAS scores in reading, writing, and math with comparisons to the state and district. Parents are shown how all-ethnic and low socio-economic groups scored. A public meeting to discuss these results is held each year. The TAAS results are also reported in the PEP Talk, a PTA newsletter, the Hudson website, and the local newspaper. Brochures and newspaper ads about the school showcase the "exemplary" ratings and consistently high test scores.

Parents and/or guardians are sent individual student test results showing how their child scored on the Texas Academic and Assessment Skills (TAAS) test. An explanation sheet is provided with the test scores. Those wanting more information or a personal explanation are encouraged to contact the school's principal, counselor, or their child's teacher.

Results of student's performance on the Texas Primary Reading Inventory (TPRI) at the beginning and end of school are mailed to parents. In addition, students who did not perform satisfactory are placed in small groups for targeted intensive reading instruction. Parents are notified of their progress at the end of 60 sessions. Parent conferences are held within the first nine weeks of school for all students and again in the spring to show student progress. Hudson parents are very involved in their children's education so attendance at conferences is high.

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

The Texas Educational Agency (TEA) recently formed the Texas Pathfinder Collaborative and selected Hudson PEP School to participate. The purpose of this collaborative is to hold regional conferences with staff development sessions conducted by Pathfinder Schools. The conferences provide a platform for Texas schools to work together in an effort to increase student achievement by reaching, informing, connecting, and supporting educators. TEA designated Hudson to be part of this elite group after a site visit in the fall of 2002.

The Texas Pathfinder Collaborative highlights successful school practices in a catalog and distributes it to all Texas school districts. As a member of the collaborative, the campus agrees to provide information about the school's instructional practices and organization, invite other schools to visits, and provide staff development.

The school became part of the Texas Mentor School Network in January 2000, but the network was dissolved in 2003 due to the lack of funding. Although Hudson is no longer receiving funds, the principal and teachers will continue to provide staff development for Longview ISD, surrounding school districts, and at various regional and state conferences. The Pathfinder Collaborative network will be an excellent avenue for Hudson to share its successes with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. **Describe in one page the school's curriculum, and show how all students are engaged with significant content, based on high standards.**

Teachers at Hudson follow an aligned, rigorous curriculum implemented by the district to meet the needs of all learners. Teachers from the Hudson campus participated in writing the district curriculum guides with clear written expectations for all learners based on the Texas Essential Knowledge and Skills (TEKS) and standards. In Texas, the framework for the written curriculum is the TEKS, and the statewide student assessment is the Texas Assessment of Knowledge and Skills (TAKS), formerly the TAAS. The curriculum is based on a core set of non-negotiable student objectives that guide decisions about teaching and learning.

Although it is the teacher's responsibility to decide how the curriculum is taught, as a campus, Hudson faculty and staff began following the principles and guidelines of ITI (Integrated Thematic Instruction) by Susan Kovalik. Naturally, some teachers are at different stages of implementation than others; some just beginning and others well established.

The eight brain-compatible elements of ITI that teachers strive to provide are: 1) a trustworthy environment--absence of threat, 2) meaningful content, 3) choices, 4) adequate time, 5) enriched environment, 6) collaboration, 7) immediate feedback, and 8) mastery (application). These components are woven throughout all lessons and activities.

Campus instructional strategies are varied and provide the most effective methods for the particular content at hand with choices regularly provided through inquiries and other means. Adequate time is allowed to let students complete their work. Collaboration is effectively used to enhance learning academically and socially. Hudson students use technology as a natural extension of their senses to explore and learn. They have access to databases and communication systems throughout the country. Also, peers and cross-age tutors substantially increase teaching and practice time for students in areas of individual need.

The character education program implemented two years ago at Hudson is based solely on the ITI principles. Students learn tools for citizenship and life by using life long guidelines and life skills. A weekly Friday morning assembly that starts twenty minutes before the regular school day recognizes the "Student-of-the-Week" from each classroom who has demonstrated the life-skill or guideline of the week. These assemblies are used as a means to build a community of learners and to demonstrate respect and pride for the accomplishments of others.

The program for the assemblies varies from week to week. Cup stacking competitions, Jump Rope for Heart demonstrations, show choir performances, and community speakers are a few examples. What doesn't change is the recognition of students for good citizenship, meeting goals in the Accelerated Reader program, and perfect attendance. Students are encouraged to develop a love for reading and are given daily class time for silent reading. They earn special, engraved dog tags for reading a set number of books.

The Accelerated Reader program is an essential part of Hudson's immense success record. Each year Hudson students read more and more books. As an example, first graders read 5,338 books in 1997. This number increased to 12,597 books in the 2002 school year. Since students at this school are such successful readers, less time is spent in remediation and more time is devoted to application, synthesis, and evaluation activities.

The curriculum at Hudson is brain-compatible and enhances the learner's pattern seeking and program building capabilities. The real reason for the school's curriculum is for students to make meaning, to use what he/she understands in real world situations, and retain what he/she learns. The exemplary faculty and staff at Hudson PEP Elementary strive daily to provide challenging curriculum and exemplary instruction so that all students will reach the highest level of academic achievement possible.

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.

Hudson's reading curriculum is based on a "balanced literacy" approach with small reading groups. Teachers use the components of read aloud or modeled reading, shared reading, interactive reading, guided reading, independent reading, write aloud or modeled writing, shared writing, interactive writing, guided writing, and independent writing. In addition, students participate in 15-30 minutes of silent sustained reading each day and are strongly encouraged to read daily at home.

Emergent readers at Hudson become very proficient with phonological awareness, the alphabetic principle, word study, spelling fluency, comprehension, and written expression. The school's transitional readers, who readily use decoding skills to decipher text, receive explicit instruction using strategies, methods, and overall literacy to understand and learn from complex text.

Teachers continually assess reading progress examining student data from both formal and informal assessments to determine students' knowledge and skills. Then they design instruction using student data to plan effective learning activities for students. Scaffolding instruction (i.e. adjusting and extending instruction) is done constantly so that students are able to develop the new skills necessary to meet challenges.

This "balanced literacy" approach with strategies from the Texas Reading Academy is used because it is research based and is effective for Hudson students. The faculty and staff believe that reading, writing, listening, and speaking provide the foundation for success in school and life. The integration of all language arts areas into a coordinated program that allows for the authentic application of language arts skills can be found at Hudson. Within the school's reading curriculum framework are the Texas Essential Knowledge and Skills (TEKS) objectives and student expectations.

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.

At Hudson science education is valued as an important key to producing a citizenry capable of handling the immense decisions that are facing the world as a result of today's scientific breakthroughs. It is a vital part of knowledge in the elementary years. The faculty and staff believe that early science education should emphasize the concept that scientific knowledge is always changing; therefore, students need tools to answer questions about the world they live in, rather than isolated facts to memorize.

Students begin in first grade being taught the scientific process through experiments in the fully equipped science lab that was built four years ago. Two years ago a full-time lab teacher joined the staff working with the classroom teachers to offer inquiry based hands-on activities for each class.

Many times the lab experience provides a springboard into a new concept. Once an idea has been explored in the lab, printed material in the textbooks and other resource materials become more meaningful to the students. Children of all learning abilities feel successful in the hands-on lab investigations. This active participation is essential for a thorough understanding of the basic scientific principles. Cooperation and creative thinking emerge from these real world applications.

In addition to the science lab, students study about ecosystems in the new outdoor learning center that consists of a lovely landscaped area with fishpond and waterfall. This year the campus held a science fair for all students in grades 1-5. Ninety-nine percent of the students participated and showcased their science fair displays at an open house for parents and community members.

In an effort to provide experiences that extend the classroom into the field, Hudson's fifth graders spend four days and three nights each fall at Camp Tyler Outdoor Education facility in Whitehouse, Texas. There they explore, observe, and investigate things in the natural world that cannot be brought into the classroom learning environment. Connections are made while applying science skills and concepts to solve real-world problems.

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

Hudson PEP Elementary appreciates the uniqueness of each student and encourages a partnership between students and teachers so that each child develops his/her potential socially, physically, emotionally, and academically. Our child-centered philosophy is reflected in the school's organizational structure. Each class is comprised of heterogeneous learners and is self-contained. This enhances the development of strong teacher/student relationships while maximizing instruction time.

Hudson faculty and staff believe that a variety of instructional strategies such as teacher guided small-group instruction, differentiated curriculum, peer tutoring and re-teaching are needed for a diverse group of learners to be successfully challenged in the regular classroom. Class activities and assignments are adapted to students' learning styles and levels of understanding.

Direct instruction is done on a limited basis. Mini-skills lessons are taught prior to cooperative-group activities, when introducing new concepts, and during one-on-one tutoring. Informal instructional methods are used frequently. Inquiry-based learning activities are used as the primary type of instruction for science. All teachers structure lessons around the use of Bloom's Taxonomy and incorporate questioning techniques that require students to analyze, evaluate, synthesize, and apply knowledge. Students are actively engaged in meta-cognition, writing processes, research, and student demonstrations. They work cooperatively in groups or pairs.

Math instruction is done with students using hands-on manipulatives to develop number sense, computation, problem solving, and reasonableness. Activities are geared to help students bridge the concrete to the abstract.

Technology is integrated in the learning processes at Hudson PEP. Fourth and Fifth grades students present their research findings using PowerPoint. Students in second and third grade use Kid Pix and Apple Works for multimedia presentations.

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

The high level of success enjoyed by Hudson students is a result of the dedicated campus professionals and the instructional methods and strategies they use. Faculty and staff constantly seek ways to improve student achievement. Their quest for learning and high expectations for themselves and all students are met in a variety of ways:

- Campus professional development is planned to meet the needs of students with the goal of ensuring student success when participating in challenging activities. Professional development activities are of high priority and receive a significant portion of the campus budget each year.
- The principal and teachers participate in many of the state and regional conferences yearly, such as the Texas Association for Gifted and Talented, the Conference for the advancement of Math Teachers, and the Texas Elementary Principals and Supervisors Association.
- Common planning times for grade level teachers, vertical teams for district and campus professionals, and book studies provide additional venues for faculty and staff to gain professional development.

As a result of the dedication and hours put in by the staff, three Hudson teachers were selected through a very competitive process to serve as "instructors" in the state's reading academies for second, third, and fourth grade teachers. In addition, for the second summer, a fifth grade teacher was invited to be an instructor for the Region VII Math Reading Academies. The school's principal was selected as a Texas Reading Leader in 2000 to present reading workshops.

Test: Texas Academic Assessment of Academic Skills **Grade: 3**
Publisher: Texas Education Agency **Subject: READING**

TABLE 1A

	2001-2002	2000-2001	1999-2000
Testing month	APRIL	APRIL	APRIL
SCHOOL SCORES			
TOTAL ENROLLED	84	87	87
At or Above Basic	99%	98%	100%
At or Above Proficient	85%	86%	93%
At Advanced	57.1%	51%	75.3%
Average TLI	90.4	89.9	91.8
Number of students tested	84	85	87
Percent of total students tested	100%	97.7%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. AFRICAN AMERICAN	15	21	22
At or Above Basic	93%	95%	100%
At or Above Proficient	60%	71%	86%
At Advanced	27%	33.4%	50%
Average TLI	85.3	88.3	90.9%
2. WHITE	60	60	61
At or Above Basic	100%	98%	100%
At or Above Proficient	92%	90%	95%
At Advanced	65%	58%	77%
Average TLI	91.8	90.6	92/1
3. ECONOMICALLY DIS.	13	17	15
At or Above Basic	91%	94%	100%
At or Above Proficient	45%	64%	91%
At Advanced	23%	29.4%	53%
Average TLI	82.3	87.4	89.4
STATE SCORES			
TOTAL TESTED	261,437	262,170	258472
At or above Basic	87%	86%	87%
At or Above Proficient	55%	54%	56%
At Advanced	3.45%	3.26%	27%
Average TLI	83.1	82.6	82.7

Basic = Met Minimum Requirements for Passing
Proficient = Mastered All Objectives
Advanced = Score of 95% or greater

Test: Texas Academic Assessment of Academic Skills **Grade: 3**
Publisher: Texas Education Agency **Subject: MATH**

TABLE 1B

	2001-2002	2000-2001	1999-2000
Testing month	APRIL	APRIL	APRIL
SCHOOL SCORES			
TOTAL ENROLLED	84	87	87
At or Above Basic	99%	100%	100%
At or Above Proficient	85%	31%	74%
At Advanced	30.9%	14.9%	56.3%
Average TLI	3-90.4	3-87.0	3-88.0
Number of students tested	84	87	87
Percent of total students tested	100	100	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. AFRICAN AMERICAN	15	21	22
At or Above Basic	100%	100%	100%
At or Above Proficient	7%	24%	59%
At Advanced	6.7%	4.8%	41%
Average TLI	86.1	84.5	86.0
2. WHITE	60	62	61
At or Above Basic	100%	100%	100%
At or Above Proficient	52%	34%	79%
At Advanced	38.3%	19.4%	62.3%
Average TLI	89.7	87.9	88.7
3. ECONOMICALLY DIS.	13	17	15
At or Above Basic	100%	100%	100%
At or Above Proficient	0%	36%	73%
At Advanced	7.6%	11.8%	33.4%
Average TLI	85.6	84.6	85.6
STATE SCORES			
TOTAL TESTED	264,809	266,030	263,481
At or above Basic	87%	82%	80%
At or Above Proficient	22%	16%	35%
At Advanced	10%	8%	21%
Average TLI	81.4	79.8	78.3

Basic = Met Minimum Requirements for Passing
Proficient = Mastered All Objectives
Advanced = Score of 95% or greater

Test: Texas Academic Assessment of Academic Skills **Grade:4**
Publisher: Texas Education Agency **Subject: READING**

TABLE 1C

	2001-2002	2000-2001	1999-2000
Testing month	APRIL	APRIL	APRIL
SCHOOL SCORES			
TOTAL ENROLLED	83	84	82
At or Above Basic	100%	100%	100%
At or Above Proficient	82%	93%	93%
At Advanced	81.7%	80.9%	82.9%
Average TLI	95.1	95.1	95.6
Number of students tested	83	84	82
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. AFRICAN AMERICAN	19	21	19
At or Above Basic	100%	100%	100%
At or Above Proficient	58%	90%	84%60
At Advanced	57.9%	81%	61%
Average TLI	91.8	93.3	94.3
2. WHITE	60	59	62
At or Above Basic	100%	100%	100%
At or Above Proficient	92%	93%	95%
At Advanced	89.8%	83%	90.3%
Average TLI	96.2	95.8	95.9
3. ECONOMICALLY DIS.	13	12	16
At or Above Basic	100%	100%	100%
At or Above Proficient	56%	91%	93%
At Advanced	69.2%	83.4%	81.2%
Average TLI	93.7	93.0	96.0
STATE SCORES			
TOTAL TESTED	252,778	264,683	260,109
At or above Basic	92%	90%	89%
At or Above Proficient	49%	48%	52%
At Advanced	5.52%	5.05%	37%
Average TLI	87.3	86.4	86.1

Basic = Met Minimum Requirements for Passing
Proficient = Mastered All Objectives
Advanced = Score of 95% or greater

Test: Texas Academic Assessment of Academic Skills **Grade: 4**
Publisher: Texas Education Agency **Subject: MATH**

TABLE 1D

	2001-2002	2000-2001	1999-2000
Testing month	APRIL	APRIL	APRIL
SCHOOL SCORES			
TOTAL ENROLLED	83	84	82
At or Above Basic	100%	100%	100%
At or Above Proficient	39%	33%	86%
At Advanced	28%	30.9%	75.3%
Average TLI	88.0	87.7	88.7
Number of students tested	83	84	82
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. AFRICAN AMERICAN	19	21	19
At or Above Basic	100%	100%	100%
At or Above Proficient	21%	19%	89%
At Advanced	10.5%	20%	61%
Average TLI	86.9	86.7	88.2
2. WHITE	60	59	62
At or Above Basic	100%	100%	100%
At or Above Proficient	47%	39%	85%
At Advanced	35.6%	33.9%	79%
Average TLI	88.5	88.1	88.8
3. ECONOMICALLY DIS.	13	12	16
At or Above Basic	100%	100%	100%
At or Above Proficient	22%	0%	87.5%
At Advanced	7.6%	16.7%	81.3%
Average TLI	87.1	86.7	88.1
STATE SCORES			
TOTAL TESTED	269,901	262,263	264,865
At or above Basic	94%	91%	87%
At or Above Proficient	18%	13%	43%
At Advanced	1.5%	1%	32%
Average TLI	83.4	82.0	83.9

Basic = Met Minimum Requirements for Passing
Proficient = Mastered All Objectives
Advanced = Score of 95% or greater

Test: Texas Academic Assessment of Academic Skills **Grade: 5**
Publisher: Texas Education Agency **Subject: READING**

TABLE 1E

	2001-2002	2000-2001	1999-2000
Testing month	APRIL	APRIL	APRIL
SCHOOL SCORES			
TOTAL ENROLLED	79	74	79
At or Above Basic	100%	100%	100%
At or Above Proficient	92%	84%	91%
At Advanced	81%	79.7%	83.5%
Average TLI	97.3	96.7	97.8
Number of students tested	79	74	79
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. AFRICAN AMERICAN	19	18	19
At or Above Basic	100%	100%	100%
At or Above Proficient	84%	56%	89%
At Advanced	73.7%	50%	63%
Average TLI	96.4	94.2	97.8
2. WHITE	57	55	55
At or Above Basic	100%	100%	100%
At or Above Proficient	95%	93%	91%
At Advanced	84.2%	89.1%	90%
Average TLI	97.5	97.4	98.2
3. ECONOMICALLY DIS.	10	15	7
At or Above Basic	100%	100%	100%
At or Above Proficient	71%	70%	60%
At Advanced	60%	73.4%	57%
Average TLI	94.0	96.0	92.6
STATE SCORES			
TOTAL TESTED	271,356	267,953	259,374
At or above Basic	92%	90%	87%
At or Above Proficient	53%	46%	45%
At Advanced	5.12%	4.3%	30%
Average TLI	88.8	86.9	85.9

Basic = Met Minimum Requirements for Passing
Proficient = Mastered All Objectives
Advanced = Score of 95% or greater

Test: Texas Academic Assessment of Academic Skills **Grade: 5**
Publisher: Texas Education Agency **Subject: MATH**

TABLE 1F

	2001-2002	2000-2001	1999-2000
Testing month	APRIL	APRIL	APRIL
SCHOOL SCORES			
TOTAL ENROLLED	79	74	79
At or Above Basic	100%	100%	100%
At or Above Proficient	68%	59%	90%
At Advanced	50.6%	43.3%	76.9%
Average TLI	90.3	90.4	91.0
Number of students tested	79	74	79
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
1. AFRICAN AMERICAN	19	18	19
At or Above Basic	100%	100%	100%
At or Above Proficient	47%	39%	79%
At Advanced	36.8%	16.7%	52.6%
Average TLI	89.2	89.4	89.8
2. WHITE	57	55	55
At or Above Basic	100%	100%	100%
At or Above Proficient	74%	65%	93%
At Advanced	54.4%	51%	85.2%
Average TLI	90.6	90.7	91.4
3. ECONOMICALLY DIS.	10	15	7
At or Above Basic	100%	100%	100%
At or Above Proficient	29%	55%	80%
At Advanced	30%	26.7%	57.2%
Average TLI	88.3	90.0	89.4
STATE SCORES			
TOTAL TESTED	274,182	271,128	263,231
At or above Basic	96%	94%	92%
At or Above Proficient	34%	26%	43%
At Advanced	2.78%	2.01%	30%
Average TLI	85.8	84.6	83.9

Basic = Met Minimum Requirements for Passing
Proficient = Mastered All Objectives
Advanced = Score of 95% or greater

TABLE 2

Hudson PEP Elementary Cohort Analysis 1998-2002

READING – AVERAGE TLI*

Grade	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
3	90.3	91.1	91.8	89.9	90.4
4	93.5	94.2	95.6	95.1	95.1
5	95.1	95.7	97.8	96.7	97.3

MATH – AVERAGE TLI*

Grade	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
3	84.2	86.5	88.0	87.0	89.0
4	87.7	88.3	88.7	87.7	88.0
5	89.2	90.3	91.0	90.4	90.3

*** The TLI is not a percentage of items correct. It is a standard score whose primary functions are to describe how far above or below the passing standard the student is and to indicate whether the student is making learning progress over time.**