

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

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

Official School Name Rayburn Elementary School  
(As it should appear in the official records)

School Mailing Address 635 Rayburn Street  
(If address is P.O. Box, also include street address)

San Antonio Texas 78221-1346  
City State Zip Code+4 (9 digits total)

Tel. ( 210 ) 977-1535 Fax ( 210 ) 977-1541

Website/URL www.harlandale.k12.tx.us Email shannon.allen@harlandale.k12.tx.us  
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: If the information requested is not applicable, write N/A in the space.*

Name of Superintendent Mr. Guillermo Zavala  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Harlandale Independent School District Tel. ( 210 ) 921-4340

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 Mrs. Gracie Acuna  
(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**

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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

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

1. Number of schools in the district:

14	Elementary schools
4	Middle schools
0	Junior high schools
2	High schools
1	Academic Alternative High School
3	Alternative or Special Education
24	TOTAL

2. District Per Pupil Expenditure: \$ 5,172.00

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:

- 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.

3 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
<b>K</b>	26	29	<b>55</b>	<b>7</b>			
<b>1</b>	40	24	<b>64</b>	<b>8</b>			
<b>2</b>	26	27	<b>53</b>	<b>9</b>			
<b>3</b>	25	27	<b>52</b>	<b>10</b>			
<b>4</b>	35	31	<b>66</b>	<b>11</b>			
<b>5</b>	38	33	<b>71</b>	<b>12</b>			
<b>6</b>				Other	9	13	22
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>383</b>

(Pre-K)

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>0.3</u> % White                          |
| <u>0.8</u> % Black or African American      |
| <u>98.4</u> % Hispanic or Latino            |
| <u>0.5</u> % Asian/Pacific Islander         |
| <u>0.0</u> % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 19 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	31
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	43 as of 3/12/03
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	74
<b>(4)</b>	Total number of students in the school as of October 1	383
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	0.19
<b>(6)</b>	Amount in row (5) multiplied by 100	19%

8. Limited English Proficient students in the school: 6.3 %  
24 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages:

English, Spanish, Korean

9. Students eligible for free/reduced-priced meals: 86.2 %

330 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: 8.1 %  
31 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>17</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>9</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
	<u>4</u> Emotional Disturbance

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>2</u>	_____
Classroom teachers	<u>24</u>	_____
Special resource teachers/specialists	<u>2</u>	_____
Paraprofessionals	<u>10</u>	_____
Support staff	<u>7</u>	_____
Total number	<u>45</u>	_____

12. Student-“classroom teacher” ratio: 16

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	96.6	96.8	96.8	96.4	96.8
Daily teacher attendance	95.87	95.13	94.10	94.84	95.98
Teacher turnover rate	10.0	12.0	10.0	2.0	16.0
Student dropout rate		NOT APPLICABLE			
Student drop-off rate		NOT APPLICABLE			

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

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

### **PART III - SUMMARY**

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

Rayburn Elementary School is part of the Harlandale Independent School District located in San Antonio, Texas. It serves students in pre-kindergarten through fifth grade. A majority of its students are Hispanic and come from low-income families. The parents in our community are hard working and genuinely interested in the academic progress of their children. The faculty at Rayburn Elementary School is the contributing factor that sets our school apart from the norm. They are relentless in making sure every child succeeds. Rayburn's theme "The Universe of One" and focus demonstrates that belief. Our teachers are not satisfied until every student is successful and demonstrates mastery at the appropriate grade level. At Rayburn, we use a variety of methods to ensure that not one child is left behind or overlooked. With utilization of the Campus Student Study Team (CSST), students who are academically at-risk are identified and discussed on a case-by-case basis. The individuals who serve on this team include a campus administrator, counselor, nurse, the student's teacher, support staff, the student's parent(s), and a social worker if necessary. The CSST utilizes every resource to assist in the child's journey to academic success. Through this committee, an instructional plan for that student is designed, implemented, and evaluated.

Our focus of "The Universe of One" is maintained through every teacher's ability to disaggregate testing data and identify student weaknesses based on state reports. By analyzing the Texas Learning Index (TLI) scores and early predictor scores given by the state, our teachers have information to develop individualized plans for instruction in the classroom as well as during tutoring sessions. More importantly, the teachers at Rayburn focus on the student as a person. During class time and tutoring sessions, blocks of time are devoted to mentoring and building personal connections with the students. Again, the mission and vision of the school is to see that every child succeeds and when a student demonstrates regression or non-mastery, we provide every opportunity through any means to get that student to the appropriate success level. There really is no other alternative or option in the eyes of Rayburn Elementary employees.

## **PART IV. – INDICATORS OF ACADEMIC EXCELLENCE**

**Part IV. #1. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand. The school must show assessment results in reading (language arts or English) and mathematics for at least 3 years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application.**

The Texas Assessment of Academic Skills, TAAS measures academic skills in reading and mathematics at Grades 3 through 8 and at the exit level, writing at Grades 4 and 8 and at the exit level, and science and social studies at Grade 8. In addition, Spanish-version TAAS tests are administered in reading and mathematics at Grades 3 through 6 and writing at Grade 4 to eligible Limited English Proficient students as determined by their LPAC committees. The TAAS assessments are criterion-referenced tests designed to ensure that students are learning the critical components of the statewide curriculum. In July 1997 the State Board of Education adopted the Texas Essential Knowledge and Skills, TEKS, as Texas' new statewide curriculum. This year, a new, more challenging criterion-referenced assessment, the Texas Assessment of Knowledge and Skills (TAKS), will replace TAAS. The TAKS test has been designed to be a demanding measure of student progress in learning the TEKS and will be aligned with the new federal requirements of No Child Left Behind legislation.

Rayburn Elementary School's commitment to ensuring that *every* child is successful is evidenced by our students' academic performance over the past five years. The passing percentages for reading and mathematics at all grade levels for all subgroups have risen significantly. In reading, passing percentages rose for all students from 64.9 to 88.5 in third grade, 80.3 to 90.7 in fourth grade, and 86.9 to 96.9 in fifth grade. Hispanic students' passing percentages showed a gain of 25.5 percent at grade three, 13.5 percent at grade four, and 9.6 percent at grade five. Economically disadvantaged student scores rose from 66.7 to 87.2 percent (grade 3), 80.6 to 88.4 percent (grade 4), and 68.8 to 96.7 percent (grade 5).

In mathematics, passing percentages rose for all students from 59.0 to 94.2 in third grade, 81.8 to 96.5 in fourth grade, and 82.0 to 100.0 in fifth grade. Hispanic students' passing percentages showed a gain of 37.3 percent at grade three, 15.8 percent at grade four, and 18.2 percent at grade five. Economically disadvantaged student percentages rose from 66.7 to 87.2 (grade 3), 80.6 to 97.8 (grade 4), and 68.8 to 96.7 (grade 5).

The increases in percentages of students passing are impressive, in light of the fact that 100% of third graders, 95 % of the fourth graders, and 93%(reading) and 97.2% (math) of the fifth graders participated in the assessment.

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

Rayburn Elementary uses a variety of assessment data samples to understand and improve student and school performance. Quantitative results based on the Texas Assessment of Knowledge and Skills test are reviewed in May to determine targeted reading, writing, and math objectives that need to be addressed during the next school year. These criterion-based assessment results give a percentage breakdown of mastery by objective per student, grade level, ethnic group, socioeconomic group, and school group. All kindergarten, first, and second grade students are tested on the Texas Primary Reading Inventory (TPRI) two times a year. This assessment provides immediate feedback on phonemic awareness, graph phonemic awareness, and blending skills for each student. Based on these results, Rayburn Elementary School has two reading teachers, one dyslexia teacher, and three trained parent reading tutors who assist those students who show weaknesses in two of the three areas. This assistance in reading is provided in twenty-minute sessions of one-to-one or small group instruction. Every student, kindergarten through fifth grade, is also administered a district reading assessment with a running record for accuracy and fluency two times per year. These results are used to determine tutoring services during the school day, afterschool, and on Saturdays. In math, bi-weekly grade level assessments are administered to determine if the same tutoring services are needed. These bi-weekly math assessments also assist teachers in planning review lessons for specific objectives.

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

Rayburn Elementary communicates student performance to parents, students, and community in a variety of ways. Aside from the standard district progress reports and quarterly report cards that are sent home with students, we also report to the parents and community assessment data and academic indicators issued to the school from the State. This information includes state criterion-referenced test results (TAAS/TAKS), average daily attendance rates, enrollment, student-teacher class ratios, expenditures per pupil, and staff/faculty counts for the previous year. The means by which the parents and community have been provided this information are through state documents sent home, Parent/Teacher Association (PTA) meetings, and Site-Based Decision Making Committee meetings.

When the students at Rayburn Elementary are given their test results from the state criterion-referenced tests and the district-wide assessments, each third, fourth, and fifth grade student takes the information and graphs their mastery level by objective. This gives each student a visual representation of their strengths and weaknesses in reading, writing, and math by objective. As part of this self analysis, students are encouraged to write short term and long term goals. By doing this students take ownership in their progress and are able to communicate goals with their teachers and their parents.



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

Rayburn Elementary School has made efforts in past years to communicate instructional strategies and initiatives that have proven to be successful for our students with other schools with similar student populations. Our outstanding teaching staff is open to frequent classroom observations by teachers and administrators from neighboring schools. Schools within the district send groups of teachers to observe our staff during reading lessons. They observe the high level of expectation our teachers have for our students and methodologies used to get our students to perform so successfully.

In addition, Rayburn Elementary School has been supportive of the Region XX-Educational Service Center's Teacher Orientation Preparation Program (TOPP) program. Our school has allowed for prospective degreed individuals pursuant of an elementary education certification to gain observation credit on our campus. In fact, many of our current teachers are products of this outstanding program.

In the future, Rayburn Elementary will continue its open door policy of allowing fellow professionals and those aspiring to become teachers to collaborate with our staff in ways to enhance instruction in all core areas.

**PART V. – CURRICULUM AND INSTRUCTION**

**Part V. #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.**

Rayburn Elementary School services students from pre-kindergarten to fifth grade. In all grade levels, students receive instruction in the four critical content areas of language arts, math, science, and social studies. Teachers base their instruction on the Texas Essential Knowledge and Skills (TEKS) set forth by the Texas State Board of Education. The TEKS are composed of critical, grade level specific objectives by grade level in each content area. One hundred percent mastery by each student is the goal when assessing for TEKS understanding. This evaluation process was accomplished through the Texas Assessment of Academic Skills (TAAS) test. Beginning in 2003, the new state assessment will be the Texas Assessment of Knowledge and Skills test (TAKS). Traditionally, Texas has set high standards for students. The inception of the new TAKS test, has raised these standards. For the 2002-2003 administration of the TAKS test, the state has set the passing score at two standard deviations below the norm. However, at Rayburn Elementary School, our goal is 90-100% passing rate for all of our students. Our teachers and staff send a strong message of best effort and they expect nothing less from our students. Every student at Rayburn Elementary is given an hour per week of instruction on how to utilize library and other resources outside of the classroom to enhance their understanding of topics discussed in the classroom. (ex. Internet usage, periodicals, and a variety of reference materials).

In addition to the TEKS, our school offers a minimum of 135 minutes of physical education instruction for each student throughout the week. All of our students are also given an hour of fine arts instruction per week in music education. The third, fourth, and fifth grade students are given the opportunity to join the Rayburn Elementary Choir where they also gain an

additional hour of music appreciation and voice lessons. Another aspect of the curriculum at Rayburn Elementary School that we are particularly proud of our peer mediation and conflict resolution instruction. Each classroom receives a 30 minute conflict management lesson from the school's counselor. These lessons involve role playing and self-reflection. To add to the emotional support component of our curriculum, our counselor holds small group and individual support sessions for students who might be experiencing a death in the family, parental divorce, abusive home situations, etc. All of our students are given the opportunity to become a peer mediator as well as join our "Children Against Drugs" (CAD) group which meets once a month after school.

**Part V. #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.**

Rayburn Elementary School uses a common sense approach to reading instruction. Our reading curriculum is based on the Texas Essential Knowledge and Skills (TEKS) as a foundation of instruction. Teachers teach the TEKS through lessons formatted by themselves or as a grade level. Rayburn Elementary School prides itself on the collection of quality teachers it possesses. Therefore, our teachers are given professional freedom to develop and monitor their reading curriculum within the classroom. Areas of focus are phonemic awareness skills, fluency, and comprehension. Teachers are held accountable for the quality of reading instruction through weekly lesson plans which are reviewed by the campus Academic Coordinator. This administrator serves as the instructional leader in disaggregating assessment data and assisting teachers in developing quality lessons.

Rayburn Elementary Schools' teachers and staff have a primary goal to instill a love for reading in our students. Our staff is relentless in promoting the joy and long term benefits of reading in the classroom and at home. The school librarian works collaboratively with the staff to provide free books for students to add to their personal collection of reading materials at home. This is achieved through grant funds and a partnership with Scholastic Book Fairs. Our librarian's ability to provide books to our student population has benefited the school-wide reading program by encouraging reading both instructionally and leisurely.

**Part V. #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.**

Another curriculum area that Rayburn Elementary School takes very seriously is math instruction. The approach our school has adopted in the area of mathematics is based on the TEKS (Texas Essential Knowledge and Skills) which serves as a foundation for instruction. Teachers use their professional creativity to implement lessons that address these skills. In addition to teaching the TEKS in mathematics, Rayburn Elementary School holds a philosophy of promoting problem solving on a logical level rather than just through traditional calculations and formulas. We encourage our students to solve mathematic problems using a variety of strategies, not just one standard way. Research shows that allowing students to think in non-traditional ways when it comes to problem solving can enhance their creative and critical thinking skills. Each classroom promotes a variety of problem solving strategies posted on the walls for quick reference.

Rayburn Elementary School promotes multi-step, logical problem solving through the initiative, “The Panther Math Challenge of the Week”. Each week, the principal announces a math challenge for pre-kindergarten, kindergarten, first and second grades and one for third, fourth, and fifth grades over the Public Address system. Each student has a written copy of the math challenge with a list of strategies that can be used as a guide. Students are encouraged to solve the problem using two strategies over the course of the week. On Fridays, winners are selected and their products are posted in both cafeterias for peer review purposes. This initiative has been successful in promoting our math curriculum and the mission at Rayburn Elementary School.

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

Rayburn Elementary School uses a variety of instructional methods to improve student learning. In reading instruction, our school attributes a great deal of student success to the professional and parent reading tutors devoted to literacy development at the kindergarten and first grade levels. This tutorial team continually assesses reading development with all students in the early grade levels throughout the year. They, in turn, identify those students in most need of accelerated reading instruction and provide 20 minute tutoring sessions throughout the day. Rayburn Elementary School also has a professional teacher devoted to the Accelerated Reading Initiative / Student Success Initiative developed by the state of Texas. The role of this initiative is to provide intense reading instruction to those 2<sup>nd</sup> and 3<sup>rd</sup> graders who may be at-risk of failing the third grade TAKS reading assessment. The ARI teacher performs 30-40 minutes of small group or individual reading tutoring sessions based on student need. At Rayburn all students participate in the Accelerated Reader computer-based program where students earn incentive points for successfully reading specific books and completing a computerized test. This initiative has proven to be a motivational piece for the students to enhance their comprehension.

In the area of math and reading instruction, Rayburn Elementary School has a school-wide afterschool tutoring program two days per week for an hour. Students who need to strengthen in math, reading, and writing may attend Saturday tutorials which occur twice a month from February until April for four hours.

**Part. V. #5. Describe in one-half page the school’s professional development program and its impact on improving student achievement.**

Rayburn Elementary School’s professional development program has been an ongoing and sustained process in the past five years. Our teachers are open and eager to attend a variety of trainings and academic workshops to improve their level of instruction to gain student academic success. For instance, most of our teachers have participated in week-long reading academies focused on their grade level’s reading instruction. Our teachers have also been given opportunities to attend various staff development sessions in math instruction. Through the district’s math coordinator, our teachers have been trained in the implementation of Investigations, the district adopted math curriculum. Most recently, the staff at Rayburn Elementary School created a campus-wide writing rubric based on the state’s expectations for the fourth grade Texas Assessment of Knowledge and Skills (TAKS) Writing test. Each grade

level created a rubric that was vertically aligned with the fourth and fifth grade expectations. The staff currently uses this rubric to assess student writing samples throughout the year.

Rayburn Elementary School's top initiative staff development is to provide our students with the best research-based instruction from highly qualified teachers. We strive to have "no child to be left behind", the teachers and staff strive for continued excellence in their professional growth.

#### **PART VI – PRIVATE SCHOOL ADDENDUM**

Not applicable

## ASSESSMENT DATA FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts and English) and mathematics. Complete a separate form for reading (language arts and English) and mathematics at each grade level.

Grade:    3rd    Test: Texas Assessment of Academic Skills (TAAS) in Reading

Edition/publication year: rewritten annually Publisher: Texas Board of Education

What groups were excluded from testing? Why, and how were they assessed? Special Education – State Developed Alternative Assessment (SDAA)

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint 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 cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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.

Explanation of Data: In the state of Texas, the criterion-reference test administered was the Texas Assessment of Academic Skills (TAAS). Beginning in the spring of 2003, the test will change to the Texas Assessment of Knowledge and Skills (TAKS). Results are reported in a pass/fail format. Students who earn a score of 70% or higher meet minimum academic expectations by the state. Texas does not delineate student scores on the basis of basic, proficient, or advanced. It simply reports whether a student met or did not meet minimum expectations. Therefore, the numbers presented in the table below indicate the percentage of students at Rayburn Elementary who passed the TAAS test in the content area identified above.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>Testing month – April</b>					
<b>SCHOOL SCORES (passing percentages)</b>	<b>88.5</b>	<b>87.3</b>	<b>89.6</b>	<b>78.3</b>	<b>64.9</b>
Academically Recognized (percentages)	<b>16.3</b>	<b>23.3</b>	<b>7.9</b>	<b>12.0</b>	<b>n/a</b>
Number of students tested	<b>55</b>	<b>58</b>	<b>69</b>	<b>63</b>	<b>61</b>
Percent of total student tested	<b>100.0</b>	<b>96.7</b>	<b>90.8</b>	<b>95.5</b>	<b>91.0</b>
Number of students excluded	<b>0</b>	<b>2</b>	<b>7</b>	<b>3</b>	<b>6</b>
Percent of students excluded	<b>0.0</b>	<b>3.3</b>	<b>9.2</b>	<b>4.5</b>	<b>9.0</b>
<b>SUBGROUP SCORES</b>					
1. Hispanic	<b>88.5</b>	<b>87.3</b>	<b>92.3</b>	<b>78.2</b>	<b>63.0</b>
2. Economically Disadvantaged	<b>87.2</b>	<b>86.8</b>	<b>88.9</b>	<b>78.0</b>	<b>66.7</b>
3. Spanish Test	<b>81.8</b>	<b>100.0</b>	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>
<b>STATE SCORES</b>	<b>88.0</b>	<b>86.8</b>	<b>87.9</b>	<b>88.0</b>	<b>86.2</b>

**ASSESSMENT DATA FOR STATE CRITERION-REFERENCED TESTS**

Provide the following information for all tests in reading (language arts and English) and mathematics. Complete a separate form for reading (language arts and English) and mathematics at each grade level.

Grade:  3rd  Test: Texas Assessment of Academic Skills (TAAS) in Math

Edition/publication year: rewritten annually Publisher: Texas Board of Education

What groups were excluded from testing? Why, and how were they assessed? Special Education – State Developed Alternative Assessment (SDAA)

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint 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 cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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.

Explanation of Data: In the state of Texas, the criterion-reference test administered was the Texas Assessment of Academic Skills (TAAS). Beginning in the spring of 2003, the test will change to the Texas Assessment of Knowledge and Skills (TAKS). Results are reported in a pass/fail format. Students who earn a score of 70% or higher meet minimum academic expectations by the state. Texas does not delineate student scores on the basis of basic, proficient, or advanced. It simply reports whether a student met or did not meet minimum expectations. Therefore, the numbers presented in the table below indicate the percentage of students at Rayburn Elementary who passed the TAAS test in the content area identified above.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>Testing month – April</b>					
<b>SCHOOL SCORES (passing percentages)</b>	<b>94.2</b>	<b>96.4</b>	<b>78.4</b>	<b>68.3</b>	<b>59.0</b>
Academically Recognized (percentages)	7.2	16.6	15.8	9.0	n/a
Number of students tested	55	59	76	66	67
Percent of total student tested	100.0	98.3	100.0	100.0	100.0
Number of students excluded	0	1	0	0	0
Percent of students excluded	0.0	1.7	0.0	0.0	0.0
<b>SUBGROUP SCORES</b>					
1. Hispanic	94.2	96.4	78.9	70.2	56.9
2. Economically Disadvantaged	94.9	96.3	77.1	67.7	58.6
3. Spanish Test	100.0	100.0	90.0	n/a	n/a
<b>STATE SCORES</b>	<b>87.4</b>	<b>83.1</b>	<b>80.6</b>	<b>83.1</b>	<b>81.0</b>

**ASSESSMENT DATA FOR STATE CRITERION-REFERENCED TESTS**

Provide the following information for all tests in reading (language arts and English) and mathematics. Complete a separate form for reading (language arts and English) and mathematics at each grade level.

Grade: 4th Test: Texas Assessment of Academic Skills (TAAS) in Reading

Edition/publication year: rewritten annually Publisher: Texas Board of Education

What groups were excluded from testing? Why, and how were they assessed? Special Education – State Developed Alternative Assessment (SDAA)

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint 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 cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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.

Explanation of Data: In the state of Texas, the criterion-reference test administered was the Texas Assessment of Academic Skills (TAAS). Beginning in the spring of 2003, the test will change to the Texas Assessment of Knowledge and Skills (TAKS). Results are reported in a pass/fail format. Students who earn a score of 70% or higher meet minimum academic expectations by the state. Texas does not delineate student scores on the basis of basic, proficient, or advanced. It simply reports whether a student met or did not meet minimum expectations. Therefore, the numbers presented in the table below indicate the percentage of students at Rayburn Elementary who passed the TAAS test in the content area identified above.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>Testing month – April</b>					
<b>SCHOOL SCORES (passing percentages)</b>	<b>90.7</b>	<b>89.2</b>	<b>83.3</b>	<b>67.7</b>	<b>80.3</b>
Academically Recognized (percentages)	<b>28.8</b>	<b>22.2</b>	<b>27.6</b>	<b>17.0</b>	<b>n/a</b>
Number of students tested	<b>56</b>	<b>68</b>	<b>55</b>	<b>66</b>	<b>68</b>
Percent of total student tested	<b>95.0</b>	<b>91.9</b>	<b>95.0</b>	<b>93.0</b>	<b>100.0</b>
Number of students excluded	<b>3</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>0</b>
Percent of students excluded	<b>5.0</b>	<b>8.1</b>	<b>5.0</b>	<b>7.0</b>	<b>0.0</b>
<b>SUBGROUP SCORES</b>					
1. Hispanic	<b>92.5</b>	<b>89.2</b>	<b>82.6</b>	<b>67.2</b>	<b>79.0</b>
2. Economically Disadvantaged	<b>88.4</b>	<b>90.0</b>	<b>83.3</b>	<b>67.2</b>	<b>80.6</b>
3. Spanish Test	<b>90.0</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>STATE SCORES</b>	<b>92.5</b>	<b>90.8</b>	<b>89.9</b>	<b>88.8</b>	<b>89.7</b>

## ASSESSMENT DATA FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts and English) and mathematics. Complete a separate form for reading (language arts and English) and mathematics at each grade level.

Grade: 4th Test: Texas Assessment of Academic Skills (TAAS) in Writing

Edition/publication year: rewritten annually Publisher: Texas Board of Education

What groups were excluded from testing? Why, and how were they assessed? Special Education – State Developed Alternative Assessment (SDAA)

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint 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 cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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.

Explanation of Data: In the state of Texas, the criterion-reference test administered was the Texas Assessment of Academic Skills (TAAS). Beginning in the spring of 2003, the test will change to the Texas Assessment of Knowledge and Skills (TAKS). Results are reported in a pass/fail format. Students who earn a score of 70% or higher meet minimum academic expectations by the state. Texas does not delineate student scores on the basis of basic, proficient, or advanced. It simply reports whether a student met or did not meet minimum expectations. Therefore, the numbers presented in the table below indicate the percentage of students at Rayburn Elementary who passed the TAAS test in the content area identified above.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>Testing month – February</b>					
<b>SCHOOL SCORES (passing percentages)</b>	<b>87.3</b>	<b>89.2</b>	<b>85.1</b>	<b>78.3</b>	<b>92.4</b>
Academically Recognized (percentages)	<b>5.0</b>	<b>0.0</b>	<b>3.4</b>	<b>0.0</b>	<b>n/a</b>
Number of students tested	<b>56</b>	<b>68</b>	<b>54</b>	<b>61</b>	<b>68</b>
Percent of total student tested	<b>95.0</b>	<b>91.9</b>	<b>93.1</b>	<b>85.9</b>	<b>100.0</b>
Number of students excluded	<b>3</b>	<b>6</b>	<b>4</b>	<b>10</b>	<b>0</b>
Percent of students excluded	<b>5.0</b>	<b>8.1</b>	<b>6.9</b>	<b>14.1</b>	<b>0.0</b>
<b>SUBGROUP SCORES</b>					
1. Hispanic	<b>88.9</b>	<b>89.2</b>	<b>84.4</b>	<b>80.4</b>	<b>91.9</b>
2. Economically Disadvantaged	<b>84.1</b>	<b>88.3</b>	<b>85.1</b>	<b>77.6</b>	<b>91.9</b>
3. Spanish Test	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>STATE SCORES</b>	<b>89.8</b>	<b>89.2</b>	<b>90.3</b>	<b>88.4</b>	<b>88.7</b>



**ASSESSMENT DATA FOR STATE CRITERION-REFERENCED TESTS**

Provide the following information for all tests in reading (language arts and English) and mathematics. Complete a separate form for reading (language arts and English) and mathematics at each grade level.

Grade: 4th Test: Texas Assessment of Academic Skills (TAAS) in Math

Edition/publication year: rewritten annually Publisher: Texas Board of Education

What groups were excluded from testing? Why, and how were they assessed? Special Education – State Developed Alternative Assessment (SDAA)

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint 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 cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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.

Explanation of Data: In the state of Texas, the criterion-reference test administered was the Texas Assessment of Academic Skills (TAAS). Beginning in the spring of 2003, the test will change to the Texas Assessment of Knowledge and Skills (TAKS). Results are reported in a pass/fail format. Students who earn a score of 70% or higher meet minimum academic expectations by the state. Texas does not delineate student scores on the basis of basic, proficient, or advanced. It simply reports whether a student met or did not meet minimum expectations. Therefore, the numbers presented in the table below indicate the percentage of students at Rayburn Elementary who passed the TAAS test in the content area identified above.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>Testing month – April</b>					
<b>SCHOOL SCORES (passing percentages)</b>	<b>96.5</b>	<b>87.3</b>	<b>82.4</b>	<b>71.0</b>	<b>81.8</b>
Academically Recognized (percentages)	<b>5.0</b>	<b>6.8</b>	<b>41.4</b>	<b>9.9</b>	<b>n/a</b>
Number of students tested	<b>59</b>	<b>74</b>	<b>58</b>	<b>71</b>	<b>68</b>
Percent of total student tested	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Number of students excluded	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students excluded	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>SUBGROUP SCORES</b>					
1. Hispanic	<b>96.4</b>	<b>88.6</b>	<b>85.1</b>	<b>69.2</b>	<b>80.6</b>
2. Economically Disadvantaged	<b>97.8</b>	<b>87.9</b>	<b>82.4</b>	<b>70.8</b>	<b>80.6</b>
3. Spanish Test	<b>100.0</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>STATE SCORES</b>	<b>94.1</b>	<b>91.3</b>	<b>87.1</b>	<b>87.6</b>	<b>86.3</b>

## ASSESSMENT DATA FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts and English) and mathematics. Complete a separate form for reading (language arts and English) and mathematics at each grade level.

Grade: 5th Test: Texas Assessment of Academic Skills (TAAS) in Reading

Edition/publication year: rewritten annually Publisher: Texas Board of Education

What groups were excluded from testing? Why, and how were they assessed? Special Education – State Developed Alternative Assessment (SDAA)

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint 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 cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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.

Explanation of Data: In the state of Texas, the criterion-reference test administered was the Texas Assessment of Academic Skills (TAAS). Beginning in the spring of 2003, the test will change to the Texas Assessment of Knowledge and Skills (TAKS). Results are reported in a pass/fail format. Students who earn a score of 70% or higher meet minimum academic expectations by the state. Texas does not delineate student scores on the basis of basic, proficient, or advanced. It simply reports whether a student met or did not meet minimum expectations. Therefore, the numbers presented in the table below indicate the percentage of students at Rayburn Elementary who passed the TAAS test in the content area identified above.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>Testing month – April</b>					
<b>SCHOOL SCORES (passing percentages)</b>	<b>96.9</b>	<b>100.0</b>	<b>85.7</b>	<b>69.0</b>	<b>86.9</b>
Academically Recognized (percentages)	26.3	32.0	21.7	14.1	n/a
Number of students tested	67	51	58	75	67
Percent of total student tested	93.0	96.2	96.7	96.2	100.0
Number of students excluded	5	2	2	3	0
Percent of students excluded	7.0	3.8	3.3	3.8	0.0
<b>SUBGROUP SCORES</b>					
1. Hispanic	96.9	100.0	85.2	68.2	87.3
2. Economically Disadvantaged	96.7	100.0	85.5	68.8	n/a
3. Spanish Test	n/a	n/a	n/a	n/a	n/a
<b>STATE SCORES</b>	<b>92.7</b>	<b>90.2</b>	<b>87.8</b>	<b>86.4</b>	<b>88.4</b>

## ASSESSMENT DATA FOR STATE CRITERION-REFERENCED TESTS

Provide the following information for all tests in reading (language arts and English) and mathematics. Complete a separate form for reading (language arts and English) and mathematics at each grade level.

Grade: 5th Test: Texas Assessment of Academic Skills (TAAS) in Math

Edition/publication year: rewritten annually Publisher: Texas Board of Education

What groups were excluded from testing? Why, and how were they assessed? Special Education – State Developed Alternative Assessment (SDAA)

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint 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 cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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.

Explanation of Data: In the state of Texas, the criterion-reference test administered was the Texas Assessment of Academic Skills (TAAS). Beginning in the spring of 2003, the test will change to the Texas Assessment of Knowledge and Skills (TAKS). Results are reported in a pass/fail format. Students who earn a score of 70% or higher meet minimum academic expectations by the state. Texas does not delineate student scores on the basis of basic, proficient, or advanced. It simply reports whether a student met or did not meet minimum expectations. Therefore, the numbers presented in the table below indicate the percentage of students at Rayburn Elementary who passed the TAAS test in the content area identified above.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
<b>Testing month – April</b>					
<b>SCHOOL SCORES (passing percentages)</b>	<b>100.0</b>	<b>100.0</b>	<b>94.7</b>	<b>81.1</b>	<b>82.0</b>
Academically Recognized (percentages)	<b>16.6</b>	<b>20.8</b>	<b>35.0</b>	<b>10.3</b>	<b>n/a</b>
Number of students tested	<b>70</b>	<b>52</b>	<b>59</b>	<b>78</b>	<b>66</b>
Percent of total student tested	<b>97.2</b>	<b>98.1</b>	<b>98.3</b>	<b>100.0</b>	<b>98.5</b>
Number of students excluded	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>
Percent of students excluded	<b>2.8</b>	<b>1.9</b>	<b>1.7</b>	<b>0.0</b>	<b>1.5</b>
<b>SUBGROUP SCORES</b>					
1. Hispanic	<b>100.0</b>	<b>100.0</b>	<b>94.4</b>	<b>79.7</b>	<b>81.8</b>
2. Economically Disadvantaged	<b>100.0</b>	<b>100.0</b>	<b>94.6</b>	<b>79.1</b>	<b>50.0</b>
3. Spanish Test	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>
<b>STATE SCORES</b>	<b>96.2</b>	<b>94.6</b>	<b>92.1</b>	<b>90.1</b>	<b>89.6</b>