

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

Name of Principal: Christine Brunner

Official School Name: Valley Creek Elementary

School Mailing Address: 2800 Valley Creek Trail  
McKinney, Texas 75070-4375

Telephone: (469) 742-4800 Fax: (469) 742-4801

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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)

Name of Superintendent: Dr. David Anthony

District Name: McKinney ISD Tel. (469) 742-4000

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: Mrs. GERALYN KEVER

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 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 the U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

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 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**

- 1. Number of schools in the district:** 16 Elementary schools  
 3 Middle schools  
 0 Junior high schools  
 2 High schools

**2. District Per Pupil Expenditure:** \$4,659.00

**State Average Per Pupil Expenditure:** \$4,929.00

**SCHOOL**

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

9 **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:**

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
K	45	39	84
1	52	47	99
2	42	43	85
3	49	47	96
4	51	48	99
5	43	41	84
PPCD	17	6	23
<b>Total Students</b>	299	271	570

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

91.3 % White

2.3% Black or African American

3.6% Hispanic or Latino

2.3% Asian/Pacific Islander

0.5% American Indian/Alaskan Native

100% TOTAL

**7. Student turnover, or mobility rate, during the past year: 7.9 %**

1	Number of student who transferred <i>to</i> the school after October 1 until the end of the school year	37
2	Number of students who transferred <i>from</i> the school after October 1 until the end of the school year	20
3	Subtotal of all transferred students [sum of rows (1) and (2)]	57
4	Total number of students in the school as of October 1	565
5	Subtotal in row (3) divided by total in row (4)	0.1
6	Amount in row (5) multiplied by 100	10

**8. Limited English Proficient students in the school: 0%**

0% Total Limited English Proficient

9. Students eligible for free/reduced-priced meals: 1.3 %

7 Total Students Who Qualify

10. Students receiving special education services: 10 %

56 Total Number of Students Served

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

0 Autism

0 Orthopedic Impairment

0 Deafness

12 Other Health Impaired

0 Deaf-Blindness

16 Specific Learning Disability

2 Hearing Impairment

32 Speech or Language Impairment

1 Mental Retardation

0 Traumatic Brain Injury

0 Multiple Disabilities

1 Visual Impairment Including Blindness

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

**Number of Staff**

	<b>Full-Time</b>	<b>Part-time</b>
<b>Administrators</b>	2	0
<b>Classroom Teachers</b>	29	1
<b>Special resource teachers/specialists</b>	1	1
<b>Paraprofessionals</b>	7	1
<b>Support Staff</b>	5	2
<b>TOTAL</b>	44	5

12. Student-"classroom teacher" ratio: 15:1

13. Show the attendance patterns of teachers and students.

School Year	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily Student Attendance	97.3%	97.2%	97.5%	97.5%	97.3%
Daily Teacher Attendance	94.3%	94.2%	not available	not available	not available

### **PART III – SUMMARY**

Nestled among stately lively oaks, Valley Creek Elementary School, McKinney Independent School District (MISD), is the centerpiece of a friendly community park. The inviting setting is echoed inside the walls where a warm climate and sense of pride inspire quality and excellence. A contagious spirit for learning abounds as teachers and students alike strive to acquire skills to be lifelong learners. In this community “little people make big things happen”. Within a challenging, highly motivating environment, the focus is upon mutual respect. In Valley Creek’s learning community, everyone’s creativity, participation and skills are important. In an environment rich with trustworthiness, truthfulness, active listening, and appreciation, students are acquiring skills for the 21<sup>st</sup> Century. Students learn to value diversity and celebrate differences through programs, which make Valley Creek worthy to be named a No Child Left Behind: Blue Ribbon School. The classrooms are student centered with the teacher being the facilitator. Everyone belongs to a group and feels included and valued for unique contributions. The sense of belonging is reflected by an attendance record of over 97%. Democracy is practiced, as students themselves are involved in classroom management, setting personal learning goals, problem solving, and choosing tasks. Students and teacher assess individual and group accountability jointly. At Valley Creek, teachers ask students to be all that they can be. We believe that all students can and will succeed. Teachers design learning experiences to reach students of multiple cultures, intelligences, and abilities. They strive to present curriculum that is academically challenging. Students practice critical and creative thinking. Subject areas are meshed together so students can make the connections from curriculum to real life experiences. High expectations and commitment to excellence transformed the school into one of high achievement. Evidence of this is that Valley Creek has earned an “Exemplary” rating by the Texas Education Agency for last 6 years. In 1995-1996 Valley Creek received the National Blue Ribbon School of Excellence. In addition, the last two years, Valley Creek has received the Texas Business and Education Coalition/Just for the Kids Honor Roll award based student achievement over time. Valley Creek’s most recent award came as *D Magazine* ranks Valley Creek in the top 10 elementary schools in the Dallas Metroplex area for the 2002-2003 school year. Strong traditions are in place at the school, bolstering school pride and achievement. Each day “gold slips” are drawn and announced on the afternoon announcements of students who demonstrated positive use of daily lifeskills. Each Friday students and teachers come dressed in orange and turquoise Valley Creek T-shirts for Spirit Day. The Valley Creek school song, depicting a “do my best attitude”, rings throughout the halls during morning announcements. Each 9 weeks, students celebrate success with the “3 As”, Attendance, Academics and Attitude by receiving ribbons. The strength of the school lies within the staff. The camaraderie of the staff is evident to all who enter the building. The sense of caring, sharing and helpfulness meld the staff into one with the vision of continually improving. Parent involvement is high at Valley Creek through the PTA and Cougar Dads organizations and enhances the overall school success. Students are motivated to learn and demonstrate this intention by enthusiastically reciting the Valley Creek Student Creed, **“I can, I want to, and I will do my best today!”**

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

### **1. State of Texas Criterion-Referenced Tests**

Grades: 3rd through 5th TAAS Test (Texas Assessment of Academic Skills)  
Tests: 3rd Grade Reading and Math  
4th Grade Reading, Math and Writing  
5th Grade Reading, Math  
Years: 1997-1998 through 2001-2002  
Publisher: Texas Education Agency

- Children absent on the day of testing were excluded from the testing.
- Children with an Individual Education Plan (IEP) that stipulated alternative testing were given the State Developed Alternative Assessment (SDAA) as determined by ARD Committee were excluded from the testing.

Scores reported are:

- Meets Minimum Expectations: (MME) percentage of children performing at or above the state's pass/fail point.
- Mastery of All Objectives: (MAO) percentage of children performing at or above State's proficient level on all tested objectives (80% and above)
- Academic Recognition: (AR) percentage of children missing few or none of questions on all tested objectives (90% and above)

Student Populations:

Percentages are given for All Students, African American, Hispanic, and Economically Disadvantaged student groups. It should be noted that for the years reported, the ethnicity composition of the student population is above 90 % White. In order to receive data the State of Texas requires at least 5 students take the test by any of the following student groups: African American; Hispanic; White; and Economically Disadvantaged. Percentages given are for Meets Minimum Expectations (MME) only and reflect a total passing rate for all tests taken by students in Third through 5th grades.

### **Assessments Referenced Against National Norms**

Grade: 5th Reading, Math  
Test: Iowa Tests of Basic Skills  
Years: 1997 through 2001  
Publisher: Riverside Publishing

- Children absent on the day of testing were excluded from the testing.
- Children with an Individual Education Plan (IEP) that stipulated alternative Assessment (SDAA) as determined by ARD Committee were excluded from the testing.
- Scores are reported as national percentile (NPR) and grade level equivalencies (GE).
- Scores reported are for all students and not for specific student populations.

**2. Show how the school uses assessment data to understand and improve student and school performance.**

Valley Creek is a data driven campus. Students in grades 3 through 5 are given district assessments in Reading, Writing, Math & Science each 9 weeks. The assessments are used to generate grade level reports and show student levels of mastery of the TEKS (Texas Essential Knowledge & Skills). The reports can be broken down by grade level, classroom, and individual student. Each teacher can study the reports to determine individual student needs and overall classroom instruction needs. During grade level planning meetings, teachers use the assessments to decide how instruction needs to change based on the assessments. Small flexible groups are formed to meet each student at his or her skill level. K-2 uses TPRI (Texas Primary Reading Inventory) to determine the needs of students. This assessment is given at the begin and end of each school year. The data is used as an early predictor of master of reading fluency. This assessment data transfers to the next grade level which allows a teacher to provide instruction based on individual student needs. Vertical subject teams meet throughout the school year to evaluate campus assessment results. Strategies and plans for improvement are put into place to meet campus needs and provide consistent vertical alignment. Valley Creek is evaluated by the TAKS (Texas Assessment of Knowledge and Skills) state test in grades 3 through 5. These assessments are analyzed by all staff members and goals will be developed with a plan of action for the Campus Improvement Plan for the upcoming school year. Assessment data is used by all levels K-5 to ensure optimal success of the entire campus.

**3. Show how the school communicates student performance, including assessment data, to parents, students, and the community.**

Communication with parents is key to the success of a school. The assessment procedures are discussed with parents at the beginning of the year on *Meet the Teacher Night*. Report cards are sent home every nine weeks to give parents information on student performance. Progress in academic areas and social and behavioral expectations, as cited in the students creed, are reported. In addition parents receive a progress report for every student at the mid-nine weeks marking period. During the first nine weeks every parent conferences with their child's teacher. This involves them with their child's learning and establishes a working partnership all year long. Each week students take home a Monday folder. This contains the weekly *Cougargram*, Valley Creek's newsletter, highlighting the schools events and PTA opportunities. Parents are able to see student work that is sent home in the folder and the progress their child is making towards their academic goals. Valley Creek keeps a campus webpage with updated information on class objectives or events of the school. PTA & Cougar Dads are two parent groups that enable parents to become involved and enhance the programs of the school. Prior to the state TAKS test, teachers in grade 3-5 hold one on one student conferences. This provides students with the opportunity to meet with their teacher and set their on personalized academic goals. Each morning, members of the 5<sup>th</sup> grade Student Council along with the principal, deliver *live* announcements to start the day. Success of individual students, classrooms, and Valley Creek as a whole are celebrated by everyone.

**4. Describe how the school will share its successes with other schools.**

A school, by definition, is a place to learn. We have been most fortunate to have colleagues eager to share what they know about improving student achievement with our faculty, and in turn, we are always honored to share our body of knowledge with any other school or individual. This is a core value in McKinney ISD and all children have benefited from this intra-district



communication and dialogue. We are intentional about these opportunities to share and our schools are organized in like-student population cohorts that meet at least twice a month to address specific areas of instruction and student learning. In addition, about once a month we hear from a school or organization outside our district that would like to come and visit our classrooms and talk with our teachers about successful strategies and best practices. We are anxious to schedule these visits because we want to help, but we also want to find out what the visitor's school is doing. We have participated in several research projects, most recently the "Just For the Kids" survey, that identify those teacher behaviors proven to have the most impact on student achievement. We are committed to continual improvement and we have found that one of the best avenues to sustained student growth is to engage in meaningful and focused conversations with our colleagues.

## **PART V - CURRICULUM AND INSTRUCTION**

### **1. Describe the school's curriculum, including foreign languages and show how all students are engaged with significant content, based on high standards.**

Valley Creek Elementary follows the McKinney ISD curriculum and the state TEKS (Texas Essential Knowledge and Skills) for each grade level. Lower grades engage in thematic study units with the integration of the curriculum as a primary focus. Grades 3-5 have a departmentalized setting where each child sees 2 teachers within the day: Math/Science & Reading/Writing/Social Studies. Reading, writing, listening, and speaking skills are the heart of the curriculum as students develop into skilled communicators for tomorrow. Students in grades K-5 engage in a scope and sequence of instruction designed to foster communication, literacy, cooperative learning, problem solving, scientific inquiry, and research skills. Writing across the curriculum is emphasized with the use of math, science, social studies, and even P.E. journals. Math skill instruction begins at the concrete level, utilizing manipulatives, progressing to application and finally results in abstract representation. Teachers may supplement the district curriculum with Mountain Math, Read Draw Solve, and a Family SMATH night focused on Science and Math activities for the family. Students and parents were able to work on higher level thinking skills by estimating the amount of sugar in a bag of Skittles at the 3rd grade station. Valley Creek's science program strengthens literacy through the use of non-fiction books. Students in the role of scientists use the scientific method in the campus Science Lab. All grade levels use FOSS (Full Option Science System) to guide science exploration. Valley Creek teachers have met the challenge to make science exciting, meaningful, and accessible to kids. Citizenship and the use of lifeskills are evident as a theme throughout the building. The Tribes program and Chick-fil-a Core Essentials have built a community of respect and belonging. The Social Studies Curriculum is integrated into all content areas and relevant experiences that make social studies come alive are plentiful. For example, after our third grade students learned about city government, they went on a field trip to see how their city functions in real life. Fine arts are infused into the curriculum, providing students with a means of exploration and personal expression. Students attend art, music, and P.E. each week while at school. In summary, because of the rich curriculum, integration of all subject areas is vital to the development of the whole child.

**2. Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

Valley Creek implements a reading approach structured to assess and address the needs of every child. We are committed to provide a complete comprehensive and balanced approach to meet the literacy needs of all students. Teachers follow the McKinney ISD district curriculum and state TEKS for each grade level. Before a successful reading program is implemented, an assessment is administered to determine the strengths and challenges of each child. In K-2, teachers administer the Texas Primary Reading Inventory. The TPRI is an assessment tool that provides comprehensive data of each child's reading development while identifying areas to monitor and address. Teachers provide daily guided reading groups, shared reading groups, running records, buddy reading, independent reading, book bags based on each child's reading level, Saxon Phonics and Spelling, Richard C. Owens Literacy Model, and Reading Recovery strategies. These same instructional methods carry over into grades 3-5 supplemented by book clubs, novel reading, independent strategies, enrichment, and tutoring. K-5 students participate in the Reading Renaissance Accelerated Reading program. Teachers administer the STAR Reading computerized test. The STAR Reading test guides teachers in determining the appropriate reading level for each child through in-context vocabulary questions plus text passages to help measure each child's reading performance. All students work towards an independent reading goal while working to help earn a class goal and school goal. The Accelerated Reading program and supplemental reading techniques and strategies have proven to show growth and success with all children.

**3. Describe 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.**

High expectations, commitment to excellence, and discipline integration describes our support classes or "Specials". They empower the students to be all they can be using the monthly life skill as a springboard to learning. To maximize diverse abilities, students develop their musical intellect by performing a varied repertoire of music in monthly musicals. Fourth and fifth graders, through creative performances in Cougar Choir, share their emotion and musical artistry throughout the community. Broadway Junior Productions are performed each May by outgoing fifth graders and guests from the community are invited. Analyzing and evaluating music, writing music notation, and applying expressive technical skills develops critical thinking skills in all our students. In art, students express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking and developing disciplined effort and problem solving skills. Hall displays express original artwork communicating ideas from direct observation, experience with Bloom's taxonomy, and imagination to express ideas about self, family and community. Writing reflections in Physical Education journals, learning and practicing objectives through music and poetry, and sharing the expertise of outside experts incorporates empowerment toward common goals. Students learn resolution of conflicts during games and sports; understand the importance of physically active lifestyles, and how to maintain good health throughout their lives. Collaborating, leading, and using technology in building a learning community, the library media specialist creates a learner-centered library environment. Integrating curriculum, resources, and teaching strategies to ensure the success of all students as the creators and users of ideas and information, enables them to become lifelong learners. Helping students make individual book bags targeting their reading range and interests, locating books on the shelves with the students, meeting monthly with each team and planning, researching materials needed for teachers, ordering new books and Accelerated Reader (AR) quizzes, team teaching with different grade levels, reading to classes, inviting authors and storytellers to share their expertise, and explaining and troubleshooting technology and media

concerns are just a few of the activities flowing out of the hub of our school, the Library Media Center.

#### **4. Describe the different instructional methods the school uses to improve student learning.**

On any given day, a stroll around our campus will reveal an incredible array of differing instructional methods employed to reach our students. Pairs of students will be seen in the hallways, working together to strengthen both the stronger and the weaker partners. Group activities are also visible, allowing students to work with each other to create an end product that may span over several days or weeks. This type of activity provides academic as well as social skills needed to work in everyday situations. Teachers use technology resources and students to draft and edit documents, design presentations, organize and manipulate data, and engage in whole-class queries and exploration. Instruction is differentiated in the classroom for students who may need to advance their thinking skills, as well as for students with learning disabilities. A teacher may be helping a small group of students with a specific lesson or concept while other students in the class work on assignments, which reach their needs. Inclusion and pullout programs also serve these special needs students. Tutoring is provided for many students, within the framework of the school day and before or after school. All school staff members serve as tutors, providing a mentoring relationship in addition to academic assistance. Students in a given grade level are grouped across classes, based on common areas of instructional need. When an area of concern is identified vertically, special in-school sessions are set up to provide direct remedial instruction. This year, for example, a Handwriting Clinic was developed to address specific problems at several grade levels. All instruction at Valley Creek Elementary implements Bloom's Taxonomy strategies. New ideas are connected to prior learning, and students are moved from the concrete to the abstract in incremental hands-on, high-interest, high success steps. Individual centers, activities and lessons allow students to work on their areas of need and enhance their strengths while providing positive and successful learning experiences.

#### **5. Describe the school's professional development program and its impact on improving student achievement.**

Valley Creek faculty believes that being a professional in the field of education implies a commitment to continued learning and growth. The professional development program supports professional growth for all employees based upon diagnosed needs, professional goals, District beliefs and goals, and campus goals. The program's purpose is to ensure professional growth targeted at improving student achievement in order to facilitate graduates that meet the District graduate profile. Teacher learning and student learning go hand in hand. We believe that students cannot achieve high levels of learning and performance unless teachers, administrators, and other school employees are continuously learning. New professional knowledge requires sustained learning opportunities for teachers. At Valley Creek we look first at student achievement data and then develop individual professional development plans designed to move the data forward for each student. Together teachers and administrators seek out and provide these specific opportunities. As teachers add to their individual skill set, they also add to the value of the entire campus team, which of course, benefits each of our students. We have many talented and experienced teachers that teach or mentor less experienced teachers. In this way the programs and philosophy of the "Valley Creek Way" are imparted to each team member and our success is perpetuated.

## **VI. APPENDIX: TEST DATA TABLES**

**VALLEY CREEK ELEMENTARY TEST DATA:**

**Third Grade Reading (TAAS) Texas Assessment of Academic Skills**

Testing Year	2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month	April	April	April	April	April
% of Students					
MME	98	100	100	99	99
MAO	83	89	96	90	90
AR	89	66	75	72	69
# Students tested	93	114	120	128	87
% Students tested	100	99	100	99	99
# Students excluded	0	1	0	1	1
% Students excluded	0	0.01	0	0.01	0.01
Student Groups:					
African American	100	100	90	75	75
Hispanic	100	100	88.9	100	85.7
Economic Disadvantage	100	100	66.7	50	71.4
State Scores (all students)					
MME	88	86.8	87.9	88	86.2

**Third Grade Math (TAAS) Texas Assessment of Academic Skills**

Testing Year	2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month	April	April	April	April	April
% of Students					
MME	98	100	100	99	99
MAO	83	89	96	90	90
AR	89	66	75	72	69
# Students tested	93	114	120	128	87
% Students tested	100	99	100	99	99
# Students excluded	0	1	0	1	1
% Students excluded	0	0.01	0	0.01	0.01
Student Groups:					
African American	100	100	90	75	75
Hispanic	100	100	88.9	100	85.7
Economic Disadvantage	100	100	66.7	50	71.4
State Scores (all students)					
MME	88	86.8	87.9	88	86.2

**Fourth Grade Reading (TAAS) Texas Assessment of Academic Skills**

Testing Year	2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month	April	April	April	April	April
% of Students					
MME	100	100	99	99	99
MAO	88	95	90	83	78
AR	83	76	77	78	58
# Students tested	81	106	130	109	97
% Students tested	100	100	100	100	99
# Students excluded	0	0	0	0	1
% Students excluded	0	0	0	0	0.01
Student Groups:					
African American	100	100	90	75	75
Hispanic	100	100	88.9	100	85.7
Economic Disadvantage	100	100	66.7	50	71.4
State Scores (all students)					
MME	92.5	90.8	89.9	88.8	89.7

**Fourth Grade Math (TAAS) Texas Assessment of Academic Skills**

Testing Year	2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month	April	April	April	April	April
% of Students					
MME	100	100	100	99	97
MAO	48	32	84	78	74
AR	40	20	68	65	60
# Students tested	82	107	130	109	97
% Students tested	100	100	100	99	99
# Students excluded	0	0	0	1	1
% Students excluded	0	0	0	0.01	0.01
Student Groups:					
African American	100	100	90	75	62.5
Hispanic	100	100	100	100	100
Economic Disadvantage	100	100	83.3	50	85.7
State Scores (all students)					
MME	94.1	91.3	87.1	87.6	86.3



**Fourth Grade Writing (TAAS) Texas Assessment of Academic Skills**

Testing Year	2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month	April	April	April	April	April
% of Students					
MME	100	100	99	97	98
MAO	76	80	90	71	63
AR	15	24	11	0.02	0.09
# Students tested	68	105	126	102	93
% Students tested	100	100	100	99	99
# Students excluded	0	0	0	1	1
% Students excluded	0	0	0	0.01	0.01
Student Groups:					
African American	100	100	100	100	80
Hispanic	100	100	75	66.7	67
Economic Disadvantage	100	100	50	100	33
State Scores (all students)					
MME	89.8	89.2	90.3	88.4	88.7

**Fifth Grade Reading (TAAS) Texas Assessment of Academic Skills**

Testing Year	2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month	April	April	April	April	April
% of Students					
MME	100	100	97	99	95
MAO	92	85	83	78	75
AR	86	71	72	68	70
# Students tested	88	113	116	108	92
% Students tested	100	98	99	100	100
# Students excluded	0	2	1	0	0
% Students excluded	0	0.02	0.01	0	0
Student Groups:					
African American	100	100	90	75	75
Hispanic	100	100	88.9	100	85.7
Economic Disadvantage	100	100	66.7	50	71.4
State Scores (all students)					
MME	92.7	90.2	87.8	86.4	88.4

**Fifth Grade Math (TAAS) Texas Assessment of Academic Skills**

Testing Year	2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month	April	April	April	April	April
% of Students					
MME	100	100	99	98	95
MAO	80	85	66	70	68
AR	66	49	61	59	53
# Students tested	89	118	117	110	92
% Students tested	100	98	99	100	100
# Students excluded	0	2	1	0	0
% Students excluded	0	0.02	0.01	0	0
Student Groups:					
African American	100	100	90	75	62.5
Hispanic	100	100	100	100	100
Economic Disadvantage	100	100	83.3	50	85.7
State Scores (all students)					
MME	96.2	94.6	92.1	90.1	89.6

**ITBS Scores (5<sup>th</sup> grade) National Norm Reference Test: Iowa Tests of Basic Skills**

<b>Testing Year</b>	2001-02	2000-01	1999-00	1998-99	1997-98
Testing Month	November	September	September	October	November
School Scores Reading					
NPR	77 %	69%	68%	66%	76%
GE	6.7	6.2	6.2	6.0	6.7
School Scores Math					
NPR	85%	75%	77%	79%	83%
GE	6.8	5.5	5.6	5.9	6.9
Number Tested	87	122	118	114	92
Number Excluded	0	0	0	0	0

