

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

Name of Principal Mrs. Susan A. Bargaleski

Official School Name W.W. Scarborough Elementary School

School Mailing Address: 3021 Little York

Houston, TX 77093-3519

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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.

(Principal's Signature) Date _____

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

Name of Superintendent Dr. Kaye Stripling

District Name Houston Independent School District Tel. (713) 892-6000

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Kevin H. Hoffman

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

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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. 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: 211 Elementary schools
 49 Middle schools
 _____ Junior high schools
 36 High schools
 296 TOTAL
2. District Per Pupil Expenditure: \$5,291
 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
 Small city or town in a rural area
 Rural

4. 6 Number of years the principal has been in her/his position at this school.

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

5. 5. Number of students enrolled at each grade level or its equivalent in applying school:
 As of October, 2003 (PEIMS)

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	66	51	117	7			
1	66	65	131	8			
2	58	63	121	9			
3	56	64	120	10			
4	46	62	108	11			
5	56	57	113	12			
6				Other PK	45	40	85
TOTAL STUDENTS IN THE APPLYING SCHOOL							795

6. Racial/ethnic composition of the students in the school:
- 6.6 % White
 - 1.8 % Black or African American
 - 91.3 % Hispanic or Latino
 - 0.2 % Asian/Pacific Islander
 - 0.0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 14.0%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	96
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	99
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	195
(4)	Total number of students in the school as of October 1	836
(5)	Subtotal in row (3) divided by total in row (4)	23
(6)	Amount in row (5) multiplied by 100	23%

8. Limited English Proficient students in the school: 54.6%
454 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 95.1%
790 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: 8.5 %
71 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. (note: duplicated count)

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>35</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>16</u> Speech or Language Impairment
<u>12</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. 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>	<u>0</u>
Classroom teachers	<u>38</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>10</u>	<u>0</u>
Support staff	<u>17</u>	<u>1</u>
Total number	<u>76</u>	<u>2</u>

12. Student-“classroom teacher” ratio: 18.2:1

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.7 *	96.5%	96.6%	96.2%	96.6%
Daily teacher attendance	95%	96%	97%	95%	97%
Teacher turnover rate	15%	15%	17%	N/A	N/A
Student dropout rate	N/A				
Student drop-off rate	N/A				

* ADA per school records

PART III - SUMMARY

W.W. Scarborough Elementary School, Houston, Texas is best described as “The Little School that Could.” We have worked steadily on several fronts to fulfill our mission to provide a high-quality educational program and a wholesome learning environment which promotes the maximum learning potential for students and provides a foundation for future productive and responsible citizenship, including strengthening instruction through focusing on the unique needs of our learners, being responsive to the challenges that are part of their daily lives, and taking pride in and celebrating successes, both large and small, every day.

As the demographic data indicate, our students face many challenges, including poverty, stressful family lives, and not speaking English as their first language. Their success in life is not guaranteed, but at Scarborough it is everyone’s goal. For example, as the TAAS (TAKS) drew near, administrators joined grade level teams to create Math Camp and focused reading tutoring, and primary teachers donated their planning time to mentor struggling readers. Our cross-grade-level pairings grew out of the TAAS mentorships. Students in the upper grades have met monthly with a primary class to read, share writing, or prepare special projects collaboratively planned by their teachers. In this way, students are able to connect with one another and with one more adult who cares about them. Instruction continues after school, with tutorials for those students who need extra attention, enrichment classes in music, dance, and crafts, and scouting to round out the educational experience, all taught by staff members. There are no superstars at Scarborough; solid instruction, teamwork, and personalizing the learning environment are at the center of everything we do.

Parental involvement is a key element of student success, and it is one of our greatest challenges. To that end, we have implemented several campus-level programs aimed at bringing parents to school. Family Nights are scheduled for the first Thursday of the month and provide children and parents opportunities to work together on a variety of special projects, often with a seasonal focus. In addition, we have developed A Handful of Parents, in which teachers identify five or six volunteers to nurture throughout the school year. Teacher aides provide them training in preparing instructional materials so that they are able to support their children’s learning. The third campus initiative is ESL for Parents, now in its second semester. This program has been the most successful at getting parents into the school – and keeps them coming to Parent Nights, PTA and informative meetings, and to serve as volunteers for field trips and schoolwide celebrations. We also take advantage of opportunities for increased parental involvement that our district offers, including Partners in Print for parents of Pre-K and Kindergarten students, and hosting a community-based clinic in cooperation with the Harris County Hospital District. Parents find resources to make their lives easier, students see school as a place for everyone, and teachers find allies instead of adversaries in their day-to-day contact with parents. Our focus on caring and teamwork benefits everyone.

The Scarborough community celebrates milestones and achievements in many ways. Hard work is recognized at TAKS pep rallies, exemplary citizenship with ChESS Students of the Month (Character Education & Social Skills, a campus-based program developed by the school counselor), outstanding achievement at Honor Roll Bingo, and great attendance during the morning announcements, along with weekly Perfect Attendance certificates from the principal. Many of our celebrations center on student learning, such as the fourth grade Texas history field trip to Goliad, 160 miles away. The entire faculty contributed to the school cookbook to raise funds for the trip, another example of how the combination of caring and teamwork reap enormous benefits for our children.

We have made tremendous progress and take pride in our achievements. Scarborough Elementary, like every school, will face new and as yet unknown challenges in the future. Our combination of personalizing the learning environment, perseverance, and teamwork will help us reach our goal of excellence for every student.

PART IV – INDICATORS OF ACADEMIC SUCCESS

The entire faculty looks at student performance on standardized tests in many ways, beginning with a general overview to determine passing rates and/or promotion standards. At this point, the real work begins. TAAS/TAKS data are disaggregated, objectives with lower passing rates are identified, and teachers reflect on their teaching together to find the most effective methods and materials for each objective. TPRI/Tejas Lee results are used to identify students in need of Accelerated Reading Intervention. Stanford/Aprenda data do not yield such detailed information, but they are analyzed as well and have shown us curricular areas in which additional teacher training is needed.

The Houston Independent School District has provided us with PASS (Profiler for Academic Success of Students), a database that allows every teacher access to assessment data from local benchmarks, or curriculum snapshots, item analyses of criterion-referenced tests (TAAS/TAKS), standardized test scores, report cards, and attendance. Teachers are able to use the data to make instructional decisions that maximize student learning. They look closely at the item analyses of curriculum snapshots to discover patterns in student thinking and have conducted follow-up activities asking students to explain how they got their answers to particularly puzzling items. In addition, they are able to notice patterns in attendance and respond to them quickly and efficiently.

Data analysis has paid off at Scarborough. By looking closely, we are able to see the patterns behind the numbers and use the information to help students and their teachers to meet the high performance standards that have been set for them.

There are several systems in place at Scarborough that keep parents informed about student progress in all aspects of student life. Our basic communication tool is the Monday folder, in which teachers include graded work, conduct reports, and information about upcoming events. Teachers often follow up with telephone calls later in the week to answer parent questions or offer assistance. Parents with internet access are able to e-mail teachers through the school website. Progress reports are sent home at the middle of every nine weeks, followed by report cards at the end of the grading period. One early dismissal day each semester is dedicated to parent conferences, and teachers strive for 100% attendance through such means as telephone conferences, before and after hour conferences, even meeting parents in the parking lot to make sure that they are informed of their child's progress and ways that they can help them be more successful. Teachers in upper grades hold TAKS parent meetings, in which they explain their expectations and how well individual students are meeting them. Curriculum snapshot results are reported to parents and students in a kid-friendly format using thermometers to measure individual performance against the standard.

These are accompanied by invitations to attend tutorials, if needed. As soon as standardized test results are in, they are sent home with a cover letter explaining what impact the test scores will have on their child's schooling. Our TAAS/TAKS scores are published yearly in the **Houston Chronicle**, along with our TEA rating, and other student successes are featured in the **Leader**, a community newspaper as well as local and HISD television channels.

Scarborough Elementary has a culture of sharing, whether at the campus level or as part of a vertical team. Within our elementary/middle school feeder pattern, administrators have participated in a series of walkthroughs at each others' schools and have learned a great deal about ourselves as we shared our successes with colleagues and heard about the ways they meet similar challenges on their campuses. Having visitors to walk our halls and see our team in action would be a logical extension of our walkthrough activities.

Our faculty and administration are all proud of our school and how it has come to represent excellence to the community. We are active professionals with experience speaking to local, state, and national audiences and would consider it an honor to tell our story to anyone who is interested. In addition, we have access to all of the media resources in the Houston Independent School District, who would make sure that every presentation is of the highest quality. Not everyone can come to Houston or attend conferences, but anyone with access to the worldwide web can visit Scarborough's website. We are currently planning a Blue Ribbon link so that others can have a virtual walkthrough experience, learn more about our programs, and share in our success.

PART V – CURRICULUM AND INSTRUCTION

Scarborough Elementary follows Texas’s foundation curriculum and the Texas Essential Knowledge and Skills (TEKS), as set out in the Houston Independent School District’s Project CLEAR (Clarifying Learning to Enhance Achievement Results) and exemplified in model lessons that ensure student engagement with key concepts in each curriculum area. Instruction is provided in reading, language arts, mathematics, science, social studies, health and physical education, and the fine arts. Students enrolled in our developmental bilingual program receive English as a Second Language instruction as well, with an emphasis on developing strong literacy skills in both languages. Our teaching staff includes two reading specialists who provide small-group instruction in English and Spanish as well as a multi-disciplinary music/reading program for first and second grade students, a math specialist who works with all students in third through fifth grade to develop problem-solving skills, a half-day science teacher who works with third and fourth grade classes in a lab setting, an art teacher, and a P.E. teacher.

Project CLEAR is our district’s curriculum, and it is designed to help teachers provide challenging and meaningful instruction for all of our students. Scarborough Elementary is committed to providing our students with the learning experiences they need to master key concepts in all areas of the curriculum and has created a support system to ensure our success. Lead teachers work with the faculty to plan instruction around CLEAR content specifications and to assess for prerequisite skills through PASS data analysis and informal classroom assessments. Grade level teams then plan instruction to help students meet curriculum objectives using model lessons, basal texts, and supplemental materials. They also take time to ensure that their curriculum is as well-aligned to mandated norm-referenced tests as it is to the state assessment program, Texas Assessment of Knowledge and Skills (TAKS) by making slight modifications in pacing to allow sufficient time for mastery and changes in sequence to make sure that students have at least been introduced to all of the concepts being assessed before the testing dates. The administration provides support in several ways, including the purchase of all materials required for full implementation of science, language arts, and mathematics model lessons through Titles I, III, and VII funding, release time for grade level teams to plan delivery of model lessons, and opportunities for additional training. Full implementation of our district’s model lesson program has required teamwork and dedication from all members of our community, and our students have benefited in several ways. First of all, the hands-on activities provide them with the experiential scaffolding they need to fully comprehend content. In addition, they are able to move beyond memorizing facts toward connecting them into meaningful generalizations within and across disciplines, and finally, they have become enthusiastic learners, anxious to be part of the intellectual life of their classrooms.

We are fortunate to have access to the high-quality curriculum developed by our district’s team of expert and a full complement of basal texts and supplemental materials, but we recognize that all of this must be tailored to meet the needs of the students we serve in every program offered at our school. Approximately half of our students are enrolled in a developmental bilingual program, Pre-K through fifth grade, and are expected to master the same content as students in the regular program, with the addition of a rigorous English as a Second Language component. Gifted students are served in both English and bilingual programs, and are challenged through differentiated instruction, which includes a move toward project-based learning, extra leadership opportunities, and a focus on higher order thinking skills. Our Special Education program serves students with a variety of learning needs. Instructional planning focuses on the CLEAR prerequisites so that they may catch up with their classmates. We have begun a pilot inclusion program for fourth grade learning disabled students with the goal of expanding it to include fifth grade students next year.

Curriculum at Scarborough has been brought to life through our unique combination of thoughtful compliance, attention to student needs, and teamwork. It is still a work in progress as we

respond to the call for higher standards, but we are confident that we will be able to give our students the knowledge and skills they need to continue with their schooling and successfully participate in community life.

Scarborough's reading curriculum is based on HISD's Balanced Approach to Reading, which addresses the elements of print awareness, phonological awareness, orthographic awareness, reading comprehension, and reading practice. Instruction is delivered through the medium of district-adopted basal texts, **Open Court Reading**, for Kindergarten through third grades in English, Scott Foresman **Lectura** for K-5 in Spanish, and **Harcourt Reading** for fourth and fifth grades, plus Project CLEAR language arts model lessons for fourth grade. Teachers have been extensively trained in the use of adopted texts and district curriculum, with additional support provided by North District Reading Teacher Trainers, campus reading specialists, and lead teachers. First and second grade teachers provide Accelerated Instruction daily to students who perform below expectations on the Texas Primary Reading Inventory (TPRI) or *Tejas Lee*, and many students in that group receive additional support through the services of our two reading specialists, who offer instruction in English and Spanish. One of our specialists teaches reading through music to first and second grade students as an ancillary class, giving students extra help with literary elements and reading comprehension.

Careful delivery of the mandated curriculum is only part of the reading story at Scarborough. Teachers have recognized that many of our students do not come to school with the level of vocabulary development that is assumed by the authors of our adoptions and have designed supplemental instruction to close the gap. Students participate in vocabulary development activities through morning exercises, direct instruction in key vocabulary words, formal and informal word analysis activities, and a huge variety of language games, in addition to the rich mix of poems and songs available in the basal series. Primary teachers add elements of Neuhaus multisensory reading instruction and Phono-Grafix to their reading program so that they are better able to meet the needs of all learners. In the upper grades, teachers supplement the basal program with genre studies and literature circles. Our current instructional focus is strengthening the reading component of our ESL program by including elements of **Open Court Reading** to daily instruction.

Reading at Scarborough is an eclectic blend of mandated programs and supplemental instruction tailored to the context of our community. By focusing on who are students are and how we can best meet their needs, we have made great strides in creating a community of successful readers.

Science at Scarborough is an excellent example of how we live our mission through instruction. Our science program has taken on new life, due in large part to the efforts of the three teacher participants in Houston Urban Learning in a Networked Community (HU-LINC). This program has given us access to outreach programs at both the Museum of Natural Science and the Children's Museum, funding for family field trips and Family Science Night, and extra support for the implementation of Full Option Science Systems (FOSS) Kits, an excellent hands-on, integrated science program. We have chosen to begin with life science, since many classrooms already have class pets and the school has several garden plots as well as a butterfly garden. Students have examined isopods, worms, snails, butterflies, goldfish, guppies, frogs, and crayfish to learn about animal life cycles and behavior, and everyone has had the opportunity to grow plants from seeds.

We have developed a series of field trips for all grade levels, in conjunction with our district's science department to further support student learning. They include visits to the Houston Zoo, Museum of Natural Science, Museum of Medical Science, and Armand Bayou, a nature center comprising three distinct ecosystems. Students return from these trips eager to share what they've learned, and teachers use these events as springboards for writing and further study.

Curriculum reform of this magnitude needs a great deal of support, and our science lead teacher has risen to the challenge. We have been able to release her from her classroom duties for part of the day so that she can provide instructional support to third and fourth grade classes through a science lab. Students are enthusiastic about performing experiments, and their teachers are learning a great

deal about managing a classroom science lab. She has worked closely with the fifth grade team to successfully implement the new Project CLEAR model lessons, which are activity-based and material-intensive. We are proud of the work our teachers have done to develop a vibrant science program at Scarborough.

The most significant area of faculty growth at Scarborough has been in the area of providing hands-on, experiential learning across the curriculum. Teachers use a variety of materials, such as magnetic letters and words, pocket charts, games, math manipulatives, and live plant and animal specimens to help cement abstract concepts in children's minds. Math model lessons have given teachers a framework for creating hands-on activities from readily available materials, such as folding construction paper to make concrete models of fractions or develop geometric reasoning, generating square numbers on centimeter grid paper, or making paper models of powers of ten blocks to represent one million.

Many of our students need extra help developing background. To that end, instruction includes real-life demonstrations, including food sampling, gardening, or engaging in holiday arts and crafts, and field studies designed to expose children to the many resources available in Houston. Guest speakers and special programs help students see possibilities that exist for them beyond their neighborhood.

Children need to relate facts into meaningful generalizations, and the use of graphic organizers provides them with a concrete way to see the relationships. Teachers regularly make use of Venn diagrams,

K-W-L and t-charts, and semantic and story maps to help their students make sense of the material they read. Their use is particularly powerful in ESL classes, where it helps students bridge the gap between Spanish and academic English by providing a concrete framework for their thinking.

Our teachers have worked together to provide an active and enriched learning environment for their students. Their efforts have increased student achievement and enthusiasm for learning as well as making Scarborough a focal point of the community.

Professional development at Scarborough takes place within state, district, and campus contexts. Teachers in first through third grades have participated in Reading Academies, which provided them with a wealth of strategies to help every child be a successful reader. In addition, one professional development day per year is dedicated to reading. Several of our teachers have elected to participate in state-sponsored Master Reading and Math Teacher programs.

The Houston Independent School District provides us with a tremendous array of professional development opportunities. Teachers on our campus have participated in HU-LINC, Math Their Way, Phono-Grafix, online technology training (E-Train), and Gifted/Talented and ESL training. The North District, of which we are a part, supports instruction by offering Six Traits of Writing training to second, third, and fourth grade teachers, sponsored two of our teachers' registrations to the NABE Conference, and, as part of Project GRAD (Graduation Really Achieves Dreams), Consistency Management/Cooperative Discipline (CMCD) and Critical Friends training.

At the campus level, we have used our weekly early dismissal days to support state and district training through follow-up sessions conducted by teacher leaders and time for teams to collaboratively plan implementation strategies. In addition, we provide grade-level teams release time to plan and/or meet with North District support personnel so that the training they receive will have a positive impact on student achievement. Our campus Critical Friends group meets for an hour on one early dismissal day each month to examine their teaching practice and support each other on their professional journeys. The administration has made a commitment to incorporating technology into instruction and has embedded it in every professional development event so that teachers will take the first steps toward bringing their classrooms into the 21st century.

Through active participation in state and local professional development opportunities and tremendous amounts of campus level support, our teachers have substantially increased student achievement at Scarborough and are poised to make greater strides in the future.

CRITERION-REFERENCED TESTING

Scarborough Elementary

Introduction and explanation of ratings

The following tables display Scarborough students' performance for three consecutive years on the state criterion-referenced test, the Texas Assessment of Academic Skills (TAAS). The levels of performance, as designated by the state of Texas are 1) met minimum expectations, 2) did not meet minimum expectations, and 3) received academic recognition. Individual student reports also reflect if the student passed all tests taken and/or mastered all objectives. The sources of data for these tables were the Academic Excellence Indicator System (AEIS) reports produced by the Texas Education Agency, and the TAAS summary pages, by grade, received in May of each year from the scoring service.

To meet minimum expectations on TAAS, a student must score at or above 70 TLI (Texas Learning Index). The TLI was designed to be able to compare a given student's progress from year to year as he/she progressed toward mastery of the high school exit test. For example, a TLI of 4-76 achieved in fourth grade and a TLI of 5-76 in fifth grade would demonstrate that the student made one year's typical progress. If a fourth grade student's TLI was 4-76, we know that while he did pass, but that he did not pass by as great a margin as a classmate whose TLI was 4-90. The TLI is available for the English version only. On the Spanish TAAS, a 1500 scaled score is considered meeting minimum expectations (passing).

The analysis of both group and student performance on the TAAS objectives has been ongoing to determine instructional focus. Furthermore, the performance of students in the various subgroups has been studied to determine how their achievement can be supported so that all students "shine" at the same exemplary level. Receiving "Academic Recognition" is a great achievement. These numbers of students received this honor in 2001 or 2002:

Grade	Reading 2001	Math 2001	Reading 2002	Math 2002
Third	9	0	5	0
Third Spanish	3	0	2	0
Fourth	5	0	11	2
Fourth Spanish	8	2	12	2
Fifth	15	8	11	7
Fifth Spanish	1*	0*	1*	1*

* fewer than 10 students tested

The AEIS report also provides TAAS participation data across grades 3 – 5. For example, the 2002 information shows 100% tested with 9.08% tested with only SDAA (State Developed Alternative Test for students receiving special education assistance.) Of those tested with SDAA, 71.4% met ARD expectations. In 2001, across grades 3 – 5, 98.3% were tested while 0.8% were ARD exempt and 0.8% Other were not tested.

Another valuable piece of information from the AEIS report is the percent of Scarborough failures (from the previous years) who passed the next year. In 2002, 83.3% of fourth and fifth graders who had failed Reading previously passed; 93.8% of previous failures passed Math. In 2001, 100% of those Scarborough students who had previously failed TAAS passed Reading and 94.1% passed math. This performance was celebrated as another "shining" moment.

STATE CRITERION REFERENCED TEST - Scarborough Elementary
 TAAS – Texas Assessment of Academic Skills
 READING – English (grade 3)

	2001-2002	2000 - 2001	1999 – 2000
Testing month	April	April	April
SCHOOL SCORES TOTALS			
% meeting minimum expectations	90.5	81.3	74.5
% mastering all tests taken	88.4	62.3	60.0
Number students tested	45	69	49
% of total students tested	100	100	93
Number of students excluded	0	0	4
% of students excluded	0	0	7 (ARD)
SUBGROUP SCORES			
Economically disadvantaged (number tested)	39	60	43
% meeting minimum expectations	89.2	80.4	75.6
% mastering all tests taken	86.8	59.0	59.1
Not Econ. Disadvantaged (# tested)	6	9	6
% meeting minimum expectations	83	89	67
% mastering all tests taken	83	89	67
Hispanic (number tested)	37	56	38
% meeting minimum expectations	88.9	78.4	73.0
% mastering all tests taken	86.5	63.0	60.0
White (number tested)	7	9	8
% meeting minimum expectations	100	88.9	85.7
% mastering all tests taken	100	70.0	57.1
African American (number tested)	0	3	3
% meeting minimum expectations	--	--	--
% mastering all tests taken	--	--	--
STATE SCORES			
% meeting minimum expectations	88.0	86.8	87.9
% passing all tests taken	82.3	78.2	77.1

Data from AEIS tables; other data is from the TAAS summary pages, by grade

STATE CRITERION REFERENCED TEST - Scarborough Elementary
 TAAS – Texas Assessment of Academic Skills
MATH – English (grade 3)

	2001-2002	2000 - 2001	1999 – 2000
Testing month	April	April	April
SCHOOL SCORES TOTALS			
% meeting minimum expectations	95.3	66.7	63.3
% mastering all tests taken	88.4	62.3	60.0
Number students tested	46	74	51
% of total students tested	100	100	93
Number of students excluded	0	0	4 ARD
% of students excluded	0	0	7
SUBGROUP SCORES			
Economically disadvantaged (number tested)	40	65	45
% meeting minimum expectations	94.7	63.9	62.8
% mastering all tests taken	86.8	59.0	59.1
Not Econ. Disadvantaged (# tested)	6	9	6
% meeting minimum expectations	83	89	67
% mastering all tests taken	83	89	67
Hispanic (number tested)	38	59	40
% meeting minimum expectations	94.6	66.7	64.1
% mastering all tests taken	86.5	63.0	60.0
White (number tested)	7	10	8
% meeting minimum expectations	100	80	57.1
% mastering all tests taken	100	70	57.1
African American (number tested)	0	4	3
% meeting minimum expectations	--	--	--
% mastering all tests taken	--	--	--
STATE SCORES			
% meeting minimum expectations	87.5	83.1	80.6
% passing all tests taken	82.3	78.2	77.1

Data from AEIS tables; other data is from the TAAS summary pages, by grade

STATE CRITERION REFERENCED TEST - Scarborough Elementary
 TAAS – Texas Assessment of Academic Skills
READING – English (grade 4)

	2001-2002	2000 - 2001	1999 – 2000
Testing month	April	April	April
SCHOOL SCORES TOTALS			
% meeting minimum expectations	94.6	95.3	87.0
% mastering all tests taken	91.4	83.3	74.5
Number students tested	61	47	49
% of total students tested	100	100	86
Number of students excluded	0	0	7 ARD
% of students excluded	0	0	12
SUBGROUP SCORES			
Economically disadvantaged (number tested)	50	42	38
% meeting minimum expectations	95.9	97.4	86.1
% mastering all tests taken	92.2	83.7	72.2
Not Econ. Disadvantaged (# tested)	8	5	11
% meeting minimum expectations	75	80	91
% mastering all tests taken	75	80	75
Hispanic (number tested)	48	37	36
% meeting minimum expectations	95.7	94.1	86.1
% mastering all tests taken	93.6	79.5	80.6
White (number tested)	9	7	11
% meeting minimum expectations	87.5	100	88.9
% mastering all tests taken	77.8	100	66.7
African American (number tested)	2	2	2
% meeting minimum expectations	--	--	--
% mastering all tests taken	--	--	--
STATE SCORES			
% meeting minimum expectations	92.5	90.8	89.9
% passing all tests taken	84.7	81.6	80.3

Data from AEIS tables; other data is from the TAAS summary pages, by grade

STATE CRITERION REFERENCED TEST - Scarborough Elementary
 TAAS – Texas Assessment of Academic Skills
MATH – English (grade 4)

	2001-2002	2000 - 2001	1999 – 2000
Testing month	April	April	April
SCHOOL SCORES TOTALS			
% meeting minimum expectations	98.3	93.6	83.0
% mastering all tests taken	91.4	83.3	74.5
Number students tested	63	51	49
% of total students tested	100	100	86
Number of students excluded	0	0	7ARD
% of students excluded	0	0	12
SUBGROUP SCORES			
Economically disadvantaged (number tested)	52	46	37
% meeting minimum expectations	98.0	92.9	83.3
% mastering all tests taken	92.2	83.7	72.2
Not Econ. Disadvantaged (# tested)	8	5	12
% meeting minimum expectations	88	100	75
% mastering all tests taken	75	80	75
Hispanic (number tested)	49	41	36
% meeting minimum expectations	97.9	92.1	88.9
% mastering all tests taken	93.6	79.5	80.6
White (number tested)	10	7	10
% meeting minimum expectations	100	100	77.8
% mastering all tests taken	77.8	100	66.7
African American (number tested)	2	2	3
% meeting minimum expectations	--	--	--
% mastering all tests taken	--	--	--
STATE SCORES			
% meeting minimum expectations	94.1	91.3	87.1
% passing all tests taken	84.7	81.6	80.3

Data from AEIS tables; other data is from the TAAS summary pages, by grade

STATE CRITERION REFERENCED TEST - Scarborough Elementary
 TAAS – Texas Assessment of Academic Skills
READING – English (grade 5)

	2001-2002	2000 - 2001	1999 – 2000
Testing month	April	April	April
SCHOOL SCORES TOTALS			
% meeting minimum expectations	90.5	91.5	79.2
% mastering all tests taken	90.0	86.9	73.5
Number students tested	86	85	96
% of total students tested	100	100	92
Number of students excluded	0	0	7ARD
% of students excluded	0	0	6
SUBGROUP SCORES			
Economically disadvantaged (number tested)	80	79	87
% meeting minimum expectations	91.0	90.8	78.2
% mastering all tests taken	90.5	85.9	72.0
Not Econ. Disadvantaged (# tested)	6	6	9
% meeting minimum expectations	83	100	89
% mastering all tests taken	83	100	89
Hispanic (number tested)	76	76	84
% meeting minimum expectations	89.2	90.5	77.4
% mastering all tests taken	88.8	85.3	74.2
White (number tested)	6	8	9
% meeting minimum expectations	100	100	100
% mastering all tests taken	100	100	80.0
African American (number tested)	4	1	2
% meeting minimum expectations	--	--	--
% mastering all tests taken	--	--	--
STATE SCORES			
% meeting minimum expectations	92.7	90.2	87.8
% passing all tests taken	91.3	88.2	85.0

Data from AEIS tables; other data is from the TAAS summary pages, by grade

STATE CRITERION REFERENCED TEST - Scarborough Elementary
 TAAS – Texas Assessment of Academic Skills
MATH – English (grade 5)

	2001-2002	2000 - 2001	1999 – 2000
Testing month	April	April	April
SCHOOL SCORES TOTALS			
% meeting minimum expectations	98.9	92.9	86.0
% mastering all tests taken	90.0	86.9	73.5
Number students tested	89	87	101
% of total students tested	100	100	92
Number of students excluded	0	0	7ARD
% of students excluded	0	0	6
SUBGROUP SCORES			
Economically disadvantaged (number tested)	83	81	92
% meeting minimum expectations	98.9	92.3	85.7
% mastering all tests taken	90.5	85.9	72.0
Not Econ. Disadvantaged (# tested)	6	6	9
% meeting minimum expectations	100	100	89
% mastering all tests taken	83	100	89
Hispanic (number tested)	79	77	88
% meeting minimum expectations	98.7	92.0	88.5
% mastering all tests taken	88.8	85.3	74.2
White (number tested)	6	8	10
% meeting minimum expectations	100	100	80
% mastering all tests taken	100	100	80
African American (number tested)	4	2	2
% meeting minimum expectations	--	--	--
% mastering all tests taken	--	--	--
STATE SCORES			
% meeting minimum expectations	96.2	94.6	92.1
% passing all tests taken	91.3	88.2	85.0

Data from AEIS tables; other data is from the TAAS summary pages, by grade

STATE CRITERION REFERENCED TEST - Scarborough Elementary
 TAAS – Texas Assessment of Academic Skills
 READING – Spanish (grade 3)

	2001-2002	2000 - 2001	1999 – 2000
Testing month	April	April	April
SCHOOL SCORES TOTALS			
% meeting minimum expectations	87.0	79.0	68.0
% mastering all tests taken	87.0	68.3	56.9
Number students tested	47	62	51
% of total students tested	100	100	98
Number of students excluded	0	0	1ARD
% of students excluded	0	0	2
SUBGROUP SCORES			
Economically disadvantaged (number tested)	47	61	49
% meeting minimum expectations	87.0	78.7	66.7
% mastering all tests taken	87.0	67.7	55.1
Not Econ. Disadvantaged (# tested)	0	1	2
% meeting minimum expectations	--	--	--
% mastering all tests taken	--	--	--
Hispanic (number tested)	47	62	51
% meeting minimum expectations	87.0	79.0	66.0
% mastering all tests taken	87.0	68.3	56.9
White (number tested)	0	0	0
% meeting minimum expectations			
% mastering all tests taken			
African American (number tested)	0	0	0
% meeting minimum expectations			
% mastering all tests taken			
STATE SCORES			
% meeting minimum expectations	76.8	76.7	75.7
% passing all tests taken	73.9	71.5	66.3

Data from AEIS tables; other data is from the TAAS summary pages, by grade

STATE CRITERION REFERENCED TEST - Scarborough Elementary
 TAAS – Texas Assessment of Academic Skills
MATH – Spanish (grade 3)

	2001-2002	2000 - 2001	1999 – 2000
Testing month	April	April	April
SCHOOL SCORES TOTALS			
% meeting minimum expectations	97.8	83.6	66.0
% mastering all tests taken	87.0	68.3	56.9
Number students tested	46	61	51
% of total students tested	100	100	98
Number of students excluded	0	0	1ARD
% of students excluded	0	0	2
SUBGROUP SCORES			
Economically disadvantaged (number tested)	46	60	49
% meeting minimum expectations	97.8	83.3	64.6
% mastering all tests taken	87.0	67.7	55.1
Not Econ. Disadvantaged (# tested)	0	1	2
% meeting minimum expectations	--	--	--
% mastering all tests taken	--	--	--
Hispanic (number tested)	46	61	51
% meeting minimum expectations	97.8	83.6	66.0
% mastering all tests taken	87.0	68.3	56.9
White (number tested)	0	0	0
% meeting minimum expectations			
% mastering all tests taken			
African American (number tested)	0	0	0
% meeting minimum expectations			
% mastering all tests taken			
STATE SCORES			
% meeting minimum expectations	87.3	83.5	75.1
% passing all tests taken	73.9	71.5	65.4

Data from AEIS tables; other data is from the TAAS summary pages, by grade

STATE CRITERION REFERENCED TEST - Scarborough Elementary
 TAAS – Texas Assessment of Academic Skills
 READING – Spanish (grade 4)

	2001-2002	2000 - 2001	1999 – 2000
Testing month	April	April	April
SCHOOL SCORES TOTALS			
% meeting minimum expectations	79.6	84.8	65.2
% mastering all tests taken	73.7	83.0	60.4
Number students tested	57	48	47
% of total students tested	100	100	98
Number of students excluded	0	0	1ARD
% of students excluded	0	0	2
SUBGROUP SCORES			
Economically disadvantaged (number tested)	53	46	46
% meeting minimum expectations	78.8	84.1	65.2
% mastering all tests taken	72.7	82.2	60.4
Not Econ. Disadvantaged (# tested)	2	2	1
% meeting minimum expectations	--	--	--
% mastering all tests taken	--	--	--
Hispanic (number tested)	55	47	47
% meeting minimum expectations	79.2	84.8	65.2
% mastering all tests taken	73.2	83.0	60.4
White (number tested)	0	0	0
% meeting minimum expectations			
% mastering all tests taken			
African American (number tested)	0	0	0
% meeting minimum expectations			
% mastering all tests taken			
STATE SCORES			
% meeting minimum expectations	73.2	66.4	58.4
% passing all tests taken	69.1	59.5	52.2

Data from AEIS tables; other data is from the TAAS summary pages, by grade

STATE CRITERION REFERENCED TEST - Scarborough Elementary
 TAAS – Texas Assessment of Academic Skills
 MATH – Spanish (grade 4)

	2001-2002	2000 - 2001	1999 – 2000
Testing month	April	April	April
SCHOOL SCORES TOTALS			
% meeting minimum expectations	96.4	95.7	83.0
% mastering all tests taken	73.7	83.0	60.4
Number students tested	57	48	48
% of total students tested	100	100	98
Number of students excluded	0	0	1ARD
% of students excluded	0	0	2
SUBGROUP SCORES			
Economically disadvantaged (number tested)	55	46	47
% meeting minimum expectations	96.3	95.5	83.0
% mastering all tests taken	72.7	82.2	60.4
Not Econ. Disadvantaged (# tested)	2	2	1
% meeting minimum expectations	--	--	--
% mastering all tests taken	--	--	--
Hispanic (number tested)	57	47	48
% meeting minimum expectations	96.4	95.7	83.0
% mastering all tests taken	73.7	83.0	81.1
White (number tested)	0	0	0
% meeting minimum expectations			
% mastering all tests taken			
African American (number tested)	0	0	0
% meeting minimum expectations			
% mastering all tests taken			
STATE SCORES			
% meeting minimum expectations	92.2	89.3	77.0
% passing all tests taken	69.1	59.5	52.2

Data from AEIS tables; other data is from the TAAS summary pages, by grade

STATE CRITERION REFERENCED TEST - Scarborough Elementary
 TAAS – Texas Assessment of Academic Skills
READING – Spanish (grade 5)

	2001-2002	2000 - 2001	1999 – 2000
Testing month	April	April	April
SCHOOL SCORES TOTALS			
% meeting minimum expectations		80	
% mastering all tests taken		20	
Number students tested	0	5	0
% of total students tested		100	
Number of students excluded		0	
% of students excluded		0	
SUBGROUP SCORES			
Economically disadvantaged (number tested)		5	
% meeting minimum expectations		80	
% mastering all tests taken		60	
Not Econ. Disadvantaged (# tested)		0	
% meeting minimum expectations			
% mastering all tests taken			
Hispanic (number tested)		5	
% meeting minimum expectations		80	
% mastering all tests taken		60	
White (number tested)		0	
% meeting minimum expectations			
% mastering all tests taken			
African American (number tested)		0	
% meeting minimum expectations			
% mastering all tests taken			
STATE SCORES			
% meeting minimum expectations	79.5	71.8	not reported
% passing all tests taken	77.9	69.6	not reported

Data from AEIS tables; other data is from the TAAS summary pages, by grade
 Note: number tested at Scarborough not sufficient to be reflected in AEIS report

STATE CRITERION REFERENCED TEST - Scarborough Elementary
 TAAS – Texas Assessment of Academic Skills
MATH – Spanish (grade 5)

	2001-2002	2000 - 2001	1999 – 2000
Testing month	April	April	April
SCHOOL SCORES TOTALS			
% meeting minimum expectations		60	
% mastering all tests taken		0	
Number students tested	0	5	0
% of total students tested		100	
Number of students excluded		0	
% of students excluded		0	
SUBGROUP SCORES			
Economically disadvantaged (number tested)		5	
% meeting minimum expectations		60	
% mastering all tests taken		60	
Not Econ. Disadvantaged (# tested)		0	
% meeting minimum expectations			
% mastering all tests taken			
Hispanic (number tested)		5	
% meeting minimum expectations		60	
% mastering all tests taken		60	
White (number tested)		0	
% meeting minimum expectations			
% mastering all tests taken			
African American (number tested)		0	
% meeting minimum expectations			
% mastering all tests taken			
STATE SCORES			
% meeting minimum expectations	91.3	87.1	not reported
% passing all tests taken	77.9	69.6	not reported

Data from AEIS tables; other data is from the TAAS summary pages, by grade
 Note: number tested at Scarborough not sufficient to be reflected in AEIS report

Norm- Referenced Testing – Scarborough Elementary READING

Grade - 1

Test – **Stanford Achievement**

Edition/publication year – 1996 (95 NORMS)

Publisher – Harcourt Brace & Company

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	73	70	67
% students above national average (at or above 50%ile)	52	63	38
Normal Curve Equivalent	46	54	42

Norm- Referenced Testing – Scarborough Elementary MATH

Grade - 1

Test – **Stanford Achievement**

Edition/publication year – 1996(1995 norms)

Publisher – Harcourt Brace & Company

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	73	70	67
% students above national average (at or above 50%ile)	34	39	29
Normal Curve Equivalent	39	44	43

Norm- Referenced Testing – Scarborough Elementary READING

Grade - 2

Test – **Stanford Achievement**

Edition/publication year - 1996(1995 norms)

Publisher – Harcourt Brace & Company

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	59	57	74
% students above national average (at or above 50%ile)	53	37	49
Normal Curve Equivalent	44	45	48

Norm- Referenced Testing – Scarborough Elementary
MATH

Grade - 2

Test – **Stanford Achievement**

Edition/publication year - 1996(1995 norms)

Publisher – Harcourt Brace & Company

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	59	57	74
% students above national average (at or above 50%ile)	51	38	46
Normal Curve Equivalent	43	48	47

Norm- Referenced Testing – Scarborough Elementary READING

Grade - 3

Test – **Stanford Achievement**

Edition/publication year - 1996(1995 norms)

Publisher – Harcourt Brace & Company

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	48	75	56
% students above national average (at or above 50%ile)	52	48	41
Normal Curve Equivalent	47	47	43

Norm- Referenced Testing – Scarborough Elementary MATH

Grade - 3

Test – **Stanford Achievement**

Edition/publication year - 1996(1995 norms)

Publisher – Harcourt Brace & Company

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	48	75	56
% students above national average (at or above 50%ile)	77	54	57
Normal Curve Equivalent	55	52	50

Norm- Referenced Testing – Scarborough Elementary READING

Grade - 4

Test – **Stanford Achievement**

Edition/publication year - 1996(1995 norms)

Publisher – Harcourt Brace & Company

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	56	67	58
% students above national average (at or above 50%ile)	53	37	42
Normal Curve Equivalent	47	42	44

Norm- Referenced Testing – Scarborough Elementary MATH

Grade - 4

Test – **Stanford Achievement**

Edition/publication year - 1996(1995 norms)

Publisher – Harcourt Brace & Company

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	56	67	58
% students above national average (at or above 50%ile)	74	67	60
Normal Curve Equivalent	55	49	49

Norm- Referenced Testing – Scarborough Elementary READING

Grade - 5

Test – **Stanford Achievement**

Edition/publication year - 1996(1995 norms)

Publisher – Harcourt Brace & Company

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	103	96	109
% students above national average (at or above 50%ile)	32	28	22
Normal Curve Equivalent	38	38	34

Norm- Referenced Testing – Scarborough Elementary
MATH

Grade - 5

Test – **Stanford Achievement**

Edition/publication year - 1996(1995 norms)

Publisher – Harcourt Brace & Company

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	103	96	109
% students above national average (at or above 50%ile)	71	48	45
Normal Curve Equivalent	53	45	46

Norm- Referenced Testing – Scarborough Elementary READING

Grade - 1

Test – **Aprenda**

1999-2001 (Aprenda 2) – Spring 1996 norms

Publisher – Harcourt Brace & Company

2002 (Aprenda – first edition) – updated norms for Spring 2001

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	60	66	63
% students above national average (at or above 50%ile)	75	78	66
Normal Curve Equivalent	50	60	64

Norm- Referenced Testing – Scarborough Elementary MATH

Grade - 1

Test – **Aprenda**

1999-2001 (Aprenda 2) – Spring 1996 norms

Publisher – Harcourt Brace & Company

2002 (Aprenda – first edition) – updated norms for Spring 2001

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	60	66	63
% students above national average (at or above 50%ile)	44	52	38
Normal Curve Equivalent	43	50	43

Norm- Referenced Testing – Scarborough Elementary READING

Grade - 2

Test – **Aprenda**

1999-2001 (Aprenda 2) – Spring 1996 norms

Publisher – Harcourt Brace & Company

2002 (Aprenda – first edition) – updated norms for Spring 2001

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	75	64	70
% students above national average (at or above 50%ile)	76	73	82
Normal Curve Equivalent	50	59	61

Norm- Referenced Testing – Scarborough Elementary MATH

Grade - 2

Test – **Aprenda**

1999-2001 (Aprenda 2) – Spring 1996 norms

Publisher – Harcourt Brace & Company

2002 (Aprenda – first edition) – updated norms for Spring 2001

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	75	64	70
% students above national average (at or above 50%ile)	49	48	48
Normal Curve Equivalent	44	51	46

Norm- Referenced Testing – Scarborough Elementary READING

Grade - 3

Test – **Aprenda**

1999-2001 (Aprenda 2) – Spring 1996 norms

Publisher – Harcourt Brace & Company

2002 (Aprenda – first edition) – updated norms for Spring 2001

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	54	60	53
% students above national average (at or above 50%ile)	81	83	71
Normal Curve Equivalent	57	61	59

Norm- Referenced Testing – Scarborough Elementary MATH

Grade - 3

Test – **Aprenda**

1999-2001 (Aprenda 2) – Spring 1996 norms

Publisher – Harcourt Brace & Company

2002 (Aprenda – first edition) – updated norms for Spring 2001

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	54	60	53
% students above national average (at or above 50%ile)	66	70	73
Normal Curve Equivalent	52	59	58

Norm- Referenced Testing – Scarborough Elementary READING

Grade - 4

Test – **Aprenda**

1999-2001 (Aprenda 2) – Spring 1996 norms

Publisher – Harcourt Brace & Company

2002 (Aprenda – first edition) – updated norms for Spring 2001

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	58	46	51
% students above national average (at or above 50%ile)	72	87	63
Normal Curve Equivalent	55	63	55

Norm- Referenced Testing – Scarborough Elementary MATH

Grade - 4

Test – **Aprenda**

1999-2001 (Aprenda 2) – Spring 1996 norms

Publisher – Harcourt Brace & Company

2002 (Aprenda – first edition) – updated norms for Spring 2001

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	58	46	51
% students above national average (at or above 50%ile)	74	89	85
Normal Curve Equivalent	53	70	63

Norm- Referenced Testing – Scarborough Elementary READING

Grade - 5

Test – **Aprenda**

1999-2001 (Aprenda 2) – Spring 1996 norms

Publisher – Harcourt Brace & Company

2002 (Aprenda – first edition) – updated norms for Spring 2001

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	5	0	0
% students above national average (at or above 50%ile)	100		
Normal Curve Equivalent	75		

Norm- Referenced Testing – Scarborough Elementary MATH

Grade - 5

Test – **Aprenda**

1999-2001 (Aprenda 2) – Spring 1996 norms

Publisher – Harcourt Brace & Company

2002 (Aprenda – first edition) – updated norms for Spring 2001

Groups excluded from the testing (why and how they were assessed):

Special Education students in the self contained Generic Self Contained class (as determined by the ARD committee) were assessed with a Developmental Checklist to determine progress on their IEP.

Scores are reported - NCE X Percentiles X

	2001-2002	2000-2001	1999-2000
Testing month	February	February	February
SCHOOL SCORES			
Number students tested	5	0	0
% students above national average (at or above 50%ile)	100		
Normal Curve Equivalent	71		