

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12

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

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

School Mailing Address 3531 North Westmoreland

Dallas Texas 75212-2358
City State Zip Code+4 (9 digits total)

County Dallas State School Code Number* 057905140

Telephone (972) 794-3700 Fax (972) 794-3701

Web site/URL www.dallasisd.org E-mail jebaker@dallasisd.org

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

(Principal's Signature) Date _____

Name of Superintendent Dr. Michael Hinojosa
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Jack Lowe
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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

All data are the most recent year available.

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

1. Number of schools in the district:

157	Elementary schools
29	Middle schools
NA	Junior high schools
32	High schools
7	Other
215	TOTAL

2. District Per Pupil Expenditure: \$7,878.00
 Average State Per Pupil Expenditure: \$5,457.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

4. 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. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	16	24	40		7			
K	23	21	44		8			
1	32	31	63		9			
2	23	21	44		10			
3	22	29	51		11			
4	35	32	67		12			
5	34	26	60		Other			
6	NA	NA	NA					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								369

6. Racial/ethnic composition of the school: .3 % White
45 % Black or African American
55 % Hispanic or Latino
.3 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 18 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	28
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	38
(3)	Total of all transferred students [sum of rows (1) and (2)]	66
(4)	Total number of students in the school as of October 1	364
(5)	Total transferred students in row (3) divided by total students in row (4)	0.18
(6)	Amount in row (5) multiplied by 100	18

8. Limited English Proficient students in the school: 35 %
128 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: 96 %

Total number students who qualify: 354

10. Students receiving special education services: 6 %
22 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 9</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 9</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>11</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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>20</u>	<u> 0</u>
Special resource teachers/specialists	<u>12</u>	<u> 0</u>
Paraprofessionals	<u> 7</u>	<u> 0</u>
Support staff	<u>11</u>	<u> 0</u>
Total number	<u>52</u>	<u> 0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, 19:1

13. Show the attendance patterns of teachers and students as a percentage.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	98%	98%	98%	97%	97%
Daily teacher attendance	94%	94%	96%	95%	96%
Teacher turnover rate	2%	2%	0%	2%	2%

Part III – Summary

In 1955, Amelia Earhart School opened in the west of downtown Dallas in the Westmoreland Heights Community to serve the educational needs of the neighborhood children. The school was named for the famed aviator Amelia Earhart. Through the years the Amelia Earhart School has housed various types of educational venues. However, throughout its diverse history, the school has continually worked to meet its mission of providing a quality education for all children.

In 1984, a Federal Court ruling prompted the school district to provide a remedy for busing, the district established the Learning Center concept and redesigned three existing community schools south of downtown Dallas. The Learning Center concept is based upon the philosophy and “deep-seated” belief that a history of educational deprivation can be overcome. In 1986, Amelia Earhart became one of three Learning Centers to open west of downtown Dallas. The center concept allowed underserved children in west Dallas the opportunity to return to their community schools. While the court order has been lifted, the district has maintained the Learning Centers with minimal adjustments to the original concept.

A major goal of the school is to provide a well-balanced educational program that seeks to meet the needs of the whole child. Students are encouraged to participate and perform at high levels of success in all their endeavors. A desire for excellence drives the commitment to implement a rigorously demanding educational program that meets the academic, social and emotional needs of the students. During the summer, the campus staff meets to review assessment results, finalize the campus improvement plan, and outline the campus instructional calendar. Decisions regarding teaching strategies, staff development and allotment of resources are put into motion based on these summer meetings. The strength of the campus instructional program fuels the drive for excellence. Along with the school’s strong academic program, meeting the child’s social and emotional development is an intricate part of the campus program. Students are provided instruction in areas such as; visual and performing arts, leadership development, intramural sports, character development and team building opportunities. As a part of the regular campus schedule, students are given a choice of choir or visual arts. Leadership development is encouraged through student council membership, participation in the “Hornet Hero’s Club” which recognizes outstanding character, and numerous opportunities to participate in community involvement. The campus understands that children must be prepared to show success in more than just academics. Meeting the needs of the whole child takes everyone. Working as a team, the staff, parents and community strive to meet the goal of providing educational excellence for everyone.

As we prepare children to enter a global society, the school embraces and draws strength from its diversity. The school population is comprised of Latino families (sixty percent, thirty-one percent limited English), African American families (forty percent) and economically disadvantaged (ninety-six percent). The community, staff, and families of Amelia Earhart Learning Center have adjusted well to the many changes experienced through the school’s fifty-year history. The school continues to fulfill its mission of providing “Educational Excellence for Everyone at Earhart”.

Part IV – Indicators of Academic Success

1. Meaning of Assessment Results

Texas students are assessed on their ability to show mastery of the required curricula, Texas Essential Knowledge and Skills (TEKS), through the Texas Assessment of Knowledge and Skills (TAKS) assessments. All students in third through eleventh grades are assessed annually with the TAKS instrument in reading and math. Assessments are also given at various grade levels in science, writing, and social studies. Student promotion at odd grade levels and high school graduation are connected to individual student performance on the mastery of particular content test. Each TAKS test is designed to measure the students' ability to solve problems, think critically, as well as process and apply knowledge and skills in a specific content area. Schools earn a performance label of exemplary ($\geq 90\%$), recognized ($\geq 75\%$ beginning in 2007), academically acceptable ($< 75\%$) or academically unacceptable ($< 65\%$ in reading, $< 45\%$ in math, and $< 40\%$ in science) based on the overall campus results of passing standards set for each tested area, as well as the performance of select student groups. In addition to passing percentages, the results for each Texas campus are further compared based on the number of students meeting the Commended Level performance of at least a 2400 scale score. Exemptions from the state testing are permitted if a child meets the Federal and State requirements. Exempt students are assessed on acceptable alternative measures to determine yearly growth. Performance on the State's mandated tests is used to lay a foundation for which the school builds a strong instructional program. Performance data is analyzed by overall campus groups, select student groups, class groups, and then down to the individual student. The information gathered is used to develop the campus improvement plan, campus instructional calendar, develop new teaching strategies and determine staff development needs. Budget decisions are made based on student needs. Efficient allocation of resources and personnel helps to ensure that every child is provided with a sound data-driven instructional program. A yearly and multi-year review of the state assessment results provides evidence of increased academic success. This year it was noted that our students in fourth grade with limited proficiency of the English language did not perform as well as other student groups on the states reading test. The campus improvement plan was written to address this variance. Additional resources, teaching strategies and staff development were included to address the difference. Consistent review of the fourth grade instruction and constant evaluation of the fifth grade LEP students is a major component of the plan of action. Analysis of the data is a yearly process that allows the campus to create instructional plans, monitor progress and make adjustments when necessary. Continual growth has occurred as staff members make data informed instructional decisions.

More comprehensive information on testing in Texas can be viewed at the Texas Education Agency website in the assessment area at www.tea.state.tx.us. Specific data for Amelia Earhart Learning Center can be located at www.dallasisd.org.

2. Using Assessment to Improve Student Performance

The continuous drive for excellence and a desire to see students succeed is evident in our commitment to implementing a strong educational program that meets the needs of individual children. Teaching strategies and staff development sessions are aligned to address the campus improvement plan and the campus instructional calendar.

Teachers meet weekly in grade level teams to review student performance. Teachers maintain student rosters that are generated from data gathered from classroom assessments, benchmark assessments and diagnostic assessments. The student list is used to determine small group interventions, after school and Saturday school attendance. The teachers' rosters are flexible. Teachers can make adjustments based on their personal knowledge of the student. Teachers also begin to gather information on the children in their class in regards to social and psychological needs. Teachers seek to learn about the child as an individual. Each teacher can tell you at any moment how a child is progressing academically, socially and emotionally. A mentoring program is provided for students. The mentors provide assistance with academic tutoring, but they also are available to meet the social and emotional needs of the children they mentor. Our non-content teachers and support staff take great pride in providing academic coaching time to students. Students have flourished with this added attention and individual accountability. When we look for value added and compare growth from one year to the next for students involved in the mentor program, we see progress. The main goal for all students is evidence of year progress. All stakeholders are encouraged to actively participate in the development of learning opportunities.

3. Communication of Student Performance

The staff successfully bridges the school and home connection by continuously providing meaningful updates on student performance to parents. All communication from the school is provided in both Spanish and English. Each year the teachers and parents gather during the first week of school for "Meet the Teacher Night". Teachers share with parents their expectations. Parents are provided with grade level and content requirements. Monthly PTA and Site Based Decision Making committee meetings provide excellent opportunities to share campus assessment results. At the end of each six weeks of instruction, parents are given progress report cards. Individual parent conferences are held to review the child's academic progress, discuss strengths and weaknesses, and collaboratively set goals at the end of the first and fourth six-weeks grading periods. Parents and concerned community members can access school and district level information from www.dallasisd.org. Teachers communicate informally with parents weekly. Parents are responsive to phone calls, e-mails, written letters, or request to meet in person. It is not uncommon for teachers to visit the homes of students. Twice a year the school formally conducts announced home visits. The families are very honored to have their child's teacher visit their homes. Teachers often attend community activities such as sporting events, participate in activities held in the community and attend worship services to see children perform. The parents know that the school is available and eager to help. Through daily interaction with parents, it is evident that an open line of communicate exist between the school and the community.

4. Sharing Success

Amelia Earhart Learning Center has continually proven to be an educational institute that seeks to provide excellence. Teachers from other campuses looking for effective teaching strategies and classroom management techniques often visit the campus. Frequently teachers from the school are called upon to provide district training sessions, work with curriculum teams, and serve as mentors to teachers at other campuses. These opportunities allow the staff to model effective teaching, assessing, and

monitoring practices. When the district began to update the scope and sequence documents and benchmark assessment tools, they called upon some of the staff to participate with colleagues from across the district in sharing instructional strategies.

Student success is recognized every six weeks for attendance, academic achievement, consist academic improvement and outstanding citizenship. Teachers celebrate student success daily in their classrooms. Our students participate in various extra-curricular activities and are recognized for their outstanding effort. The school, parents, and community members take great joy in recognizing outstanding student accomplishments.

Part V – Curriculum and Instruction

1. School Curriculum

The school follows the state curriculum (TEKS). It is refined and structured to align with the district’s instructional products. Teachers build sound, challenging and culturally rich instructional programs. The campus is responsible for assuring that the written, taught, and tested curriculum are aligned. Teachers build lessons based on the required expectation of alignment. A three-tiered approach to meet the needs of all learners is incorporated into the daily lesson cycle. Teachers introduce new concepts in whole group instruction followed by guided practice. Strategies for guided practice include student lead conversations and peer interaction. During guided practice, the teacher is checking for understanding, correcting any misconception issues, and allowing for clarification of ideas. Next, the students are given opportunity to demonstrate their understanding independently. During this time the teacher works with small groups or individual students. These groups are developed based on assessments and are fluid in nature. Teachers collaboratively plan lessons across content areas. Teachers infuse teaching strategies, common skills, and common truths so students can learn to make connections across disciplines. Teachers meet weekly in vertical and horizontal teams for collaborative review, suggest modifications and make adjustments to short and long-range goals of the campus. Teacher-generated lessons are the foundation for dynamic teaching and learning. The most powerful teaching tool available is the consistent interaction of students with a qualified, caring teacher.

Our language arts program is central to all content taught. All content teachers are trained on effective reading strategies. From the gym to the cafeteria you can witness evidence of a print rich environment. Each classroom is responsible for displaying various forms of print in the vocabulary and topics of the content being presented. Word walls, concept boards, visual representation of vocabulary, and daily oral and written responses to text are common in each class. Math classrooms contain rich visuals that help students to understand concepts being taught. Manipulative materials are used daily to provide concrete examples of mathematical concepts. Math concepts are taught through problem solving, investigative techniques, and use of procedures to determine possible solutions. Students are expected to show physical examples of their thinking process. The student should be able to demonstrate to someone their thinking process, by using a visual representation. Science is a hands-on process at the school (60% lab experiments and 40% contextual work). Science classes consist of ongoing experiments constantly being monitored by students. Students learn to think like scientist. They have field notebooks that are used to keep track of experiments and learning experiences.

Science teachers ensure that children catch the connections across contents. Reading, math and social studies are an intricate aspect of the science curriculum. All students participate in Science Fair and Space Day. As a culminating science activity, the senior group of the campus for the past 20 years has flown to Houston, Texas. Parents and community organizations support this activity financially. The field lesson is truly an open-air classroom. Students have learning expectations to be accomplished while participating in the two-day field lesson. When students return from the field lesson they work collaboratively to produce a book that chronicles their learning experiences. Over the years many of the chaperones for this field lesson have been parents that also participated when they were students at Amelia Earhart School. Cultural diversity is stressed in the school's social studies curriculum. Students discuss, practice and demonstrate good citizenship through various campus-based activities. Students and parents are encouraged to participate in community service projects that occur throughout the school year. The school community is involved in various outreach activities to help the under-privileged. Students and parents have collected food for local food banks, supplies for our nation's troops and school supplies for local children. Our fourth and fifth grade language arts classes exchange letters several times a year with a school in Kwanza, Africa. The interdisciplinary instructional program is designed to expose children to real world experiences.

The campus provides an outstanding fine arts program where students are given the opportunity to select between classes in choral or visual art. The fine arts program is an intricate part of the campus. Fine Arts teachers willingly collaborate with classroom teachers and seek ways to reinforce what is being taught in the classrooms. Students are continually provided opportunities to demonstrate their talents. Several choir students are chosen each year to represent the school as members of the All-City Choir. Choral students perform at PTA meetings, Holiday programs, and award ceremonies. Student artwork is displayed throughout the building. Art students participate in local and regional competitions and traditionally receive high levels of recognition. Participation in the school's fine arts program provides students additional opportunities to experience success.

2. Reading Curriculum

Reading is paramount to all academic success. The reading program at Amelia Earhart Learning Center is designed to expose children to the joys of reading. Reading occurs all day at Amelia Earhart Learning Center. Children read before school, after lunch, and as they wait for their rides after school. The campus reading curriculum is based on the TEKS and touches all aspects of the learning environment and spans across all content areas. The curriculum products provided by the school district are research based and build a strong reading foundation. Teachers consistently assess students' reading ability to adequately develop individualized, small group instruction. Children identified as needing intensive intervention are scheduled into the primary reading assistance class. This class provides children the opportunity to work on skills they have shown difficulty in mastering. The teacher of the primary assistance class schedules children with similar needs as determined by the analysis of multiple assessment tools. This teacher also provides specific instructional sessions for children identified with dyslexia. The educational needs of our bilingual population are met through a one-way dual language bilingual program. Dual language instruction is provided for pre-

kindergarten – first grade. A bilingual instructor is provided for students qualifying for the bilingual program based on their home language and a language acquisition assessment. In the school's second – fifth grade bilingual classes, students are provided instruction in English and given Spanish support. The Reading/Language Arts program in third – fifth grade is departmentalized to encourage teachers to master instructional practices for that content. Parents are provided several opportunities throughout the school year to participate in grade and content specific workshops. Parents learn activities they can easily do at home to assist their children. The school provides parents with quality literature. Most of the literature available to the families is recorded on cassette tapes in both English and Spanish. As an outcome of the school's desire to empower students to be lifetime readers, opportunities are provided for students to actively be involved in reading.

3. Math Curriculum

Students can be seen using math in all content areas. Pre-Kindergarten – second grade teachers plan as grade level teams and discuss the skills to be taught the next week. Since our third – fifth grade classes are departmentalized, these teachers meet in vertical teams. During grade level meetings, teachers find ways to incorporate the new math skills into their content lessons. This helps the child to make connections and retain the information. Students are encouraged to seek out all possible solutions when solving a math problem. Students are given time to have meaningful conversations with their peers about how they solve mathematical problems. This allows the student to teach their new learning to someone else. The campus curriculum is built on the TEKS. The district has provided a road map that helps to structure instructional decisions. When students return to school in August, they are given a pre-assessment. Teachers build instructional groups within their classrooms based on the results of the pre-assessment. These groups allow teachers to meet individual needs during their classroom intervention time. Assessments are given periodically throughout the year. These assessments allow the teacher to constantly provide intervention time to the students demonstrating the greatest need. Math instruction is anchored in problem solving. Teachers begin each class day with a problem of the day. Students solve the problem in their math journals and record their solution. Math is taught in a continuous cycle of new content being introduced, followed by review and maintenance of learned skills. Students in third – fifth grade classrooms have a two-hour block of instructional time. This extra time allows for in-class intervention. During the thirty minutes devoted to interventions, the teacher works with individual students and small groups. Students in need of extra intervention are expected to attend the after school and/or Saturday classes. Teachers in all content areas stress with children how important math is to our daily life. The success of the campus math program is based on the teacher's knowledge of their students' needs and the pairing of students to share their learning.

4. Instructional Methods

The staff is viewed as the schools most valuable instructional tool. Collaboration has made a profound difference on the school climate. Every individual on the campus is vital to the mission of providing educational excellence for everyone. When a supportive group of individuals daily seek ways to meet the academic, social, and emotional needs of students, success can be an expected outcome. Instructionally sound principles are

utilized in all classrooms. The instructional schedule allows teachers optimum time for instruction without interruptions. The instructional day is fully orchestrated. Teachers have a deep understanding of the lesson cycle and how its implementation helps to structure effective learning. Instructional resources are allocated to meet student needs. Every classroom is well stocked with manipulative materials, instructional tools and enrichment resources, as well as student supplies. It is expected that nothing should interfere with the instructional program. The extended day for our third –fifth grade students allows teachers the opportunity to schedule quality in-class intervention and enrichment activities. Teachers provide continual review of taught skills. This continual review helps students to take ownership of their learning and maintain their newly acquired knowledge. Students know that the only option available is success. The teachers know their students’ strengths and weaknesses. All instructional practices are aligned to make sure the weaknesses become strengths.

5. Professional Development

A well-trained dedicated staff is the foundation for all student success. The staff is dedicated to their profession and seeks ways to enhance their ability to effectively educate all children. Collaboration is embedded into the foundation of the campus and is evident in all campus practices. Professional development is practiced daily as teachers jointly plan for instruction, review data, and develop instructional plans. The principal along with the support of the campus instructional leadership team plans, selects, implements, and evaluates the various learning opportunities provided to the staff. The desired outcome of any staff development is to improve student achievement. The staff has committed itself to professional development. Teacher teams meet weekly throughout the year. These teams meet on Tuesdays for collaborative planning, Wednesdays for grade level planning, and the first, second and fourth Thursday of each month after school for vertical meetings. On the third Thursday of each month the staff has agreed to meet for one hour and thirty minutes to participate in campus-based training. Teachers are provided with opportunities to attend National and Regional trainings that support the district or campus instructional goals. The staff continually seeks new and innovative ideas that can increase success for all students. Teachers willing participate in these staff development opportunities in addition to the district’s required content-based twenty-one hours of staff development.

Texas Third-Grade Criterion-Referenced Reading Test

Subject: Reading Grade: 3
Edition/publication year: 2006

Test: Texas Assessment of Knowledge and Skills
Publisher: Texas Education Agency

School Year	2005-2006	2004-2005	2003-2004	2002-2003
Test Given	TAKS	TAKS	TAKS	TAKS
Testing Month	Feb/Apr	Feb/Apr	Feb/Apr	Feb/Apr
School Scores				
% showing mastery and above	95	100	95	96
% showing commended performance	14	38	14	NA
Number of students tested	56	38	37	35
Percent of students tested	90	86	90	
Number of students alternatively assessed	6	6	4	
Percent of students alternatively assessed	10	14	10	
Subgroup Scores				
<i>1. African American</i>				
% showing mastery and above	100	100	90	100
% showing commended performance	15	46	10	NA
Number of students tested	28	12	21	19
<i>2. Hispanic</i>				
% showing mastery and above	90	100	100	86
% showing commended performance	13	31	13	NA
Number of students tested	34	32	19	15
<i>3. Economically Disadvantaged</i>				
% showing mastery and above	94	100	94	95
% showing commended performance	15	35	14	NA
Number of students tested	58	43	40	30

Texas Third-Grade Criterion-Referenced Math Test

Subject: Math Grade: 3 Test: Texas Assessment of Knowledge and Skills
 Edition/publication year: 2006 Publisher: Texas Education Agency

School Year	2005-2006	2004-2005	2003-2004	2002-2003
Test Given	TAKS	TAKS	TAKS	TAKS
Testing Month	April	April	April	April
Total Students	62	44	41	35
School Scores				
% showing mastery and above	70	92	84	92
% showing commended performance	10	33	17	NA
Number of students tested	58	44	40	35
Percent of students tested	94	100	98	100
Number of students alternatively assessed	4	0	1	0
Percent of students alternatively assessed	6	0	2	0
Subgroup Scores				
<i>1. African American</i>				
% showing mastery and above	62	91	75	94
% showing commended performance	8	27	5	NA
Number of students tested	28	12	21	19
<i>2. Hispanic</i>				
% showing mastery and above	77	92	94	86
% showing commended performance	13	39	6	NA
Number of students tested	34	32	19	15
<i>3. Economically Disadvantaged</i>				
% showing mastery and above	69	91	83	91
% showing commended performance	9	30	6	NA
Number of students tested	58	43	40	30

Texas Fourth-Grade Criterion-Referenced Reading Test

Subject: Reading Grade: 4 Test: Texas Assessment of Knowledge and Skills
 Edition/publication year: 2006 Publisher: Texas Education Agency

School Year	2005-2006	2004-2005	2003-2004	2002-2003
Test Given	TAKS	TAKS	TAKS	TAKS
Testing Month	April	April	April	April
School Scores				
% showing mastery and above	75	49	75	50
% showing commended performance	9	3	3	NA
Number of students tested	49	43	47	45
Percent of students tested	100	100	98	100
Number of students alternatively assessed	0	0	1	0
Percent of students alternatively assessed	0	0	2	0
Subgroup Scores				
<i>1. African American</i>				
% showing mastery and above	79	45	67	52
% showing commended performance	29	0	0	NA
Number of students tested	14	23	24	32
<i>2. Hispanic</i>				
% showing mastery and above	73	53	83	46
% showing commended performance	0	5	6	NA
Number of students tested	35	20	23	13
<i>3. Economically Disadvantaged</i>				
% showing mastery and above	76	50	73	52
% showing commended performance	7	3	0	NA
Number of students tested	43	39	45	43

Texas Fourth-Grade Criterion-Referenced Math Test

Subject: Math Grade: 4 Test: Texas Assessment of Knowledge and Skills
 Edition/publication year: 2006 Publisher: Texas Education Agency

School Year	2005-2006	2004-2005	2003-2004	2002-2003
Test Given	TAKS	TAKS	TAKS	TAKS
Testing Month	April	April	April	April
School Scores				
% showing mastery and above	82	69	90	88
% showing commended performance	9	3	3	NA
Number of students tested	45	39	48	45
Percent of students tested	92	91	98	100
Number of students alternatively assessed	4	4	1	0
Percent of students alternatively assessed	8	10	2	0
Subgroup Scores				
<i>1. African American</i>				
% showing mastery and above	93	60	86	86
% showing commended performance	29	5	14	NA
Number of students tested	14	20	24	32
<i>2. Hispanic</i>				
% showing mastery and above	77	79	94	92
% showing commended performance	13	26	11	NA
Number of students tested	31	19	23	13
<i>3. Economically Disadvantaged</i>				
% showing mastery and above	81	69	89	88
% showing commended performance	19	17	14	NA
Number of students tested	43	39	45	43

Texas Fifth-Grade Criterion-Referenced Reading Test

Subject: Reading Grade: 5 Test: Texas Assessment of Knowledge and Skills
 Edition/publication year: 2006 Publisher: Texas Education Agency

School Year	2005-2006	2004-2005	2003-2004	2002-2003
Test Given	TAKS	TAKS	TAKS	TAKS
Testing Month	Feb/Apr	Feb/Apr	Feb/Apr	Feb/Apr
School Scores				
% showing mastery and above	100	65	65	56
% showing commended performance	5	5	8	NA
Number of students tested	44	46	43	47
Percent of students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
Subgroup Scores				
<i>1. African American</i>				
% showing mastery and above	100	65	62	57
% showing commended performance	0	10	8	NA
Number of students tested	21	22	26	31
<i>2. Hispanic</i>				
% showing mastery and above	100	65	69	57
% showing commended performance	10	0	6	NA
Number of students tested	23	24	17	16
<i>3. Economically Disadvantaged</i>				
% showing mastery and above	100	59	67	58.
% showing commended performance	5	2	7	NA
Number of students tested	42	42	42	43

Texas Fifth-Grade Criterion-Referenced Math Test

Subject: Math Grade: 5 Test: Texas Assessment of Knowledge and Skills
 Edition/publication year: 2006 Publisher: Texas Education Agency

School Year	2005-2006	2004-2005	2003-2004	2002-2003
Test Given	TAKS	TAKS	TAKS	TAKS
Testing Month	Mar/May	Mar/May	Mar/May	Mar/May
School Scores				
% showing mastery and above	100	98	80	71
% showing commended performance	63	27	23	NA
Number of students tested	44	46	43	47
Percent of students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0.0	0.0	0.0	0.0
Subgroup Scores				
<i>1. African American</i>				
% showing mastery and above	100	95	83	63
% showing commended performance	47	29	25	NA
Number of students tested	21	22	26	31
<i>2. Hispanic</i>				
% showing mastery and above	100	100	75	86
% showing commended performance	76	25	19	NA
Number of students tested	23	24	17	16
<i>3. Economically Disadvantaged</i>				
% showing mastery and above	100	97	80	71
% showing commended performance	63	26	23	NA
Number of students tested	42	42	42	43