

**.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  Charter

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

Official School Name Emmett J. Scott Elementary School  
(As it should appear in the official records)

School Mailing Address 3300 Russell  
(If address is P.O. Box, also include street address.)

Houston \_\_\_\_\_ Texas \_\_\_\_\_ 77026-6730  
City State Zip Code+4 (9 digits total)

County Harris \_\_\_\_\_ State School Code Number\* 101-912-238

Telephone (713) 671-4110 Fax (713) 671-4114

Web site/URL http://es.houstonisd.org/scottes/ E-mail ahedgemo@houstonisd.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. Abelardo Saavedra  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Houston Independent School District (Houston ISD) Tel. (713) 556-6300

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. Manuel Rodriguez, Jr.

(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 \_\_\_\_\_

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

## **PART I - ELIGIBILITY CERTIFICATION**

---

**[Include this page in the school's application as page 2.]**

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:        207   Elementary schools  
       49   Middle schools  
       0   Junior high schools  
       40   High schools  
       10   Other  
      306   TOTAL
2. District Per Pupil Expenditure:        \$6,456    
     Average State Per Pupil Expenditure:   \$9,269

**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.   17   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
<b>PreK</b>	23	21	44
<b>K</b>	25	21	46
<b>1</b>	37	29	66
<b>2</b>	27	29	56
<b>3</b>	27	23	50
<b>4</b>	29	22	51
<b>5</b>	26	25	51
<b>6</b>	16	25	41
<b>Total Students in the Applying School</b>	210	195	405

6. Racial/ethnic composition of the school:   0   % White  
 24  % Black or African American  
 76  % Hispanic or Latino  
  0  % 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:  19  %

[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	71
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	6
(3)	Total of all transferred students [sum of rows (1) and (2)]	77
(4)	Total number of students in the school as of October 1	405
(5)	Total transferred students in row (3) divided by total students in row (4)	.19
(6)	Amount in row (5) multiplied by 100	19%

8. Limited English Proficient students in the school:  45  %  
 182  Total Number Limited English Proficient

Number of languages represented:  2   
Specify languages: English and Spanish

9. Students eligible for free/reduced-priced meals:  100  %

Total number students who qualify:  405 

If this method does not produce an 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:  $\frac{9}{34}$  % 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>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>1</u>	_____
Classroom teachers	<u>19</u>	_____
Special resource teachers/specialists	<u>9</u>	_____
Paraprofessionals	<u>5</u>	_____
Support staff	<u>6</u>	<u>1</u>
Total number	<u>40</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16 : 1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	98 %	97 %	97 %	97 %
Daily teacher attendance	98 %	96 %	99 %	96 %	97 %
Teacher turnover rate	n/a %	13%	24%	36%	32%
Student dropout rate (middle/high)	n/a %				
Student drop-off rate (high school)	n/a %				

## **PART III - SUMMARY**

---

Scott Elementary School, an inner city school, is located within the northeast corridor of the city of Houston, Texas, in a neighborhood that has one of the city's lowest per capita income levels.

Serving approximately 405 students, the school is enriched by cultural and ethnic diversity. Seventy six percent (76%) of the students are Hispanic and 24% are African American. Academic Excellence Indicator System data reveals that Scott's students live in poverty, with 100% of the students being economically disadvantaged; approximately 45% of the students have limited English proficiency; and 73% are identified as being at-risk. Student attendance is at 98%. Scott Elementary is a school-wide Title I campus, serving students in prekindergarten thru sixth grade.

Embracing the belief that each student has the right to receive a quality education, preparing him/her to lead a productive life in our changing society, the mission of Scott Elementary School is to create a nurturing environment in which students are stimulated to develop self-esteem, citizenship traits, and to reach their fullest potential as learners. The primary goal is to increase student achievement in a safe and productive environment. Initiatives have been integrated into the school's core curriculum to enhance opportunities for teacher and student growth.

Despite the social issues associated with the urban crises that have plagued the school community, most students at Scott Elementary seem to succeed against the odds. In a climate of cooperation and team work, students at Scott Elementary have made measurable progress in attaining academic excellence. An analysis of recent achievement data reveals that, as a whole, students at Scott Elementary performed above state and district averages in mathematics and science, and above district averages in reading. The 2006 state accountability rating was recognized.

Twenty percent (20%) of the school's certified staff holds advanced degrees. The professional experience of the faculty is varied. Forty-four percent (44%) of the teachers have one to five years of experience; 24% have six to ten years of experience; 8% have over twenty years of teaching experience. Professional development is an integral part of the school program. Faculty and staff are engaged in monthly trainings. Teachers keep abreast of technology using district resources, in-school computer programs and have received on-line certifications.

An unrelenting commitment to excellence, accountability on the part of all stakeholders, high expectations and clearly defined goals are the cornerstones of the infrastructure of Scott Elementary School. Through the process of shared decision-making, school-wide goals were identified. These goals and their accompanying plan of action, contained in the School Improvement Plan, have been articulated to students, parents, and community, and are constantly monitored, evaluated and refined. This process ensures that all stakeholders work toward the achievement of stated outcomes.

The school continues to involve parents and the community in school improvement. The campus utilizes Communities In Schools and the A+ Challenge Focus Impact Grant to forge links with parents and the community. Parents are urged to become active participants in such activities as TAKS Family Nights; Raising Readers Program, and Second Cup of Coffee, as well as English as a Second Language parent classes and GED completion classes.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

1. **Assessment Results:** On the state assessment, TAKS (Texas Assessment of Knowledge and Skills) for Spring 2006, the data indicates that even though the student population is primarily economically disadvantaged, the overwhelming majority of students tested met accountability standards in reading, mathematics, writing, and science.

### Reading

According to assessment data, ninety-seven percent of all English speaking students in third grade met the accountability standard for reading. Eighty-seven percent of bilingual students in third grade met the standard. All ethnic groups and economically disadvantaged students met the accountability standard at ninety-two percent on the third grade level. Fourth graders met the accountability standard at sixty percent in reading. Those students that were economically disadvantaged in fourth grade also met the accountability standard at sixty percent.

In fifth grade, eighty percent of students tested met the accountability standard. All groups, including economically disadvantaged, met the accountability standard at eighty-three percent. In sixth grade, one-hundred percent of all students met the accountability standard in reading. Student groups in sixth grade also met the accountability standard at one-hundred percent.

### Math

In Spring 2006, data from TAKS Math indicates that in third grade, sixty-two percent of students tested in English met the accountability standard. Economically disadvantaged English students also met the accountability standard at sixty-two percent. Limited English proficient students in third grade met the accountability standard at sixty-seven percent. Economically disadvantaged bilingual students also met the accountability standard at sixty-seven percent.

Seventy percent of students tested in fourth grade met the accountability standard. Economically disadvantaged students also met the accountability standard at seventy percent. Fifth grade students met the accountability standard at seventy-one percent. Economically disadvantaged students also met the accountability standard at seventy-one percent. In sixth grade all students tested and all groups met the accountability standard at one-hundred percent.

State Performance Levels/Meeting Standards: The state performance instrument is the Texas Assessment of Knowledge and Skills (TAKS). The TAKS indicator is the percent of students who scored high enough to meet the standard to pass the test. This is calculated as the number of students who met the TAKS student passing standard divided by the number tested. Results for the English version of the TAKS (grades 3-11) and the Spanish version (grades 3-6) are summed across grades for each subject. Results for each subject tested are evaluated separately to determine ratings.

The data tables at the end of this application reflect student academic performance data as measured by the Texas Assessment of Knowledge and Skills and reported in the Academic Excellence Indicator System Report published by the Texas Education Agency. The 2006 campus accountability rating is recognized with gold performance acknowledgements noted for (1) attendance; (2) commended on Reading/ELA; (3) commended on Mathematics; and (4) comparable improvement in Reading/ELA.

The performance data is disaggregated with respect to student groups by grade, ethnicity and economically disadvantaged status. The data indicates that although the student population is 100% economically disadvantaged, the overwhelming majority of students tested met accountability standards in reading, writing, science, and mathematics. The data also indicates that Hispanic students scored

higher than their African American counterparts in grades 3-5. A major factor contributing to this phenomenon is marginal parental involvement and societal ills. The school is sometimes hard pressed to replace family expectations and cultural/social conditions.

The data in the tables show that by the time Scott students reach 6<sup>th</sup> grade, significant gains are evident and no disparities exist. The school continues to address its student achievement needs through research-based professional development and rigorous efforts to further enhance the personalization of learning for all students

The website for state assessment information is:

<http://www.tea.state.tx.us/student.assessment/scoring/pstandards/index.html>

**2. Using Assessment Results:** Assessment results are used to inform and improve instructional practice and procedures at Scott Elementary School. Specifically, assessment data are used to (a) drive planning efforts and influence decision making related to the development of profiles and individual education plans for each student, (b) plan professional development profiles for teachers, and (c) achieve consensus on school priorities and other issues related to comprehensive campus restructuring and resource allocations. The individual student profiles that are generated for each student allow staff to target specific students by the level of intervention required by instructional objectives.

Assessment results form the basis for dialogue and conversations for change within the school. The results provide the focus for parent conferences, as well as for dialogue within the school based on professional learning communities.

**3. Communicating Assessment Results:** Assessment data are shared with parents, students, and the community through report cards, progress reports, newsletters, newspapers, personal conferences, public meetings and other school/district generated documents. The annual report of progress is communicated to the school community via the Campus Report Card, which includes disaggregated student achievement and attendance data relative to the AEIS indicators.

The School Improvement Plan also contains an analysis of assessment data and the campus action agenda.

This document is frequently discussed with school constituents. Parents are provided reports of student progress during the fourth week of each nine week grading cycle. Report cards are distributed to parents at parent/teacher-student conferences four times during the year, shortly after the end of each nine-week grading period. During these conferences, attendance, conduct, and academic progress are discussed. Confidential parent reports are also provided on individual student results of standardized tests.

The school ensures that stakeholders understand the standards for judgment and the meaning of the data, by presenting them in lay terms, devoid of jargon, and with accompanying glossaries. The stakeholders are also provided with specific names and telephone numbers of individuals they may contact for clarifications and further information.

**4. Sharing Success:** Recognizing and accepting the inherent responsibilities of sharing its consistent success in dramatically improving the performance of students from disadvantaged backgrounds, Scott Elementary School looks forward to continuing to share its research-based methodologies and effective practices with other schools.

Scott Elementary School will continue to participate in research studies to add to the body of knowledge related to accountability for results, local control and flexibility, and expanded parental choice. In this regard the school has collaborated with the Charles A. Dana Center at the University of Texas in its research on successful schools. Similarly, Scott Elementary School was featured in Education Week in

an article entitled “Doing Whatever It Takes,” that highlighted the school’s effective practices.

The school will continue to share its successes through participation in local, regional, state, national and international conferences, including those supported by the United States Department of Education. Scott Elementary School will continue to welcome visitors and has graciously received teams of educators, parents and business partners from as far away as Australia and as close as neighboring schools within its feeder pattern.

The successes of Scott Elementary have been well documented in numerous written publications including brochures, newspaper articles, and professional journals, including that of the Houston Bar Association.

## PART V – CURRICULUM AND INSTRUCTION

---

1. **Curriculum:** The Houston Independent School District's CLEAR (Clarifying Learning to Enhance Achievement Results) Curriculum is Scott Elementary's instructional roadmap. CLEAR provides a research-based approach to teaching reading and language arts, mathematics, science, social studies, physical education and fine arts.

All features of the Scott curriculum are characterized by differentiated instruction, use of work stations/centers, cooperative learning strategies, individualized instruction and small-group instruction. The curriculum serves to meet the needs of all students.

**Reading/Language Arts:** The reading curriculum is based on the research-based Success For All Reading Program. Components of the program include listening comprehension (where students are read to by the teacher for 20 minutes daily); reading together (involves direct instruction, team practice, and team recognition); reading comprehension, and adventures in writing (a story related writing activity). Higher order thinking is also a feature of the program. Teachers collaborate regularly in component level meetings. The program encourages parent participation through "Raising Readers and the Second Cup of Coffee" family components.

**Math:** Math is correlated with the CLEAR Curriculum. The instruction revolves around cooperative learning strategies and differentiated instruction. Students are engaged by using manipulatives, work stations/centers, small-group instruction, as well as one-to-one instruction when needed. Harcourt Brace-Math Advantage is used as the instructional guide.

**Science:** The nature of science is taught via a continuum of hands-on, mind-on activities designed to stimulate higher order and critical thinking skills. Physical science instruction affords students the opportunity to extrapolate the processes taught in the nature of science. Life science is explored using various living specimen, outdoor learning areas, technology such as digital microscopes and cameras, and models. In Earth Science, students investigate constructive and destructive forces, landforms, space phenomena, and soil types while relying on inquiry skills to produce concrete evidence of past events that shape the world in which we live.

**Social Studies:** Social Studies is taught in creative ways that bring history to life for students. This is accomplished through field lessons, history fair projects and participation in the Junior Achievement Program. Students receive hands on experiences in owning and operating a business from participants in the school's business partnership. Character education values and thematic units based on multicultural trends are implemented monthly to encourage the children's social growth and understanding.

**Fine Arts:** Art, music, theatre and dance form the basis for a coherent presentation of instruction in fine arts. The program includes instruction by classroom teachers in the content areas as well as from outside sources. Students produce musicals, dramatizations, art exhibits, as well as dance routines, and are featured in community fine arts extravaganzas, including the Houston Livestock and Rodeo art contest.

**Foreign Languages:** Spanish is taught in pre-kindergarten through third grade. Students develop content area skills in their native language before transiting to English instruction.

2. **Reading:** The school's reading curriculum is research based and represents a "balanced approach" to the teaching of skills all children need to develop to become strong readers, thus incorporating phonemic awareness, alphabetic principle, decoding accuracy, fluency, vocabulary, comprehension, and literature. Instruction is delivered through a correlation with the HISD CLEAR Curriculum and the research based Success For All Program. The reading curriculum consists of 3 distinct levels: Early Learning (pre-k and kindergarten); Roots (1<sup>st</sup> grade); and Wings (grades 2-6). Our 4 and 5 year old students in pre-k and kindergarten develop reading skills through the use of learning centers, letter investigations, story telling and retelling, thematic units, shared book experiences, oral language development and emergent writing. The goals of the first grade program are to increase students' ability to hear sounds within words, know the sounds associated with specific letters and blend letter sounds into words. The Wings level taught in grades 2-6 is designed to build on the solid base of decoding and comprehension skills already established in earlier levels. Reading is taught in all grades during a 90 minute period at the beginning of the instructional day.

In all grades the reading program incorporates cooperative learning strategies and listening comprehension. Each day a 20 minute segment is designated for listening comprehension (an interactive period during which the teacher illustrates the elements of story structure by sharing high-quality children's literature with students). The reading together component consists of a teacher-directed story introduction and vocabulary presentation. Students read with their partners, discuss the story, write responses to the story, questions/statements, and review and re-read for fluency. The family support component is designed to focus on children who are not succeeding despite standard interventions. The family support component addresses issues related to attendance, family involvement, and school-based intervention.

The Success For All Program was selected as the school's approach to reading because of the belief in the program's core principles, the first of which maintains that students need to be successful the first time they are taught. The second principle is based on the belief that schools should organize all possible resources, including tutors and family support, to ensure student success.

3. **Additional Curriculum Area:** Character Education plays an essential role in the school-wide curriculum goals and in the mission of the school in supporting the development of a strong positive self-image and productive citizenship. Age appropriate activities and strategies that support character development are infused throughout the curriculum and highlighted each day in the morning announcements and in special monthly programs. Students are introduced to different concepts of personal and social responsibility each month. The monthly values are: self-esteem, honesty, respect, trust, loyalty, justice, commitment, self-discipline and self-reliance. These values also serve as topics for writing stems for student compositions. The character education curriculum focuses on active involvement and demonstration of these concepts so that children learn that these concepts are essential to academic, as well as lifelong success. The program enlists the support of the entire community including parents, business partners, civic leaders and others who care about the welfare of children. The Character Education Program has impacted the school in the following ways: (a) improved climate and classroom management; and (2) increase in respectful behaviors, student involvement, student achievement, and student responsibility.

4. **Instructional Methods:** Teachers at Scott Elementary utilize a variety of instructional methods to improve student achievement. In their Professional Learning Communities teachers receive training in the use of research-based resources such as Robert Marzano's Classroom Instruction That Works. Instruction is provided across the curriculum in all areas through the use of thematic units. Reading and mathematics is infused in content subject matters such as science and social studies. Cooperative

learning strategies are widely employed to allow students to interact with one another and share in a team process. For instance, students are responsible for each other's assignment records.

The use of graphic organizers and word walls are well evidenced throughout the school. As illustrated through the daily use of Venn Diagrams to identify similarities and differences. Students are encouraged to create sentences using words from classroom word walls. All components of the lesson cycle are utilized during instructional delivery: focus, modeling, monitoring, guided practice, independent practice and closure. Literacy centers and workstations with hands-on activities are contained in all classrooms. Other instructional methods utilized to improve student achievement include differentiated instruction, use of manipulatives, tutoring, computer assisted instruction and co-teaching.

**5. Professional Development:** An on-going quality professional development community to support student achievement is an integral part of the organization of Scott Elementary School. Staff development activities are designed to address observable student needs as recommended by a campus-based committee made up of the administrator, teachers, support staff, and parents. Teachers and assistants are afforded the opportunity to engage in sustained and intensive professional development programs that prepare teachers to provide instruction consistent with challenging state content and performance standards. Consistent with the School Improvement Plan, these activities are focused on priority areas of integrated curriculum development and outcomes; instructional strategies; student performance; facilitation of change; school/community collaboration, and diversity. The school's comprehensive plan for professional development is enhanced by district, county, and Region IV ESC support. In addition to the campus-based staff development activities, teachers and assistants are provided opportunities to participate in off-campus invigorators. Teachers and staff are also provided release time to visit other campuses or sites to observe classrooms, special programs, techniques or model practices in operation. Most recent professional development has focused on refining professional learning communities that serve to enhance the collective capacity of the school to work together to support student learning. Professional learning communities are providing the forum for brainstorming and improving instructional strategies.

Regularly scheduled blocks of time are provided for professional community activities. Time is available on selected afternoons (1:00 p.m. – 3:30 p.m.) for staff development, team building, planning, parent conferences, and/or synthesis of the numerous exciting ideas that emerge from planning discussions. Four (4) full days of staff development are usually included in the annual school calendar. AEIS data is analyzed at the beginning of each term, when the staff engages in a review of student performance levels in what is referred to as a campus "reality check."

# PART VII - ASSESSMENT RESULTS

**Subject: Math**

**Grade: 3**

**Test: TAKS/ SDAA**

**Edition/ Publication year: TAKS/ SDAA/ PEIMS Data Files - 2006-2005-2004-2003**

**Publisher: HISD**

## Grade 3

Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April			
<b>Scott Elementary School Scores</b>	<b>Math</b>			
% Met Standard (includes %commended)	64	72	86	95
% Commended	7	20	11	18
Number of Students Tested	44	50	65	55
Percent of Total Students Tested	88	82	* <sub>1</sub>	89
Number of Students Alternatively Tested* <sub>2</sub>	6	6	3	6
Percent of Students Alternatively Tested	12	10	* <sub>1</sub>	10
Number in Class	50	61	63	62
<b>SUBGROUP SCORES</b>				
<b>African American</b>				
% Met Standard (includes %commended)	20	n/a	89	100
% Commended	0	n/a	0	10
Number of Students Tested	10	7	18	10
<b>Hispanic</b>				
% Met Standard (includes %commended)	76	72	85	93
% Commended	9	21	15	20
Number of Students Tested	34	43	47	45

\*<sub>2</sub> State-Developed Alternative Assessment II (SDAA II) is a test for special education students.

**Subject: Reading**

**Grade: 3**

**Test: TAKS/ SDAA**

**Edition/ Publication year: TAKS/ SDAA/ PEIMS Data Files - 2006-2005-2004**

**Publisher: HISD**

Year	Grade 3			
	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Feb	Feb	Mar	Mar
<b>Scott Elementary School Scores</b>		Reading		
% Met Standard (includes %commended)	89	70	82	89
% Commended	45	21	13	21
Number of Students Tested	44	53	62	56
Percent of Total Students Tested	88	87	* <sub>1</sub>	90
Number of Students Alternatively Tested* <sub>2</sub>	4	6	5	9
Percent of Students Alternatively Tested	8	10	* <sub>1</sub>	15
Number in Class	50	61	63	62
<b>SUBGROUP SCORES</b>				
<b>African American</b>				
% Met Standard (includes %commended)	80	73	87	90
% Commended	30	9	0	10
Number of Students Tested	10	11	16	10
<b>Hispanic</b>				
% Met Standard (includes %commended)	91	69	80	89
% Commended	50	24	17	24
Number of Students Tested	34	42	46	46

\*<sub>2</sub> State-Developed Alternative Assessment II (SDAA II) is a test for special education students.

\*<sub>1</sub> - PEIMS Snapshot was October 2003. Testing was April 2003-2004.

This suggests that at least 5 students entered the class after the PEIMS date

Data Source - 2003, 2004, 2005, 2006 HISD TAKS Data File

Data Source - 2003, 2004, 2005, 2006 HISD SDAA Data File

Data Source - 2003, 2004, 2005, 2006 HISD PEIMS Data File

**Subject: Math**

**Grade: 4**

**Test: TAKS/ SDAA**

**Edition/ Publication year: TAKS/ SDAA/ PEIMS Data Files - 2006-2005-2004-2003**

**Publisher: HISD**

**Grade 4**

Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April			
<b>Scott Elementary School Scores</b>	Math			

% Met Standard (includes %commended)	70	66	91	85
% Commended	16	9	34	6.5
Number of Students Tested	43	47	55	46
Percent of Total Students Tested	84	77	86	88
Number of Students Alternatively Tested* <sub>2</sub>	6	5	6	4
Percent of Students Alternatively Tested	12	8	9	8
Number in Class	51	61	64	52
<b>SUBGROUP SCORES</b>				
<b>African American</b>				
% Met Standard (includes %commended)	n/a	75	100	n/a
% Commended	n/a	0	9	n/a
Number of Students Tested	7	12	11	8
<b>Hispanic</b>				
% Met Standard (includes %commended)	71	63	89	82
% Commended	21	11	41	8
Number of Students Tested	34	35	44	38

\*<sub>2</sub> State-Developed Alternative Assessment II (SDAA II) is a test for special education students.

Data Source - 2003, 2004, 2005, 2006 HISD TAKS Data File

Data Source - 2003, 2004, 2005, 2006 HISD SDAA Data File

Data Source - 2003, 2004, 2005, 2006 HISD PEIMS Data File

**Subject: Reading**

**Grade: 4**

**Test: TAKS/ SDAA**

**Edition/ Publication year: TAKS/ SDAA/ PEIMS Data Files - 2006-2005-2004-2003**

**Publisher: HISD**

**Grade 4**

Year	2005- 2006	2004- 2005	2003- 2004	2002- 2003
	Testing Month	April		
<b>Scott Elementary School Scores</b>	<b>Reading</b>			
% Met Standard (includes %commended)	60	70	96	75
% Commended	10	11	27	3
Number of Students Tested	42	46	51	44
Percent of Total Students Tested	82	75	80	85
Number of Students Alternatively Tested* <sub>2</sub>	8	5	10	6
Percent of Students Alternatively Tested	16	8	16	12
Number in Class	51	61	64	52
<b>SUBGROUP SCORES</b>				
<b>African American</b>				
% Met Standard (includes %commended)	n/a	83	100	n/a
% Commended	n/a	0	27	n/a
Number of Students Tested	8	12	11	8
<b>Hispanic</b>				
% Met Standard (includes %commended)	62	65	95	69
% Commended	12	15	27	0
Number of Students Tested	32	34	40	36

\*<sub>2</sub> State-Developed Alternative Assessment II (SDAA II) is a test for special education students.

Data Source - 2003, 2004, 2005, 2006 HISD TAKS Data File

Data Source - 2003, 2004, 2005, 2006 HISD SDAA Data File

Data Source - 2003, 2004, 2005, 2006 HISD PEIMS Data File

**Subject: Math**

**Grade: 5**

**Test: TAKS/ SDAA**

**Edition/ Publication year: TAKS/ SDAA/ PEIMS Data Files - 2006-2005-2004-2003**

**Publisher: HISD**

Year	2005- 2006	2004- 2005	2003- 2004	2002- 2003
Testing Month	April			
<b>Scott Elementary School Scores</b>	Math			
% Met Standard (includes %commended)	71	81	97	83
% Commended	17	31	12	17
Number of Students Tested	41	42	32	48
Percent of Total Students Tested	80	78	76	79
Number of Students Alternatively Tested* <sub>2</sub>	7	9	10	13
Percent of Students Alternatively Tested	14	17	24	21
Number in Class	51	54	42	61
<b>SUBGROUP SCORES</b>				
<b>African American</b>				
% Met Standard (includes %commended)	75	n/a	n/a	75
% Commended	0	n/a	n/a	20
Number of Students Tested	12	6	9	20
<b>Hispanic</b>				
% Met Standard (includes %commended)	69	83	96	89
% Commended	24	33	17	14
Number of Students Tested	29	36	23	28

\*<sub>2</sub> State-Developed Alternative Assessment II (SDAA II) is a test for special education students.

Data Source - 2003, 2004, 2005, 2006 HISD TAKS Data File

Data Source - 2003, 2004, 2005, 2006 HISD SDAA Data File

Data Source - 2003, 2004, 2005, 2006 HISD PEIMS Data File

**Subject: Reading**

**Grade: 5**

**Test: TAKS/ SDAA**

**Edition/ Publication year: TAKS/ SDAA/ PEIMS Data Files - 2006-2005-2004-2003**

**Publisher: HISD**

	<b>Year</b>			
	<b>2005-2006</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
<b>Testing Month</b>	<b>Feb</b>	<b>Feb</b>	<b>Apr</b>	<b>Apr</b>
<b>Scott Elementary School Scores</b>		<b>Reading</b>		
% Met Standard (includes %commended)	80	59	91	65
% Commended	7	8	28	4
Number of Students Tested	41	37	32	48
Percent of Total Students Tested	80	69	76	79
Number of Students Alternatively Tested* <sub>2</sub>	7	15	10	13
Percent of Students Alternatively Tested	14	28	24	21
Number in Class	51	54	42	61
<b>SUBGROUP SCORES</b>				
<b>African American</b>				
% Met Standard (includes %commended)	77	n/a	n/a	76
% Commended	8	n/a	n/a	9
Number of Students Tested	13	6	9	21
<b>Hispanic</b>				
% Met Standard (includes %commended)	82	53	91	56
% Commended	7	10	30	0
Number of Students Tested	28	30	23	27

\*<sub>2</sub> State-Developed Alternative Assessment II (SDAA II) is a test for special education students.

Data Source - 2003, 2004, 2005, 2006 HISD TAKS Data File

Data Source - 2003, 2004, 2005, 2006 HISD SDAA Data File

Data Source - 2003, 2004, 2005, 2006 HISD PEIMS Data File

**Subject: Math**

**Grade: 6**

**Test: TAKS/ SDAA**

**Edition/ Publication year: TAKS/ SDAA/ PEIMS Data Files - 2006-2005-2004-2003**

**Publisher: HISD**

**Grade 6**

Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April			
<b>Scott Elementary School Scores</b>	<b>Math</b>			

% Met Standard (includes %commended)	100	95	100	100
% Commended	62	26	43	17
Number of Students Tested	29	19	37	35
Percent of Total Students Tested	71	66	76	76
Number of Students Alternatively Tested* <sub>2</sub>	10	8	10	8
Percent of Students Alternatively Tested	24	28	20	17
Number in Class	41	29	49	46
<b>SUBGROUP SCORES</b>				
<b>African American</b>				
% Met Standard (includes %commended)	n/a	n/a	100	100
% Commended	n/a	n/a	50	10
Number of Students Tested	3	6	18	10
<b>Hispanic</b>				
% Met Standard (includes %commended)	100	100	100	100
% Commended	65	38	37	25
Number of Students Tested	26	13	19	25

\*<sub>2</sub> State-Developed Alternative Assessment II (SDAA II) is a test for special education students.

Data Source - 2003, 2004, 2005, 2006 HISD TAKS Data File

Data Source - 2003, 2004, 2005, 2006 HISD SDAA Data File

Data Source - 2003, 2004, 2005, 2006 HISD PEIMS Data File

**Subject: Reading**

**Grade: 6**

**Test: TAKS/ SDAA**

**Edition/ Publication year: TAKS/ SDAA/ PEIMS Data Files - 2006-2005-2004-2003**

**Publisher: HISD**

**Grade 6**

**Year**

2005-2006	2004-2005	2003-2004	2002-2003
-----------	-----------	-----------	-----------

Testing Month

April

**Scott Elementary School Scores**

Reading

% Met Standard (includes %commended)	100	100	100	100
% Commended	50	37	39	26
Number of Students Tested	28	19	36	34
Percent of Total Students Tested	68	66	73	74
Number of Students Alternatively Tested* <sub>2</sub>	11	8	11	9
Percent of Students Alternatively Tested	27	28	22	20
Number in Class	41	29	49	46
<b>SUBGROUP SCORES</b>				
<b>African American</b>				
% Met Standard (includes %commended)	n/a	n/a	100	100
% Commended	n/a	n/a	28	18
Number of Students Tested	3	6	18	11
<b>Hispanic</b>				
% Met Standard (includes %commended)	100	100	100	100
% Commended	52	38	50	30
Number of Students Tested	25	13	18	23

\*<sub>2</sub> State-Developed Alternative Assessment II (SDAA II) is a test for special education students.

Data Source - 2003, 2004, 2005, 2006 HISD TAKS Data File

Data Source - 2003, 2004, 2005, 2006 HISD SDAA Data File

Data Source - 2003, 2004, 2005, 2006 HISD PEIMS Data File