

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 [X] Middle [] High [] K-12 [] Charter

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

Official School Name Fort Settlement Middle School
(As it should appear in the official records)

School Mailing Address 5440 Elkins Road
(If address is P.O. Box, also include street address.)

SugarLand Texas 77479-4093
City State Zip Code+4 (9 digits total)

County Fort Bend State School Code Number* 079-907-051

Telephone (281) 634-6440 Fax (281) 634-6456

Web site/URL Fortbend@k12.tx.us E-mail Karon.Crockett@fortbend.k12.tx.us

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Timothy R. Jenney, Ph.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fort Bend Independent School District Tel. (281) 634-1000

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. Steve Smelley, President
(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)

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 DATE

District:

1. Number of schools in the district:
- | | |
|------------------|---------------------|
| <u>38</u> | Elementary schools |
| <u>12</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>11</u> | High schools |
| <u>1</u> | Other |
| <u>62</u> | <u>Total</u> |

2. District Per Pupil Expenditures: 6,586
- Average State Per Pupil Expenditures: 7,229

School:

3. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
4. The principal has been in her position at this school for three (3) years.
5. The number of students as of October 1 enrolled at each grade level or its equivalent at Fort Settlement Middle School:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	183	179	362
K				8	209	173	382
1				9			
2				10			
3				11			
4				12			
5				Other			
6	171	146	317				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1061

6. Racial/ethnic composition of students in our school:
- | | |
|--------------------|---------------------------|
| 46% | White |
| 5% | Black or African American |
| 5% | Hispanic or Latino |
| 44% | Asian/Pacific Islander |
| <u>100%</u> | <u>Total</u> |

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

(1)	Number of students who transfer <i>to</i> the school after October 1 until the end of the year	37
(2)	number of students who transferred <i>from</i> the school after October 1 until the end of the year	33
(3)	Total of all transferred students [sum of rows (1) and (2)]	70
(4)	Total number of students in the school as of October 1	1054
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0664136
(6)	Amount in row (5) multiplied by 100	6.64136

8. Limited English Proficient student in the school: 3%

32 Total

The number of languages represented: 9

Specific languages: Arabic, Cantonese, Gujarati, Hindi, Mandarin, Norwegian, Filipino, Spanish and Urdu

9. Students eligible for free/reduced priced meals: 3%

Total number of students who qualify:**30**

10. Students receiving special education services: 7%

Total number of students served: **76**

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

10	Autism	1	Orthopedic Impairment
	Deafness	26	Other Health Impaired
	Deaf-Blindness	23	Specific Learning Disability
5	Emotional Disturbance	7	Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
4	Mental Retardation		Visual Impairment Including
	Multiple disabilities		Blindness

11. Fort Settlement Middle School staff breakdown:

		<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)		3	
Classroom teachers		51	
Special resource teachers/specialists	10		
Paraprofessionals		19	
Support staff		7	1
Total		90	1

12. Average school student-classroom teacher ratio: 21:1

13. Attendance patterns for teachers and students:

		2005-2006	2004-2005	2003-2004
Daily student attendance		98%	98%	98%
Daily teacher attendance		94%	94%	95%
Teacher turnover rate		14%	9%	16%
Student dropout rate (middle/high)	(middle)	0%	0%	0%
Student drop-off rate (high school)				

PART III – SUMMARY

Our mission at Fort Settlement Middle School is the constant commitment to meeting the unique needs of our students by fostering a community of academic excellence and social responsibility. The vision that guides us is one of balance: a balance between the curriculum of the school and the community; between the high level academics expected from our district and the fine arts and extracurricular activities that are required to create a well-rounded student; between celebrating each individual student's diversity and emphasizing the importance of community and unity. Together with the parents of our students, the teachers and staff of the school work together to create productive, lifelong learners.

The key to success at Fort Settlement Middle School is balance: a balance between the curriculum of the school and the community; between the high level academics expected from our district and the fine arts and extracurricular activities that are required to create a well-rounded student; between celebrating each individual student's diversity and emphasizing the importance of community and unity. Together with the parents of our students, the teachers and staff of the school work together to create productive, lifelong learners.

Fort Settlement is a real world school; its very diverse population represents thirty-five countries with at least nine languages spoken on campus. The ethnic membership of the campus is 46% White, 44% Asian/Pacific Islander, 5% African American, and 5% Hispanic. A dedicated staff of ninety makes sure that during the three years that the students are here, that they have the chance to grow academically, socially, and morally in a safe, accepting environment.

The staff at Fort Settlement delivers a curriculum grounded in rigorous, public academic standards for what students should know and be able to do. The lessons taught focus on challenging the students to use higher-level thinking and to solve problems in a creative, unique way. The learning that takes place does so because the teachers present the curriculum innovatively and in a way that makes the lesson relevant.

As is the case in any well-balanced school, the learning requirements of our population cover a wide range of needs. There are two Comprehensive Achievement Classes that serve the needs of autistic children as well as the development of life skills. Our regular education classes more than prepare the students for the strenuous requirements of nationally ranked Clements High School. Fort Settlement also offers high school level courses as well as courses that meet the stringent requirements of the College Board pre-AP curriculum.

Technology is also a fundamental part of the learning environment. Through administrative support and positive campus attitude, FSMS has kept their eyes open to new ideas and shared learning using technology as a tool to enhance and diversify the way we acquire, communicate, and evaluate information.

As an extension of the program of study offered within the school, the students also have several extracurricular academic teams to join such as Academic Pentathlon, the Mars Rover Competition, and National History Day. In the past three years, Fort Settlement has created Team and Individual State Champions in the Texas State Math League, Individual National Champions and Team Champions at the TMSCA competition, and eight National Champions at the American Mathematics Competition.

Another essential part of the well-rounded curriculum at Fort Settlement is the fine arts program. Art, theater, and music are all an integral part of the students' experience for three years. In the past three years, the Fort Settlement Middle School Band has consistently received superior ratings at the UIL Concert & Sight Reading Contest, as well as at other local contests.

The final aspect of a well-balanced program is one that teaches community responsibility. There are several active service clubs on campus such as National Junior Honor Society, PALS and Student Council. Last year, Fort Settlement was designated as a No Place for Hate School by the ADL because we were designated as a campus that actively promoted respect and celebrated diversity.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Fort Settlement Middle School, in Fort Bend Independent School District, participates in the Texas' state assessment system. The test is called the Texas Assessment of Knowledge and Skills, or TAKS test. This test was implemented starting in the spring of 2003. It replaced the previous state assessment, Texas Assessment of Academic Skills, TAAS. All public middle school students in the state of Texas are assessed in Reading and Math. Seventh graders are also assessed in writing and eighth graders are assessed in Science and Social Studies as well.

According to the Texas Education Agency, "The TAKS test is designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level. Every TAKS is directly aligned to the Texas Essential Knowledge and Skills (TEKS). By acquiring the academic knowledge and skills specified in the TEKS and tested on the TAKS tests, students can build a strong foundation for future success." Scores required to pass each test varies with subject and grade level. Each test also has level at which students receive a Commended rating. More information about the TAKS test can be found at the state's website, www.tea.state.tx.us.

Fort Settlement students did exceptionally well on the TAKS test for the 2005-2006 school year. In the sixth grade, 100% of the students passed reading test including all subgroups. In addition, 76% of students were commended in sixth grade reading. In sixth grade math, 99% passed math, with 73% reaching the commended level. In the seventh grade, 97% of the students passed reading and 52% met the standard to be recognized as commended. In math, 98% of seventh graders passed with 53% reaching the commended mark. In eighth grade, 100% of the students passed the reading test, with 70% reaching commended. In math, 99% of our eighth graders passed with 54% meeting the commended mark.

Our subgroups showed that there is little disparity between groups and that all students are succeeding on our campus. While our passing levels are extraordinary, it is necessary to look at the percentage of students who reached commended as well. All students, including all subgroups, have a significant portion of students who not only pass, but also reach the commended level.

These statistics represent the hard work of both the students and faculty at Fort Settlement not only last year, but in the years prior as well. Students on our campus know the faculty and their parents have very high expectations for them. We have programs in place that encourage students to do their homework nightly and assist students that are struggling. We use common assessments at each grade level to monitor student's progress every nine weeks and additional teacher-generated tests and quizzes. The support of our campus administration as well as central administration has had a great impact on our success. Fort Settlement continues to meet our students' needs and produce high results.

2. **Using Assessment Results:** Fort Settlement Middle School utilizes both formal and informal testing data to improve student and school performance. On an informal level, teachers use various techniques like observations and students conferences to assess each student's need. Teachers also use self-developed tests and quizzes to monitor student understanding and progress. Teachers make adjustments to classroom activities based on the results of these informal assessments. Teachers at Fort Settlement also offer classroom tutorials before or after school twice a week to help students who may be struggling with concepts. Students are always welcome to attend; however, teachers do invite certain students to these tutorials based on assessment results. These tutorials offer small group instruction to those kids in need.

Fort Settlement teachers and administrators also utilize formal standardized testing, namely the TAKS test. This test, the Texas Assessment of Knowledge and Skills, is given to all students by the state. Each year, teachers disaggregate the data from the previous year, and base several aspects of the curriculum upon the individual student needs in each class. Fort Settlement also holds TAKS tutorials during school in the spring semester. This program is broken down by objectives for each tested subject area, and low performing students on each objective receive intense instruction geared towards the targeted objective. This small group instruction also allows teacher to focus on that objective and those students who are

weak in that area. These tutorials are very beneficial, and we have seen our students' standardized test scores improve because of them.

Teachers and administrators at Fort Settlement depend on both formal and informal assessments of their students to drive the activities for each area of the curriculum. The school's 2005-2006 state ranking of Exemplary, the highest possible ranking, proves that the hard work and dedication of the school's staff are working.

3. Communicating Assessment Results: Fort Settlement Middle School uses a variety of ways to communicate student performance to parents, students, and the community. The school provides planners to each child as a way to communicate with parents. The student and/or teacher can write in the planner that goes home each night. Parents can, in turn, communicate back with the teacher by responding in the planner. Teachers, also, frequently email parents or call them whenever a child performs outstanding on an assessment or when a problem exists. Progress reports are mailed every three weeks to the home and every nine weeks report cards are issued. Every fall, an open house is held. Parents walk through their child's schedule where they meet with each teacher to review grading procedures. The administrative team meets individually with every child that is on the failing list at progress report time. The student and administrator (assistant principal or counselor) conference with the student as to why he/she is not being successful in the subject area. A school newspaper is published monthly communicating to the parents and community the testing schedule, assessment results, and state ratings that the school receives. Each parent is mailed a copy of the state school report card. The report provides information concerning student performance as well as information concerning expenditures, average class size, and student/teacher ratios. Information is also provided for the state, the district, and a group of schools similar to our school. An explanation of the report is included in the mail out, as well as, the website address where a more complete report can be obtained. The Parent Teacher Organization holds monthly meetings to conduct business and review the status of the school. Data and progress is reported to the Campus Based Leadership Team on a monthly basis. The Fort Bend Independent District communicates district scores and information on student performance in various publications including the area newspapers and district newsletters. Town Hall Meetings are held three times a year so that the principals and the superintendent's administrative team can meet with parents to review district and individual schools' yearly progress.

4. Sharing Success: Fort Settlement Middle School starts off each year with a two day conference at our feeder high school. It is also attended by another middle school in our district. Teachers from the three different campuses present sessions on teaching strategies and programs that have been implemented that have led to successes. The high school and middle school staff members meet in vertical team meetings to plan and develop school initiatives based on areas of successes. Teachers from Fort Settlement Middle School present at the many district and campus staff development meetings throughout the year. They are frequently called upon to share their instructional strategies and best practices that are successful at our campus. Our math teachers participate in a district wide program called Partner's in Learning. They meet and share with other teachers throughout the district various math teaching strategies that are used to teach each math objective. They model lessons that are proven to be successful with our students. Representatives from our school attended a the Texas Business and Education Coalition Honor Roll School Conference to spend the day with teachers from all over the state sharing reading and math successes. Representatives from other districts have visited our campus to tour the building, ask questions, and just spend time getting ideas for how to take some of what they see back to their own campuses. At these meetings our teachers and administrators are able to not only share what we do, but communicate with the other schools about what works for them. Our English Language Arts teachers attend seminars at Rice University every summer to get training and to share what is working in their classrooms. Fort Bend Independent School District has helping teachers that work with teachers in need of assistance throughout the district. They office at our campus and frequently call on our teachers for help in different areas.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Math: Students develop mastery of higher level math skills by incorporating hands-on manipulatives and real world models to solve multi-step equations and proportions. Algebraic concepts include solving inequalities, linear and quadratic equations, solving systems of equations by elimination, substitution and graphing. Geometric concepts encompass analysis of geometric shapes, measurement and calculation of geometric solids. Students utilize graphing calculators and computer technology to evaluate and solve detailed, high level problems.

English/Reading: Students explore the integrated world of writing and reading through developing their own works and discovering the works of classic and modern authors. Through the writing curriculum, students learn to write for a specific purpose, organize and develop their ideas as well as incorporate their own “voice” into their writing. Through reading, students discover the use of different text structures and uncover an author’s purpose for writing a particular literary work. Students also use inferencing skills to make predictions and enrich vocabulary by using context clues. Standard usage and grammar are threaded throughout the reading and writing curriculum.

Social Studies/ History: Sixth grade focuses on development and application of map skills by which students gain an in-depth understanding of geography. As an extension of the sixth grade curriculum, seventh grade students not only refine their charting and graphing skills but also explore the history of Texas (battles, Indian tribes). Eighth grade covers the historical period from the 1700s through Reconstruction. Sixth and eighth grades utilize the History Alive curriculum which places students in mixed ability groups and engages them in a series of open-ended questions, debates, historical reenactments and scenarios.

Science: The curriculum is focused on a hands-on approach to comprehending, understanding and applying scientific knowledge. Students perform a minimum of forty percent laboratory experiments in their quest to gain personal understanding of technical and complex material. Interdisciplinary science is taught in an interactive way. Students learn chemistry, physics, astronomy, geology, biology and environmental science in sixth, seventh and eighth grade science classes. Teachers enrich the curriculum by developing and writing laboratory experiments aimed at their students’ ability levels.

Foreign Language: The foreign language course is a study of language and culture incorporating the development of listening, speaking, reading, writing, viewing, and showing. The main goal is for students to progress toward the ability to use the foreign language fluently. FSMS students take Chinese, Spanish, German, Latin, Japanese and French. Foreign Language is an intensive, year long, high school credit course. As part of the course, students of foreign language analyze the artwork of famous artists who are native speakers of the target language and participate in cultural exchanges with pen pals in countries where the language is spoken. This provides opportunities for real-world connections to the language and encourages increased interest on the part of the learners.

Electives: Students gain a wide variety of learning experiences through our diverse elective courses. Students use a variety of media in Art such as: pencils, colored pencils, acrylics, pastels and pen and ink to develop a wide range of applied experiences. Orchestra, Band and Choir master basic music skills in sixth grade and work toward increasing proficiency and perfection to excel in seventh and eighth grade competitions. Math Counts takes Math to a whole new level by competing in and winning math competitions at a national level. Theatre Arts presents productions to the school and surrounding community and compete in regional competitions. Industrial Tech curriculum incorporates technology applications in the form of computer modules along with completing engineering and construction projects.

2. **English:** Fort Settlement Middle School follows the state mandated curriculum for Texas, known as the TEKS, or Texas Essential Knowledge and Skills. The curriculum builds on skills from sixth to eighth

grades, so that students have a deep understanding of the necessary components of English. Reading is a major component of the English curriculum, and teachers work hard to develop students into life long readers. Students are exposed to various texts throughout the grade levels and learn to interact with literature.

Before school starts in August, departments meet to plan the school year calendar and align the curriculum by grade level. This ensures all teachers within a grade level are teaching approximately the same subject matter at the same time periods. However, each teacher is given individual freedom to enrich or reteach based on the needs of his or her students and class pace. This also allows for the teacher to engage learning based on his/her teaching style in the classroom, but promotes all the teachers to share lesson ideas and stay focused on the curriculum as a group. Teachers also plan vertically to ensure cohesion between grade levels.

For those students who struggle to read on grade level, Fort Settlement teachers have several plans in place. Teachers perform an Informal Reading Inventory on those students who are struggling. This test provides vocabulary and reading levels to the teacher. Based on this information, teachers can recommend further testing to get the student the help he or she needs, or, as in most cases, adapt instruction to help that child's reading ability to grow.

3. Additional Curriculum Area: The Social Studies Department is committed to the belief that the primary purpose of our program is to develop informed and participatory citizens. As stated in the TEKS, "the Social Studies content enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation". Our social studies teachers help students acquire appreciation of our multicultural world and development of the student's individual role in society. Students learn skills for productive problem solving and decision making. Students also build a foundation and appreciation for history, geography, economics, government, citizenship, culture, science, technology, and society. Classrooms use the *History Alive!* Program, a program based on Howard Gardner's seven intelligences, to educate our students in all facets of geography, Texas History, U.S. History, and world cultures. This program has successfully transformed students into active learners. At the 6th grade level, students study people and places of the contemporary world and focus on the history, geography, economics, government, and culture of selected societies. In 7th grade, students concentrate on the development of Texas from exploration to the present. The focus of Texas History includes the themes of environment, people and their diversity and significant historical events. At the 8th grade level, students study the history of the United States from the early colonial period through Reconstruction. The common elements among all social studies classes, 6th through 8th grade, include development of skills in analyzing social studies relationships, interpreting data, forming generalizations and conclusions, and applying problem solving and critical thinking skills. Several different methods of assessment are also used to analyze the students' knowledge of the content. Self-assessments, writing responses, individual and group projects, and objective tests are just a few of the methods used in our social studies classrooms.

4. Instructional Methods: Instructional methods play an important role in student achievement. Fort Settlement uses a variety of different methods to enhance the learning process. Our Social Studies teachers use the *History Alive* program. This program is based on discovery learning and it captures the attention of the students while involving them in the lesson.

We also apply CRISS strategies in all of the content areas. These strategies help students gain independence in their learning through student created organizers. These organizers teach them to classify information and identify main ideas. FSMS also has computer labs on campus. Teachers can reserve the computer labs and teach lessons that require databases and research. Teachers are not alone in their pursuit of education. Helping teachers are available to implement various teaching strategies and models. This encourages teachers to feel confident in the classroom and step out of the norm of traditional teaching. This will open up doors for teachers and students alike.

Our goal is to have student centered learning, we want our students to take ownership of their education. When students take ownership of their education, they become empowered and succeed. The various instructional methods implemented on our campus are designed to reach all students, with different learning styles.

5. Professional Development: Fort Settlement Middle School provides many opportunities for Professional Development. Student achievement is our top priority, and teachers need the proper tools to help our students succeed. Our staff attends various courses, and is trained in strategies that have a positive impact on student learning.

Each year, our campus teams with Clements High School in August for a two-day campus staff development conference. Since our students feed into Clements High School, it is important to build relationships with the Clements High School staff. Fort Settlement and Clements teachers create, develop, and present workshops that enhance teacher instruction. Valuable information is discussed and shared during these sessions. To ensure that our students are prepared for the rigors of high school, our eighth grade teachers meet with the ninth grade teachers to address curriculum issues and student needs. We also attend a general session together; this session is reserved for a professional speaker. We hear a motivational message and gain insight from the presenter; it is important to start the year on a positive note, and this provides us with that opportunity. It is also vital to keep up with current technology trends in education.

Our Instructional Technology Specialist offers technology professional development courses on campus. These sessions are held throughout the school year. Some of the workshops offered during the 2007 spring semester include: Integrating Word into the Middle School Curriculum, District Webpage, Integrating Publisher across the Secondary Curriculum, and Integrating Inspiration.

Fort Settlement also has a staff member who is our Gifted and Talented liaison; she notifies us of any upcoming professional development courses. Gifted and Talented teachers must stay current and participate in these courses in order to teach the gifted and talented classes. These workshops provide teachers with the latest teaching strategies and techniques.

During the summer months, staff members are encouraged to attend summer workshops and programs that are offered around the greater Houston area. The Houston Museum of Natural Science offers excellent professional development courses during the summer months. Rice University also hosts workshops and courses for teachers. The information learned at these workshops impacts students because it empowers teachers and equips them with additional skills and knowledge.

Professional development opportunities keep our teaching fresh and exciting; these courses encourage us to learn new and exciting ways of facilitating material content. We can continue teaching with vigor and passion because we stay up to date with current teaching trends. This passion directly impacts student achievement because we make our content come alive, and share our love of learning with the students.

PART VII - ASSESSMENT RESULTS

State Criterion - Referenced Tests

Subject: Math Grade: 6 Test: TAKS

	2005-2006	2004-2005	2003-2004	2002-2003	2002-2001
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met Standard plus Commended performance	99%	96%	98%	96%	100%
% Commended performance	73%	66%	55%	42%	57%
Number of students tested	322	336	318	328	338
Percent of total students tested	99%	99%	98%	98%	97%
Number of students alternatively assessed	16	15	18	24	N/A
Percent of students alternatively assessed	5%	4%	5%	7%	N/A
SUBGROUP SCORES					
1. African American					
% Met standard plus Commended performance	96%	81%	91%	-	-
% Commended performance	58%	44%	36%	-	-
Number of students tested	24	16	11	-	-
2. Hispanic					
% Met standard plus Commended performance	100%	80%	94%	-	100%
% Commended performance	65%	50%	41%	-	-
Number of students tested	17	10	17	-	13
3. Special Education					
% Met standard plus Commended performance	88%	87%	100%	79%	N/A
% Commended performance	38%	22%	17%	17%	N/A
Number of students tested	16	23	14	24	N/A
4. Economically Disadvantaged					
% Met standard plus Commended performance		90%		-	-
% Commended performance		40%		-	-
Number of students tested		10		-	-
5. At-Risk					
% Met standard plus Commended performance					
% Commended performance					
Number of students tested					

State Criterion - Referenced Tests

Subject: Reading Grade: 6 Test: TAKS

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met standard plus Commended performance	100%	99%	99%	98%	99%
% Commended performance	76%	72%	66%	57%	73%
Number of students tested	325	336	319	323	337
Percent of total students tested	99%	99%	98%	98%	97%
Number of students alternatively assessed	16	15	14	18	N/A
Percent of students alternatively assessed	5%	4%	4%	6%	N/A
SUBGROUP SCORES					
1. African American					
% Met standard plus Commended performance	100%	100%	100%	-	-
% Commended performance	83%	56%	73%	-	-
Number of students tested	24	16	11	-	-
2. Hispanic					
% Met standard plus Commended performance	100%	90%	94%	-	100%
% Commended performance	76%	60%	41%	-	-
Number of students tested	17	10	17	-	13
3. Special Education					
% Met standard plus Commended performance	100%	100%	93%	100%	N/A
% Commended performance	38%	50%	21%	28%	N/A
Number of students tested	16	22	14	18	N/A
4. Economically Disadvantaged					
% Met standard plus Commended performance			90%	-	-
% Commended performance			40%	-	-
Number of students tested			10	-	-
5. At-Risk					
% Met standard plus Commended performance					
% Commended performance					
Number of students tested					

State Criterion - Referenced Tests

Subject: Math Grade: 7 Test: TAKS

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met standard plus Commended performance	98%	95%	98%	99%	100%
% Commended performance	53%	40%	38%	40%	57%
Number of students tested	353	333	348	374	313
Percent of total students tested	100%	99%	98%	98%	97%
Number of students alternatively assessed	18	22	17	18	N/A
Percent of students alternatively assessed	5%	6%	4%	5%	N/A
SUBGROUP SCORES					
1. African American					
% Met standard plus Commended performance	83%	71%	-	-	100%
% Commended performance	25%	21%	-	-	-
Number of students tested	12	14	-	-	10
2. Hispanic					
% Met standard plus Commended performance	92%	100%	100%	94%	100%
% Commended performance	54%	29%	27%	12%	-
Number of students tested	13	14	11	17	11
3. Special Education					
% Met standard plus Commended performance	94%	100%	93%	94%	N/A
% Commended performance	6%	95%	21%	24%	N/A
Number of students tested	18	22	14	17	N/A
4. Economically Disadvantaged					
% Met standard plus Commended performance	-	82%	-	-	-
% Commended performance	-	18%	-	-	-
Number of students tested	-	11	-	-	-
5. At-Risk					
% Met standard plus Commended performance					
% Commended performance					
Number of students tested					

State Criterion - Referenced Tests

Subject: Reading Grade: 7 Test: TAKS

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met standard plus Commended performance	97%	98%	97%	100%	99%
% Commended performance	52%	51%	52%	41%	91%
Number of students tested	353	329	343	376	314
Percent of total students tested	100%	99%	98%	98%	97%
Number of students alternatively assessed	22	25	18	18	N/A
Percent of students alternatively assessed	6%	7%	5%	10%	N/A
SUBGROUP SCORES					
1. African American					
% Met standard plus Commended performance	92%	93%	-	-	100%
% Commended performance	50%	50%	-	-	-
Number of students tested	12	14	-	-	10
2. Hispanic					
% Met standard plus Commended performance	100%	100%	100%	100%	91%
% Commended performance	46%	43%	40%	29%	-
Number of students tested	13	14	10	17	11
3. Special Education					
% Met standard plus Commended performance	86%	92%	86%	100%	N/A
% Commended performance	14%	16%	21%	17%	N/A
Number of students tested	22	25	14	18	N/A
4. Economically Disadvantaged					
% Met standard plus Commended performance		80%		-	
% Commended performance		30%		-	
Number of students tested		10		-	
5. At-Risk					
% Met standard plus Commended performance					
% Commended performance					
Number of students tested					

State Criterion - Referenced Tests

Subject: Math Grade: 8 Test: TAKS

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met standard plus Commended performance	99%	99%	98%	99%	100%
% Commended performance	54%	52%	48%	34%	48%
Number of students tested	338	338	384	338	274
Percent of total students tested	97%	100%	98%	98%	97%
Number of students alternatively assessed	20	17	19	21	N/A
Percent of students alternatively assessed	6%	5%	5%	6%	N/A
SUBGROUP SCORES					
1. African American					
% Met standard plus Commended performance	100%	-	80%	90%	-
% Commended performance	47%	-	10%	20%	-
Number of students tested	16	-	10	10	-
2. Hispanic					
% Met standard plus Commended performance	100%	100%	90%	100%	100%
% Commended performance	30%	45%	20%	9%	-
Number of students tested	20	11	20	11	12
3. Special Education					
% Met standard plus Commended performance	90%	-	95%	95%	N/A
% Commended performance	20%	-	10%	5%	N/A
Number of students tested	20	-	20	19	N/A
4. Economically Disadvantaged					
% Met standard plus Commended performance	100%	-	-	-	-
% Commended performance	30%	-	-	-	-
Number of students tested	10	-	-	-	-
5. At-Risk					
% Met standard plus Commended performance					
% Commended performance					
Number of students tested					

State Criterion - Referenced Tests

Subject: Reading Grade: 8 Test: TAKS

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met standard plus Commended performance	99%	97%	99%	99%	100%
% Commended performance	70%	65%	55%	58%	82%
Number of students tested	346	355	383	345	274
Percent of total students tested	97%	98%	98%	98%	97%
Number of students alternatively assessed	22	15	21	21	N/A
Percent of students alternatively assessed	6%	4%	5%	6%	N/A
SUBGROUP SCORES					
1. African American					
% Met standard plus Commended performance	100%	90%	100%	100%	-
% Commended performance	69%	50%	50%	30%	-
Number of students tested	16	10	10	10	-
2. Hispanic					
% Met standard plus Commended performance	100%	91%	100%	100%	100%
% Commended performance	60%	45%	43%	55%	-
Number of students tested	20	11	21	11	10
3. Special Education					
% Met standard plus Commended performance	95%	100%	95%	95%	N/A
% Commended performance	41%	93%	32%	24%	N/A
Number of students tested	22	15	19	21	N/A
4. Economically Disadvantaged					
% Met standard plus Commended performance				-	-
% Commended performance				-	-
Number of students tested				-	-
5. At-Risk					
% Met standard plus Commended performance					
% Commended performance					
Number of students tested					

National Norms

Education/Publication Year: 2000

PUBLISHER:

Riverside
Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	October	October	October	October
SCHOOL SCORES				
Total Score	99%	99%	99%	99%
Number of students tested	349	359	343	359
Percent of total students tested	96.1%	99.4%	99.4%	98.6
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Regular Education	99%	99%	99%	99%
Number of students tested	329	324	314	302
2. Special Education	63%	60%	63%	69%
Number of students tested	20	35	29	28
3. Gifted/Talented	99%	99%	99%	99%
Number of students tested	124	133	121	106
4. Free/Reduced Lunch	87%	92%	94%	87%
Number of students tested	11	11	10	6
5. 504	91%	96%	98%	97%
Number of students tested	14	7	12	14
6. Limited English/Proficient	63%	67%	76%	84%
Number of students tested	8	6	5	9

	2006-2007	2005-2006	2004-2005	2003-2004
National Mean Score	93%	92%	89%	92%
National Standard Deviation	+/- 20	+/- 20	+/- 20	+/- 20

National Norms

Subject: Reading Grade: 7 Test: Iowa Test of Basic Skills

Education/Publication Year: 2000

PUBLISHER:

Riverside
Publishing

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	October	October	October	October
SCHOOL SCORES				
Total Score	98%	98%	98%	99%
Number of students tested	349	359	343	359
Percent of total students tested	96.1%	99.4%	99.4%	98.6%
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Regular Education	99%	99%	99%	99%
Number of students tested	329	324	314	302
2. Special Education	63%	39%	35%	53%
Number of students tested	20	35	29	28
3. Gifted/Talented	99%	99%	99%	99%
Number of students tested	124	133	121	106
4. Free/Reduced Lunch	39	57	54	58
Number of students tested	11	11	10	6
5. 504	90%	88%	91%	88%
Number of students tested	14	8	12	14
6. Limited English/Proficient	4%	18%	26%	13%
Number of students tested	8	6	5	9

	2006-2007	2005-2006	2004-2005	2003-2004
National Mean Score	83%	82%	83%	84%
National Standard Deviation	+/- 20	+/- 20	+/- 20	+/- 20