

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Ruth Wayne

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

Official School Name Roan Forest Elementary School

(As it should appear in the official records)

School Mailing Address 22710 Roan Park

(If address is P.O. Box, also include street address.)

San Antonio

Texas

78259-2238

City

State

Zip Code+4(9 digits total)

County Bexar

State School Code Number* 015910139

Telephone (210) 481-4045

Fax (210) 481-4053

Web site/URL http://www.neisd.net/roan/index.html

E-mail rwayne@neisd.net

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Richard A. Middleton

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North East Independent School District

Tel. (210) 804-7000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Beth Plummer

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 42 Elementary schools
 _____ 13 Middle schools
 _____ Junior High Schools
 _____ 7 High schools
 _____ Other
 _____ 62 TOTAL
2. District Per Pupil Expenditure: _____ 7289
 Average State Per Pupil Expenditure: _____ 7466

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.
 _____ 0 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
Pre K			0	7			0
K	99	76	175	8			0
1	88	100	188	9			0
2	95	103	198	10			0
3	90	99	189	11			0
4	94	103	197	12			0
5	98	103	201	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1148

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 11 | % Asian or Pacific Islander |
| 4 | % Black or African American |
| 29 | % Hispanic or Latino |
| 56 | % White |

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 5 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	34
(2)	Number of students who transferred from the school after October 1 until the end of the year	24
(3)	Total of all transferred students [sum of rows (1) and (2)]	58
(4)	Total number of students in the school as of October 1	1148
(5)	Total transferred students in row (3) divided by total students in row (4)	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 5 %
- | | |
|----|---|
| 54 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 3

Specify languages: Urdu, Spanish, Chinese

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

Total number students who qualify: 108

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: 11 %
121 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>7</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>7</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>37</u>	Specific Learning Disability
<u>8</u>	Emotional Disturbance	<u>58</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>2</u>	Mental Retardation	<u>1</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	
	Full-time	Part-time
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>56</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>1</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support Staff	<u>3</u>	<u>0</u>
Total number	<u>85</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of 21 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	96 %
Daily teacher attendance	96 %	96 %	96 %	95 %	95 %
Teacher turnover rate	9 %	9 %	15 %	8 %	10 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Roan Forest has increased enrollment every year from 2002 until May 2005. In May 2005, Roan Forest lost teachers due to decreased enrollment as a result of opening four new schools. Then in May 2006 and May 2007, the enrollment began to increase. The fluctuation in teacher turn over is due to the addition of teachers.

PART III - SUMMARY

Nestled among the live oaks of north central San Antonio, Roan Forest Elementary is the home for over eleven hundred children. Since its opening in 2002, the school has doubled in enrollment and is one of the largest elementary schools in the North East Independent School District. Quality and excellence is the norm in the 'Forest.' The quality that results in excellence is achieved by design. From the classroom to the kitchen our belief is 'one for all children and all for one child.' This dedicated staff holds a deep rooted belief that 'failure is truly not an option.' Everyone is responsible for the success and performance of each child and each staff member that is a part of the school family. Children are the first priority. Any failure is a collective failure. All successes are considered a collective accomplishment. As a result of this 'one for all' belief, Roan Forest has consistently performed at the highest levels determined by the Texas Education Agency. In the 'Forest' the focus is educating and nurturing the whole child. Roan Forest offers an enriched curriculum based upon the Texas Essential Knowledge and Skills (TEKS) with content that is guided by Core Knowledge curriculum.

The Core Knowledge curriculum includes instruction in history (world and American), geography, literature (the classics), music and the visual arts. Mathematics curriculum and science curriculum are filled with problem solving and higher order thinking skills. In addition, Roan Forest offers a physical education program, a music program and Spanish. The physical education program includes a 'Running Club' whose focus is for lifelong fitness through running. The music department offers extra curricular programs that include Choir, Instrument Club and Orchestra Strings Club for those budding musicians. All children, Kindergarten through fifth grade attend conversational Spanish classes on a weekly basis.

Recognizing that parent involvement is crucial, Roan Forest makes it possible for parents to attend the Renaissance Faire, Art in the Forest Festival, Science Night, Dads and Daughters Dinner, Moms and Sons Dinner and a myriad of musical performances that are conducted by the music department. The 'Forest' has volunteers who help with special programs or school-wide projects. Art is an important element in developing creativity. The Art Smart program includes over 50 parent volunteers who help with art projects, art history and art appreciation. The 'Forest' has its own gallery of art including a modern art wing. Children learn about Botticelli, DaVinci, Van Gough, Kahlo, Picasso and many other masters.

Roan Forest's instructional program is designed for daily enrichment and rigor. The focus is a 'daily dose of rigor' in reading, writing, math and science for ALL students. This 'daily dose' includes higher order thinking skills, problem solving, hands-on activities, working with analogies and Big Wheel ideas. As a result of the 'daily dose' the school has been recognized by the Texas Education Agency (TEA) as an 'exemplary' school with passing performance above 98% and commended performance above 50%. In 2005, Roan Forest was the only school in Bexar County to be recognized as an 'Exemplary' school by TEA. Recognizing the quality of the science program, the Educational Science Center for Region XX asked Roan Forest to present its exemplary science program to over ten school districts in the greater San Antonio area in 2006 and 2007.

The Roan Forest school family, which includes students, staff, parents and community members, are vested in quality and success for all! Passion, educational excellence, high expectations and high levels of involvement are what create the atmosphere of excellence. The 'one for all and all for one' belief translates to student success in all areas. Roan Forest knows the leaders of tomorrow sit in its classrooms today!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Roan Forest's tradition of excellence stems from a vision of success for ALL children. The Texas Assessment of Knowledge and Skills (TAKS) test was implemented in 2002-2003 focusing on higher order thinking, multi-step problem solving and the application of knowledge and skills in specific content areas. This annual evaluation measures the success of the Texas Knowledge and Skills (TEKS) state curricula in reading and math in third, fourth and fifth grades, writing in fourth grade and science in fifth grade. Special needs students may be tested with a State Developed Alternative Assessment (SDAA II), a Locally Developed Alternative Assessment (LDAA), Texas Assessment of Knowledge and Skills I (TAKS I) in Science or a TAKS Alt test. The Admission, Review and Dismissal (ARD) committee determines the appropriate assessment based on a student's individual educational goals.

There are three levels of achievement at the elementary level: Commended Performance indicates that a student has achieved high academic achievement (Mastery Level), Met Standard represents standard achievement and Did not Meet the Standard indicates that a student's knowledge and skills are insufficient to pass the TAKS test. The Texas Accountability Rating System rates schools as Exemplary, Recognized, Acceptable or Low-Performing based on overall passing rates for each subject area and the percentage of students meeting ARD expectations on the alternative tests. Schools receiving the highest rating of Exemplary must receive a 90% passing rate in all subject areas and within all qualified subpopulations. Additional information regarding the Texas state assessment system may be found at: www.tea.state.tx.us/student.assessment.

The Roan Forest community is proud of the outstanding academic performance of its students. For the past three years, Roan Forest students have maintained an overall academic percentage of 96%-100% in reading, 99%-100% in writing, 98%-100% in math and 99%-100% in science. The percentage of students meeting ARD expectations has been 92%-100%. Disparity among subpopulation group is minimal (less than 1%).

Texas public schools may qualify for the Gold Performance Acknowledgements, a system that recognizes schools that have a large number of students receiving Commended Performance on TAKS. Roan Forest received Gold Performance Acknowledgements in reading, writing, math and science. Comparable Improvement calculates how student performance on the TAKS mathematics or reading test has changed from one year to the next and compares that change to 40 schools that are most similar demographically to the target school. These consistent gains in achievement across all academic areas confirm Roan Forest's ability to strive for excellence. Roan Forest firmly believes in accountability, forging professional relationships that embrace parents as partners and a focus on quality and rigor to achieve the highest expectations for ALL students.

2. Using Assessment Results

Roan Forest provides a variety of assessment measures to guide instruction, set learning goals and evaluate the effectiveness of the academic programs. The staff analyzes the previous year's TAKS scores to set instructional goals and design professional development. Students in Grades K-2 are assessed three times a year using the Texas Primary Reading Inventory, and students in Grades 3-5 are assessed twice a year using the John's Inventory. Results from these tests assist teachers in determining the reading strengths and weaknesses of students and setting initial flexible guided reading groups. From this early assessment, students lacking a solid reading foundation are invited to work with the reading specialist. The progress of every student is tracked using running records and anecdotal notes that are frequently shared with parents and teachers in order that students receive uninterrupted intervention from year to year.

Reading, math and science benchmarks are administered to Grades 2-5 three times a year providing teachers and students with feedback on learning progress. The results are posted to a computerized program (Triand) plotting strengths and weaknesses of the curriculum and students. Teachers make instructional adjustments based on these results. Curriculum specialists offer research-based strategies and resources to ensure teachers have the tools

necessary to provide quality TEKS instruction. School-wide tutoring and 'triage' (small group targeted tutoring) are provided by teachers, administrators and other staff members. Differentiated instruction is provided in the way of Literacy Centers, math and science games and small group instruction. Selection of students for participation in the Math Acceleration Program (MAP) and Reading Acceleration Program (RAP), programs designed to assist struggling students in Grades 1-5, is based on this data. To ensure ongoing progress, students may be administered TEKS-focused mini-assessments. The staff systematically uses data to drive instruction, set goals and plan professional development to ensure the success of ALL students.

3. Communicating Assessment Results

At Roan Forest, partnership with parents includes 'keeping them in the education loop.' Our belief is that students work hard and learn more when they are involved in their own assessment. Success then becomes everyone's responsibility. Teachers collaborate with administration, their team members and support staff to provide a comprehensive learning approach for each student. In addition, there is ongoing communication between students, parents and teachers so that expectations are met and goals are attained. Grading systems are grounded in the belief that they are authentic representations of what teachers are teaching and students are learning. Formal reports of student progress are reported to parents on a three week basis. These reports are sent to parents at the third and sixth week of a nine week grading period. The report card is sent on the ninth week. Rubrics, benchmark results and formal and informal test data are part of an ongoing collaborative conversation between school and the student's home. Specific feedback by the classroom teacher via the Parent Portal (parent web site to obtain daily grades, benchmark results and attendance) guarantees that assessment results are part of a deeper understanding of student strengths and weaknesses. This exchange between the school and home then becomes part of the support that is needed to improve instruction. At Roan Forest, progress reports and conferences between the teachers, parents and students are part of the communication structure of trust and support for each student. The school district schedules six early dismissal days (three in the fall and three in the spring) so that district teachers have an opportunity to conference with parents. School forums, such as Campus Improvement Committee (CIC), PTA meetings, parent education classes, newsletters and school district website have all been part of the history of success and ongoing communication of the school's assessment practices and results. In addition to the campus communication, Roan Forest has been spotlighted by Texas Monthly (December 2007) as one of the 'best public schools in Texas.' The school was identified as having 'consistently high performance' in reading, math, science and social studies. It was the only elementary school in North East Independent School District (NEISD) with this distinction.

4. Sharing Success:

Roan Forest has performed at the highest levels determined by the Texas Education Agency (TEA). As a result, the administration and teachers have had ongoing opportunities to help other schools and school districts in the San Antonio area. In 2005 and 2007 the principal and a team of teachers presented at the Conference for the Advancement of Science Teaching (CAST 2005). This conference included over 1000 teachers from across the United States. The Educational Service Center for Region XX spotlighted Roan Forest's science program at a symposium for the Region XX area in Texas (2007). Both presentations included best practices, hands-on activities and procedures to improve science instruction and science performance in the classroom. In 2005 and 2006 the principal presented to over 30 leadership teams a process of 'Data Crunching,' making student data manageable in order to improve student performance. In the North East Independent School District, Roan Forest has teachers who serve as Master Teachers and coordinate and mentor new teachers in NEISD through the New Teacher Academy. Over 22 leadership teams across the city and district have come to Roan Forest to learn about the Star Lab (portable planetarium) and the hands-on science lab. The administration and teachers are available resources to help schools who need help with best teaching practice, data analysis and data-driven decisions, adding rigor to reading, math and science and transforming or developing science instruction to include hands-on activities and rigor to improve a student's understanding of science. The Roan Forest staff knows that success for all students starts in the classroom.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Roan Forest's shared vision is to provide a positive, enriched successful climate for learning that implements a solid core curriculum enhanced by high expectations of innovative and creative teachers. The curriculum is based on the Texas Essential Knowledge and Skills (TEKS). The TEKS are enhanced by the Core Knowledge content. In addition to mathematics, reading, writing and science, children learn about world and American history, world geography, music, visual arts and conversational Spanish.

Roan Forest follows the Four Blocks researched-based program incorporating reading and language arts skills. Instruction includes reading the core classics and writing on a myriad of topics. Children participate in Writer's Workshop where they learn to write using the six traits of effective writers.

Roan Forest continues its 'daily dose of rigor' with a myriad of methods and approaches in math. Teachers introduce math concepts through a hands-on approach and with the use of manipulatives. Initially, children work together in cooperative groups to solve challenging problems. As concepts are mastered children work with 'Exemplar' problems which are introduced weekly and require higher order thinking to solve. Initially, children are required to use a collaborative approach to solve these very challenging problems. With practice, children move to analyzing and solving problems independently. 'Justify your answer' is part of the math routine from Kindergarten to fifth grade. Children keep a math journal and share their strategies each time they solve a problem. These techniques, along with challenging well-planned problems and questions allow children to develop, expand and master the critical thinking process. Whenever possible, math instruction is integrated with science instruction. This integration allows children to use math to solve complex science problems. Children use graphs, charts, number lines and other math concepts to explain or solve science problems. This integration of math and science is evident in all classes Kindergarten through fifth grade.

Science is pervasive throughout the 'Forest.' The school is equipped with a child-friendly science lab (converted classroom), a Star Lab (portable planetarium) and 'Science on a Cart.' During the week every child has an opportunity to set-up, observe and collect data on science investigations.

As a Core Knowledge school, history and geography are an integral part of the weekly curriculum. Children study world history from the medieval ages to the present. Geography instruction is integrated into the history curriculum so that children may learn about the people, cultures and places that have influenced history. Each year the 'Forest' hosts a 'Renaissance Faire.' Parents spend weeks preparing and transforming the entire building to reflect images of that time period. The entire school family spends the day dressed in costume. As visitors stroll the 'city streets' of Venice or London or sit in a wigwam in 'Virginia,' by the day's end every child has had a taste of life from 1450-1650.

The music program provides students with music opportunities from singing, dancing, reading music and composing on a variety of percussion and Orff instruments and strings. Enthusiastic young musicians bring the community together as they perform in the choir, orchestra and instrumental groups leaving their audiences in amazement at the excellence of the program.

The physical education program is based on lifelong fitness which includes a Running Club. Children clock time and miles of their runs on a weekly basis. Goals are accomplished through sequential skill related units from basic motor skills to the fundamentals of sports. Units culminate with community celebrations such as Renaissance Faire, Showcase of Stars, Field Day and Bike Rodeo.

Roan Forest has over 120 works of art featured in its 'Art in the Forest' gallery. In addition, to the large gallery there is a 'Gallery in the Round' which is a smaller exhibit featuring the artist of the month. Art instruction includes elements of art, art appreciation and creating a project. The Art Smart program allows children to practice the elements of art in their own

creative projects. Art Smart Week is the last week of each month. In May the 'Art in the Forest' festival exhibits a piece of artwork from every child who attends Roan Forest. Guests enjoy over 1000 student designed works of art.

2a. (Elementary Schools) Reading:

The Roan Forest reading program is research-based. Reading instruction includes four instructional blocks of time: guided reading, working with words, self selected reading and writing. Teachers focus on reading foundations including attention to fluency, phonemic awareness, vocabulary and comprehension through small guided reading groups. The guided reading groups allow teachers to work in groups as small as one and as large as six to individualize instruction for one learner or for a group of learners. Grades Kindergarten through second work on the foundation skills of reading and provide nightly practice using the 'Little Reader' program. Each week children in K-2 are given a book to practice fluency and vocabulary. These books become a part of the child's home library. In third through fifth grades children enjoy the classics such as Treasure Island, Don Quixote and others. The reading 'daily dose of rigor' includes comprehension skills which are expanded through the writing process. Children use Venn diagrams and other graphic organizers to compare and contrast characters, themes, cause and effect and reading genres. All children are exposed to and practice 'levels of complexity.' The levels of complexity target four levels of thinking which require children to become 'reading detectives.' They search literary text to find and justify their answers to complex questions. Struggling readers are helped in the Reading Acceleration Program (RAP) and reading 'triage.' In these formats children receive support in a small group setting to target and improve weaknesses. Children who attend 'triage' have individualized or small group instruction with a 'master' reading teacher.

Included in the reading instruction is preparation for a national competition, 'WordMasters.' Each week two 'Words of the Week' (WOW) are introduced campus-wide and these are defined, used in various contexts, and children can draw or write about the words (based on Robert Marzano's research on vocabulary development). This is part of the school's preparation for the 'WordMasters' competition where third through fifth grade children participate in 'word meets' and take an exam to determine how words are put together to create analogies. This practice is preparation for long range goals the school has for children, which includes preparation for college.

3. Additional Curriculum Area:

Science is pervasive throughout the 'Forest.' The school is equipped with a child-friendly science lab, a Star Lab (portable planetarium) and 'Science on a Cart.' The scientific method is practiced with each investigation and children are required to justify their conclusions and answers. Children participate in science rotations. The rotation is a process whereby every teacher on a team facilitates a hands-on investigation/experiment and in the course of a week a child could possibly have completed eight to nine experiments. If the science lab is in use, the 'Science on a Cart' is implemented. There are six carts that are used to outfit a classroom with the necessary equipment to conduct an investigation. The 'Science on a Cart' program can turn any classroom into a working laboratory. In addition to the 'Science on a Cart' and child-friendly lab, children have opportunities to 'travel among the stars.' Every child visits the Star Lab monthly. The planetarium recreates the night sky and allows children to study constellations, moonrise, planets and other objects in the sky. Throughout the week children are actively engaged in using many hands-on activities such as Full Option Science Systems Kits (FOSS Kits), Activities Integrating Math and Science (AIMS), Loose in the Lab, field trips and on-site presentations.

The science instruction involves thinking at three levels; foundation, conceptual and critical thinking. Children are required to practice/use all three levels of thinking in experiments, projects and classroom discussion. As a result of this highly developed exposure to science, Roan Forest performance on the Texas Assessment of Knowledge and Skills (TAKS) test is one of the highest in the state (99%-100% with 68%-70% commended performance). In addition, the science and mathematic integration helps children understand how math is an integral component in this investigative process.

4. **Instructional Methods:**

Roan Forest plans for the unexpected and as a result the instructional process is unique among schools. It guarantees that a child will receive the instruction necessary to be successful. Each teacher on a grade level is given a particular subject to plan throughout the year. Teachers meet weekly to collaborate on learning goals, student expectations and lessons for the content areas. Teaching practices are very consistent at Roan Forest. All classes within a grade level are doing exactly the same thing. You can walk into any class in a particular grade level and all classes will be learning the same lesson. This works very well because all students are engaged in the same lesson being taught, there is sharing amongst teachers instead of competition and in a teacher's absence; children do not miss instructional time.

Teachers are required to prepare a daily agenda every morning. The agenda includes the learning goals for the day, the time the lesson will be taught, and what student expectation is being taught. At the beginning of the day, children are required to copy the daily agenda and to write the learning goals for each subject for that day. This process helps children to organize their day's work.

Teachers are engaged in small group teaching throughout the day in all subjects. This enables teachers to monitor student progress, and allows students to ask questions in a non-threatening, small group environment. Roan Forest has math, reading, writing and science 'triage' for students who need extra help in these areas. During these times, master teachers in these subject areas work with individual students on specific areas of weakness.

Teachers model strategies using think aloud methods. Instructional menus, rubrics and student directed research projects give children choices in their learning process. Technology is used to inspire children to create original works, while the school library supports the learning dynamics by providing a rich collection of books and resources. Science notebooks are utilized in every classroom requiring students to explain and justify their ideas and conclusions through words and illustrations that reflect their experiences. Vocabulary building strategies are evidenced via word walls, word banks, foldables, graphic organizers and the use of Marzano's Six Step Vocabulary strategies.

5. **Professional Development:**

Roan Forest teachers model life-long learning by participating in ongoing professional development that focuses on educating the whole child. The staff has received training opportunities with Robert Marzano (vocabulary acquisition), Carol Tomlinson (Differentiated Instruction), Tim Blankenstein (Failure is Not an Option), Margaret Kilgo (Data Driven Decisions) and a number of other education specialists. Roan Forest recognizes that instruction needs to be differentiated to address student needs. Teacher training is differentiated to address teacher needs. The professional development is tailored for new teachers and for the most experienced of teachers. New teachers receive mentors (master teachers) who offer direction and support for two years. Training for new teachers might include classroom management, dealing with transitions, improving the lesson cycle and differentiated instruction. All team leaders and curriculum leaders receive training in leadership, best practices and current models for instructional effectiveness. Experienced teachers might receive training in using data to guide student progress and to support all learners in the classroom. The 'all for one' belief is pervasive in the professional development at Roan Forest. Due to continuous training, reflective practice and collaboration among teachers there are no weak links in the 'Forest.' Collaboration, parent support and on-going training create an environment of success for children, staff and community. In addition to the training that is provided, teachers meet with the principal to discuss student progress and to evaluate 'next steps' to improve progress on a bi-monthly basis. On a weekly basis, the special education teachers meet with the principal to discuss student progress and differentiation of Individual Education Plans (IEP) for the purpose of guaranteeing student success even for the most challenged learners. Roan Forest's professional development is designed to guarantee that all students are successful. As a result of the quality of training that teachers receive, students are performing at the highest levels determined by the state of Texas.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Third Grade Reading TAKS

Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	99	100	100
% "Exceeding" State Standards	68	71	63	61	55
Number of students tested	150	118	150	126	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard	100	100	99	100	100
% "Exceeding" State Standards	74	74	69	67	57
Number of students tested	78	81	98	87	70
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	100	100	100
% "Exceeding" State Standards	53	67	50	50	40
Number of students tested	40	24	41	29	12
3. Asian					
% "Meeting" plus % "Exceeding" State Standard	100		100		
% "Exceeding" State Standards	82		56		
Number of students tested	21		16		
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard	100	100	100	100	100
% "Exceeding" State Standards	82	67	100	50	18
Number of students tested	11	12	16	15	13

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	100	99	99	100
% "Exceeding" State Standards	45	59	36	46	33
Number of students tested	150	118	159	126	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard	100	100	98	99	100
% "Exceeding" State Standards	55	60	42	49	35
Number of students tested	78	81	98	87	70
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	95	100	100	100	100
% "Exceeding" State Standards	24	50	20	44	35
Number of students tested	40	24	41	29	12
3. Asian					
% "Meeting" plus % "Exceeding" State Standard	100		100		
% "Exceeding" State Standards	50		50		
Number of students tested	21		16		
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard	100	100	93	100	100
% "Exceeding" State Standards	63	63	44	31	15
Number of students tested	11	12	16	15	13

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	99	96	95	100
% "Exceeding" State Standards	64	35	47	47	37
Number of students tested	166	126	147	113	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard	100	99	96	96	100
% "Exceeding" State Standards	70	36	49	47	41
Number of students tested	109	83	99	77	60
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	97	92	100
% "Exceeding" State Standards	59	33	49	42	49
Number of students tested	35	27	38	24	17
3. Asian					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	47	38			
Number of students tested	15	13			
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard	100	100	94	78	100
% "Exceeding" State Standards	43	23	50	22	0
Number of students tested	16	14	19	10	11

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	99	99	99	100
% "Exceeding" State Standards	77	63	61	31	33
Number of students tested	166	126	147	113	109
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard	100	99	100	99	100
% "Exceeding" State Standards	80	67	67	33	37
Number of students tested	109	83	99	77	80
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	100	100	100
% "Exceeding" State Standards	71	50	45	19	17
Number of students tested	35	27	38	24	17
3. Asian					
% "Meeting" plus % "Exceeding" State Standard	100	100			100
% "Exceeding" State Standards	60	85			42
Number of students tested	15	13			10
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard	100	92	100	100	
% "Exceeding" State Standards	55	67	53	0	
Number of students tested	16	14	19	10	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	99	100	99	100
% "Exceeding" State Standards	50	55	51	64	36
Number of students tested	166	100	130	134	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard	100	99	100	99	100
% "Exceeding" State Standards	52	60	33	66	39
Number of students tested	109	66	81	94	60
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	100	100	100
% "Exceeding" State Standards	59	56	46	65	37
Number of students tested	35	26	32	24	17
3. Asian					
% "Meeting" plus % "Exceeding" State Standard	100			92	
% "Exceeding" State Standards	23			58	
Number of students tested	15			12	
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard	100	92		100	100
% "Exceeding" State Standards	42	46		8	0
Number of students tested	16	15		14	11

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	100	100	99
% "Exceeding" State Standards	71	86	71	65	42
Number of students tested	147	100	130	134	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. White					
% "Meeting" plus % "Exceeding" State Standard	100	100	100	100	98
% "Exceeding" State Standards	74	89	74	70	43
Number of students tested	94	66	81	94	60
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	100	100	100
% "Exceeding" State Standards	65	82	68	44	40
Number of students tested	33	26	32	24	17
3. Asian					
% "Meeting" plus % "Exceeding" State Standard	100			100	
% "Exceeding" State Standards	92			75	
Number of students tested	12			12	
4. Special Education					
% "Meeting" plus % "Exceeding" State Standard	100	100		100	90
% "Exceeding" State Standards	71	90		29	30
Number of students tested	12	15		14	11