

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Other  
 Charter  Title I  Magnet  Choice

Name of Principal: Ms. Vesta Terry-Autry

Official School Name: Garden Villas Elementary

School Mailing Address:  
7185 Santa Fe  
Houston, TX 77061-2621

County: Harris State School Code Number\*: 101912158

Telephone: (713) 845-7484 Fax: (713) 645-0028

Web site/URL: Houstonisd.org E-mail: vterry@houstonisd.org

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Dr. Abellardo Saavedra

District Name: Houston ISD Tel: (713) 556-6000

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Lawrence Marshall

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- |            |                     |
|------------|---------------------|
| 186        | Elementary schools  |
| 48         | Middle schools      |
|            | Junior high schools |
| 40         | High schools        |
| 10         | Other               |
| <b>284</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 8088

Average State Per Pupil Expenditure: 7826

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

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	59	43	102	7			0
K	64	67	131	8			0
1	78	93	171	9			0
2	63	75	138	10			0
3	75	81	156	11			0
4	75	60	135	12			0
5	76	71	147	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							980

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
34 % Black or African American  
62 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
2 % White  
1 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 13 %

This rate is 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.	62
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	70
(3)	Total of all transferred students [sum of rows (1) and (2)].	132
(4)	Total number of students in the school as of October 1.	983
(5)	Total transferred students in row (3) divided by total students in row (4).	0.134
(6)	Amount in row (5) multiplied by 100.	13.428

8. Limited English proficient students in the school: 35 %

Total number limited English proficient 340

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 91 %

Total number students who qualify: 896

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 free and reduced-price school meals 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: 3 %

Total Number of Students Served: 30

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>3</u>	<u>0</u>
Classroom teachers	<u>62</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff	<u>12</u>	<u>0</u>
Total number	<u>93</u>	<u>0</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	96%	97%
Daily teacher attendance	95%	94%	96%	94%	98%
Teacher turnover rate	1%	1%	1%	1%	1%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
<b>Total</b>	<b><u>100</u></b> %

## PART III - SUMMARY

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Garden Villas Music Academy located at 7185 Santa Fe Drive was originally County School 45 and began serving the community in 1931. Those who worked here had one purpose in mind, to teach and to prepare students to become productive citizens.

The Mission of Garden Villas Elementary Music Academy is to provide a safe environment in which our students enhance their self-esteem, achieve academic growth, and enrich their education by participating in a specialized music and fine arts curriculum.

Garden Villas is honored to serve a diverse student population representative of the world we all live. Making certain that our students are academically prepared to compete in our global society is always at the forefront of the school's agenda.

The school celebrated its 75th Anniversary in 2006. Generations of families have passed through our doors as the foundation was laid for children's future.

In the beginning, students attended only half a day. Then, another set of students arrived in the afternoon for their instruction. As time passed, the school grew in numbers and staff.

In 1975, to satisfy desegregation laws, Garden Villas Elementary School became a Magnet School for Music and Fine Arts. In 1994 Garden Villas became a Title I School.

In 1997, Mrs. Vesta Terry-Autry became Principal. The school continues to be a Music Magnet School. With an enrollment of nine hundred plus students, Garden Villas Elementary Music Academy continues in the tradition of "Educational Excellence".

It is no wonder that Garden Villas continues to be the school of choice for so many because of the vision and goal to serve and educate every student who enters our doors. Garden Villas' nurturing spirit, dedicated staff, community partnerships, and rigorous instructional program garners the confidence of all stakeholders.

Our campus is unique in comparison to other magnet programs in the district because it provides an opportunity for all students to participate in the Fine Arts Music program.

All Fine Arts staff supports 100% the core content areas by providing enrichment opportunities through the aligned curriculum. Such programs serve as a key motivating factor in increasing self esteem through competition and accomplishments.

Garden Villas Elementary Music Academy is recognized throughout the district for its talents and is often invited as guest performers to showcase our students.

Under the instructional leader, team unity and collaboration, Garden Villas Elementary Music Academy is rewarded with the TEA Recognized accountability rating for the 2007-2008 school year. The Blue Ribbon nomination is one we receive with honor.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Garden Villas recognizes the ability to read as fundamental to student academic success. By implementing a strong Early Childhood program and strong Primary Reading Program, the foundation is laid that supports academic achievement for a life time of learning.

Students at Garden Villas Music Academy have shown increasing academic improvement for the last five years. Students in the Primary grades (Pre-K- 3) are assessed using the Texas Primary Reading Inventory (TPRI/Tejas Lee) for Reading.

These students are assessed Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY) using the TPRI/Tejas Lee. Data from these intermediate assessments throughout the year allow the staff to provide an individual prescriptive instructional plan for each student. This plan allows for interventions and tracking to assist with the student's success.

TPRI/Tejas Lee Results :

Stanford/Aprenda results are aligned with the state average with the most noticeable improvement among the Bilingual subgroups in second and third grades.

Grades 3-5 are assessed using Stanford/Aprenda and the state TAKS test. Garden Villas has demonstrated amazing results for the for past three years and has shown steady progress for the past five years. Academic Accountability ratings of Academically Unacceptable, Acceptable, Recognized and Exemplary are determined by the Texas Education Agency.

Garden Villas ratings for 2003- 2007 was "Academically Acceptable" showing steady growth and improvement each year and narrowly missing "Recognized" status. We are elated that the hard work and dedication of the staff and students earned a "Recognized" accountability rating from the Texas Education Agency for the 2007-2008 school year.

This overall school performance rating in Reading for Grade 3:81%; Grade 4: 79%; and Grade 5: 90% factored into the school's accountability rating. Math results for Grade 3: 71%; Grade 4: 81% and Grade 5: 88% along with Grade 4: Writing- 89% and Grade 5 Science: 87% accounted for the well deserved "TEA Recognized".

The Recognized accountability was achieved only by the belief and expectation that every child enrolled can achieve by adding instructional value to that child. The 2008 results from the following subgroups including the sum of all grades tested is evident of this philosophy: African American, Hispanic, LEP and Economically Disadvantage.

Campus TAKS math results exceed the state results by 5% with each subgroup showing equal or better comparison rates. Garden Villas is especially proud of the 5th grade performance for TAKS 2008. Fifth Grade students taking the English TAKS scored, on the first administration, 90% Reading and 88% Math.

The performance of our fifth grade students is particularly important for their transition to Middle School. Assessment data for our feeder pattern school show that 6th grade students scored 86% in Reading (07-08) compared to 88% in Reading (06-07). The data did suggest a disparity in Math.

The TAKS recognizes “Commended Performance” for students who excel above the required passing rate. At Garden Villas our students score above the district level for our Economically Disadvantage campus subgroup in Reading and Math for the 2008 school year.

Garden Villas has made Adequate Yearly Progress (AYP consistently for the last five (5) years (03-04; 04-05; 05-06; 06-07; 07-08).

Weblinks: <http://ww.tea.state.ts.us>

HISD <http://www.houstonisd.org>

## **2. Using Assessment Results:**

Garden Villas is a data driven campus. Instructional decisions are based on the data supplied from the district, regional and campus level. Grade level teachers, along with the administrative team, meet in Professional Learning Communities (PLC) to discuss the data so as to customize individual and group instructional plans for our students. The weekly collaboration has been effective in determining successful interventions in a timely and systemic manner.

The ability to collaborate allows experienced and new teachers an opportunity to support each other. Individual strengths are utilized for the good of the whole grade level. The data is also used in planning for extra assistance when scheduling parent/administrative conferences to discuss the students’ progress.

Teachers begin planning with assessment results from the student’s previous years supplied by the district. From the data, teachers access the students’ strengths and weaknesses. A grade level pre-test is given to all students. During PLC teachers discuss any patterns that may affect the curriculum and determine what supplemental instructional resources are needed to address the needs of the students.

Common Assessments, administered throughout the year, provide data for teams to review and guide instructional decisions. A prescriptive instructional approach for students including strategies, supplemental resources, and grouping has been the most effective use of the data.

The campus participates in the ASPIRE (Accelerating Student Progress, Increasing Results & Expectations) which gives the teachers progress and achievement reports for every student. The program encourages and measures the value added for every student.

## **3. Communicating Assessment Results:**

Garden Villas is aligned with the district’s Core Goals and Values that parents are our partners. We recognize the importance of parents as our partners. We also believe an informed parent is our greatest asset and key team player in their child’s school achievement. The school shares assessment results with parents after every state and national testing by mail, student or parent pick up.

Teachers share assessment results after each common assessment, which is usually every 6-9 weeks, with parents. Assessment results are communicated to parents and stakeholders during monthly VIPS/PAC meetings and quarterly campus news letters. Recently, parents became able to access data on the district’s home web page.

The administrative leadership team has taken an active role in administrative/parent conferences to assist parents with assessment results.

#### 4. **Sharing Success:**

The success of Garden Villas has been recognized at the district and regional level as a result of the continued academic growth of its students. The school year begins with celebrations at the regional level that acknowledges the success of improving academic performance for the campus. Garden Villas is also recognized through its participation in the Texas Education Excellence Grant and Aspire Incentive Awards.

Success at the campus level is shared with other grade levels through PLC and vertical alignment. The effective strategies are utilized by teachers. Meetings at the district and regional offices provide an opportunity to share and receive best practices. Overall, Garden Villas is guided by the national vision of “No Child Left Behind” therefore, we recognize that success for Garden Villas is a success for the community, district and the nation.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Garden Villas follows the district's adapted curriculum CLEAR (Clarifying Learning to Enhance Achievement Results) and is aligned with TEKS (Texas Essential Knowledge & Skills). The foundational TEKS are those in English Language Arts and Reading, Mathematics, Science and Social Studies; along with Spanish Language Arts and English as a Second Language. The enrichment TEKS are in Languages other than English, Fine Arts, Health, Physical Education and Technology Applications.

The campus also follows the HAPG (Horizontal Alignment Planning Guide) that is an invaluable tool that guides the campus instructional program each nine weeks to identify the learning focus, key concepts and skills for each grade level.

Garden Villas Reading Curriculum utilizes the researched based Reading First program for grades K- Third grade with the goal of every student reading by the end of third grade. Upper grades follow the CLEAR Curriculum supported by the Accelerator Reading Program.

Our Math curriculum enhances students' self esteem as students are taught the significance of math through integration into other content areas such as Science and Fine Arts. Using the Envision Math Program for all grade levels, students are able to participate in more hands on activities and manipulatives by utilizing technology. Problem Solving is stressed as a key to developing life long learners who are read for the 21st century job market.

The Science program at Garden Villas is strongly supported by the hands on Science Lab. The core teachers meet with the lab teacher to collaborate during PLC on the objectives or skills that are the focus. The lab gives students the real life experience that supports the other core subject areas. All students, K- Fifth visit the Science lab thereby, laying the foundation for early interest in Science and Engineering careers.

Social Studies is a very important part of Garden Villas' curriculum as we study and celebrate the past and the present. The program adheres to upholding the standards of exposing students to a variety of learning focuses, engaging activities and critical knowledge that encourages students thirst for basic understanding of the world's: economy, government, political system and community. Through the curriculum, students learn the importance of their contribution and responsibility to grow into productive and contributing citizens.

### 2a. (Elementary Schools) Reading:

The Reading Program at Garden Villas utilizes the Reading First curriculum for the primary grades K-Third Grades. The Reading First Program was selected because of the scientifically based reading research and its proven instructional assessment tools to ensure all students learn to read by third grade. The Reading First program allows for 90 minutes uninterrupted instruction; 30 minutes additional accelerated reading instruction, small group teacher assistant tutoring, TPRI/Tejas Lee Assessment tool-( BOY, MOY and EOY). Middle of the Year (MOY) provides teachers with the opportunity to design individualized intervention.

The program provides assistance from the Literacy Coach on staff along with intervention materials (Scott Foresman text, Open Court, Trophies, Options, SRA Fluency Level Labs, Cross Curriculum fluency books).

Intermediate grades concentrate on an integrated reading and writing curriculum steered by CLEAR, TEKS and HAPG. Following the curriculum provides the campus with an eclectic approach to teaching all children by identifying differentiated instructional strategies, links to assessment and resources. Recognizing the importance of combining Reading and Literacy; Garden Villas works closely with the Librarian who

coordinates the Accelerated Reading Program. The Lexile Data provides current reading levels for students which are then matched with an Accelerated Reader. The Lexile information is essential to differentiated instruction while motivating students to read.

### **3. Additional Curriculum Area:**

Fine Arts/Technology: Garden Villas is especially proud of the performance and achievements of our Magnet Fine Arts Program. The Fine Arts Magnet program is schoolwide, unlike many others in the district that cater to a select school within a school. The program supports the school academic program through Band, Art, Piano, Choral Music, and Dance. Research has long recognized that the Arts play a significant role in the academic performance of students. The Fine Arts team partners with the core teachers by customizing their lesson plans to correlate in order to provide enrichment or remediation for students. This team is without a doubt a major contributor to the success of our students whose learning style is best expressed through the arts.

Our Technology team curriculum prepares the students for our rapidly changing society. The technology curriculum supports the school achievement efforts beginning in Pre-K where they concentrate on interactive games and instructional activities that train students at an early age. Garden Villas technology team leaders are key to making certain teachers and staff are kept abreast of the most current technological concepts and equipment available to enhance instruction.

### **4. Instructional Methods:**

Garden Villas' instructional method extends beyond the usual to meet the needs of all our students. We recognize that differentiated instruction is critical as we understand that it is our duty to add instructional value to every student. This concept means that at the end of the year data will show the progress and achievement for each student.

Technology and the fine arts are fundamental to differentiation of instruction that contributes to the success of all subgroups at our campus. Garden Villas specializes in three main instructional approaches which are the Consulting Model, Teaming Model, and the Collaborative Co- Teaching Model.

When the Consulting Model is used the Special Education instructor teaches students techniques to master difficult skills. The Teaming Model promotes cooperative planning and teaching along side the regular teacher and planning in the Professional Learning Communities (PLC). The Special Education teacher provides instructional strategies, ideas for modifying lessons, tests and behavior strategies.

Another successful method for our campus is the Collaborative Co-teaching method. This allows two highly qualified professionals to combine their areas of expertise to bring forth the maximum potential of the students. The team collaborates, plans and takes dual responsibility for the student's academic success. This model provides for a lower student/teacher ratio giving the student more individualized attention.

During the 2005-2007 school years, we have served over 34 students in the Resource Pull- out Special Education Program. In 2008-2009 the Resource population is reduced to 10 with 11 exiting the program. Eighteen (18) students are served in the Inclusion Program receiving differentiated instruction.

We believe with the current instructional models the school is able to serve all students including GT, Limited English Proficient, Special Education much more effectively.

## **5. Professional Development:**

Garden Villas Elementary guarantees that all professional development services impact student success by providing quality solutions, services and products to support those who inspire, lead and educate the children of the future.

Here at Garden Villas we provide a wide variety of trainings which include administrative, instructional, and non-instructional workshops. Our professional development is often customized which addresses specific needs of the students and teachers.

We incorporate teambuilding activities that help enhance our vertical and horizontal planning and cross curriculum objectives. Many of our professional development include field experiences, which allow our teachers the opportunity to visit local museums and discover new interactive ways to improve student interest and achievement. Through the use of data we select additional trainings based on low student performance. To improve our math scores we bring members of the district professional development department in to teach our staff new unique ways and strategies for building better problem solvers and critical thinkers. As we move into the twenty-first century we have integrated trainings to teach our staff how to incorporate technology into classroom lessons and activities.

In addition to the campus professional development, the Houston Independent School District provides all teachers with professional development in-services to address valuable district objectives. Many of these objectives include: culture of the Houston ISD, selected policies and procedures, available resources and support, and an opportunity for relationship building so that new employees experience success in their positions and the District is able to retain excellent employees.

## **6. School Leadership:**

Garden Villas' instructional leadership has been under Ms. Vesta Terry-Autry for the past twelve (12) years. The principal's leadership team is made up of two Assistant Principals, Title One Coordinator, Magnet Coordinator, Counselor, Literacy Coach and Grade Level Chairpersons. The relationship of this team is one of a shared vision for student success.

The Principal possesses a strong background in the fine arts and humanities which has contributed to the successes of former students by enriching their academic performance through the performing and visual arts.

The Principal provides the campus direction, resources, and responsibility for following district and state policies.

The Principal recognizes that the head is essential to the body; therefore, she understands that her primary responsibility to students is to serve as the instructional leader. Her priority includes providing a safe, clean learning environment for students. The tone and expectations for the school begin with the principal, and she realizes that academic accountability rests ultimately in her hands.

The leadership team are the wheels that keep the engine moving in the right direction, and their commitment to student academic success is indisputable. Such commitment is recognized in their monitoring programs, instruction, and campus safety.

We believe the consistent leadership under the principal for more than twelve years is a major contributing factor of student success. Her fine arts experience, knowledge of curriculum and instruction, combined with a sincere love, and commitment to children, is the ultimate formula for success.



Subject: Reading

Grade: 3 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: English and Spanish

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Mar
<b>SCHOOL SCORES</b>					
Passing	81	85	79	87	82
Commended	35	22	25	40	30
Number of students tested	146	131	135	134	142
Percent of total students tested	95	94	95	91	92
Number of students alternatively assessed	7	8	7	14	12
Percent of students alternatively assessed	5	6	5	9	8
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Passing	79	85	78	88	80
Commended	34	21	25	41	27
Number of students tested	126	119	122	122	118
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Passing	81	86	80	88	85
Commended	32	20	24	48	36
Number of students tested	85	83	83	85	80
<b>3. (specify subgroup): African American</b>					
Passing	80	85	78	87	78
Commended	41	24	27	29	20
Number of students tested	59	46	51	45	55
<b>4. (specify subgroup): LEP</b>					
Passing	81	85	79	88	83
Commended	38	23	23	48	33
Number of students tested	47	39	47	42	42

Notes:

Less Than 10% White Subgroup Reported

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: English and Spanish Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Passing	81	80	66	50	64
Commended	22	19	11	9	10
Number of students tested	129	139	158	149	132
Percent of total students tested	99	95	95	93	96
Number of students alternatively assessed	1	7	8	12	6
Percent of students alternatively assessed	1	5	5	7	4
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Passing	82	79	65	47	64
Commended	21	19	12	8	9
Number of students tested	114	124	143	122	111
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Passing	84	78	70	57	68
Commended	24	21	13	15	11
Number of students tested	79	87	91	82	82
<b>3. (specify subgroup): African American</b>					
Passing	79	82	57	36	51
Commended	17	16	8	2	7
Number of students tested	47	51	60	59	43
<b>4. (specify subgroup): LEP</b>					
Passing	76	77	76	51	67
Commended	24	17	11	21	8
Number of students tested	42	48	46	39	49

Notes:

Less Than 10% White Subgroup Reported

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: English and Spanish

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Passing	79	73	72	59	75
Commended	15	17	8	8	8
Number of students tested	126	138	2149	145	130
Percent of total students tested	94	95	91	92	94
Number of students alternatively assessed	8	7	15	13	8
Percent of students alternatively assessed	6	5	9	8	6
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Passing	77	72	71	55	72
Commended	14	16	9	7	8
Number of students tested	111	123	135	118	109
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Passing	71	69	73	60	76
Commended	14	15	9	10	9
Number of students tested	80	87	88	81	80
<b>3. (specify subgroup): African American</b>					
Passing	91	80	70	54	67
Commended	16	20	5	4	5
Number of students tested	44	50	56	57	43
<b>4. (specify subgroup): LEP</b>					
Passing	62	60	61	42	69
Failing	10	8	2	8	4
Number of students tested	42	48	44	38	49

Notes:

Less Than 10% White Subgroup Reported

Subject: Mathematics

Grade: Test: Texas Assessment of Knowledge and Skills  
5 (TAKS)

Edition/Publication Year: English and Spanish

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Passing	88	78	78	58	53
Commended	35	35	29	10	5
Number of students tested	137	145	126	126	144
Percent of total students tested	94	94	92	97	91
Number of students alternatively assessed	8	9	11	4	14
Percent of students alternatively assessed	6	6	8	3	9
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Passing	88	77	77	56	48
Commended	36	34	30	11	3
Number of students tested	121	128	101	106	122
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Passing	88	87	91	62	58
Commended	39	41	36	12	3
Number of students tested	89	87	64	78	60
<b>3. (specify subgroup): African American</b>					
Passing	87	67	62	44	51
Commended	28	26	18	7	7
Number of students tested	46	54	55	41	73
<b>4. (specify subgroup): LEP</b>					
Passing	72	71	69	42	64
Commended	12	14	15	0	0
Number of students tested	25	14	13	24	14

Notes:

Less Than 10% White Subgroup Reported

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: English and Spanish

Publisher: Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Feb	Feb	Feb	Mar
<b>SCHOOL SCORES</b>					
Passing	90	88	76	66	64
Commended	26	25	14	14	10
Number of students tested	136	142	125	118	140
Percent of total students tested	94	92	89	94	88
Number of students alternatively assessed	9	12	16	7	19
Percent of students alternatively assessed	6	8	11	6	12
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Passing	88	87	72	63	61
Commended	27	22	12	11	9
Number of students tested	120	125	100	98	119
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic</b>					
Passing	91	87	81	66	66
Commended	26	26	16	14	5
Number of students tested	89	85	67	74	58
<b>3. (specify subgroup): African American</b>					
Passing	87	89	68	59	64
Commended	29	24	11	14	11
Number of students tested	45	54	53	37	73
<b>4. (specify subgroup): LEP</b>					
Passing	68	67	38	50	57
Commended	8	17	0	0	7
Number of students tested	25	12	13	22	14

Notes:

Less Than 10% White Subgroup Reported