

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 834 W. Southcross Bldg. #2
(If address is P.O. Box, also include street address)

San Antonio TX 78211-2736
City State Zip Code+4 (9 digits total)

Tel. (210) 977-1520 Fax (210) 977-1527

Website/URL www.harlandale.k12.tx.us Email linda.aleman@harlandale.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 _____

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

Name of Superintendent Mr. Guillermo Zavala Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Harlandale Independent School District Tel. (210) 921-4320

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 26 March 2003

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

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

(School Board President's/Chairperson's Signature) Date 26 March 2003

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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. The 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.
5. 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.
6. 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

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

1. Number of schools in the district:
- 14 Elementary schools
 - 4 Middle schools
 - 0 Junior high schools
 - 2 High schools
 - 3 Alternative/Sp. Ed. schools
 - 1 Academic Alternative High school
 - 24 TOTAL
2. District Per Pupil Expenditure: \$5172.00
- Average State Per Pupil Expenditure: \$4929.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
4. 7 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	46	32	78	7			
1	38	40	78	8			
2	38	46	84	9			
3	37	35	72	10			
4	33	40	73	11			
5	41	33	74	12			
6				Pre-K	23	13	36
TOTAL STUDENTS IN THE APPLYING SCHOOL							495

6. Racial/ethnic composition of the students in the school: 4.2 % White
0.4 % Black or African American
95.4 % Hispanic or Latino
0 % Asian/Pacific Islander
0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 17 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	40
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	47
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	87
(4)	Total number of students in the school as of October 1	491
(5)	Subtotal in row (3) divided by total in row (4)	.17
(6)	Amount in row (5) multiplied by 100	17

8. Limited English Proficient students in the school: 24.2 %
121 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: English and Spanish

9. Students eligible for free/reduced-priced meals: 91.6 %
457 Total Number Students Who Qualify

If this method is not a reasonably 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%
55 Total Number of Students Served

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

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>14</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>13</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>10</u>	<u>2</u>
Total number	<u>53</u>	<u>4</u>

12. Student-“classroom teacher” ratio: 19.1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.7 %	96.5 %	96.5 %	96.0 %	96.2 %
Daily teacher attendance	93.9 %	94.0 %	95.7 %	94.7 %	98.4 %
Teacher turnover rate	2.8 %	8.3 %	5.5 %	19.4 %	13.9 %
Student dropout rate	na	na	na	na	na
Student drop-off rate	na	na	na	na	na

PART III – SUMMARY

Morrill Elementary, a historic school on the south side of inner city San Antonio, Texas, is well known for nurturing and developing independent learners and productive citizens. Morrill engenders a family atmosphere in which all stakeholders are encouraged to actively participate in the school's vision. More than bricks and mortar and more than pencils and books, Morrill's learning community is committed to serving our 91.6 % economically disadvantaged population and our 95.4 % Hispanic population. Morrill applies our belief, in reaching each child and leaving no child behind, that we must extend services to our families and communities by building personal connections. The diverse and dedicated faculty and staff of Morrill provides each student with a personalized instructional plan through relentless commitment. Morrill continuously assesses each child's needs, works with the family, and designs individualized instructional plans using a variety of instructional materials and effective research based practices.

Since 1894, when Mr. & Mrs. Morrill Poor built the one room Morrill Chapel School house, children from many cultures have learned how to adapt as their community evolved from rural farms to the present day neighborhood of working class people in military and service jobs. Today, Morrill is home for 495 children in grades PreKindergarten through 5th grade. The original school building has been demolished and a new campus is in the final stages of construction. Consequently, the students have been bused for 2 years to a temporary facility and the school hours had to be adjusted. Over 150 latch-key students participate in the After School Challenge Program that helps students with homework, provides a snack, and promotes recreational activities. The last bus departs the Challenge Program at 5:30 pm dropping the last child at home at 6:00 pm. The district has affectionately called Morrill the successful "school on wheels." Clearly, the Morrill learning community has displayed a high degree of flexibility by making all kinds of adjustments to meet community and student needs.

The principal's unique leadership perspective has led the changes that have taken place toward the nurturing climate and challenging curriculum. The principal has served Morrill for seven years. In concert with the academic coordinator who has served Morrill for six years, they lead by standing behind the students and teachers with a *servant leadership* philosophy. Their leadership style promotes a tone that enables all stakeholders to work harmoniously in developing the potential of each child by addressing deficiencies and building upon strengths. For example, in 1999-2000 campus data exposed a critical gap in the mathematics performance between the girls and the boys. Consequently, the school examined our expectations, strategies and attitudes resulting in reducing the gap and increasing the girls' scores (*Refer to table VIII*). The school team formed a *Girls' Math Club*, bringing in women presenters from a variety of professions that require high proficiency in math. This focus met needs of gender specific students and enhanced the potential of all.

Morrill has consistently received awards over the years. Some of those awards include: Four-Star Recognition by the Texas Monthly, Exemplary Rating by Texas Education Agency, Mayor's Award for Outstanding School, Outstanding Safety Patrols in the City, 1st Place Track Team in Division, Texas Winner of "Oscar Mayer Talent School House Jam Contest."

Mission: The Morrill Learning Community is dedicated to the creation and maintenance of an environment which promotes the physical, emotional, and social health of all students. Our students will flourish to new heights of academic excellence enabling them to compete successfully in the global economy. We will foster each learner's imagination to become a dreamer of a better tomorrow. Morrill is committed to making their dreams come true, whatever it takes!

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand. The school must show assessment results in reading (language arts or English) and mathematics for at least 3 years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application.**

The Texas Assessment of Academic Skills, TAAS, which has been in place since the 1990-1991 school year, measures academic skills in reading and mathematics at Grades 3 through 8 and at the exit level, writing at Grades 4 and 8 and at the exit level, and science and social studies at Grade 8. In addition, Spanish-version TAAS tests are administered in reading and mathematics at Grades 3 through 6 and writing at Grade 4 to eligible Limited English Proficient students as determined by their LPAC committees. The TAAS assessments are criterion-referenced tests designed to ensure that students are learning the critical components of the statewide curriculum. In July 1997 the State Board of Education adopted the Texas Essential Knowledge and Skills, TEKS, as Texas' new statewide curriculum. A new more challenging criterion-referenced assessment, the Texas Assessment of Knowledge and Skills (TAKS), will debut in school year 2002–2003. Closely aligned with the TEKS, the TAKS test has been designed to be a demanding measure of student progress in learning the TEKS. This new program will cover more of the state curriculum than the current test, the Texas Assessment of Academic Skills, TAAS.

Morrill is particularly proud of our efforts to ensure that *all* students master the state curriculum. Over the past five years, scores in reading, math, and writing have risen dramatically for all subgroups at every grade level tested. Percentages of students mastering reading have increased from 84.1 to 96.9 in grade 3, 84.1 to 96.9 in grade 4, and 81 to 96.9 in grade 5. Subgroup improvements were even more dramatic. Hispanic student percentages increased from 75.7 to 96.6 (grade 3), 91.5 to 96.7 (grade 4), and 83.7 to 91.8 (grade 5). Economically disadvantaged students score rose 22.2 percentage points in grade 3, 1.2 percent in grade 4, and 5.2 percent in grade 5.

Similarly in math, percentages of students mastering rose from 77.6 to 98.2 in grade 3, 77.6 to 98.2 in grade 4, and 81 to 96.9 in grade 5. Hispanic students scores rose similarly, but most dramatically at grade 3 with a 20.9 percent increase in the number of students meeting the standard. Economically disadvantaged students also showed the most significant increase at grade 3 with a 22.2 percent increase. Writing scores at grade 4 increased from 88.5 to 96.4, with a similar increase in all subgroups.

The increased performance for all students is even more noteworthy because the percentage of students participating in the assessment program has greatly increased. For example, the percentage of students participating in the math assessment rose from 81.6 to 100 percent at grade 3, from 81.5 to 100 percent at grade 4, and from 75.3 to 96.4 percent at grade 5. Our student performance data is a testament to the Morrill learning community's belief in reaching each child and leaving no child behind.

2. Show in ½ page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Both primary, PK through 2nd and intermediate, 3rd through 5th grade levels use extensive assessment data to target areas of need and maximize instructional strategies. Diagnostic assessment provides an avenue for innovative classroom instruction.

Our primary teachers utilize data from assessment tools to include running records, various reading checklists, and rubrics. They also administer the Developmental Reading Assessment (DRA) and the Texas Primary Reading Inventory to diagnose students' reading needs and determine reading levels at the beginning of each year. Students' reading development is closely monitored throughout the year, to ensure progress and to identify students' needs. Our students must attain a minimal reading level to pass to the next grade level. This method ensures that an objective not a subjective standard is used to determine student promotion.

In the intermediate grade levels, assessment ranges from traditional assessment tools (quizzes and tests) to technological tools. The Accelerated Reader, AR, data allows teachers to assess and manage the students' progress in reading by maintaining daily records. Teachers attest to a correlation between AR achievement and higher test scores. Yearly, the Texas Assessment of Knowledge and Skills (TAKS) data is disaggregated in order to identify areas of need for both student and programmatic improvement in reading, writing and math. Students in greatest need are provided adult mentors for an enhanced personal interaction with another adult. Professional retired teacher tutors provide one on one instruction in identified areas of need, and faculty and staff provide any additional support.

The district provides district-wide assessments to give students practice and immediate feedback. Teachers utilize technology driven analysis tools to obtain feedback on targeted skills. Databases such as Access, Benchmarks, and Exemplars reinforce tailored instruction toward student needs.

The Morrill instructional team uses assessment data to improve school wide performance by collaborating in grade level and vertical team meetings to ensure campus wide communication on data analysis. The assessment data is shared in English and Spanish with parents, colleagues, and community members to improve the lives of our children.

2. Describe in ½ page how the school communicates student performance, including assessment data, to parents, students, and the community.

Morrill Elementary School communicates in English and Spanish daily and weekly student performance assessment data to parents, students, and community in various ways. Information is provided through phone calls, conferences, progress reports, newsletters and family nights. Immediately upon receiving the assessments reports from central office, grade level teachers disaggregate the data. The results are correlated to in-house test performance and previous year's results to enable the school team to give the parents and community a more informative report.

An informal conference is held with the child to allow him/her to participate in goal setting of his/her individualized instructional plan. Parents receive an informational letter including the child's test profile, and are provided a personal conference to develop mutual goals and strategies. Parents may also receive suggested activities to be done at home to reinforce the student's instructional plan.

The primary grades Pre-K- 2nd, require a Daily Take Home Folder where the parent is given a daily report of their child's academic and social skills progress. The parent must sign the report and return it with comments. The intermediate grades 3rd – 5th, require the same report on a weekly basis.

Formal communications begin one week before school starts in August when a "Meet The Teacher Night" is held. At this time, teachers review expectations using the students' previous assessment data. A fall and a spring parent-student-teacher conference are required to review each child's performance. Other formal communications include Parent Teacher Association meetings where campus-wide data is reviewed. An annual Public School Hearing is held where the school's performance data is reviewed, as

well as a comparison of campus expenditures to those of the district and state. This campus report card is also sent to each home. District and campus newsletters highlight campus performance and are sent home with the students' and distributed in the community. Staff and faculty make home visits to enhance the partnership in the educational plan of our children.

3. Describe in ½ page how the school will share its successes with other schools.

Morrill Elementary will share its successes with other schools by video taping classroom interactions, sponsoring workshops, collaborating in instructional planning, providing demonstration lessons, and sharing sample letters and forms which streamline required documentation or assist in data management. A videotaped lesson of our *Kindergarten Literacy Block Activities* is presently shared with other campuses. This video demonstrates essential components of a strong kindergarten reading and writing program. Professionals, parents and community members are invited to observe in the classrooms. Teachers conduct workshops throughout the district and city and actively participate as core subject facilitators. As facilitators, they share successful learning experiences which are then carried back to campuses and implemented by teachers.

First grade teachers developed and implemented *Reading Level Timelines* ensuring student's mastery of specific reading skills during a specified grading period. Teacher made forms and notices to parents complement the timeline providing teacher documentation and parent communication of specific objectives mastered. These are disseminated throughout the district. Flow charts are being developed by Morrill's vertical teams to enhance the utilization of successful strategies. Upon completion these will be shared with other schools.

Pictorial brochures highlighting components of successful practices and a Morrill web page with a bulletin board will be finalized enabling continuous interaction with other schools throughout the area.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school’s curriculum, including foreign languages and show how all students are engaged with significant content, based on high standards.**

Morrill Elementary School’s curriculum is based on the state’s standards as outlined in the TEKS and with a commitment to develop a strong literacy foundation and problem solving capability. Our focus is to actively engage students in learning activities using textbooks, supplemental resources, hands on materials, technology, outside professional resources, video and miscellaneous publications. The students are encouraged to think outside the circle and their performance demonstrates a level of understanding. Research based programs guide our faculty in creating a curriculum of inquiry, investigation, exploration and reasonable resolution. A partnership between the student and teacher where both have mutual input enables the student to take ownership of TEKS mastery. All Language Arts, Math, Science, and Social Studies curriculum is consistent across grade levels. Campus and district assessments provide immediate evidence should the curriculum need to be modified to meet high standards. The curriculum reflects a strong focus on what helps the student learn.

A recent survey conducted on students found a profound attraction to the technology approach to learning. Options available to our students are internet access, accelerated reader, multiple math, science and social studies computer programs. Our students use writing process skills, guided and shared reading/writing, *Ms Fritzie, Exemplars, Read it...Draw it, Solve it and Investigations*. Manipulatives and kits with hands-on resources and activities are frequently requested by students. This tactile endeavor and the resulting visual reasoning have proven successful, thus increasing student performance at higher than state standards. Periodicals are also widely used and the school is involved with a city-wide newspaper program encouraging knowledge of current events. Our curriculum provides student process and product choices in achieving personal goals.

To assure participation of each student, teacher utilize tutoring by retired teachers for those students who learn best one to one or in small groups. Our Title I program helps us to reduce class size while providing resources for the student who needs additional assistance in order to reach the state standards. Even though our After School Challenge program was conceived to meet the needs of latch key children it serves a dual purpose. The program is staffed with teachers who assist in homework assignments and provide expertise for students struggling with mastery of skills. Our curriculum embraces varied programs that specifically address fine arts, physical education and gifted education. We are able to provide additional art instruction through a visiting artist program. The curriculum includes field trip experiences that extend or enhance specific learning objectives. This encompassing approach to curriculum helps students connect school and the real world. Our total curriculum package offers diverse opportunities for student excellence.

2. Describe in ½ page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Morrill Elementary School embarked on a mission to provide every child a well balanced literacy program. In 1998, Morrill Elementary received an *Academics 2000 First Things First Grant* which focused on scientific research based reading initiatives in grades Pre-Kindergarten-4th. After evaluating several research based reading programs such as Success For All, Little Red Schoolhouse, America’s Choice, etc., Morrill adopted the *Four Blocks Literacy Model* for grades Kindergarten - 3rd. Our motive behind implementing this reading program was based on the *teacher – student interaction* element. Grades 4th – 5th embraced the *Reading Renaissance Program* where the students are able to read and discuss books written by real authors. A critical tool of the *Reading Renaissance* is the ability to test students to find their Zone of Proximal Development, which guides the student in selecting books that promote the best improvement in reading without frustration. These reading programs have provided for the structuring of specific reading skills and the organization of reading instruction in addition to our teacher’s instructional delivery of individualized educational plans. At Morrill, we have embarked in developing our reading curriculum with the necessary flexibility to serve every child, to foster the love of reading, and ensuring that no child is left behind.

3. Describe in ½ page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

In 1998, San Antonio, Texas was acknowledged as the city with the highest rate of children’s diabetes in the United States. In addition to this troubling distinction, in 2002, San Antonio was ranked the “fattest” city in the United States. The belief that every child can succeed has long since been a philosophy among Morrill teachers and staff. However, before these recent studies that focused on the health issues of our population, this belief had generally been restricted to the academic and content areas in school. In direct response to the seriousness of these findings, Morrill decided in addition to setting higher academic goals, every student’s physical and health awareness would become an urgent school wide goal.

As a result, Morrill incorporated the Coordinated Approach to Child Health, (CATCH) program, emphasizing nutrition, exercise, and health awareness. Classroom teachers work together with the physical education teacher implementing the CATCH curriculum on a regular basis. Lessons available through this health curriculum include: understanding the food pyramid, calories, carbohydrates, dieting, protein, nutrition, and average daily allowances. Integrated within the lessons and activities, are the Health TEKS, Physical Education TEKS, Language Arts TEKS, Math TEKS, and Science TEKS which constantly reinforce the knowledge and skills students are exposed in the regular classroom. By choosing to emphasize the individual needs of our students, Morrill Elementary is effectively utilizing the CATCH program to significantly close the gap between our student’s high incidence of diabetes and obesity and the national average in the United States. Furthermore, by teaching students to become more health conscience, we are paving the way for them to become practitioners and advocates for a healthy, nutritious, and physically fit lifestyle. For over 9 years Morrill has won awards for raising the most dollars in the region for “Jumping Rope for Heart” sponsored by the American Heart Association and for “Walking for Diabetes” sponsored by the American Diabetes Association.

4. Describe in ½ page the different instructional methods the school uses to improve student learning.

At Morrill Elementary School, we incorporate diverse instructional methods to meet the educational needs of our students. One such method is the *Multi Sensory Teaching Approach*, (MTA), which is used with dyslexia students and students with other reading disabilities. Students use all these senses to provide a basic foundation in reading, writing, and gross motor movements. Another program that has shown great success is the *Buddy Reading* program where cross-age buddies reach to each other. *Buddy Reading* consists of an upper grade class pairing up with a lower grade class to read every day for 30 minutes. This program fosters the student's enjoyment and importance of becoming a life long reader. In grades, Pre-Kindergarten through 3rd, the needs of struggling learners are met through literacy groups and *Accelerated Reading Initiative*, (ARI). These programs incorporate an intensive one-hour of literacy instruction daily. The *Title I* program also helps serve all student populations in all subject areas with differentiated instruction.

As part of our effective and dynamic math program we utilize a variety of instructional methods. This approach to mathematics instruction teaches students higher order thinking skills incorporating concrete methods with manipulatives and fun interactive educational games.

Another highly effective method incorporated in the delivery of student learning is *After School Tutoring*. This is an intense low teacher/student ratio tutoring group that strictly addresses specific needs.

The *Student Study Team* is another intervention that provides teachers with a problem solving team to suggest modifications and teaching strategies and specific services that would best benefit the individual student experiencing difficulties. After all regular education strategies have been exhausted a referral to Special Education is considered.

Family Night is another successful strategy that includes a family dinner and training using instructional activities that are given to families to reinforce learning at home with their child.

5. Describe in ½ page the school’s professional development program and its impact on improving student achievement.

Morrill Elementary School’s professional staff development is as diverse as our curriculum and the population we serve. Morrill’s goal is to make the most of all staff development resources that impact direct instruction and student achievement. The staff and faculty play an active role in the decision-making process regarding professional development issues. Attending national, state and local training opportunities enhances our ability to implement our instructional program. The International Reading Association Conference, the State Literacy Conference, the National Association for the Bilingual Education Conference and the Texas Library Association are some of the many national and state conferences Morrill teachers have attended to acquire skills and knowledge of the latest educational practices. The district offers staff development in the areas of reading, math, science, social studies, technology, special programs and the bilingual maintenance model after school and on Saturdays. The Texas Education Service Center strengthens our staff development by offering additional trainings in areas such as, Gifted and Talented Education and Bilingual Education. After students’ assessments are analyzed, solutions and strategies are discussed during vertical and horizontal teacher planning days. Teachers may independently seek out staff development to meet their needs. A core team of four campus facilitators in the areas of math, science, language arts and social studies attend extensive training which is shared with the entire staff. This practice enriches the school's ability to provide constant opportunities for professional growth for all teachers. Professional development has allowed our teachers to learn, adapt, and consistently monitor and change our strategies to ensure that students are presented a challenging and interesting curriculum and no child is left behind.

ATTACHMENTS

Grade 3rd

Test TAAS Reading

Edition Various

Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed?

¹ Special Education students for which the ARD committee prescribed the administration of the State-Developed Alternative Assessment (SDAA) did not participate in the TAAS test.

SDAA is an assessment developed by the Texas Education Agency to evaluate the academic progress of students receiving special education services *enrolled* in Grades 3–8 who are receiving instruction in the TEKS in a subject area tested by TAAS, but for whom TAAS, even with allowable accommodations, is not an appropriate measure of their academic achievement.

² Limited English Proficient (LEP) students were excluded from testing. The Language Proficiency Assessment Committee may exempt immigrant LEP students from testing. Immigrant LEP students may qualify for a testing exemption only if factors related to inadequate schooling outside the United States make their immediate participation in the testing program inappropriate. These LEP students were not formally assessed.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Explanation of Data: Texas administered the Texas Assessment of Academic Skills (TAAS) to students in grades 3-8, 10, and exit. Results are reported as “did not meet minimum expectations” (score below 70%), “met minimum expectations”(score of 70% or higher), or “academically recognized”(score of 95% or higher). Accountability subgroups include: African American, White, Hispanic, and Economically Disadvantaged. No scores are reported for groups that are smaller than 30 students, or 10% of the total testing summed across all grades at the campus for each content area.

Scores are reported here as (check one) NCE's ___ Scaled Scores ___ Percentiles X

	2001 – 2002	2000 – 2001	1999 – 2000	1998 – 1999	1997 – 1998
Testing Month-April					
SCHOOL SCORES (Passing Percentages)	96.7	94.5	86.0	87.5	75.6
Number of students tested	57	77	57	63	58
Percent of Academically Recognized	10.5	20.77	14.03	17.46	n/a
Percent of total students tested	96.6	95.1	76.0	80.8	81.7
Number of students excluded	2 1	4 2	18 1, 2	15 1, 2	13 1, 2
Percent of students excluded	3.4	4.9	24.0	19.2	18.3
SUBGROUP SCORES					
1. Hispanic	96.6	94.1	84.6	87.0	75.7
2. Economically Disadvantaged	96.6	93.8	85.4	87.3	74.4

STATE SCORES	88.0	86.8	87.9	88.0	86.2
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Table I

Grade 3rd

Test TAAS Math

Edition Various

Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed?

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SDAA is an assessment developed by the Texas Education Agency to evaluate the academic progress of students receiving special education services *enrolled* in Grades 3–8 who are receiving instruction in the TEKS in a subject area tested by TAAS, but for whom TAAS, even with allowable accommodations, is not an appropriate measure of their academic achievement.

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Scores are reported here as (check one) NCE's ___ Scaled Scores ___ Percentiles X

	2001 – 2002	2000 – 2001	1999 – 2000	1998 – 1999	1997 – 1998
Testing Month-April					
SCHOOL SCORES (passing percentages)	94.9	94.7	87.9	73.4	64.3
Number of students tested	59	76	59	64	58
Percent of Academically Recognized	1.7	10.5	13.55	15.6	n/a
Percent of total students tested	100	95	79.7	82.1	81.6
Number of students excluded	0	4 2	15 1,2	14 1,2	13 1,2
Percent of students excluded	0	5	20.2	17.9	18.4
SUBGROUP SCORES					
1. Hispanic	98.7	94	82.3	74.5	63.2
2. Economically	100	96.8	83.9	75	62.5

Disadvantaged					
STATE SCORES	87.4	83.1	80.6	83.1	81.0

Table II

Grade 4th

Test TAAS Reading

Edition Various

Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed?

¹ Special Education students for which the ARD committee prescribed the administration of the State-Developed Alternative Assessment (SDAA) did not participate in the TAAS test.

SDAA is an assessment developed by the Texas Education Agency to evaluate the academic progress of students receiving special education services *enrolled* in Grades 3–8 who are receiving instruction in the TEKS in a subject area tested by TAAS, but for whom TAAS, even with allowable accommodations, is not an appropriate measure of their academic achievement.

² Limited English Proficient (LEP) students were excluded from testing. The Language Proficiency Assessment Committee may exempt immigrant LEP students from testing. Immigrant LEP students may qualify for a testing exemption only if factors related to inadequate schooling outside the United States make their immediate participation in the testing program inappropriate. These LEP students were not formally assessed.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Explanation of Data: Texas administered the Texas Assessment of Academic Skills (TAAS) to students in grades 3-8, 10, and exit. Results are reported as “did not meet minimum expectations” (score below 70%), “met minimum expectations”(score of 70% or higher), or “academically recognized”(score of 95% or higher). Accountability subgroups include: African American, White, Hispanic, and Economically Disadvantaged. No scores are reported for groups that are smaller than 30 students, or 10% of the total testing summed across all grades at the campus for each content area.

Scores are reported here as (check one) NCE's ___ Scaled Scores ___ Percentiles X

	2001 – 2002	2000 – 2001	1999 – 2000	1998 – 1999	1997 – 1998
Testing Month-April					
SCHOOL SCORES (passing percentages)	96.8	96.2	85.1	78.4	92.2
Number of students tested	62	52	67	51	64
Percent of Academically Recognized	25.8	25.0	18.18	15.09	n/a
Percent of total students tested	100	98.1	75.3	78.5	79.0
Number of students excluded	0	1 2	22 1,2	14 1,2	17 1,2
Percent of students excluded	0	1.8	24.7	21.5	20.1
SUBGROUP SCORES					

1. Hispanic	96.7	95.8	84.4	77.1	91.5
2. Economically Disadvantaged	96.5	95.9	84.6	77.5	95.3
STATE SCORES	92.5	90.8	89.9	88.8	89.7

Table III

Grade 4th

Test TAAS Math

Edition Various

Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed?

¹ Special Education students for which the ARD committee prescribed the administration of the State-Developed Alternative Assessment (SDAA) did not participate in the TAAS test. SDAA is an assessment developed by the Texas Education Agency to evaluate the academic progress of students receiving special education services *enrolled* in Grades 3–8 who are receiving instruction in the TEKS in a subject area tested by TAAS, but for whom TAAS, even with allowable accommodations, is not an appropriate measure of their academic achievement.

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Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Explanation of Data: Texas administered the Texas Assessment of Academic Skills (TAAS) to students in grades 3-8, 10, and exit. Results are reported as “did not meet minimum expectations” (score below 70%), “met minimum expectations”(score of 70% or higher), or “academically recognized”(score of 95% or higher). Accountability subgroups include: African American, White, Hispanic, and Economically Disadvantaged. No scores are reported for groups that are smaller than 30 students, or 10% of the total testing summed across all grades at the campus for each content area.

Scores are reported here as (check one) NCE's ___ Scaled Scores ___ Percentiles X

	2001 – 2002	2000 – 2001	1999 – 2000	1998 – 1999	1997 – 1998
Testing Month-April					
SCHOOL SCORES (passing percentages)	95.2	97.9	88.4	83.3	78.8
Number of students tested	62	52	77	53	66
Academically Recognized	4.8	5.7	15.58	9.4	n/a
Percent of total students tested	100	96.3	84.6	81.5	81.5
Number of students excluded	0	2 1,2	14 1,2	12 1,2	15 1,2
Percent of students excluded	0	3.7	15.4	18.5	18.5

SUBGROUP SCORES					
1. Hispanic	95.1	94	86.5	81.6	77.1
2. Economically Disadvantaged	94.7	94	88	84.3	81.4
STATE SCORES	94.1	91.3	87.1	87.6	86.3

Table IV

Grade 4th

Test TAAS Writing

Edition Various

Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed?

¹ Special Education students for which the ARD committee prescribed the administration of the State-Developed Alternative Assessment (SDAA) did not participate in the TAAS test.

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² Limited English Proficient (LEP) students were excluded from testing. The Language Proficiency Assessment Committee may exempt immigrant LEP students from testing. Immigrant LEP students may qualify for a testing exemption only if factors related to inadequate schooling outside the United States make their immediate participation in the testing program inappropriate. These LEP students were not formally assessed.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Explanation of Data: Texas administered the Texas Assessment of Academic Skills (TAAS) to students in grades 3-8, 10, and exit. Results are reported as “did not meet minimum expectations” (score below 70%), “met minimum expectations”(score of 70% or higher), or “academically recognized”(score of 95% or higher). Accountability subgroups include: African American, White, Hispanic, and Economically Disadvantaged. No scores are reported for groups that are smaller than 30 students, or 10% of the total testing summed across all grades at the campus for each content area.

Scores are reported here as (check one) NCE's ___ Scaled Scores ___ Percentiles X

	2001 – 2002	2000 – 2001	1999 – 2000	1998 – 1999	1997 – 1998
Testing Month-February					
SCHOOL SCORES (passing percentages)	96.4	95.8	95.3	80.4	88.5
Number of students tested	59	50	69	50	68
Percent of Academically Recognized	27.11	0	0	2	n/a
Percent of total students tested	98.3	98.1	77.5	79.4	86.1

Number of students excluded	1 2	1 2	20 1,2	13 1,2	14 1,2
Percent of students excluded	1.7	1.9	22.5	20.6	13.9
SUBGROUP SCORES					
1. Hispanic	96.4	95.8	95.3	81.4	87.5
2. Economically Disadvantaged	96.1	95.8	95.3	80.4	90.9
STATE SCORES	89.8	89.2	90.3	88.4	88.7

Table V

Grade 5th

Test TAAS Reading

Edition Various

Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed?

¹ Special Education students for which the ARD committee prescribed the administration of the State-Developed Alternative Assessment (SDAA) did not participate in the TAAS test.

SDAA is an assessment developed by the Texas Education Agency to evaluate the academic progress of students receiving special education services *enrolled* in Grades 3–8 who are receiving instruction in the TEKS in a subject area tested by TAAS, but for whom TAAS, even with allowable accommodations, is not an appropriate measure of their academic achievement.

² Limited English Proficient (LEP) students were excluded from testing. The Language Proficiency Assessment Committee may exempt immigrant LEP students from testing. Immigrant LEP students may qualify for a testing exemption only if factors related to inadequate schooling outside the United States make their immediate participation in the testing program inappropriate. These LEP students were not formally assessed.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Explanation of Data: Texas administered the Texas Assessment of Academic Skills (TAAS) to students in grades 3-8, 10, and exit. Results are reported as “did not meet minimum expectations” (score below 70%), “met minimum expectations”(score of 70% or higher), or “academically recognized”(score of 95% or higher). Accountability subgroups include: African American, White, Hispanic, and Economically Disadvantaged. No scores are reported for groups that are smaller than 30 students, or 10% of the total testing summed across all grades at the campus for each content area.

Scores are reported here as (check one) NCE's ___ Scaled Scores ___ Percentiles X

	2001 – 2002	2000 – 2001	1999 – 2000	1998 – 1999	1997 – 1998
Testing Month- April					
SCHOOL SCORES (passing percentages)	92.4	89.4	88.9	94	86.8
Number of students tested	53	66	52	53	55
Percent of Academically	32.07	27.27	13.46	22.64	n/a

Recognized					
Percent of total students Tested	96.4	89.2	75.4	76.8	75.3
Number of students excluded	2 1	8 1,2	17 1,2	16 1,2	18 1,2
Percent of students excluded	3.6	10.8	24.6	23.2	24.7
SUBGROUP SCORES					
1. Hispanic	91.8	88.7	87.5	88.0	83.7
2. Economically Disadvantaged	94	89.1	86.3	88.2	84.8
STATE SCORES	92.7	90.2	87.8	86.4	88.4

Table VI

Grade 5th

Test TAAS Math

Edition Various

Publisher Texas Education Agency

What groups were excluded from testing? Why, and how were they assessed?

¹ Special Education students for which the ARD committee prescribed the administration of the State-Developed Alternative Assessment (SDAA) did not participate in the TAAS test.

SDAA is an assessment developed by the Texas Education Agency to evaluate the academic progress of students receiving special education services *enrolled* in Grades 3–8 who are receiving instruction in the TEKS in a subject area tested by TAAS, but for whom TAAS, even with allowable accommodations, is not an appropriate measure of their academic achievement.

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Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Explanation of Data: Texas administered the Texas Assessment of Academic Skills (TAAS) to students in grades 3-8, 10, and exit. Results are reported as “did not meet minimum expectations” (score below 70%), “met minimum expectations”(score of 70% or higher), or “academically recognized”(score of 95% or higher). Accountability subgroups include: African American, White, Hispanic, and Economically Disadvantaged. No scores are reported for groups that are smaller than 30 students, or 10% of the total testing summed across all grades at the campus for each content area.

Scores are reported here as (check one) NCE's ___ Scaled Scores ___ Percentiles X

	2001 – 2002	2000 – 2001	1999 – 2000	1998 – 1999	1997 – 1998
Testing Month-April					
SCHOOL SCORES (passing percentages)	98.1	95.8	94.7	94.5	86.8

Number of students tested	54	72	57	55	57
Percent of Academically Recognized	20.37	13.88	26.31	23.63	n/a
Percent of total students tested	98.1	97.3	82.6	79.7	78.1
Number of students excluded	1 1	2 2	12 1,2	14 1,2	16 1,2
Percent of students excluded	1.9	2.7	17.4	20.3	21.9
SUBGROUP SCORES					
1. Hispanic	98	95.6	94.3	94.2	77.0
2. Economically Disadvantaged	100	95.7	94.6	94.3	78.3
STATE SCORES	96.2	94.6	92.1	90.1	89.6

Table VII