

REVISED 3/16/05
2004-2005 No Child Left Behind – Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet

Type of School: Elementary ___ Middle ___ High ___ K-12

Name of Principal Mr. Greg Smith

Official School Name Robert S. Hyer Elementary School

School Mailing Address 3920 Caruth Boulevard

Dallas _____ Texas _____ 75225-5401 _____

County Dallas _____ School Code Number 057911103 _____

Telephone (214) 780-3300 _____ Fax (214) 780-3399 _____

Website/URL <http://hy.hpisd.org/> E-Mail smithg@hpisd.org _____

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

_____ Date _____

(Principal's Signature)

Name of Superintendent Dr. Cathy Bryce _____

District Name Highland Park ISD _____ Tel. (214) 780-3000 _____

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.

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairman Jeffrey A. Barnes _____

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.

_____ Date _____

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004-*No Child Left Behind-Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II – DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT: Highland Park ISD

1. Number of schools in the district: 5 Elementary Schools
 1 Middle Schools
 0 Junior high schools
 1 High schools
 0 Other
 7 TOTAL

2. District Per Pupil Expenditure: 8641
 Average State Per Pupil Expenditure: 8838

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. 2 Number of years the principal has been in her/his position at this school.
5. 18 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	9	1	10		7			
K	44	50	94		8			
1	38	55	93		9			
2	70	64	134		10			
3	69	43	112		11			
4	54	57	111		12			
5					Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL								554

6. Racial/ethnic composition of the students in the school:

97 % White
0 % Black or African American
2 % Hispanic or Latino
1 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100 % Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 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	18
(2)	Number of students who transferred from the school after October 1 until the end of the year.	10
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	565
(5)	Subtotal in row (3) divided by total in row (4)	1
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: n/a
Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

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 %
61 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>10</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>29</u> Speech or Language Impairment
<u>8</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
	<u> </u> Emotional Disturbance

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

Number of Staff

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>35</u>	<u>1</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>12</u>	<u> </u>
Support staff	<u>2</u>	<u> </u>
Total number	<u>54</u>	<u> </u>

12. Average school student- "classroom teacher" ratio: 14:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering student; 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 school need to supply dropout rates and only high school needs to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	97 %	98 %	98 %	98 %
Daily teacher attendance	87%	94%	93%	94%	93%
Teacher turnover rate	13%	10%	30%	22%	3%

Part III Summary

Ask anyone who goes to Hyer Elementary School -- or who is a former student of Hyer -- for one word that embodies our school, and the word you'll most likely hear is *home*. Many parents of our students are Hyer alumni and wouldn't consider having their children attend any other school. Parents are the key to what makes Hyer unique.

An outsider who drives up to our school may feel he's traveled in a time machine back to the days of the one-room, red-brick schoolhouse. This is the kind of place where people wish they had been able to grow up. It's quite the norm to see a mom, in her terry-cloth robe, kiss her helmet-clad child good-bye as he rides his bike off to school. Dads, golden retriever on their left and a first grader with an overloaded backpack on the right, walk by, enjoying the crisp morning air. An elderly couple, sitting on their front balcony, interrupt their morning coffee to wave at the youngsters heading to school, perhaps remembering their own youth.

Is it really possible to have this kind of experience inside a major metropolitan area in the 21st Century? Yes. Welcome to the world of Hyer Elementary. Robert S. Hyer Elementary, continuing its 55th year in a tradition of excellence, is a neighborhood red-brick schoolhouse -- albeit, not one-room -- that sits on 7½ acres of land nestled in a serene area of Dallas, Texas, called University Park. The families of our community have high expectations of Hyer, producing an educational environment second to none.

We believe Hyer's uniqueness is borne out of small things ... like dads who show up every Tuesday morning in the library to teach chess to the kids; like volunteer mothers in the workroom who make copies, laminate bulletin board letters and do everything they can to absorb a teacher's "busy work" so that our teachers are freed up to do what they do best: Teach. Parent volunteers abound -- in the cafeteria, the library, the supply room and in individual classrooms -- further lending that feeling of home throughout our school. Parental involvement is vital to the life of our school, and we believe this enriches the child's educational experience, providing more individual attention and varied classroom activities.

Academic success and high expectations are staples at Hyer. In 2001, Hyer received special recognition from then Texas Commissioner of Education Jim Nelson for being one of eight schools in Texas to receive an "Exemplary" rating for the nine years of the rating system's existence. In 2004, Hyer Elementary was also named to the statewide Honor Roll Schools list by Just for the Kids and the Texas Business and Education Coalition for the fourth time for its consistently outstanding performance in educating students.

But there are many other things that contribute to Hyer's uniqueness, too ... like the auction, carnival and bazaar, which consistently raise more than \$200,000 each year so that our students might enjoy enrichment activities otherwise not possible when confined by a public school budget. Such activities include field trips, classic novels for individual book club studies, musical instruments for our music program, AlphaSmarts, desktop computers, math manipulatives and so much more.

The staff at Hyer includes a principal, administrative assistant and attendance clerk, 45 + teachers, a counselor, a speech and language specialist, a media center specialist, two physical education teachers, an R.N., a science lab teacher, a music teacher, an art teacher and a computer lab teacher. Three cafeteria workers, with the help of volunteer parents, serve healthful lunches daily. Hyer is also the hub for a specialized program for children with autism and a PPCD classroom for our pre-kindergarten students with identified disabilities. After Care, an on-site before and after school childcare facility, provides nurturing care for approximately 25 students each day.

Much of our students' learning comes from unique experiences. They learn to think as scientists through hands-on experiments and they learn about important figures in American history by participating in Biography Day. They learn about colonial America by performing in our annual musical, "A Magic Look into the Past," and they learn the spirit of giving by participating in book drives and spearheading toy drives for the underprivileged. At Hyer, we believe that all students and teachers endorse our motto, "I can make a difference in my world."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. School Assessment Results

Hyer Elementary participates in the state assessment system and assesses students in the areas of reading and math in third and fourth grade and in writing in grade four. This criterion-referenced test, known as the Texas Assessment of Knowledge and Skills, or TAKS, was designed to measure student progress in learning the Texas Essential Knowledge and Skills.

Hyer staff, students and parents have partnered together to ensure that our students excel to their utmost ability. As evidence to this, the passing percentages for reading and math have improved or remained outstanding for the past five years.

From 1999 to 2002, Hyer's third- and fourth-grade students scored consistently 95% or above on the TAAS reading tests. In math during the same testing period, Hyer students scored 97%. In 2003, the state replaced the TAAS test with the more rigorous TAKS test. From 2003 to 2004, third- and fourth- grade students scored 99% or above on the TAKS reading tests. In math, students also scored 99% or above in both third and fourth grade.

Hyer had no subgroups with more than five students. From 1999-2003, all students except those that were absent or taking the State Developed Alternative Assessment (SDAA), have been assessed with TAKS or TAAS.

More information regarding the assessment system can be found at:

<http://www.tea.state.tx.us/perfreport/aeis/2004/campus.srch.html>

2. Using Assessment Data

Hyer uses assessment data from many sources and for all students to determine each student's academic needs in a variety of ways. The Texas Assessment of Knowledge and Skills (TAKS) is the main source of assessment data. This is based on the standardized learning objectives for Texas, the Texas Essential Knowledge and Skills (TEKS). Third- and fourth-grades take the TAKS, but kindergarten, first-, and second-grade teachers also teach the TEKS and use assessment data from the Texas Primary Reading Inventory to ensure student learning. The Texas Primary Reading Inventory is given twice a year to all of our kindergarten students and three times a year to each of our first and second grade students. The results from the TPRI and TAKS assessments are analyzed by each objective and through item analysis to determine strengths and weaknesses. Then teachers adjust curriculum according to this data. The district utilizes math, science, and language arts facilitators who help teachers analyze and understand the assessment data. These facilitators also meet with teachers to create alternative instructional methods according to assessment results. In addition, Hyer provides staff development (for example, "Data Driven Decisions: Teaching and Assessing the TEKS to the Depth and Complexity of TAKS") in order to help teachers learn how to analyze assessments and best meet students' individual needs. Teachers also use a series of "TEKS Checks," TAKS benchmarks, and software such as Study Island and the STAR reading test throughout the school year to assess students' needs throughout the school year. Teachers remediate and create individual intervention plans and make modifications to increase students' comprehension, fluency, and word attack skills as

needed. Finally, parents or teachers can nominate individual students for special programs such as the Talented and Gifted program, which is assessed through cognitive assessment and classroom teacher evaluations. Teachers may also perform an informal assessment for students if dyslexia or other reading difference is in question. Teachers communicate assessment data to parents so they can understand their child's needs and are part of the school team.

3. Communicating Student Performance

Hyer's school report card (the state accountability report) is sent to the parents or guardians of all Hyer students and TAKS scores are printed in the local community newspaper. Additionally, Hyer's TAKS results are communicated to the public through the district website and during board meetings, PTA meetings, and Dads' Club meetings. Teachers make academic requirements regarding TAKS known to parents at the beginning of each year during "Meet the Teacher" night, and these requirements are re-emphasized throughout the year during a PTA meeting and in teacher/parent conferences. Individual student performances are communicated to parents in report cards each six weeks. Individual TPRI and TAKS scores are sent home. Depending on the classroom, completed student work is graded then returned and sent home daily or weekly. If a student is below expectations, teachers communicate to parents in a progress report and/or by conference. Teachers also correspond with parents by e-mail. Hyer encourages parent conferences by increasing the minimal time required for conferences by 15 minutes. The Talented and Gifted teacher holds meetings, announced in the weekly newsletter, to inform parents regarding qualifications and assessment.

4. Sharing Successes

The staff members of Hyer Elementary School share our successes with other schools, as well as educational professionals in a variety of ways. Some of our teachers are part of a district math and literacy cadre. These cadres are made up of people from different schools within our district and focus on math and language arts. This is a great time for sharing ideas and successes. Many of our teachers have worked on teams with teachers from other schools to help write curriculum. Some of our staff attend regular scheduled meetings with teachers and staff from other schools to discuss and share successes. Our dyslexia/reading teachers are teaming with Luke Waites Child Development Center of the Scottish Rite Hospital for Children to pilot a program using a new curriculum they have developed. We have a strong partnership with Region X Education Service Center. Through Region X, we are able to work with educators throughout the area and state. A number of our teachers have attended workshops to look at different ways to make data-driven decisions for our reading and math programs and to share our strategies with other schools. We have a district TV cable channel, as well as a district and Hyer school website. Our goal is to develop a link on this website that will communicate ways we are working with students to ensure they are receiving an excellent education and report on how successful they are. We have always maintained an open-door policy with professionals within our district as well as local colleges and universities to come and observe in our classrooms or do student teaching. We want to encourage and inspire young people to become educators.

PART V CURRICULUM AND INSTRUCTION

1. Curriculum Overview

Hyer's curriculum focuses on preparing each student for a productive life in a rapidly changing society and is based on the campus and the district's strategic plans. We use a formal, district-wide curriculum, written by a cadre of teachers throughout the district to promote, instruct, and assess students' progress with state and national standards. The following briefly describes the major goals of each curricular area:

Reading and Language Arts – Solid reading and language arts skills are essential for learning in all other areas. Our teachers believe that reading is best covered using a three-pronged approach: Students read assigned literature, focusing on various reading strategies; students read self-selected literature through the accelerated reading program; and students listen to read-aloud stories by their teacher or a visiting parent. We strive to inspire a life-long love of reading, writing, listening and viewing.

Math – The mathematics curriculum is written based on state and national standards. Students solve problems by thinking logically, communicating mathematically and working both individually and cooperatively. Students learn number sense, space, shape and measurement, patterns, relationships, and functions, and chance/data analysis.

Science – Hyer has a strong science program which goes beyond the state Texas Essential Knowledge and Skills. Units covering earth, life and physical sciences are taught in each grade level, expanding and becoming increasingly complex as students go along. Students in grades third and fourth have a weekly, hands-on, one-hour lab where they explore scientific principles through a discovery approach.

Social Studies –The purpose of the social studies curriculum is to empower students to apply critical thinking skills in order to participate effectively in their community and the world. Focus areas include geography, history, civics, world cultures, economics, and current events.

Art - The elementary art curriculum supports the core curriculum being taught in the regular ed classroom. Focus is placed on art history, the development of ability to critique art, and the production of two- and three-dimensional works of art. Students experiment with a wide variety of media such as oil paint, tempera, paper, crayons and ceramics. Our student artwork has been selected for display in various locations, including the state capitol.

Music - Students receive a variety of music education experiences that enhance the core curriculum. Our music specialist provides instruction in vocal and instrumental music. Hyer’s students learn to read, write and create music. They also glean music appreciation by studying several composers and their music throughout the school year. Our Music Department produces a variety of musicals per year in our auditorium for larger audiences. For example, every third-grade student has a role in a holiday program in December, and fourth- graders produce a spring play based on colonial history.

Health/Physical Education – Our elementary students receive instruction in health and physical education by a physical education major four times per week for 120 minutes. The core of our health and physical education curriculum is to develop a lifetime of health, wellness, and physical fitness.

2a. Reading Curriculum

Hyer’s research based reading curriculum, the Highland Park Multisensory Approach to Language Arts and Reading (HPMALA), follows the Texas Essential Knowledge and Skills (TEKS) objectives as a foundation. In accordance with No Child Left Behind and the findings of the National Reading Panel (NRP) our curriculum is comprised of the following components: phonemic awareness, phonics, fluency, vocabulary and comprehension. To ensure student

success these components are taught explicitly and systematically in balanced literacy format. Instruction includes kinesthetic, visual and auditory techniques to meet differentiated learning styles. Teachers expose students to a significant amount of both narrative and expository text. Our students' success is further enhanced by the various grouping strategies we employ: whole group, small group, peer pairs, one-on-one and learning centers. Hyer's vertical alignment throughout the curriculum allows each year's instruction to be built on the previous year. In this way, student learning can progress seamlessly throughout kindergarten to fourth grade.

3. Science Curriculum

Hyer Elementary School has developed a science program that emphasizes experiential learning and is correlated to the Texas Essential Knowledge and Skills (TEKS). The age-appropriate science experiments motivate students and require critical thinking and scientific problem-solving. Students learn the objectives listed in the TEKS through guided discovery during experiments and hands-on activities. In this program, students spend 90 or more minutes a week in their classroom and use skills such as inference and drawing conclusions to investigate key science concepts. The students also participate in an hour-long science laboratory classroom that allows for discovery of core concepts in the Earth, Physical and Life Sciences. The experiments that are performed in the lab are scheduled as enhancement and enrichment to the regular classroom teacher's science curriculum. They follow a scope and sequence for greater continuity. The teacher guides the students through scientific inquiry in which students perform laboratory investigations. This allows them to analyze, interpret, and conclude their own results and explanations. At Hyer, science is not only found in the classrooms or in the science lab. Our students participate in a yearlong study of Life Science by growing plants in our greenhouse, observing caterpillars transform into butterflies in our butterfly garden, and noticing how science is all around us. Through this curriculum, Hyer students gain a foundation in science and become aware that science is a part of our everyday lives.

4. Instructional Methods

Our teachers utilize various research based instructional strategies and approaches to accommodate and improve students' learning.

- Instruction time for reading, language arts and math is increased, according to an individual student's needs, through before and after school tutorials.
- Hyer's dyslexia program, Jump Start, provides intensive, small group reading and language arts instruction for students diagnosed as dyslexic as well as those with other reading differences. Using diverse, scientifically designed materials our dyslexia specialist attends to the individual needs of each Jump Start student.
- Accelerated Reading Instruction (ARI), the state-mandated early intervention program for reading, provides at risk students with intensive, daily small group instruction with a reading specialist.
- Third-grade and fourth-grade teachers provide intense reading and language arts instruction to at-risk students during "Saturday School." These learning clinics are designed to target key comprehension components.
- All teachers use hands-on manipulatives for instruction across the curriculum to develop students' problem-solving skills and concept mastery.
- Learning Lab instructs students who require extra help, outside the classroom, in their pursuit of reading and math mastery.
- All students participate in the Accelerated Reader (AR) program which awards points to students based on comprehension tests they pass after reading books.

- Scope and sequence in each curriculum area includes a suggested “Best Instructional Methods” section. Teacher groups create the Scope and Sequence by meeting throughout the school year and during the summer.
- Hyer’s teachers utilize a team approach to planning. Grade levels work together to help find alternative instructional methods for individual students, if needed.
- Progress monitoring and assessment are integral parts of Hyer’s instructional methods throughout all grade levels.

5. Professional Development

Hyer Elementary’s staff development plan is a three-tiered approach with each tier driven by assessment data. The first tier of the plan incorporates district level needs and goals with an on-going set of professional growth activities carried out over time to increase the effectiveness of all district employees. The second tier involves campus based leadership committees analyzing campus data and planning campus development activities based on student needs. Hyer’s campus leadership committee generates staff development activities to support the campus goals that were identified during the needs analysis process. Each year the campus staff development plan may change based on the assessment data we receive during the school year. However, long-range staff development strands are in place for all teachers in order to increase the effectiveness of student learning. Differentiation, multi-sensory learning and the New Jersey Writing Project of Tx are three examples of staff development strands that Hyer has in place for all teachers to participate in and complete. The third tier is the individual staff member’s staff development plan and is developed in accordance with the Self-Directed Appraisal System. The Self-Directed Appraisal System allows teachers to develop an action research project in their classroom based on their individual classroom needs. Staff development, based on best practice, is then directed and developed by the teacher based on the action research project that he/she has chosen. Finally, each school year the staff development plans are evaluated using formative and summative measures to determine the level of reaction from participants, knowledge of participants, effectiveness of implementation and the impact on students.

PART VI – PRIVATE SCHOOL ADDENDUM

Hyer Elementary is a public school.
This portion of the application does not apply to our school.

Texas Third-Grade Criterion-Referenced Reading Test

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	March	March	April	April	April
SCHOOL SCORES					
(TAKS)%Commended Performance	67%	64%	NA	NA	NA
(TAKS)%Met Standard	99%	100%	NA	NA	NA
(TAAS)%Met Minimum Standards	NA	NA	95%	100%	98%
Number of students tested	111	123	126	112	142
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	2	3	NA	NA	NA
Percent of students alternatively assessed	100%*	100%*	NA	NA	NA
SUBGROUP SCORES**					
White					
(TAKS)%Commended Performance	68%	64%	NA	NA	NA
(TAKS)%Met Standard	99%	100%	NA	NA	NA
(TAAS)%Met Minimum Standards	NA	NA	95%	100%	98%
Number of students tested	108	119	122	110	141
STATE SCORES					
(TAKS)%Commended Performance	35%	26%	NA	NA	NA
(TAKS)%Met Standard	91%	89%	NA	NA	NA
(TAAS)%Met Minimum Standards	NA	NA	87%	86%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

* 100% indicates all students eligible for the State Developed Alternative Assessment were tested

** Scores are masked for fewer than 5 students within a specific sup-group. Therefore only subgroups with more than 5 students are listed above.

Texas Third-Grade Criterion-Referenced Math Test

Subject Math Grade 3 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS)%Commended Performance	66%	68%	NA	NA	NA
(TAKS)%Met Standard	100%	100%	NA	NA	NA
(TAAS)%Met Minimum Standards	NA	NA	97	100	97
Number of students tested	108	120	125	112	142
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	NA	NA	NA
Percent of students alternatively assessed	100%*	100%*	NA	NA	NA
SUBGROUP SCORES**					
White					
(TAKS)%Commended Performance	65%	67%	NA	NA	NA
(TAKS)%Met Standard	100%	100%	NA	NA	NA
(TAAS)%Met Minimum Standards	NA	NA	97%	100%	97%
Number of students tested	106	119	121	110	141
STATE SCORES					
(TAKS)%Commended Performance	25%	18%	NA	NA	NA
(TAKS)%Met Standard	90%	90%	NA	NA	NA
(TAAS)%Met Minimum Standards	NA	NA	87%	82%	80%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills... Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

* 100% indicates all students eligible for the State Developed Alternative Assessment were tested

** Scores are masked for fewer than 5 students within a specific sup-group. Therefore only subgroups with more than 5 students are listed above.

Texas Fourth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS)%Commended Performance	68%	50%	NA	NA	NA
(TAKS)%Met Standard	99%	99%	NA	NA	NA
(TAAS)%Met Minimum Standards	NA	NA	100%	100%	99%
Number of students tested	126	124	108	141	148
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	1	1	NA	NA	NA
Percent of students alternatively assessed	100%*	100%*	NA	NA	NA
SUBGROUP SCORES**					
White					
(TAKS)%Commended Performance	69%	50%	NA	NA	NA
(TAKS)%Met Standard	99%	99%	NA	NA	NA
(TAAS)%Met Minimum Standards	NA	NA	100%	100%	97%
Number of students tested	125	121	100	139	148
STATE SCORES					
(TAKS)%Commended Performance	25%	17%	NA	NA	NA
(TAKS)%Met Standard	85%	85%	NA	NA	NA
(TAAS)%Met Minimum Standards	NA	NA	92%	90%	89%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

* 100% indicates all students eligible for the State Developed Alternative Assessment were tested

** Scores are masked for fewer than 5 students within a specific sup-group. Therefore only subgroups with more than 5 students are listed above.

Texas Fourth-Grade Criterion-Referenced Math Test

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001	TAAS 1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
(TAKS)%Commended Performance	75%	61%	NA	NA	NA
(TAKS)%Met Standard	100%	99%	NA	NA	NA
(TAAS)%Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	126	123	108	141	148
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	1	1	NA	NA	NA
Percent of students alternatively assessed	100%*	100%*	NA	NA	NA
SUBGROUP SCORES**					
White					
(TAKS)%Commended Performance	75%	61%	NA	NA	NA
(TAKS)%Met Standard	100%	99%	NA	NA	NA
(TAAS)%Met Minimum Standards	NA	NA	100%	100%	100%
Number of students tested	125	121	104	139	148
STATE SCORES					
(TAKS)%Commended Performance	21%	15%	NA	NA	NA
(TAKS)%Met Standard	86%	87%	NA	NA	NA
(TAAS)%Met Minimum Standards	NA	NA	94%	91%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

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