

REVISED 03/28/05

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 Mrs. Jane Ball

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

Official School Name Mathews Elementary School

(As it should appear in the official records)

Mailing Address 7500 Marchman Way

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

Plano

TX

75025-5322

City

State

Zip Code+4 (9 digits total)

County Collin

School Code Number 043-910-122

Telephone (469) 752-2300

Fax (469) 752-2301

Website/URL <http://k-12.pisd.edu/schools/mathews> E-mail jball@pisd.edu

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.

Date _____

(Principal's Signature)

Name of Superintendent Dr. Doug Otto

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

District Name Plano

Tel. (469) 752-8100

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/Chairperson Ms. Mary Beth King

(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.

Date _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

| | |
|----|---|
| 40 | Elementary schools |
| 12 | Middle schools |
| | Junior high schools |
| 8 | High schools |
| 5 | Other (3 preschools, 2 special program centers) |
| 65 | TOTAL |

2. District Per Pupil Expenditure: 8,511.00
 Average State Per Pupil Expenditure: 8,029.00

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. 8 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 | | | | | 7 | | | |
| K | 47 | 40 | 87 | | 8 | | | |
| 1 | 50 | 46 | 96 | | 9 | | | |
| 2 | 49 | 65 | 114 | | 10 | | | |
| 3 | 61 | 51 | 112 | | 11 | | | |
| 4 | 63 | 49 | 112 | | 12 | | | |
| 5 | 48 | 66 | 114 | | Other | | | |
| 6 | | | | | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | | 635 |

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- 70 % White
 - 2 % Black or African American
 - 3 % Hispanic or Latino
 - 24 % Asian/Pacific Islander
 - 1 % 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 <i>to</i> the school after October 1 until the end of the year. | 24 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 9 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 33 |
| (4) | Total number of students in the school as of October 1 | 636 |
| (5) | Subtotal in row (3) divided by total in row (4) | 0.05 |
| (6) | Amount in row (5) multiplied by 100 | 5 |

8. Limited English Proficient students in the school: 5 %
30 Total Number Limited English Proficient
 Number of languages represented: 12
 Specify languages: Korean, Spanish, German, Bengali, Farsi, Kannada, Mandarin, Russian, Swedish, Tamil, Telugu, Urdu

9. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 5

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: $\frac{8}{48}$ %
48 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>9</u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>2</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>13</u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u>24</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

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>1</u> |
| Classroom teachers | <u>32</u> | <u> </u> |
| Special resource teachers/specialists | <u>12</u> | <u>5</u> |
| Paraprofessionals | <u>6</u> | <u>1</u> |
| Support staff | <u>3</u> | <u> </u> |
| Total number | <u>57.5</u> | |

12. Average school student-“classroom teacher” ratio: 20:1
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 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 rates and only high schools need to supply drop-off rates.)

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|-------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98 % | 97 % | 98 % | 97 % | 98 % |
| Daily teacher attendance | 95 % | 95 % | 97 % | 94 % | 95 % |
| Teacher turnover rate | 23 % | 10 % | 11 % | 19 % | 14 % |
| Student dropout rate (middle/high) | % | % | % | % | % |
| Student drop-off rate (high school) | % | % | % | % | % |

PART III - SUMMARY

Mathews Elementary School, located in the northwest quadrant of Plano, Texas, is part of the Plano Independent School District. Plano is a vibrant and diverse city located in a rapidly growing suburban community north of Dallas. The campus is located on more than nine acres situated within an established neighborhood and bordered on its eastside by a neighborhood park, city of Plano police substation, and public library.

The school facility is designed as a modified open-space concept school. Radiating out from the library/media center are the grade level areas. A loft above the library houses the Mathews' Postal Center, a student-run post office, and the Horseshoe Press Publishing Center, a resource committed to publishing student work. Each grade level contains both closed and open classrooms as well as team planning areas. Filling those grade level areas are 635 students representing many different cultures and languages.

In classrooms throughout the school, general education teachers and their Special Education colleagues work together to create environments in which diverse groups of learners can experience success. The interaction between students, ranging from profoundly gifted to severely physically or learning disabled, teaches life skills that might not be learned in another setting. Mathews' students learn appreciation for differences in a natural and meaningful manner.

Mathews Elementary has established itself within the community as a leader that masterfully designs a rich learning environment and skillfully cultivates lifelong learners. It is the positive, caring atmosphere, with high expectations for all students, that defines our level of excellence. You can feel it the moment you walk through the doors of the school. You can see it in the enthusiastic faces of the students, staff, and parent volunteers. This synergistic atmosphere begins with quality leadership by strong and caring principals whose main objectives are students' academic success and physical as well as emotional well-being. Our administrators' commitment to excellence promotes a "trickle down" effect that is contagious. The entire school staff invests great time and effort in promoting student success and achievement.

Our dedicated administrators, faculty, and staff use successful collaborative teaming to achieve our school mission - *to provide a quality education for all students in a positive learning environment*. We attribute the success of Mathews' students to a comprehensive network of services designed to identify and meet students' physical, academic, developmental, and emotional needs. High expectations permeate our school community and lead us toward successful results.

The Mathews' community is committed to providing every student with an outstanding instructional program. Throughout the building, students are actively involved in exploring science through experimentation, living past events through historical reenactments, creating interactive presentations using state of the art technology, and challenging one another intellectually through cooperative group activities. The depth and complexity present in our curriculum inspires student-initiated learning and creates independent thinkers. Mathews' students approach learning with excitement and confidence.

At Mathews, community members recognize the role they play and the responsibility they assume in the success of students. Parent volunteers, business partners, and service groups all contribute as partners in education. Parents and community volunteers are actively involved in tutoring and mentoring students. Last year, Mathews' family members logged over 8,580 volunteer hours. This level of collaboration ensures a shared commitment to the development of all students' academic and personal development. Achievements noting such collaboration and high standards include:

- Texas Exemplary Campus 1997 – 2004
- Gold Performance Acknowledgement - 2004 – Reading, Writing, Math, Science, Attendance
- Parent Involvement School of Excellence – National PTA - 2004
- *D Magazine* – Best Elementary Public Schools in Dallas - April 2003
- *Texas Monthly Magazine* Five Star School - 2002

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. *Describe the meaning of the school's assessment results in reading and mathematics.*

Mathews Elementary is evaluated by the Texas Education Agency according to the academic performance of its students in grades 3-5 on the TAKS (Texas Assessment of Academic Skills) test. In the Spring of each year, students in grades 3-5 take a battery of exams that measure student understanding of concepts and skills in Mathematics, Reading, Writing, and Science. Student results on these exams are compared to state standards to determine the level of achievement that may be credited to a campus. Results are evaluated in the aggregate (for all students) as well as disaggregated (among different ethnic groups, special education populations, and low socio-economic populations). The standard for passing is set at a scale score of 2100, which translates to answering over 70% of all items correctly.

Our school has been awarded with the state's highest ranking (Exemplary) for the past eight years. Additionally, Mathews Elementary has been awarded accolades by the state agency for its superior performance in all four subject-areas of testing. A student is awarded "Commended" for answering over 90% of the test items correctly. When compared to the state's average during each of the past five years, Mathews Elementary has had more than twice the percentage of its students achieve "Commended" status on all TAKS exams. This level of performance indicates that students at Mathews Elementary receive an exceptional education in the core academic areas. Among the performance titles awarded to Mathews Elementary stands a particularly impressive highlight. The results of this past year's testing show that only four students in the entire tested population (including all ethnic groups, economic groups, and special education students) failed to meet the passing standard on any one of the four exams.

In addition to performing well above standards for the state agency, Mathews Elementary has performed well above the standards set forth for meeting Adequate Yearly Progress as described in the No Child Left Behind Act of 2001. The attendance rate (97%) and the exam participation rate (100%) are above the AYP standards of 90% and 95%, respectively.

The RPTE (Reading Proficiency Tests in English) is administered to Limited English Proficient (LEP) students in grades 3-5. This assessment provides a statewide, standardized measure of how well these students are learning to read in English. Our LEP students demonstrated a high level of proficiency as measured on this assessment. Test results indicate that 100% of our students achieved a proficiency rating of "Advanced" or "Intermediate."

The SDAA (State-Developed Alternative Assessment) is administered to students receiving special education services. Test results from multiple administrations can give insight into whether the student is making progress over time as well as placement decisions. Our special education students met ARD expectations on 11 of 13 (85%) tests administered.

Fifth grade students take the MAP (Measures of Academic Progress) test, a computerized achievement test in mathematics, reading, and language. Each test is custom designed to provide an accurate and immediate measure of a student's achievement and growth over time while monitoring the progress of all students towards state standards. Over 80% of our students scored in the highest percentile range in all three tested areas.

The Cog AT (Cognitive Aptitude Test) is administered to all third and fifth grade students. This standardized assessment gives insight into each student's academic ability. Scores are combined with additional assessments to place students in appropriate programs or instructional settings. Our results indicate a high percentage of students with above average ability who need enriched and extended learning as well as differentiated instruction.

More information regarding the Texas assessment and accountability systems can be found at <http://www.tea.state.tx.us/student.assessment/index.html> or <http://www.tea.state.tx.us/accountability.html>

2. Show how the school uses assessment data to understand and improve student and school performance.

Mathews Elementary School uses standardized, dynamic, and diagnostic assessments to guide all instruction and grouping decisions. A district developed computer-assisted program provides us with a record of standardized and criterion-referenced assessments including TAKS, MAP, Cog AT, TPRI (Texas Primary Reading Inventory), and district diagnostic test results. Teachers use a combination of this data, classroom observations, and results on teacher-made formal and informal assessments to make informed decisions about best practices that will result in the most effective instruction for student learning. Test score disaggregation is used to identify instructional groups, plan for differentiation, and ensure individual student mastery of objective areas. Teachers use data to drive instruction, evaluate their teaching, highlight successes, and improve weaknesses. Vertical teams in each of the core academic areas analyze test results to plan for a continuity of instruction across grade levels.

Assessment data is used to target students who are candidates for tutoring and remediation interventions. PAR (Plano Accelerated Reading), KAR (Kindergarten Accelerated Reading), AIM (Accelerated Instruction in Math) and grade level tutoring are all programs designed to provide an extra layer of instruction that focuses on areas of non-mastery. Results are also used to identify those students who are candidates for enrichment programs.

Data is used during our CARE (Committee for Assessment, Review, and Evaluation) meetings to plan accommodations for students and to identify those who may be eligible for additional support through ESL (English as a Second Language), special education, dyslexia instruction, or participation in district programs. All resource allocations are based on the identified needs of students. Data also drives professional development designed to equip teachers with a broad range of tools they can use in the classroom.

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

At Mathews Elementary, meeting the needs of every student depends on collaborative teamwork between parents and teachers. Well-established lines of communication facilitate a mutually beneficial working partnership between home and school. Effective communication begins early in the year with Meet the Teacher Day and Parent Information Meetings where parents receive general information and suggestions for reinforcing learning at home. Parents conference with their child's teacher throughout the year to discuss educational progress. Primary teachers schedule four portfolio conferences to involve parents in setting educational goals for their child. During these conferences teachers use computerized reports to review assessment results. If necessary, parents and staff members review performance data at CARE meetings in order to recommend interventions that will ensure student success.

The staff at Mathews also uses school newsletters, our school website, e-news, and e-mail to communicate student performance. Our SBIC (School Based Improvement Committee) meetings provide an opportunity for parents, the community, and teachers to analyze data and set academic goals for the school year. Every parent receives a campus report card that details the campus accountability rating and information regarding student performance on the TAKS test. The principal reviews the report card at our annual public SBIC meeting and during general PTA meetings. Accountability results are published in local newspapers and district newsletters.

Report cards are sent home with all third, fourth, and fifth graders at the end of each nine-week period. Formal progress reports are sent home during the fourth week of each period. Brochures explaining the "Student Success Initiative" are given to parents of all students in kindergarten through fifth grade. Letters are sent home informing parents of their child's participation in KAR, PAR, and AIM programs as well as TAKS and MAP results.

4. *Describe how the school has shared and will continue to share its successes with other schools.*

Mathews Elementary proudly shares our best practices and successes with others. Our building has become a site school for visits by teachers from other campuses who are searching for ideas on how to implement new programs. Many of our staff members have been involved in presenting at building and district inservices, as well as state conferences. Our Literacy Specialist regularly teams with colleagues from other buildings to share effective strategies. Administrators network during monthly principal meetings to share information and to identify ways to facilitate learning for students. Mathews Elementary also participates in the Western States Benchmarks Consortium, a select group of districts located around the country that are committed to identifying and sharing best practices and to closing the achievement gap for all students. Campus teachers serve as excellent instructional role models for high school students who are interested in pursuing a career in education and spend several hours a week in our classrooms. Students from surrounding colleges and universities are frequently assigned to Mathews for observations, internships, and student teaching. Several campus teachers are featured in district videos designed for new teachers in mentoring programs. During Parent Literacy and Math Nights, teachers share information about our academic programs and give parents suggestions on how to help their children. Mathews' teachers and specialists have proven to be excellent campus trainers and many serve as mentors for novice teachers. Several teachers have also served in leadership positions in our district summer school program.

PART V – CURRICULUM AND INSTRUCTION

Mathews' curriculum promotes high levels of achievement for all students utilizing a coherent and comprehensive approach. Teachers collaborate both horizontally and vertically to ensure continuity in all areas of the curriculum. Daily instruction is tied to the state TEKS (Texas Essential Knowledge and Skills) and aligned to TAKS. Teachers utilize various tools to monitor student progress. These include observations, interviews, discussions, projects, role-playing, simulations, checklists, drawings, performance tasks, rubrics, and formal written tests.

Our Mathematics Program provides opportunities for students to value mathematics, to become confident in their ability to do mathematics, and stresses the importance of experiences that relate mathematics to the real world. The curriculum is aligned with the NCTM (National Council of Teachers of Mathematics) standards. In addition, problem solving, language and communication, connections within and outside mathematics and formal and informal reasoning underlie all content areas. Students use these processes together with technology and other mathematical tools to develop conceptual understanding and to solve problems. Classroom areas are arranged to facilitate flexible grouping and multi-tasking in order to meet the needs of students with a wide range of abilities. Opportunities are provided for students to work individually and in cooperative groups. Teachers use a variety of assessment strategies to measure students' development of mathematics skills, conceptual understanding, and problem solving abilities.

The Mathews' Language Arts Program provides a balanced approach to literacy instruction requiring a curriculum framework that gives reading and writing equal status and combines the best theory and learning strategies to match the learning styles of individual children. This integrated language arts curriculum promotes reading growth through a program that ties phonics, spelling, and language skills to connected texts in reading and writing. The scope and sequence provides for instruction that meets the various needs of students and is designed to promote acceleration in the language arts processes with the goal of all students reading and writing at their potential. Language arts skills and strategies are practiced and applied throughout the day in all areas of the curriculum.

Science, Social Studies, and Health are integrated into a curriculum that is active, challenging, and student-centered. Integrated Curriculum connects the knowledge, skills, strategies, and vocabulary from these disciplines. Students have the opportunity to apply learned concepts to real life through relevant learning experiences. Teachers and students use a variety of print resources and manipulatives in addition to the District-adopted textbooks. Field investigations include local natural museums and an outdoor learning camp. The Integrated Curriculum incorporates technology as an integral part of learning. Classroom technology tools include nine networked student computers, CD-ROM, laserdisc player, VCR, large screen monitors, and digital cameras. Sixteen wireless laptops are available for student use. Computer programs that support the Integrated Curriculum include presentation tools, simulations, and databases. This curriculum is available online and includes student and teacher links to relevant websites and video resources.

All students participate in art, music, and physical education. Our Fine Arts Program supports a comprehensive education. Our Visual Arts program includes a curriculum based on DBAE (Discipline Based Art Education). The four disciplines of Art Production, Aesthetics, Art History, and Art Criticism come together to form art with meaning. Students are engaged in activities where they see art of the highest quality, learn about the elements and principles of design, and create works of their own based on concepts taught. The goal of our Music Program is musical literacy. Students are engaged in activities where they hear music of the highest quality, sing a variety of folk, seasonal, and listening selections, and read music independently. Throughout the year each grade level showcases their musical talents in a performance for students, teachers, and parents. An annual multicultural art night features student art displays that represent the cultural diversity within our community.

2. Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.

We believe that children are active learners and build meaning and understanding through full participation in their learning environments. The basis for our balanced literacy program comes from the National Reading Panel Report research based best practices, and is aligned with the TEKS student expectations.

The curriculum framework recognizes the importance of cognitive and affective dimensions of literacy that help all students (including gifted, special needs, and second language learners) perform at their highest potential. Our integrated language arts curriculum connects all aspects of phonics/word study, vocabulary, reading comprehension, grammar, spelling, and writing in meaningful contexts. The classroom teachers at Mathews Elementary provide varying levels of teacher support through shared, guided, and independent reading and writing. Grade level teachers differentiate curriculum through whole group, small group, and individual instruction. Literacy centers provide students with opportunities for independent practice and choices based on learning styles and levels of instruction.

Mathews' teachers implement reflective teaching practices by continually monitoring student progress. Classroom teachers utilize formal (national, state, and district tests) as well as informal assessments such as observations, anecdotal records, interviews, performance tasks, rubrics, informal reading inventories, and oral retellings to evaluate the strengths and weaknesses of their students. This information is recorded in the district database providing a student profile that helps teachers design targeted daily instruction and after school tutorials. At Mathews Elementary our goal is to support students as lifelong literacy learners who think creatively and critically while achieving academic success and personal fulfillment.

3. Describe one other curriculum area and show how it relates to essential skills and knowledge based on the school's mission.

The Mathews Elementary Math Program is built around a problem-centered approach dedicated to providing a quality education for all students. Instruction is based on the TEKS and is designed to build basic understandings in number, operations, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. District developed curriculum guides provide a scope and sequence of instruction for each grade level.

Conceptual models and manipulatives are used to teach abstract thinking and computational fluency. Teachers have access to on-line curriculum which utilizes multiple resources enabling teachers to teach from a problem-solving basis. Additional resources include calculators, fiction and nonfiction trade books, and computer programs. Students spiral through grade-level concepts through the use of Cognitively Guided Instruction. Children utilize multiple solution strategies to solve problems. They communicate and reason mathematically in class and group discussions. Because mathematics is taught with real world connections, students learn to value mathematics and become confident problem solvers, willing to take risks.

Teachers and administrators disaggregate data to identify students with less than 70% mastery of objectives on district diagnostic tests. Children are grouped for classroom instruction, math extension, and after-school tutoring according to their needs. Fourth and fifth graders who do not master a particular objective as measured by the previous year's TAKS test, take a computerized assessment to evaluate present levels of performance. This individual testing results in guided instructional interventions designed to meet the needs of each learner.

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

The staff and teachers believe that Mathews Elementary must develop the unique potential of each student in a “high expectations” environment. In order to improve student learning, teachers use a variety of strategies such as differentiated instruction, teacher guided small group instruction, direct instruction, multi-tasking, re-teaching, and peer tutoring. Classroom activities are adapted to students’ learning styles, special needs, and individual levels of understanding while still challenging the student to reach their highest academic potential.

All Mathews’ students regularly have an opportunity to meet with the classroom teacher for guided reading. Our Literacy Library, containing a wide variety of fiction and non-fiction books and organized by reading level, is an invaluable resource for the guided reading classroom. Classroom novels, basal texts, non-fiction selections, magazines, newspapers, and computer software offer a variety of resources for reading instruction, enjoyment, and remediation. Teachers also utilize a variety of strategies for meeting individual needs such as small group instruction and discussion, paired reading activities, literacy stations, and reading response journals.

Teachers begin instruction of math concepts with hands-on exploration using a variety of manipulatives. Math teachers provide real-world experiences and practical applications by using menus, schedules, catalogues, and newspaper graphs. All classes use computer programs designed to reinforce math learning. Students improve their critical thinking skills through daily problem solving and creative math activities.

Methods used in our Science and Social Studies programs include observations, discussions, projects, concept maps, drawings, journal writings, performance tasks, and teacher-made tests. Students have access to a variety of information sources including laser disc programs, online encyclopedias, numerous grade level computer simulations and databases, and Internet websites. The library/media center is well supplied with additional books and periodicals that support our curriculum. Field trips, guest speakers, and simulations of historical events supplement our integrated curriculum.

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

Mathews’ professional development focuses on student needs and ensures their ability to succeed. We share a collective sense of responsibility for student outcomes. Each grade level team has a common planning time to discuss student needs, develop teaching strategies, and brainstorm solutions to problems based on assessment data. Vertical teams in each academic area play a key role in campus professional development. Each team designs and evaluates programs that support our SBIC goals, collaborates on vertical team goals, and participates in training on effective instructional strategies. For example, a parent/teacher problem-solving handbook, designed by the math vertical team, serves as a guide for problem solving strategies and higher level thinking skills. All teachers attend a minimum of thirty professional development hours focused on district goals, campus SBIC goals, and identified student needs. Mathews has an institutional membership in the TAGT (Texas Association for the Gifted and Talented), which allows for staff members to attend the TAGT state conference. Our special education students’ high passing rate on the TAKS test is in part a result of specialized training for our support staff. Teacher training in Math Investigations, Cognitively Guided Instruction, and Connected Mathematics resulted in an increasing number of students who received higher scores on the TAKS test and diagnostic assessments. Our literacy specialist delivers on-going training in effective reading strategies. In-services on Six-Trait Writing, Writing Across the Curriculum, and using writing centers effectively have helped teachers guide students toward becoming more fluent and effective writers.

PART VII – ASSESSMENT RESULTS

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 | Mar/Apr | | Mar/Apr | | April | April | April |
| SCHOOL SCORES | | | | | | | |
| (TAKS) % Commended Performance | 61 | | 63 | | | | |
| (TAKS) % Met Standard | 99 | 100 | 100 | 100 | | | |
| (TAAS) % Met Minimum Standards | | | | | 100 | 100 | 100 |
| Number of students tested | 108 | 1 | 99 | 5 | 109 | 101 | 135 |
| Percent of total students tested | 96 | | 85 | | 92 | 89 | 95 |
| Number of students alternatively assessed | 5 | | 16 | | 5 | 13 | 2 |
| Percent of students alternatively assessed | 4 | | 14 | | 4 | 11 | 1 |
| SUBGROUP SCORES | | | | | | | |
| 1. Hispanic | | | | | | | |
| (TAKS) % Commended Performance | NA | | 33 | | | | |
| (TAKS) % Met Standard | NA | | 100 | | | | |
| (TAAS) % Met Minimum Standards | | | | | NA | NA | NA |
| Number of students tested | NA | | 6 | | NA | NA | NA |
| 2. White | | | | | | | |
| (TAKS) % Commended Performance | 65 | NA | 68 | NA | | | |
| (TAKS) % Met Standard | 99 | NA | 100 | NA | | | |
| (TAAS) % Met Minimum Standards | | | | | 100 | 100 | 100 |
| Number of students tested | 74 | NA | 68 | NA | 81 | 73 | 93 |
| 3. Asian | | | | | | | |
| (TAKS) % Commended Performance | 54 | | 61 | NA | | | |
| (TAKS) % Met Standard | 100 | | 100 | NA | | | |
| (TAAS) % Met Minimum Standards | | | | | 100 | 100 | 100 |
| Number of students tested | 28 | | 23 | NA | 23 | 21 | 34 |
| STATE SCORES | | | | | | | |
| (TAKS) % At or above Commended Performance | 35 | | 26 | | NA | NA | NA |
| (TAKS) % At or Above Met Standard | 91 | | 89 | | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | | NA | | 87 | 86 | 87 |

No disaggregated data reported for subgroups with insufficient numbers.

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 | 76 | 67 | | | |
| (TAKS) % Met Standard | 100 | 100 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 100 | 96 |
| Number of students tested | 109 | 105 | 110 | 105 | 137 |
| Percent of total students tested | 97 | 91 | 93 | 98 | 97 |
| Number of students alternatively assessed | 2 | 5 | 6 | 2 | |
| Percent of students alternatively assessed | 2 | 4 | 5 | 2 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Hispanic | | | | | |
| (TAKS) % Commended Performance | NA | 50 | | | |
| (TAKS) % Met Standard | NA | 100 | | | |
| (TAAS) % Met Minimum Standards | | | NA | NA | NA |
| Number of students tested | NA | 6 | NA | NA | NA |
| 2. White | | | | | |
| (TAKS) % Commended Performance | 73 | 62 | | | |
| (TAKS) % Met Standard | 100 | 100 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 100 | 95 |
| Number of students tested | 75 | 71 | 81 | 76 | 95 |
| 3. Asian | | | | | |
| (TAKS) % Commended Performance | 82 | 92 | | | |
| (TAKS) % Met Standard | 100 | 100 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 100 | 100 |
| Number of students tested | 28 | 25 | 24 | 21 | 34 |
| STATE SCORES | | | | | |
| (TAKS) % At or above Commended Performance | 25 | 18 | NA | NA | NA |
| (TAKS) % At or Above Met Standard | 90 | 90 | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 87 | 82 | 80 |

No disaggregated data reported for subgroups with insufficient numbers.

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 | 61 | 44 | | | |
| (TAKS) % Met Standard | 100 | 98 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 99 | 100 |
| Number of students tested | 111 | 108 | 110 | 108 | 137 |
| Percent of total students tested | 96 | 95 | 95 | 91 | 95 |
| Number of students alternatively assessed | 5 | 6 | 4 | 7 | |
| Percent of students alternatively assessed | 4 | 5 | 3 | 6 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. African American | | | | | |
| (TAKS) % Commended Performance | NA | NA | | | |
| (TAKS) % Met Standard | NA | NA | | | |
| (TAAS) % Met Minimum Standards | | | NA | NA | 100 |
| Number of students tested | NA | NA | NA | NA | 13 |
| 2. Hispanic | | | | | |
| (TAKS) % Commended Performance | 33 | NA | | | |
| (TAKS) % Met Standard | 100 | NA | | | |
| (TAAS) % Met Minimum Standards | | | NA | NA | NA |
| Number of students tested | 6 | NA | NA | NA | NA |
| 3. White | | | | | |
| (TAKS) % Commended Performance | 60 | 44 | | | |
| (TAKS) % Met Standard | 100 | 99 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 99 | 100 |
| Number of students tested | 77 | 79 | 80 | 74 | 96 |
| 4. Asian | | | | | |
| (TAKS) % Commended Performance | 77 | 54 | | | |
| (TAKS) % Met Standard | 100 | 100 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 100 | 100 |
| Number of students tested | 26 | 24 | 22 | 29 | 25 |
| STATE SCORES | | | | | |
| (TAKS) % At or above Commended Performance | 25 | 17 | NA | NA | NA |
| (TAKS) % At or Above Met Standard | 85 | 85 | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 92 | 90 | 89 |

No disaggregated data reported for subgroups with insufficient numbers.

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 | 62 | 79 | | | |
| (TAKS) % Met Standard | 99 | 100 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 99 | 96 |
| Number of students tested | 111 | 109 | 110 | 110 | 137 |
| Percent of total students tested | 97 | 97 | 95 | 92 | 95 |
| Number of students alternatively assessed | 4 | 3 | 1 | 4 | |
| Percent of students alternatively assessed | 3 | 3 | 1 | 3 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. African American | | | | | |
| (TAKS) % Commended Performance | NA | NA | | | |
| (TAKS) % Met Standard | NA | NA | | | |
| (TAAS) % Met Minimum Standards | | | NA | NA | 85 |
| Number of students tested | NA | NA | NA | NA | 13 |
| 2. Hispanic | | | | | |
| (TAKS) % Commended Performance | 67 | NA | | | |
| (TAKS) % Met Standard | 100 | NA | | | |
| (TAAS) % Met Minimum Standards | | | NA | NA | NA |
| Number of students tested | 6 | NA | NA | NA | NA |
| 3. White | | | | | |
| (TAKS) % Commended Performance | 58 | 79 | | | |
| (TAKS) % Met Standard | 99 | 100 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 100 | 97 |
| Number of students tested | 77 | 80 | 81 | 76 | 96 |
| 4. Asian | | | | | |
| (TAKS) % Commended Performance | 77 | 83 | | | |
| (TAKS) % Met Standard | 100 | 100 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 97 | 100 |
| Number of students tested | 26 | 24 | 21 | 29 | 25 |
| STATE SCORES | | | | | |
| (TAKS) % At or above Commended Performance | 21 | 15 | NA | NA | NA |
| (TAKS) % At or Above Met Standard | 86 | 87 | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 94 | 91 | 87 |

No disaggregated data reported for subgroups with insufficient numbers.

Texas Fifth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 5 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 | 64 | 41 | | | |
| (TAKS) % Met Standard | 100 | 100 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 100 | 99 |
| Number of students tested | 110 | 109 | 111 | 119 | 126 |
| Percent of total students tested | 96 | 94 | 93 | 99 | 93 |
| Number of students alternatively assessed | 1 | 6 | 4 | 0 | 3 |
| Percent of students alternatively assessed | 1 | 5 | 3 | 0 | 2 |
| SUBGROUP SCORES | | | | | |
| <i>1. African American</i> | | | | | |
| (TAKS) % Commended Performance | NA | NA | | | |
| (TAKS) % Met Standard | NA | NA | | | |
| (TAAS) % Met Minimum Standards | | | NA | 100 | 100 |
| Number of students tested | NA | NA | NA | 9 | 7 |
| <i>2. Hispanic</i> | | | | | |
| (TAKS) % Commended Performance | NA | NA | | | |
| (TAKS) % Met Standard | NA | NA | | | |
| (TAAS) % Met Minimum Standards | | | NA | NA | 100 |
| Number of students tested | NA | NA | NA | NA | 7 |
| <i>3. White</i> | | | | | |
| (TAKS) % Commended Performance | 64 | 41 | | | |
| (TAKS) % Met Standard | 100 | 100 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 100 | 99 |
| Number of students tested | 82 | 79 | 79 | 89 | 87 |
| <i>4. Asian</i> | | | | | |
| (TAKS) % Commended Performance | 63 | 45 | | | |
| (TAKS) % Met Standard | 100 | 100 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 100 | 100 |
| Number of students tested | 24 | 22 | 27 | 18 | 24 |
| STATE SCORES | | | | | |
| (TAKS) % At or above Commended Performance | 25 | 17 | NA | NA | NA |
| (TAKS) % At or Above Met Standard | 79 | 79 | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 92 | 90 | 87 |

No disaggregated data reported for subgroups with insufficient numbers.

Texas Fifth-Grade Criterion-Referenced Math Test

Subject Math

Grade 5

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 | | | |
| (TAKS) % Met Standard | 100 | 99 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 100 | 94 |
| Number of students tested | 110 | 111 | 110 | 118 | 125 |
| Percent of total students tested | 96 | 96 | 92 | 98 | 93 |
| Number of students alternatively assessed | 2 | 2 | 5 | 0 | 0 |
| Percent of students alternatively assessed | 2 | 2 | 4 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| <i>1. African American</i> | | | | | |
| (TAKS) % Commended Performance | NA | NA | | | |
| (TAKS) % Met Standard | NA | NA | | | |
| (TAAS) % Met Minimum Standards | | | NA | 100 | 71 |
| Number of students tested | NA | NA | NA | 9 | 7 |
| <i>2. Hispanic</i> | | | | | |
| (TAKS) % Commended Performance | NA | NA | | | |
| (TAKS) % Met Standard | NA | NA | | | |
| (TAAS) % Met Minimum Standards | | | NA | NA | 86 |
| Number of students tested | NA | NA | NA | NA | 7 |
| <i>3. White</i> | | | | | |
| (TAKS) % Commended Performance | 72 | 59 | | | |
| (TAKS) % Met Standard | 100 | 99 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 100 | 97 |
| Number of students tested | 82 | 81 | 78 | 88 | 86 |
| <i>5. Asian</i> | | | | | |
| (TAKS) % Commended Performance | 92 | 77 | | | |
| (TAKS) % Met Standard | 100 | 100 | | | |
| (TAAS) % Met Minimum Standards | | | 100 | 100 | 96 |
| Number of students tested | 24 | 22 | 27 | 18 | 24 |
| STATE SCORES | | | | | |
| (TAKS) % At or above Commended Performance | 26 | 17 | NA | NA | NA |
| (TAKS) % At or Above Met Standard | 82 | 86 | NA | NA | NA |
| (TAAS) % Met Minimum Standards | NA | NA | 96 | 94 | 92 |

No disaggregated data reported for subgroups with insufficient numbers.

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 TAAS (Texas Assessment of Academic Skills) to the much more rigorous TAKS (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.