

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name C.T. Eddins Elementary
(As it should appear in the official records)

School Mailing Address 311 Peregrine Drive
(If address is P.O. Box, also include street address.)

McKinney, Texas 75070-5848
City State Zip Code+4 (9 digits total)

County Collin State School Code Number
043907113

Telephone (469) 742.6600 Fax (469) 742.6601

Web site/URL http://www.mckinneyisd.net/Campuses/school_websites/eddins

E-mail mraleeh@mckinneyisd.net

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 _____

Name of Superintendent Mr. Tom Crowe
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name McKinney Independent School District Tel. (469) 742.4000

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 _____

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

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.

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

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district: 17 Elementary schools
4 Middle schools
3 High schools
2 Other
26 TOTAL

2. District Per Pupil Expenditure: 5,882
Average State Per Pupil Expenditure: 9,269

SCHOOL

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.
4 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	72	64	136	8			
1	55	53	108	9			
2	76	39	115	10			
3	40	56	96	11			
4	49	50	99	12			
5	49	44	93	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							647

6. Racial/ethnic composition of the school:
- 86 % White
 - 4 % Black or African American
 - 5 % Hispanic or Latino
 - 4 % Asian/Pacific Islander
 - <1 % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 3 %

[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	12
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	8
(3)	Total of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	647
(5)	Total transferred students in row (3) divided by total students in row (4)	.0309119
(6)	Amount in row (5) multiplied by 100	3.09119

8. Limited English Proficient students in the school: <1 %
4 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: English, Spanish, Finnish, Hebrew, Other Lang.

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 15

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 %
58 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>14</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>2</u>	_____
Classroom teachers	<u>32</u>	_____
Special resource teachers/specialists	<u>6</u>	<u>1</u>
Paraprofessionals	<u>10</u>	_____
Support staff	<u>3</u>	<u>3</u>
Total number	<u>53</u>	<u>4</u>

12. Average school student-classroom teacher ratio: 20:1

13. Attendance patterns of teachers and students as a percentage.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	92%	92%	93%	92%	97%
Teacher turnover rate	18%	21%	21%	18%	25%

PART III - SUMMARY

C.T. Eddins Elementary, in the McKinney Independent School District, is in its ninth year of existence, opening in 1998. Each year student achievement has increased through the implementation of clearly defined standards, academic expectations at the commended level, and best teaching and instructional practices. The Eddins' population consists of 650 students, ranging from kindergarten through fifth grade. Two additional classrooms support students with autism who require more structure and individualized instruction in order to succeed. Strong emphasis is placed upon narrowing the achievement gap for all, with an intense focus on moving each child forward from where he or she is. Progress of students is consistently monitored by collaboration of teachers, administrators, and parents. As communicated in the campus mission statement, the Eddins Elementary community works as a team to develop a culture of excellence in all areas of teaching and learning. The mind, heart, and character of each child are nurtured, as lifelong learning becomes a common pursuit.

This culture of success is developed through a mutual respect felt by everyone within the Eddins' family. Throughout the year, there are many opportunities provided to foster *The Wildcat Way*, such as spirit days, assemblies, and many other all-school functions and gatherings. Each month students, parents, and teachers participate in a *Wildcat Assembly* in order to recognize individual and grade level achievements. Student Council officers, along with grade level teacher representatives, facilitate a variety of service projects that enable children to develop a sense of community. Staff members are also honored each month for their exceptional efforts towards improving student achievement in any area of learning. "Cat Coupons" are given to students when great things are recognized; and each morning during announcements, several children receive recognition. The C.T. Eddins environment actively involves students and values diversity on a daily basis. It is great to be part of the Eddins family and to feel a sense of pride and accomplishment.

Content and curriculum are based on the Texas Essential Knowledge and Skills (TEKS) as a standard, with an emphasis on performance at a commended level. Students are given formative assessments throughout the year in order to determine current levels of performance and academic progress. Assessments are also used as a means of evaluating gains and to formatively monitor effective instructional practices. Curriculum maps are developed for each nine-week window to ensure that all TEKS are addressed and that the district's guidelines are being met. Close attention to curriculum mapping helps to ensure that there are no gaps in the teaching of content objectives. McKinney School District uses the rubric-based reporting system. Eddins successfully uses rubrics for monitoring in all subject areas, and students and parents develop an understanding of the district's accountability and reporting system. Students are exposed to higher level questioning, hands-on learning, problem solving, and research-based projects. Programs such as FOSS (Full Option Science System) and Exemplars provide students with many problem-solving and hands-on activities at a higher level of thinking. Individual education plans are developed for those requiring a more individualized program, students with a limited English vocabulary are placed with a certified ESL teacher, identified gifted-talented students work with a gifted-talented certified teacher, and dyslexic students receive services daily until they successfully progress through the specialized curriculum. Success stems from building personal relationships with each student, building consistency between grade levels, and using common language and expectations. Teachers are given opportunities for a variety of professional development experiences in all teaching fields in order to strengthen each

individual's expertise. Opportunities are then given for teachers to train others. The Eddins staff consistently builds capacity amongst its members, which in turn benefits the students. Valuable resources are used efficiently and frequently, due to the consistent spirit of sharing, teaching, and growing.

Eddins Elementary is truly blessed with a tremendous amount of community support. The Parent Teacher Association (PTA) provides funding for supplemental resources or programs that enhance the curriculum. The Eddins school community provides a positive, secure learning environment where home/school collaboration is a top priority. Parental involvement is essential for student success and for the campus to maintain its exemplary rating. Eddins Elementary will continue to review data, develop individual plans for all students, and act upon interventions in an appropriate manner.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The Texas Assessment of Knowledge and Skills (TAKS) is administered each spring. Based on assessment results, campuses are given an accountability rating, exemplary being the highest rating a campus can achieve. For a school to achieve an exemplary level, the state has required that 90% of the students meet the set passing standard. As the state's criteria for meeting the minimum passing standard has increased each year since 2002, Eddins has successfully maintained the exemplary status and will continue to strive for this level achievement. The TAKS assessment measures gains on student performance in the areas of reading at grades 3-5, in writing at grade 4, in mathematics at grades 3-5, and in science at grade 5. SDAA II is the State Developed Alternative Assessment given to those special education students who receive TEKS instruction, but because of their individual education plan, TAKS is deemed as an inappropriate measure for academic success. Decisions for the appropriate assessments are decided upon during the ARD process. The state's accountability system ensures that what is set as a standard in the state of Texas is taught in every classroom. The Federal *No Child Left Behind Act* further mandates that all instruction be delivered at the highest level of rigor. Students in the third grade must meet standards on the reading TAKS in order to promote to the next grade level. Students in the fifth grade must meet standards on both the reading and math portion of TAKS in order to promote to sixth grade. The state also recognizes those who perform above the met standards. Students who achieve 90% or better are recognized with a *commended performance* acknowledgement. The commended performance percentages at Eddins Elementary have increased each year, and because of this, the campus has received five *Gold Performance Acknowledgments* for commended performance in math, science, reading, and writing. Eddins also received *Comparable Improvement* in reading for 2004 and 2005. *Comparable Improvement* in math was awarded to the campus for the 2006 school year. Indicators of high performance from the Texas Education Agency are used to determine this honor. Eddins Elementary will continue to work as a collaborative team to foster this culture of excellence.

Based on the assessment standards, C.T. Eddins has many successes to celebrate:

- Commended performance percentages have increased the past three years in 3rd grade reading by 20%.
- Commended performance percentages have increased the past three years in 3rd grade math by 12%.
- Commended performance percentages have increased the past three years in 4th grade math by 15%.
- Eddins received 68% commended performance on the 2006 science TAKS assessment, one of the highest commended performance percentages in the district.
- 100% met standard on TAKS 2004, 2005, and 2006 in 3rd grade reading, 4th grade writing and 4th grade math.
- Eddins was recognized as one of the top schools in the state of Texas in 2006 by *Texas Monthly Magazine*.
- Eddins was recognized as one of the best public schools for 2003 and 2005 by *Dallas Now Magazine*.
- Eddins was a Texas Business and Education Coalition honor recipient in 2006.
- Additional information can be found at <http://www.tea.state.tx.us/perfreport/index.html>

2. Using Assessment Results

C.T. Eddins uses many forms of assessments to guide instruction throughout the year. TAKS information is carefully analyzed in order to determine progress made at the completion of the learning cycle. All assessment data ensures the tight alignment between the written curriculum, best instructional practices, and assessment of those standards at the third, fourth and fifth grade levels. K-2 students are given the Texas Primary Reading Inventory (TPRI) at the beginning, middle, and end of the year, along with the DRA (Developmental Reading Assessment). Data is used to monitor individual reading levels and comprehension. Performance levels are then carefully correlated to that of met standard and commended performance at the upper levels. Teams then meet to set goals for academic progress. Formative assessments are also valuable means of information that are used to drive instruction. Students are given the B.O.Y. (Beginning of Year Assessment) to pre-assess their understanding of the TEKS, the M.O.Y. (Middle of the Year Assessment) to monitor progress made, and the E.O.Y. (End of the Year Assessment) to evaluate mastery. Teachers use this information to guide instruction on a more individualized approach. At the end of each nine-weeks, teacher-made assessments in K-5 are also given over what was taught for each reporting period. Data is carefully analyzed to see which TEKS need to be re-taught. As the student data is analyzed, interventions that focus on needs are put into place. Flexible grouping, TEKS specific tutorials, and on-going student/teacher conferences to identify strengths and areas for growth are some of the interventions that are implemented with success. C.T. Eddins staff works diligently to ensure that all students move forward and progress academically.

3. Communicating Assessment Results

Accurate and timely communication between the students, teachers, parents, and community is vital to the school's success. At the beginning of the school year, parents are encouraged to attend *Curriculum Night*. *Curriculum Night* is designed to outline the curriculum content, policies, procedures, and expectations for the upcoming year. During the first nine weeks,

teachers meet with every parent to share student progress based on the expectations of the TEKS. Parents and teachers collaborate to formulate a plan for academic development. Throughout the year, this relationship is maintained through conferencing, phone calls, daily notes, and emails. Current events and grade level information are communicated by way of Monday folders, weekly newsletters, and daily agenda planners. Progress reports are sent home at the mid-point of each marking period, and report cards are given at the end of each nine- week reporting period. McKinney elementary report cards are rubric-based and grade level specific. The TEKS are guides used for assessing and monitoring student progress. Teachers use a monitoring notebook to track and record on-going student data.

C.T. Eddins believes in celebrating student achievements. Every morning live video announcements recognize students for their academic and social successes. An all school assembly on the first Friday of every month, called *The Wildcat Assembly*, recognizes our students and staff for their hard work. Each classroom teacher highlights two students and publicly shares their accomplishments. This recognition motivates our school community, teaches by example, and helps create a positive school climate.

4. Sharing Success

McKinney ISD supports each campus by providing opportunities to share and analyze like data. Principals are able to identify best practices and discuss areas of concern. It is through this collaborative process that unique strengths are identified on different campuses. Workgroups are formed based on common demographics, and principals within each workgroup meet on a monthly basis to discuss ways for campuses to join efforts in supporting one another. These groups, in a unified effort, plan meaningful professional development opportunities based on curricular need. McKinney ISD forms district-wide cadres for each core subject area. Content specialists provide support by identifying and developing subject specific best practices. A quarterly scope and sequence for each marking period is created to maintain consistency district-wide. Each grade level representative is expected to attend district content meetings and to report information learned from content specialists to the campus. Representatives are encouraged to share grade level successes, effective instructional strategies, and valuable resources.

Children are the real winners when adults work together to develop a culture of excellence. When adults in a school family are learning, growing, and collaborating, children exhibit the same practices and behaviors. The Eddins team works together in a variety of ways:

- Weekly campus leadership team meetings (principal, assistant principal, counselor, library media specialist)
- Weekly special ed meetings
- Weekly team planning sessions
- Weekly Early Intervention Team meetings
- Bi-monthly faculty meetings
- Bi-monthly team leader meetings
- Monthly principal and assistant principal meetings
- Monthly work group meetings for principals and assistant principals
- Monthly office meetings
- Quarterly data meetings
- Quarterly new teacher meetings

- Quarterly cadre meetings for teachers
- Quarterly curriculum updates for administrators

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

C.T. Eddins Elementary utilizes the state curriculum standards called the Texas Essential Knowledge and Skills (TEKS) and follows the McKinney ISD scope and sequence for each nine weeks. To ensure consistency across the district, at the campus, and within the grade level, the district content specialists collaborate in order to create the frameworks that help build the integration between all subject areas. Communication and delivery of information is critical to the success of every campus. Key staff members are responsible for attending district training, then sharing vital information at the campus level. The district's content specialists give best practices, non-negotiable lessons, and resources. The library media specialist then works with each team to develop curriculum maps for each nine-week period.

Kindergarten through third grade classrooms are self-contained. These are designed to allow for integration of the core subject areas. At the fourth and fifth grade levels, teachers departmentalize in order to focus instruction on state standards and student expectation levels. A variety of instructional practices are utilized to meet the needs of all students based upon on-going data. Different settings might include small groups, one-to-one teaching, flexible grouping based upon learning objectives, and collaborative learning teams. Specialized curriculums and settings help support identified special needs, gifted and talented students, limited English proficient students, and dyslexic students with individual academic plans.

Co-curricular pullout programs at Eddins Elementary include art, physical education and music. All core subjects are integrated into these content areas. Some of our most fragile learners reach success in these safe-learning environments. Examples of curriculum integration include incorporating fractions in art, skip counting to reinforce math skills in physical education, and patterning in music. The art program focuses on the criticism and evaluation of art history, production of the perceptual and creative forms of expression, and an understanding of cultural diversity. Students create original works of art using a variety of media and focus on the elements of design. The physical education program develops lifelong fitness and health skills, along with monthly wellness themes. The wellness program's curriculum combines physical, nutritional and mental awareness. Music is taught using the Kodaly Method of instruction. Monthly programs spotlight different grade levels. The fourth and fifth grade choir provides special performances throughout the year. The music, art, and physical education teachers are important members of the instructional teams, and their programs support all of the areas of curriculum at Eddins.

C.T. Eddins follows the balanced-literacy approach for instruction in the areas of reading and writing. This approach increases student understanding and application of language in both oral and written text. Math is a hands-on curriculum that is based on problem-solving, logical reasoning, critical thinking, process skills, and integration of reading and writing. Academic achievement in the area of science has continued to excel each year. Students' skills in developing scientific concepts, basic understanding of the scientific approach, and application of

mathematical skills are developed through the hands-on instruction as well as utilizing a variety of different resources. Social studies content is integrated into the language arts curriculum through reading, research projects and field study trips.

2. Reading

The balanced literacy approach is designed to meet the different needs of all learners in the classroom by teacher modeling, teacher and students working together, and by independent student reading. The integration of reading, writing, communication and language skills, fluency, phonemic awareness, and spelling is fundamental in helping our emerging and developing readers reach high levels of academic achievement. Teachers use a variety of assessments, which include the Texas Primary Reading Inventory (TPRI), Developmental Reading Assessment (DRA), and the Texas Assessment of Knowledge and Skills (TAKS) to know the strengths and challenges of students. Data is carefully analyzed and documented in monitoring tools to help guide daily instruction. Guided reading groups are formed based upon individual reading levels, and they change as students grow academically. As students become fluent readers, teachers move them from the concrete to the abstract. Emphasis on main idea, character analysis, cause and effect, sequencing, author's purpose, and learning to represent textual information by using a variety of graphic organizers is ongoing. Students learn how to look beyond the text and focus on higher level thinking skills, such as predicting and making inferences. A fully integrated curriculum requires reading to become the basis for understanding math, science, and social studies concepts.

3. Mathematics

The “to, with, and by” instructional approach used in reading and writing is also carried over to the area of mathematics. Teachers model objectives being taught by providing a variety of manipulatives and hands-on experiences. Students are then given the opportunity to develop an understanding of the concepts through exploration, and mastery is then demonstrated at the independent level. Across the grade levels, teachers focus on developing different thinking patterns, which are critical in a child's development of problem-solving skills. Students learn how to find solutions by using a variety of strategies. Knowing which direction to take in order to solve a problem is just as important to understand as finding a correct answer. The Exemplars curriculum helps guide teachers in their instruction of teaching problem solving approaches. This system uses the rubric-based approach for assessing how students are working through different math situations and provides great opportunities for students to demonstrate their level of thinking. This resource assists teachers by providing clearly defined instructional targets. The TEKS continue to be the framework of what is taught at each grade level, but it is the Eddins community working as a team that actually develops a culture of excellence, focusing on grade level expectations. Careful attention is given to the verbs used within the TEKS, which specify the student expectation level. Teachers develop the appropriate assessments necessary for ensuring that students gain the maximum benefit from instruction. Student learning is increased when new information is taught in relation to previous experiences. Making connections for students makes learning more relevant and engaging. C.T. Eddins makes this a priority in all planning, teaching and assessing of students at the highest expectation level. There is a balance of teaching at the concrete, abstract, and conceptual levels, while consistently assessing and evaluating student growth. Necessary adjustments in instruction are ongoing in order to meet the diverse needs of all students.

4. Instructional Methods

Although teachers plan instruction to build consistency within the grade level, no two classrooms are alike. Unique personalities are observed throughout delivery of all instruction. Because teachers focus on understanding what the students already know and do not know, differentiation of instruction and environments is a necessary component of all classrooms. The “to, with, and by” delivery of instruction is seen throughout Eddins, as teachers help students make real-world connections and internalize their own learning. The artifacts of learning provide great visual representation for what occurs on campus. Student work is displayed around the building and tells the story of student thinking when solving problems or creating projects. New concepts are demonstrated through teacher modeling to the whole group, then students work together in small groups to build understanding, while working on group investigations. Individual practice to demonstrate learning is given, while teachers circulate around the classroom checking for understanding or offering individual tutorials. Much attention is given at the beginning of the year to establish a warm and risk-free environment. This is critical in helping students feel a sense of security to ask questions and to become active participants throughout the year.

5. Professional Development

Professional development occurs throughout the year in a variety of formats. The professional learning community experiences growth opportunities through book studies, model lessons, team meetings, formal trainings, reflective questions, and quarterly cadre meetings through the district office of curriculum and instruction. The Campus Improvement Plan is the foundation for all professional development opportunities for Eddins. The student data, teacher input, and classroom observation supports the direction that is taken for the implementation of this plan. Days are set aside throughout the year for teacher learning, and faculty meetings are used for further clarification of concepts. Teachers share and collaborate on best practices, challenges and successes. Team leaders work together to discuss areas of concern, and then they develop strategies to address those challenges within their individual teams. Understanding the big picture requires the attention of all Eddins’ staff members in order to develop a culture of excellence. Through this collaborative effort, teachers, administrators, and students become lifelong learners.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2005-06 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Feb	Feb	Feb	March	
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100%	100%	100%	100%	
% "Exceeding" State Standards	88%	76%	67%	51%	
Number of students tested	94	89	103	77	
Percent of total students tested	96%	99%	98%	90%	
Number of students alternatively assessed	4	0	2	7	
Percent of students alternatively assessed	4%	0%	2%	9%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100%	100%	99%	100%	
% "Exceeding" State Standards	88%	76%	67%	57%	
Number of students tested	82	80	92	68	

Subject Math Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2005-06 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100%	100%	100%	97%	
% "Exceeding" State Standards	69%	53%	55%	47%	
Number of students tested	96	91	103	76	
Percent of total students tested	100%	100%	100%	100%	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0%	0%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100%	100%	100%	98.5%	
% "Exceeding" State Standards	68%	52%	59%	55%	
Number of students tested	84	82	92	67	

Subject Reading Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2005-06 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	99%	99%	99%	100%	
% "Exceeding" State Standards	46%	66%	51%	48%	
Number of students tested	82	99	92	77	
Percent of total students tested	98%	99%	96%	93%	
Number of students alternatively assessed	2	1	2	1	
Percent of students alternatively assessed	2.4%	1%	2%	1%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100%	99%	99%	100%	
% "Exceeding" State Standards	43%	66%	56%	51%	
Number of students tested	74	96	80	72	

Subject Math Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2005-06 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100%	100%	100%	100%	
% "Exceeding" State Standards	74%	71%	55%	61%	
Number of students tested	83	100	92	79	
Percent of total students tested	99%	100%	99%	95%	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	1%	0%	0%	0%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100%	100%	100%	100%	
% "Exceeding" State Standards	71%	71%	58%	65%	
Number of students tested	76	98	83	74	

Subject Reading Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2005-06 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Feb	Feb	April	April	
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100%	99%	95%	100%	
% "Exceeding" State Standards	67%	48%	60%	42%	
Number of students tested	93	94	105	64	
Percent of total students tested	98%	99%	91%	97%	
Number of students alternatively assessed	2	0	9	0	
Percent of students alternatively assessed	2%	0%	8%	0%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100%	100%	97%	100%	
% "Exceeding" State Standards	67%	51%	62%	45%	
Number of students tested	88	85	91	60	

Subject Math Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2005-06 Publisher Texas Education Agency

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100%	100%	98%	100%	
% "Exceeding" State Standards	84%	65%	68%	49%	
Number of students tested	93	96	109	63	
Percent of total students tested	98%	100%	95%	96%	
Number of students alternatively assessed	2	0	6	0	
Percent of students alternatively assessed	2%	0%	5%	0%	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100%	100%	100%	100%	
% "Exceeding" State Standards	83%	68%	70%	53%	
Number of students tested	88	87	98	59	