

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

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

School Mailing Address 802 Silver Spruce
(If address is P.O. Box, also include street address.)

San Antonio Texas 78232-2700
City State Zip Code+4 (9 digits total)
County Bexar State School Code Number* 015910123

Telephone (210) 491-8425 Fax (210) 491-8432

Web site/URL www.neisd.net E-mail kstanl@neisd.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* Dr. Richard A. Middleton
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North East Independent School District Tel. (210) 804-7000

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 Mrs. Beth Plummer

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 _____

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

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

All data are the most recent year available.

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

1. Number of schools in the district:
 - 42 Elementary schools
 - 12 Middle schools
 - Junior high schools
 - 7 High schools
 - 8 Other
 - 69 TOTAL

2. District Per Pupil Expenditure: \$6,213
- Average State Per Pupil Expenditure: \$8,349

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. 1 Number of years the principal has been in her/his position at this school.
 1 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	48	42	90	8			
1	58	53	111	9			
2	40	44	84	10			
3	53	40	93	11			
4	46	49	95	12			
5	64	59	123	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							596

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- 72 % White
 - 2 % Black or African American
 - 22 % Hispanic or Latino
 - 4 % 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: 16 %

[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	56
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	33
(3)	Total of all transferred students [sum of rows (1) and (2)]	89
(4)	Total number of students in the school as of October 1	564
(5)	Total transferred students in row (3) divided by total students in row (4)	.158
(6)	Amount in row (5) multiplied by 100	16%

8. Limited English Proficient students in the school: 2 %
14 Total Number Limited English Proficient

Number of languages represented: 3
 Specify languages: Spanish, Japanese, German

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 38

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: 12%
70 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>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>10</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</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>2</u>	<u>0</u>
Classroom teachers	<u>30</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>0</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support staff	<u>13</u>	<u>1</u>
Total number	<u>65</u>	<u>2</u>

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

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	97%	97%	98%	97%
Daily teacher attendance	99%	96%	96%	96%	96%
Teacher turnover rate	5%	4%	3%	4%	4%
Student dropout rate (middle/high)	N/A	N/A	N/A	%	%
Student drop-off rate (high school)	N/A	N/A	N/A	%	%

PART III - SUMMARY

“Teachers put fun into learning and it makes me want to do more.” (Olivia, 2nd grade) Hidden Forest Elementary, established in 1978, is nestled in a quiet, northeast community of San Antonio, Texas. Small by today’s mega-school standards, Hidden Forest provides personal attention to a diverse population. The Hidden Forest staff works to prescribe an educational plan to meet the needs of each child, exemplified by the mission statement, “To provide a stimulating and nurturing environment with high expectations, quality instruction, and respect for academic excellence. By including parents as partners, children will become successful, caring, and responsible citizens prepared to meet the challenges of tomorrow.”

“We work together on things – students, parents and teachers,” say Marcie, Lauryn, and Harrison (5th grade). Relationships that are fostered among these equal partners are created through communication and trust. Parents rely on teachers to facilitate their child’s academic journey. Teachers communicate regularly with parents to form partnerships, and student accountability as a measure of achievement. Through parent education trainings, Dad’s Club, Howdy Night, Guest Readers, and other activities, Hidden Forest has built a connection to the community. This is seen through a community garden, parent library helpers, mentor programs, and parents as tutors and substitute teachers.

“In our school teachers help kids, even when they aren’t in their class” (Reagan, 5th grade). With a staff of 65 members, a child-centered atmosphere is fostered throughout the campus. Open communication among all staff members enables a professional community to develop for the shared purpose of student success. During weekly planning sessions, team members discuss upcoming events, student successes and concerns, student data and curriculum. This allows for a cohesive curriculum spiral from kindergarten through fifth grade. Staff-led professional development in vertical teams creates a learning environment about research-based trends and best practices for student achievement. A school-wide behavior management plan: “Code of the Forest” and “School Virtues” posted in every classroom, demonstrates the focus on Character Education as another life-long skill for student success. With changes in staff and student demographics, an extensive interior/exterior facility renovation and changing accountability standards at the state and national levels, Hidden Forest students continue to achieve success. Hidden Forest has received a rating of Exemplary by the Texas Education Agency four out of the last five years, a demonstration of the durability of success.

The “Caught You Reading” program highlights students who engage in reading even before the first bell starts the day. Also before school, teaching assistants read to the youngest learners developing oral language, visual awareness and listening skills. Lunch time offers a study table for catching up on classwork or finishing homework. Before and after school flexible tutoring groups work on targeted TEKS (Texas Essential Knowledge and Skills) skills.

“We have special privileges such as ‘Fun in the Forest’ and 5th grade T-shirts” comments Sarah (5th grade student). Annual traditions reflect the school motto – “The Journey to Success begins in the Forest”. Students engage in open-ended applications of knowledge through these culminating events: Westward Ho, Market Day, Wax Museum, Fun in the Forest, Art a La Carte, Fiesta Parade, Reading Restaurant, Talent Show, Bike Rodeo and Literacy Night. Supporting the community is a tradition that has led Hidden Forest to receive one of the top prizes for the “Green Team Challenge” – a city-wide program of environmental awareness. Additional student successes in the Arts include District, Regional and State representatives in the annual PTA Reflections Contest.

The journey to personal and academic success which began in 1978 for Hidden Forest students and teachers continues today. Extending the cycle of lifelong learners, former Hidden Forest students consistently choose to return: as high school helpers, as student teachers and as parents. These motivated adults take on different roles but keep the same focus - academic excellence and achievement for ALL students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Hidden Forest was an Exemplary recognized campus for 2005-2006. The Exemplary status was earned with outstanding scores on all areas of the Texas Assessment of Knowledge and Skills (TAKS) test. In Reading, third graders scored a 99% pass rate; fourth graders scored a 97% pass rate, and fifth graders scored a perfect 100% pass rate. In Math, third grade scored a 98% pass rate, fourth grade a 94% pass rate, and fifth grade a 96% pass rate. Fourth graders scored a 100% pass rate on their Writing assessment. Fifth graders scored a 96% pass rate on their Science test which was up from an 88% pass rate the year before (2004-2005). Special Education students took their grade level appropriate State Developed Alternative Assessment (SDAA) in Reading, Writing, and Math and scored a perfect 100% pass rate, while fifth grade Special Education students took their Science TAKS assessment (TAKS-I) and passed at a perfect 100% pass rate.

There are three levels of achievement at the elementary level: *Commended Performance* indicates that a student has achieved high academic achievement, *Met Standard* represents standard achievement and *Did not Meet the Standard* indicates that a student's knowledge and skills are insufficient to pass the TAKS test. The Texas Accountability Rating System rates schools as *Exemplary*, *Recognized*, *Acceptable* or *Low-Performing* based on overall passing rates for each subject area, and the percentage of students meeting ARD expectations on the alternative tests. Schools receiving the highest rating of *Exemplary* must receive a 90% passing rate in all subject areas and within all qualified subpopulations. Additional information regarding the Texas state assessment system may be found at: www.tea.state.tx.us/student.assessment.

The tables at the end of the application clearly indicate that Hidden Forest students have consistently high Reading scores in all grade levels. Grade 3 has had 100% of the students "Meeting" State standards for four years. Grade 4 has scored 95% or above of the students "Meeting" State standards for the past four years. Grade 5 has had 100% for the past three years, while scoring a ninety-three in 2002-2003. More significant are the Reading scores for the Hispanic sub-population who has shown 90%-100% of all students "Meeting" State standards for four years.

Over the past four years in Grades 3, 4 and 5, students' scores in math ranged from 94% to 100%. As the Hispanic sub-population progressed through the grade levels, scores have fluctuated; however, by Grade 5, 100% of Hispanics have reached 100% in the past three years. Statistics in the charts on pages 13-18 are indicative of the Exemplary Instructional Programs at Hidden Forest Elementary School.

Students' Commended rates were some of the highest in the district led by a third grade Reading commended rate of 75% and a fifth grade Science commended rate of 59%. ALL students at Hidden Forest excelled on the state assessment which is a clear indication of the strength of the faculty in teaching the curriculum, the leadership of the campus in establishing a vision of success for all students, and the community involvement of our parents and community sponsors.

2. **Using Assessment Results:** Performance and classroom data are essential tools to improve the achievement of all students at Hidden Forest. District Benchmark Assessments, Texas Primary Reading Inventory (TPRI) and Texas Assessment of Knowledge and Skills (TAKS) data provide regular standardized assessments to document progress and areas of weakness. Item analysis guides the formation of targeted small group instruction and aids in the identification of students in need of tutoring. Specific deficits in student performance influence professional development opportunities and serve to improve school-wide instructional strategies. Classroom lesson plans are focused on improving all areas of need as well as reinforcing all grade-level Texas Essential Knowledge and Skills (TEKS). Data obtained from ongoing informal assessment is vital to student achievement. Classroom performance guides the selection of instructional strategies and focuses content area instruction. Student assessed needs guide the development of common and content area assessments. Conferencing with students and reviewing their work helps students to set personal goals that lead to improvement. Communication is a vital step in improving student achievement. Through vertical planning meetings,

information is shared to support the goals and TEKS of each grade level. Weekly meetings of the Student/Teacher Assistance Team (STAT) provide collaboration about appropriate modifications and interventions for struggling students. The Data Team communicates campus performance results to the district to obtain suggestions and instructional strategies that assists teachers and students in teaching and learning. Through report cards, progress reports, conferences, emails, phone calls, and shared test results, families are given the information needed to help their children reach their full potential. Data of student attendance also places families in a position of accountability.

3. Communicating Assessment Results: Hidden Forest student performance is shared with parents on a daily, weekly and monthly basis. The District on-line Parent Portal provides parents with access to up-to-date progress reports and allows them to view areas where students are having success and areas that need to be improved. Bi-annually, parents meet with teachers to discuss students' learning goals. They discuss results from the Texas Primary Reading Inventory (TPRI - primary), Basic Reading Inventory (BRI - intermediate), and math and reading benchmarks (2-5), writing benchmarks (4th), Cognitive Aptitude Tests (CoGAT- 2nd), and science benchmarks (5th). Annually, parents of special education students receive information on their child's performance through Admission, Review, and Dismissal committee meetings.

The principal communicates school success through a monthly newsletter attached to grade level calendars. Parents review school information through the quarterly school newspaper, the *Falconer*, written by the principal with input from staff members. Grade levels, music, P.E. and the nurse write periodic newsletters allowing parents to read what has or will occur. Through monthly Parent Teacher Association (PTA) meetings, administrators and teachers review student success from the past and give updates on students' performance. Annual parent nights provide discussion of reading and math curriculums, the Texas Assessment of Knowledge and Skills (TAKS) and the Gifted and Talented (GT) Programs.

Bi-annually, the physical education teacher sends home a fitness gram. Second through fifth grade teachers honor students for achievement at the end-of-year awards ceremony.

The community is kept abreast of students' achievement using the school marquee, local newspapers (Express News and North East Connection), district website, Hidden Forest subdivision newsletter (Welcome Home) and the North East 180. Public access to the Academic Excellence Indicator System (AEIS) is provided.

4. Sharing Success: Through the use of technology, school meetings, written communications and school events are posted on the school and district websites to provide the community at large access to accomplishments. Throughout the year, district specialists come to Hidden Forest to share new innovative ideas and techniques in the content areas of language arts, reading, math, science, social studies and technology. Teachers implement these ideas and provide feedback on their successes in the classroom.

Hidden Forest's strength is in the area of team planning. The school is clustered with other area elementary, middle and high schools. Each campus also has grade level members, community representatives and parents that serve on a Campus Improvement Council. This council meets with councils from other schools within the Hidden Forest cluster to share ideas and successes.

Hidden Forest teachers volunteer to be involved in classes that assist a variety of other North East teachers. Several teachers participate in administering curriculum classes to staff within the district. Every new teacher is assigned an experienced teacher as a mentor and has multiple opportunities to observe, reflect on the lesson and plan new instructional activities. Hidden Forest staff participates in the Teacher Assistant Program with Churchill High School, which provides high school students an opportunity to observe and learn about classroom instruction.

As a part of a learning community, Hidden Forest communicates its success through the district's website, campus and classroom newsletters, and individual teacher websites. Teachers are responsible for continually updating school and classroom initiatives and events through their websites and newsletters.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: The Hidden Forest school motto, “The Journey to Success Begins in The Forest,” encompasses the school’s philosophy. Hidden Forest believes that student success is a result of relationships, rigor, relevance, and reflection. Using the Campus Plan as a guide, each classroom teacher ensures that all curriculum goals are met. These goals were developed incorporating the Texas Essential Knowledge and Skills (TEKS) and School District Initiatives.

At all grade levels, a daily 90-minute block is dedicated to math, where students receive rigorous instruction. Investigations, a hands-on math curriculum, and Exemplars, a system of weekly open-ended word problems, allow student work to be differentiated and have real-world relevance. These programs foster academic relationships both with peers and teachers and allow for cooperative and flexible student groupings. Using mini-lessons and varied activities, teachers work with students independently or with small groups, based on their specific needs. Investigations, Exemplars and additional resources allow for student self assessment, reflection, and goal setting. TAKS results, Benchmark data and teacher observations enable the staff to continue the excellence achieved in the area of mathematics.

The language arts curriculum is based on the Four Blocks Literacy Model that develops reading and writing skills. Whole group and small group instruction reinforces the TEKS at all grade levels. Guided reading groups allow for students to develop their language skills at their instructional levels. Teachers support student excellence by using higher order thinking and questioning stems. Reading with buddies, parent readers and regular visits to the school library develop relationships vertically among grade levels and community members. Through research-based writing programs - Lucy Calkins and Randi Whitney - students capitalize on their life experiences using writing tools they acquire from varied instructional settings.

Science and Social Studies are vital components of the curriculum. The community’s dedication to Science is evident through the creation of a Science Lab equipped with materials and supplies maintained by the PTA. With the use of the Science Lab and the History Alive curriculum, students are able to personalize their learning experiences by interpreting data and assessing information. By integrating technology, library skills and information acquisition with Science and Social Studies students are able to create and extend their own learning. Through experiential learning, students accept responsibility for their own successes.

Hidden Forest provides a wide variety of enrichment opportunities for students, including Physical Education, Art, Music, Spanish, Guidance Counseling and Library lessons. Through these programs students receive rigorous age-appropriate instruction at all grade levels. Community relationships are widely developed through Parent Education programs, Churchill High School PALS program and Teacher Assistants. Students are exposed to content that makes connections to the general classroom more relevant. Guidance lessons focus on problem-solving techniques that assist students in applying necessary strategies to their lives. In Art, students are provided various reflective activities through studying artists, the elements of art and creating original pieces of art.

Technology is an integral part of the educational curriculum and is used to enhance the learning process. Students visit one of the three wired and wireless labs weekly. Teachers and students learn new ways to incorporate and utilize technology with their classrooms. Student relationships are built by working together to research, generate, and diagram ideas as well as create presentations. Students build a foundation for higher education by learning keyboarding skills through *Kid Keys*, *Alpha Smarts* and other word processing software.

2a. Reading: Hidden Forest acknowledges that reading is the basic foundation of education. The Four Blocks Literacy framework has been implemented to meet the diverse needs of all children in grades K-5. Four Blocks consists of working with words (WWW), self-selected reading (SSR), guided reading and writing. Each block is multilevel and TEKS-based providing support for children who struggle with reading or writing, as well as providing challenges for advanced students. WWW emphasizes letter

sounds, word families and high frequency words. SSR is designed to give students an opportunity to select books at their own levels and interests, thereby motivating them to become life-long readers. The guided reading block builds comprehension and fluency through a variety of genres, using an assortment of activities including technology. Reading blocks are foundations for fostering the writing block. Programs used to enrich the reading curriculum include: Month by Month Phonics, literature stations or centers, literature circles and the Lucy Caulkins and Randi Whitney Writing programs.

Assessment and intervention play a major role in reading instruction. Assessments include the Basic Reading Inventory (BRI), Texas Primary Reading Inventory (TPRI), periodic benchmark testing, and the Language Assessment Survey Oral (LASO), allowing teachers to identify needs and differentiate instruction. Intervention programs include tutoring, support from literacy specialists, Reading Acceleration Program (RAP) and Shelter Instruction Observation Protocol (SIOP) for English secondary language students. The primary intervention for struggling reading students is RAP, a research-based program that focuses on accelerating students' reading through phonics, fluency, and comprehension. The two major components of RAP are *Soar to Success*, a foundational program, and *Voyager*, a secondary program used to further close gaps in struggling readers.

Reading is promoted through: flexible library schedule, classroom reading buddies, parent readers, author visits, guided reading resource library and literacy nights. Recognizing that all children learn differently, co-teaching and inclusion programs ensure that ALL students will be good readers and writers.

3. Additional Curriculum Area – SCIENCE: Today's "young scientists" are challenged daily with hands-on lab investigations that integrate the science curriculum with real world applications. Students build their knowledge using specific lab programs, such as Full Option Science System (FOSS) and Activities Integrated with Math and Science (AIMS). Teachers attend FOSS and AIMS workshops and find the programs to be student friendly and tied to real life in preparation for the 21st century.

Hidden Forest boasts an extensive collection of scientific materials in a centrally located area that is accessible to everyone on campus. Materials are checked out for classroom use.

Students keep notebooks with science experiment results, goal setting activities and concepts learned. Students create manipulative books and graphic organizers that are incorporated into this journaling process. Teachers attend collaborative meetings to enhance curriculum and stretch the minds of students to ensure they fulfill their potential. These possibilities are shared with the community during Math and Science nights where families participate in the learning process. Hands-on activities, guest speakers and games are a myriad of opportunities available during this event.

This year Hidden Forest was chosen to compete in the Green Team Challenge. During October, the goal was to increase awareness of the school's ongoing commitment to the environment. All classrooms were provided with a recycling container, participated in grounds clean-up, and science/art projects with recycled materials. Every class knows THEY made a difference, not just for October, but on a continuing basis.

Assisted by the PTA and parent volunteers, every class has their own garden. Students have experience from planting to harvesting, enabling them to learn science concepts in a memorable, real world environment.

4. Instructional Methods: Hidden Forest incorporates differentiated instruction as the key to student success. Marzano's Five, North East Independent School District initiative to increase classroom success, drives instruction. This instructional method encompasses higher order thinking skills by modeling five different techniques. The first strategy is *identifying similarities and differences*, in which students are taught to identify attributes and characteristics of concepts using methods such as compare and contrast, classification, graphic organizers, and creation of metaphors and analogies. The second method is *summarizing and note taking*, where students identify important information using webbing, graphic organizers, picto-notes, fill in the blanks and outlines. These strategies also activate prior knowledge. The third instructional method, *using questions, cues, and organizers*, is implemented using Dinah Zike

foldables and organizers. Organizers are also incorporated using computer-based programs such as Kid Pix, Kidspiration and Inspiration. To strengthen higher level thinking research-based questioning techniques based on Bloom's Taxonomy and Margaret Kilgo's leveled questions are used. The fourth tool, *interactive teaching and learning*, is taught using many cooperative learning strategies. A few strategies are Think-Pair-Share, student-led lessons and peer tutoring. The last strategy is *goal setting and providing feedback*, which involve the student in setting personal goals using specific TEKS as targets. All of these methods are incorporated in student content area notebooks, which exemplify student accountability for their own learning.

5. Professional Development: Teachers attend professional development throughout the year that supports the Campus Plan goals and strengthens the teaching of reading, math, writing and science curriculum.

In reading, staff members have attended Building Blocks (K), Four Blocks (1-3) and Big Blocks (4-5) to implement a language arts program that allows for differentiated and integrated instruction. Marzano Five is utilized to develop vocabulary in all subject areas. Margaret Kilgo workshops (2-5) have equipped the staff with methods for improving comprehension strategies for text dependent reading (TAKS) and creative reading (appreciation of literature). The special education staff has been trained in a research-based reading program (SRA) which allows them to supplement instruction from the regular classroom. Students' writing scores improved greatly by teachers attending and implementing researched-based writing programs.

The math curriculum is focused on hands-on exploration. Investigations, Marilyn Burns's strategies, Talk Five Moves, daily problem solving using Exemplars, ninety minute math lesson framework and integration of math vocabulary from kindergarten through fifth grade are utilized. The science/social studies curriculum is an exploration process. Teachers are trained through SCOPE meetings that highlight best teaching strategies and lessons which are utilized school wide. All grade level teachers have been trained and implement notebooking techniques as a measure to deepen understanding of concepts learned.

Additional training includes: Sheltered Instruction Observation Protocol (SIOP) training at each grade level to support the English as a Second Language Learner, technology training, and co-teaching strategies to enhance the special education student's success in the classroom. As staff changes, master teachers continue to mentor new teachers.

PART VII: ASSESSMENT RESULT

Subject: Reading Grade 3rd

Test: Third Grade Reading TAKS

Edition/Publication Year _____ Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month April					
SCHOOL SCORES*					
% Met State Standards	100	100	100	100	
% Commended Performance	75	61	62	52	
Number of students tested	95	111	89	82	
Percent of total students tested	99	100	100	98	
Number of students alternatively assessed	6	6	2	2	
Percent of students alternatively assessed	6	5	2	2	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% Met State Standards	100	100	100	100	
% Commended Performance	75	71	68	56	
Number of students tested	66	82	64	61	
2. <u>Hispanic</u> (specify subgroup)					
% Met State Standards	100	100	100	100	
% Commended Performance	75	46	46	38	
Number of students tested	21	26	22	16	

Subject: Math Grade 3rd

Test: Third Grade Math TAKS

Edition/Publication Year _____ Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month April					
SCHOOL SCORES*					
% Met State Standards	98	94	97	99	
% Commended Performance	41	39	40	45	
Number of students tested	93	114	88	80	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed	7	5	2	6	
Percent of students alternatively assessed	7	4	2	7	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% Met State Standards	98	97	97	100	
% Commended Performance	40	46	47	50	
Number of students tested	65	82	64	60	
2. <u>Hispanic</u> (specify subgroup)					
% Met State Standards	95	84	96	93	
% Commended Performance	45	20	18	27	
Number of students tested	21	26	22	15	

Subject: Reading Grade 4th
 Test: Fourth grade Reading TAKS

Edition/Publication Year _____ Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% Met State Standards	97	97	95	100	
% Commended Performance	39	45	53	39	
Number of students tested	115	88	92	89	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	10	1	5	5	
Percent of students alternatively assessed	9	1	5	6	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% Met State Standards	99	98	95	100	
% Commended Performance	43	48	56	42	
Number of students tested	82	65	65	67	
2. <u>Hispanic</u> (specify subgroup)					
% Met State Standards	91	90	94	100	
% Commended Performance	33	35	50	32	
Number of students tested	21	20	18	19	

Subject: Math Grade 4th
 Test: Fourth grade Math TAKS

Edition/Publication Year _____ Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% Met State Standards	94	94	97	98	
% Commended Performance	56	60	56	43	
Number of students tested	115	88	92	88	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	14	1	5	5	
Percent of students alternatively assessed	12	1	5	5	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% Met State Standards	96	97	97	99	
% Commended Performance	59	66	57	47	
Number of students tested	80	65	66	68	
2. <u>Hispanic</u> (specify subgroup)					
% Met State Standards	84	85	100	94	
% Commended Performance	53	45	59	29	
Number of students tested	19	20	17	17	

Subject: Reading Grade 5th
 Test: Fifth grade Reading TAKS

Edition/Publication Year _____ Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% Met State Standards	100	100	100	93	
% Commended Performance	40	55	53	38	
Number of students tested	93	99	101	107	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	7	7	3	6	
Percent of students alternatively assessed	8	7	3	5	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% Met State Standards	100	100	100	93	
% Commended Performance	39	61	61	44	
Number of students tested	67	72	73	80	
2. <u>Hispanic</u> (specify subgroup)					
% Met State Standards	100	100	100	90	
% Commended Performance	35	46	33	25	
Number of students tested	17	22	24	20	

Subject: Math Grade 5th
 Test: Fifth grade Math TAKS

Edition/Publication Year _____ Publisher _____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month					
SCHOOL SCORES*					
% Met State Standards	100	100	98	98	
% Commended Performance	58	52	51	34	
Number of students tested	95	107	101	108	
Percent of total students tested	99	100	100	100	
Number of students alternatively assessed	7	7	2	6	
Percent of students alternatively assessed	7	7	2	5	
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
% Met State Standards	100	100	99	99	
% Commended Performance	62	52	51	40	
Number of students tested	67	73	74	80	
2. <u>Hispanic</u> (specify subgroup)					
% Met State Standards	100	100	96	95	
% Commended Performance	41	50	50	10	
Number of students tested	17	22	24	21	

