

2006-2007 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet Type of School: [] Elementary [] Middle [] High [] K-12 [] Charter

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

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

School Mailing Address 351 Nichols Rd.
(If address is P.O. Box, also include street address.)

El Paso Texas 79915-2398
City State Zip Code+4 (9 digits total)

County El Paso State School Code Number* 071905114

Telephone (915) 434-7700 Fax (915) 772-8153

Web site/URL www2.yisd.net/ramona E-mail ASilva@yisd.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. Hector Montenegro
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ysleta ISD Tel. (915) 434-0031

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. Milton Duntley
(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

1. Number of schools in the district: 34 Elementary schools
 11 Middle schools
 _____ Junior high schools
 7 High schools
 8 Other

 60 TOTAL

2. District Per Pupil Expenditure: \$6,681

 Average State Per Pupil Expenditure: \$9,269

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. 3 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	20	11	31		7			
K	26	28	54		8			
1	15	22	37		9			
2	27	29	56		10			
3	37	22	59		11			
4	27	30	57		12			
5	26	23	49		Other			
6	29	23	52					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								395

6. Racial/ethnic composition of the school: 4 % White
 % Black or African American
96 % Hispanic or Latino
 % Asian/Pacific Islander
 % 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: 34 %

[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	70
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	60
(3)	Total of all transferred students [sum of rows (1) and (2)]	130
(4)	Total number of students in the school as of October 1	372
(5)	Total transferred students in row (3) divided by total students in row (4)	.349
(6)	Amount in row (5) multiplied by 100	34

8. Limited English Proficient students in the school: 50 %
187 Total Number Limited English Proficient
Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 90 %
Total number students who qualify: 334

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: $\frac{12}{43}$ %
 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> </u> Autism	<u> 3 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 5 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 10 </u> Specific Learning Disability
<u> 1 </u> Emotional Disturbance	<u> 12 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 11 </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> </u>
Classroom teachers	<u> 21 </u>	<u> </u>
Special resource teachers/specialists	<u> 4 </u>	<u> </u>
Paraprofessionals	<u> 8 </u>	<u> </u>
Support staff	<u> 3 </u>	<u> 1 </u>
Total number	<u> 38 </u>	<u> 1 </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 19:1

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%	96%	97%
Daily teacher attendance	88%	86%	88%	85%	86%
Teacher turnover rate	10%	0%	3%	6%	0%
Student dropout rate (middle/high)	N/A %	N/A%	N/A%	N/A%	N/A%

PART III – SUMMARY

Located two miles from the international boundary between the United States and Mexico, Ramona Elementary School, in the Ysleta Independent School District (Ysleta ISD) has served this industrial park community in El Paso, Texas, for over 50 years. The school is located at 351 Nichols which is situated between Phelps Dodge Refinery, Western Oil Refining, and a Southern Pacific Railroad Yard. The student enrollment, which is 96% Hispanic, is approximately 400 including pre-kindergarten through sixth grade. Ramona Elementary is recognized as a Title I campus by the State of Texas with a population of 87% economically disadvantaged students.

Despite these challenges, over the past fifty years, Ramona Elementary has maintained a reputation as one of the finest schools in the El Paso area. Since 2001, this school has achieved both Exemplary and Recognized status within the State of Texas. Most recently, in 2005-2006 the school was recognized by the Texas Education Agency (TEA) with Gold Performance Acknowledgements in the areas of attendance, commended performance for writing and math, and comparable improvement in reading. In addition to providing an excellent educational foundation for success, many families are first generation immigrants, and Ramona provides a strong education for students to become successful and contributing citizens of the United States.

Not only does Ramona have a high academic reputation, but there is also a sense of family within its halls. The campus received the 2006-2007 Governor's Educator Excellence Award in the amount of \$60,000. In the spirit of unity and collaboration, a committee of teachers strongly felt that each person at Ramona touches the lives of students and deserves part of the award. Everyone on campus, including the cafeteria staff, clerical workers, and custodians will share this award.

The faculty members work closely with students, colleagues, and parents to assure the success of each student regardless of economic or cultural background. Every morning, teachers meet with small groups of students who have been identified for literacy intervention and enrichment while parent volunteers and staff work with the rest of the class. The school mottos, "Readers are Leaders" and "Writers become Authors," emphasize the value of an education. Students are also awarded for independent reading in the "Got Caught Reading Program" which rewards students who are caught reading on their own. For the last five years, students from Ramona Elementary have also received recognition for their excellent writing through the annual Ysleta District Writing Contest.

A commitment to life-long learning is evident at Ramona. Parents and family members are offered classes in computer skills, literacy and in English as a Second Language (ESL). Upon completion of four technology sessions this year, parents will qualify to purchase an affordable computer that is internet accessible through the partnering of our district with Vplex. These classes have encouraged them to continue their education. The faculty members at Ramona have an average of 13 years of experience in teaching. Several teachers were students at Ramona and have returned as professionals to support this learning community, and many former students have achieved successful careers in El Paso.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Texas Assessment of Knowledge and Skills (TAKS) is administered to third through sixth grade students in math and reading. Students in fourth grade take the writing TAKS while fifth grade students take the science TAKS in addition to reading and math. Students must receive a scale score of 2100 to meet the state standard. A scale score of 2400 is required for a “commended performance.” The website address for Texas assessments is

<http://www.tea.state.tx.us/perfreport/aeis/2006/index.html>.

Since the implementation of the TAKS, the performance standard in both reading and math has gradually increased from 53% in 2002-2003 to 68% in 2005-2006. For the past four years, sixth grade students exceeded state standards in both math and reading with an average of 96% passing rate. The percentage peaked in 2005-2006 with 98% of students meeting and exceeding the required state standard.

For the past four years, 96% of all Limited English Proficiency (LEP) students have passed the writing TAKS assessment in fourth grade. More specifically, in 2003-2004, 96% of LEP students met minimum required standards and 43% earned commended performance recognition. In 2004-2005, 99% of LEP students completing the writing assessment met the minimum required standard; of these students, 42% earned commended performance recognition. In 2005-2006, 90% of LEP students met the minimum required standard, 44% of these students earned commended performance recognition.

In the 2002-2003 school year, the State of Texas mandated TAKS reading test for third grade and science test for fifth grade. Since these mandates have been implemented, the students from Ramona have performed well.

- In 2002-2003, 88% of third grade students met and exceeded state standards.
- Since the implementation of the Science TAKS, fifth grade students testing in English have shown an increase in meeting state standards from 65% in 2004-2005 to 99% in 2005-2006.
- The number of students that take the State Developed Alternative Assessment (SDAA) has decreased from 10% in 2002-2003 to 6% in 2005-2006 in math and from 9% to 7% in reading.

Ramona is 96% Hispanic, 4% White, 0.3% African-American and 87% economically disadvantaged. This student population has performed well in the 2005-2006 school year.

- 89% of all students in third through sixth have met and exceeded state standards in both math and reading for the 2005-2006 school year.
- 89% of all LEP students that completed the reading TAKS have passed since the 2002-2003 school year, in third through sixth grade.

The School Report Card for Ramona is available at

<http://www.tea.state.tx.us/perfreport/src/2006/campus.srch.html>.

2. Using Assessment Results:

A variety of assessment tools are used throughout the year and across grade levels to ensure the success of the students. Using the model of Professional Learning Communities (PLC), teachers collaborate weekly by developing common assessments for each grade level based on the Texas Essential Knowledge and Skills (TEKS) as well as standardized tests. In addition to the TEKS, TAKS and common assessments, teachers use benchmark tests in reading, math and science, as well as portfolios, anecdotal records, observations, and journals to provide a broad picture of the students' achievement. The results of these assessments are then analyzed and used to identify further instructional strategies or interventions in the classroom. Students who score below 70% on any standardized or teacher developed test are guided through a campus developed Pyramid of Intervention according to their needs. This pyramid helps teachers develop appropriate strategies that include the support of literacy specialists, parents, and administrators.

It is an ongoing practice at Ramona to analyze assessment results and adjust classroom instruction accordingly. In 2003, after analyzing the third grade TAKS results, kindergarten through second grade teachers decided to increase the end of the year reading expectations to better prepare students for third grade required reading ability. This increase in reading level expectations resulted in a higher performance on TAKS from 82% in 2004 to 90% in 2006. In addition to these initiatives, teachers also utilize the Texas Primary Reading Inventory (TPRI) assessment to determine fluency and form small target groups so that future teachers can immediately begin working with students who are performing below the recommended reading levels. The goal of assessment at Ramona is to see clearly where individual students' strengths and weaknesses lie and to implement strategies tailored for each student in order to succeed.

3. Communicating Assessment Results:

The staff and faculty at Ramona Elementary place a high value on the communication between teachers, students, parents, and administrators. At the beginning of each year, parents are invited to "Meet Your Child's Teacher" night, where the entire faculty and staff are personally introduced to parents and community leaders. Parents also attend two formal conferences during the school year to follow-up on their child's progress. In addition to these formal conferences, teachers are available for individual conferences throughout the year. At the end of every school year, parents are also provided with a "Parent Assessment Survey" that gives parents the opportunity to comment on various aspects of the school year, including school safety, policies, curriculum, TAKS testing, and the overall educational environment. The results are then used as a basis to adjust school and classroom practices in order to continuously strengthen the learning community.

Students also receive progress reports in all subject areas every three weeks and receive a report card every nine weeks for parents to review. Parents are also encouraged to attend the Awards Assembly held every nine weeks which celebrates the many accomplishments of the students including honor roll, perfect attendance, citizenship, and special recognition for extra curricular activities. Pre-K through second grade teachers use a daily interactive journal to report the students' daily academic progress and conduct to the parents. This journal provides both parents and teachers with a consistent opportunity to share concerns as well as highlight achievement on a regular basis. Teachers also communicate student progress with parents via phone calls, e-mail, newsletter, personal notes, and home visits as necessary. Along with report cards, parents attend TAKS information nights and receive the annual School Report Card and Gold Performance Acknowledgements provided by the Texas Education Agency (TEA). To ensure the participation of the entire community, all information that is distributed to parents is available in English and Spanish.

4. Sharing Success:

Ramona has visitors from the district, state, and national level throughout the academic school year. Several times a year, teams from other schools visit to observe the Two-Way Dual Language program, where both native English and native Spanish speaking students are instructed in the same classroom with the goal of becoming bi-literate and bilingual. Ramona serves as a model for other schools seeking to begin a well-designed Two-Way Dual Language program. In addition to the program at Ramona, teachers from the Two-Way Dual Language program have presented for colleagues in the district and at the National Association of Bilingual Education (NABE) and Bilingual Education with Emphasis on Math and Science (BEEMS).

In the Fall of 2004, the faculty at Ramona implemented the practice of Professional Learning Communities (PLC) that has since become part of the Ysleta ISD culture. The emphasis of this model is the use of collaborative teams which is a reflection of the collaborative culture of teaching and learning at Ramona. The faculty members at Ramona also participate as mentors within the Ysleta ISD and have had

a long standing relationship with teacher preparation programs in both the College of Education at the University of Texas at El Paso, and the Socratic Institute at Ysleta ISD's Riverside High School.

The literacy support teacher from Ramona has been selected to mentor other literacy teachers in Region XIX. The sixth grade, Ramona teachers were part of a district-wide study to determine the practices of highly successful individuals whose students consistently achieve 100% passing on the standardized state assessment. Many of the faculty members have shared their ideas in the creation of the scope and sequence for curriculum implemented throughout the district.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The PLC model forms the core mechanism for customizing and implementing curriculum expectations that meet and exceed the state and district mandates (TEKS). The PLC teams meet weekly within grade levels to identify the needs of the students and implement strategies.

The Readers' and Writers' Workshop is the core of the curriculum at Ramona. This curriculum was chosen because it offers a rich literature background that is utilized in other subject areas. The wide range of activities such as, mini lessons, grammar practice, phonics, guided reading and book talks ensure a broad base of knowledge for students to work with throughout the school day. The ultimate goal of this multidimensional program is for students to become lifelong readers and writers. Students in kindergarten through second grade have "take-home" book bags that carry the students' fluency and literacy skills home to involve the parents in learning.

Ramona's math curriculum differs from the traditional textbook approach in that students develop fluency and confidence in real life problem solving situations. Pre-kindergarten through sixth grade classrooms use programs that allow students to find more than one solution to a problem, share their thinking with their peers, choose from a variety of concrete materials and express learning through drawing, writing, oral reports and even computer generated presentations.

The science curriculum is based on the scientific inquiry method. Classrooms in pre-kindergarten through sixth grade use questioning which leads to active investigation to find answers. Implementation activities are supported with questions, tables, graphs, and procedural information. Along with these investigations, every student from kindergarten to sixth grade participates in the school Science Fair.

The social studies curriculum involves students learning about history, culture, economics, geography, government, map and globe skills as well as current events. Students interact with multimedia resources and community speakers in order to experience social studies. To build background knowledge, social studies is integrated with language arts, and students read historical novels to enhance their understanding of the issues.

Ramona also offers the Two-Way Dual Language program in support of the Ysleta District vision statement which reads in part, "...graduate from high school fluent in two or more languages prepared and inspired to continue their education..." Students in kindergarten through sixth grade receive instruction in both languages at a high academic level. The percentage of Spanish instruction moves from 90% in kindergarten to 50% in fifth and sixth grade. Students learn academics through cooperative groupings and the best practices of second language learning. Traditional bilingual classes have transitioned into Two Way Dual Language classrooms where the opportunity to learn a second language is afforded to all students. Some of the primary advocates for this program are the faculty and staff who have enrolled their children in the Two-Way Dual Language classes, thus valuing the learning in two languages. For additional information on the Two-Way Program visit <http://www2.net/ramona>.

Special education is also a component of the curriculum at Ramona Elementary. The curriculum for this population is based on the least restrictive environment. The students participating in this program are provided the full range of the curriculum through a co-teaching model where both regular education and special education teachers work together in the same classroom to address the Individual Educational Plan for each child.

2a. Reading:

The literacy program at Ramona was established six years ago with the guidance of The El Paso Collaborative for Academic Excellence which is based on a daily 2 ½ hour language arts block including a one hour Readers' Workshop. The workshop includes daily routines such as independent reading, guided reading, paired reading of complex texts, use of leveled texts plus the book of the month. Each month a children's book is selected as a read aloud in all classrooms. Teachers monitor the students' reading progress using running records. A mini lesson is the first part of the Readers' Workshop which consists of literary elements, genres, authors study, or other reading strategies. These reading strategies are incorporated into reading centers which can include book talks, literature circles or author studies. While students are in their reading center, teachers use this time for small group guided reading intervention. At the close of the workshop, the students share what they have learned or what strategy they have tried during the lesson.

Along with the Readers' Workshop which is implemented in kindergarten through fifth grade levels, Reading Recovery, a specific reading intervention program, has been implemented at the first grade level. The program is 20 weeks and offers reading intervention for monolingual and bilingual students with the goal of creating independent and fluent readers. The four lowest scoring students on the Observation Survey Assessment (OS) are selected. The intervention consists of a thirty-minute daily lesson. At the end of the program, the Reading Recovery teacher, classroom teacher, and staff reevaluate the child's progress and make recommendations.

Sixth grade teachers take the Studio Course approach to teaching language arts which unifies reading and writing. Students study specific features of various genres as they author their own writing pieces.

3. Science Curriculum:

Ramona has made a commitment to provide and maintain a credible learning community that ensures high academic achievement, and part of that commitment is the science curriculum. The science lab is designed to offer students an environment conducive to exploring different properties and concepts that are foundational for a strong background in science. The science curriculum is also embedded into language arts across the grade levels by using genres that highlight science exploration. The focus is to meet or exceed the national science standards by exposing students to real-life opportunities through the science lab and through field experiences. The Field Option Science Systems (FOSS) kits and Activities Integrating Mathematics and Science (AIMS) lessons are additional resources that help prepare the students for hands-on science exploration.

Ramona has educational partnerships with the University of Texas at El Paso (UTEP), and Lockheed Martin's El Paso Aerospace Division which enhance the field experiences. Through UTEP, students visit the geology department where they learn to read three-dimensional maps and are taken to a field site where they dig for fossils, study dinosaur tracks, and the sedimentary rock formations at a local landmark, Mount Cristo Rey. These experiences have been instrumental in developing the students' knowledge of earth science. For the past four years, Ramona has built a strong alliance with Lockheed Martin's engineers. They tutor Ramona students in math and science and arrange for annual field trips to their headquarters to see how missiles are built in order to develop a working knowledge of Newton's Laws of Motion. To further enrich their knowledge of physics, students are also taken to an actual missile launch at Fort Bliss's McGregor Range. These field experiences culminate in a physics investigation in which the students build their own rockets, launch them, and then analyze the results. This active engagement of scientific studies lays an excellent foundation for students to pursue careers in the fields of math and science.

4. Instructional Methods:

Ramona Elementary School faculty and staff operate as a professional learning community where learning instead of teaching is the driving force. A culture of collaboration is the core of how faculty and staff manage the education of our students. During weekly and monthly sessions, educators plan and create lessons that will capture the interests of all students.

To create an environment for successful learning, teachers and staff use the following questions to guide their assessments and implementation of instruction.

- What do we expect students to learn?
- How do we know when students have learned it?
- What do we do when students haven't learned it?
- What do we do when students have learned it?

Combined with the state mandated curriculum and the TEKS, these four essential questions guide the alignment of the curriculum from what is taught to how it is tested. The campus developed pyramid of intervention guides teachers through a hierarchical sequence to address student needs. For those students who need more support, a committee consisting of grade level representatives, support teachers, a counselor, and an administrator is convened to develop an individual plan of action that addresses student educational issues. In an effort to conduct an in depth study of the relationship between the State of Texas curriculum and the state assessment, Ramona has adopted the Kilgo Research Model which allows teachers to analyze different levels of questioning. Teachers then collaborate to determine how to implement this new information to benefit the students.

5. Professional Development:

The goal at Ramona Elementary School is to directly tie professional growth with the campus mission statement, which ensures high academic achievement, exemplifies outstanding citizenship, and maintains positive relationships among all members of the learning community. It is common understanding among educators that in order for learning to improve, teaching must first improve. Improving learning is primarily achieved through job-embedded professional development where teachers collaborate on a weekly basis to address student issues, share ideas on pedagogy, develop common assessments, analyze data, and explore successful strategies.

As part of the initiative for No Child Left Behind, professional development for the inclusion of special education students was studied for one year prior to implementation.

Inclusion of special needs students into the regular education classroom enables teachers to bridge the curriculum for all learners through co-teaching (regular education and special education teachers teaching together in the same classroom) and peer facilitation (special education teacher serving as a consultant to the regular education teacher). Researchers have discovered that students with special needs who learn in a least restrictive environment along side their peers are better prepared to work on grade level material and ultimately develop positive relationships amongst their classmates.

As per district policy all teachers must complete 30 hours of gifted and talented training and earn six hours of on-going training for every year thereafter. Teachers maintain current in technology with six hours of the trainer of trainers model which facilitates the instructional integration of the curriculum. Although many Ramona teachers attend district and regional professional development sessions, the core of the school's professional growth comes from within the campus through collaboration with mentor teachers that specialize in specific content areas. With this approach, colleagues observe each other and then debrief the session to improve instructional delivery.

PART VII - ASSESSMENT RESULTS

No Child Left Behind – Blue Ribbon School

Subject: Reading Grade: 3 Test: Texas Assessment of Knowledge & Skills (TAKS)
Edition/Publication year: 2005-2006 Publisher: Texas Education Agency

Testing Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Feb/April	Feb/April	March/April	March/April
SCHOOL SCORES				
% Meeting plus Commended State Standards	87	81	96	89
% Commended State Standards	13	17	28	13
Number of students tested	55	47	47	45
Percent of students tested	93	96	92	88
Number of students alternatively assessed	1	2	2	6
Percent of students alternatively assessed	2	4	4	12
SUBGROUP SCORES				
1. Hispanic				
% Meeting plus Commended State Standards	92	81	98	97
% Commended State Standards	14	14	28	13
Number of students tested	52	43	47	38
2. Economic Disadvantaged				
% Meeting plus Commended State Standards	92	82	98	97
% Commended State Standards	13	15	27	11
Number of students tested	48	39	45	35
3. LEP				
% Meeting plus Commended State Standards	86	81	96	96
% Commended State Standards	7	15	21	17
Number of students tested	28	26	28	23

Enrollment numbers used to calculate “Percent of students tested/alternatively assessed” are from the Academic Excellence Indicator System (AEIS) report.

All other data was determined using the TAKS and/or SDAA data files from TEA.

The data in these files used to determine which students are in each subgroup is based on coding from TAKS answer sheets.

No Child Left Behind – Blue Ribbon School

Subject: Reading Grade: 4 Test: Texas Assessment of Knowledge & Skills (TAKS)
Edition/Publication year: 2005-2006 Publisher: Texas Education Agency

Testing Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
% Meeting plus Commended State Standards	77	80	73	96
% Commended State Standards	19	20	24	12
Number of students tested	43	45	45	51
Percent of students tested	84	83	78	94
Number of students alternatively assessed	1	2	7	2
Percent of students alternatively assessed	2	4	12	4
SUBGROUP SCORES				
1. Hispanic				
% Meeting plus Commended State Standards	77	80	71	96
% Commended State Standards	15	20	21	13
Number of students tested	39	45	42	48
2. Economic Disadvantaged				
% Meeting plus Commended State Standards	76	78	68	95
% Commended State Standards	16	22	21	8
Number of students tested	38	41	34	39
3. LEP				
% Meeting plus Commended State Standards	86	79	87	93
% Commended State Standards	23	29	26	10
Number of students tested	22	24	23	29

Enrollment numbers used to calculate “Percent of students tested/alternatively assessed” are from the Academic Excellence Indicator System (AEIS) report.
All other data was determined using the TAKS and/or SDAA data files from TEA.
The data in these files used to determine which students are in each subgroup is based on coding from TAKS answer sheets.

No Child Left Behind – Blue Ribbon School

Subject: Reading Grade: 5 Test: Texas Assessment of Knowledge & Skills (TAKS)
 Edition/Publication year: 2005-2006 Publisher: Texas Education Agency

Testing Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April/June	Feb/April	April	April
SCHOOL SCORES				
% Meeting plus Commended State Standards	93	86	84	88
% Commended State Standards	30	16	15	18
Number of students tested	40	44	55	56
Percent of students tested	89	77	92	88
Number of students alternatively assessed	5	8	3	7
Percent of students alternatively assessed	11	14	5	11
SUBGROUP SCORES				
1. Hispanic				
% Meeting plus Commended State Standards	97	86	85	87
% Commended State Standards	31	12	14	17
Number of students tested	39	43	52	52
2. Economic Disadvantaged				
% Meeting plus Commended State Standards	97	85	80	82
% Commended State Standards	27	10	14	13
Number of students tested	37	40	44	39
3. LEP				
% Meeting plus Commended State Standards	94	87	86	96
% Commended State Standards	33	13	7	18
Number of students tested	18	23	29	22

Enrollment numbers used to calculate “Percent of students tested/alternatively assessed” are from the Academic Excellence Indicator System (AEIS) report.
 All other data was determined using the TAKS and/or SDAA data files from TEA.
 The data in these files used to determine which students are in each subgroup is based on coding from TAKS answer sheets.

No Child Left Behind – Blue Ribbon School

Subject: Reading Grade: 6 Test: Texas Assessment of Knowledge & Skills (TAKS)
 Edition/Publication year: 2005-2006 Publisher: Texas Education Agency

Testing Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
% Meeting plus Commended State Standards	98	92	95	96
% Commended State Standards	24	40	36	37
Number of students tested	41	50	56	49
Percent of students tested	76	83	85	94
Number of students alternatively assessed	5	3	5	3
Percent of students alternatively assessed	9	5	8	6
SUBGROUP SCORES				
1. Hispanic				
% Meeting plus Commended State Standards	97	92	94	96
% Commended State Standards	21	40	34	36
Number of students tested	39	47	53	47
2. Economic Disadvantaged				
% Meeting plus Commended State Standards	97	90	94	95
% Commended State Standards	14	30	32	31
Number of students tested	35	40	47	42
3. LEP				
% Meeting plus Commended State Standards	95	77	86	91
% Commended State Standards	16	6	18	19
Number of students tested	19	17	22	21

Enrollment numbers used to calculate “Percent of students tested/alternatively assessed” are from the Academic Excellence Indicator System (AEIS) report.
 All other data was determined using the TAKS and/or SDAA data files from TEA. The data in these files used to determine which students are in each subgroup is based on coding from TAKS answer sheets.

No Child Left Behind – Blue Ribbon School

Subject: Math Grade: 3 Test: Texas Assessment of Knowledge & Skills (TAKS)
Edition/Publication year: 2005-2006 Publisher: Texas Education Agency

Testing Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
% Meeting plus Commended State Standards	76	72	87	93
% Commended State Standards	11	17	23	7
Number of students tested	54	46	46	41
Percent of students tested	92	94	90	80
Number of students alternatively assessed	1	1	2	6
Percent of students alternatively assessed	2	2	4	12
SUBGROUP SCORES				
1. Hispanic				
% Meeting plus Commended State Standards	74	74	89	92
% Commended State Standards	10	17	22	8
Number of students tested	50	42	46	39
2. Economic Disadvantaged				
% Meeting plus Commended State Standards	76	76	86	92
% Commended State Standards	11	18	21	6
Number of students tested	46	38	44	36
3. LEP				
% Meeting plus Commended State Standards	78	80	89	96
% Commended State Standards	4	16	21	5
Number of students tested	27	25	28	22

Enrollment numbers used to calculate “Percent of students tested/alternatively assessed” are from the Academic Excellence Indicator System (AEIS) report.
All other data was determined using the TAKS and/or SDAA data files from TEA.
The data in these files used to determine which students are in each subgroup is based on coding from TAKS answer sheets.

No Child Left Behind – Blue Ribbon School

Subject: Math Grade: 4 Test: Texas Assessment of Knowledge & Skills (TAKS)
Edition/Publication year: 2005-2006 Publisher: Texas Education Agency

Testing Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
% Meeting plus Commended State Standards	75	82	78	86
% Commended State Standards	27	36	17	14
Number of students tested	44	45	46	51
Percent of students tested	86	83	79	94
Number of students alternatively assessed	1	2	6	2
Percent of students alternatively assessed	2	4	10	4
SUBGROUP SCORES				
1. Hispanic				
% Meeting plus Commended State Standards	78	82	77	85
% Commended State Standards	28	36	16	15
Number of students tested	40	45	43	48
2. Economic Disadvantaged				
% Meeting plus Commended State Standards	77	81	74	85
% Commended State Standards	28	34	14	13
Number of students tested	39	41	35	39
3. LEP				
% Meeting plus Commended State Standards	87	88	83	86
% Commended State Standards	35	42	26	21
Number of students tested	23	24	23	29

Enrollment numbers used to calculate “Percent of students tested/alternatively assessed” are from the Academic Excellence Indicator System (AEIS) report.
All other data was determined using the TAKS and/or SDAA data files from TEA.
The data in these files used to determine which students are in each subgroup is based on coding from TAKS answer sheets.

No Child Left Behind – Blue Ribbon School

Subject: Math Grade: 5 Test: Texas Assessment of Knowledge & Skills (TAKS)

Edition/Publication year: 2005-2006 Publisher: Texas Education Agency

Testing Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April/May	April	April	April
SCHOOL SCORES				
% Meeting plus Commended State Standards	95	98	88	93
% Commended State Standards	44	32	18	9
Number of students tested	40	41	58	56
Percent of students tested	89	72	97	88
Number of students alternatively assessed	4	9	2	8
Percent of students alternatively assessed	9	16	3	13
SUBGROUP SCORES				
1. Hispanic				
% Meeting plus Commended State Standards	97	78	87	92
% Commended State Standards	44	29	15	10
Number of students tested	39	41	55	52
2. Economic Disadvantaged				
% Meeting plus Commended State Standards	97	76	87	90
% Commended State Standards	41	26	17	5
Number of students tested	37	38	47	40
3. LEP				
% Meeting plus Commended State Standards	94	64	90	100
% Commended State Standards	33	32	16	9
Number of students tested	18	22	31	22

Enrollment numbers used to calculate “Percent of students tested/alternatively assessed” are from the Academic Excellence Indicator System (AEIS) report.

All other data was determined using the TAKS and/or SDAA data files from TEA.

The data in these files used to determine which students are in each subgroup is based on coding from TAKS answer sheets.

No Child Left Behind – Blue Ribbon School

Subject: Math Grade: 6 Test: Texas Assessment of Knowledge & Skills (TAKS)

Edition/Publication year: 2005-2006 Publisher: Texas Education Agency

Testing Year	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
% Meeting plus Commended State Standards	98	94	96	96
% Commended State Standards	39	41	27	41
Number of students tested	41	51	56	49
Percent of students tested	76	85	85	94
Number of students alternatively assessed	5	2	6	3
Percent of students alternatively assessed	9	3	9	6
SUBGROUP SCORES				
1. Hispanic				
% Meeting plus Commended State Standards	97	94	96	96
% Commended State Standards	36	40	25	40
Number of students tested	39	48	53	47
2. Economic Disadvantaged				
% Meeting plus Commended State Standards	97	93	96	95
% Commended State Standards	34	34	19	38
Number of students tested	35	41	47	42
3. LEP				
% Meeting plus Commended State Standards	95	89	91	86
% Commended State Standards	21	33	5	23
Number of students tested	19	18	22	22

Enrollment numbers used to calculate “Percent of students tested/alternatively assessed” are from the Academic Excellence Indicator System (AEIS) report.

All other data was determined using the TAKS and/or SDAA data files from TEA.

The data in these files used to determine which students are in each subgroup is based on coding from TAKS answer sheets.