

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Ms. Diane Parks

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

Official School Name Taylor Ray Elementary School

(As it should appear in the official records)

School Mailing Address 2611 Avenue N

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

Rosenberg

Texas

77471-4599

City

State

Zip Code+4(9 digits total)

County Fort Bend

State School Code Number* 079901109

Telephone (832) 223-2400

Fax (832) 223-2401

Web site/URL www.lcisd.org/Schools/ElementarySch E-mail dparks@lcisd.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Dr. Thomas Randle

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

District Name Lamar Consolidated Independent School Di Tel. (832) 223-0000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Mr. Michael Richard

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 18 Elementary schools
 _____ 2 Middle schools
 _____ 3 Junior High Schools
 _____ 3 High schools
 _____ 2 Other
 _____ 28 TOTAL
2. District Per Pupil Expenditure: _____ 7289
 Average State Per Pupil Expenditure: _____ 9269

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 6 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
Pre K	31	41	72	7	0	0	0
K	58	50	108	8	0	0	0
1	74	40	114	9	0	0	0
2	58	62	120	10	0	0	0
3	41	37	78	11	0	0	0
4	39	41	80	12	0	0	0
5	49	39	88	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							660

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 6 | % Black or African American |
| 80 | % Hispanic or Latino |
| 14 | % White |

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 23 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	82
(2)	Number of students who transferred from the school after October 1 until the end of the year	72
(3)	Total of all transferred students [sum of rows (1) and (2)]	154
(4)	Total number of students in the school as of October 1	660
(5)	Total transferred students in row (3) divided by total students in row (4)	0.23
(6)	Amount in row (5) multiplied by 100	23

8. Limited English Proficient students in the school: 27 %
- | | |
|-----|-----------------------------------------|
| 181 | Total Number Limited English Proficient |
|-----|-----------------------------------------|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 75 %

Total number students who qualify: 499

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: $\frac{14}{94}$ %
 Total Number of Students Serve

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>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>11</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>24</u>	Specific Learning Disabilit
<u>9</u>	Emotional Disturbanc	<u>49</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</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>36</u>	<u>0</u>
Special resource teachers/specialist	<u>8</u>	<u>2</u>
Paraprofessionals	<u>18</u>	<u>0</u>
Support Staff	<u>3</u>	<u>0</u>
Total number	<u>67</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	96 %	95 %	93 %	95 %	97 %
Teacher turnover rate	9 %	12 %	15 %	10 %	12 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

If one takes a snapshot of Taylor Ray Elementary, one sees a family working around a table with intense concentration on a large complex jigsaw puzzle. The title of that puzzle is 'Every Child's Hope and Future.' The primarily low-income family is multi-age and multi-cultural, Hispanic, African-American, and Anglo. You see and feel an aura of love, joy and destiny. Family members work cooperatively toward a common goal of preparing every child for a hope-filled future.

The campus theme at Taylor Ray is, 'You are the essential piece.' This slogan appears at faculty trainings, on school T-shirts, and staff communications. Years of hard work and determination have made this goal a reality. Taylor Ray values, recognizes, and encourages every child, parent, and staff member who enters our doors regardless of their ethnicity, socio-economic status or skill level. Just like the unfinished puzzle, a child's preparation for the future is incomplete until all the pieces are on the table and working together. Taylor Ray never leaves any child, parent, or staff member behind on our educational quest.

The border of this complex puzzle is high academic expectations established through staff training, classroom instruction, and parent contacts. Systematic assessments of students' academic levels occur in all core subjects. We make decisions regarding curriculum, classroom placement, and interventions on an individualized basis as a team of committed educators in conjunction with informed parents. Extending down from this border are effective staff management practices such as grade level and vertical teaming, curriculum alignment, and professional learning communities. In addition, campus-wide writing assessments, writing across the curriculum, spiraling math reviews, and school-wide vocabulary and problem solving strategies help create instructional continuity. Our clinical intervention model utilizes reading and math specialists to diagnose and plan interventions for struggling learners.

Tutorials and extended day services provide students with the small group and personal instruction necessary for them to achieve. Technology programs such as Success Maker, Waterford Reading, Accelerated Reader, and United Video Streaming motivate and instruct children. Guided Reading, Randi Whitney Writing, Everyday Counts Calendar Math, Fishing with Phonics, and many other programs help put pieces into place. The Dual Language program allows Spanish speakers to learn native language literacy concurrently with English language acquisition while simultaneously immersing English-speaking students in the Spanish language.

The heart of this puzzle is establishing relationships of respect, love, and service. Both Capturing Kids' Hearts and the Trust Initiative, a district-wide character building program, help staff and students within cooperative teams establish behavioral expectations and boundaries.

Participating in these learning experiences allows students and staff to focus on character issues. Parents, teachers, and students develop and sign a social contract that outlines individual responsibilities necessary for success. Students carry this respect, love, and service into our surrounding community through participation in such activities as Walk for Diabetes, Jump Rope for Heart, visiting the nearby nursing home, and organizing food and penny drives for various charities.

Many fellow educators come to observe our success in completing this ongoing puzzle. Last year, we received Exemplary recognition from the state and several Gold Medal awards. We are on the Texas Business and Education Coalition Honor Roll and proudly accepted this National Blue Ribbon School nomination. It is an honor to receive this prestigious award because it shines the light of effective educational practices on deserving schools around the nation. This Blue Ribbon Award is an honored piece in our successful Taylor Ray puzzle: 'Every Child's Hope and Future.'

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Texas public schools test students in grades three, four, and five using the Texas Assessment of Academic Skills (TAKS) that aligns with the state curriculum, Texas Essential Knowledge and Skills (TEKS). This assessment is criterion-referenced and assesses students in third through fifth grades in the areas of reading and math. Additionally, fourth graders are tested in writing and fifth graders are tested in science. Students in third grade have three opportunities to pass the reading test that is a requirement for promotion to fourth grade. Fifth grade students must also pass both the reading and math test given on three different occasions. TAKS requires students to use higher-order thinking and problem-solving strategies to demonstrate their understanding of the subjects. In 2004, TAKS was revised to increase the amount of academic knowledge, thus requiring students to perform at a higher level than on previous administrations.

Students can 'Meet the Standard', which represents satisfactory academic achievement of the TEKS at a level that is at or above the state passing standard. Students may earn 'Commended Performance', by demonstrating high academic achievement at a level that is considerably above the state passing standard. This category represents a mastery of the TEKS at a high level. Additional information regarding the state assessment can be found at www.tea.state.tx.us/student.assessment.

Special Education students served under the Individuals with Disabilities Act (IDEA) also participate in TAKS or the State Developed Alternative Assessment (SDAA) in the subjects tested. The Admission Review and Dismissal (ARD) committee determines the most appropriate assessment for the student based on his/her individualized educational program goals.

The Texas Education Agency rates public schools based on overall passing rates for each subject area on the TAKS and by the percentage of students meeting ARD expectations on the SDAA. In order to receive the highest rating of 'Exemplary,' schools must achieve a 90% passing rate on TAKS in all subject areas and on SDAA. In addition, 90% of students in subpopulation groups must also pass the assessments. Another criterion is the attendance rate for the school and the subpopulations.

Taylor Ray has consistently achieved overall passing scores for the past five years at or above 90% in reading, writing, and math. In 2006-2007, all of the overall scores and subpopulations were 96% or higher in reading, math, writing, and science, earning the school the 'Exemplary' rating. Our commended rating for all grades tested was 31% reading, 43% math, 63% writing, and 56% science. This was an increase from 2002-2003 of 14% reading, 12% math, 14% writing, and 3% science. Not only are our students passing, they are passing at the highest levels possible. Over the past five years, we have closed the gap between our subpopulations with the greatest gain in our low socio-economic subpopulation.

Texas public schools may also qualify for Gold Performance Acknowledgements (GPA). GPA is a system of recognition for high performance on measures beyond the base indicators that are used to assign accountability ratings such as the Commended Performance on TAKS. For 2005-2006, Taylor Ray Elementary received Gold Performance Acknowledgements in all measured areas reading, math, writing, science, and attendance.

Our test scores reflect our school's commitment to continuous learning and improvement and our fundamental belief that all students can achieve at high levels.

2. **Using Assessment Results:**

Taylor Ray uses a variety of assessment tools to plan, monitor and improve student achievement to meet the rigorous state and federal accountability standards. The staff realizes the importance of using assessment results to drive effective instruction. Teachers disaggregate data to formulate learning strategies that promote the overall success of each child on the campus in weekly team meetings and during professional learning communities. The leadership team monitors campus data to ensure consistency in program implementation and instructional practices.

Teachers use an array of assessments to develop and monitor curriculum to meet the needs of every student. District Proficiency Tests used by all grade levels assess students at regular intervals throughout the year in Science, Math, Reading, and Writing. Data is analyzed by objective and test question for each student, class, grade level, and campus. Teachers share ideas and strategies to remediate and enrich the

learning for students based on the assessment information. Other school-wide assessment tools include the Success Maker Math and Reading computer program and the Accelerated Reader program, as well as weekly teacher-created assessments.

The teachers in pre-kindergarten thru second grade analyze information from the Texas Primary Reading Inventory (TPRI), Developmental Reading Assessment (DRA), the Waterford Reading computer program, and Pre-K/Kindergarten Checklists. Third thru fifth grade teachers utilize district-created Benchmark Tests to examine skills on the state test. Kindergarten, second, and fifth grade teachers also have access to COGAT test results. A district computer-assisted program, ADM, enables teachers to disaggregate and sort data by subpopulations, ethnicity, special programs, and other factors to analyze and determine the next steps needed for students to perform at high levels.

Teachers utilize multiple sources of information to assess performance, determine alignment of the curriculum, diagnose specific areas for improvement, create effective lessons, differentiate instruction, decide on services, formulate goals for Individualized Education Plans (IEP's), and make decisions about the campus goals and professional development opportunities. The result is high achievement for every child.

3. Communicating Assessment Results:

All staff is dedicated to the philosophy that communication between school, home, and the community is an essential piece of the puzzle that creates the total picture of success. We employ varied formats such as newsletters, group meetings, individual reports, personal conferences, telephone calls, and e-mail. Written communication is printed in English and in Spanish, and conferences are translated for every parent who is limited in or speaks no English. We believe that it is only when we all understand the assessment results that we can plan and work together for student success.

Teachers interpret and track assessment data using multiple formats, such as the INOVA Process and Developmental Reading Assessment records. This creates consistency in our analysis and communication of assessment data. We report individual scores to parents and school-wide data to the community to work in partnership for student success. Pre-kindergarten and kindergarten teachers convey assessment information through six weeks checklists. At the beginning of school, parents receive the checklist for the year, providing them with a roadmap of the grade level skills. The other grade levels communicate six-week goals and objectives through newsletters. Every three weeks parents receive written documentation about their child's progress and grades including reading levels for kindergarten thru second grade students.

Parent conferences and written test profiles convey district proficiency results to the students and parents. Parent meetings to plan intervention strategies insure academic success for struggling students. Third through fifth grade teachers conduct 'TAKS talks' with parents and send updated, written reports of benchmark scores so that parents and students monitor individual student progress. We share school-wide assessment results in a variety of formats. Parents receive the school-wide report card outlining testing information. The local newspaper, campus and district newsletters, web pages, and sites such as Just for Kids report campus testing to the public. Communicating results creates ownership and shared responsibility for the education of the children at Taylor Ray.

4. Sharing Success:

With success comes the responsibility to share. We communicate our success through district channels, media recognition, and encouraging future educators and administrators.

The Partner School Program allows departments from two schools to team with one another to meet and share successful educational programs and strategies. Vertical district teams from elementary and secondary schools meet to exchange best practices. Through district staff training and curriculum development, individual master teachers from Taylor Ray share their skills.

Our successful school performance and individual staff achievements have resulted in media attention throughout the state. An article in a metropolitan newspaper highlighting our dual language two-way immersion program brought international attention to our school resulting in a campus visit from a team of Denmark educators. As a National Distinguished Principal, the administrator shares instructional practices while mentoring other principals and leading professional development. One staff member is a recipient of the Texas HEB Lifetime Achievement Award in education. He teaches and models his effective classroom methods at the campus and state level. Earning the Texas Business and Education

Coalition award recognizing best practices in high performing schools, resulted in visitation and observation by other districts.

Developing future administrators and teachers ensures that our success continues to improve advances into the educational community. The last several years, we have had nine staff members working on their master's degrees in administration. There is no better way to share our enthusiasm and success than by producing future leaders who strive for excellence in education. The staff trains aspiring teachers by hosting student teachers and the high school Ready-Set-Teach program.

Staff development and mentoring programs enable us to continue to impart our success throughout the district and state. Our open doors and welcoming spirit inspire all who come to observe.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The district curriculum, aligned to the Texas Essential Knowledge and Skills (TEKS), our state curriculum, provides the framework for the learning at Taylor Ray. Our motto, 'When you're a Rocket the Sky's the Limit, You've got the Right Stuff!' motivates every student to reach the highest levels of learning.

Through collaboration and spiraling rigorous objectives, children have multiple opportunities to master the core subjects and can read, calculate, problem solve, and write, on or above grade level. Specialized curriculums and settings provide students additional opportunities to succeed. Physical education, fine arts, dual language, and technology integrate into the core academic areas allowing for higher levels of differentiated learning.

The reading and language arts program balances reading and writing so that students can excel in all curriculum areas. Guided Reading, multi-sensory phonics, and the use of children's literature and novels give students the foundation to be life long readers. Accelerated Reader, reading buddies, and numerous reading incentive programs encourage and motivate students to achieve extensive amounts of independent reading. Our writing program has maintained exemplary standards due to the efforts and collaboration of teachers in all grade levels. The Spiral Writing Program, writing portfolios, and the integration of writing across all subjects provide the framework for our success.

Implementation of a consistent, seamless spiraling math curriculum develops a firm foundation to solve multi-step and complex real life problems. High levels of student involvement through manipulatives, response boards, and technology engage the students in the world of mathematics. The Fast Facts program, Every Day Counts Calendar Math, and Target the Question promote fact fluency and critical thinking. Beginning with hands on learning and moving to the abstract, students gain an understanding of math and its importance in a technological world.

Our science program uses a comprehensive approach that focuses on content, vocabulary development, and hands-on learning. Interactive games, technology, classroom discussions, and writing reinforce concepts and vocabulary. Use of an internet based computer program reinforces and expands learning. All students attend the science lab for critical hands-on and inquiry-based learning experiences. Performing experiments in the lab ignites and fosters a love of science in all our students.

Learning social studies through reading, special projects, and digital video streaming, along with History Alive at third and fifth grade, make abstract concepts come relevant. Students experience Texas history attending field trips at the historical George Ranch, the Richmond walking tour, and other historical sites in our own community. A unique experience is the annual trip to the state capital by our fifth graders.

The fine arts and physical education program encourages creativity to apply and expand the skills learned in the classroom. Brain gym activities and problem solving games encourage physically healthy children. Students learn the importance of leading a healthy lifestyle by participating in the jogging club, Diabetes Walk, and Jump Rope for Heart. Every grade level performs a musical during the year while the Rocket Express and district Select Choir allow students to demonstrate their musical talents. Formal instruction in art provides students the opportunity to express themselves through a variety of mediums. Art competitions such as the Houston Livestock Show and Rodeo Art Contest, the bookmark contest, and numerous poster contests sponsored by the community highlight our talented artists.

Specialized curricula provide students a variety of ways to excel. The two-way immersion dual-language program promotes bilingualism and biliteracy, which provides a solid foundation for future mastery of both languages. Integrating the English-speaking students and the Spanish native speakers on a daily basis encourages the students' constant interaction with high-level curriculum.

Concept-based units in our gifted and talented program incorporate Bloom's Taxonomy and provide opportunities for independent inquiry and research. Using interactive white boards, wireless keyboards, and numerous other active learning tools integrates technology into the curriculum and motivates students to learn at high levels. After school enrichment, expands learning through real life activities in the Garden Club, Camera Club, and the Science Club. The result is outstanding academic achievement and happy, successful children!

2a. (Elementary Schools) Reading:

We realize that it is not enough for the staff to recognize and value the importance reading; we ensure that every child develops a respect and love of reading as well. This occurs through the implementation of a differentiated, multi-sensory curriculum that meets the needs of all children by means of whole group, small group, and individual instruction. Pre-kindergarten and kindergarten teachers put into practice a research based program that incorporates books, phonics, music, computer programs, and parent involvement. First and second grade teachers utilize guided reading and monitor student progress using reading inventories such as the Developmental Reading Assessment, Texas Primary Reading Inventory, district benchmarks, and student running records. Teachers group struggling readers for daily intensive co-teaching with the reading specialist. Using a Reading Assessment Wall, teachers analyze the results and collectively strategize to plan interventions that lead to student success.

Third grade adds to the foundation and prepares the students for success on the state required reading test. Using a diagnostic approach, teachers use small group instruction, and the expertise of the reading specialist to ensure all students acquire the skills necessary to read on level in third grade. Fourth grade teachers incorporate high interest novels to teach and apply reading skills. 'Detective School', an intensive skills based program developed by the teachers, motivates the students to excel. Fifth grade teachers develop life long readers by increasing their stamina to read fiction and nonfiction novels and apply reading skills in social studies and science.

At a school wide level, all teachers assist the children and their families to become readers. We sponsor a Reading Night for families to learn, enjoy, and participate in interactive reading activities with their children. Innovative programs instruct, motivate, and encourage students to read. We participate in reading incentive programs sponsored by Pizza Hut, Houston Rockets National Basketball Association, and HEB. The Accelerated Reader program builds accountability for comprehension of books read independently. The implementation of the programs combined with the intense instruction guarantees that students become successful life long readers.

3. Additional Curriculum Area:

Walking through the hallways of Taylor Ray, science is evident everywhere you look! Alignment of national, state, and local standards provides an enriched curriculum both inside and outside the classroom.

Each classroom uses a comprehensive approach that focuses on content and vocabulary. Students use the Harcourt Science text and the Sciencesaurus program to obtain content and vocabulary. Oral games, hands-on games, classroom discussions, and writing reinforce concepts and vocabulary. Lower grade students observe and record the life cycle of live organisms in the classroom. Students in third thru fifth grade use an internet based computer program that teaches and reinforces the objectives at high cognitive levels. Daily Science Warm Ups spiral all of the objectives.

By means of numerous educational grants, students have access to a science lab that allows for relevant and rigorous hands-on learning experiences using materials such as a water table and digital microscopes. Inquiry based experiments conducted in the lab using FOSS and Delta kits teach the scientific process, lab safety practices, and provide direct reinforcement and expansion of concepts taught in the classroom.

Throughout the halls are large interactive wall displays that reinforce and introduce concepts. Classes observe and discuss the water cycle, the Earth's layers, life cycles, scientific tools, food chains, planets, and photosynthesis. These engaging wall displays spark students' interests and act as a springboard for discussion.

Science instruction continues in after school enrichment programs. Garden Club students grow and care for a variety of plants as well as maintain the butterfly garden. Lab Rats encourages fourth and fifth graders who have a strong interest in science to go beyond classroom learning. This year, two fourth and fifth grade teams placed in our district's first Science Olympiad. These approaches ignite a love of science in our students.

4. Instructional Methods:

Student success is our passion at Taylor Ray. We meet the needs of all students and provide them with

opportunities to develop and demonstrate their individual strengths, talents, and abilities to become successful citizens. Our learning environment encompasses a wide variety of instructional methods. Many of our students come to school with limited experiences and prior knowledge, therefore, using various approaches helps to make connections and increase student learning. Our exceptional teachers use assessment data to guide the instruction and then work collaboratively in professional learning communities to seek out best practices to reach all learners. Through academic vertical teams, teachers ensure alignment of skills to create a cohesive instructional journey.

The hallways of Taylor Ray provide an environment outside the classroom for continuous learning opportunities. Our students practice math and science skills by flipping flash cards to their peers in the restroom lines. The fine arts and physical education teachers incorporate core academic skills into their curriculum. Teachers use the larger than life interactive wall displays to demonstrate important concepts in science. Students' learning occurs around every corner, every minute of the day.

The heart of Taylor Ray is the classroom where teachers motivate the students' desire to learn and take on new endeavors. Teachers use auditory, visual, and tactile/kinesthetic modes to meet the needs of all learning styles. Whole group instruction introduces new concepts and small group instruction provides opportunities to monitor for understanding to reteach, enrich, and differentiate the concepts. Second language learners benefit from Sheltered Instruction Observation Protocol and Total Physical Response methods. Cooperative learning fosters peer tutoring, discovery, reflection, and problem solving. Paraprofessionals, curriculum specialists, and parent volunteers reinforce concepts and are an integral part of the various instructional methods embraced by our campus.

Many of our students enter our doors with emotional, physical, and academic deficiencies, but leave with their 'engines fueled and burning for learning.'

5. Professional Development:

High expectations drive results not just for students, but for the adults in the school community as well. The professional development plan at Taylor Ray is linked to the learning goals of the school, and its success is measured by increases in student performance. Improved scores on district and state assessments indicate student learning and high levels of performance for every student.

Coordinating schedules to provide quality time for staff to plan and study together in professional learning communities promotes student achievement. A common planning time for each grade level ensures collaboration concerning daily learning objectives. Release time gives staff additional opportunities to discuss and develop strategies to improve instruction and learning. Monthly vertical team meetings guarantee the implementation of consistent instructional strategies and practices in the core instructional areas across all grade levels. Teachers and administrators review assessment data and discuss opportunities for improving instruction. Instructional specialists and lead teachers model lessons, give feedback to individuals, and provide additional support by modeling the foundations of quality teaching. Utilizing these collaborative approaches to learning promotes a sense of unity between staff members and develops teacher leaders.

Campus-wide research based programs ensure continuity in learning. All grade levels implement Target the Question, Every Day Counts Calendar Math, Randi Whitney Writing, Thinking Maps, Capturing Kids' Hearts, and Guided Reading. These programs provide a consistent rigorous instructional strand throughout the campus leading to high student achievement.

Accessing research based learning through the region service center, conferences, and university study keeps the staff on the cutting edge of important instructional practices. Paraprofessionals advance their learning and three have received their teaching certificates. Several teachers currently participate in advanced studies to earn their master's degree. Taylor Ray staff consistently leads district and state professional development. In our learning community, everyone continually gains knowledge to improve their capacity to be effective teachers.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Texas Assessment of Knowledge and Skills (TAKS)
 Edition/Publication Year 2001-2002 Publisher Texas Education Agency (TEA)

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Commended Performance	99	99	100	97	96
% "Exceeding" State Standards					
Commended Performance	27	40	32	18	13
Number of students tested	70	70	75	91	75
Percent of total students tested	88	84	88	90	86
Number of students alternatively assessed	10	13	10	10	12
Percent of students alternatively assessed	12	16	12	10	14
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	98	98	100	97	96
% "Exceeding" State Standards					
Commended Performance	21	33	24	11	6
Number of students tested	48	54	49	65	48
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	98	100	100	98	96
% "Exceeding" State Standards					
Commended Performance	23	34	25	11	8
Number of students tested	55	47	51	63	51
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	100	100	100	95	94
% "Exceeding" State Standards					
Commended Performance	60	86	50	42	38
Number of students tested	10	14	12	19	16
4.					
% "Meeting" plus % "Exceeding" State Standard					
	0	0	0	0	0
% "Exceeding" State Standards					
	0	0	0	0	0
Number of students tested	0	0	0	0	0

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Commended Performance	93	87	93	99	93
% "Exceeding" State Standards					
Commended Performance	30	18	27	17	17
Number of students tested	74	79	88	78	94
Percent of total students tested	85	88	86	82	90
Number of students alternatively assessed	13	11	14	17	11
Percent of students alternatively assessed	15	12	14	18	10
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	93	84	91	100	93
% "Exceeding" State Standards					
Commended Performance	25	12	23	12	13
Number of students tested	55	50	56	49	46
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	93	88	91	100	92
% "Exceeding" State Standards					
Commended Performance	29	10	24	15	17
Number of students tested	55	58	66	53	66
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	100	92	100	94	95
% "Exceeding" State Standards					
Commended Performance	46	25	44	28	23
Number of students tested	13	12	16	18	22
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Commended Performance	100	99	97	80	92
% "Exceeding" State Standards					
Commended Performance	37	39	14	16	13
Number of students tested	74	84	79	102	77
Percent of total students tested	88	83	84	88	88
Number of students alternatively assessed	10	17	15	14	11
Percent of students alternatively assessed	12	17	16	12	12
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	100	98	98	80	92
% "Exceeding" State Standards					
Commended Performance	20	21	11	5	10
Number of students tested	46	61	47	60	52
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	100	99	96	78	93
% "Exceeding" State Standards					
Commended Performance	28	33	8	12	13
Number of students tested	57	67	53	69	55
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	100	100	100	88	94
% "Exceeding" State Standards					
Commended Performance	67	75	37	27	12
Number of students tested	12	12	19	26	17
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Commended Performance	99	99	91	91	94
% "Exceeding" State Standards					
Commended Performance	31	24	15	14	11
Number of students tested	74	72	78	94	81
Percent of total students tested	90	85	92	93	89
Number of students alternatively assessed	8	13	7	7	10
Percent of students alternatively assessed	10	15	8	7	11
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	98	100	87	91	92
% "Exceeding" State Standards					
Commended Performance	25	22	10	15	12
Number of students tested	51	55	52	66	51
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	98	98	92	91	95
% "Exceeding" State Standards					
Commended Performance	30	24	15	15	9
Number of students tested	60	50	53	65	56
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	100	100	100	95	94
% "Exceeding" State Standards					
Commended Performance	50	38	23	10	19
Number of students tested	10	13	13	20	16
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Commended Performance	99	90	92	92	94
% "Exceeding" State Standards					
Commended Performance	41	32	36	14	7
Number of students tested	76	81	91	79	99
Percent of total students tested	87	90	89	83	93
Number of students alternatively assessed	11	9	11	16	8
Percent of students alternatively assessed	13	10	11	17	7
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	98	87	90	88	90
% "Exceeding" State Standards					
Commended Performance	36	29	27	6	2
Number of students tested	55	52	59	49	48
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	98	92	90	91	91
% "Exceeding" State Standards					
Commended Performance	36	31	30	9	3
Number of students tested	55	59	69	54	69
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	100	92	100	100	100
% "Exceeding" State Standards					
Commended Performance	73	31	69	28	21
Number of students tested	15	13	16	18	24
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Spring	Spring	Spring	Spring	Spring
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Commended Performance	100	100	98	95	98
% "Exceeding" State Standards					
Commended Performance	57	57	30	27	20
Number of students tested	75	86	82	103	84
Percent of total students tested	89	86	85	89	92
Number of students alternatively assessed	9	14	14	13	7
Percent of students alternatively assessed	11	14	15	11	8
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	100	100	96	95	96
% "Exceeding" State Standards					
Commended Performance	49	48	27	22	18
Number of students tested	47	63	49	60	56
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	100	100	96	93	98
% "Exceeding" State Standards					
Commended Performance	58	52	25	27	22
Number of students tested	57	69	55	71	60
3. White					
% "Meeting" plus % "Exceeding" State Standard					
Commended Performance	100	100	100	100	95
% "Exceeding" State Standards					
Commended Performance	69	83	45	32	20
Number of students tested	13	12	20	25	20
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					