

2005-2006 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. Glenda Bowden
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Jim Ned Lawn Elementary
(As it should appear in the official records)

School Mailing Address P.O. Box 118, 525 4th St.
(If address is P.O. Box, also include street address)

Lawn TX 79530-0118
City State Zip Code+4 (9 digits total)

County Taylor State School Code Number* 221911101

Telephone (325) 583-2256 Fax (325) 583-2679

Website/URL http://jimned.region14.net/webs/Inhome/home.htm E-mail gbowden@jimned.esc14.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. Kent LeFevre
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jim Ned CISD Tel. (325) 554-7500

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. Ken Dozier

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 2 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other

 4 TOTAL
2. District Per Pupil Expenditure: \$6984

 Average State Per Pupil Expenditure: \$8916

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. 11 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	5	6	11	7			
K	9	14	23	8			
1	10	14	24	9			
2	10	15	25	10			
3	14	14	28	11			
4	18	14	32	12			
5	29	13	42	Other	3	2	5
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							190

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| 91 | % White |
| 1 | % Black or African American |
| 6 | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| 1 | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 30 %

[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.	29
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)]	60
(4)	Total number of students in the school as of October 1	201
(5)	Total transferred students in row (3) divided by total students in row (4)	.298
(6)	Amount in row (5) multiplied by 100	30%

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: NA
 Specify languages:

9. Students eligible for free/reduced-priced meals: 42 %
 Total number students who qualify: 80

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: $\frac{14}{27}$ % 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> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 6 </u> Specific Learning Disability
<u> 1 </u> Emotional Disturbance	<u> 17 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> 1 </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> 1 </u>	<u> </u>
Classroom teachers	<u> 13 </u>	<u> </u>
Special resource teachers/specialists (Counselor, 2 Sp Ed, PE, Reading specialist)	<u> 5 </u>	<u> 6 </u> (Music, Computer, G/T, 2 Speech, Nurse)
Paraprofessionals (Office staff, Instructional aides)	<u> 7 </u>	<u> 1 </u>
Support staff (Cafeteria, Custodian)	<u> 3 </u>	<u> 1 </u>
Total number	<u> 29 </u>	<u> 8 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 13:1

13. Show the attendance patterns of teachers and students as a percentage.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	15%	10%	5%	5%	0%

Notes for turnover rate: 03-04—2 teachers retired; 04-05—2 teachers moved, 1 teacher moved to counselor.

PART III – SUMMARY

Lawn Elementary is a part of the Jim Ned Consolidated Independent School District which covers 371 square miles just south of Abilene, Texas. The district is comprised of three small towns (Buffalo Gap, Lawn, and Tuscola) and many smaller communities. The Jim Ned District's two elementary schools, Buffalo Gap Elementary and Lawn Elementary, are located 16 miles apart and serve students through fifth grade. Students then go to Jim Ned Middle School and Jim Ned High School, both of which are located in Tuscola in the central part of the district. Families seeking a smaller school atmosphere for their children move to Jim Ned because of our excellent reputation for both academics and athletics.

Lawn Elementary is a Title I school serving 190 students from the Preschool Program for Children with Disabilities (PPCD) through fifth grade. The district programs for PPCD and elementary special education life skills are both housed on the Lawn campus. Students in PPCD are part of a pre-kindergarten inclusion program, and elementary life skills students are also included in as many mainstream classes as possible.

Our mission is based on the belief that all children can learn and should work toward being responsible citizens. "No Child Left Behind" was the focus at Lawn long before that phrase gained national attention. Teachers on the Lawn campus are not satisfied with a child working below ability. The Lawn campus provides a stable, family environment for each child to reach realistic goals and achieve the greatest potential. Each teacher and staff member goes above and beyond to take students from where they are and move them forward. Examples are after-school tutoring, providing transportation for students who otherwise would be unable to attend after-school functions, keeping track of students as they continue their schooling, planning during the summer in both vertical and horizontal teams, and communicating with parents on a consistent basis through parent notes, telephone calls, parent conferences, and the school web pages.

The entire staff at Lawn Elementary is involved in the education of our students. The bilingual custodian reads stories in Spanish to second graders during a reading unit. First graders get extra practice in reading with the help of the cafeteria staff. Parents and other community volunteers come weekly to read with students or to assist teachers and the librarian.

Vertical planning and communication are important parts of the success of our programs. Kindergarten and first grade teachers meet weekly for planning. Second and third grade teachers form a second planning group; fourth and fifth grade teachers form a third group. Curriculum flows from grade level to grade level without gaps because of the excellent communication between teachers and the planned staff development each summer. The reading specialist, physical education teacher, computer teacher, gifted and talented teacher, and special education teachers provide input to each group, as needed and as appropriate.

Mornings begin with announcements led by two fifth grade students selected by their teachers based on responsibility and dependability. The announcements begin with a reminder that everyone is working toward being super STARS (Sportsmanship, Teamwork, positive Attitude, Respect for all). At the end of the announcements is the admonishment to, "Choose to make it a wonderful day!" That is followed by the reminder, "It's great to be a Jim Ned Indian!" Students are encouraged to have pride in their school and in themselves. Part of our student success is student pride to do their best in all areas and the positive, caring attitude exhibited each day by teachers and staff.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

This team attitude has led to Lawn Elementary being named an “Exemplary” (highest category) campus by the Texas Education Agency in six of the last eight years. In the other two years, Lawn was designated a “Recognized” campus (the second highest rating). Gold Performance Acknowledgments in Reading/ELA, Mathematics, and Science have also been awarded to Lawn Elementary for the last two testing years. These designations were earned based on scores from the Texas Assessment of Knowledge and Skills (TAKS), which is administered annually to effectively measure the curriculum required by the State of Texas. TAKS is aligned to the statewide curriculum, the Texas Essential Knowledge and Skills (TEKS), so objectives taught in the classroom match assessment items on the state test. In addition, the TEKS are aligned with the federal requirements of the No Child Left Behind legislation. At the elementary level, students are tested on reading and math in grades three, four, and five, writing in fourth grade, and science at the fifth grade level. Students identified with a disability, as determined by the Individuals with Disabilities Education Act, have the option of taking the TAKS test, a State-Developed Alternative Assessment (SDAII), or a Locally Developed Alternative Assessment (LDAA). For students with disabilities, the Admission, Review, and Dismissal (ARD) committee determines the appropriate assessment. The Reading Proficiency Test in English (RPTE) is given to Limited English Speaking students until a level of mastery is reached.

TAKS has three performance levels: Does Not Meet Standard, Met Standard, and Commended Performance. (Further explanation of the state’s performance standards and a table of the raw scores required for each of these designations can be found on the Texas Education Agency website at www.tea.state.tx.us/student.assessment/scoring/pstandards/index.html.) Under the Student Success Initiative (SSI), students in third grade must score at least “Met Standard” on the reading TAKS to be promoted. For fifth grade students, scores on both the reading TAKS and the mathematics TAKS must be “Met Standard” or higher. The Student Success Initiative for Texas students is further described at www.tea.state.tx.us/student.assessment/resources/ssi/index.html. Information specific to Lawn Elementary can also be found on the AEIS reports on the Performance Reporting Division website (www.tea.state.tx.us/perfreport/aeis/2005/index.html.) This website includes “Met Standard” cumulative results for the 1st and 2nd TAKS administrations under the section of the reports labeled Student Success Initiative. For the past 3 years, 96%-100% of Lawn Elementary students have scored “Met Standard” on TAKS reading and TAKS mathematics. Many students scored “Commended” because of their exceptionally high TAKS scores. More information is listed in the tables at the end of this application.

2. Using Assessment Results

To understand the needs of our students and to increase student performance, staff collect as much data as possible. The Texas Primary Reading Inventory (TPRI) is given in the kindergarten, first, and second grade. Kindergarten is assessed mid-year and again at the end of the year while first and second grade is assessed three times—at the beginning, middle, and end of the year. The TPRI assesses phonemic awareness, graphophonemic knowledge, comprehension, and fluency. A Dyslexia Screening is available upon referral.

Students in kindergarten through fifth grade are assessed at the end of each year with the Wide Range Achievement Test (WRAT) to measure yearly gains. Third through fifth grade students take the Quick Phonics Survey or the Reading Excellence: Word Attack and Rate Development Strategies (REWARDS) multisyllabic word screening, and a grade level passage to check fluency and comprehension. At the end of each year, locally developed pre-TAKS assessments are given to kindergarten, first, and second grade students to determine needs and set goals.

Information from the assessments described above is combined with informal classroom observations and TAKS or SDAII measurements. Teachers work in grade level teams and with

specialists (the reading specialist and the special education teachers) to analyze this information. Small group instruction, in-school tutoring, after-school tutoring, extra assistance from trained paraprofessionals, and summer school are some methods used to meet student needs. The physical education teacher, the technology teacher, and the school counselor use activities related to their specialties to reinforce the regular classroom instruction. This team approach to information sharing and planning builds strong ties among the staff. No one ever feels alone with a tough student problem. As one teacher said, "I have the help of the whole campus."

3. Communicating Assessment Results

Communication with parents is essential to the success of a school. Lawn Elementary has a Back to School night before the first day of school. Then, during the first three weeks of school, grade-level Parent Nights are scheduled on separate nights. Back to School night is a time for students to find their home rooms, leave school supplies, and meet their teacher(s). Parent Night offers a time for teachers to explain expectations and answer parent questions in a less crowded and less hurried atmosphere. High school students provide child-care for the Parent Nights to allow parents to focus on information presented. These meetings help parents understand assessment and goals. In this way parents become part of the Lawn Elementary team.

Lawn Elementary communicates TAKS and SDAAS results by sending letters home, and overall results are published in the local newspaper. Individual assessments for students each six-weeks grading period are given to the parents in the report card. At each three-week point, progress reports are sent home with all students. Weekly folders, student planners, and the Lawn Elementary web page (<http://jimned.region14.net/webs/lnhome/home/htm>) are also used to communicate with parents. In addition, kindergarten and first grade teachers schedule parent conferences at the end of the first six-weeks grading period and again at the end of the year. Second and third grade teachers conference with parents at the end of each year. Fourth and fifth grade teachers schedule parent conferences as needed during the year. There is an open line of communication between the teachers and parents at Lawn Elementary. The use of technology helps expedite communication with parents. Often email is used to answer questions or concerns from parents. Phone calls and notes home are also used to keep teachers and parents in contact. Community members, parents, and business leaders meet twice each year as part of the site-based decision making team.

4. Sharing Success

Lawn Elementary shares successes and best practices in a number of ways. Information is presented to the school board each month by the principal, and a local newspaper, The Jim Ned Journal, runs news stories about school happenings bimonthly. Lawn teachers have also been observed by or have assisted teachers from neighboring schools and are always willing to participate in group discussions concerning school issues. At the beginning of the year, staff from Lawn and Buffalo Gap, the two Jim Ned elementary schools, meet to plan curriculum and to share solutions to common problems. This year, first grade teachers from Lawn and Buffalo Gap are meeting on alternate campuses each six weeks for team planning and sharing.

The school web page has also become an excellent source of information. Many teachers have become adept at using their web page to communicate with parents and the community. Student successes and activities are posted to the site, and many parents (and grandparents) use the pages to stay current with the school. Families moving to the area use the school web page to gather information about our teachers and programs. Parents and the community also attend the school music programs, patriotic programs, PE programs, and awards assemblies.

Since fit bodies make fit minds, this year Lawn has a new communication tool, a Fitnessgram. The Fitnessgram shows each child's physical strengths, in addition to areas that need improvement. Each child is tested four times a year, and the results are sent to the parents. Suggestions are given for areas that

need improvement on each evaluation. This is a great aid in meeting the new federal regulations that promote good health and fitness.

Lawn Elementary also coordinates with the education department of local universities to provide guidance to student teachers. At this time, the school has three student teachers on campus, two from McMurry University in Abilene and one from the University of Northern Iowa. Lawn teachers and paraprofessionals also attend in-service workshops and conferences at Region 14 Education Service Center for new instructional ideas, which enable them to network with other educators in the area.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Lawn Elementary teachers and staff stay current on the latest research-based, learner-centered instructional materials and methods. Teachers understand the principles of differentiation through depth, complexity, and pacing to accommodate every learner. The core curriculum is based on the Texas Essential Knowledge and Skills (TEKS) and is extended through the Gifted and Talented Program, music, library, computer technology classes, Project Charlie (character education), physical education, distance learning opportunities, field trips, and various instructional programs used within each grade level. The campus focus and mission is to prepare all students for success. The use of horizontal and vertical planning to align curriculum across grade levels helps in achieving campus success. Diverse thinking is also encouraged at every grade level.

The Lawn staff knows that reading is essential to the entire learning process. The curriculum is research-based and focuses on phonemic awareness, phonics, vocabulary, comprehension, and fluency. Staff use small group study, individual reading, and one-on-one instruction. The Reading Counts program helps students with their reading ability and goal setting.

Beginning with kindergarten, mathematics is also a priority. Our pre-kindergarten and kindergarten students have a math series with lessons every day. In kindergarten, each chapter has a short “end of the chapter” assessment and an “end of the year” exam covering concepts for the entire year. In first grade, students memorize math facts, do problem solving, and hands-on math. In third, fourth, and fifth grade math, students learn Times Tables the Fun Way and are able to retain multiplication facts. Simple Math is used in our special education classes to help students gain a solid base enabling them to re-enter the regular classroom. TEKS as Daily Moose Math provides a cumulative daily practice for mathematics objectives. The Moose Math is formatted with higher-level thinking skills geared to state mandated testing.

Science and social studies instruction is derived from the TEKS objectives. The fourth and fifth grade teachers team to prepare students through group experiments, team teaching, hands-on projects, distance learning, cooperative learning, and brainstorming. Fifth grade students are required to do science fair projects, and students from kindergarten through fourth grade are also encouraged to participate in the annual science fair. The social studies curriculum is enhanced by field trips, parent and visitor instruction, Internet research, and books from our well prepared library. A favorite project of second graders is the annual Famous Person Day. After research is completed, students dress as their famous person and share the information in reports, drawings, and bio-poems. Third graders use the Texas Community Studies Weekly for real-life reading opportunities that help connect prior knowledge with new information, and on Market Day, they display their wares and hope to make a profit.

Since good health and fitness go hand-in-hand with successful academics, our physical education class uses Fitnessgrams to show each child’s strengths and areas that need improvement. Each child is tested four times a year, and parents can see the progress of their child toward good physical fitness. The Coordinated Approach to Child Health (CATCH) program and other instructional physical education programs help to enhance rhythm, tumbling, large and fine motor skills, fitness, and the sports and games skills of each student. Jump Rope Clubs encourage sustained jumping. Fun Runs are held six times a year, as well as practice runs. Lifetime activities and sports skills are taught so students have physical activities

they can use all their lives to stay physically fit.

Computers are used for communication, research, efficiency, presentations, and projects. Using a variety of applications, technology is extremely useful in supporting various learning styles. Pre-kindergarten and kindergarten work on computer readiness skills. Beginning with kindergarten, students cover computer basics, keyboarding, word processing, drawing and graphics, presentations, spreadsheets, databases, Internet, electronic reference, and gadgets. Students learn to evaluate information and choose the appropriate applications to present the information they have acquired. Our computer lab coordinates classroom curriculum into technology lessons.

2. Reading

Lawn Elementary uses the guidelines prescribed by the Texas Reading Initiative as our reading focus. Our basal reading series, McGraw Hill Reading, was chosen because of print awareness, phonological and phonemic awareness, the alphabetic principle, decoding, irregular/high frequency words, spelling and writing, decodable text, fluency, and comprehension strategy instruction. This series is aligned with the TEKS and aligned vertically across grade levels, as well as with the language arts curriculum in the areas of spelling, grammar, and writing. In addition to the basal series, several research-based reading programs are implemented as indicated by individual needs assessment. Science Research Associates (SRA) Early Interventions in Reading, Phono-Graphix, REWARDS, Quick Reads, Great Leaps, and Stevenson Reading are used to enhance student learning with the help of our reading specialist, small group, and one-on-one instruction. Teachers incorporate in their lessons a variety of novels and nonfiction materials. Staff members and parent volunteers also help with one-on-one reading. Students are challenged and enriched by the Reading Counts Program. Each grade sets a standard of points to earn and incentives are given for the number of points read. Teachers use the computer program designed for the Reading Counts Program to test and keep students accountable for points. At the end of the year, students reaching grade level goals are rewarded with a "Movie Day." Students reading above and beyond classroom expectations earn a "Fun Day."

3. Writing

Lawn Elementary realizes the importance of writing beyond the state-mandated testing. The campus uses the Handwriting Without Tears series, beginning in pre-kindergarten. The correct technique enables students to become comfortable with the mechanics of handwriting and concentrate on the art of writing. The school has used other handwriting programs, but finds the Handwriting Without Tears is easy for the children to understand and duplicate. Teachers attend professional education workshops to insure effective techniques and assessment skills that are based on the TEKS. Writing activities are taught across grade levels, from journal and paragraph writing in the lower grades to TAKS level writing in third through fifth grades. Student work is often displayed in the halls for encouragement. Math and science classes incorporate writing in composition books explaining math operations, concepts, scientific data, research notes, and problem-solving. Being able to communicate through writing is a necessary skill in the world of business, communication, education, human services, science, and technology. Through the Reading Counts Program, the basal series, technology instruction, and teacher enrichment activities, students gain the vocabulary needed to become effective writers.

4. Instructional Methods

A Preschool Program for Children with Disabilities (PPCD), beginning at age three, is provided at Lawn Elementary for students in the Jim Ned District. Our PPCD and pre-kindergarten students are served in an inclusion program that uses SRA McGraw Hill Early Childhood Express as the daily curriculum. Lessons each week are integrated around themes that reflect the world, making connections and expanding upon the knowledge and skills already achieved. These students also participate in

physical education, music, computers, library, and Project Charlie along with the rest of the campus. The Life Skills curriculum teaches students with special needs to become more independent in their home, school, and community by expecting each child to reach realistic goals to attain their greatest potential. Functional Academic Curriculum for Exceptional Students (FACES) and Comprehensive Learner Adapted Scope and Sequence (CLASS) are incorporated to provide the curriculum used for each Individual Education Plan (IEP). Least restrictive environment is emphasized in the Special Education program. Every effort is made to keep students in the regular education classroom using modifications and the aid of trained paraprofessionals. Special education classes in the resource room use both CLASS and TEKS to build each Individual Education Plan (IEP). The special education teachers work closely with classroom teachers to help with curriculum strategies. Students receive specific instruction which addresses each area of concern. Lawn's first grade through fifth grade students prepare for TAKS with benchmark tests throughout the year. The state TAKS preparation booklets, educational computer technology, Silver Burdett Ginn Strategies for Success, and the Blast Off reading and math series are used to help prepare students for testing in addition to the daily TEKS curriculum. Both in-school and after-school tutoring are provided with the entire Lawn staff helping with instruction, intervention strategies, assessment, and confidence building.

5. Professional Development

The Region 14 Education Service Center (ESC) offers meaningful workshops for professional development in the preparation of the TEKS and TAKS objectives. The service center also helps the Lawn staff stay focused on student achievement goals. Many times teachers are supplied with excellent materials and supplies to use in the classroom. Each teacher and paraprofessional is encouraged to participate in staff development to improve techniques and to provide students with fresh approaches to the core curriculum. In fact, by taking 45 hours of staff development (in a three year period) beyond the amount required by the school calendar, Jim Ned teachers can qualify for an extra stipend. Workshops also allow teachers to collaborate with other teachers in the area. In this way, teachers share knowledge with other campuses throughout the region. Because Lawn teachers are interested in being the best teachers they can be, many also take workshops online and subscribe to professional periodicals. Teachers have attended Reading Academies, Math Academies, and Writing Academies. All paraprofessionals are trained at the ESC to instruct children in the classroom. This training then continues on a daily basis while working with classroom teachers and specialists. Lawn also has planned staff development on campus during the summer and the school year to increase technology skills or to expand knowledge in areas of academics, management, or student achievement. A teacher who gives up learning should also give up teaching. Quality schools are the result of quality teachers going above and beyond to help students to succeed in school.

No Child Left Behind - Blue Ribbon School
Grade 3 Mathematics

Subject Mathematics Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	96	>99	>99
% At Commended Performance	45	25	36
Number of students tested	33	37	25
Percent of total students tested	100	100	96
Number of students alternatively assessed	4	1	0
Percent of students alternatively assessed	12	3	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	NA	100	NA
% At Commended Performance	NA	17	NA
Number of Students Tested	5	18	8
2. African American			
% At or Above Met Standard	NA	NA	NA
At Commended Performance	NA	NA	NA
Number of Students Tested	0	0	0
3. White			
% At or Above Met Standard	96	100	100
% At Commended Performance	44	25	39
Number of Students Tested	27	36	23
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	2	0	2

No Child Left Behind - Blue Ribbon School
Grade 4 Mathematics

Subject Mathematics Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99	>99	>99
% At Commended Performance	50	61	43
Number of students tested	38	27	24
Percent of total students tested	100	100	100
Number of students alternatively assessed	2	4	1
Percent of students alternatively assessed	5	15	4
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100	NA	NA
% At Commended Performance	47	NA	NA
Number of Students Tested	17	5	9
2. African American			
% At or Above Met Standard	NA	NA	NA
At Commended Performance	NA	NA	NA
Number of Students Tested	0	0	0
3. White			
% At or Above Met Standard	100	100	100
% At Commended Performance	50	61	43
Number of Students Tested	36	23	23
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	0	0	0

**No Child Left Behind - Blue Ribbon School
Grade 5 Mathematics**

Subject Mathematics Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99	>99	>99
% At Commended Performance	50	45	30
Number of students tested	32	36	38
Percent of total students tested	100	100	100
Number of students alternatively assessed	2	7	5
Percent of students alternatively assessed	6	19	13
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	NA	90	100
% At Commended Performance	NA	50	27
Number of Students Tested	8	10	11
2. African American			
% At or Above Met Standard	NA	NA	NA
At Commended Performance	NA	NA	NA
Number of Students Tested	0	0	0
3. White			
% At or Above Met Standard	97	96	100
% At Commended Performance	50	43	33
Number of Students Tested	30	28	30
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	0	1	3

No Child Left Behind - Blue Ribbon School
Grade 3 Reading (Language Arts or English)

Subject Reading Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February	March	March
SCHOOL SCORES			
% At or Above Met Standard	>99	>99	>99
% At Commended Performance	67	59	54
Number of students tested	34	38	30
Percent of total students tested	100	100	100
Number of students alternatively assessed	4	4	2
Percent of students alternatively assessed	12	10	7
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	NA	100	100
% At Commended Performance	NA	53	38
Number of Students Tested	5	17	10
2. African American			
% At or Above Met Standard	NA	NA	NA
At Commended Performance	NA	NA	NA
Number of Students Tested	0	0	0
3. White			
% At or Above Met Standard	100	100	100
% At Commended Performance	71	59	54
Number of Students Tested	28	34	25
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	2	0	2

No Child Left Behind - Blue Ribbon School
Grade 4 Reading (Language Arts or English)

Subject Reading Grade 4
 Test Texas Assessment of Knowledge and Skills
 Edition/Publication Year 2004-05
 Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	97	>99	95
% At Commended Performance	26	29	30
Number of students tested	38	27	24
Percent of total students tested	100	100	100
Number of students alternatively assessed	3	3	1
Percent of students alternatively assessed	8	11	4
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	94	NA	NA
% At Commended Performance	18	NA	NA
Number of Students Tested	17	5	9
2. African American			
% At or Above Met Standard	NA	NA	NA
At Commended Performance	NA	NA	NA
Number of Students Tested	0	0	0
3. White			
% At or Above Met Standard	94	100	96
% At Commended Performance	26	29	30
Number of Students Tested	35	24	23
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	0	0	0

No Child Left Behind - Blue Ribbon School
Grade 5 Reading (Language Arts or English)

Subject Reading Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99	96	93
% At Commended Performance	42	43	21
Number of students tested	32	35	38
Percent of total students tested	100	100	100
Number of students alternatively assessed	1	7	5
Percent of students alternatively assessed	3	20	13
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	NA	NA	100
% At Commended Performance	NA	NA	27
Number of Students Tested	6	9	11
2. African American			
% At or Above Met Standard	NA	NA	NA
At Commended Performance	NA	NA	NA
Number of Students Tested	0	0	0
3. White			
% At or Above Met Standard	100	93	97
% At Commended Performance	42	41	23
Number of Students Tested	31	27	30
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	0	1	3