

REVISED April 28, 2006

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

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

School Mailing Address 1811 Mayfield Ave.
(If address is P.O. Box, also include street address)

Garland Texas 75041-5245
City State Zip Code+4 (9 digits total)

County Dallas State School Code Number* 057909127

Telephone (972) 926-2580 Fax (972) 926-2585

Website/URL <http://www.garlandisd.net/roach> E-Mail JAONeal@garlandisd.net

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Curtis Culwell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Garland ISD Tel. (972) 487-3023

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

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

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

1. Number of schools in the district:

47	Elementary schools
13	Middle schools
N/A	Junior high schools
8	High schools
2	Other 1. CBC (Cooperative Behavior Ctr.) 2. GAEC (Garland Alternative Education Ctr.)
70	TOTAL

2. District Per Pupil Expenditure: \$4,168
 Average State Per Pupil Expenditure: \$5,030

SCHOOL

3. Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban school with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural

4. 14 Number of years the principal has been in her/his position at this school.
 N/A 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	14	10	24		7			
K	39	46	85		8			
1	42	44	86		9			
2	37	23	60		10			
3	28	28	56		11			
4	36	26	62		12			
5	25	25	50		Other (EC)	9	2	11
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								434

6. Racial/ethnic composition of the students in the school:
- 25% White
 - 20% Black or African American
 - 54% Hispanic or Latino
 - 1% Asian/Pacific Islander
 - 0% American Indian/Alaskan Native
 - 100% Total**

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

7. Student turnover, or mobility rate, during the past year (2004-2005): 26%

[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.	53
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	57
(3)	Total of all transferred students [sum of rows (1) and (2)]	110
(4)	Total number of students in the school as of October 1	429
(5)	Total transferred students in row (3) divided by total students in row (4)	.26
(6)	Amount in row (5) multiplied by 100	26

8. Limited English Proficient students in the school: 37%
161 Total Number Limited English Proficient
Number of languages represented: 3
Specify languages: Spanish, Vietnamese, Yoruba

9. Students eligible for free/reduced-priced meals: 64%
Total number students who qualify: 277

10. Students receiving special education services: 11%
46 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.

0	Autism	0	Orthopedic Impairment
0	Deafness	8	Other Health Impaired
0	Deaf-Blindness	5	Specific Learning Disability
5	Emotional Disturbance	13	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
15	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)	1	0
Classroom teachers	28	0
Special resource teachers/specialists	8	0
Paraprofessionals	11	0
Support staff	6	0
Total number	54	0

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 16:1
13. Show the attendance patterns of teachers and students as a %age. 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 %age 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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	96%	97%
Daily teacher attendance	95%	95%	94%	96%	95%
Teacher turnover rate	2%	3%	0%	1%	1%
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Routh Roach Elementary is a learning community that provides an environment of high expectations for all. Our mission is to educate children to become responsible citizens with the skills, values and creativity necessary to claim the possibilities of tomorrow. The student population is comprised of 64% of the students qualifying for free/reduced price meals with an ethnic composition of 25% White, 20% Black, 54% Hispanic, and 1% Asian.

Parents and extended family members are welcome at the school to become part of the school's educational program. The staff of Routh Roach has high expectations for all the children and work very hard to determine each child's learning style and what motivates each child to learn. If students have not mastered the required skills or acquired the essential knowledge at each grade level then we offer an extended day program. This is an additional hour of tutoring in a small group setting for as many as four days a week after regular school hours. Good communication between the teachers and parents is present. Each six weeks a school newsletter is sent home to keep parents informed of past and future happenings at school. The basic framework of the school is such that the details of how we will teach reading and math are written into our Campus Improvement Plan. This is created each year by a committee of parents, teachers, and two community members to continually meet the changing needs of our students. Reading is taught with the teacher bringing three separate reading groups to the reading table at set times each day for thirty minutes. This small teacher to student ratio allows the teacher to guide the reading instruction of each child. In the primary grades a phonetic approach to reading is utilized. Fluency is achieved when decoding is mastered and comprehension follows fluency. Through grants, our library has acquired a large collection of books. This allows our reading curriculum to include the Accelerated Reading Program, which tests a child's comprehension of the book read and a good score is rewarded. Math is taught a minimum of one hour each day. All math instruction is taught on grade level with pull out groups being used for remediation. Each math skill is introduced via a story problem to give relevance to its use. Concrete to semi-abstract to abstract is the progression. Manipulatives are used at the concrete level. Students continue math practice in the computer lab for thirty minutes several days a week. The computer program, SuccessMaker, is individualized for each student in the areas of reading and math. Each classroom also has five computers networked with the lab which provide students additional access to their individualized programs. Student can use these computers to do research on the internet. Each teacher has a presentation station to present visuals to support the skill or concept being taught. Our science program is hands-on experiments with textbook support. All subject areas of our curriculum have been aligned via staff development determining how each skill will be taught. Repetition of methodologies at each grade level results in student mastery of the skills. Spanish is the language of instruction offered a large portion of the day for almost one half of our students whose dominant language is Spanish with English as a Second Language instruction being utilized to teach the students to learn to speak, read, and write English. This approach allows our bilingual students to master the on grade level essential concepts and skills in their dominant language during the primary years facilitating the transfer of these skills into English during the intermediate years. Our music program supports our core subject academic program. Part of the framework of the school is the discipline program that is in place. Students are taught to be responsible for their actions. Either rewards or consequences follow behaviors. A building discipline plan determined by teachers and parents is in place. Counseling is provided by our full-time counselor for students who need special help accepting responsibility for their actions. Students cannot be taught effectively if each self-contained heterogeneous classroom unit has students coming and going at different times. Therefore, a master schedule coordinates the times students leave the class to receive special program services. Instruction for all is protected. Routh Roach has achieved the state's highest rating of Exemplary for ten years and Recognized for three years. Our school climate, characterized by mutual respect between adults and children, and our carefully developed program allow our students to be successful.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Every public school in Texas is mandated to use a criterion referenced test to assess student achievement. We use the Texas Assessment of Knowledge and Skills (TAKS). The TAKS Test specifications are written to reflect the Texas Essential Knowledge and Skills (TEKS), which is the curriculum taught beginning in Kindergarten. In the elementary school, reading and math tests are administered every year starting in third grade in both English and Spanish. The performance levels for meeting the standards are set by the state each year. The 2005 passing standard for TAKS Reading and Math are as follows: 3rd English Reading 64% and Math 68%, 3rd Spanish Reading. 64% and Math 68%, 4th English Reading 70% and Math 67%, 4th Spanish Reading 65% and Math 67%, 5th English Reading 71% and Math 68%, and 5th Spanish Reading 62% and Math 73%.

The results of Routh Roach's 2005 assessment in reading when combining 3rd, 4th, and 5th grades are as follows: 96% of the students meet standards for the Reading test. When comparing our score of 96% to the state average of 83% meeting standards, the district rate of 85%, and the campus group of forty comparable campuses meeting standards at 87%, Roach's success could be considered evidence that the reading program in place fosters a higher level of achievement. The state also sets a much higher bar in the rating of "Commended Performance." Our school had 31% of the students obtaining that elevated honor.

The results of Routh Roach's 2005 assessment in math when combining 3rd, 4th, the 5th grades are as follows: Our school had 97% of our students meeting standards for the TAKS Math test. Once again, when comparing our score of 97% to the State rate of 72%, the District rate of 73%, and the Campus Group rate of 83% meeting standards, Routh Roach students did well. Thirty six percent of those tested received recognition for "Commended Performance". This success is the result of the dedication and hard work of our staff in providing a learning-centered environment, and the dedication and drive our students have for success.

All subgroups must be equally successful in a public school with no disparity between groups. An effective school must adequately support and optimize learning to meet the needs of these students. The expectation at Routh Roach is that all students will excel, regardless of the identified subgroup. Our ethnic distribution on the 2005 TAKS test is as follows: African American is 20% of our population; Hispanic is 53%; White is 25%; and Asian/Pacific Islander is less than 1%. To achieve recognized status, each subgroup must have 70% of the group meeting state standards. Routh Roach's reading test results were as follows: 96% African American students, 94% Hispanic students, and 99% White students met standards. In math, 96% African American students, 97% Hispanic students, and 99% White students met standards. (It must be noted that we did not have a sufficient population of Native Americans or Asians/Pacific Islander to count as a subgroup.) Please refer to the attached table of multiple years demonstrating that there are no great disparities among the performance of the subgroups.

For more information on this school, TEA provides an instrument named the Academic Excellence Indicator System (AEIS). You can obtain a copy by visiting the TEA website: <http://www.tea.state.tx.us/cgi/sas/broker>. Another useful website is the TRIAND website, found at <https://www.triand.com>.

2. Using Assessment Results:

Overall school performance on objectives provides direction in selecting new program materials and planning staff development. For example, if summarizing is one of the objectives with a low score overall, then materials and training to address that objective will become a focus for the building.

State assessment results are used to determine ways to improve teaching methodologies. Disaggregating test data by subgroup and objective provides the information needed for guiding instruction and for selecting the children for small groups. This process is repeated throughout the year on a variety of testing instruments. We administer TPRI, Tejas Lee, Benchmarks developed by the school district, assessments developed by Region 4, and campus level STAR, Accelerated Reader, and SuccessMaker reports. Results of tests are discussed with the children and items are reviewed so that the test can provide additional learning opportunities.

Student selection for special services such as speech, literacy groups, and special education is driven by assessment results. Recommendations for student inclusion in the extended day program and summer school sessions are based on test performance as well.

Our staff has grade level planning sessions and periodically meets to discuss objectives with the grades above and below. We have found that coordinating our methods of presenting the objectives to children from grade to grade reduces confusion. Using test data to identify areas of greatest need determines scheduling time for teaching objectives.

3. Communicating Assessment Results:

Parents and students are informed regarding the child's performance with regular frequency. Daily progress is communicated as necessary by phone calls and e-mails. On a weekly schedule, student work is sent home for parental review; parents are required to acknowledge its receipt. Progress reports are sent home at the third week of each six weeks, and report cards are sent at the end of each six weeks. Two nights each semester, the school offers evening conferences to parents. At these parent conferences, teachers are prepared to discuss the strengths and weaknesses of each child as documented by a variety of assessments. Copies of the following results with written explanations are given to parents: ITBS (Iowa Test of Basic Skills), a norm referenced test that gives a score placing the child at a national percentile rank, and TAKS Test (Texas Assessment of Knowledge and Skills), a criterion referenced test which shows whether the child has mastered the objectives considered essential at a particular grade level. Our school uses AR tests (Accelerated Reading) to document that the child is reading with understanding at the appropriate grade level. In second and fifth grades the COGAT (Cognitive Ability Test) is administered to provide the school with a measure of the child's ability level. In the early grades the TPRI (Texas Primary Reading Inventory) or Tejas Lee (Spanish version) is administered three times a year to assess the development of children's reading ability, and parents of children who are found to be at risk are notified and invited to a parent meeting in which a plan for intervention strategies is presented. More in-depth testing is provided by our diagnostician to children who are referred for special programs and those results are communicated to parents in an ARD) (Admission, Review, or Dismissal) meeting.

The local newspaper reports the TAKS results comparing our school with other schools in the state. The individual school also receives a ranking from the state (AEIS) which is published in the newspaper and on the internet.

4. Sharing Success:

The success of our students has been noted by other district coordinators and principals via our state ratings of either Exemplary or Recognized. The published state ratings communicate that our economically disadvantaged and ethnic subgroups each year learn at the same high level of mastery at Routh Roach. Principals of various neighboring schools have contacted us for help in improving their programs. Throughout the years we have explained our school program, particularly our method of teaching reading, to many schools. We start with a presentation of how we teach reading which was described in the snapshot of our school. After giving an overview to the principals and teachers of these schools, the teachers meet with the Routh Roach teachers at the same grade level. The meetings are followed by classroom observations. Post-observation conferences help the visiting teachers develop a similar program. Visiting educators leave with our Campus Improvement Plans for reading and math and a copy of our master schedule. Comments are always made about good behavior of our students. We explain good discipline is necessary for maximum learning to occur. The staff of Routh Roach will continue to share the particulars of our program with others through our mentoring of other schools or through staff development presentations at other schools. Schools we have mentored often call to tell us about their success after using our methodologies.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The goal in Reading instruction is to lead students to higher levels of thinking and achievement in all subject areas. It is through reading instruction that we expand students' vocabularies, increase their level of comprehension and fluency, and give them the tools necessary to evaluate what they read. This is achieved through the use of a balance of fiction and non-fiction texts including grade appropriate novel studies. Attention is given to providing materials at the appropriate independent reading level as assessed by STAR. Cross grade-level tutoring is provided as necessary. Occasionally, a child who is performing significantly above grade level is included in a reading group in the grade level above. Comprehension, the underlying goal of the reading program, is supported through the use of computer evaluations provided by the AR programs.

Application is the ultimate goal in the math curriculum. Students are taught the required state essential knowledge and skills at each grade level. As students demonstrate mastery of each skill or concept, they can begin to apply them to real-life problems and situations. Our math curriculum includes programs such as Touch Math in the primary grades. This provides students a tactile means of mastering the basics of addition and subtraction. Building wide use of Mountain Math, a program providing daily practice on a broad range of concepts, is a way of constantly reviewing what has been previously taught. In addition to tutorials when needed, all grades receive math practice using the SuccessMaker program in our computer lab. The computer generates reports that are useful in targeting areas of need for individual children. Teachers use this information on areas of weakness to design individualized computer practice.

Writing is taught across the curriculum in every subject. Focus is directed at both the components of grammar and composition. Students are introduced to a variety of writing styles and encouraged to use them when writing on both teacher-selected and student-selected topics. Writing is a daily activity for the students. The process and the traits of good writing are taught. Students receive feedback during individual writing conferences with the teacher and also from their peers in buddy conferences or in response to class readings. Visits from well known authors help children to realize that every book is written by someone very much like them.

Every science lesson is used to teach children how to think like scientists. Our school maintains a central location for the large inventory of science equipment that is available in our building. Using the Foss materials, teachers introduce grade appropriate vocabulary and theories, and teach concepts using hands-on experiments and investigations directly related to real-life situations.

The Social Studies curriculum focuses on past and present communities throughout the world. Students learn about the different types of communities and explore the reasons they were formed. This knowledge allows them to make comparisons to their own community. Fourth grade students focus on Texas History, while fifth grade students study U.S. History.

Students are given unlimited opportunities to demonstrate their understanding across the curriculum through art activities. They may also choose to participate in several art competitions i.e. Reflections, Environmental Poster, or Holiday Greeting Card-Design contest. Through the generosity of our PTA, the students are able to enjoy performances by the Fort Worth Opera, Young Audiences and KidProv.

Spanish is taught in general education classes. In addition to learning Spanish vocabulary, students are also introduced to the different cultures of Spanish speaking countries. Students who speak Spanish have an opportunity to share their knowledge of Spanish with non-Spanish speaking students.

2a. Reading:

Because success in reading is essential to success in life, the staff at Routh Roach is committed to implementing a curriculum that reaches all children effectively. Ongoing assessment, curriculum alignment across the grade levels and flexible grouping by ability/objective in the primary grades are in place for all children. The students work a minimum of thirty minutes a day on a computer program, SuccessMaker, which is an individualized program for each child. Early intervention is provided for the at-risk population by literacy specialists trained to identify and remediate specific deficits in reading skills and strategies. Children identified by diagnostic tests as qualifying for special education or dyslexia programs receive appropriate placement in a timely manner. After school tutoring is offered to all children with failing grades, as well as to those identified as at risk by measures such as the TPRI, TEJAS LEE, ITBS and TAKS. The identified students are provided an extended day program which consists of one hour of tutoring after the regular school day for four days a week. The student/teacher ratio is no larger than six to one. The students are grouped by objective for these lessons.

All facets of reading instruction are presented in a balanced manner using a wide variety of resources and activities. Resources available include but are not limited to basals, novels, Project Read Programs, Hampton Brown, Time for Kids, and the Summer Success Phonics packet. The school librarian directs AR (the Accelerated Reading program) a reading incentive program which involves an opportunity for the children to purchase rewards with points earned by reading. Appropriate reading level is determined by STAR, (Standardized Test for the Assessment of Reading, a computer reading assessment with adaptive branching), and monitored and adjusted periodically. Other reading incentive programs coordinated by the teachers and librarian are Six Flags Read to Succeed and the Pizza Hit Book-It program.

The bilingual population is taught using Spanish as the language of instruction in the primary grades and then transitioning to English in the intermediate grades once the basic skills are in place.

3. Mathematics, Science, Art, Etc.:

Language Arts, Math, Science and Social Studies are best taught using multi-sensory activities. Instruction in song, rhythm, instruments and dance can be combined with the objectives in every area of

the curriculum. Learning to read music and understand the theory is an activity that uses and reinforces the skills learned in reading. Our music teacher reinforces math objectives as well when teaching note values and time signature. The music choices and programs often coordinate with social studies themes and science lessons being taught in general education classes.

Our music program functions in part as ambassador to the larger community. Each grade level is featured at one of the monthly PTA programs. This strengthens our learning community by allowing parents an opportunity to participate in helping with props, costumes and sets. Music programs guarantee high levels of attendance at PTA meetings.

Our fourth and fifth graders are encouraged to join the honor choir if they have satisfactory grades and behavior. This motivates children to achieve the high expectations held for them in all the other curriculum areas. Choir membership develops responsibility and dedication to going above and beyond because the rehearsals occur outside of school hours. The choir goes out into the community through performances at nursing homes, malls and civic events, such as Christmas on the Square. Other opportunities to attend cultural events such as the symphony are offered through our music program to various grade levels.

4. Instructional Methods:

Primary grade classes on our campus are self-contained and those teachers deliver all instruction. Our fourth and fifth grades are departmentalized. The teachers are able to develop more in-depth lessons for fewer areas of the curriculum. At fourth grade each teacher is responsible for the Language Arts block, but rotate for Science and Math. One teacher is able to share her passion and expertise in math with our entire fourth grade while the other teacher channels her natural curiosity to prepare memorable science lessons. Our fifth grade is also departmentalized but according to the strengths and interests of those teachers. One teacher is responsible for science and math while the other teacher plans the ELA and social studies because of her prior experience as a Language Arts teacher at the middle school level.

The increasingly diverse population of our school has provided incentive for the staff to continuously improve instructional methods. Differences in student learning styles require that all new concepts in any subject be presented in a variety of modes such as visual, auditory, kinesthetic and tactile. We believe that children who are totally engaged are able to relate new knowledge to prior learning. Elementary age children are still at a developmental level requiring that concepts be presented concretely before proceeding to the abstract. In each subject, concepts are presented systematically and sequentially. Students have opportunities to participate in a variety of investigations and experiments using assorted manipulatives. Teachers use many resources including power points, charts, maps, books with tapes, and educational games.

Every classroom has children with varying levels of ability. Therefore, teachers also must be able to differentiate instruction and provide additional challenges to the students who are higher functioning while providing additional support to the students who are at risk. Students are given every opportunity for success and are allowed to work cooperatively as well as independently.

5. Professional Development:

Professional development is planned after identifying a need based on the results of the state test. Results are analyzed by objective in each curriculum area. A teacher is selected for each subject to participate as a Cadre member at the district level. Each Cadre member attends district level trainings and is responsible for presenting the information during in-service opportunities. This information relates to analysis of test data, on-line curriculum developed for district wide use, and new research based

methodologies in each area of the curriculum. Cadre members facilitate use of all resources by the staff in order to continually improve performance in every area of study.

Cadre members have been trained to present information on activities to be used with the children that focus on objectives identified as weaknesses in the curriculum. Multi-sensory activities useful across the grade levels are often part of the training as are a variety of cooperative learning activities. Many of the activities and methods can be adapted for a variety of objectives.

Continued education for the staff keeps the focus on the objectives to be taught and ensures that best practices are used. It allows time for the staff to share what is and isn't working. During this sharing time we coordinate the methods we use to teach each skill and concept so that we are consistent throughout the building. All teachers are committed to improved student achievement across the grade levels and work together to accomplish this goal.

Region 10 also provides training that allows us to stay current with issues affecting our students at the state level. In particular, any modifications to the TEKS and TAKS test which are projected for the future. We utilize this information to prepare our students for success.

PART VII – ASSESSMENT RESULTS

Texas Assessment of Knowledge and Skills 3rd Grade Reading Scores			
	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	98	98	96
% At Commended Performance	35	54	28
Number of students tested	54	54	52
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	97	97	93
% At Commended Performance	24	44	15
Number of Students Tested	31	31	28
2. Black			
% At or Above Met Standard	100	*	93
% At Commended Performance	16	*	13
Number of Students Tested	17	*	14
3. White			
% At or Above Met Standard	100	100	100
% At Commended Performance	63	61	53
Number of Students Tested	16	18	16
4. Hispanic (LEP Included)			
% At or Above Met Standard	95	100	95
% At Commended Performance	30	50	19
Number of Students Tested	21	28	20
5. Asian or Pacific Islander			
% At or Above Met Standard	*	*	*
Number of Students Tested	*	*	*

*Less than ten students tested.

**Texas Assessment of Knowledge and Skills
4th Grade Reading Scores**

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	95	96	100
% At Commended Performance	24	33	25
Number of students tested	44	56	44
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	92	93	100
% At Commended Performance	23	30	21
Number of Students Tested	27	39	23
2. Black			
% At or Above Met Standard	*	89	100
% At Commended Performance	*	22	15
Number of Students Tested	*	12	17
3. White			
% At or Above Met Standard	100	100	100
% At Commended Performance	20	54	41
Number of Students Tested	13	12	16
4. Hispanic (LEP Included)			
% At or Above Met Standard	96	96	100
% At Commended Performance	26	27	17
Number of Students Tested	22	32	11
5. Asian or Pacific Islander			
% At or Above Met Standard	*	*	*
Number of Students Tested	*	*	*

*Less than ten students tested.

**Texas Assessment of Knowledge and Skills
5th Grade Reading Scores**

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	98	97	88
% At Commended Performance	25	38	13
Number of students tested	43	33	34
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	96	94	82
% At Commended Performance	21	38	10
Number of Students Tested	27	17	17
2. Black			
% At or Above Met Standard	*	100	85
% At Commended Performance	*	33	13
Number of Students Tested	*	10	13
3. White			
% At or Above Met Standard	100	100	100
% At Commended Performance	36	46	21
Number of Students Tested	11	13	13
4. Hispanic (LEP Included)			
% At or Above Met Standard	96	90	*
% At Commended Performance	22	33	*
Number of Students Tested	27	10	*
5. Asian or Pacific Islander			
% At or Above Met Standard	*	*	*
Number of Students Tested	*	*	*

*Less than ten students tested.

**Texas Assessment of Knowledge and Skills
3rd Grade Math Scores**

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	96	98	94
% At Commended Performance	27	23	18
Number of students tested	54	54	52
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	96	97	92
% At Commended Performance	31	25	6
Number of Students Tested	31	31	28
2. Black			
% At or Above Met Standard	93	*	85
% At Commended Performance	24	*	0
Number of Students Tested	17	*	14
3. White			
% At or Above Met Standard	93	100	100
% At Commended Performance	40	18	44
Number of Students Tested	16	18	16
4. Hispanic (LEP Included)			
% At or Above Met Standard	100	96	95
% At Commended Performance	20	26	8
Number of Students Tested	21	28	20
5. Asian or Pacific Islander			
% At or Above Met Standard	*	*	*
Number of Students Tested	*	*	*

*Less than ten students tested.

**Texas Assessment of Knowledge and Skills
4th Grade Math Scores**

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100	98	100
% At Commended Performance	35	53	27
Number of students tested	44	56	44
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100	100	100
% At Commended Performance	40	52	21
Number of Students Tested	27	39	23
2. Black			
% At or Above Met Standard	*	90	100
% At Commended Performance	*	20	15
Number of Students Tested	*	12	17
3. White			
% At or Above Met Standard	100	100	100
% At Commended Performance	40	69	47
Number of Students Tested	13	12	16
4. Hispanic (LEP Included)			
% At or Above Met Standard	100	100	100
% At Commended Performance	37	58	17
Number of Students Tested	22	32	11
5. Asian or Pacific Islander			
% At or Above Met Standard	*	*	*
Number of Students Tested	*	*	*

*Less than ten students tested.

**Texas Assessment of Knowledge and Skills
5th Grade Math Scores**

	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	100	97	98
% At Commended Performance	39	51	11
Number of students tested	43	33	34
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100	94	81
% At Commended Performance	32	52	11
Number of Students Tested	27	17	17
2. Black			
% At or Above Met Standard	*	100	77
% At Commended Performance	*	50	13
Number of Students Tested	*	10	13
3. White			
% At or Above Met Standard	100	100	100
% At Commended Performance	60	46	14
Number of Students Tested	11	13	13
4. Hispanic (LEP Included)			
% At or Above Met Standard	100	90	*
% At Commended Performance	32	58	*
Number of Students Tested	27	10	*
5. Asian or Pacific Islander			
% At or Above Met Standard	*	*	*
Number of Students Tested	*	*	*

*Less than ten students tested.

Texas Assessment of Knowledge and Skill			
Commended Performance			
Percent of Students Exceeding State Met Standard-Third, Fourth and Fifth			
Reading			
2004 - 2005	2003 - 2004	2002 - 2003	
31%	45%	24%	
Math			
2004 - 2005	2003 - 2004	2002 - 2003	
36%	44%	18%	
Texas Assessment of Knowledge and Skill			
State Developed Alternative Assessment*			
Third, Fourth and Fifth Grades			
Reading			
	2004-2005	2003-2004	2002-2003
Total Special Education	32	37	39
Number Tested on TAKS	*	*	*
Number Tested on SDAA	32	34	36
% Meets ARD Expectations	100	75	79
Math			
	2004-2005	2003-2004	2002-2003
Total Special Education	32	37	39
Number Tested on TAKS	*	*	*
Number Tested on SDAA	32	34	36
% Meets ARD Expectations	100	69	92
SDAA is administered to special education students with individual educational plans.			
*Less than ten students tested.			
Routh Roach Elementary			
Attendance			
2004 - 2005	2003 - 2004	2002 - 2003	
97%	97%	96%	
Total Population 437	Total Population 445	Total Population 462	