

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

Official School Name Stephen F. Austin Elementary School
(As it should appear in the official records)

School Mailing Address 1630 Pitts Road
(If address is P.O. Box, also include street address)

Richmond Texas 77469-1390
City State Zip Code+4 (9 digits total)

County Fort Bend School Code Number* 79901114

Telephone (832) 223-1000 Fax (832) 223-1001

Website/URL <http://www.lcisd.org> e-mail bwhileyman@lcisd.org

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. Thomas E. Randle, Ed.D
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lamar Consolidated Independent School District Tel. (832) 223-0110

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. Michael Richard
(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 _____

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

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 of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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: 17 Elementary schools
 2 Middle schools
 3 Junior high schools
 3 High schools
 6 Other

 31 TOTAL
2. District Per Pupil Expenditure: \$7,127 (actual-2003/2004)

 Average State Per Pupil Expenditure: \$7,358 (budgeted)

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. 5 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	0	0	0	7	NA	NA	NA
K	35	39	74	8	NA	NA	NA
1	38	29	67	9	NA	NA	NA
2	49	49	98	10	NA	NA	NA
3	47	45	92	11	NA	NA	NA
4	42	37	79	12	NA	NA	NA
5	36	36	72	Other	7	2	9(EE)
6	NA	NA	NA				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							491

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|--------------------------------|
| <u>81 %</u> | White |
| <u>2 %</u> | Black or African American |
| <u>16 %</u> | Hispanic or Latino |
| <u>1 %</u> | Asian/Pacific Islander |
| <u>0 %</u> | 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: 7%

(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.	18
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	35
(4)	Total number of students in the school as of October 1 (same as in #5 above)	491
(5)	Subtotal in row (3) divided by total in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 1 %
6 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 40

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: 13 %
65 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> 5 </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 10 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 13 </u> Specific Learning Disability
<u> 5 </u> Emotional Disturbance	<u> 33 </u> Speech or Language Impairment
<u> 1 </u> Hearing Impaired	<u> </u> Traumatic Brain Injury
<u> 2 </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

An additional 5 special education students enrolled after the October 28, 2005 snapshot date

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> 34 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 0 </u>	<u> 0 </u>
Paraprofessionals	<u> 6 </u>	<u> 0 </u>
Support staff	<u> 5 </u>	<u> 0 </u>
Total number	<u> 47 </u>	<u> 0 </u>

12. Average school student-“classroom teacher” ratio: 15

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	98%	97%	98%	97%
Daily teacher attendance	96%	91%	96%	96%	96%
Teacher turnover rate	3%	6%	9%	9%	12%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III - SUMMARY

Stephen F. Austin Elementary is located in Pecan Grove, a beautiful residential community 4 miles northeast of Richmond, Texas. Richmond, the county seat of Fort Bend County, is on the Brazos River approximately 20 miles southwest of Houston. The opening of Austin Elementary in the fall of 1990 was the result of unprecedented expansion in Fort Bend County and the need to accommodate growth and the neighborhood school concept of Lamar Consolidated I.S.D. The school was named after Stephen Fuller Austin, the Father of Texas and an American leader of colonization in what would become the great State of Texas. In 1822, Austin selected this area to settle a group of the Old Three-Hundred. This group of pioneers set forth a spirit of community, leadership, and courage that has been the model for all future Texans. Austin Elementary strives daily to continue the proud pioneer spirit of our namesake and all those who followed his dream.

Our vision for Austin Elementary was to develop a child-centered facility in which each student would be challenged to his or her potential while being treated with dignity and respect. With all segments of our school working together, that vision has become a reality. The enthusiasm and commitment of all involved has contributed to Austin's success. Austin Elementary faculty and staff have developed a collaborative, integrated instructional program. This integration strengthens the teaching and learning processes so students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. As a result, students acquire the knowledge and skills they need to meet Austin's high academic standards. At Austin we firmly believe success is measured by much more than test scores. Our highly motivated, veteran staff can be seen utilizing best practices innovatively to captivate and engage students in active learning by addressing a variety of modalities through the use of novel units, role playing, science inquiries and labs, math manipulatives, centers, research, and much more. This same group of dedicated teachers can also be seen after school and on weekends cheering on homeruns, touchdowns, dance performances, and other student endeavors. In order to ensure student success, we believe we must address each child's emotional, social, and academic needs.

Our students learn at an early age the importance of developing character and the role philanthropic endeavors play in becoming a productive citizen. Each classroom develops a community service project. Buddy classes are created in which older students are paired with younger students to serve as tutors and role models. All students have a sense of purpose and take ownership and pride in their role as contributing members of the Austin family. Before and after school activities such as choir, Writing Wonders, student council, chess, art, and science clubs provide students enrichment and leadership opportunities. We also provide a multitude of experiences that help ensure that students will take control of their educational future and become life-long learners. At Austin, we seek to educate the whole child and provide maximum growth as we prepare our students to meet future challenges.

Parental and community involvement help support our school's programs and contribute significantly to the success and spirit at Austin. The involvement of our Parent Teacher Organization enables our campus to function at an exceptionally high level of efficiency. Austin has tremendous support from a dedicated team of volunteers. Volunteer involvement through our Terrific Austin Parents (TAPS) is a clear reflection of our strong connection to and commitment between school and community. Our parents are not the only volunteers on our campus. Community members, civic leaders, and local businessmen and women can be seen daily mentoring students in our highly successful, nationally recognized HOSTS (Helping One Student To Succeed) program. In addition, former Austin students gladly forego their high school off periods to tutor and give back to the elementary school they love and still call home.

Austin Elementary is much more than a building. For students, it is a home away from home! All who enter our doors become part of an extended family that thrives and flourishes on the success of all students. It is also this same family that rallies when a crisis occurs. This sense of love and commitment ensures, at Stephen F. Austin Elementary, that no child, or family, will be left behind. As you continue through this written narrative of our school, we welcome you to our Austin family. It is our hope that this in-depth look into who and what we are will leave you with the same sense of love, respect, devotion, and success that our staff, students, and parents experience each and every day!

PART IV – INDICATORS OF ACADEMIC SUCCESS

I. Assessment Results:

As a public school in the state of Texas, Austin Elementary participates in the state assessment system for students in the areas of reading and math for grades 3-5, writing for grade 4, and science for grade 5. The Texas Assessment of Knowledge and Skills (TAKS) is a criterion referenced assessment aligned with the state's mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), and the federal requirements for the No Child Left Behind Act. The TAKS test, developed in 2003, replaced the state's prior assessment, the Texas Assessment of Academic Skills (TAAS). Data reported in this document represents both TAAS and TAKS. On TAKS, students must receive a scale score of 2100 to meet the state standard. This "Met Standard" category represents satisfactory academic performance. Students passing at this level are at, or above, the state passing standard. Enacted in 1999, the Student Success Initiative (SSI) set goals to ensure that all students will receive the instruction and support needed to be academically successful in reading and mathematics. Based on increased accountability set by the SSI, students in grade 3 must have "Met Standard" in reading in order to pass to the next grade level, and grade 5 students must meet the same standards for reading and math. Students may also earn "Commended Performance," which represents high academic achievement at a level that is considerably above the state passing standard. This translates to a scale score of 2400.

Upon completion of the individual aggregated data, campus results are then disaggregated into performance levels by ethnic and socioeconomic subgroups. At Austin, the data for the years 2001-2004 include only one subgroup. By 2005, two more subgroups, Hispanic and special education became part of our accountability rating. We are very proud of the fact our scores represent the vast majority of our students. Of the 244 students tested in 2005, 229 (94%) were administered the regular state test. Fifteen students (6%) were administered the State-Developed Alternative Assessment (SDAA II). Of those 15 students, 4 were part of our Life Skills classroom. The SDAA II allows special education students, who have identified disabilities, the option of taking an alternative test based on their ability level. This ability level is determined by the campus Admission Review and Dismissal (ARD) committee. Based on the overall school performance, TEA gives a campus performance rating of Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable. To achieve the coveted Exemplary rating, 90% of all students must meet the state passing standard. More information on the Texas Assessment System can be found at: <http://www.TEA.state.tx.us>.

Our overall school performance in this document reflects that for all five years, 94%-100% of the students at Austin Elementary scored as having met state standards or expectations. Specifically, for 2001-2002, TAAS data reflects 97%-100% of the students tested passed the math component, and 98%-100% of the students tested passed the reading component on all grade levels. For 2003-2005, TAKS data reflects, 94%-100% of students tested in both math and reading "Met Standard" on all grade levels. As required for promotion by the SSI, in 2004-2005, 100% of all 3rd and 5th graders "Met Standard" in reading, and in 2005, 100% of all 5th graders, "Met Standard" in math. In 2005, 97%-100% of our Hispanic population met, or exceeded, state standards in all areas. For the years 2003-2005, Commended Performance percentages on TAKS have improved as follows: 3rd grade reading: 51%-66%; 3rd grade math: 39%-45%; 4th grade reading: 41%-53%; 4th grade math: 26%-54%; 4th grade writing: 29%-50%; 5th grade math: 27%-46%; and 5th grade science: 14%-70%. As a result of these outstanding scores, Austin has received the state's highest accountability rating (Exemplary) for 10 of the past 11 years.

The only disparity among our subgroups occurred with our special education students in 2005. Of the 35 tests administered to this subgroup, ARD expectations were met on 25 (71%). This was the result of the increased level of difficulty on the SDAA II, and the fact our ARD committees were determined to set high expectations for our special-education students. As a result of this disparity, our performance rating for 2005 was assigned as Recognized. After analyzing the data available, we feel confident we will do a better job setting expectations that are high, yet not unreasonable for our students. Our staff recognizes the continued need to monitor students with learning disabilities in order to accelerate learning.

These scores are indicative of the hard work and dedication of all involved. At Austin, all children are ensured a quality education and our test scores reflect that no child is ever left behind.

2. Using Assessment Results

New education initiatives and increased accountability have inspired the development of more effective, integrated methods for assessing student achievement. Austin utilizes a variety of methods and assessments to monitor and improve student achievement. Disaggregation of TAKS/SDAA data in grades 3-5, Texas Primary Reading Inventory (TPRI) for grades K-2, and district-generated benchmark and proficiency tests for all grade levels enables teachers to determine individual strengths and weaknesses by subgroups and objectives. These item analyses are available through a district computer-assisted program which provides us with a record of standardized and criterion-referenced assessments. Data also provides us with the information needed to determine the effectiveness of our instructional program and support services. Using assessment data, our teachers can track student progress, identify student needs, provide focused instruction and interventions, and ultimately improve student achievement.

Austin teachers use assessment data to help guide and enhance the instructional program. Data analysis is a crucial tool used to create lesson plans, develop tutorial programs, formulate objectives and goals for Individualized Education Plans (IEP), plan for differentiation, and ensure student mastery of state objectives. We also use a combination of this data, formal and informal assessments, and classroom observations to make informed decisions about best practices that lead to highly effective instruction. Data is also used during our Student Study Committee (SSC) meetings to plan accommodations for students and to identify those who may be At-Risk, eligible for additional support through ESL, special education, dyslexia instruction, HOSTS, or extended day tutorials. Assessment data also drives professional development so that it targets areas of need specific to our student population.

Assessment data helps ensure vertical alignment of campus and district wide curriculum. Campus grade levels and special programs meet weekly to celebrate success and identify areas of concern. Campus committees, comprised of K-5th grade teacher representatives in core discipline areas, meet regularly to ensure vertical alignment of both TEKS and TAKS objectives. District staff development days are set specifically to discuss assessment data and vertical alignment across elementary, intermediate, and secondary campuses.

Parents and students also play a key role in assessing student performance. Take-home TAKS study guides and readers are disseminated to those students in need of an extra level of remediation. This parent directed course of study allows parents to become important contributors to their child's success. In addition, teachers hold individual conferences with parents and students to discuss assessment results and set goals and expectations. Including parents and students directly in the accountability process gives both a sense of ownership and control over the child's academic future and success.

3. Communicating Assessment Results

Our teachers recognize the difference active, attentive, informed parents and community members can make in a child's life and academic career. As a result, Austin teachers and staff utilize many methods to communicate classroom expectations, campus information, and student success.

Prior to the first day of school, teachers send personal notes to each student welcoming him/her to their classroom. District and classroom handbooks are disseminated during our annual grade level Curriculum Nights. Each student has a Wednesday folder that includes campus *Astronotes*. This communication provides a calendar of upcoming campus, district, and community events, a personal note from our principal, student club and organization information, and student awards and achievements. Other school-wide communications include three-week progress reports for all students, six-week report cards, PTO communications, informational bulletin boards, six-week success assemblies, a school marquee, local newspapers, and campus and district websites.

Grade-level communications include weekly teacher newsletters, e-mail, conferences, notes, student folders, and planners. Kindergarten-2nd grade students and teachers utilize a daily take-home folder that contains graded papers, homework, information regarding behavior and work habits, and teacher communications. Second-5th grade teachers and students use district provided planners to record daily assignments, upcoming events, and chart behavior.

Parents are personally contacted when individual interventions are recommended through an ARD, SSC, HOSTS assessment, speech evaluation, individual teacher recommendation, or other district

programs. All campus and district personnel work collaboratively to determine the best course of action to ensure student success. Parents, teachers, and community members are also part of the Site Based Management Team. This dedicated group is the campus decision-making body and participates in creating the Campus Improvement Plan (CIP) where assessment data is disaggregated and campus goals are set. Progress on the CIP goals are measured throughout the year and communicated in an annual summary to staff, families, and district personnel.

Student Success Initiative brochures are sent home with all students. The school report card with assessment data and accountability rating from the state assessment (TAKS) is published in the local newspaper and our neighborhood monthly publication. It is also sent home each spring with every Austin student. This rating has led us to proudly communicate such campus honors as: Texas Education Agency Exemplary Campus 1994-2004, Recognized Campus 2005, Gold Performance Rating: Reading, Math, Writing, Science, and Attendance, Texas Business and Education Coalition/Just For the Kids High Performing School, National Center for Educational Accountability Consistently High Performing School, and recognition in *Texas Monthly* magazine .

Improving channels of communication fosters understanding, caring, and collaboration between classrooms, homes, and communities. Open, honest communication is also our best hope for increasing support for our educational institutions.

4. Sharing Success

With a cumulative 675 years of experience, the faculty at Austin Elementary not only takes a leadership role on campus, they are also a driving force in the Lamar Consolidated Independent School District. Our highly respected staff is consistently called upon to analyze and interpret test data, create assessments, and serve on grading, attendance, technology, textbook, leadership, and special programs committees. This level of commitment to our campus and the LCISD educational community has resulted in four of the past five district Teachers of the Year being Austin faculty members. Our principal was also selected as the coveted district Administrator of the Year. This incredible level of peer recognition drives each of us to meet and exceed the level of exemplary performance that has come to be synonymous with Stephen F. Austin Elementary.

Our faculty and staff feel a tremendous responsibility to help guide, train, and mentor future educators. As a result, our campus consistently welcomes classroom observers and student teachers from local universities. We provide the same assistance to those seeking alternative certification.

As Texas educators, we also feel a tremendous sense of responsibility to our statewide colleagues. Not only is it our goal to contribute to our campus and district success, we passionately believe, that by working collaboratively, we can keep Texas in the forefront of educational reform and thereby serve as leaders and role models on the national stage. Our staff actively strives to attain this goal by serving on state committees, participating in state and national organizations, working through our Region IV Service Center as trainers for Reading Academies and state assessment creators and evaluators, presenting best practices on a campus, district, and state level, and publishing those best practices in respected educational publications.

Austin faculty and staff work diligently to align curriculum across all grade levels. Select staff members serve as district Gold Team members who work with intermediate and secondary schools to assess data, discuss curriculum and best practices, and set vertically aligned goals to help meet the campus and district goal of “Exemplary and Beyond!”

At Austin, we believe in teaching by example. Our students are open to new ideas and learning opportunities because they witness teachers who openly share and support one another on a daily basis.

PART V – CURRICULUM AND INSTRUCTION

1. School Curriculum

A well-rounded, diversified, and rigorous curriculum is one of the driving forces behind a successful school. At Stephen F. Austin, we strive to achieve academic excellence and to ensure that all students succeed. Although our in-depth curriculum is driven by the TEKS, we do not simply teach the state mandated curriculum. Our teachers go above and beyond the minimum requirements to provide a rich learning experience for children. In addition, we have a district adopted curriculum that ensures vertical alignment through the grade levels. Every teacher on our campus provides a challenging learning environment by enriching and differentiating instruction based on the individual needs of our students. This results in high student achievement and meaningful learning. Through staff training, vertical and horizontal teaming, and weekly team planning, our modes of delivering instruction are often changing to meet the needs of every student at our school. We monitor and adjust to make sure that all students are successful. We use best practices to help them become responsible, life-long learners, and productive citizens in our community. We pride ourselves in believing that the students are our top priority.

Language Arts and reading skills are essential in aiding student learning in all other subject areas. Drawing from a plethora of reading approaches and programs we work to produce fluent readers who comprehend texts in wide-ranging genres from fiction to expository. Students are given an array of opportunities to participate in projects and student publications on our campus. Our students utilize skills learned in the classroom to participate in these activities. For Young Authors, students K-5 participate in the complete process of writing and publishing either a classroom (K-2) or an individual (3-5) hard-back book. In the Rising Star Contests, we have consistently been published in the *Rising Star, Young Texan Tales* as state level winning authors and poets. We recently had a student selected to participate (1 of 8 in the state) as a student author panelist at the Texas Book Festival. Our students publish an award-winning school newspaper and contribute to our local community newspaper. These activities allow students to use higher-level thinking skills and creativity as they take ownership for their writing. Our students become effective communicators through their writing, speaking, and listening.

Our math curriculum provides a solid foundation to equip students with the ability to solve multiple types of problems and apply them to real-life situations. Our math program moves from active, hands-on learning to complex and abstract problem-solving. Through the use of manipulatives and real world applications, our students are engaged in the process of learning mathematics. Our students consistently participate, place, and earn medals in math-centered University Interscholastic League (UIL) competitions. They also use their skills to organize and operate a profitable school store.

The social studies curriculum educates students in the areas of history, geography, government, culture, economics, and citizenship. We engage students by providing a wide variety of activities to help students grasp the concepts. School-wide programs such as Junior Achievement allow our students to become involved in real-world citizenship. Using models, experiments, research, and observation, our science curriculum keeps the students continually engaged by allowing them different opportunities to use the scientific method and investigate science-related concepts. Please refer to page 11 for a more detailed look at our science program.

Our fine arts and physical education teachers collaborate on integrating the core curriculum into their programs. The ultimate goal is to enhance the development of the whole child. Our annual Fine Arts Festival showcases the artistic ability and musical talents of the students. Our students actively participate in UIL Art and Music competitions. Every year all students enter their work in the Houston Livestock Show and Rodeo art competition. This year, one of our 5th grade students received Best-in-Show throughout our district in the elementary category. Another student's outstanding artistic ability was proudly showcased on a community billboard. At the center of our physical education program, we encourage life-long learning and appreciation of physical fitness concepts and health and wellness. Our teachers combine physical fitness and health awareness by participating in such philanthropic endeavors as Jump Rope for Heart and Turkey Trot for the American Diabetes Foundation.

Our staff, students, parents, and community work together to create a positive, challenging learning environment, allowing all students to meet and exceed the expectations set for them.

2a. Reading Curriculum

Austin Elementary believes that a strong reading curriculum is the foundation for every child's academic success. We use an eclectic, multi-sensory approach to reading that addresses our state TEKS through an integrated curriculum that focuses on phonemic awareness, fluency, vocabulary, and comprehension strategies. Our curriculum is differentiated through whole group, small group, and individualized instruction. Varied levels of teacher support and facilitation are demonstrated through shared, guided, and independent reading practices. Cross-curricular strategies are also evident at all grade levels. Student reading levels are determined through initial diagnostic assessments and progress is monitored throughout the year using such measures as informal reading inventories, Developmental Reading Assessment (DRA) levels, district benchmarks, TPRI state assessments, Accelerated Reader, and individual running records.

Austin has a nationally-recognized reading tutorial program called HOSTS (Helping One Student to Succeed). This research-based curriculum allows qualifying students to have four, thirty-minute, one-on-one tutorial sessions each week with volunteer mentors, based on students' needs. The HOSTS program services grades 1st-4th, and averages 60 to 80 students per year. As a result of this intervention, each HOSTS student achieves a year to a year-and-a-half gain in reading. Extensive community support is evident in these mentor positions with a volunteer base that includes parents, retirees, high school and college students, plus local business partners. Staff members also mentor during conference periods! Of the 1300 HOSTS sites across the nation, Austin's program has ranked in the top ten percent and has earned National Exemplary status for the past five years. In addition, our HOSTS teacher and paraprofessional have been honored by the HOSTS Corporation with national teaching awards.

Austin also incorporates a wealth of alternative strategies to enhance our students' reading skills and foster a love of reading. First-5th grade students have six-week goals for our Accelerated Reader (AR) program. Students accumulate AR points and redeem them for dog tag necklaces which they proudly wear each Friday. Third-5th grade students participate in the Bluebonnet Reading Program. Those students who read a required number of books and pass the corresponding AR tests are invited to a special sleepover in the library. The Big 6 Research Method helps guide our 3rd-5th graders through research projects to prevent frustration and promote success. The reading program at Austin also includes Book It, book parades, author visits, Six Flags 600 Minute Reading Club, 3rd Grade Kids' College, Dyslexia Intervention Programs, classroom and CCC Lab computer programs, and a variety of home-reading programs. With the implementation of these programs, and strong, core classroom instruction, every Austin student has the opportunity to become a strong, independent reader.

3. Science

Our school motto is "Austin Astronauts – Pioneers of the Future." Our K-5 science curriculum strongly parallels and compliments that motto. We strive daily to give our students the highest quality education possible. It is our goal to expose them to many different experiences that will broaden their knowledge base. Through our PTO-funded Science Lab and educational grants awarded to our staff, we have created an environment where students feel comfortable and secure enough to take risks. This has led to active learning in real-world situations. We are using experiments to inspire, motivate, and engage students, which heightens their curiosity. Our school-wide, TEKS-driven curriculum is focused on enrichment, problem-solving, and differentiation.

Our K-5 teachers use modern-day technology, such as microscopes, optical data, video equipment, and laptops equipped with Internet access, to encourage higher-level thinking. We explore many areas of science through the use of models and other hands-on, learner-centered manipulatives. Our school has constructed a butterfly garden to give real-world examples of various life cycles that are studied on our campus. We have developed an after school Science Club and conduct an annual Science Fair. These opportunities help our students stretch their imaginations and enable them to reach their fullest potential. Guest speakers from the professional community provide enriching, real-world experiences. There is great pride in our NASA-originated shuttle simulation. Through the use of a 25' by 12' model space shuttle, our students use a computer simulation program to launch, orbit, and land the shuttle. The "on-board crew" consists of students who conduct experiments and "space walks." The whole school gets

involved to create a wonderful and exciting learning environment. These experiences have played a major role in our outstanding success rate on the TAKS science test. From 2003-2005 our scores improved from 89% to 96% passing, and our Commended Performance increased from 17% to 70%.

Through vertical-teaming and a collaborative effort from our teachers and support personnel, we work hard to build on our students' prior learning each year. We believe these efforts will help launch our students to great success now and in the future.

4. Instructional Methods

The instructional methods and strategies utilized at Austin Elementary focus on curriculum, prior experiences and knowledge, student learning styles, and student developmental levels. Our teachers have created a risk-free environment where all students are challenged to reach their fullest potential. Austin faculty and staff work collaboratively to analyze data and identify areas of academic need. Once these areas of need are identified, our teachers seek out instructional methods and strategies that will ensure student success.

Through direct instruction our teachers develop the students' deductive reasoning skills by utilizing such practices as didactic questioning, lectures, drill and practice, modeling, and guided practice. Here our teachers introduce, review, model, and provide practice for basic skills. Our students' success rate in reading is a reflection of the innovative instructional methods of our outstanding HOSTS program and other intervention programs in place for dyslexia (DIP), spelling (SIP), writing (WIP), and multi-sensory instruction. Through indirect instruction, our teachers focus on student-centered strategies such as problem solving, concept attainment, guided inquiry and discovery, and reflective discussions. We take advantage of our students' interests and curiosity by involving them in activities they can observe, investigate, infer, and use to formulate ideas.

Austin staff also relies on interactive instruction between peers and teachers to help students learn. This is accomplished through classroom group interaction, small group interaction, co-operative groups, and student pairs or triads. Our younger students build on a solid foundation by using hands-on manipulatives for math and science and utilizing learning centers for all disciplines. Austin teachers strive to integrate science, social studies, language arts, math, and writing within the curriculum. Our computer lab is utilized by our students before, during, and after school to reinforce and enrich the classroom curriculum. Students work with innovative reading, math, and writing software, research, create Power Point presentations, and practice basic computer, word-processing, and keyboarding skills. To emphasize the actual learning process, our teachers use experiential instruction whereby students can actually participate in the experience, or the teacher can simulate the situation.

To foster the development of individual student initiative, self-reliance, and self-improvement, our teachers encourage students to analyze problems, reflect, make decisions, and take action through independent study. To meet the needs, pace, and interests of all students, Austin teachers utilize curriculum compacting techniques and differentiate the curriculum. Our Gifted and Talented students are challenged with Socratic Questioning, Principles of Depth and Complexity, and Multiple Intelligences.

Through vertical and grade level alignment, our students experience a cohesive instructional program. As teachers, we believe it is our job to educate children through instructional strategies and methods that will enable them take pride in their ability to learn from others, teach themselves, and share their new learning with others.

5. Professional Development

At Austin Elementary we believe the success of any instructional program is dependent upon the expertise of the teacher. Effective staff development is a high priority at Austin and ensures our teachers utilize the best methods available to meet the needs of the whole child. In order to meet these needs, our teachers have participated in extensive training in Structure of the Intellect (SOI) which has enabled us to identify the varying learning styles of our students. We believe before we can look for "ways" to teach, we must first identify "how" our students learn. Assessment data also drives our professional development. Our teachers have been trained by Dr. Shirley Crook and Dr. Margaret Kilgo in ways to interpret and analyze testing data as it applies to our campus and district. The results of these analyses have allowed us to seek out professional development specific to the needs of our campus population.

Our instructional program has been strengthened through method training in areas of concept attainment, cooperative learning, interactive learning centers, portfolio assessment, and many others. Austin teachers also take advantage of training opportunities through local community organizations and corporations such as the Fort Bend Museum, George Ranch, the Houston Chronicle, and NASA. These trainings allow our teachers to incorporate real-world and life experiences into the classroom. To meet the needs of our special populations, teachers at each grade level are certified in ESL and Gifted and Talented education and attend annual training to maintain these certifications. Many of our teachers also have dyslexia and multi-sensory training. These trainings are crucial to the success of our students with special needs. Our teachers also attend workshops that offer information and strategies for our ADHD, ED, LD, and 504 students.

Austin faculty and staff receive content-specific training to stay abreast of the current best practices for delivering instruction in each subject area. To help students in Language Arts, our staff is trained in TPRI, DRA, and AR. Reading Academy training (K-4) has been instrumental in the improvement of reading scores for all our student groups. Workshops such as New Jersey Writing Project, Six-Trait Writing, and Writing Across the Curriculum enhance our K-5 writing program. To aid in Math, Science, and Technology, our staff is trained in TEXTEAMS, AIMS, Kidspiration, and Inspiration. These hands-on, cross-curricular methods and strategies are highly motivational and produce high levels of student participation and success.

Teachers at Austin are recognized throughout LCISD as leaders in professional development. The knowledgeable members of our staff routinely present their educational expertise at campus and district in-services. Austin staff was instrumental in writing the curriculum that is followed district-wide. Additionally, the district Region IV Reading Academy trainer is a member of our staff. As a result of our varied professional development, our instructional program is strong and successful, our teachers are some of the best in our profession, and our students are among the highest achieving in our district.

PART VII – ASSESSMENT RESULTS

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 (TAKS)

Edition/Publication Year: 2004/2005 Publisher: Texas Education Agency (TEA)

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % At or Above Met Standard	100%	100%	100%		
(TAKS) % At Commended Performance	66%	51%	51%		
(TAAS) % Met Minimum Standards				100%	99%
Number of students tested	92	81	73	101	95
Percent of total students tested	97%	94%	99%	91%	92%
Number of students alternatively assessed	3	5	1	9	8
Percent of students alternatively assessed	3%	6%	1%	9%	8%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % At or Above Met Standard	****	100%	****		
(TAKS) % At Commended Performance	****	20%	****		
(TAAS) % Met Minimum Standards				100%	100%
Number of Students Tested	2	5	1	5	5
2. African American					
(TAKS) % At or Above Met Standard	****	****	****	****	****
(TAKS) % At Commended Performance	****	****	****		
(TAAS) % Met Minimum Standards				****	****
Number of Students Tested	0	0	1	2	2
3. White					
(TAKS) % At or Above Met Standard	100%	100%	100%		
(TAKS) % At Commended Performance	68%	54%	54%		
(TAAS) % Met Minimum Standards				100%	99%
Number of Students Tested	76	64	65	80	74
4. Hispanic					
(TAKS) % At or Above Met Standard	100%	100%	100%		
(TAKS) % At Commended Performance	54%	42%	29%		
(TAAS) % Met Minimum Standards				100%	100%
Number of Students Tested	13	11	7	10	8

**** No data reported for fewer than 10 students.

In accordance with the requirements of the federal No Child Left Behind Act (NCLB), Texas calculation of passing percentages in 2002-2003 changed in significant ways from the calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills (TAAS) to the much more rigorous Texas Assessment of Knowledge and Skills (TAKS). Second, some students with disabilities who were previously exempted from the accountability calculations were all included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year to appear different from the data from previous years. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient (RPTE), and Special Education (SDAA and SDAA II). Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.

**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 (TAKS)

Edition/Publication Year: 2004/2005 Publisher: Texas Education Agency (TEA)

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % At or Above Met Standard	99%	99%	99%		
(TAKS) % At Commended Performance	43%	53%	41%	98%	99%
(TAAS) % Met Minimum Standards					
Number of students tested	77	73	97	95	95
Percent of total students tested	90%	96%	94%	92%	90%
Number of students alternatively assessed	8	3	6	8	9
Percent of students alternatively assessed	10%	4%	6%	8%	10%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % At or Above Met Standard	100%	****	****		
(TAKS) % At Commended Performance	0%	****	****		
(TAAS) % Met Minimum Standards				****	****
Number of Students Tested	6	0	3	1	4
2. African American					
(TAKS) % At or Above Met Standard	****	****	****		
(TAKS) % At Commended Performance	****	****	****		
(TAAS) % Met Minimum Standards				****	****
Number of Students Tested	0	1	1	3	1
3. White					
(TAKS) % At or Above Met Standard	98%	98%	100%		
(TAKS) % At Commended Performance	41%	53%	43%		
(TAAS) % Met Minimum Standards				97%	100%
Number of Students Tested	58	62	80	73	77
4. Hispanic					
(TAKS) % At or Above Met Standard	100%	100%	90%		
(TAKS) % At Commended Performance	60%	57%	20%		
(TAAS) % Met Minimum Standards				100%	86%
Number of Students Tested	10	7	10	9	7

**** No data reported for fewer than 10 students.

In accordance with the requirements of the federal No Child Left Behind Act (NCLB), Texas calculation of passing percentages in 2002-2003 changed in significant ways from the calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills (TAAS) to the much more rigorous Texas Assessment of Knowledge and Skills (TAKS). Second, some students with disabilities who were previously exempted from the accountability calculations were all included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year to appear different from the data from previous years. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient (RPTE), and Special Education (SDAA and SDAA II).

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 (TAKS)

Edition/Publication Year: 2004/2005 Publisher: Texas Education Agency (TEA)

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % At or Above Met Standard	100%	95%	94%		
(TAKS) % At Commended Performance	46%	43%	49%		
(TAAS) % Met Minimum Standards				100%	97%
Number of students tested	72	96	94	100	91
Percent of total students tested	95%	96%	94%	93%	94%
Number of students alternatively assessed	4	4	6	7	5
Percent of students alternatively assessed	5%	4%	6%	7%	6%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % At or Above Met Standard	****	****	****		
(TAKS) % At Commended Performance	****	****	****		
(TAAS) % Met Minimum Standards				****	100%
Number of Students Tested	2	4	3	4	6
2. African American					
(TAKS) % At or Above Met Standard	****	****	****		
(TAKS) % At Commended Performance	****	****	****		
(TAAS) % Met Minimum Standards				****	****
Number of Students Tested	1	1	2	3	2
3. White					
(TAKS) % At or Above Met Standard	100%	96%	93%		
(TAKS) % At Commended Performance	48%	48%	53%		
(TAAS) % Met Minimum Standards				100%	96%
Number of Students Tested	58	79	76	82	76
4. Hispanic					
(TAKS) % At or Above Met Standard	100%	83%	100%		
(TAKS) % At Commended Performance	33%	8%	38%		
(TAAS) % Met Minimum Standards				100%	100%
Number of Students Tested	9	12	8	7	8

**** No data reported for fewer than 10 students.

In accordance with the requirements of the federal No Child Left Behind Act (NCLB), Texas calculation of passing percentages in 2002-2003 changed in significant ways from the calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills (TAAS) to the much more rigorous Texas Assessment of Knowledge and Skills (TAKS). Second, some students with disabilities who were previously exempted from the accountability calculations were all included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year to appear different from the data from previous years. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient (RPTE), and Special Education (SDAA and SDAA II). Grade 5 scores are cumulative, given over the course of the year to facilitate promotion. By law, in 2005, if students do not pass the 5th grade reading and math test, they are not promoted to the next grade.

**No Child Left Behind - Blue Ribbon School
Grade 3 - Mathematics**

Subject: Mathematics Grade: 3 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2004/2005 Publisher: Texas Education Agency (TEA)

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % At or Above Met Standard	98%	99%	99%		
(TAKS) % At Commended Performance	45%	39%	41%		
(TAAS) % Met Minimum Standards				100%	97%
Number of students tested	93	81	73	101	93
Percent of total students tested	96%	94%	100%	91%	92%
Number of students alternatively assessed	4	5	0	9	7
Percent of students alternatively assessed	4%	6%	0%	9%	8%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % At or Above Met Standard	****	****	****		
(TAKS) % At Commended Performance	****	****	****		
(TAAS) % Met Minimum Standards				100%	80%
Number of Students Tested	2	5	1	5	5
2. African American					
(TAKS) % At or Above Met Standard	****	****	****		
(TAKS) % At Commended Performance	****	****	****		
(TAAS) % Met Minimum Standards				****	****
Number of Students Tested	0	0	1	2	2
3. White					
(TAKS) % At or Above Met Standard	99%	100%	98%		
(TAKS) % At Commended Performance	47%	41%	40%		
(TAAS) % Met Minimum Standards				100%	96%
Number of Students Tested	76	64	65	80	73
4. Hispanic					
(TAKS) % At or Above Met Standard	92%	91%	100%		
(TAKS) % At Commended Performance	31%	36%	57%		
(TAAS) % Met Minimum Standards				100%	100%
Number of Students Tested	13	11	7	10	8

**** No data reported for fewer than 10 students.

In accordance with the requirements of the federal No Child Left Behind Act (NCLB), Texas calculation of passing percentages in 2002-2003 changed in significant ways from the calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills (TAAS) to the much more rigorous Texas Assessment of Knowledge and Skills (TAKS). Second, some students with disabilities who were previously exempted from the accountability calculations were all included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year to appear different from the data from previous years. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient (RPTE), and Special Education (SDAA and SDAA II). Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.

No Child Left Behind - Blue Ribbon School
Grade 4 - Mathematics

Subject: Mathematics Grade: 4 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2004/2005 Publisher: Texas Education Agency (TEA)

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % At or Above Met Standard	100%	97%	99%		
(TAKS) % At Commended Performance	54%	38%	26%		
(TAAS) % Met Minimum Standards				98%	100%
Number of students tested	77	74	94	95	97
Percent of total students tested	90%	96%	95%	92%	90%
Number of students alternatively assessed	8	3	5	8	10
Percent of students alternatively assessed	10%	4%	5%	8%	10%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % At or Above Met Standard	100%	****	****		
(TAKS) % At Commended Performance	33%	****	****		
(TAAS) % Met Minimum Standards				****	****
Number of Students Tested	6	0	3	0	4
2. African American					
(TAKS) % At or Above Met Standard	****	****	****		
(TAKS) % At Commended Performance	****	****	****		
(TAAS) % Met Minimum Standards				****	****
Number of Students Tested	0	1	1	3	1
3. White					
(TAKS) % At or Above Met Standard	100%	97%	99%		
(TAKS) % At Commended Performance	55%	38%	27%		
(TAAS) % Met Minimum Standards				97%	100%
Number of Students Tested	58	65	78	73	78
4. Hispanic					
(TAKS) % At or Above Met Standard	100%	100%	100%		
(TAKS) % At Commended Performance	40%	43%	20%		
(TAAS) % Met Minimum Standards				100%	100%
Number of Students Tested	10	7	10	9	7

**** No data reported for fewer than 10 students.

In accordance with the requirements of the federal No Child Left Behind Act (NCLB), Texas calculation of passing percentages in 2002-2003 changed in significant ways from the calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills (TAAS) to the much more rigorous Texas Assessment of Knowledge and Skills (TAKS). Second, some students with disabilities who were previously exempted from the accountability calculations were all included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year to appear different from the data from previous years. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient (RPTE), and Special Education (SDAA and SDAA II).

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

Subject: Mathematics Grade: 5 Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: 2004/2005 Publisher: Texas Education Agency (TEA)

	TAKS 2004-2005	TAKS 2003-2004	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April	April	April
SCHOOL SCORES					
(TAKS) % At or Above Met Standard	99%	98%	94%		
(TAKS) % At Commended Performance	46%	44%	27%		
(TAAS) % Met Minimum Standards				100%	100%
Number of students tested	74	96	94	100	90
Percent of total students tested	96%	95%	91%	93%	94%
Number of students alternatively assessed	3	5	8	7	5
Percent of students alternatively assessed	4%	5%	9%	7%	6%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % At or Above Met Standard	****	****	****		
(TAKS) % At Commended Performance	****	****	****		
(TAAS) % Met Minimum Standards				****	100%
Number of Students Tested	2	4	2	0	6
2. African American					
(TAKS) % At or Above Met Standard	****	****	****		
(TAKS) % At Commended Performance	****	****	****		
(TAAS) % Met Minimum Standards				****	****
Number of Students Tested	1	1	2	3	2
3. White					
(TAKS) % At or Above Met Standard	98%	99%	95%		
(TAKS) % At Commended Performance	49%	45%	28%		
(TAAS) % Met Minimum Standards				100%	100%
Number of Students Tested	61	78	74	82	75
4. Hispanic					
(TAKS) % At or Above Met Standard	100%	92%	100%		
(TAKS) % At Commended Performance	33%	33%	25%		
(TAAS) % Met Minimum Standards				100%	100%
Number of Students Tested	9	12	8	7	8

**** No data reported for fewer than 10 students.

In accordance with the requirements of the federal No Child Left Behind Act (NCLB), Texas calculation of passing percentages in 2002-2003 changed in significant ways from the calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills (TAAS) to the much more rigorous Texas Assessment of Knowledge and Skills (TAKS). Second, some students with disabilities who were previously exempted from the accountability calculations were all included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year to appear different from the data from previous years. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient (RPTE), and Special Education (SDAA and SDAA II). Grade 5 scores are cumulative, given over the course of the year to facilitate promotion. By law, in 2005, if students do not pass the 5th grade reading and math test, they are not promoted to the next grade.